

# EDUCATIONAL SPECIFICATIONS

FOR MODERN LEARNING ENVIRONMENTS

*Updated: March 2023*



**Every Child, Every Day**

# Key Concepts and Terms

## A

**Academic Vision** 3, 4, 5, 12, 15, 18, 261, 262, 270, 272

**Accessibility** 34, 36, 37, 66, 68, 148, 315

**Adjacency** 68, 70, 72, 74, 76, 78, 80, 192, 226

**Athletics and Wellness** 5, 7, 13, 19, 20, 23, 27, 40, 51, 56, 57, 66, 121, 122, 127, 128, 188, 227, 240, 244, 245, 251, 252, 256

## C

**Career and Technical Education (CTE)** 5, 7, 13, 19, 20, 27, 39, 52, 100, 121, 127, 171, 174, 176, 187, 218, 286

**Centralized** 6, 46, 48, 55, 56, 57, 59, 60, 61, 136, 149, 184, 222, 278

**Collaboration Space** 87, 91, 94, 95, 99, 202

**Community Space** 6, 7, 10, 13, 41, 64, 65, 260, 265, 268, 269

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**Dining Commons** 41, 50, 58, 66, 105, 163, 164, 198, 199, 200, 204, 208, 227, 231, 241, 253

**Dispersed** 6, 29, 38, 47, 55, 57, 61, 68, 72, 76, 80, 100, 149, 199, 278, 280

**District-wide Key Factors** 122, 124

## E

**Empower Center** 7, 39, 50, 51, 121, 122, 128, 153, 162, 166, 187, 190, 192, 237, 247, 310, 311, 312, 313

## F

**Facility Master Plan (FMP)** 3, 4, 5, 12, 16, 18, 19, 20, 22, 122, 124, 127, 128, 129, 153, 154, 171, 172, 187, 260, 268, 272

**Fine Arts** 5, 13, 16, 19, 20, 23, 26, 40, 50, 51, 54, 55, 121, 122, 127, 153, 188, 223, 226, 313

**Flexible Furniture** 16, 23, 30, 33, 36, 40, 50, 52, 54, 58, 74, 76, 80, 83, 84, 87, 89, 90, 92, 95, 175, 181, 269, 297

## G

**Guiding Principles** 12, 22, 122, 261, 262

## H

**Health and Well-being** 22, 24, 25, 57, 80, 276, 280, 283

## L

**Learning Neighborhood** 6, 13, 16, 24, 25, 27, 29, 37, 3844, 47, 52, 59, 66, 83, 84, 86, 87, 90, 91, 102, 106, 108, 110, 112, 114, 116, 118, 121, 180, 198, 202, 206, 208, 222, 226, 228, 236, 246, 269, 273

**Learning Principles** 7, 122, 261, 276

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**Maker Space** 39, 52, 87, 89, 99, 100, 180, 204, 229, 236, 246, 263

**Measures of Success** 7, 22, 261, 282

**Modernization** 3, 6, 7, 10, 12, 13, 16, 20, 23, 33, 217, 260, 263, 268, 273

**Multi-Use Space** 39, 86, 105, 260, 269

## O

**Outdoor Learning** 7, 13, 24, 26, 36, 42, 66, 100, 102, 121, 122, 197, 220, 234, 245, 258, 280, 283, 314

## S

**Social Emotional Learning** 50, 66, 136, 138, 197, 208, 210, 260, 283

**State-of-the-Art-Technology** 10, 260, 268, 269

**Strategic Plan** 3, 12, 15, 18, 23, 272

**Sustainability** 20, 24

## T

**Technology** 4, 5, 6, 10, 12, 20, 23, 33, 36, 41, 48, 50, 52, 56, 86, 90, 94, 162, 178, 180, 182, 183, 188, 190, 193, 203, 205, 209, 221, 260, 265, 269, 270, 278, 281, 283

**Transparency** 6, 13, 16, 22, 36, 46, 47, 55, 61, 69, 97, 98, 272, 273, 278, 381

# 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 learners. Thus, the Ed Specs should also be used by school communities to help shape conversations about new buildings and major additions.

In developing the Ed Specs adopted by the Board of Trustees in October 2017, the District embraced modernization and reinvention as envisioned in the District’s 2015-2020 Strategic Plan, 2017 Facility Master Plan (2017 FMP), and academic vision. Modernization and reinvention is applied to all school construction, including new buildings, total and partial renovations, or any combination of these. The Ed Specs can be adapted to the renovation of historic properties in the District.

The 2015-2020 Strategic Plan encompassed the District’s vision to reinvent the urban school experience. This is supplemented by the 2020-2025 Strategic Plan, which sets the District’s vision to become “Austin’s home for inclusive learning: high expectations for all children, high outcomes for every learner.” The 2017 FMP is a high-level road map for the modernization of all District facilities over the next 25 years. The 2017 FMP documents the current status of each of Austin ISD’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 2017 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 learners 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 the Six C's (critical thinking, collaboration, creativity, cultural proficiency, communication, and connection).
- 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 learners.

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, competition from a growing number of charter schools, 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 in learner 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 learners.

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. While this type of learning is valuable in some instances, AISD seeks flexible spaces that 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.

To develop the District's academic vision, which incorporated concepts such as 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, and meet the needs of educators and learners, 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 planning team staff resulted in the creation of the Ed Specs.

This 2022 Update reflects the 2019 FMP recommendations for Athletics and Wellness, Fine Arts, and Career and Technical Education (CTE) and Career -connected Learning (CCL). This Ed Spec update was created in collaboration with District representatives and design consultants, DLR Group and Stantec.

The Ed Specs document is divided in five parts that describe the purpose, the visioning process, specifications by space type, and the resulting space programs. Readers should note the significant changes that the District is adopting. Not all of these changes will be applied to all school modernization efforts exactly as described in this document, 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:

### Notable Changes in 2017

- Schools sized to fit needs of community – No one-size-fits-all
- Flexible spaces (that educators and learners can configure to meet current and future needs)
- Technology distributed throughout spaces
- Dedicated community spaces
- Consideration of outdoor space is equally important as indoor 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 and are intended to be shared by a community of educators
- School capacity is determined by the number of 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 Library Media Centers, or technology hubs that serve a variety of literacy programming
- 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

### Notable Changes in 2022

- Modular CTE and CCL spaces, allowing for campus and community customization
- Shared Music Rehearsal Halls, allowing for flexibility in programming and shared use
- Inclusion of the Empower Center as a new, flexible learning space at secondary campuses
- Inclusion of all-learner restrooms and changing rooms on all campuses
- Dedicated spaces for wellness and mental health on all campuses
- An enhanced vision for campus inclusion of Outdoor Learning environments
- Incorporation of spaces to support community partnerships that serve AISD learners
- Consideration of space for mobile or itinerant support staff to prepare and collaborate
- Revised and updated Athletics and Wellness spaces
- Outline of Universal Design principles for all AISD campuses

While the Ed Specs should be considered in their entirety, design professionals will find the concepts and designs presented in **Parts 2, 3, 4, and 5** especially useful. In addition, School communities may find the discussion of the Learning Principles in **Appendix A** helpful, and the “Measures of Success,” developed by the Ed Spec workgroup may be especially useful in their discussions with the design professionals.

The 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. In the 2017 Bond, parents, learners, educators and District leadership collaborated with design teams to develop the best approach for their campus within the options identified in the Ed Specs. New facility projects followed the Ed Specs while balancing requirements of the educational program, site constraints, and City of Austin regulations. Renovation projects incorporated concepts of the Ed Specs as appropriate and feasible to the scope of work. Images of modernized learning spaces from the 2017 Bond Projects are included throughout this document and labeled accordingly.

The District encourages school communities to examine the modernization concepts in the document and consider those that would best serve their communities. The 2017 Bond Projects have shown the success of the Campus Architectural Team to engage educators, administrators, learners, and the community. By working together, many schools have been modernized and now provide our vibrant community’s youth the modern learning environments that they deserve. The 2022 Ed Spec revisions are reflective of comments gathered from the Campus Architecture Teams (CATs) during the 2017 Bond Program.

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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 2017 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 skills for 21st century learning, the Six C’s: critical thinking, collaboration, creativity, cultural proficiency, communication and connection.





Norman-Sims Elementary School

With the emphasis on modernization and the inclusion of emerging educational concepts as presented in the District's 2017 Facility Master Plan (2017 FMP), the District has pivoted away from Ed Specs that have historically been prescriptive. The new Ed Specs are inspired by the needs of learners 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 five sections.

## Part 1 – Process and Outcomes

The Ed Specs are rooted in the District's Strategic Plan, academic vision, the 2017 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 updated Ed Specs are necessary. DLR Group conducted a series of visioning exercises with District administration and educators to take the principles and concepts presented in the 2017 FMP and align them to the District's academic vision. A revision of the Ed Specs was started in 2021 to align them with new principles developed in the 2019 FMP. The results of that process are described in **Parts 2-5**, and further elaborated in **Appendix B**. The process and concepts that informed the development of the 2017 Ed Specs are described in **Appendix A**.

## Part 2 – A Flexible Campus

This section illustrates the major program blocks at each level (elementary, middle, and high), and how those programs relate to each other. These program blocks are framed within the three 2017 FMP modernization goals of flexible learning spaces, state of the art technology, and community spaces. New space types that support these goals are introduced and detailed in this section.

## Part 3 – Learning Neighborhood

A key concept that is essential to AISD's vision is the Learning Neighborhood. This section explains this new concept and provides a detailed breakdown of the various space types, which together create a learning neighborhood. Example layouts are provided to illustrate critical adjacencies needed for proper neighborhood functionality. Design concepts such as transparency and operable partitions are used to create highly flexible neighborhoods at all levels.

## Part 4 – Specialized Learning Spaces

This section provides detailed information on specialized program blocks introduced in **Part 2**. Further detail is provided regarding Athletics and Wellness, Fine Arts, and Career and Technical Education (CTE) programs.

AISD recognizes the essential role Outdoor Learning plays in modernized learning environments. This section also outlines the various Outdoor Learning space types that should be included and considered in the design of AISD campuses.

## Part 5 – Space Programs

Detailed, itemized lists of all the spaces that go into each campus, at the sizes necessary to meet needs of each learning community.



# Part 1

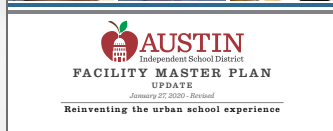
## Overview

### PURPOSE

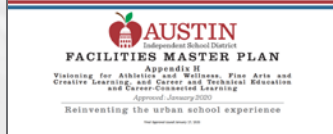
The Educational Specifications, a requirement of [state law](#), were written to encourage a built environment that aligns with Austin ISD’s foundational documents, the District’s Strategic Plan, Facility Master Plan and the academic vision. They provide guidance to architects, engineers and other design 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.

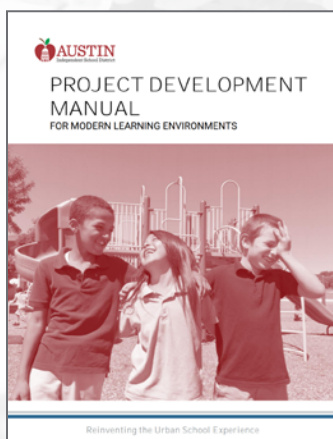




Facility Master Plan  
Updated 2019, Revised 2020



Facility Master Plan Appendix H - Visioning for Athletics and Wellness,  
Fine Arts, and Career and Technical Education, Updated 2020

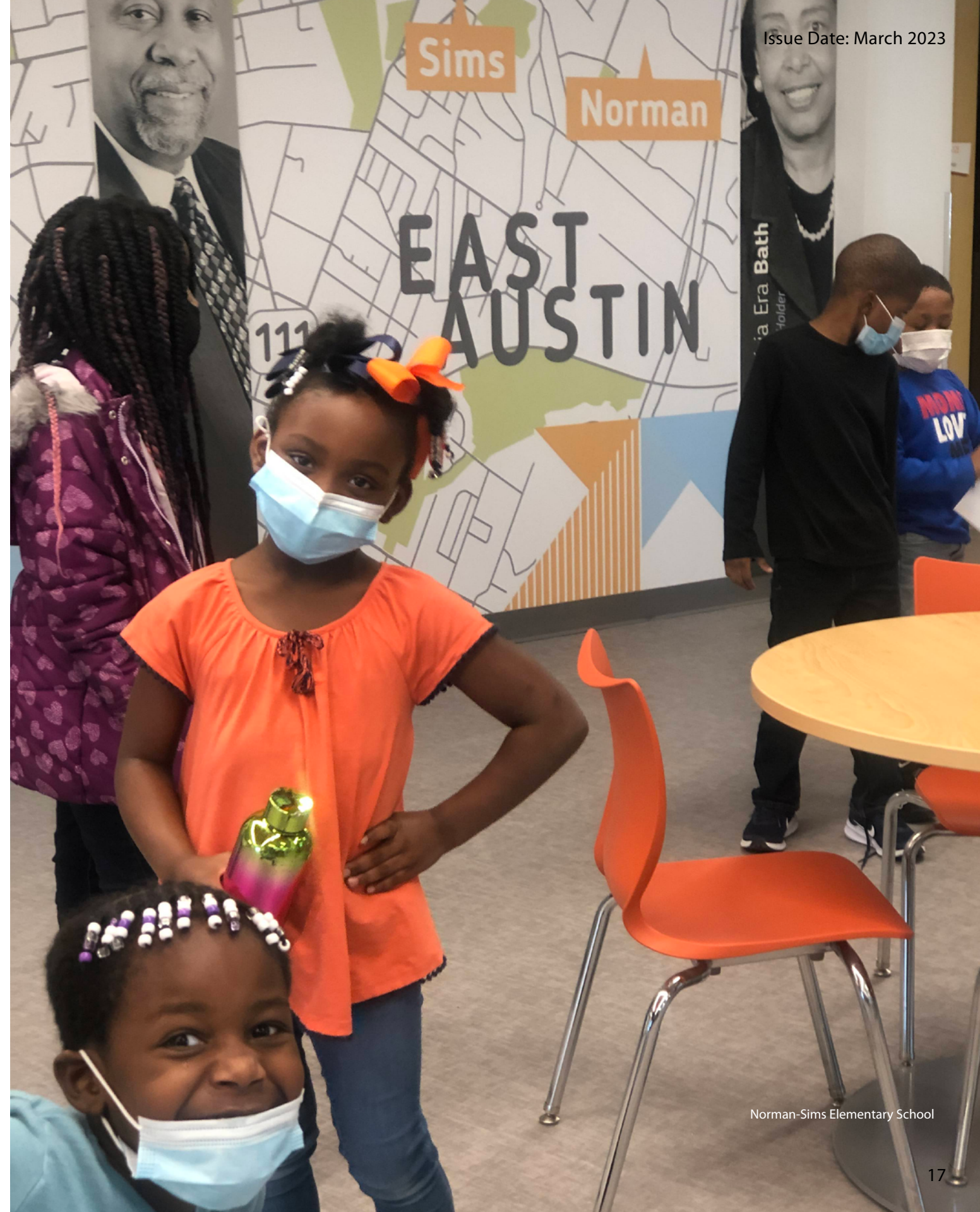


Project Development Manual  
Updated 2019

In order to develop the Ed Specs, the District considered community feedback provided during both 2017 and 2019 FMP development processes. Also, the District convened a group of internal stakeholders from administrative departments and schools to serve on an Ed Specs work group.

The Ed Specs functions in conjunction with two other documents: the Facility Master Plan (and associated appendices), which sets the long term vision for District facilities and the Project Development Manual. The Project Development Manual aligns to the Ed Specs and addresses design and performance standards for facilities, includes furniture standards.

An organizing concept developed by the work group 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.



Norman-Sims Elementary School



Williams Elementary School



Rosedale School

# DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS

## 2017 Ed Specs

While the Strategic Plan, the 2017 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 DLR Group to help guide the process.

District leadership established a work group of AISD educators, who collaborated over a four-month period. That work group was charged with exploring “Reinventing the Urban School Experience” and what that reinvention would mean for the built environment. The work group worked with DLR Group to reinvent the Ed Specs into a visioning document to lead the 2017 Bond Program. Refer to **Appendix A** to learn more about the concepts which informed these Ed Specs and its alignment with the current Strategic Plan. The AISD community has already seen significant changes in the District’s school facilities with the adoption of the 2017 Ed Specs and the 2017 Bond Program, and will continue to see more changes as this updated Ed Specs is implemented.

## 2022 Ed Specs

The District collaborated with Stantec to update the 2019 FMP to further develop Athletics and Wellness, Fine Arts, and Career and Technical Education (CTE). Using the vision and recommendations in the 2019 FMP, Stantec developed revisions to the Ed Specs around these space types, which are detailed in **Part 4** of this document. Additionally, department leads from Athletics, PE, Fine Arts, and CTE provided their expertise in the development of these new standards.

DLR Group contributed to the updated 2022 Ed Specs by refining the document based on lessons learned from the 2017 Bond Program. Through meetings with school leaders, the academics team, and various department team leads, DLR Group updated the Ed Specs to incorporate additional spaces needed to support all of the District’s initiatives.

# 2022 ED SPEC UPDATE PROCESS

## *INNOVATIVE AND SUPPORTIVE LEARNING ENVIRONMENTS*

To fulfill the recommendation from the 2017 FMP to develop departmental plans for Athletics, Fine Arts, and Career and Technical Education, the District consulted with Stantec. During this process, this evolved into Athletics and Wellness (A/W), Fine Arts (FA) (referred to as Fine Arts and Creative Learning in the 2019 FMP), and Career and Technical Education (CTE). The 2019 FMP was developed in collaboration with the FABPAC and District leaders, as well as input from the community.

DLR Group then collaborated with AISD and Stantec to incorporate those updates into the 2022 Ed Spec Update. The District took advantage of this update period to reflect on lessons learned from the implementation of the 2017 Ed Specs in the 2017 Bond Projects. To this end, all modernization projects were reviewed, best practices identified, and discussions from the Campus Architectural Teams during design were considered. Refer to the Notable Changes - 2021 in the Executive Summary in **Part 1** for key updates that were made.

The following departments and campuses contributed directly to this update:

### Schools

Brown Elementary School  
Govalle Elementary School  
Menchaca Elementary School

### Departments

Academics  
Athletics  
Career and Technical Education  
Counseling, Crisis and Mental Health  
Early Childhood  
Emergency Management  
Fine Arts  
Health Services  
Library/Media Services  
Office of Equity  
Office of Sustainability  
Planning and Asset Management  
PE/Coordinated School Health  
School Leadership  
Special Education  
STEM  
Technology Integration



Govalle Elementary School

# ALIGNMENT

## WITH 2017 FACILITY MASTER PLAN GUIDING PRINCIPLES

The Facility Master Plan is a high-level, long-range framework for modernizing all schools within 25 years to ensure District facilities support excellence in teaching and learning at every level. The following information provides a listing of the Guiding Principles identified during the 2017 FMP process and their related Measures of Success. The Ed Specs workgroup collaborated to develop the Measures of Success for the built learning environments. The Measures of Success examine the performance of the built environment through the lenses of Academics, Facilities, and Community. An expanded guide to the definitions of the Measures of Success can be referenced in **Appendix A**.



### Health, Safety and Security

**Guiding Principle:** First and foremost, the health, safety, and security of our learners and staff is the number one priority. The 2017 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

**Facility Implementation Strategies:** Secure vestibule for controlled campus access | Mother's room for faculty, staff, and visitors | Transparency for visual connectivity | Acoustic zoning to support a variety of learning activities | Direct or indirect daylight and views in all learning spaces



### Academics and Co-curricular Supports

**Guiding Principle:** The 2017 FMP is academically-driven, recognizes that physical environment and facilities affect learning and learner 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

**Facility Implementation Strategies:** Flexible, multi-modal learning neighborhoods | Movable wall systems | Modern, mobile furniture solutions | Variety of learning display systems | Infrastructure for technology-enhanced learning



### Equity in Facilities

**Guiding Principle:** The 2017 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 learners 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

**Facility Implementation Strategies:** Equity in quality of spaces across the District | Equitable access to technology on all campuses | Ramp access to stages | Centrally-located family restroom | Redundant and strategically located elevators for equitable circulation | Automatic doors and canopies at main entries | Design decisions reflect history of local community



## Environmental Stewardship and Sustainability

**Guiding Principle:** The 2017 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. New construction and major renovations are built to achieve a minimum of 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.

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

**Facility Implementation Strategies:** District sustainability plan | Green building considerations | Intentional design of outdoor learning environments



## 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 and Well-Being

**Facility Implementation Strategies:** Flexible, multi-modal learning neighborhoods | Durable and resilient building materials | Standards for building quality schools



## Optimal Utilization

**Guiding Principle:** The 2017 FMP will identify specific plans and/or remedies to achieve a target range of 85% - 110% of permanent capacity when compared with projected learner enrollment, beginning with the opening of the 2020-21 school year and every school year thereafter.

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

**Facility Implementation Strategies:** Flexible, multi-modal learning neighborhoods | Operable partitions for flexible group sizes | Professional Learning Centers for educator collaboration | Variety of spaces support Six C's (critical thinking, collaboration, creativity, cultural proficiency, communication, and connection) and social-emotional learning



## Communication and Community Engagement

**Guiding Principle:** The 2017 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

**Facility Implementation Strategies:** Dedicated community room | Wrap-around services for community support | Community access and partnerships

# ALIGNMENT

## *WITH THE 2022 LONG-RANGE PLAN*

The 2022 Long-range Plan was completed through an Equity by Design process, driven by the lived experiences of those historically underserved by Austin ISD. Towards a goal of improving equity throughout the district, the LRP proposed a variety of bond and operational strategies, intended to shift the district as a whole. The specific designs of campuses should follow suit, providing spaces that uplift communities and equitably serve students, staff, parents, and visitors. Engagement with underserved communities must be prioritized in all design processes.

The LRP introduced multiple goals that align with specific requirements and recommendations in the Educational Specifications some of which are summarized as follows:

### **Facilities**

- The implementation of the Ed Specs will be developed in collaboration with the Campus Architectural Team, ensuring the school community is engaged in any and all deviations from the Ed Specs and that all spaces, including outdoor learning spaces, support specific community needs.
- All outdoor pathways must be covered to ensure protection from sun and rain.
- Austin ISD is encouraging all design teams to follow Universal Design principles, ensuring a shared educational experience for users of all abilities.
- Facilities should be designed to ensure easy access and wayfinding for users of all abilities.

### **Fine Arts Programming Access**

- The 2022 Ed Specs Update includes expansions to VAPA programming according to the 2019 Facility Master Plan, including accommodations for guitar and piano programming and increased shared rehearsal space.

### **Academics & CTE**

- The Universal Design Principles discussed in the Educational Specifications focus on creating an equitable experience for users of all abilities, in and out of the classroom.
- The 2022 Ed Specs Update includes expansions to CTE programming, which will allow for additional programming and flexibility.
- The addition of all-learner restrooms and changing facilities responds to the goal of improving dignity accommodations throughout the district.

### **Safety, Security & Resiliency**

- The 2022 Ed Spec Update includes additional spaces to support community partnerships and services (including meeting space for itinerant support staff, community partners, and storage for programs or donations).
- Dedicated spaces for mental health professionals and student wellness are included in the Ed Specs, both centralization and embedded into the learning neighborhoods

### **Athletics**

- The 2022 Ed Specs Update includes expansions to Athletic programming aligning with the 2019 Facility Master Plan.



TA Brown Elementary School

# ED SPEC IMPLEMENTATION

## Design Reviews and the CAT

The Educational Specifications are intended to support a collaborative design process. Design teams will work with campus and district-level representatives to design a facility that meets the District's vision and responds to the unique needs of individual communities. This document provides a performance-based framework to ensure that equitable opportunities for modernized learning environments are explored throughout the district.

Each campus will have a Campus Architectural Team (CAT) comprised of parents, community members, teachers, campus leaders, and learners to provide guidance on the best approach to implementing the Ed Specs for their campus and community. These campus representatives will meet regularly with the design team to discuss the design progress and provide key input to connect the design of their specific campus to their community.

Design teams will also collaborate with various District and campus-level representatives from specific departments. At the end of each project phase, the District will review the design progress to ensure that the requirements outlined in the Ed Specs are met and applied equitably across all bond projects. Deviations from the Ed Specs must be approved by the District and relevant departments to ensure there are no negative impacts to instruction and programming.

## Safety and Security Reviews

Throughout the design process, design teams will meet regularly with Austin ISD's Department of Emergency Management to ensure safety and security requirements are met and designs are compliant with campus emergency operations plans. Safety and security needs are evolving and the specific requirements may vary at the time of design. Discussions may include, but are not limited to, the following:

- How the design can accommodate perceived and real safety during security or weather incidents without limiting the experiential intent of the Educational Specifications;
- How to adapt the Educational Specifications and PDM to respond to ongoing changes in safety policy, including, but not limited to recommendations set by the School Safety and Security Committee (SSSC);
- The potential addition of extra security vestibules, depending on anticipated function and access needs;
- Standardization of campus signage;
- How to ensure learning spaces and/or learning neighborhoods can be secured during a security threat;
- How to accommodate any requests of the CAT or school partners regarding after hours use of learning spaces and/or site while ensuring safety and security.

## Emergency Operations Coordination

The requirements outlined in the Ed Specs are in alignment with the district's Multihazard Emergency Operations Plan and [Texas Education Code Sec. 37.108](#). Any concerns should be addressed during the regular Safety and Security Reviews with Austin ISD's Department of Emergency Management. Design teams should also consider the following during the design of campuses:

- Consider out-of-sight spaces in learning studios to comply with safety and lockdown procedures
- Provide fully interior spaces dispersed throughout the school that can serve as a shelter area during an emergency event. These can be storage areas, restrooms, etc. provided they have no exterior windows.



TA Brown Elementary School

## Part 2

### *A Flexible Campus*

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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
- Universal Design Principles
- Space Types
- Space Type Adjacency Diagrams



# FLEXIBLE FRAMEWORK FOR LEARNING

## *INNOVATIVE AND MEANINGFUL LEARNING THROUGHOUT THE COMMUNITY.*

Austin ISD 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.



Lucy Read Pre-K School

AISD initiated a modernization effort, outlined in its Facility Master Plan and funded through voter-approved bond programs. The emphasis of school design has shifted away from the traditional classroom experience, in which learners are a passive audience, to a more interactive space where learners are a part of the learning experience. AISD schools are being designed to 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 also incorporate **technology** as an essential tool for research, analysis, and communication in the information age.

Moreover, the AISD school facilities are being designed to serve their **communities**. Community can be defined as the adjacent neighborhood or as a network of stakeholders across the District. Meeting spaces 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.

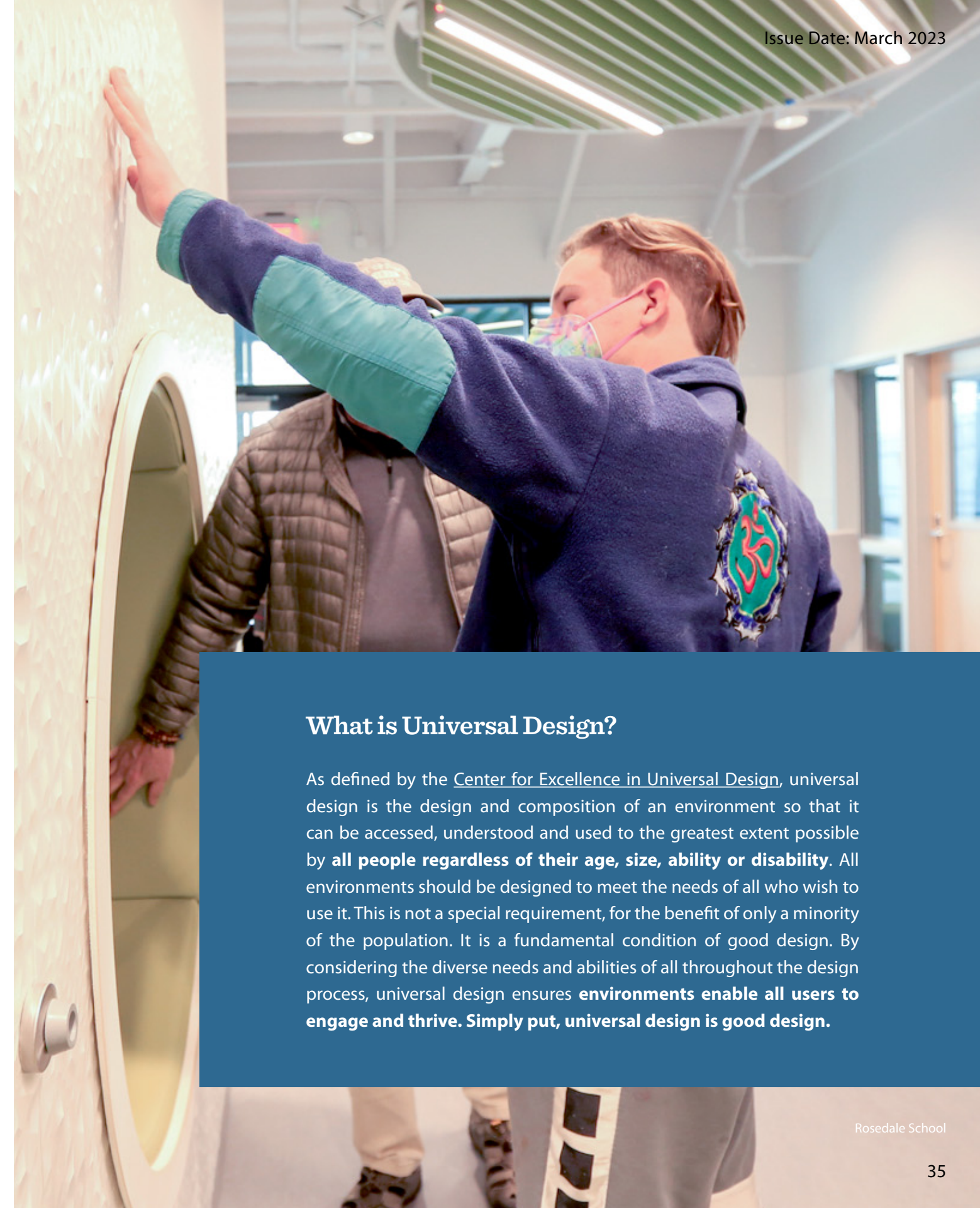
# UNIVERSAL DESIGN PRINCIPLES

## *AUSTIN ISD'S VISION IS TO BE "AUSTIN'S HOME FOR INCLUSIVE LEARNING."*

AISD's vision includes our approach to the design of our schools. We challenge all design teams to eliminate barriers for all through their design solutions so that all users, regardless of their physical or mental capabilities, are able to thrive alongside one another and equitably share in the learning experience

Universal Design encompasses a variety of strategies and design approaches. The Ed Specs approach Universal Design through the following lenses:

- **Safety (physical and emotional):** Physical and emotional safety for users of all abilities and needs must be supported.
- **Physical Accessibility:** Singular, shared paths of travel should be prioritized to support users of all abilities.
- **Wayfinding (interior and exterior):** Users of all abilities should be able to easily navigate all sites and buildings, while maintaining a unified experience for all.
- **Sensory Experiences:** All users experience buildings and space differently. Designs should consider the experience of lighting, sound, spaciousness, and other qualities of space to ensure smooth transitions between spaces and support a variety of sensory needs.
- **Furniture Solutions:** Ensure that spaces will support furniture that enables all users to appropriately and comfortably engage in the learning experience.



### What is Universal Design?

As defined by the [Center for Excellence in Universal Design](#), universal design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by **all people regardless of their age, size, ability or disability**. All environments should be designed to meet the needs of all who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. It is a fundamental condition of good design. By considering the diverse needs and abilities of all throughout the design process, universal design ensures **environments enable all users to engage and thrive. Simply put, universal design is good design.**



Rosedale School

## Safety (Physical and Emotional)

- Consider privacy needs of learners without limiting the benefits of learning on display and passive supervision. Provide the ability to cover transparency as needed to support the dignity of students.
- Consider student self-regulation and ensure spaces are provided to maintain privacy when needed.
- Security technology and school entry experience must ensure access for the deaf and hard of hearing and visually impaired community.

## Physical Access

- Egress (entry/exit): A single, shared path of travel must be provided for all users to enter and exit the school building. Provide at minimum a single, shared path of travel for primary access to any additional buildings on campuses with multiple buildings.
- Stage Access: A single, shared path of travel must be provided for all users to access stage (front and back stage).
- Ancillary Spaces: All additional learning spaces (e.g. Learning Stairs, outdoor studios, etc.) must allow for a shared experience for users of all abilities, accommodating visual, auditory, and physical disabilities.
- Outdoor Learning and Play spaces must accommodate and support meaningful engagement in outlined activities for users of all abilities. Coordinate with City of Austin to ensure accessibility for users of all abilities on any shared playgrounds.

## Wayfinding (Interior and Exterior)

- Tactile Wayfinding: Consider the use of textures or other tactile surfaces to differentiate spaces and aid in day-to-day wayfinding for the visually impaired and neurodiverse community.
- Site Access: Consider the location and quantities of curbs to accommodate access for all users.
- Multi-level Buildings: If stairs are provided as the main path of travel (e.g. "Learning Stairs"), an elevator must be adjacent to allow all users to remain close together.

## Sensory Experiences

- Consider adjacencies, acoustical separations/treatments, and lighting control to accommodate different sensory needs.
- Provide primary space for sensory needs and self-regulation in the learning studio, with a secondary space located within the learning neighborhood. Consider nooks or furniture solutions for sensory supports.

## Furniture Solutions

- Consider selecting furniture with the appropriate weight, durability, and physical accessibility for the intended users.



# 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. The space types discussed represent both required and optional programs, which are anticipated to be customized per campus needs.



**L** **Learning Neighborhood (L)**  
 The Learning Neighborhood is a group of core learner and educator spaces that function together to form the main learning area within the facility. These core spaces include typical learning Studios, Science spaces (secondary schools only), a Professional Learning Center, a Maker Space, small/medium Group Rooms, and Open Collaboration space. There are also opportunities to incorporate distributed programming from other programs within the facility, i.e. dispersed Library Media Center, 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.

**SE** **Special Education (SE)**  
 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.

**LMC** **Library Media Center (LMC)**  
 Library Media Center, formerly 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 resources could be distributed throughout the building to support various programs and lessons.

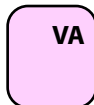
**EC** **Empower Center (EC)**  
 The Empower Center is a new, unique space type that will be included in the design of secondary campuses. This space is intended to support a variety of activities including intensive, cross-disciplinary collaborations, supporting a variety of campus programs and events, and community access. The Empower Center is a 3-dimensional and technologically flexible space to accommodate changing spatial and technological needs across all departments on secondary campuses. In doing so, the Empower Center increases utilization and allows for programmatic and pedagogical change over time that might otherwise require renovation or addition to existing facilities. The Empower Center is explained in further detail in **Part 4 - Specialized Learning Spaces**.

**CTE** **Career and Technical Education (CTE), and Maker Spaces (MS)**  
 Hands-on learning is an important component of the educational environment for all learners in every subject area. Modular CTE spaces are provided at the middle school and high school levels, allowing campuses to customize their programming and easily change the function of spaces over time as offerings evolve and community needs change. CTE spaces are discussed in detail in **Part 4 - Specialized Learning Spaces**.

**MS** **Maker Spaces**  
 Maker Spaces provide a multi-use, flexible, hands-on learning space for learners in all grade levels. These are intended to be easily accessible and/or embedded in the Learning Neighborhoods.



Kealing Middle School



### Fine Arts (FA)

Fine Arts spaces can be a place for learners to explore or expand on their passions and interests. Fine Arts spaces are designed specifically to support the optimal learning environment for all learners to succeed in Art (Visual Arts or VA), Dance, Music, and Theater (Performing Arts or PA) and master the state requirements for each subject. Some of these specialized learning spaces may also be adapted to support site-specific decisions and community input, but need to be coordinated and potentially shared with other schools throughout the District.

Specialized learning spaces need to be placed such that they can be used by the entire campus while being interconnected with large group spaces to support a variety of seating configurations. While these spaces are dedicated for use by the Fine Arts department, they may be adapted to many different needs for either the specific school population or their respective community.

Fine Arts spaces are discussed in detail in **Part 4 - Specialized Learning Spaces**.



### Athletics and Wellness (A/W)

Athletics and Wellness 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 Library Media Center, wellness 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 all learners are supported.

Middle School and High School Athletics and Wellness spaces are discussed in further detail in **Part 4 - Specialized Learning Spaces**.



### Dining Commons (DC)

The Dining Commons space is an informal, malleable element which can be used for any number of activities. It serves as a social hub, supports wellness and social well-being through food access, makes health and fitness more accessible and less intimidating, supports musical and dramatic performance, and 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. At the elementary level, the Dining Commons doubles as an experiential learning space through the inclusion of the Demonstration (Demo) Kitchen.



### Administration (A)

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. New spaces support mental health and provide shared workspace for additional itinerant or campus staff.



### Community Spaces (CS)

The FABPAC, through the 2017 Facility Master Plan, determined that community spaces were an inherent part to modernizing facilities for AISD. 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.” Additional spaces are provided to support the various community organizations that partner with AISD to provide support services to District learners and families.



Menchaca Elementary School

**OL**

### Outdoor Learning (OL)

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 all learners and educators. Outdoor Learning space types are discussed in detail in **Part 4 - Specialized Learning Spaces**.

**BS**

### Building Support (BS)

Building Support is comprised of the spaces that are not dedicated to learning, but are fundamentally required for the operation and occupation of a school. These spaces include housing for building infrastructure, as well as custodial spaces and restrooms.

## Additional Community and Staff Spaces

Campuses in AISD rely on more than just the core campus staff to support their learners and communities. Various itinerant specialists provide unique services to campuses over the course of the academic year. Additionally, AISD has a variety of community partners that serve learners across the District, in a variety of engagements ranging from creative learning workshops to career mentoring and mental health services. Some of these specialists also provide services to learners' families and the extended campus community.

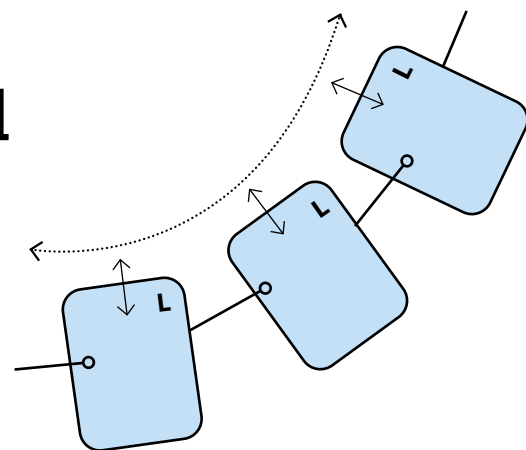
The District is committed to supporting not just core campus staff, but the entire village that supports learners and the full campus community. These new spaces build on AISD's vision for a flexible, community-oriented campus. These new spaces include a PLC (Flex) for itinerant specialists, group rooms, a Parent Support Specialist office, a Community Partners PLC, and storage to support donations and campus food pantries.

## All-Learner Restrooms and Changing Rooms

The District is committed to supporting all learners by providing equitable learning environments. One such shift in this Ed Spec is the inclusion of all-learner restrooms and changing rooms, which are single-user spaces for all genders. All-learner restrooms and changing rooms are intentionally designed to support inclusion while ensuring the privacy and safety of all learners. They are modeled after all-user restrooms found in public spaces or businesses around Austin, simulating environments learners may experience outside of school.

## Space Types


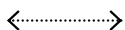
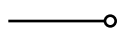
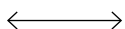



# Learning Neighborhood

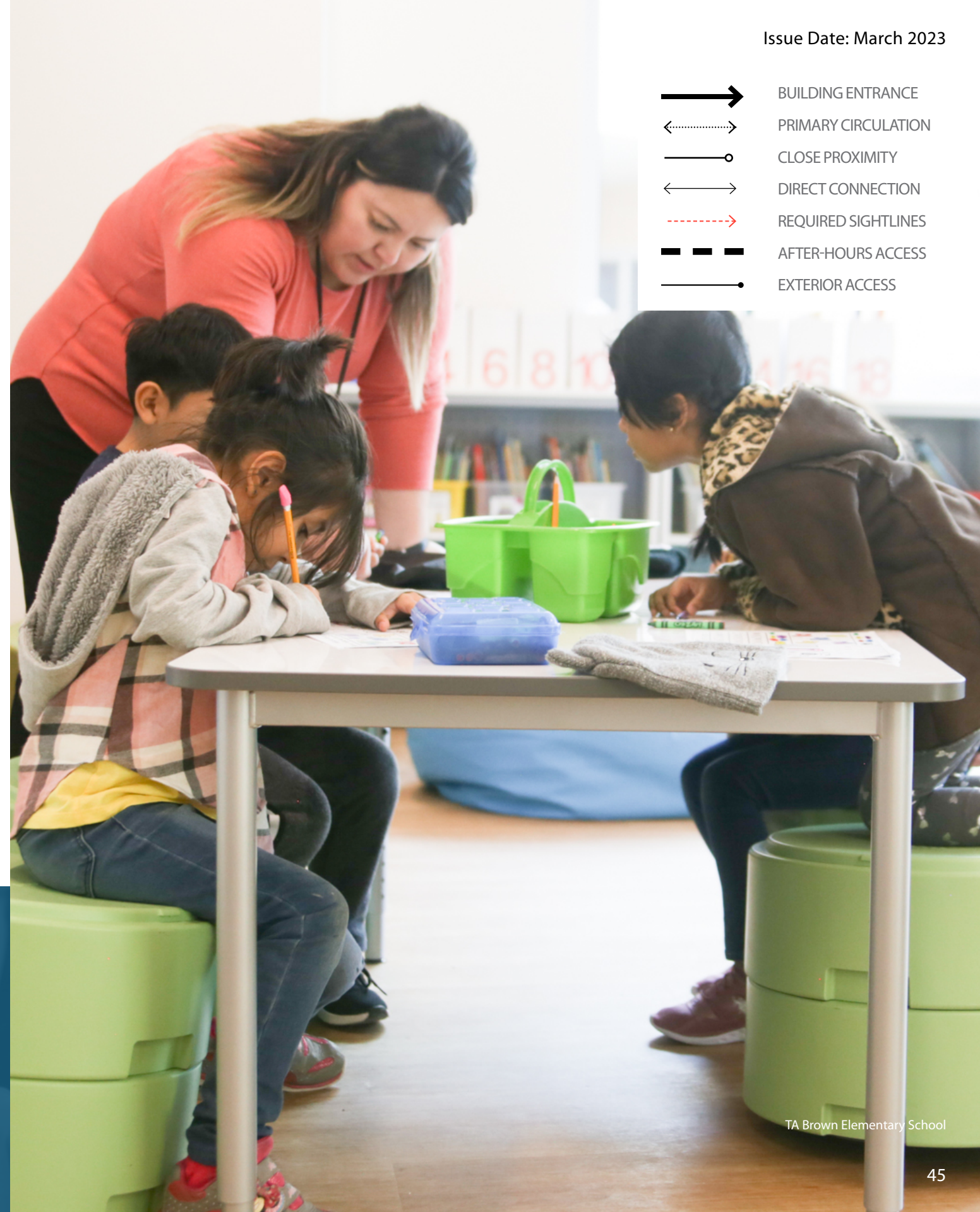


**Activities:** The Learning Neighborhood will accommodate multiple learning and teaching modalities through varying size spaces to support different group sizes and different activities. The spaces should support learner development of the District’s Six C’s; critical thinking, collaboration, creativity, 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. To maintain their functional identity, main circulation paths should not travel through Learning Neighborhoods.

**Considerations:** See **Part 3 - Learning Neighborhood** for more detail. A variety of furniture types within the Learning Neighborhoods are needed to support different learning styles and specific skill development. Learning Neighborhoods are designed around flexibility; they can be organized by grade level or around learning communities.

-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS



Menchaca Elementary School

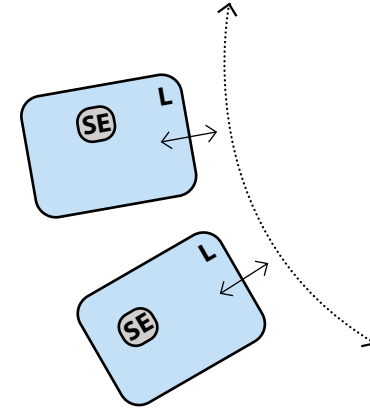
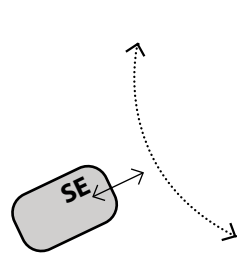



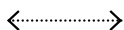
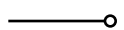
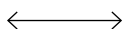



Historic Modernization/Renovation

TA Brown Elementary School

# Space Types

## Special Education



-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS

### Centralized Special Education Spaces

**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. A Vocational Lab at middle and high schools will support daily life activities, including cooking and cleaning (supported within Life Skills studio at elementary school) and provide flexible space for a variety of vocational training opportunities. Specific activities will need to be discussed per campus and programs offered. A Sensory Motor Lab is provided to accommodate occupational and physical therapy care. Speech and diagnostic services will also be centrally supported on each campus.

**Access:** Direct exterior access to dedicated learner drop-off may be required. Proximity to central Administration, front entry, and SPED Conference Room (utilized for ARD meetings - Admission, Review, and Dismissal) is preferred. Ensure 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.

### Dispersed Special Education Flex Studios

Note: All Special Education Flex Studios are required to be dispersed into the Learning Neighborhoods.

**Activities:** Meeting and specialized intervention or support spaces are dispersed into the neighborhoods for increased proximity to learners and teaching spaces. Flex Studios will be designed to support the Special Education continuum of services, including Autism, Life Skills, Behavior, and Resource.

**Access:** These spaces should be located near the entry of the Learning Neighborhood, for easy access to the entire campus. An accessible restroom must be directly accessible to at least one SPED Flex Studio to support the Life Skills program.

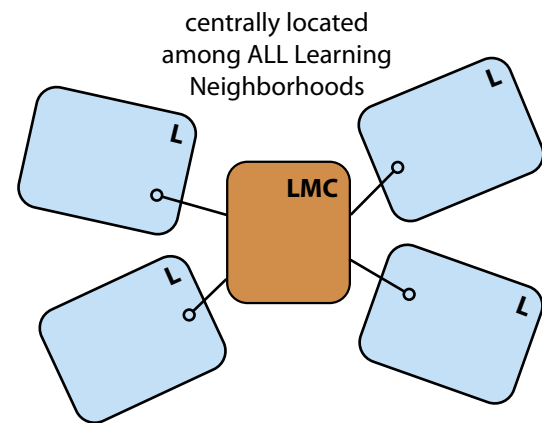
**Considerations:** Meeting spaces embedded in the neighborhoods may require increased acoustic separation. Power, finishes, and support for these spaces should be provided per the **Project Development Manual (PDM)**. Adequate storage for manipulatives and support equipment will be needed. Discuss appropriate level of transparency to balance privacy and stimulation. Ensure Flex Studios used for Life Skills programs have additional maneuvering space for assistive mobility devices, as well as additional storage, whether built-in or mobile, for hygiene supplies. Provide additional infrastructure for observational technology, overhead lifts, and dimmable lighting for Life Skills studio use. Provide access to both hot and cold water in all Flex Studios.





Space Types

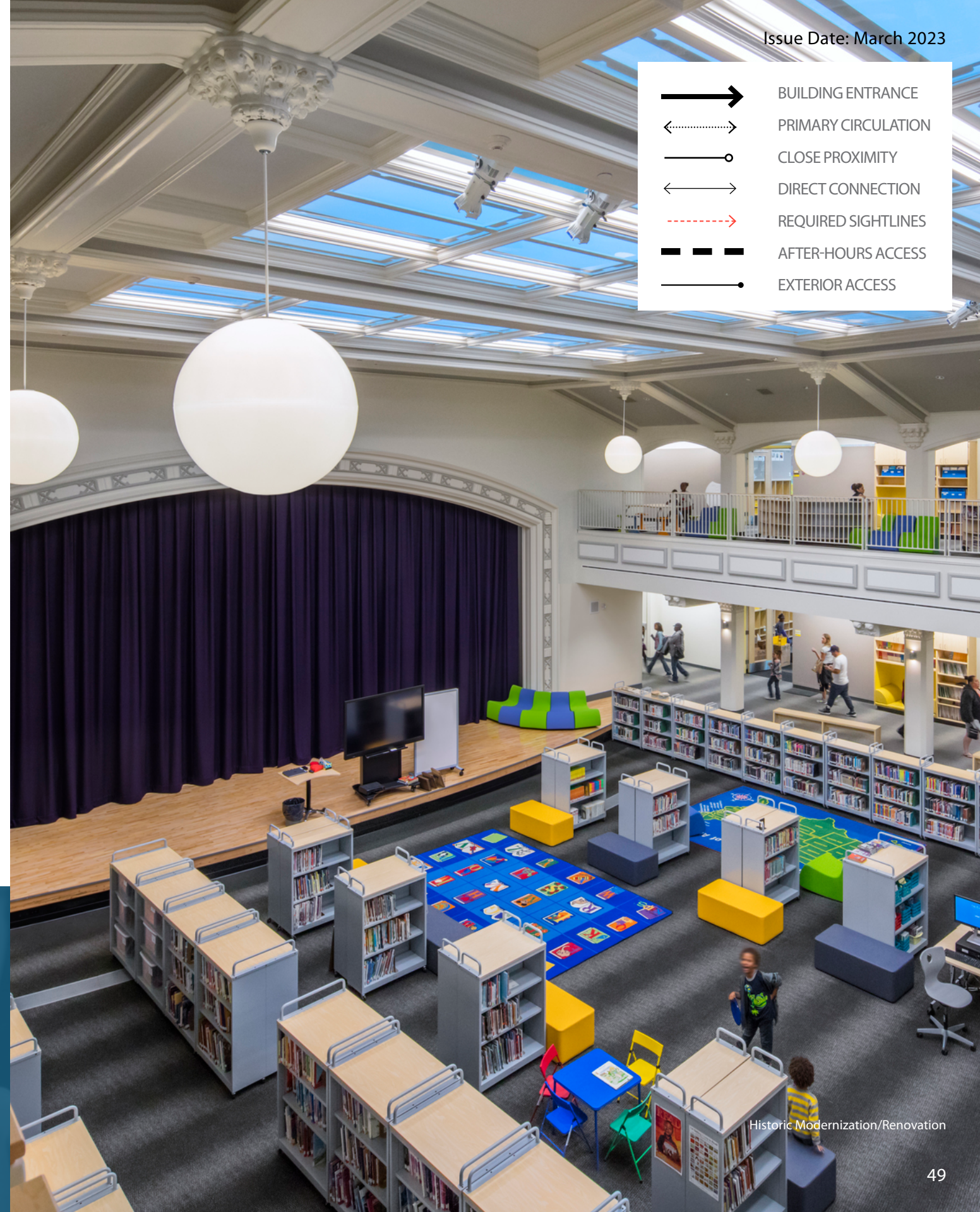
# Library Media Center



**Activities:** The centrally located component of this multi-functional ideology supports both academic and community functions. Library Media Center 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.

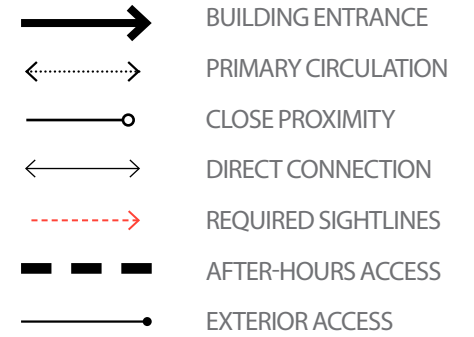
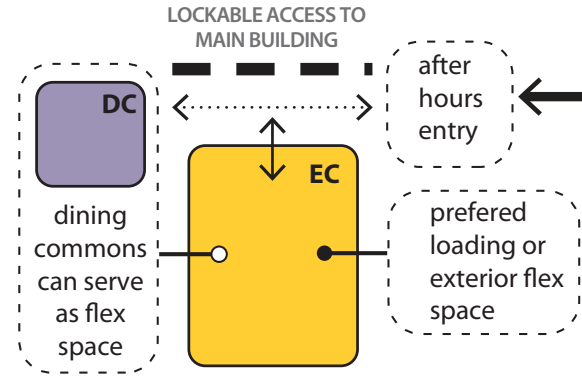
**Access:** Library Media Center should be highly visible and easily accessible to all learners. A centralized location within the building communicates the importance of its function.

**Considerations:** Acoustic zones and treatments should support a variety of activities. Provide a variety of postures and modalities in order to support a more engaging environment for learners. Explore possible additional uses or programming, for example: TV broadcast or production room, technology support station, reading kiva, or smaller scale intimate spaces created with furniture, acoustic treatments, or ceiling elements. Campus community should determine appropriate solutions. Library Media Center activities are not limited to the destination of the centralized location, therefore dispersal of resources via mobile furniture can be utilized by campuses to support specific lessons, activities, and programming.



# Space Types

## Empower Center



**Activities:** Provided at middle and high school campuses, the Empower Center is a space that is not owned by any one department, allowing it to foster cross-disciplinary collaboration of learners, staff, curriculum, and community. A variety of learning activities and programs can be supported by the Empower Center from large gathering events such as performances, exhibitions, competitions, or job fairs to medium size activities such as whole-class learning and cross-disciplinary team teaching to small scale individual and team work. The flexible infrastructure, modular technology, and dedicated staging spaces allow the Empower Center to scale and support a variety of activities from direct instruction, to making, to performance. For examples of programs and events that can occur in the Empower Center, refer to **Appendix B**.

**Access:** Due to high-bay spatial requirements, and to foster maximum flexibility, locate the Empower Center on the first floor. To further foster flexibility, consider allowing the Empower Center to flex out to an exterior space and locate adjacent to Dining Commons as an interior flex space. Consider proximity to other large gathering spaces with attendant lobbies such as Fine Arts spaces, Library Media Centers, or gymnasiums. To support

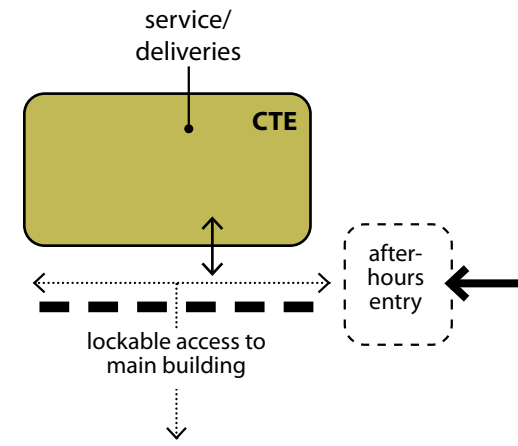
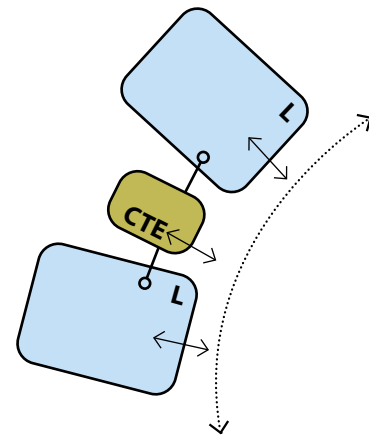
community use and functions, provide close proximity to an after-hours entry. Provide close proximity to a custodial space with specialized equipment. The Empower Center should not be embedded in a department (ex. Fine Arts or CTE), but accessible from a primary circulation path to support non-departmental ownership and cross-disciplinary use.

**Considerations:** Due to the multi-functional nature of each Empower Center type (Lab and Studio) the space should be considered from an acoustical, technological, finish color, natural lighting, and material performance perspective. The Empower Center should support a variety of Fine Arts as well as Athletics and Wellness performance activities while simultaneously being able to meet the electrical, technological, and infrastructural needs of a variety of lab and learning activities. To optimize flexibility, core spaces should be high-bay and free of structure. Operable partitions are used to subdivide the space in order to scale spatial needs and vertically adjustable pipe grids should incorporate all audio, lighting, projection, and display needs. At high schools, locate Empower Center to support a potential future expansion.



*Space Types*

# Career and Technical Education



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

**Activities:** Modular CTE spaces are provided at the middle school and high school levels to support a variety of programs and activities. CTE programming does not formally exist at the elementary level. Instead, elementary campuses are equipped with Maker Spaces to support experiential learning and making activities. At all levels, activities 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 allows 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 and high bay structural supports may be required to support certain learning activities and/or delivery of materials. Due to site constraints, some lower intensity CTE spaces may be 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. CTE spaces should be designed to meet the infrastructural requirements outlined in **Part 4 - Specialized Learning Spaces**. Refer to **Appendix B** for spatial requirements to support each CTE pathway.

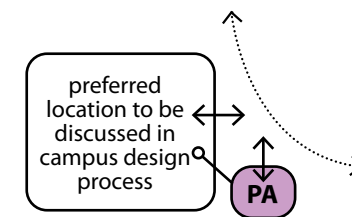
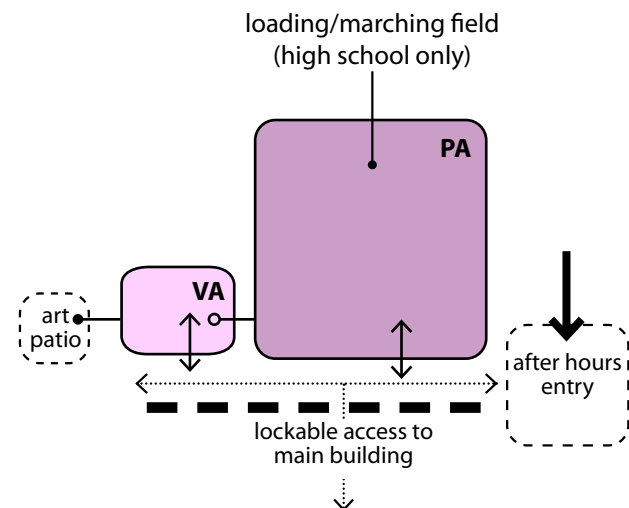



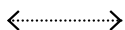
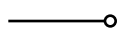




Bear Creek Elementary School



# Space Types

## Fine Arts



-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS

### Centralized Fine Arts Space

**Activities:** Fine Arts spaces will support all required functions associated with the space program and educator and learner needs. Activities include a wide range from instrument instruction, learner and community performances, hands-on art projects, etc. A detailed list of the activities supported by these spaces can be found in **Part 4 - Specialized Learning Spaces**.

**Access:** Fine Arts 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. Visual Arts spaces need direct or proximate access to an outdoor work space.

**Considerations:** Flexible and multifunctional spaces provide for variety of seating configurations as well as opportunity for growth of new Fine Arts educational programs.

### Optional Dispersed Fine Arts Space

**Activities:** Dispersed Fine Arts spaces offer opportunities to expose or incorporate the arts into the academic learning environment and promote cross-discipline learning. The dispersed activities to be determined on a campus by campus basis.

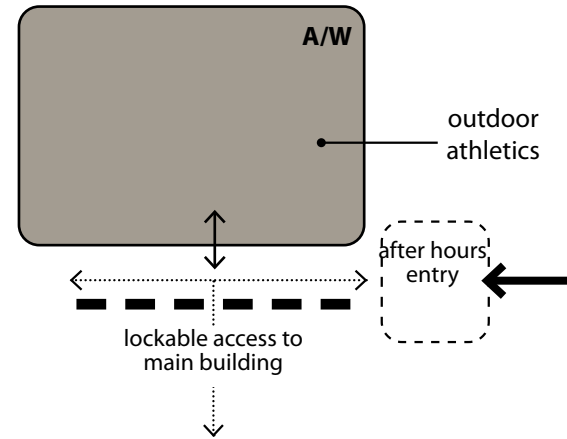
**Access:** Transparency and visual connection to these spaces will be important in order to share, display, educate, and grow the Fine Arts programs.

**Considerations:** See requirements in centralized Fine Arts section. Campuses can choose to allocate space for dispersed Fine Arts to support specific campus programming or opt for dispersed Fine Arts to support meeting size requirements when enlarging a centralized Fine Arts space is not feasible.



# Space Types

## Athletics and Wellness

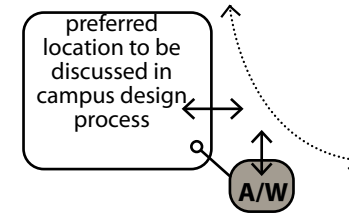


### Centralized Athletics and Wellness Space

**Activities:** Wellness includes social-emotional learning and the physical and mental health of staff and learners. Therefore, wellness also refers to the physical education curriculum required at all cohort levels. Supporting this curriculum should be prioritized before other activities and uses. 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. A detailed list of the activities supported by these spaces can be found in **Part 4 - Specialized Learning Spaces**.

**Access:** Ensure sufficient circulation for large numbers of learners to access wellness spaces efficiently. Ensure appropriate access to restrooms for public use during events.

**Considerations:** Interior finish designs and patterns should encourage motion and movement. Consider including physically interactive elements within the space. Proportion spaces and provide acoustics to support activities that increase wellness and social emotional learning. Natural light is required in all learning spaces. This should be considered when selecting technology infrastructure (e.g. types of projection surfaces and technology) in Athletics and Wellness spaces.



### Optional Dispersed Athletics and Wellness Space

**Activities:** Dispersed wellness space supports opportunities for impromptu or informal active time. In alignment with the goal of supporting health and well-being, 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 learners throughout the day.

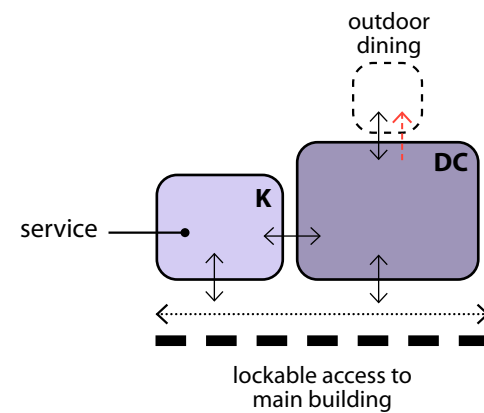
**Considerations:** Indoor walking tracks or measurement markers within typical hallways encourage active movement. Locating interactive elements, treadmills and stationary bikes, within Open Collaboration areas, Library Media Center, or dining areas encourage activity. Provide furniture and equipment that supports movement and brain health. Access to exterior environments with similar interactive elements will encourage overall health and well-being throughout the learner and educator day. Proportion spaces and provide acoustics to support activities that increase wellness and social emotional learning. Campuses can choose to allocate space for dispersed wellness to support specific campus programming or opt for dispersed wellness to support meeting size requirements when enlarging a centralized wellness space is not feasible.



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

# Space Types

## Dining Commons

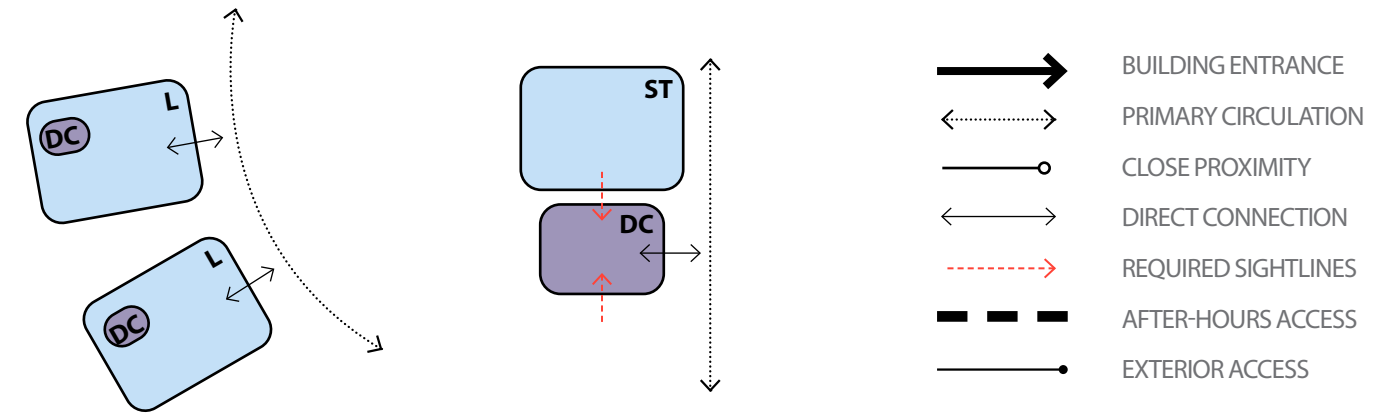


### Option A: Centralized Dining Commons

**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 campus clubs, extracurricular activities, and after-hours child care. 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. Demonstration Kitchens and outdoor dining spaces provide opportunities for experiential learning. Outdoor dining spaces do not contribute to dining capacity.

**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 provided, if the site allows. The design of outdoor dining areas should support passive supervision from the interior Dining Commons. Communication with kitchen and exterior access for deliveries should be considered. Consider proximity to a family restroom to support community gatherings.

**Consideration:** Break down the scale of large Dining Commons space with varying furniture options and differing ceiling heights. Natural daylight and views to the exterior create a healthy environment for learning and socializing. Acoustics and lighting 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 close proximity to the studios, learning activities are extended into the shared dispersed Dining Commons spaces. 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.

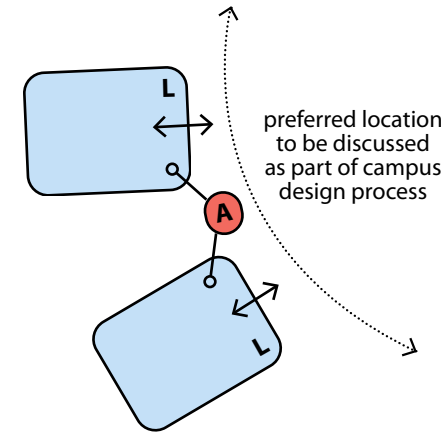
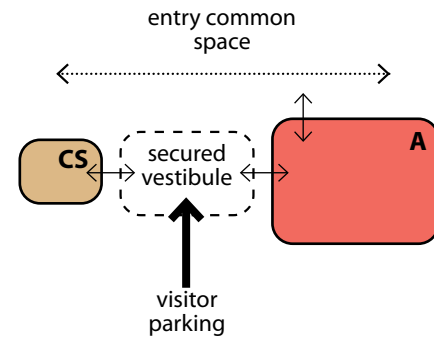
**Access:** Provided directly within a single Learning Neighborhood or conveniently between one to three Learning Neighborhoods. Consider food transfer from kitchen to dispersed locations. All dispersed dining areas must have sightlines from one or more adjacent spaces for passive supervision.

**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. Secondary campuses can choose to allocate space for dispersed dining to support specific campus programming or opt for dispersed dining to support meeting size requirements when enlarging a centralized dining space is not feasible.



Space Types

# Administration Space



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

## Centralized 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, supporting at least 3 staff members. A centralized Workroom will be provided for access to copiers, central equipment, shared resources, mailboxes, etc. A Workroom can also support other users, such as the PTA.

**Access:** Provide controlled, transparent access at the main entrance through a secure vestibule. Reception staff should have clear sightlines to support passive supervision of the building approach and will control access to main building circulation from the secure vestibule and Reception. Reception staff should have immediate access to a copier.

**Considerations:** Meeting spaces will offer current technological display systems, appropriate acoustics for privacy, and furniture to support maximum flexibility. Consider furniture requirements in the **Project Development Manual (PDM)** when laying out offices and conference rooms; refer to **Part 5** for specific sizing requirements. Design teams must consider door and window placement and coordinate data and power to ensure required furniture and functions are accommodated. Educator Workrooms should be designed to accommodate shared equipment, such as large copier-printers.

## Optional 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. Itinerant specialists will be housed in a centralized Professional Learning Center (Flex), discussed in **Part 3**.

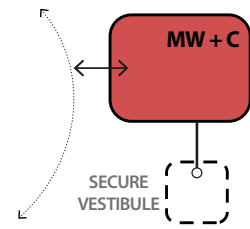
**Access:** Provide easy access and visibility from within the academic core. Provide direct sightlines to Open Collaboration or Group Rooms.

**Considerations:** The balance of visible transparency and privacy is key. Administrative staff must be accessible, and learners must feel welcomed. Meeting spaces will offer current technological display systems, appropriate acoustics for privacy, and furniture to support maximum flexibility. Consider furniture requirements in the **Project Development Manual (PDM)** when laying out offices and conference rooms; refer to **Part 5** for specific sizing requirements. Design teams must consider door and window placement and coordinate data and power to ensure required furniture and functions are accommodated.

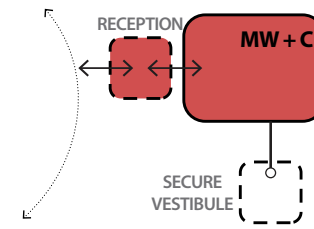


*Space Types*

# School Mental Wellness and Counseling



ELEMENTARY SCHOOL



MIDDLE SCHOOL/HIGH SCHOOL

- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

## School Mental Wellness and Counseling Suite

**Activities:** Student Mental Wellness and Counseling constitutes a suite of spaces that support a variety of mental wellness activities and support. Along with offices to support individual counseling sessions and, a Core Counseling space for play therapy and whole class counseling activities is provided at the elementary level. Middle and high schools are provided an additional Small Group Room for students to process experiences and challenges in a group setting. All campuses will have a Wellness Room, which will serve as a dedicated space to support centers for self regulation using different tools, activities, and stimuli either by individual learners or learners with the support of an educator or peer. An Extended School Counseling Office for community partners providing academic counseling and social support services is provided at all cohorts.

**Access:** Locate the School Mental Wellness and Counseling suite to support easy and convenient access for all students, so as to destigmatize and normalize utilization of on-campus mental health resources. Provide sightlines for passive supervision into the Small Group Rooms, Core Counseling, and Wellness Rooms from either Counselor Offices or Reception (only at the secondary level).

**Considerations:** Acoustic and visual privacy, with the opportunity for passive supervision out of offices into student-use spaces is critical. Provide dimmable lighting in all spaces within this suite. All personal and confidential storage must be lockable and secure. Provide flexible, comfortable, and informal furniture in Small Group, Core Counseling, and Wellness Rooms.

## School Mental Health Center

**Activities:** This center is intended to create a secure space for contracted mental health service providers to provide services to learners and parents of a campus community as needed. Due to privacy and confidentiality needs, this will be an owned space for a dedicated mental health professional and must support storage of confidential documents as they relate to mental health services. The suite is composed of one or more offices (based on campus needs) for individual or small group meetings with mental health service providers.

**Access:** Since the School Mental Health Center is its own entity, it can be located anywhere on campus. Provide direct access to a private waiting or reception area, whether that is dedicated or shared with another service vendor, such as Communities in Schools. Depending on the groups served, this office may require close proximity to the secure vestibule in order to support families without badging them into the school.

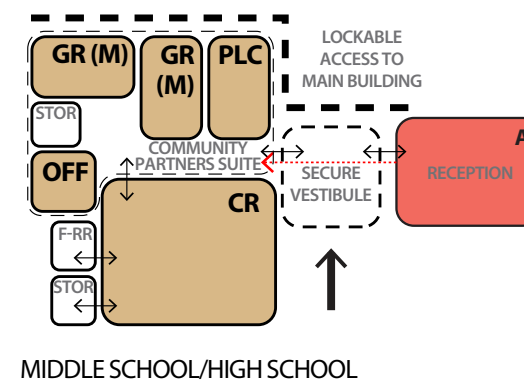
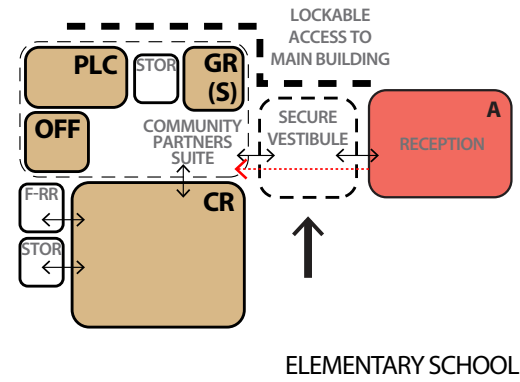
**Considerations:** Privacy is the main priority for the School Mental Health Center. Provide visual and acoustic privacy or soundproofing for this space. All personal and confidential storage must be lockable and secure. At the Elementary Level, consider providing operable partitions to divide the space for increased flexibility in use.





# Space Types

## Community Spaces



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

### Community Room

**Activities:** The Community Room 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. 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 Room 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 remain functionally distinct from the secured school building, allowing for flexibility in its use and schedule. Assure family restrooms are immediately accessible from Community Spaces. The Community Room should have direct access to the Community Partner’s Suite.

**Consideration:** Provide flexible furniture to support maximum flexibility for multiple uses, including meetings and other gatherings. Consider providing access to water to support flexible community programming.

### Community Partners Suite

**Activities:** The Community Partners Suite provides individual work space and one-on-one meeting areas for local non-profit and support services. The suite includes a Professional Learning Center (PLC) at all campuses to support focused work in between sessions, preparing materials prior to meeting with learners, and collaborating with other community partners. Conference and group rooms provide a space for community partners to meet with families and small groups of learners in a private setting. Storage spaces in these suites will support storage for community programs such as food pantries, clothing donations, and/or the campus PTA.

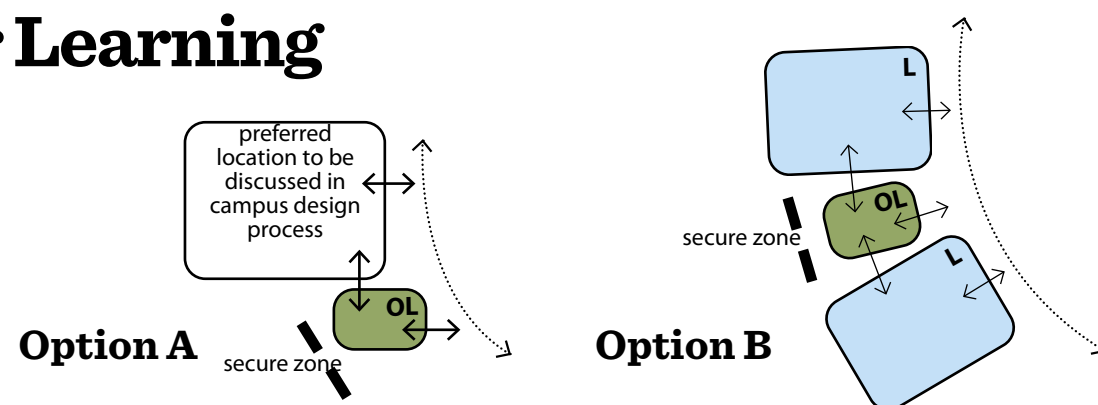
**Access:** The Community Partners Suite is accessed directly from the secure vestibule to accommodate access to the suite without disrupting activities occurring in the Community Room.

**Considerations:** The PLC should support short-term personal storage and collaborative work spaces for various community partners, without creating an opportunity for owned spaces. Provide visual and acoustic privacy in the conference rooms. The Community Partners Suite should have appropriate acoustic separation from the Community Room, so activities in either space do not disrupt the other.



## Space Types

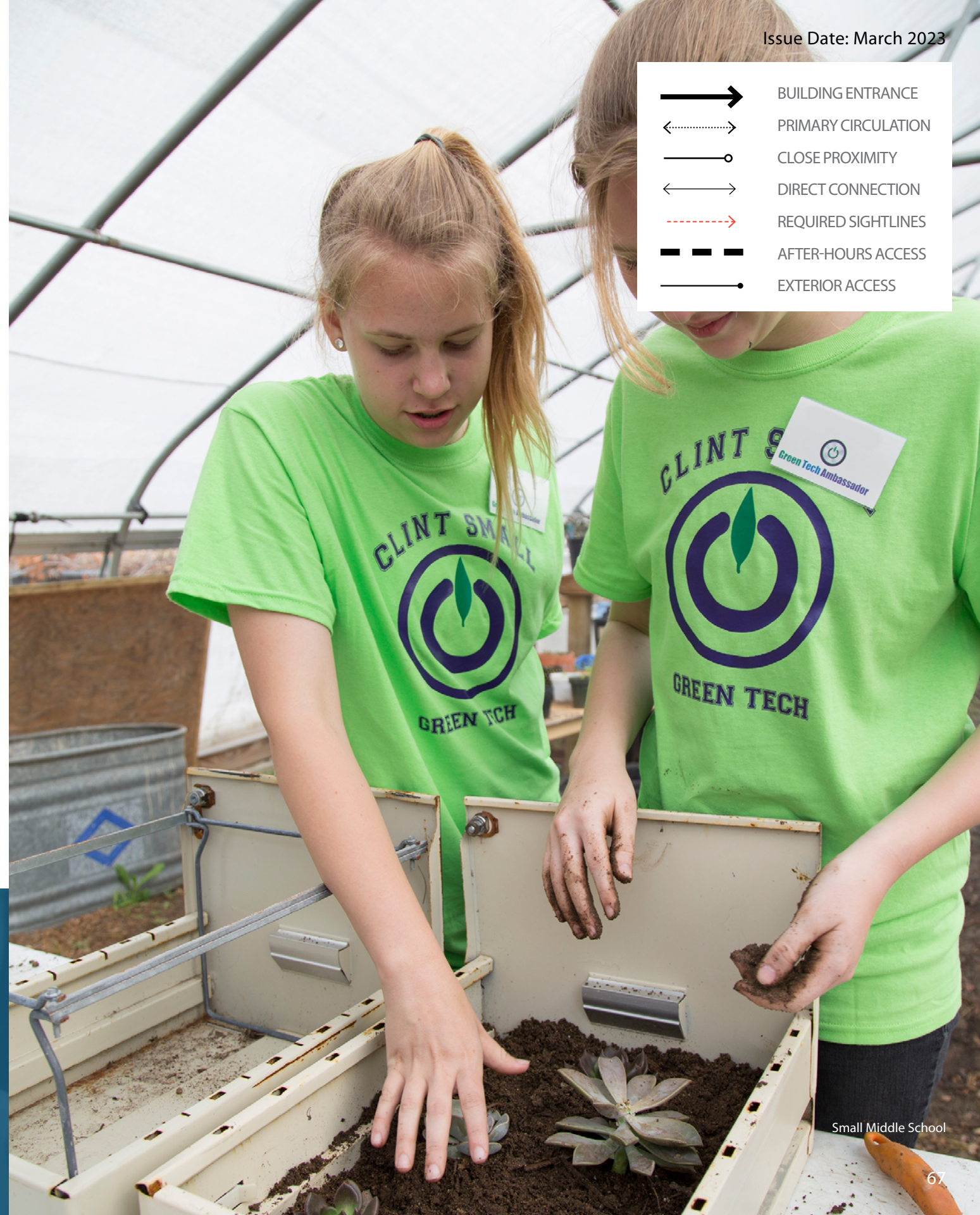
# Outdoor Learning



**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. Seven elements of Outdoor Learning include Outdoor Studios, Active Playgrounds, Gardens, Domestic Animal Habitats, Nature Trails, Green Stormwater Infrastructure, and Grass PE Play Fields with Exercise Trails. The Grass PE Play Fields with Exercise Trails will also support Physical Education programming.

**Access:** Multiple locations will be provided with easy access from Learning Neighborhoods, Dining Commons or Athletics and Wellness. Learning space access paths will be accessible per Texas Accessibility Standards. All Outdoor Learning spaces will be located within the campus secure perimeter, with some zoned for after-hours community use.

**Considerations:** Provide Wifi access in all Outdoor Learning spaces. These spaces can include a variety of features, including but not limited to seating, outdoor play equipment, natural or garden features, and educational signage. Additional details for each Outdoor Learning space type can be found in **Part 4 - Specialized Learning Spaces**. All features for consideration for in the design of Outdoor Learning spaces can be found in **Appendix B**.



# 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.**


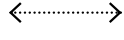
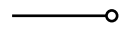
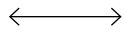


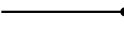
The diagrams indicate potential adjacencies between required space types and are critical for the success of a future school program. They are not floor plans and only represent one of many potential configurations, some of which may include multi-story designs. Spaces and furniture should be easily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

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 pedestrian, 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 (PDM)** for specific space type and safety and security requirements.

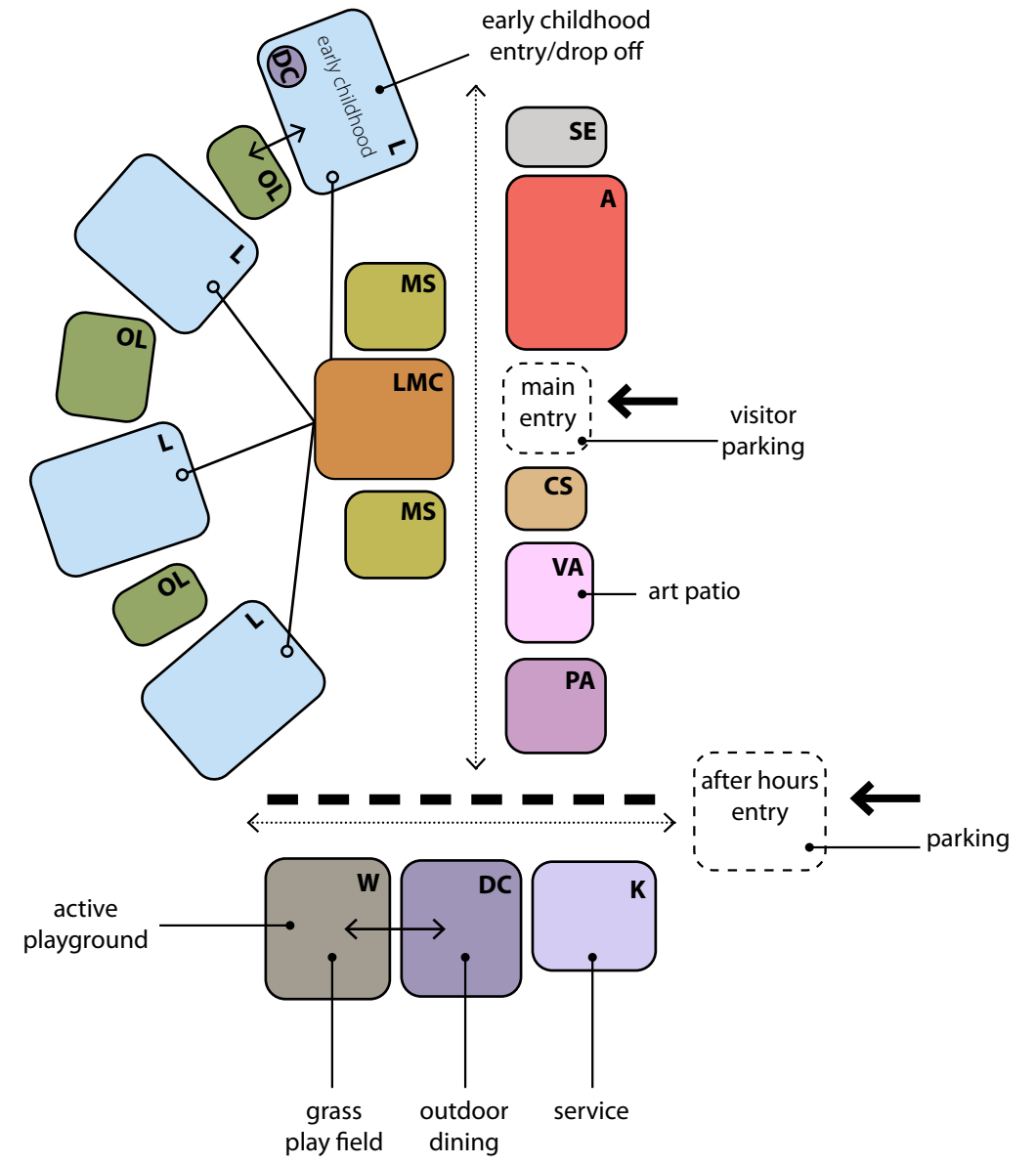
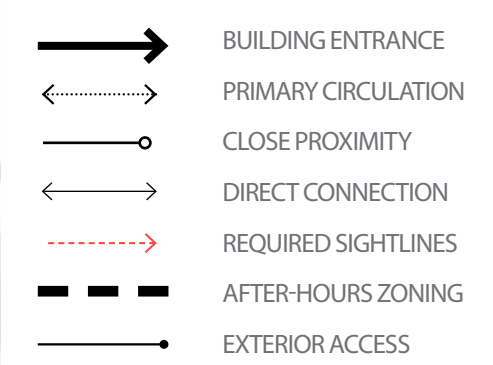
## *LINE TYPES*

	BUILDING ENTRANCE - primary access point to the building, for either during or after hours access
	PRIMARY CIRCULATION - the major paths that connect programmatic spaces together
	CLOSE PROXIMITY - a requirement that spaces be located closely to each other to support easy access or short transitions
	DIRECT CONNECTION - a door must connect two spaces together
	REQUIRED SIGHTLINES - transparency or unobstructed sightlines will support passive supervision or learning on display
	AFTER-HOURS COMMUNITY ACCESS - lockable separation of space to control the access for visitors, educators, learners, community members, lockable separation of space to control the access for visitors, educators, learners, community members, etc.
	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

# Elementary School Centralized

## Space Type Adjacency Diagram

- L learning neighborhood
- SE special education
- MS maker space
- LMC library media center
- PA music
- VA visual arts
- W wellness
- DC dining commons
- K kitchen
- A administration
- CS community spaces
- OL outdoor learning



primary access

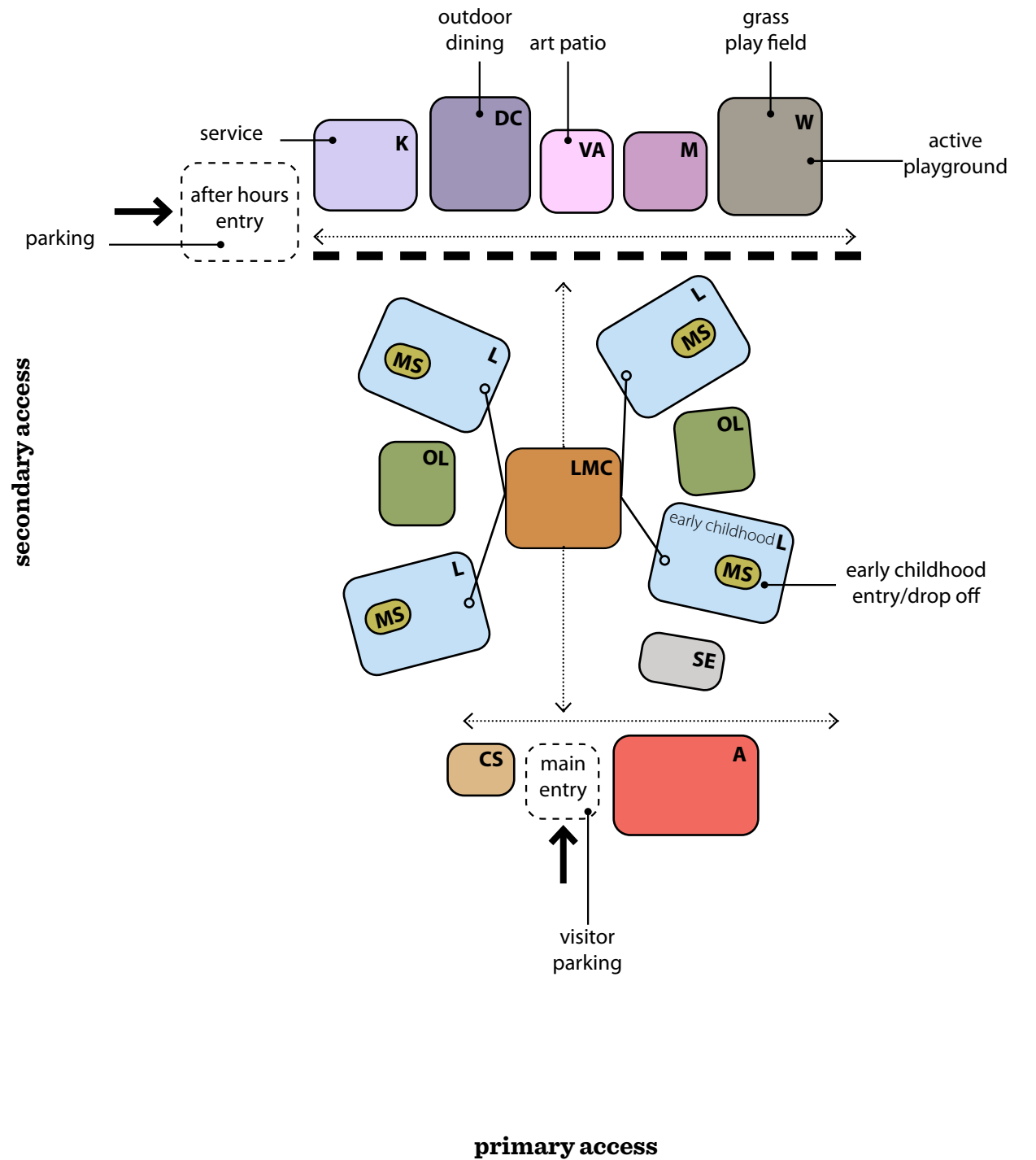
secondary access

# Elementary School Dispersed

## Space Type Adjacency Diagram

- L** learning neighborhood
- SE** special education
- MS** maker space
- LMC** library media center
- PA** music
- VA** visual arts
- W** wellness
- DC** dining commons
- K** kitchen
- A** administration
- CS** community spaces
- OL** outdoor learning

- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ZONING
- EXTERIOR ACCESS

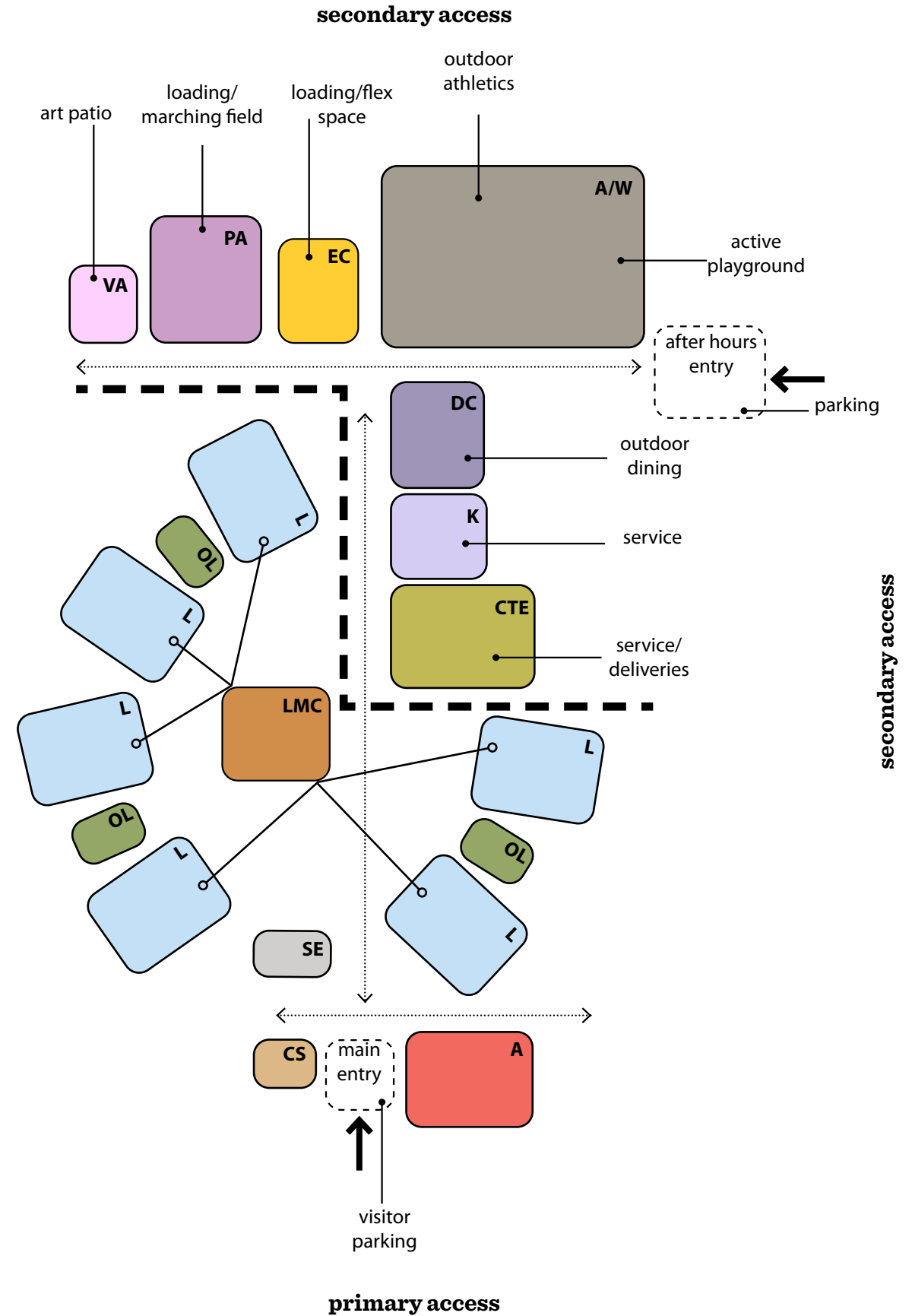


# Middle School Centralized

## Space Type Adjacency Diagram

- L** learning neighborhood
- SE** special education
- LMC** library media center
- EC** empower center
- CTE** cte
- PA** performing arts
- VA** visual arts
- A/W** athletics & wellness
- DC** dining commons
- K** kitchen
- A** administration
- CS** community spaces
- OL** outdoor learning

- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ZONING
- EXTERIOR ACCESS



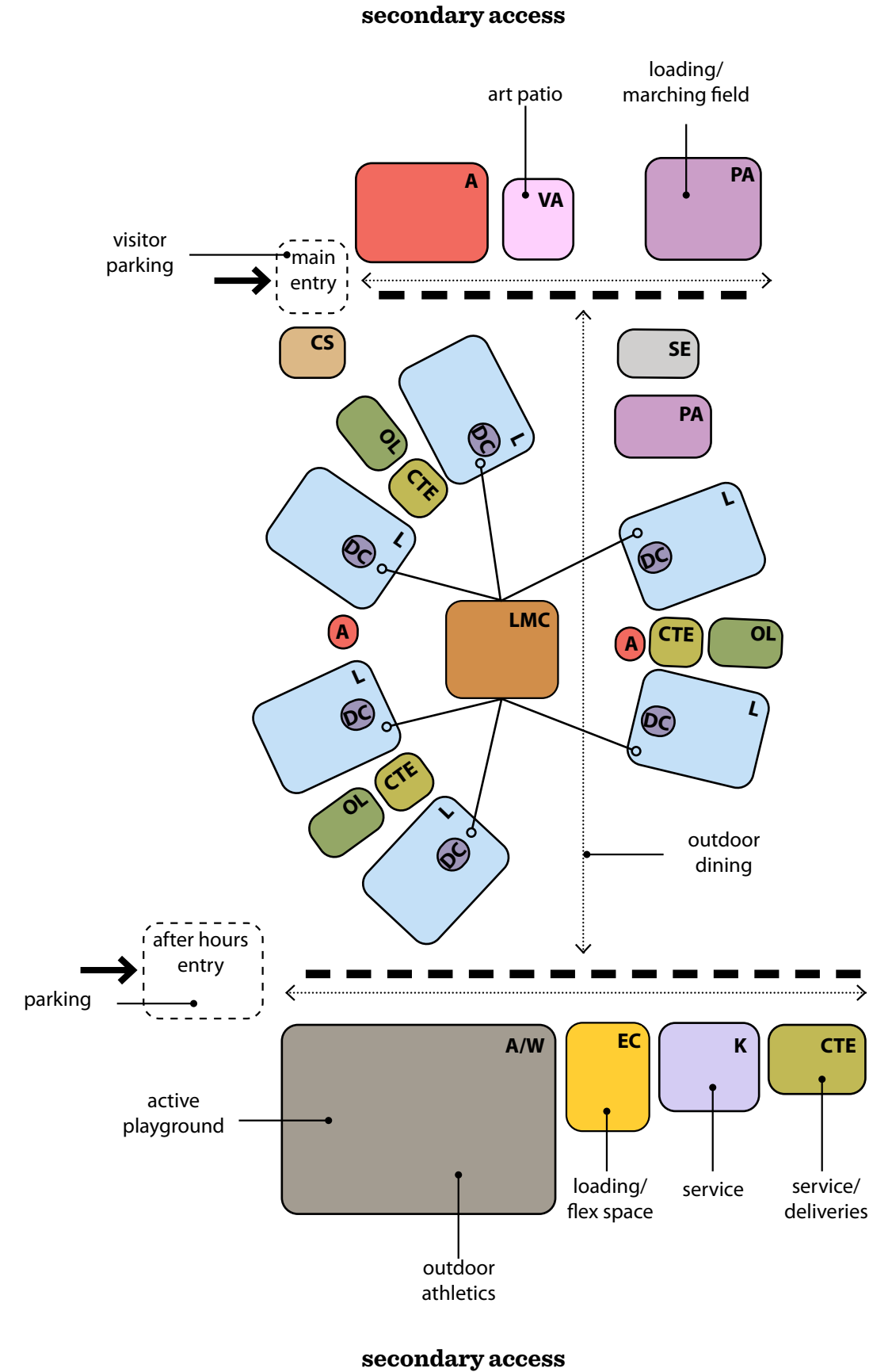
# Middle School Dispersed

## Space Type Adjacency Diagram

- L** learning neighborhood
- SE** special education
- LMC** library media center
- EC** empower center
- CTE** cte
- PA** performing arts
- VA** visual arts
- A/W** athletics & wellness
- DC** dining commons
- K** kitchen
- A** administration
- CS** community spaces
- OL** outdoor learning

- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ZONING
- EXTERIOR ACCESS

primary access

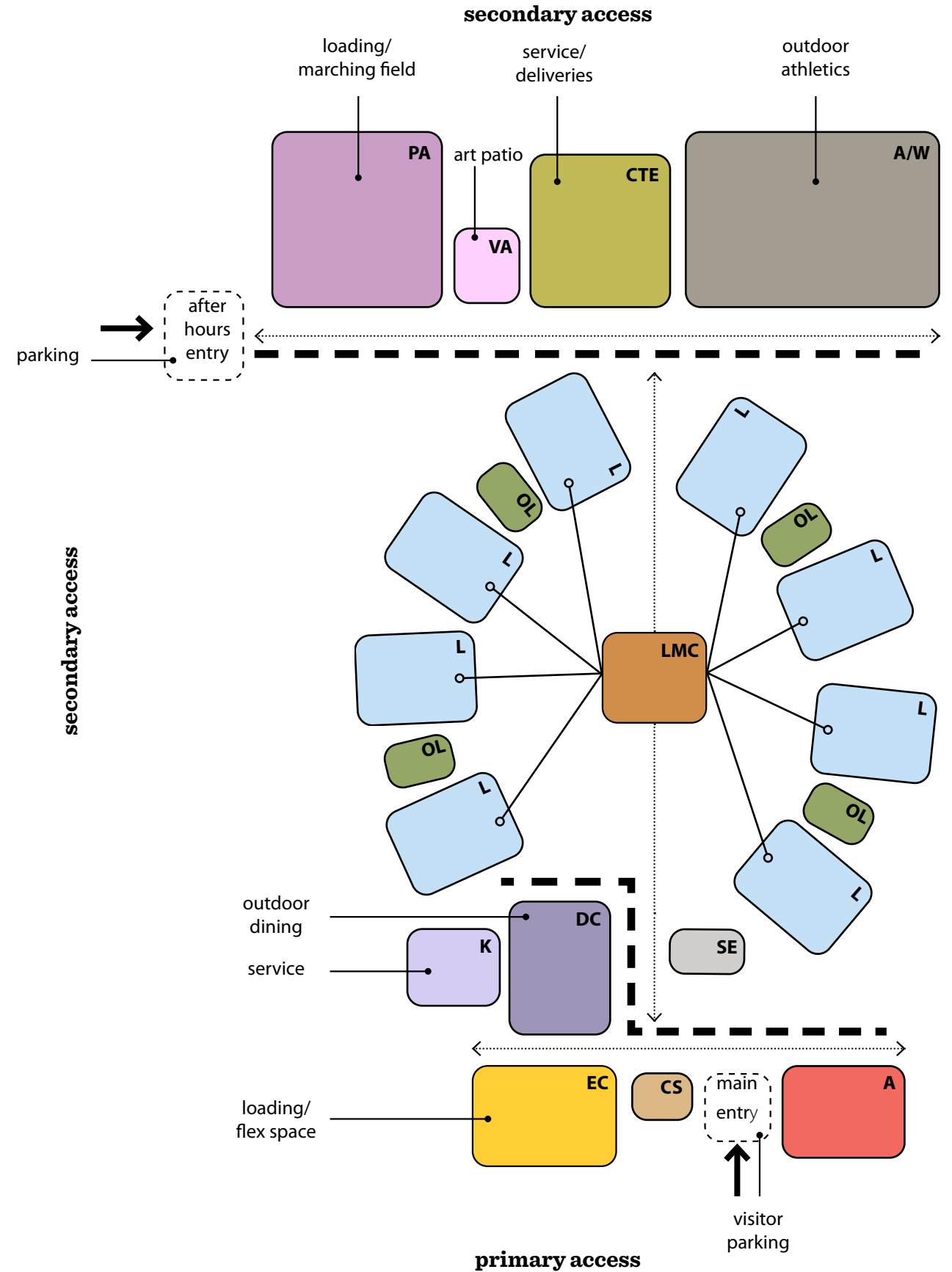


# High School Centralized

## Space Type Adjacency Diagram

- L learning neighborhood
- SE special education
- LMC library media center
- EC empower center
- CTE cte
- PA performing arts
- VA visual arts
- A/W athletics & wellness
- DC dining commons
- K kitchen
- A administration
- CS community spaces
- OL outdoor learning

- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ZONING
- EXTERIOR ACCESS





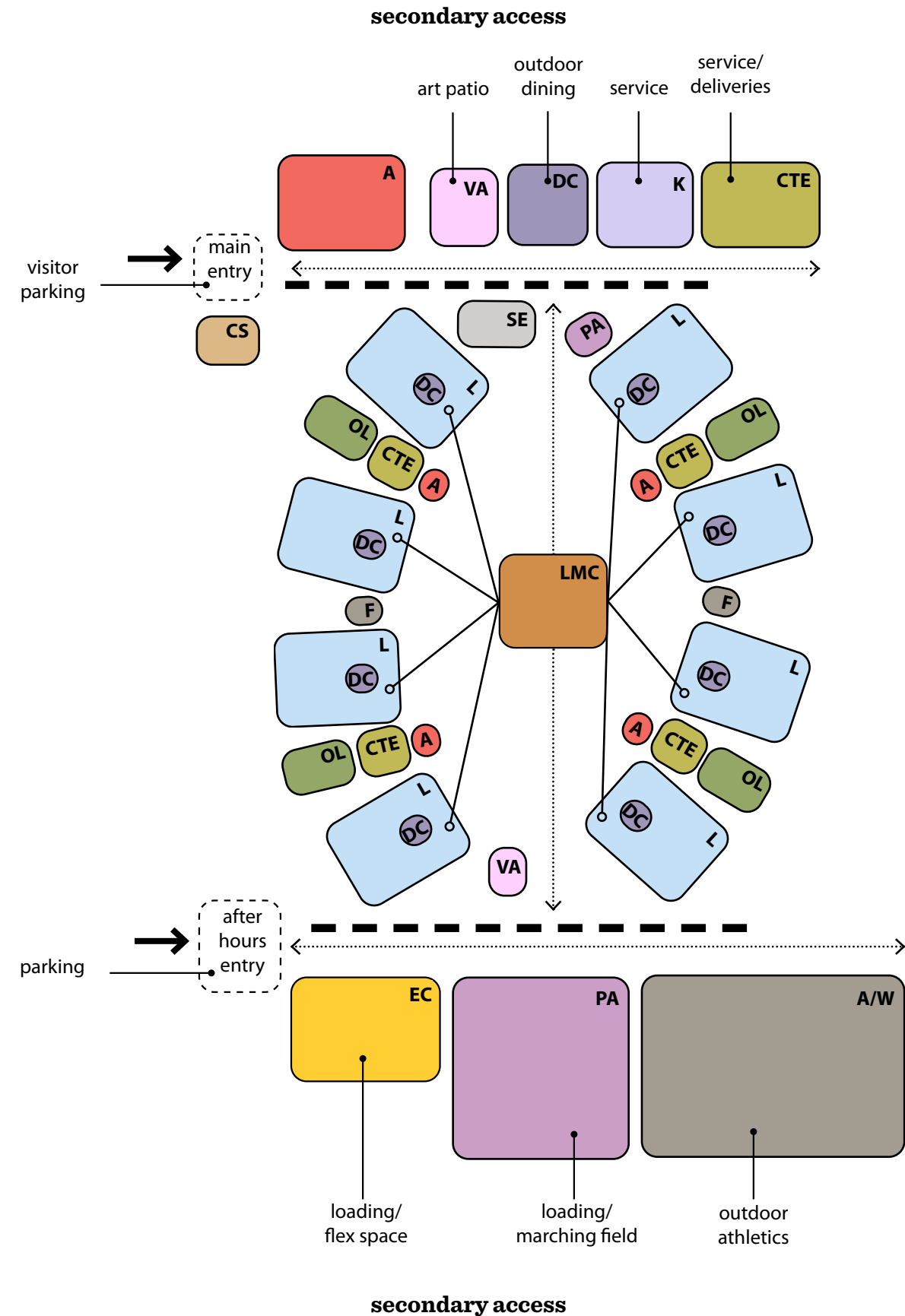
# High School Dispersed

## Space Type Adjacency Diagram

- L learning neighborhood
- SE special education
- LMC library media center
- EC empower center
- CTE cte
- PA performing arts
- VA visual arts
- A/W athletics & wellness
- DC dining commons
- K kitchen
- A administration
- CS community spaces
- OL outdoor learning

- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ZONING
- EXTERIOR ACCESS

primary access





# 3

Widen Elementary School

## Part 3

### *The Learning Neighborhood*

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This section more fully describes the District’s concept of the learning neighborhood. Each design team will work with campus and District leaders to use these space types to support the District’s vision of 21st century learning.

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

- The Learning Neighborhood
- Learning Neighborhood Space Type Components
- Learning Neighborhood Example Layouts
- The Learning Neighborhood in Action

# 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. The Six C’s 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 allow for more efficient use and better ability to easily adjust to inevitable curriculum shifts over time.

Learning neighborhoods are intended to be flexible, serving a wide range of age groups or cohorts. However, the unique needs of the District's youngest learners requires a distinct Early Childhood neighborhood at the elementary level. The components of these neighborhoods are similar to those in other K-5 learning neighborhoods, with the exception that Early Childhood studios are given direct access to restrooms from their studios.



## **Academic Alignment**

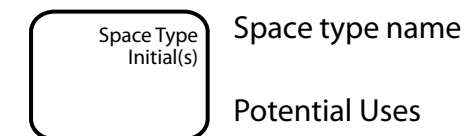
The spatial variety within a learning neighborhood supports the key concept of choice, embraced for both learners and educators in Austin ISD and enabling higher levels of engagement. All learning neighborhood spaces, including studios, are intended to be shared. This approach places ownership of space in the hands of the learners, allowing them to drive their learning experience. Designers should consider how the various spaces relate to each other and their specific scales and proportions, as this directly impacts their ability to support a variety of group sizes and learning activities.

When designed effectively, a learning neighborhood must allow for:

1. Natural fluctuations in capacity needs through the use of open collaboration and maker spaces.
2. Ease for educators to share spaces
3. The ability for multiple classes of learners to gather together
4. Ubiquitous passive supervision
5. Use that is uninterrupted by main circulation paths



Legend



**Studio**

- Self-directed work
- Small group work
- Special needs instruction
- Direct instruction
- Multi-modal learning



**Open Collaboration**

- Project/build work
- Instruction
- Large group
- Special needs instruction



**Science**

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



**Science Prep**



**Group Rooms**

- Self-directed work
- Small group work
- Project/build work
- Studio pullout
- Special needs pullout
- Intimate meeting
- Home base
- Group Instruction
- Itinerant services
- Conference room



**Professional Learning Center**

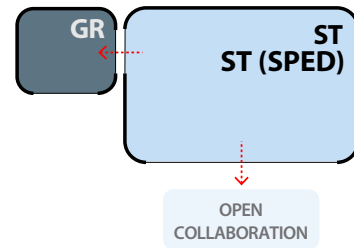
- Educator small group work
- Itinerant work
- Workroom
- Collaboration
- Storage
- Lounge



**Maker Space**

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

# Learning Neighborhood Space Type Components Studio



**Functional Intent:** Studios most closely resemble the traditional classroom but include a focus on multi-modal learning. They are designed flexibly so they are interchangeable for multiple grade levels or subjects. Studios provide an opportunity for one class of learners to work in an acoustically separated space. At the middle and high school levels, studios are not owned but instead are shared by all educators assigned to that Learning Neighborhood. The studios may or may not be owned by a particular educator at the elementary level.

**Activities:** 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. Provide opportunities for two studios to combine, allowing for large group instruction, team-teaching, and more project space. Space use will be determined collaboratively among a team of educators. The majority of Special Education activities can be integrated within the learning neighborhoods in flex studios, including ECSE, Autism, Life Skills, Behavior, and Resource. The specialized programmatic assignments of these studios will vary based on campus programming and needs.

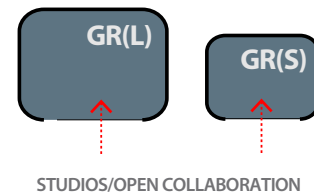
**Access:** Place studios with a direct connection to open collaboration areas and clear access to the outdoors. Connectivity, transparent and physical, between at least two studios and with the shared learning space, will provide greater flexibility for team teaching, collaboration and temporary studio expansion for project work. Provide sightlines and passive supervision from studios into small groups and open collaboration spaces. Visual access to media resources will encourage use. Special Education flex studios should be integrated into the learning neighborhood with access to other shared learning spaces. Provide a kitchenette within flex studios designated for Life Skills at the elementary level.

**Considerations:** All studios should be 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. Provide two teaching walls, either through fixed infrastructure or mobile furniture, to support flexible teaching and learning within studios. Tackboards and appropriate spaces will be provided to support requirements from AISD Academics for print-rich environments for specific learner groups. Either through furniture or design of the studio itself, all studios should support space for a Peace Center for students to self-regulate without leaving the studio.



# Learning Neighborhood Space Type Components

## Group Rooms



**Functional Intent:** Group rooms are intended to be flexible spaces, outfitted to support a wide variety of activities. Capacity of these spaces ranges from three to five in a Small Group room (GR-S) to eight to fourteen in a Large Group room (GR-L). Acoustic separation will encourage communication and collaboration to occur, allowing group spaces to be used during, between, or after classes. Convenient access to group rooms cuts down on transition time as learners move from studios to small group sessions or work with specialists.

**Activities:** Group rooms allow for groups of learners to work together, have a meeting, and collaborate without disrupting other learners. The size of small group rooms supports special needs educators to work with individual learners on an as needed basis without leaving the learning neighborhood. Large group rooms can also support community meetings, conference space, or other learner support services. Small groups can be outfitted as dedicated mindfulness spaces to support SEL within the neighborhood.

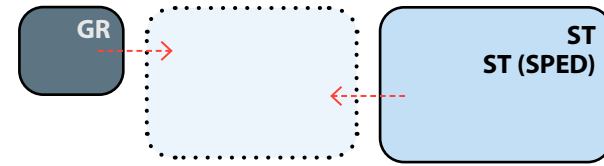
**Access:** Providing supervision and sightlines through easy access, transparency, and visibility from shared learning spaces is critical to the successful use of these spaces. Dispersal of group rooms in a learning neighborhood is required to support equitable access to these shared learning spaces by all studios. Additionally, dispersing small and large group spaces accommodates quick movement to and use of the space without disruption to learning. All group rooms will be shared, unowned spaces. Placing two group spaces together allows future combination into a medium/large group space and/or they can be joined with an operable partition to accommodate changing space size within the learning day.

**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. Consider providing storage for shared manipulatives and materials to encourage flexible and shared use of this space. Provide writable surfaces and digital display to support problem-solving, collaboration, creativity, communication, and critical thinking. Provide different furniture styles to support a variety of seating positions and learning activities. Consider providing access after school hours for community or club use.



*Learning Neighborhood  
Space Type Components*

# Open Collaboration



**Functional Intent:** Open collaboration space intends to break down the hierarchy between learners and educators, enabling for learner choice and voice. These spaces can support hybrid or blended learning models and should be designed so that they can accommodate natural fluctuations in campus enrollment and a variety of group sizes and activities.

**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. Library Media Center resources can be accessed here, and changed out as needed through the use of mobile furniture. 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. In instances where the maker space is not embedded in the learning neighborhood, the open collaboration should support maker space functionality.

**Access:** Easy access and a visible connection between studios, small group, and open collaboration spaces encourage indirect supervision of learner activities. Ownership of open collaboration spaces will be shared.

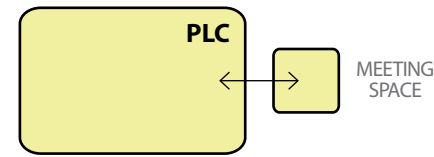
**Considerations:** Open collaboration space must be distinct from circulation spaces – learning must occur without interruption by groups or learners passing through. Use physical walls, floor patterns, or flexible furniture to define spaces. Functions vary with unique needs depending on configuration 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. Arrange power and support to provide maximum flexibility for use of space. Incorporate writable surfaces, either integrated into wall treatments or through mobile furniture, to support learning on display.





## Learning Neighborhood Space Type Components

# Professional Learning Center



**Functional Intent:** Professional learning centers (PLC) provide educators with a level of ownership, which is crucial in a shared neighborhood model. The PLC provides educators with a place they can personalize and where they can model the collaborative cultural shift for their learners.

**PLC(Flex):** While functioning like a Learning Neighborhood PLC, Flex PLCs are intentionally unowned spaces for itinerant specialists, interventionists, instructional coaches, and other staff to focus, work, and collaborate.

**Activities:** Professional learning centers will support educator prep and teams with areas for independent and small group work. Activities include planning and collaboration, socializing, dining, and administrative tasks. PLCs include a small meeting room for phone calls and one-on-one meetings, as well as a small kitchenette for the educators in that neighborhood. Additionally, the professional learning center fosters greater communication and collaboration.

**PLC(Flex):** While serving a campus, itinerant educators need a space to touch down prior to meeting with learners or other educators and store their personal items. These spaces should support focused work such as documentation and record keeping of meetings with learners, as well as collaborative meetings as needed.

**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. Provide easy access and visibility from shared flexible learning spaces. Ownership will vary by campus, whether it is for educators in one neighborhood or shared with specialists or partners.

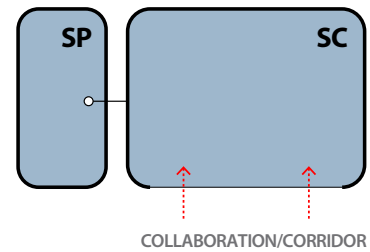
**Considerations:** Use physical walls with transparency to define spaces. Balance transparency for sightlines with visual privacy to support confidentiality when discussing learner data. Functions vary with unique needs depending on professional staff assigned to the space. Furniture and display should support the variety of activities that will occur in these spaces. Ownership of workstations may be shared or owned, to be determined by the needs of the campus. Educator personal storage and mobile cart storage for transportation of materials from PLCs to learning spaces should be considered when designing these spaces. Additional square footage may be required if circulation and/or doors impede key functionality. PLC's must be designed with a minimum width of 16 feet to accommodate the intended furniture and functionality.

**PLC(Flex):** This space should support short-term personal storage and collaborative work spaces for various specialists, without creating an opportunity for owned spaces. Consider providing mobile storage for more frequent specialists to store manipulatives and other tools.



# Learning Neighborhood Space Type Components

## Science



**Functional Intent:** Science is intentionally included in the learning neighborhoods to reduce movement for learners as they transition subjects and allow for increased exposure. They are intended to be multi-purpose and support inter-disciplinary work.

**Activities:** Scientific learning cannot be limited to a single-use space. A large, flexible, multi-purpose science lab (SC) 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.

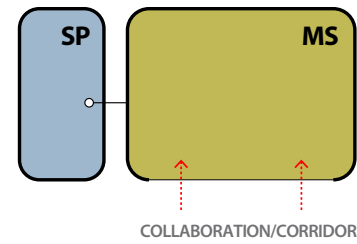
**Access:** Embedding Science spaces within the learning neighborhood increases exposure for all learners. Direct physical access and visible connectivity from the open collaboration spaces will promote connectivity and use. Science spaces will have access to a preparation space either shared with another 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. Flexible lab furniture will be provided to support a variety of layouts and learning modalities. 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 out into the open collaboration areas as needed.



# Learning Neighborhood Space Type Components

## Maker Space

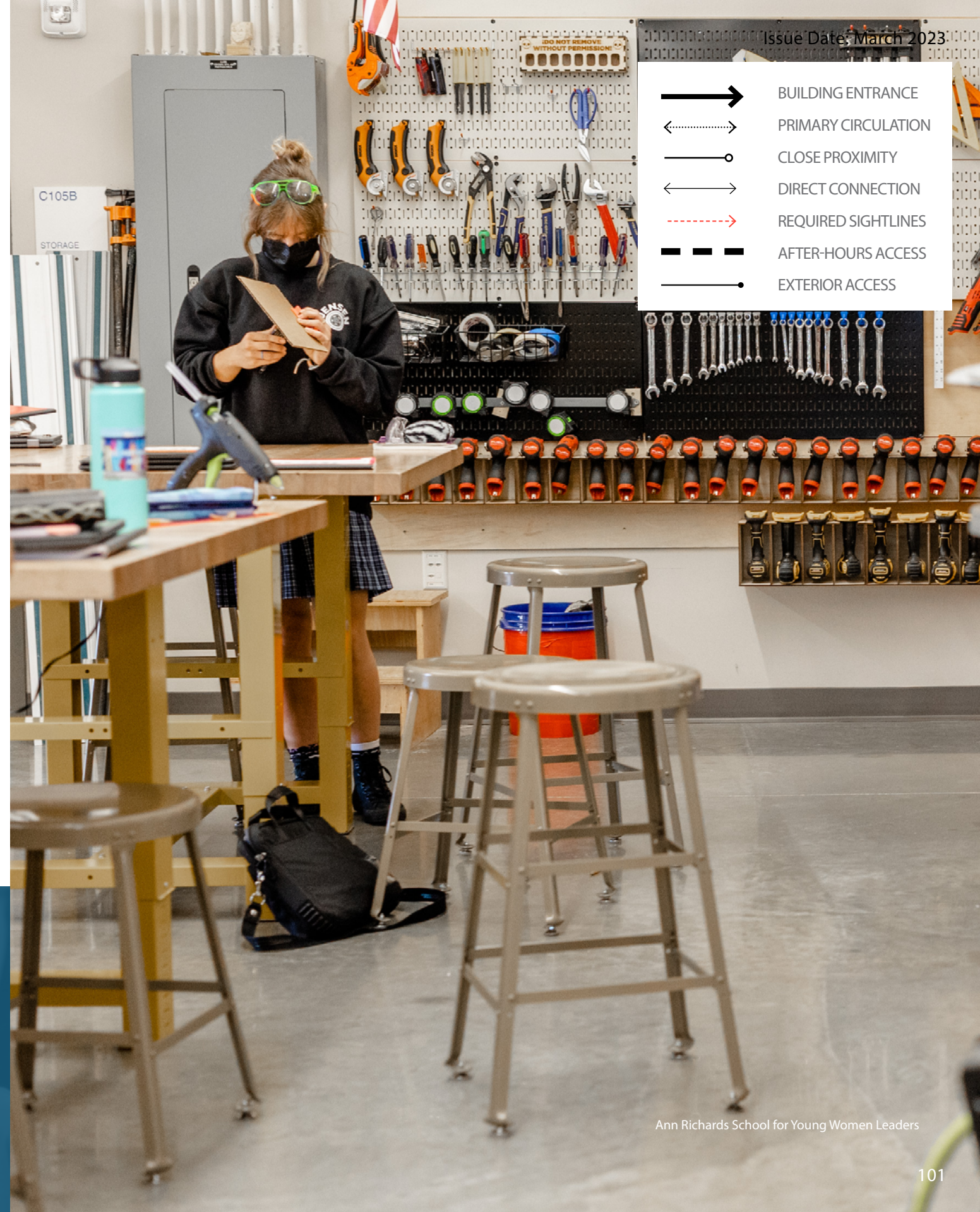


**Functional Intent:** Easily accessible at the elementary level and embedded in learning neighborhoods in middle and high schools, Maker Spaces allow for hands-on learning to be integrated into any subject and provide exposure to CTE offerings.

**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. The Maker Space requires a flexible location for a “teaching wall” to serve multiple furniture arrangements necessary for whole group, individual, and small group work

**Access:** When a maker space is placed within the learning neighborhood (only at secondary level) as shared learning resource 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. At the elementary level, maker spaces will either be dispersed across the campus, or the allotted maker space square footage will be divided to provide dispersed maker areas embedded in the learning neighborhoods.

**Considerations:** Provide additional mechanical and electrical services, more durable finishes, and acoustical separation from other learning environments. All furniture should support multiple layouts and project creation.



- Issue Date: March 2023
- BUILDING ENTRANCE
  - PRIMARY CIRCULATION
  - CLOSE PROXIMITY
  - DIRECT CONNECTION
  - REQUIRED SIGHTLINES
  - AFTER-HOURS ACCESS
  - EXTERIOR ACCESS



Bear Creek Elementary School



Historic Modernization/Renovation

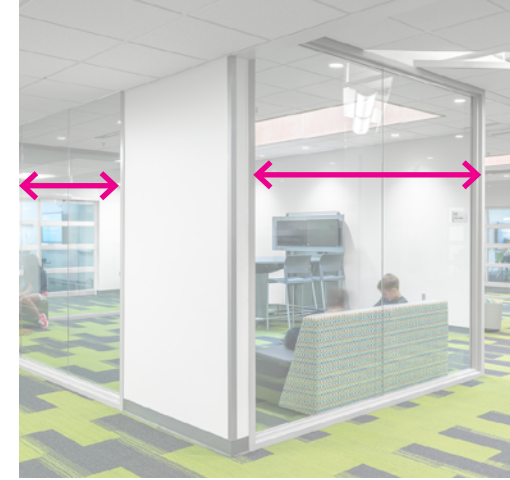
Ann Richards School for Young Women Leaders

# LEARNING NEIGHBORHOOD EXAMPLE LAYOUTS

## CREATING THE LEARNING NEIGHBORHOOD

The following learning neighborhood example layouts 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.

While recommended quantities of spaces for each neighborhood are provided in the program (e.g. 8 studios per neighborhood at the elementary level), flexibility is allowed as long as proportions of spaces to one another remains consistent in both size and quantity (e.g. 1200 SF of Open Collaboration per 8 studios at elementary level) and the function of the learning neighborhood is maintained. Designers should take care to ensure all studios maintain access and visibility to Open Collaboration and Group Rooms regardless of the neighborhood size. Consider avoiding linear corridors or neighborhood arrangements, since they can result in periphery studios feeling disconnected from the neighborhood.



TRANSPARENT



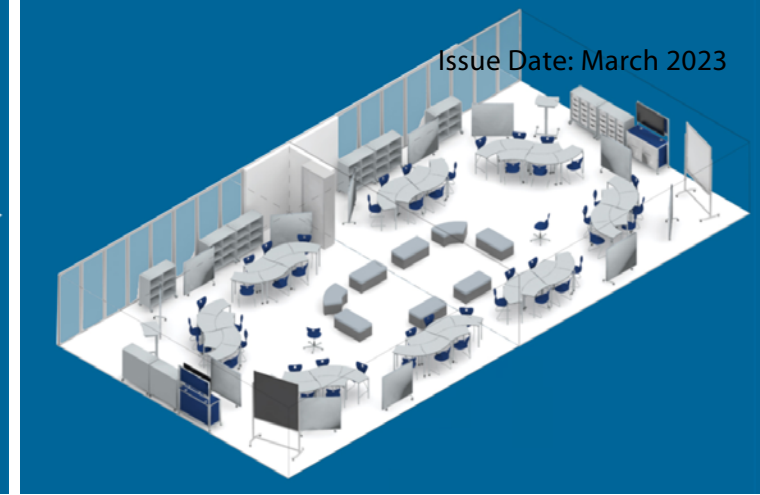
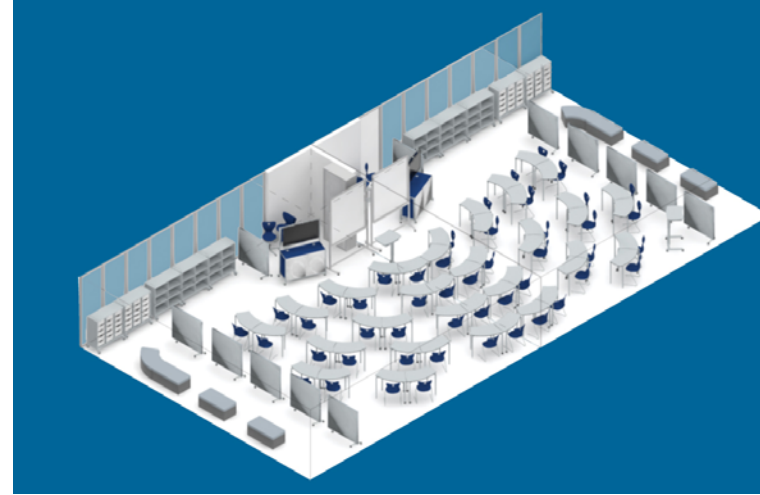
FLEXIBLE / OPERABLE



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, in accordance with **Ch 6 - Furniture Standards** of the **Project Development Manual (PDM)**.

**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.



TA Brown Elementary School



LEGACY



TA Brown Elementary School

# Elementary School New Construction

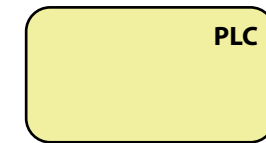
## Learning Neighborhood Example Layout

x1 OPEN COLLABORATION  
1,200 NSF

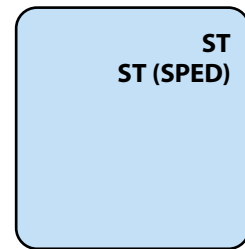


\*SUPPORTS MAKER SPACE FUNCTIONALITY

x1 PROFESSIONAL  
LEARNING CENTER  
500 NSF

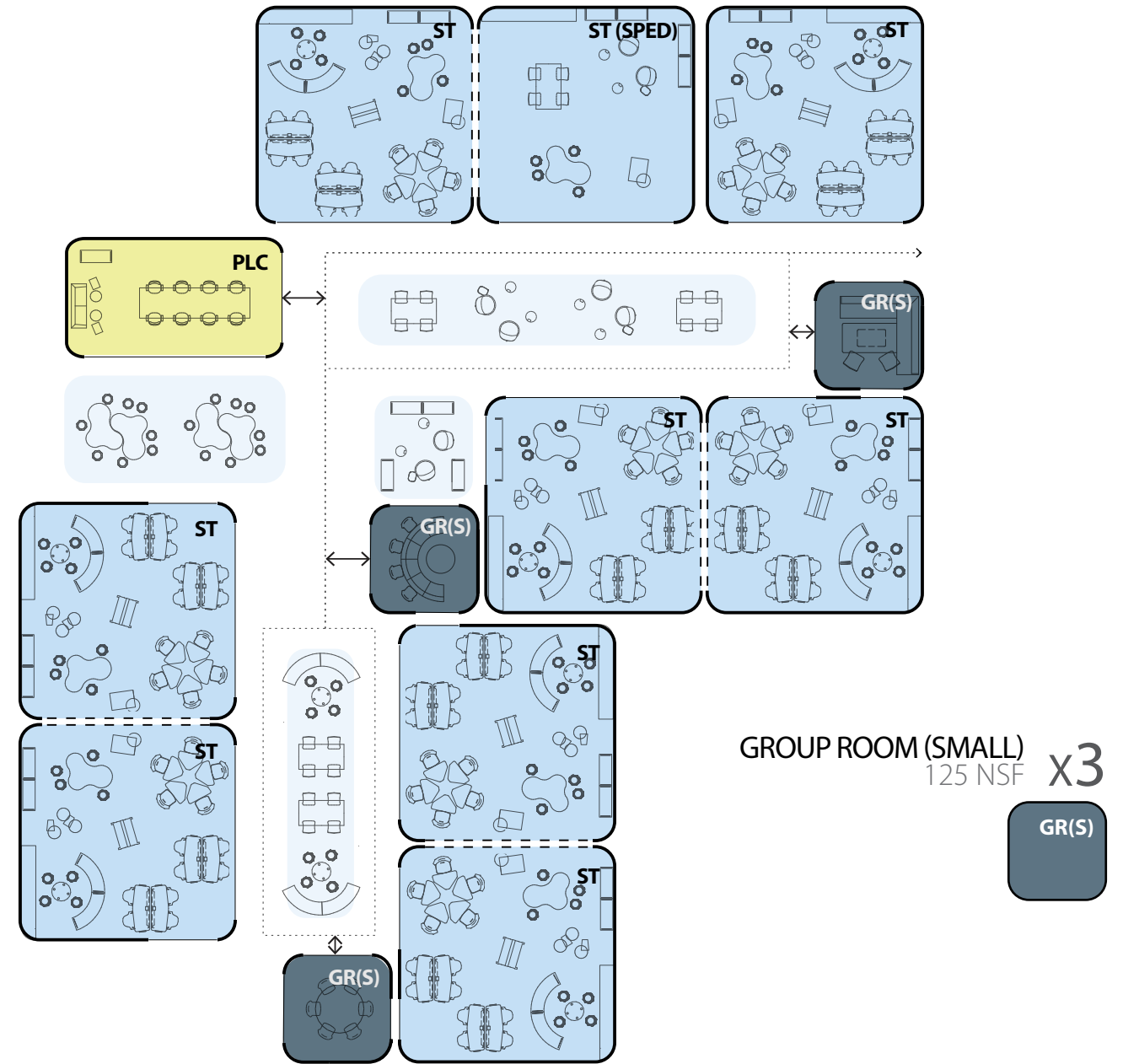


x9 STUDIO/ SPED FLEX  
850 NSF



### LEGEND

- OPAQUE
- TRANSPARENT
- - - FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE
- ←.....→ PRIMARY CIRCULATION
- ←.....→ DIRECT CONNECTION



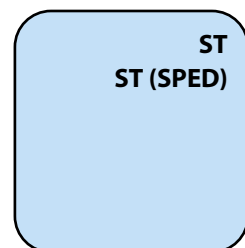
# Elementary School Existing/Renovation

## Learning Neighborhood Example Layout

X1 PROFESSIONAL  
LEARNING CENTER  
500 NSF

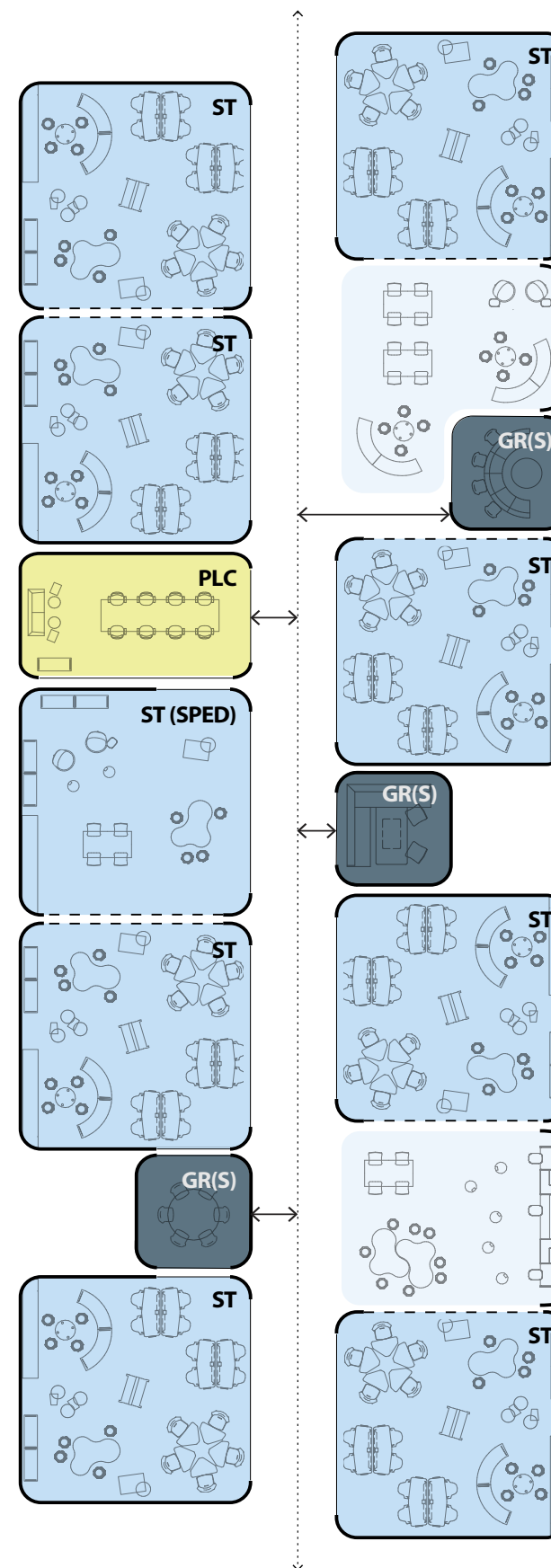


X9 STUDIO/SPED FLEX  
850 NSF



### LEGEND

- OPAQUE
- TRANSPARENT
- - - FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE
- ←-----> PRIMARY CIRCULATION
- ←-----> DIRECT CONNECTION



GROUP ROOM (SMALL)  
125 NSF X3



OPEN COLLABORATION  
1,200 NSF X1



\*SUPPORTS MAKER SPACE FUNCTIONALITY

# Middle School New Construction

## Learning Neighborhood Example Layout

X1 OPEN COLLABORATION  
1,200 NSF



X1 MAKER SPACE  
1,300 NSF



X1 SCIENCE PREP  
300 NSF



X1 SCIENCE  
1,300 NSF



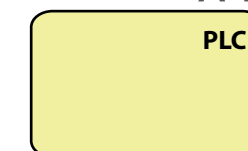
X1 DISPERSED  
DINING COMMONS



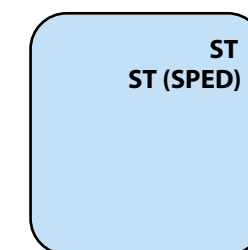
GROUP ROOM (SMALL)  
125 NSF X2



PROFESSIONAL  
LEARNING CENTER  
500 NSF X1

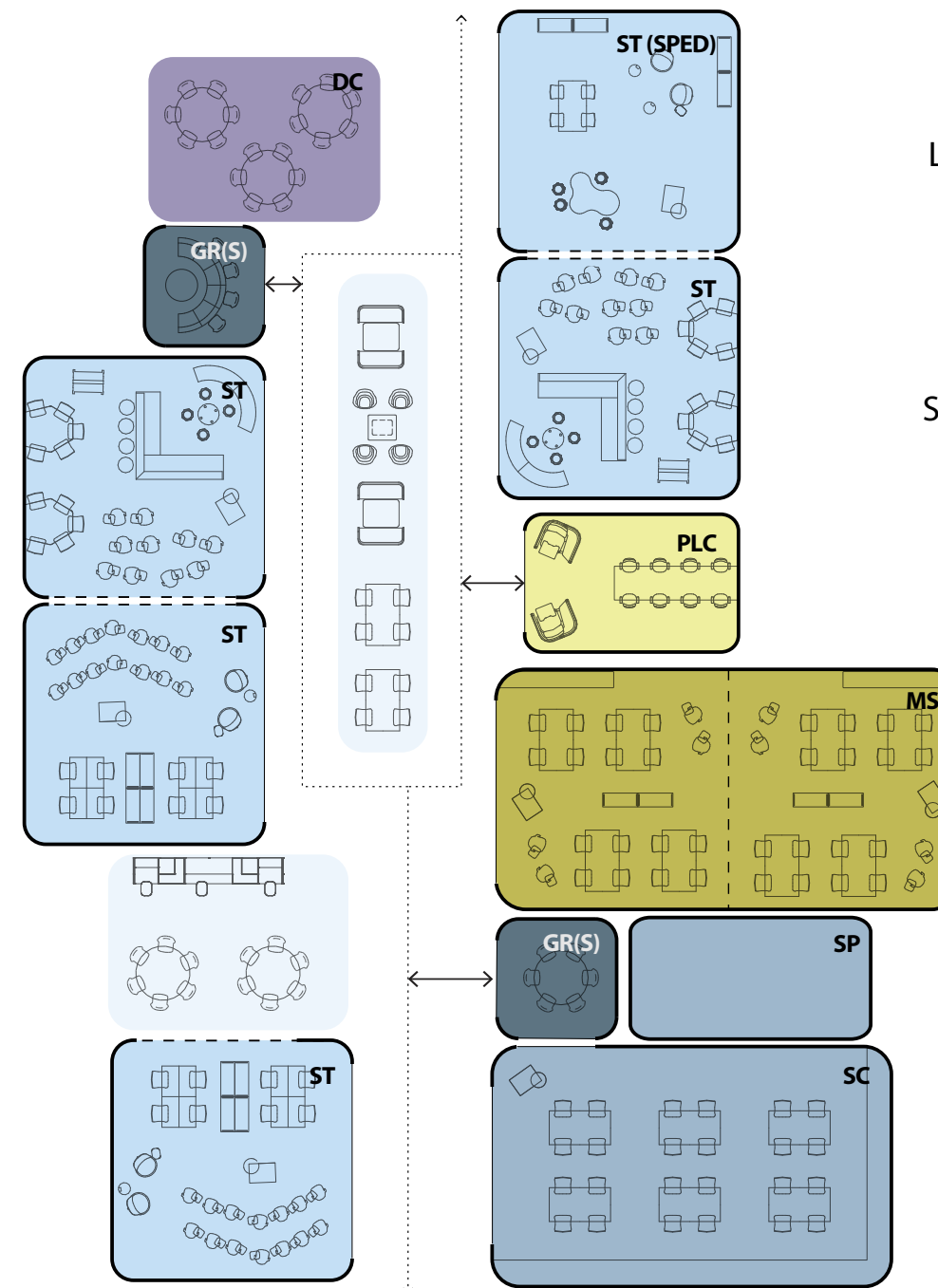


STUDIO/SPED FLEX  
850 NSF X5



### LEGEND

- OPAQUE
- TRANSPARENT
- - - - FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE
- ←.....→ PRIMARY CIRCULATION
- ←.....→ DIRECT CONNECTION



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



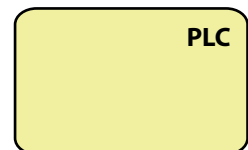
# Middle School Existing/Renovation

## Learning Neighborhood Example Layout

X1 DISPERSED DINING COMMONS



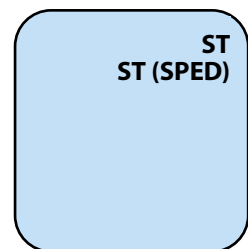
X1 PROFESSIONAL LEARNING CENTER



X2 GROUP ROOM (SMALL)



X5 STUDIO/ SPED FLEX



### LEGEND

- OPAQUE
- TRANSPARENT
- FLEXIBLE/OPERABLE
- X** QUANTITY OF SPACE
- PRIMARY CIRCULATION
- DIRECT CONNECTION



SCIENCE PREP 300 NSF X1



SCIENCE 1,300 NSF X1



OPEN COLLABORATION 1,200 NSF X1



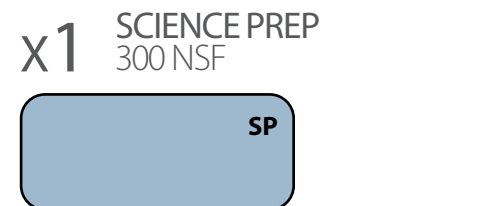
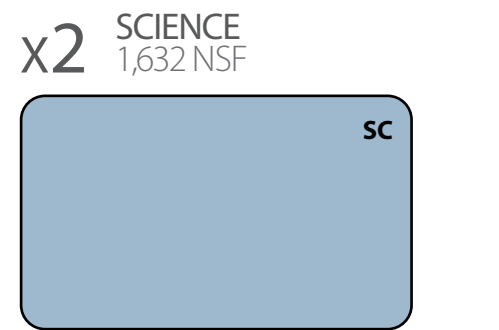
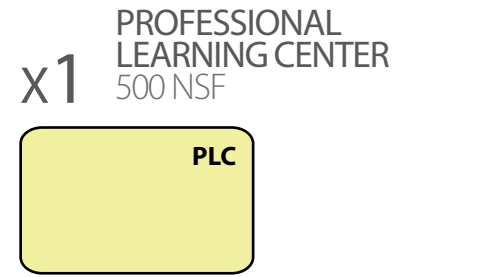
MAKER SPACE 1,300 NSF X1



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

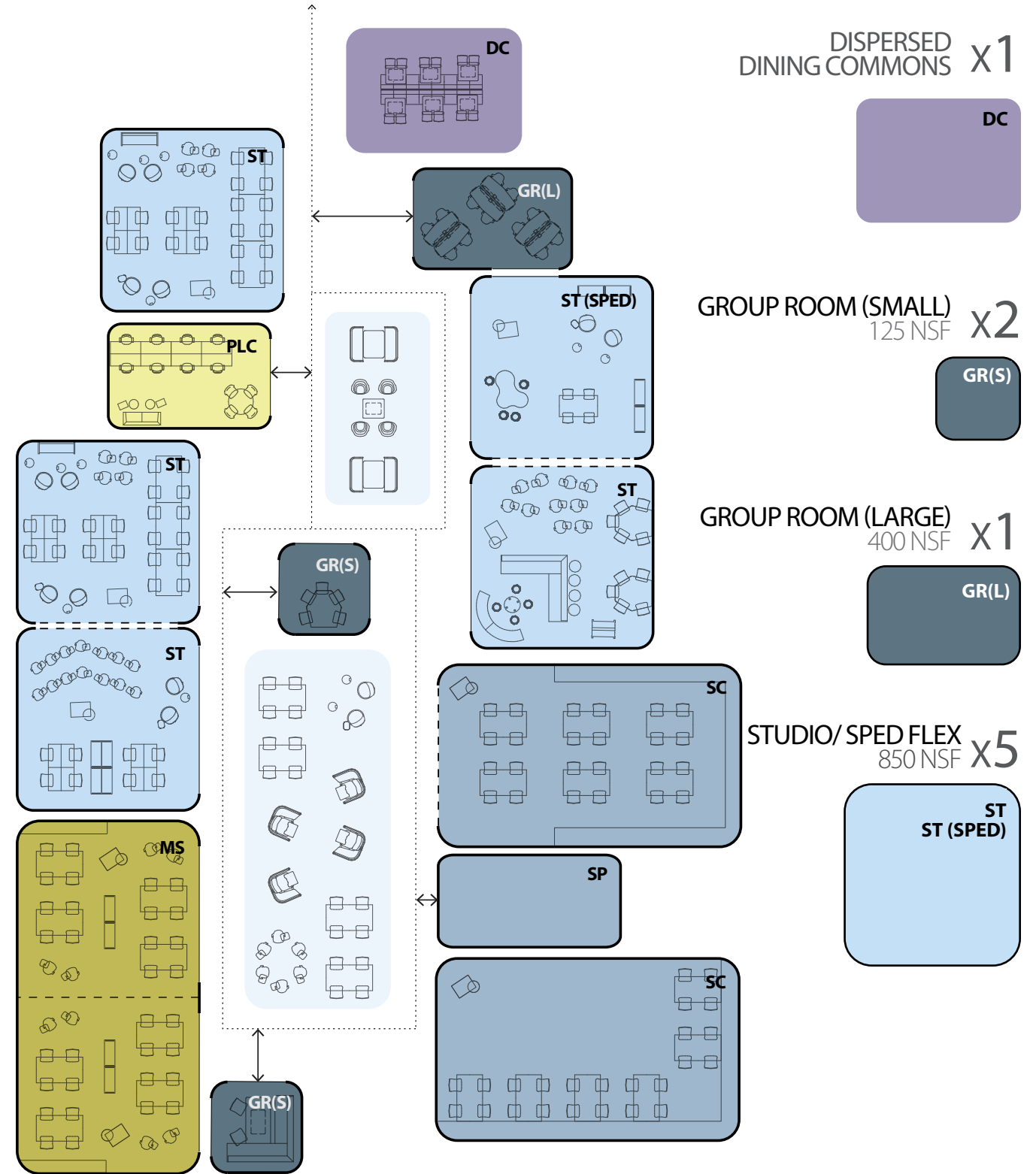
# High School New Construction

## Learning Neighborhood Example Layout



### LEGEND

- OPAQUE
- TRANSPARENT
- - - FLEXIBLE/OPERABLE
- X QUANTITY OF SPACE
- ←.....→ PRIMARY CIRCULATION
- ←.....→ DIRECT CONNECTION



DISPERSED DINING COMMONS **X1**

GROUP ROOM (SMALL) 125 NSF **X2**

GROUP ROOM (LARGE) 400 NSF **X1**

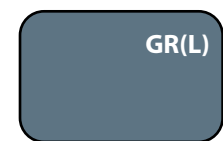
STUDIO/SPED FLEX 850 NSF **X5**

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

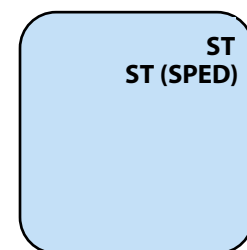
# High School Existing/Renovation

## Learning Neighborhood Example Layout

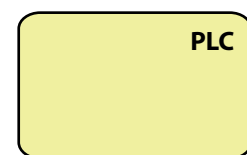
X1 GROUP ROOM (LARGE)  
400 NSF



X5 STUDIO/ SPED FLEX  
850 NSF



X1 PROFESSIONAL LEARNING CENTER  
500 NSF



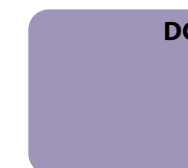
X1 MAKER SPACE  
1,600 NSF



GROUP ROOM (SMALL)  
125 NSF X2



DISPERSED DINING COMMONS X1



OPEN COLLABORATION  
1,600 NSF X2



SCIENCE PREP  
300 NSF X1

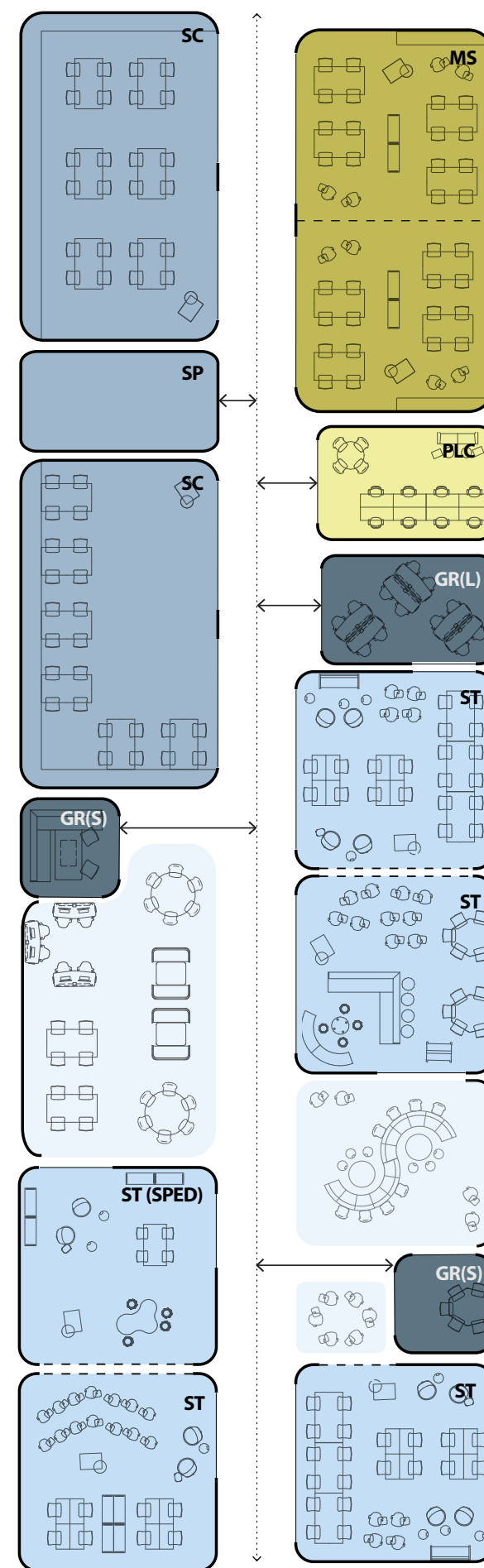


SCIENCE  
1632 NSF X2



### LEGEND

- OPAQUE
- TRANSPARENT
- FLEXIBLE/OPERABLE
- X** QUANTITY OF SPACE
- PRIMARY CIRCULATION
- DIRECT CONNECTION



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



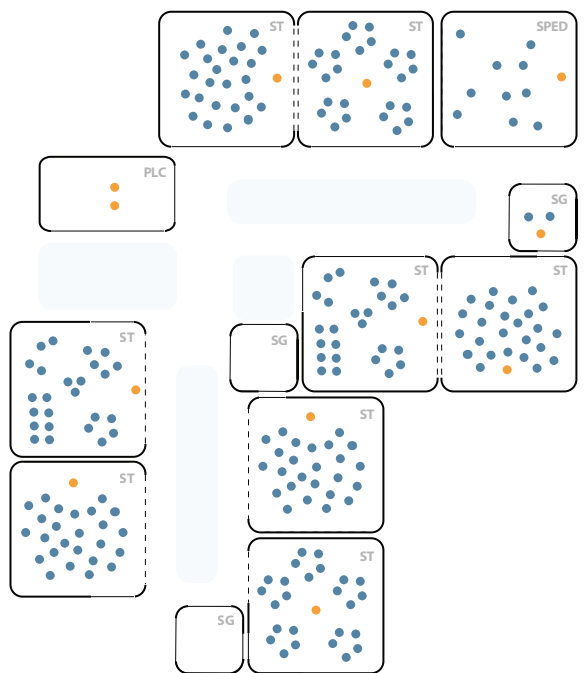
Bear Creek Elementary School

# THE LEARNING NEIGHBORHOOD IN ACTION

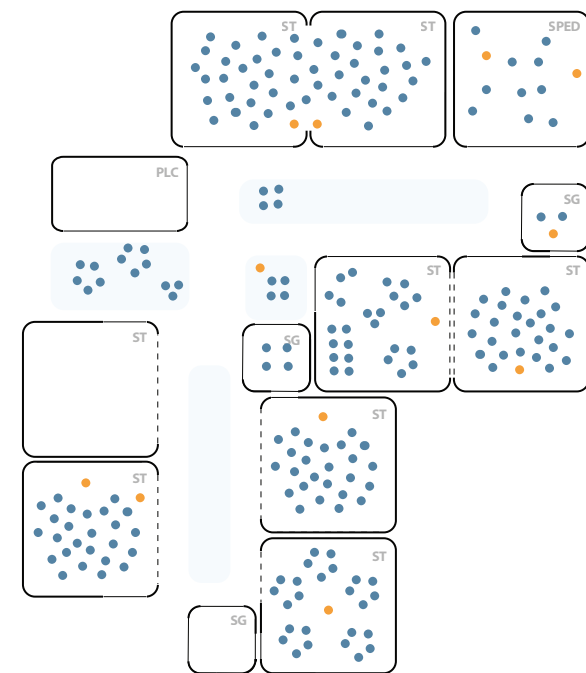
*AN ILLUSTRATION OF WHERE LEARNING HAPPENS OVER THE COURSE OF A DAY.*

**NEIGHBORHOOD CAPACITY**

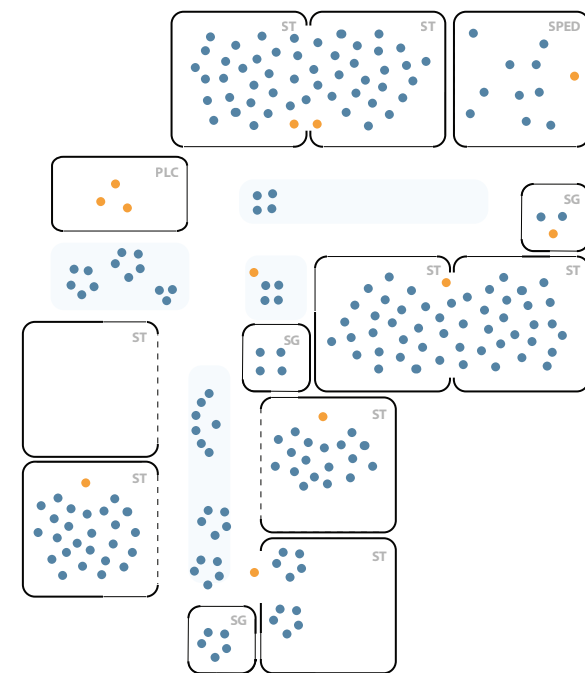
- **LEARNERS - 210**  
8 classes, 25 learners each  
1 SPED class, 10 learners
- **EDUCATORS - 12**  
9 educators, including SPED  
3 specialists/TAs/support staff



Learning only happens in studios.  
One-on-one instruction happens in small group rooms.



Learning happens in studios and collaboration.  
One-on-one instruction happens in small group rooms.  
Team-teaching occurs between adjacent studios.



Learning happens in studios, collaboration, and small groups rooms.  
Team-teaching occurs between adjacent studios.  
Lessons blend from studios into collaboration.  
Educators collaborate in PLCs.  
Educators passively supervise collaboration.



## Part 4

### *Specialized Learning Spaces*

In continuation of the intent and purpose of **Part 2** and **Part 3**, which developed the district-wide strategies and applications of the Ed Specs for the overall campus and learning neighborhoods at each school campus, **Part 4** is devoted to spaces that are highly specialized: Athletics and Wellness (A/W), Fine Arts (FA), Career and Technical Education (CTE), the Empower Center, and Outdoor Learning. Additionally, this portion of the Ed Specs will provide specifications for spaces in other departments or program blocks that are new to the District's Ed Specs.

While **Part 2** generally incorporates these spaces into the Ed Specs for the purposes of establishing spatial relationships and overall planning guidelines, **Part 4** will provide a much more detailed look at the specifications, space needs and relationships, planning strategies, and guidelines for these specialized spaces in master planning and facility upgrades in the future.

This section provides a direct focus on the specific uses and functional requirements of specialized learning space applications that align with specific program pedagogies and educational outcomes.



Given these highly specialized programs and needs, all the overall organizational concepts, vision, and learning principles outlined and developed in **Parts 1 and 2** of this Ed Specs still apply to the development and use of **Part 4** of the Ed Specs. The consistency of these Guiding Principles is equally applicable to all space types within this document.

What follows is a brief overview of the District-Wide Key Factors and Vision developed during the 2019 Facilities Master Plan (2019 FMP) for Athletics and Wellness, Fine Arts (referred to as Fine Arts and Creative Learning in the 2019 FMP), and Career and Technical Education. Following the overview will be individual sections for each of the programs, the new, “next generation” Empower Center, the District’s vision for Outdoor Learning, and requirements for additional new space types intended to support mental well-being, special education programs, and nutrition education.

More detailed specifications, guidelines, and requirements of each program will be referenced and presented in **Appendix B** and/or the **Project Design Manual (PDM)**. In addition, review of the **2019 FMP – Appendix H** is encouraged.



# DISTRICT-WIDE KEY FACTORS

## PRIORITIES THAT DRIVE THE SUCCESS OF THESE LEARNING SPACES

2019 FMP workgroups developed Key Factors that explored current operational considerations, district goals and future needs of the District that developed into six key factors. These key factors were further discussed to develop a vision for each of the three areas. The vision serves as a guide for the recommendations that were developed. These Ed Specs are a response to the vision and recommendations.



**Future Readiness:** As a Future-Ready District, Austin ISD must anticipate future demands of current and emerging educational opportunities. The District must create experiences for students and educators that coincide with the programs, businesses and industries within and coming to Austin to prepare students for their career progression and continued education.

- *Leap ahead, rather than just catching up.*



**Supply and Demand:** Offer educational opportunities and experiences for students and educators that are desired and demanded to utilize the best resources and opportunities that the District can provide. This is necessary to fully prepare our students for career opportunities and advancement of education in the Central Texas region and beyond.

- *Provide flexibility and optimization of assets.*
- *Provide adaptability of resources and programs.*
- *Consider both student and industry demands.*



**Operations:** Provide better opportunity by reducing operational costs and reinvesting in programming. This can be done by establishing efficient operations and programs to share common space and curriculum.

- *Anticipate governmental influences on funding*
- *Consider operations of Programs*
- *Consider maintenance and operations of assets*
- *Evaluate transportation costs*
- *Consider external rental revenue and District needs*
- *Engage partnerships*



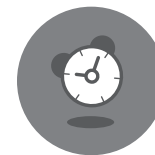
**Partnerships:** Develop partnerships that can reflect our students' identities and leverage opportunities for real world experience and educational development for all students.

- *Leverage and expand existing partnerships.*
- *Develop strategies to cultivate new partnerships.*
- *Link proximity of partnerships to District assets to aid in reduction of operation costs and to encourage opportunities for mentorship, externships, internships, apprenticeships and foster collaboration.*



**Programs and Offerings:** Offer the most relevant and future ready programs that provide the students of the District the best educational experience that they desire and want to be engaged in.

- *Consider all key factors to inform what programs and offerings offer the best future for the District and the students of the District.*
- *Draw alignments to state and national programs that will position students to be successful in their endeavors after graduation.*
- *Set priorities and develop flexibility to assist in changes or fluctuations of resources available to the District.*



**Growth:** Implement strategies that incorporate the current and future visions for the District, the City of Austin, Central Texas region, and our ever-changing environment.

- *Consideration of future plans and projections for the Central Texas Region.*
- *Develop plans for fluctuations in expectations of growth that allow for adaptability and flexibility in programming and assets.*
- *Accommodate student agency and changes in education.*
- *Include all communities in the Greater Austin Area.*
- *Coordinate with other Districts and agencies in the region (Collaborator not Competitor).*



LBJ Early College High School

# 2019 FMP - APPENDIX H

## *VISION FOR ATHLETICS & WELLNESS, FINE ARTS & CREATIVE LEARNING, AND CAREER AND TECHNICAL EDUCATION*

**Athletics and Wellness (A/W):** Athletics and Wellness will be allocated ample space for programs that currently have scheduling conflicts and constraints at the campuses. These improvements are meant to bring equity in terms of course offerings, learner opportunities and improve the overall health and wellness of learners, staff and spectators. In addition this plan will ensure that operations, scheduling, and transportation are provided efficiently throughout the District.

**Fine Arts (FA):** Referred to as Fine Arts and Creative Learning in the 2019 FMP, the Fine Arts department will provide equitable access to all programs throughout the District, implement a plan that addresses current spatial inequities at each campus, and standardize a scalable metric for additional programmatic spaces. More opportunity will be provided for Fine Arts functions to be scheduled more frequently at the Performing Arts Center (PAC) with the addition of a district-wide use multi-purpose space at another location.

**Career and Technical Education (CTE):** The CTE department will offer current and additional programs and learner opportunities in an equitable, financially feasible, and logical manner. Alignment of CTE will be provided at each of the regionally identified campuses. Current and future partnerships will be evaluated and utilized to ensure that the District is providing the best possible opportunities for its learners. Additionally, policies will be implemented which ensure that operational items are as efficient as possible.



# ATHLETICS AND WELLNESS

## SPACE PLANNING RECOMMENDATIONS

Austin ISD offers a wide array of athletic, wellness, and physical education programs for learners and sports teams and spaces that support community needs. As the future unfolds in Austin, it is important to develop an educational framework for facilities that meets the needs of the immediate future as well as accommodating potential long-range program needs.

In planning for A/W programs, the development of Ed Specs is informed by recommendations from the **2019 FMP**:

- Offer flexible spaces to support both daily PE class needs and Athletic team practices, as well as competitive events for all sports.
- Provide flexible seating arrangements within indoor gymnasiums to accommodate different competitive events such as games, tournaments, and exhibitions for a variety of sports.
- Expand use of outdoor fields and facilities at each high school campus to support competitive events and games for the high school and vertically aligned middle schools in order to reduce event demand on central athletic facilities, as well as overall operational and transportation costs.
- Establish a Health and Wellness Center at each secondary campus to support good physical, mental, and emotional health and incorporate student opportunities that are tailored towards their current desires.
- Provide spaces that accommodate needs beyond traditional athletics and to support community access to shared use of fitness and wellness spaces, including partnerships with local organizations that provide fitness programs to the general public.
- Modernized locker and changing facilities to accommodate all sports.
- Foster synergies between Athletics and Wellness, FA, and CTE with curriculum alignment and shared use of facilities, specifically using the Empower Center to provide flexible ancillary support for all programs.



## SPACE TYPE COMPONENTS

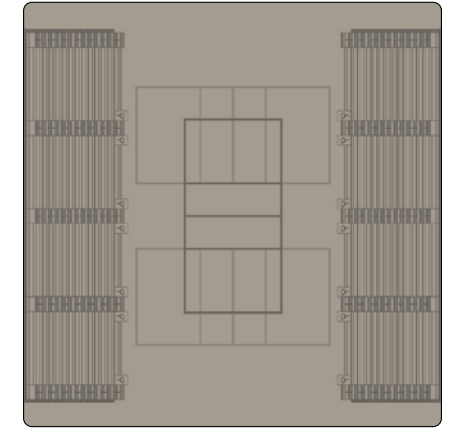
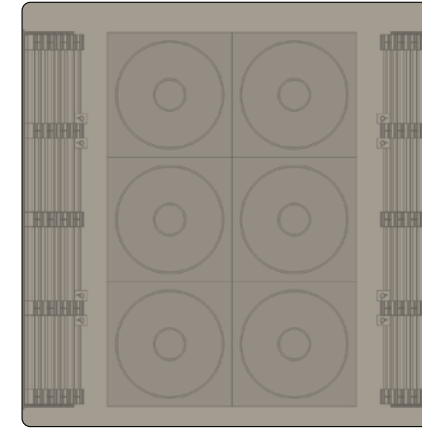
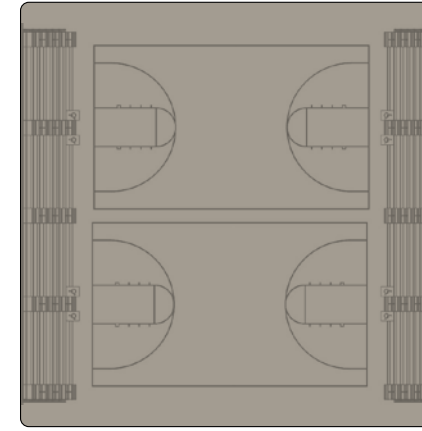
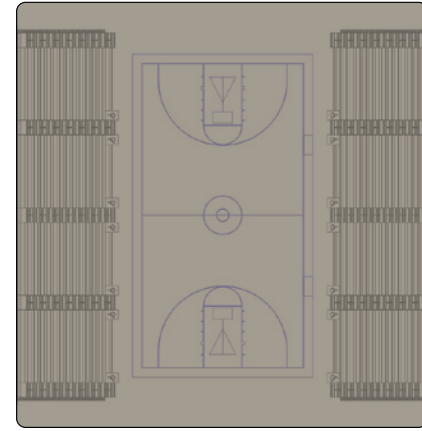
The following comprises the list of middle school and high school space types for Athletics and Wellness that align with the 2019 FMP recommendations and best practices for spatial relationships, adjacencies, capacities, and sizes.

These are not intended to represent architectural designs or floor plans. Please reference **Part 5 – Space Programs** of this document for space type quantities, areas, and notes for middle and high school space programs.

Further details, metrics, and development of these space types and requirements are provided in **Appendix B** of this document and the **Project Design Manual (PDM)**.

Details regarding the various programs within Athletics and Wellness can be found in **Appendix H of the 2019 FMP**.

*Athletics and Wellness*  
*Space Type Components*  
**Competition Gym**



**Functional Intent:** A flexible fitness space that is designed to accommodate a variety of physical education programming and athletics spectator events for multiple sports and wellness programs. (Refer to **2019 FMP Appendix H – Athletics and Wellness** section).

**Activities:** The Competition Gym will support a variety of events, including competition basketball and volleyball games and practices, as well as wrestling tournaments. The gym should be designed to accommodate a variety of layouts, including a 50'W x 94'D court with approximately 1,800 spectator seats, two 50'W x 84'D cross courts with 950 spectator seats, six 38' x 38' regulation size wrestling mats, a single volleyball main court, and two volleyball cross courts.

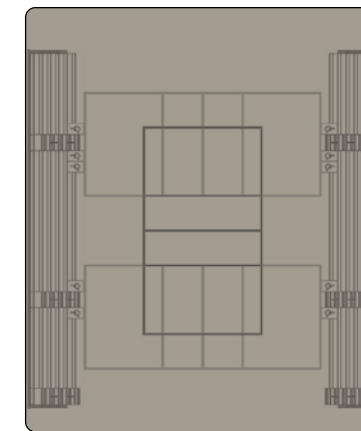
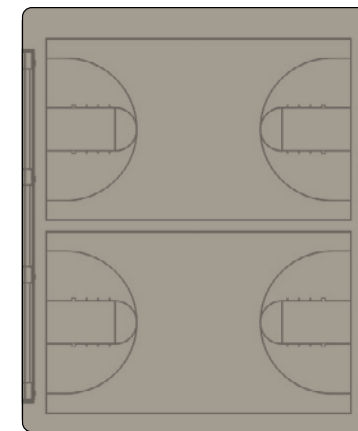
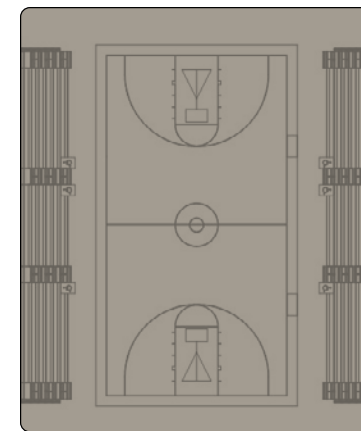
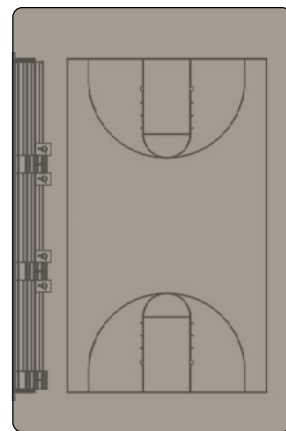
**Access:** The athletics wing should have an separate entry and should have the ability to operate independently from the academic portion of the school. Provide direct access to the athletics lobby from the Competition Gym to support surge space in order to accommodate learners, spectators, athletes, and staff circulating in and out safely, efficiently, and properly. Provide sufficient points of access to and from athletic fields and outdoor facilities, as well as to and from adjacent corridors to allow for high numbers of learners and spectators to circulate safely, efficiently, and properly. Provide direct access to dedicated storage spaces. Consider close proximity for indoor Athletics Locker Rooms. Consider close proximity between concessions and restrooms

and provide sightlines to the restroom entries from the lobby. Provide separate, designated entries and exits for home and visiting teams to limit interaction at halftime and the end of the game. Ideally, these entries and exits are separate from the spectators as well.

**Considerations:** Consider mechanically operated seating to provide maximum flexibility in space use. Concession queuing should be taken into consideration as to not have lines that interfere with spectator flow in the lobby.



*Athletics and Wellness*  
*Space Type Components*  
**Multipurpose/Practice Gym**

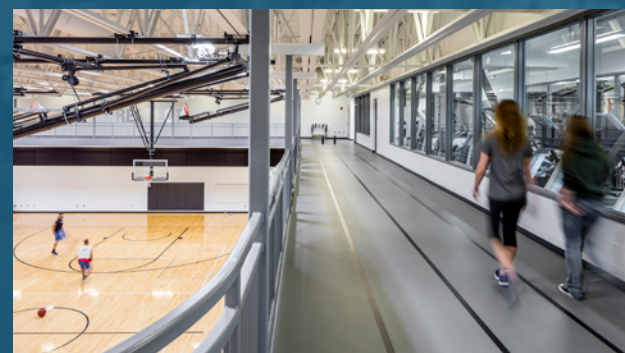


**Functional Intent:** A flexible fitness space that is designed to accommodate a variety of physical education programming and athletics spectator events for multiple sports and wellness programs. (Refer to 2019 **FMP Appendix H – Athletics and Wellness** section).

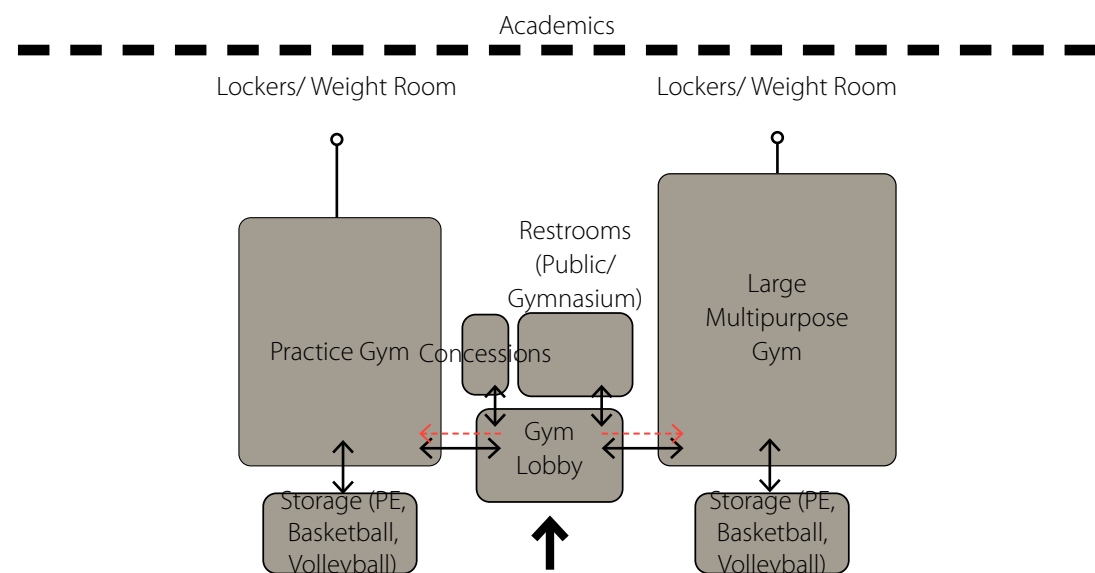
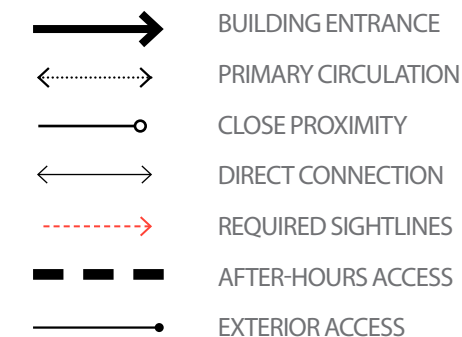
**Activities:** The Multipurpose and Practice Gyms will support a variety of physical education programming and athletic practices at all middle and high school campuses and competition basketball and volleyball games at middle schools. These spaces will also support cheer practices and performances at games and campus events. The gyms should be designed to accommodate a variety of layouts, including a 50'W x 94'D court with approximately 700 spectator seats, two 50'W x 84'D cross courts with 180 spectator seats, a single volleyball main court, and two volleyball cross courts.

**Access:** Provide sufficient points of access to and from athletic fields and outdoor facilities, as well as to and from adjacent corridors to allow for high numbers of learners to circulate safely, efficiently, and properly. Provide direct access to the athletics lobby from both Multipurpose and Practice Gyms to support surge space in order to accommodate learners, spectators, athletes, and staff circulating in and out safely, efficiently, and properly.

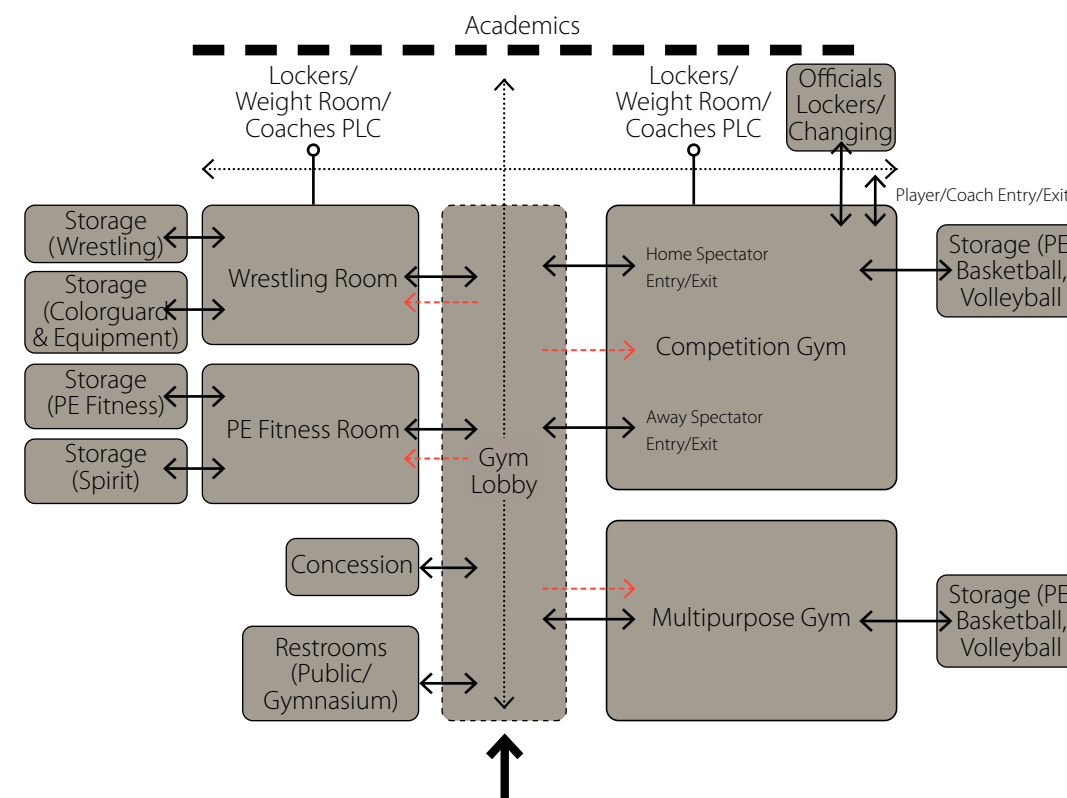
**Considerations:** Consider mechanically operated seating and projection display in both the Multipurpose and Practice Gyms to provide maximum flexibility in space use and support a variety of activities.



# Athletics and Wellness Space Type Components Gym Adjacencies



Middle School Gym Adjacencies



High School Gym Adjacencies



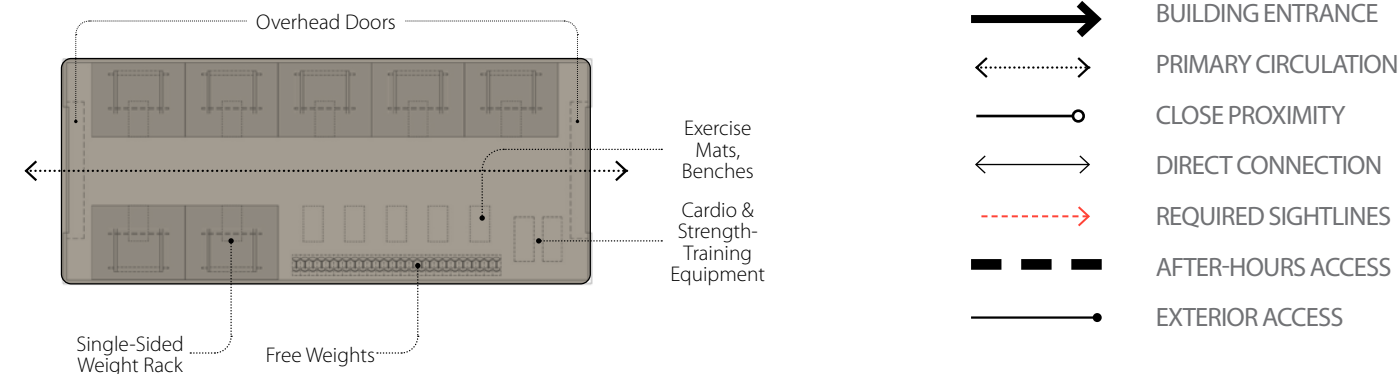
# Athletics and Wellness Space Type Components Weight Room

**Functional Intent:** A weight training space designed to accommodate both athletes and the community, dividable with overhead doors to limit community access to athletic equipment.

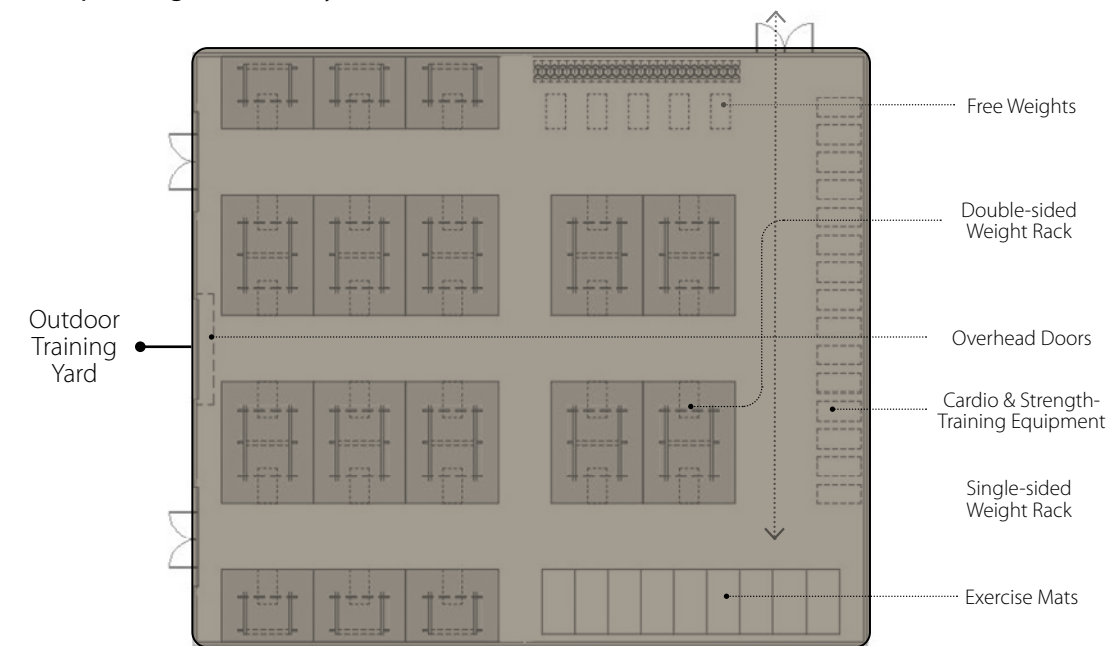
**Activities:** As a centralized space, the Weight Room shall be designed to accommodate multiple fitness and training regimens, in support of a variety of fitness, wellness, health education, and athletic sports programs. This space should support simultaneous use by individuals, small groups and teams alike.

**Access:** Provide sufficient points of access to and from adjacent corridors that will allow for high numbers of learners to circulate safely, efficiently, and properly. Consider close proximity to locker rooms or multipurpose/practice gyms. Overhead doors serve to divide the space for different team/community uses. If applicable, provide overhead doors for access to an exterior weight training yard.

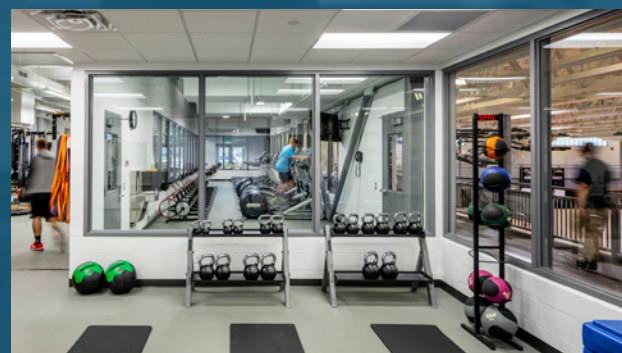
**Considerations:** Select interior design patterns and finishes that encourage motion and movement and reinforce an environment of fitness and wellness. Provide power and data to support multiple layouts of furniture and equipment. Proportion spaces to provide the proper acoustics to increase overall wellness and improve social emotional learning, as well as accommodate multiple layouts with safe circulation paths around equipment. Design Weight Rooms to accommodate at least seven racks, free weights, cardio and strength-training equipment, and exercise mats.



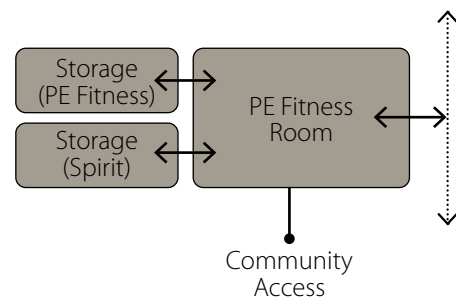
Example Weight Room Layout - Middle School



Example Weight Room Layout - High School



# Athletics and Wellness Space Type Components PE Fitness Room

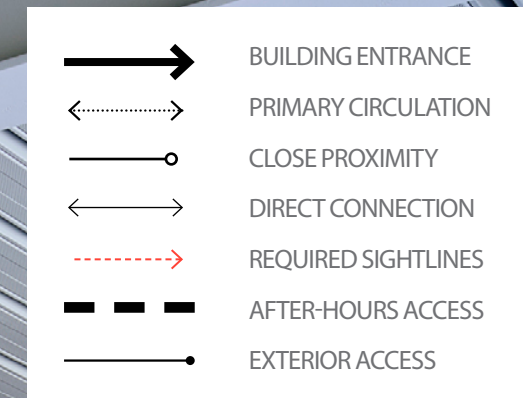


**Functional Intent:** A flexible fitness space that is designed to accommodate a variety of physical education programming. (Refer to 2019 **FMP Appendix H – Athletics and Wellness** section).

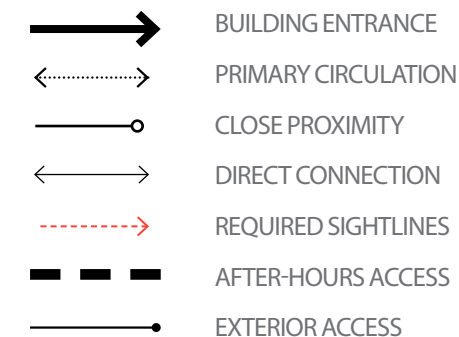
**Activity:** The PE Fitness Room shall be designed to accommodate multiple activities for fitness, wellness, and health education programming. Additionally, the PE Fitness Room will support cheer/spirit programming and practices. This space should support use by individuals, small groups, and teams.

**Access:** Provide sufficient points of access to and from adjacent corridors that will allow for high numbers of learners to circulate safely, efficiently, and properly. Consider close proximity to locker rooms or multipurpose/practice gyms. Provide direct access to Spirit and PE Fitness storage.

**Considerations:** Select interior design patterns and finishes that encourage motion and movement, and reinforce an environment of fitness and wellness. Provide power and data to support multiple layouts of furniture and equipment. Proportion spaces to provide the proper acoustics to increase overall wellness and improve social emotional learning. Provide a minimum height clearance of 16’ in order to support multiple training and fitness uses. Consider needs for projection display in the PE Fitness Room to support a variety of activities.



# Athletics and Wellness Space Type Components Wrestling Room

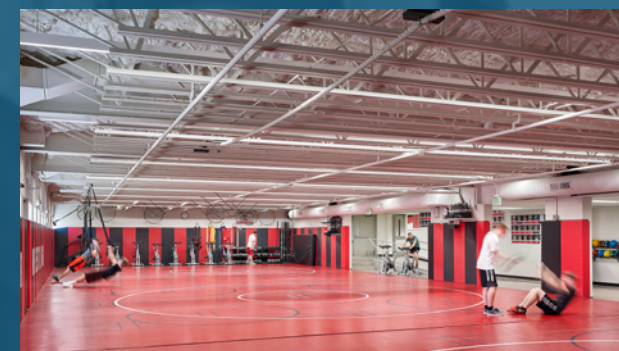
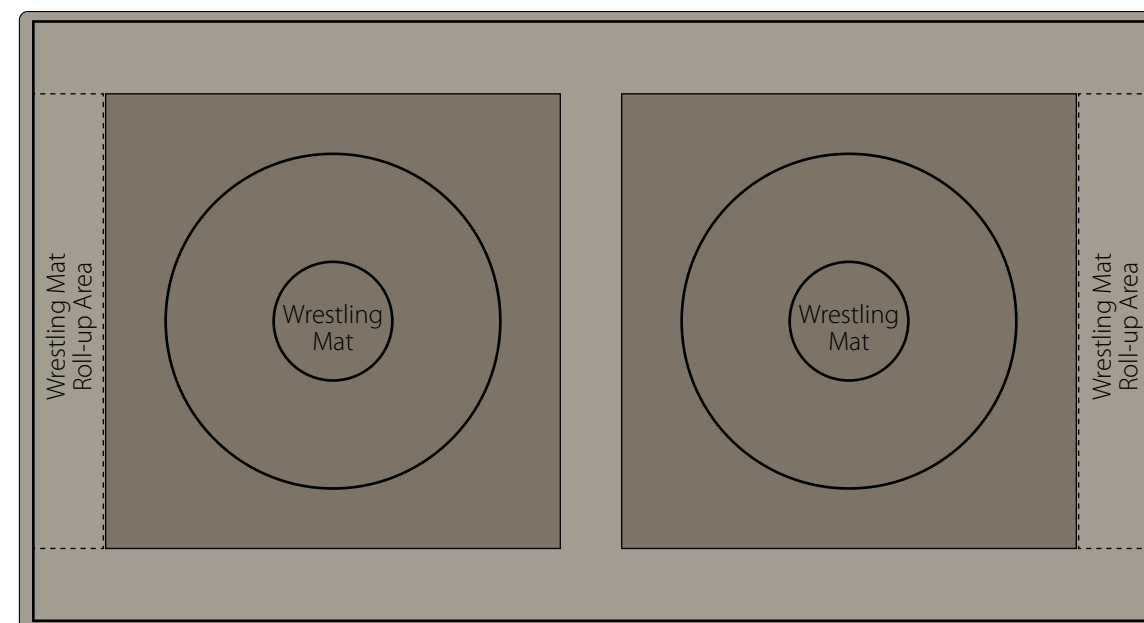


**Functional Intent:** A flexible fitness space that is designed to accommodate wrestling, as well as a variety of other athletic activities for practice.

**Activity:** The Wrestling Room primarily supports wrestling practice during the season. Design the space to accommodate two 38'W x 38'L regulation-size wrestling mats to support multiple simultaneous practices. The Wrestling Room is also the primary rehearsal space for Drill Team and Colorguard, which occur during the wrestling off-season.

**Access:** Provide sufficient points of access to and from adjacent corridors that will allow for high numbers of learners to circulate safely, efficiently, and properly. Consider direct access to the lobby. Provide an observation platform with sightlines to Wrestling Room to support drill and colorguard rehearsals.

**Considerations:** Provide 5' of floor clearance from mat edge to the wall and a minimum of 5' of clearance between mats for learner safety. Consider floor area for the rolled storage of mats. Provide a height clearance of 16' to provided for ceiling/wall mounted rolled mat storage above the practice area and to accommodate the required vertical clear space for drill and colorguard use. Note that 16' clearance must be maintained in configurations that store mats in rolls suspended from the ceiling above.



## *Athletics and Wellness* *Space Type Components* **PE Locker Rooms**

**Functional Intent:** A PE support space that will provide combined locker room facilities for physical education programs.

**Activity:** Separate locker rooms will be provided for boys and girls, in addition to all-learner locker rooms. Locker rooms should support changing, showers, and restroom use for learners enrolled in physical education programs. Coach spaces (Dressing and PLCs) should support dressing and planning activities for PE coaches.

**Access:** Provide sufficient points of access to and from gymnasiums and/or adjacent corridors to allow for high numbers of learners to circulate safely, efficiently, and properly. Provide direct access to all-learner locker room from locker room vestibule.

**Considerations:** The Health Studio, Laundry, and Professional Learning Centers can be used to provide a buffer between the boys and girls locker rooms.



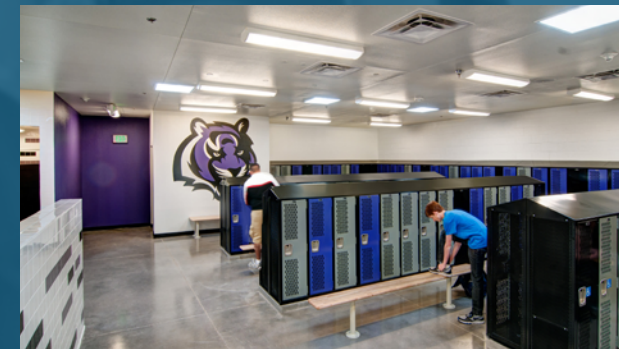
## *Athletics and Wellness* *Space Type Components* **Athletics Locker Rooms**

**Functional Intent:** Athletic team spaces that will provide combined locker room facilities for athletics programs.

**Activity:** Separate locker rooms will be provided for boys and girls teams, in addition to all-learner locker rooms. Locker rooms should support changing, showers, and restroom use for learners enrolled in athletics programs. Coach spaces (Dressing and PLCs) should support dressing and planning activities for athletics coaches.

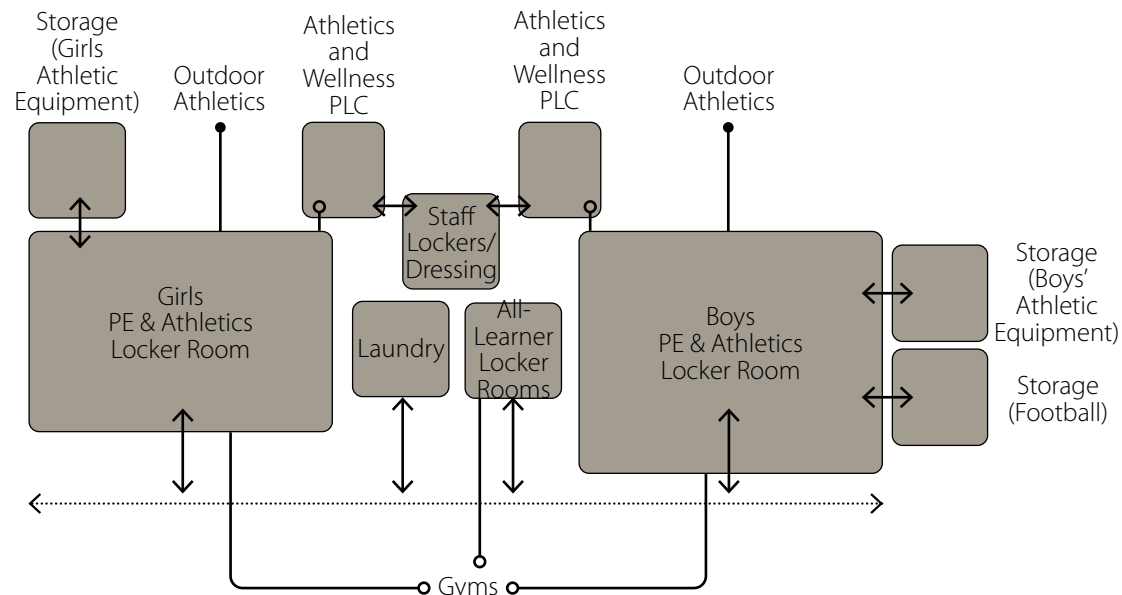
**Access:** Provide sufficient points of access to and from gymnasiums and/or adjacent corridors to allow for high numbers of students to circulate safely, efficiently, and properly. Provide direct access to all-learner locker room from locker room vestibule. Locate Coaches PLC directly adjacent to locker room to support learner supervision. Faculty prep/dressing rooms should be adjacent to PLC for coaches, visiting coaches, and refs. Provide close proximity to athletic equipment storage for boys and girls athletics. Locate health studios and laundry workrooms between boys and girls locker rooms. Consider close proximity between Coaches' PLC and a small group room.

**Considerations:** Wherever possible, and in light of seasonal, non-conflicting use, athletic locker rooms should be shared between sports teams in order to provide more efficient use of space and building area allocation. All locker rooms must be secure and lockable when not in use.

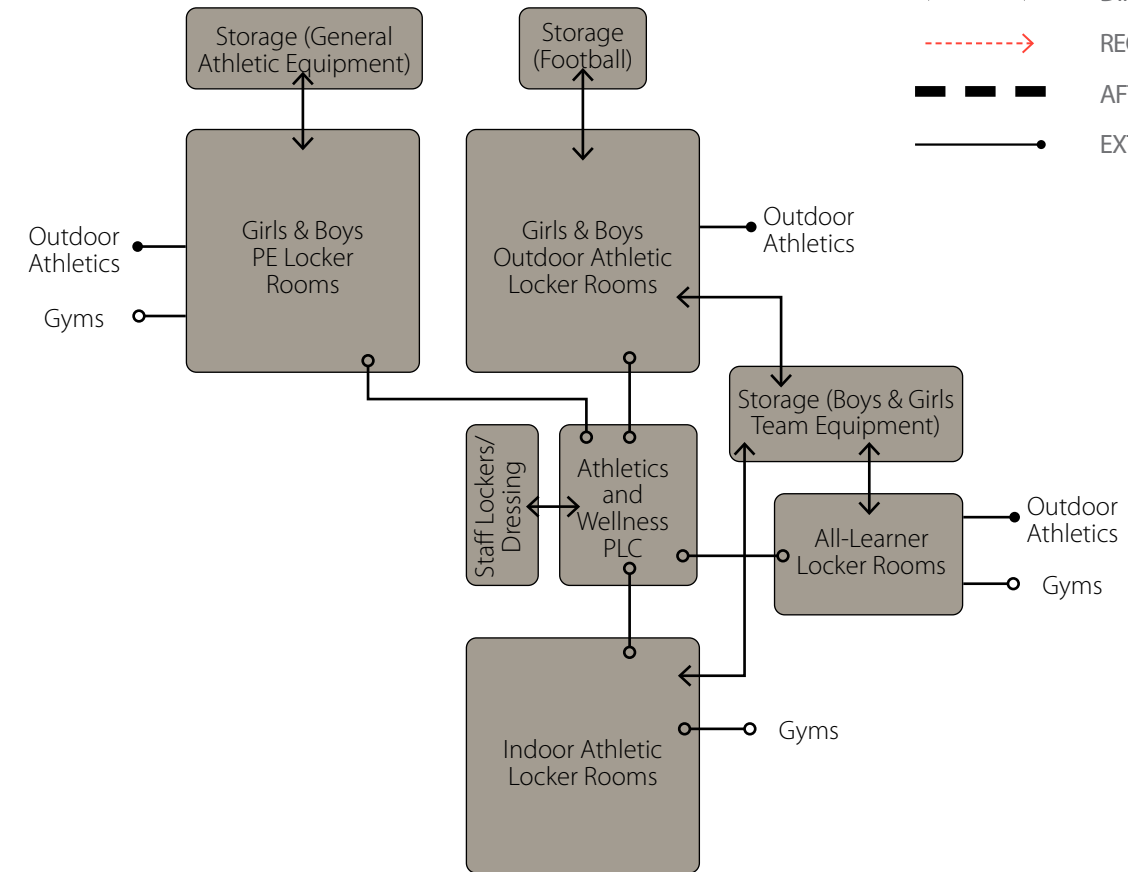




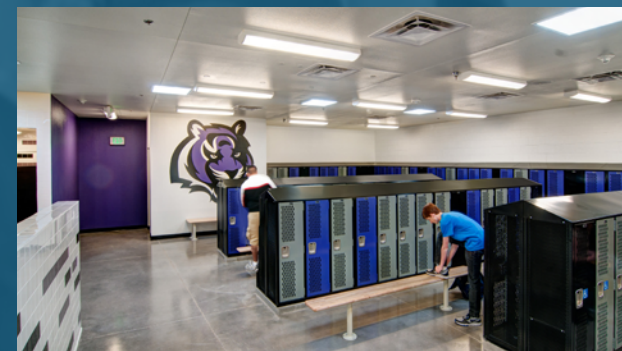
# Athletics and Wellness Space Type Components PE and Athletics Locker Rooms



Middle School Locker Room Adjacencies



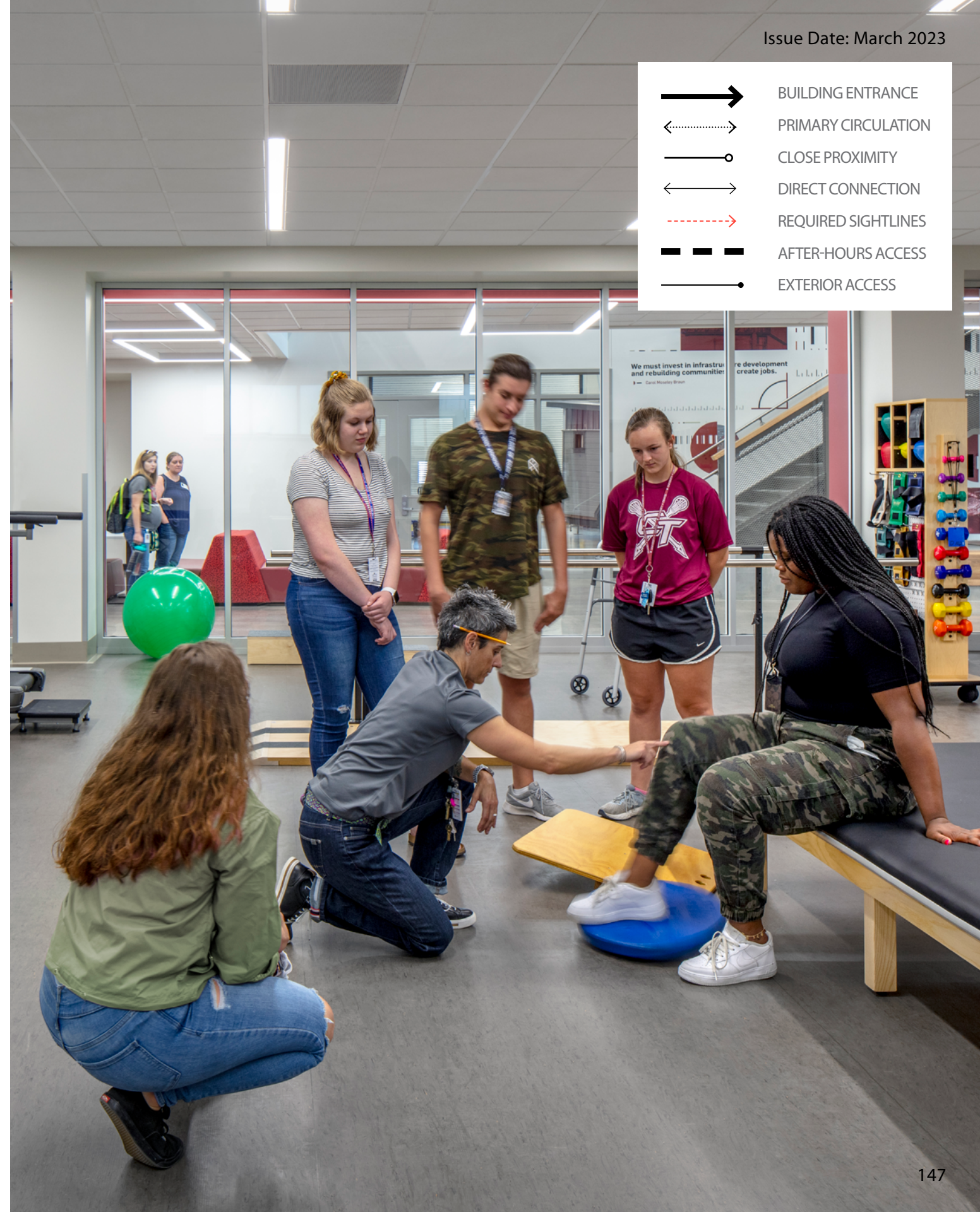
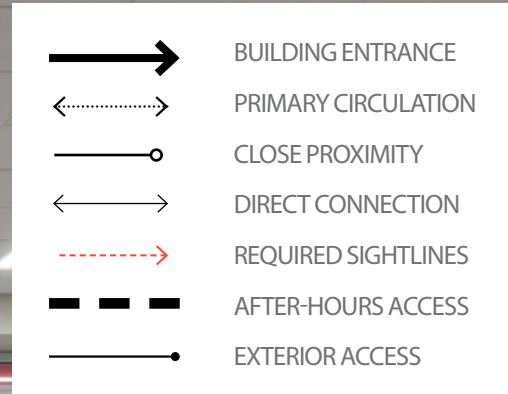
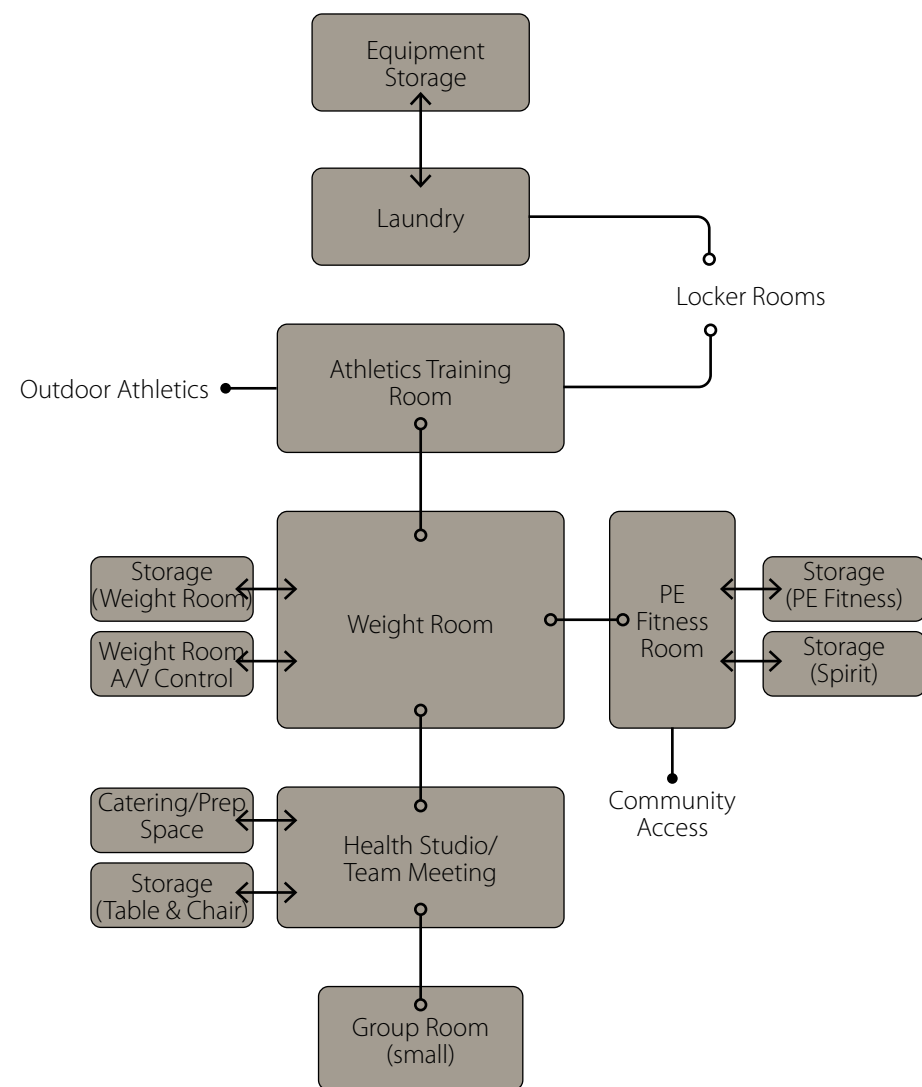
High School Locker Room Adjacencies



*Athletics and Wellness  
Space Type Components*

# Additional Athletics and Wellness Spaces

Training Room, Health Studio/Team Meeting, etc.



# Athletics and Wellness

## Space Type Components

### Outdoor Athletics

**Functional Intent:** The Middle School Outdoor Athletics facilities are set up to provide the required spaces to hold practices. The High School Outdoor Athletics facilities are set up to provide the required spaces for both practice and competition.

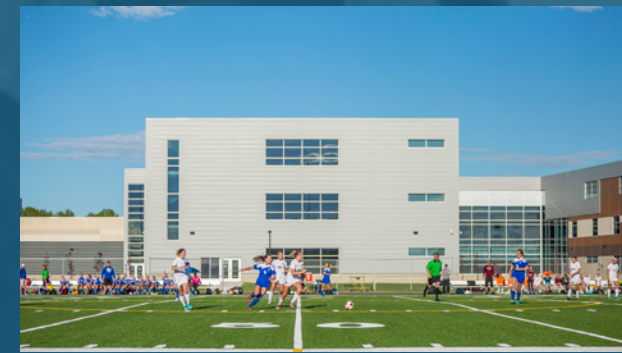
**Activity:** This suite of facilities supports outdoor athletics practices and events. At middle school, these events include football, soccer, tennis, and track and field events. At high school, these events include football, soccer, tennis, lacrosse, track and field (including shot put, discus, high jump, long jump, pole vault, triple jump, cross country, and other running events). The High School Outdoor Athletics facilities also serve as competition venues for outdoor athletics events for both middle schools and high schools.

**Access:** Provide sufficient points of access to all athletic areas for spectators coming from the parking area and for the players and coaches coming from the locker rooms. Locate concessions and restrooms to support accessibility to as many outdoor facilities as possible. Provide two points of sale at concessions to minimize


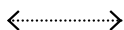
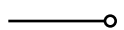




congestion during events. Provide sightlines from the track to field sports such as shot put, discus, long jump, triple jump, and pole vault. Storage for Outdoor Athletics may be centralized to one area or dispersed across the site.

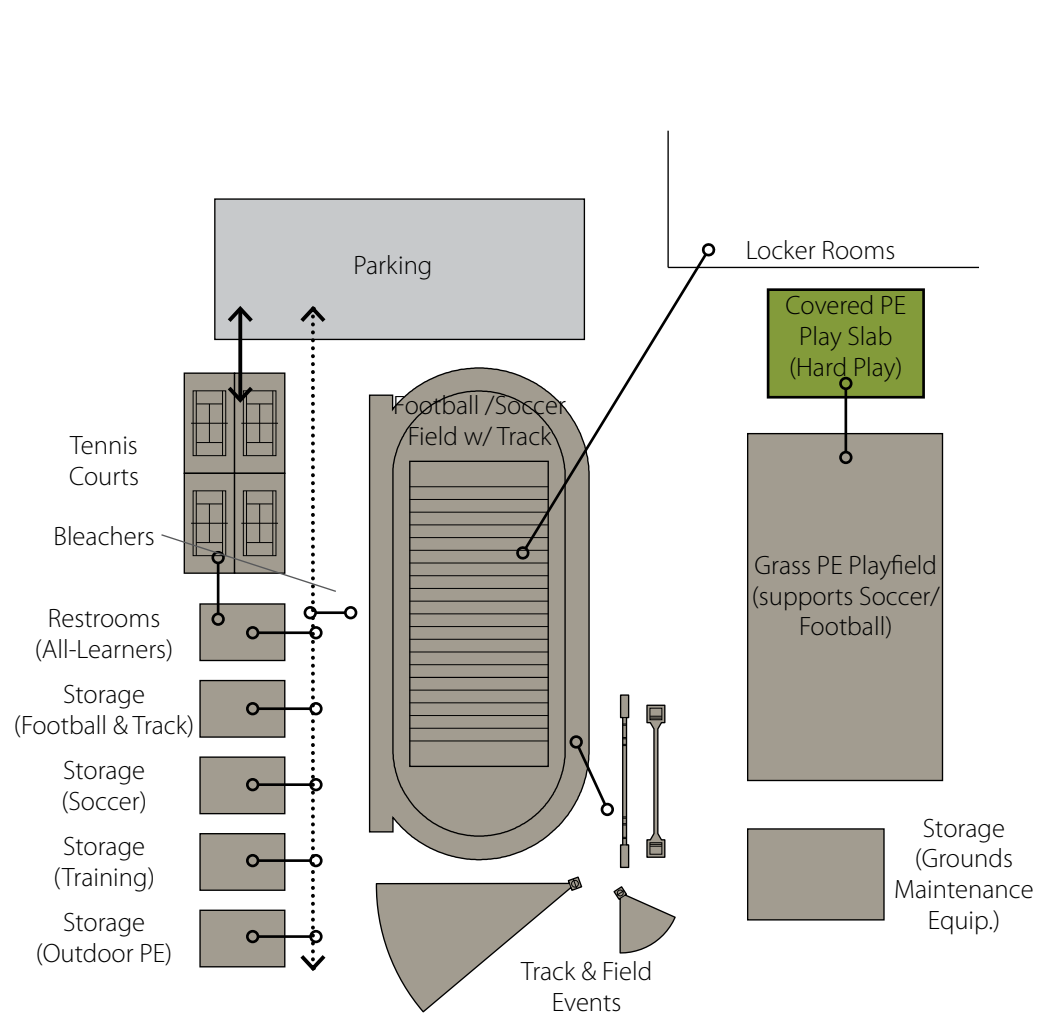
**Considerations:** All spectator stands should ideally have restrooms within a 500' distance. Field layouts should generally follow these cardinal orientations, with the exception that practice fields can have any orientation in order to maximize their use of the site.

High School Only: Keeping concessions and restrooms centralized minimizes the number of freestanding support structures necessary across the site.



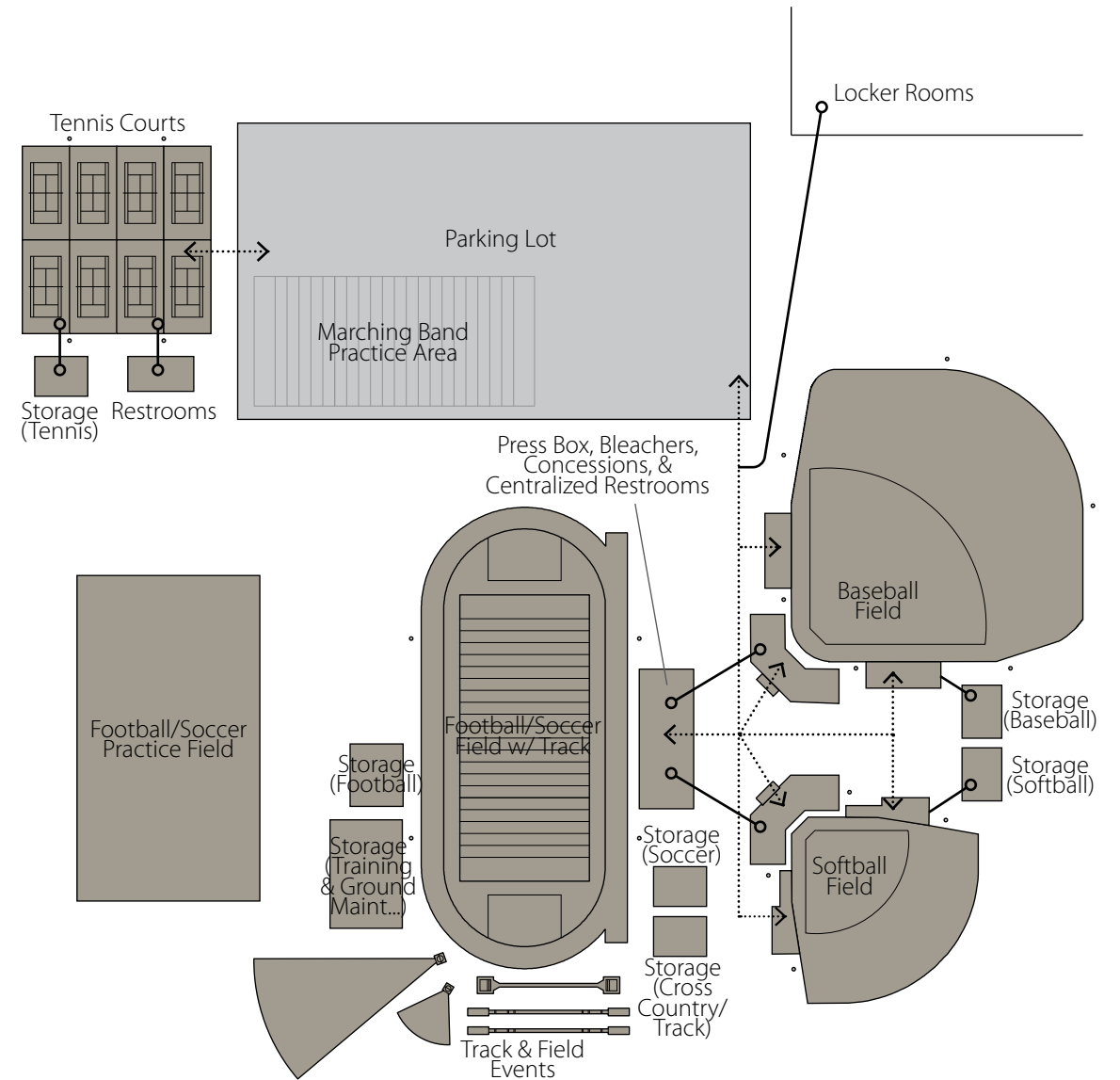
*Athletics and Wellness*  
*Space Type Components*  
**Outdoor Athletics**

-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS



Middle School Outdoor Athletics Adjacencies

\*Diagrams not to scale\*



High School Outdoor Athletics Adjacencies

\*Diagrams not to scale\*



# FINE ARTS

## *SPACE PLANNING RECOMMENDATIONS*

Austin ISD offers a wide array of Fine Arts programs for learners that foster creativity and provide choices for school and community learning. As the future unfolds in Austin, it is important to develop an educational framework for facilities that meet the needs of the immediate future as well as accommodate potential long-range program needs that may not exist today.

In planning for Fine Arts programs (referred to as Fine Arts and Creative Learning in the **2019 FMP**), the development of Ed Specs is informed by recommendations from the **2019 FMP**:

- Flexible use of an assortment of music spaces to allow for shared use by music programs based on size of music or vocal ensemble rather than program type.
- Removal of instrument storage from Rehearsal Halls to foster shared usage and to facilitate the navigation of students to their music classrooms without disrupting other classes.
- Expansion of theater arts spaces to facilitate the ability to accommodate performances at each campus, which will relieve the scheduling pressure on the central fine arts facilities and provide more opportunities for local community performances.
- Inclusion of changing facilities for music programs.
- Flexibility in dance program to allow for smaller individual classes, as well as larger dance groups or drill teams to utilize a larger area of space for rehearsals and practice.
- Equitable support and opportunities for competitive dance and drill teams across the district.
- Foster synergies between Fine Arts, A/W, and CTE with curriculum alignment and shared use of facilities, and specific use of the Empower Center to provide flexible ancillary support to fine arts programs for rehearsal and performances.

## SPACE TYPE COMPONENTS

The following comprises the list of middle school and high school space types for Fine Arts that align with the 2019 FMP recommendations and best practices for spatial relationships, adjacencies, capacities, and sizes.

These are not intended to represent architectural designs or floor plans. Please reference **Part 5 – Space Programs** of this document for space type quantities, areas, and notes for middle and high school space programs.

Further details, metrics, and development of these space types and requirements are provided in **Appendix B** of this document and the **Project Design Manual (PDM)**.

Details regarding the various programs within Fine Arts (referred to as Fine Arts and Creative Learning in the 2019 FMP) can be found in **Appendix H of the 2019 FMP**.



# Fine Arts

## Space Type Components

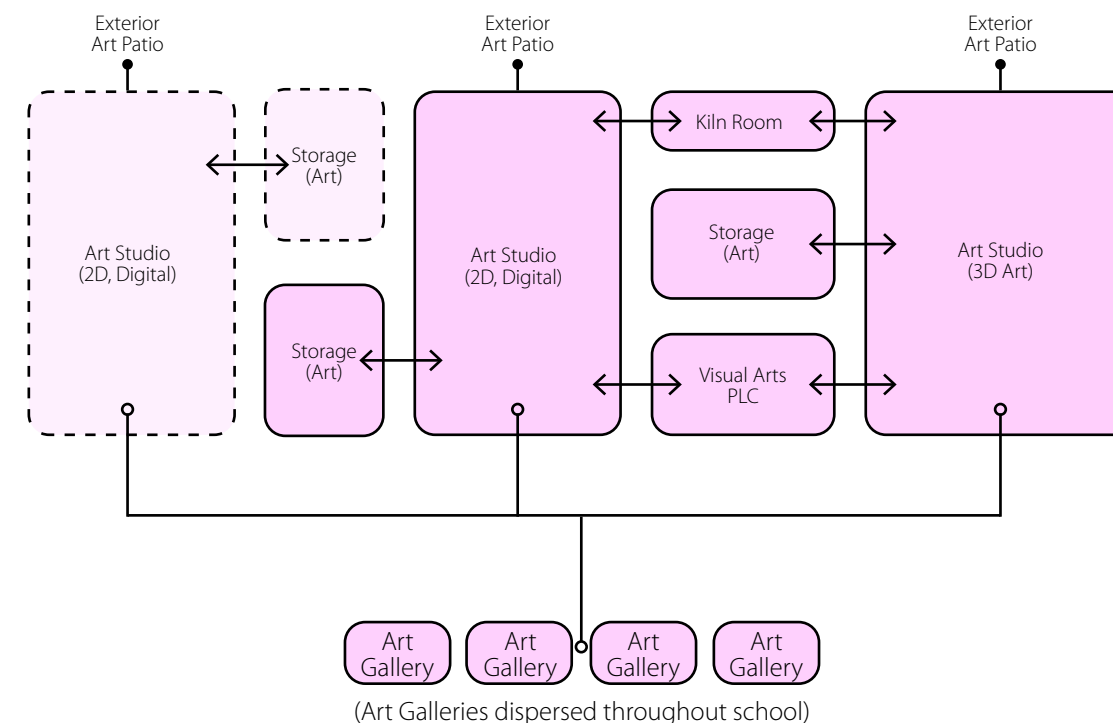
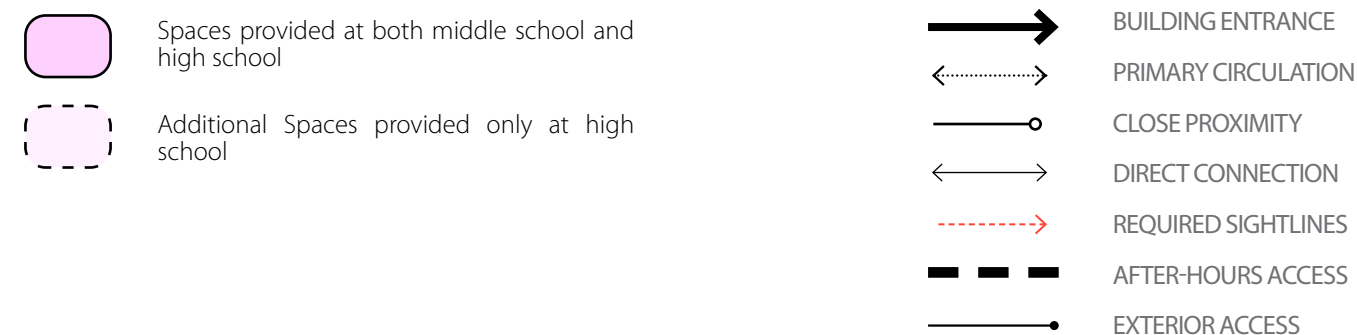
### Visual Arts

**Functional Intent:** A grouping of spaces for the creation, production, and display of 2D and 3D arts.

**Activities:** These spaces support painting, drawing, jewelry, digital graphics, sculpture, and large art installations.

**Access:** Provide sufficient circulation space for large numbers of learner groups moving to and from Art Studios. Provide direct access or close proximity to the Kiln Room and associated storage spaces. Provide close proximity or direct access to an outdoor art space to support project work requiring additional ventilation or outdoor work. Consider placing Art Studios adjacent to one another to support sharing resources.

**Considerations:** Proportion spaces and provide acoustical design/treatment to support activities that increase wellness and social-emotional learning. All Art Studios are required to have access to daylight and exterior spaces. Locate four Art Galleries throughout the building for art exhibitions, reviews, and presentations.



## *Fine Arts*

### *Space Type Components*

# Music

Band, Orchestra, Choir, Mariachi, Guitar, Etc.

**Functional Intent:** A grouping of performing arts spaces to support shared use by band, orchestra, choir, mariachi, and other music programs.

**Activities:** Supports rehearsal and practice needs of all music programs, including support spaces for instrument, uniform and equipment storage, changing areas and staff spaces. The Small Rehearsal Hall is intended to support more specialized programs such as MIDI (Musical Instrument Digital Interface), piano, guitar, mariachi, or percussion.

**Access:** Provide sufficient circulation space for large numbers of learner groups moving to and from Rehearsal Halls. Practice Rooms must be accessible from the corridor for flexible, shared use across music programs. All Practice Rooms must have glazing to provide passive supervision from the corridors or other learning spaces. Disperse Practice Rooms throughout the music wing to support equitable use for all music programs. In order support flexible use of Rehearsal Halls, all instruments should be stored in secured instrument storage spaces directly accessible from Rehearsal Halls.

**Considerations:** Instruments are stored in vestibules utilized to access Practice Rooms and off larger practice spaces to facilitate musical instrument access. 20' - 0" high ceilings in large Music Rehearsal Halls, 18' - 0" high ceilings in medium Music Rehearsal Halls, 16' - 0" high ceilings in small Music Rehearsal Halls and large Practice Rooms. 12' - 0" high ceilings in medium and small Practice Rooms.


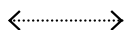
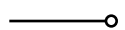
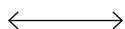





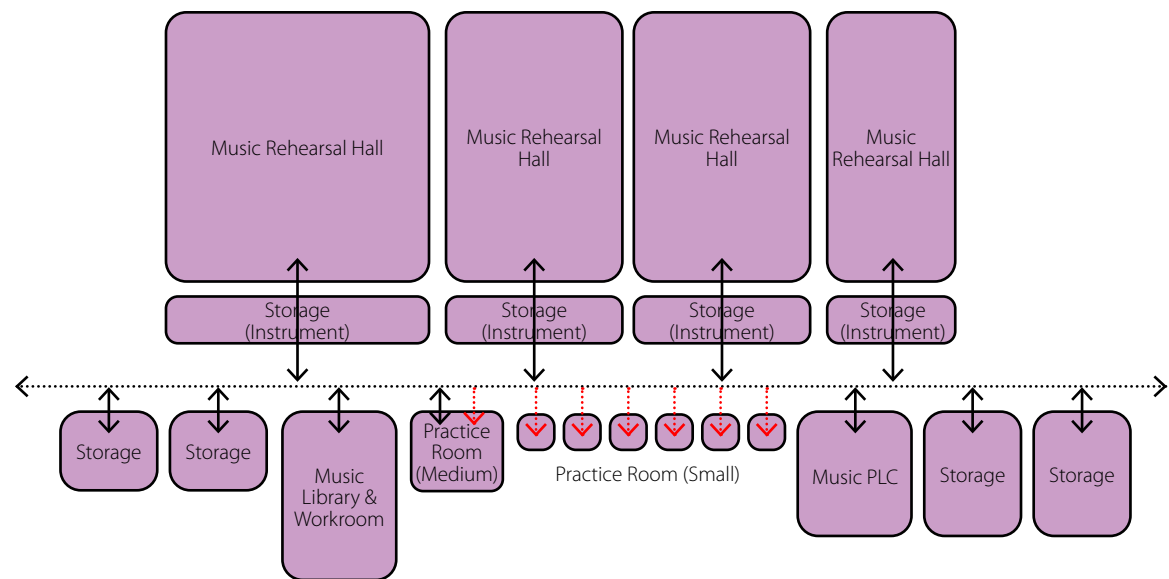


*Fine Arts*  
*Space Type Components*

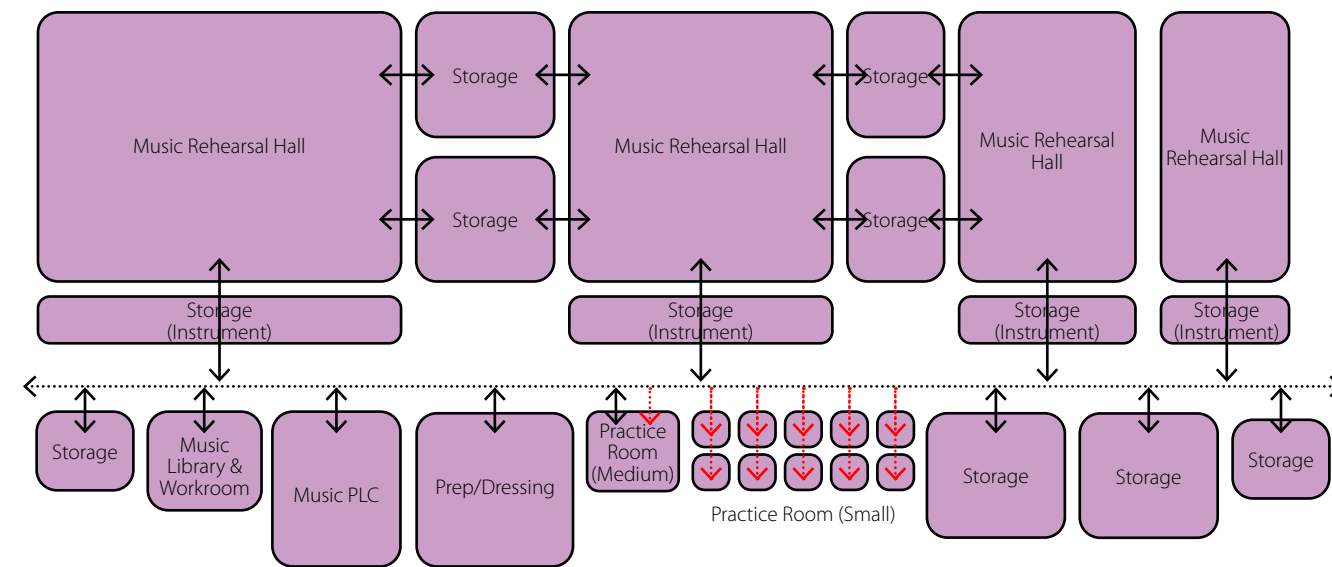
# Music

Band, Orchestra, Choir, Mariachi, Guitar, Etc.

-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS



Middle School Music Adjacencies



High School Music Adjacencies



*Fine Arts*  
*Space Type Components*  
**Theater Arts**

**Functional Intent:** A group of performing arts spaces that support performance arts education

**Activities:** Theater Arts spaces support learning around theater technology, direction, stage design, acting, and all aspects of dramatic performances. This suite of spaces includes Theater Studios, workrooms, and storage spaces for props, costumes, scripts, and other supplies. The Theater Studio supports drama and theater arts classes along with rehearsals.

Middle School: The Empower Center may be employed for theatrical and drama performances and rehearsals. The stage should be utilized for performances or rehearsals.

High School: High school campuses have additional support spaces to support theater production and technology, including a scene shop and Auditorium with lighting and sound control spaces. Additionally, high school campuses have a Black Box as a dedicated performance space, in addition to the Empower Center.

**Access:** Provide sufficient circulation space for large numbers of learner groups moving to and from studios and stage. Locate the Theater Studio near the Empower Center to support performances.

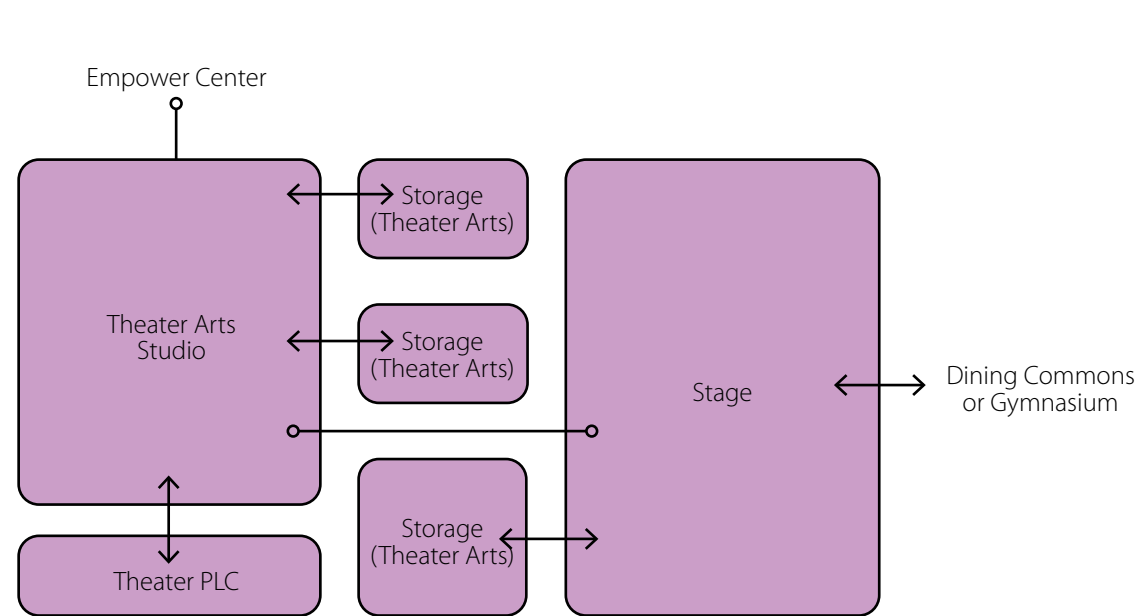
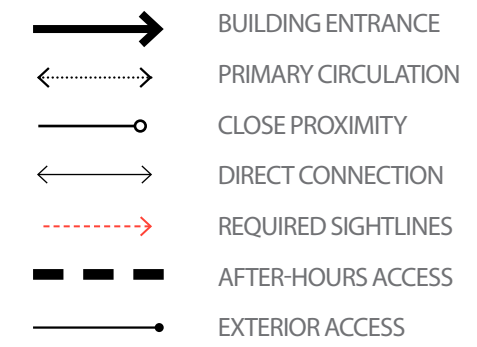
Middle School: Provide direct access from the stage to the Dining Commons or gymnasium to support audience seating during performances. Both storage spaces must be directly accessible from the Stage.

High School: Provide close proximity from the Black Box to the Scene Shop to support transport of performance backdrops and props. Storage should be directly accessible from the Black Box. Provide direct access to lobby space from the Black Box to support after-hours performances.

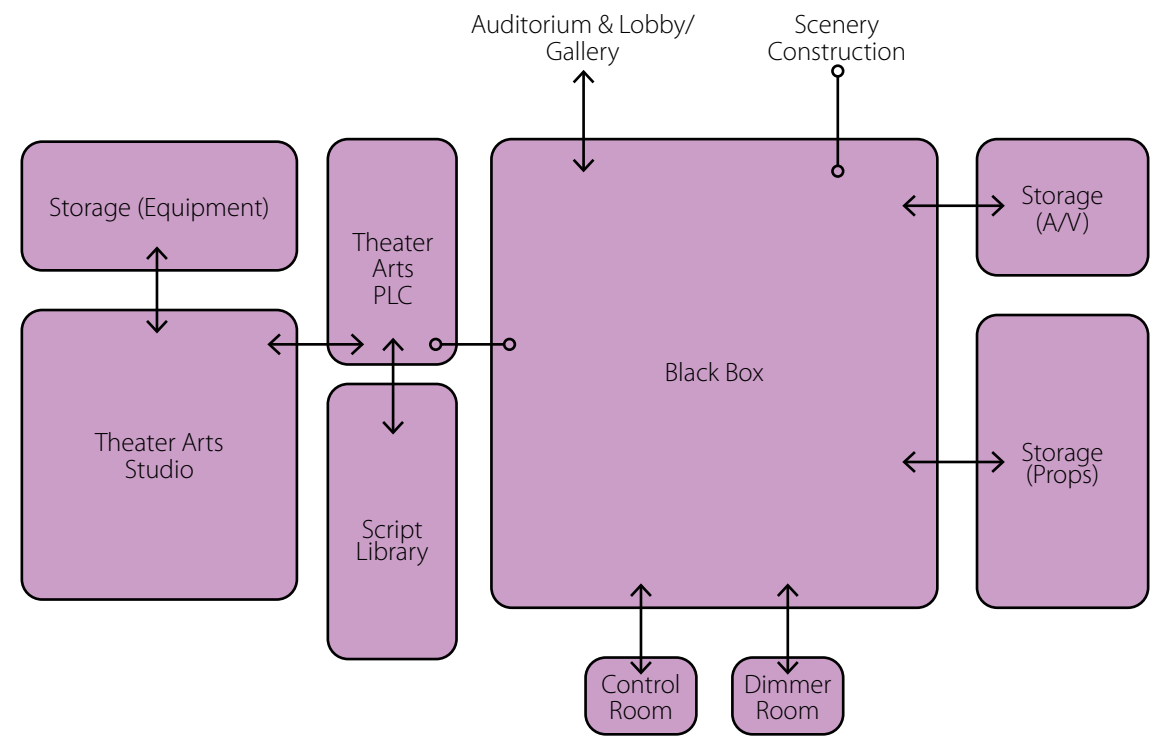
**Considerations:** Empower Center may also be utilized for theater arts rehearsals and smaller performance uses. Theater Department staff may either have their own designated PLC or combine their PLC with other Fine Arts departments.



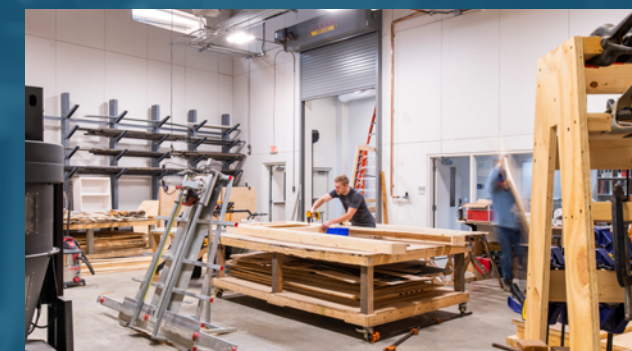
*Fine Arts*  
*Space Type Components*  
**Theater Arts**



Middle School Theater Arts Adjacencies



High School Theater Arts Adjacencies



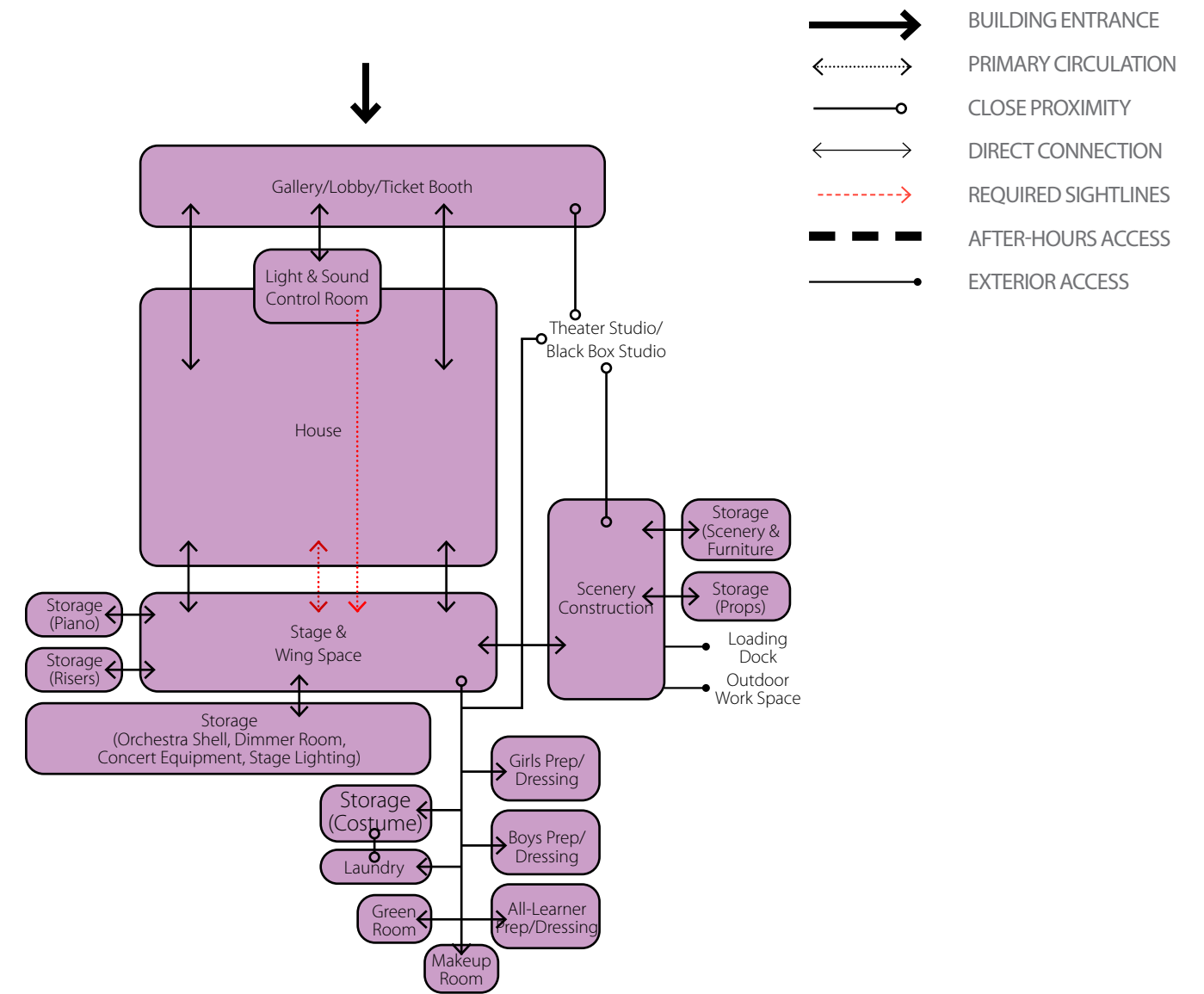
# Fine Arts Space Type Components Theater/Auditorium

**Functional Intent:** A shared performance space for band, orchestra, choir, dance, dramatic and musical performances on high school campuses.


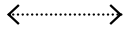



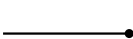

**Activities:** The Auditorium accommodates audiences of 450 to 500 seats and a variety of performances and groups of performers with a proscenium stage, with backstage support areas, house lighting positions and catwalks and sound/light control room. The lobby serves as pre/post-function and intermission surge space as well as art gallery. The Theater/Auditorium is intended to also support regional performances for aligned middle schools. The Theater/Auditorium will have a fly loft to support hanging scenery and adjustable rigging.

**Access:** Provide close proximity from the Theater/Auditorium to the Scene Shop to support transport of performance backdrops and props. Provide direct access to lobby space from the Theater/Auditorium to support after-hours performances and community use. Provide close proximity to associated storage and prep areas. Orchestra shell towers, which may exceed the proscenium height, shall be stored in a space that is directly connected to the stage in order to provide unobstructed access

**Considerations:** Provide sufficient circulation space for large numbers of users moving within the Theater/Auditorium to circulate safely and efficiently. The Empower Center may also be utilized for theater arts rehearsals and smaller performance uses. Provide a minimum 45' proscenium opening and a stage depth of 30' plus 15' of back stage cross over. Provide catwalks that support front of house, mid-house, and follow-spot functions. The stagehouse/fly loft shall accommodate rigging systems for line sets to fly scenery, acoustic clouds, battens, and electrics (theater lighting). The rigging system shall employ both manual and automatic/ electric hoists, with counterweights and a loading bridge



*Fine Arts*  
*Space Type Components*  
**Dance**

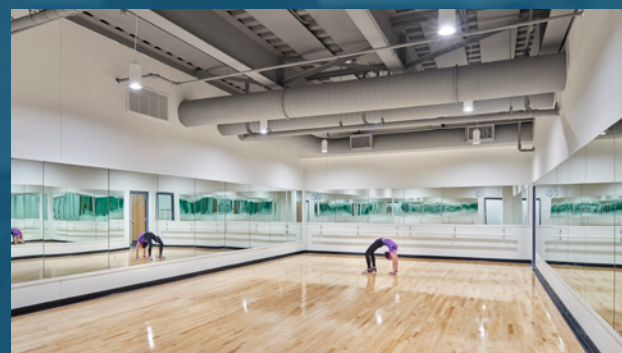
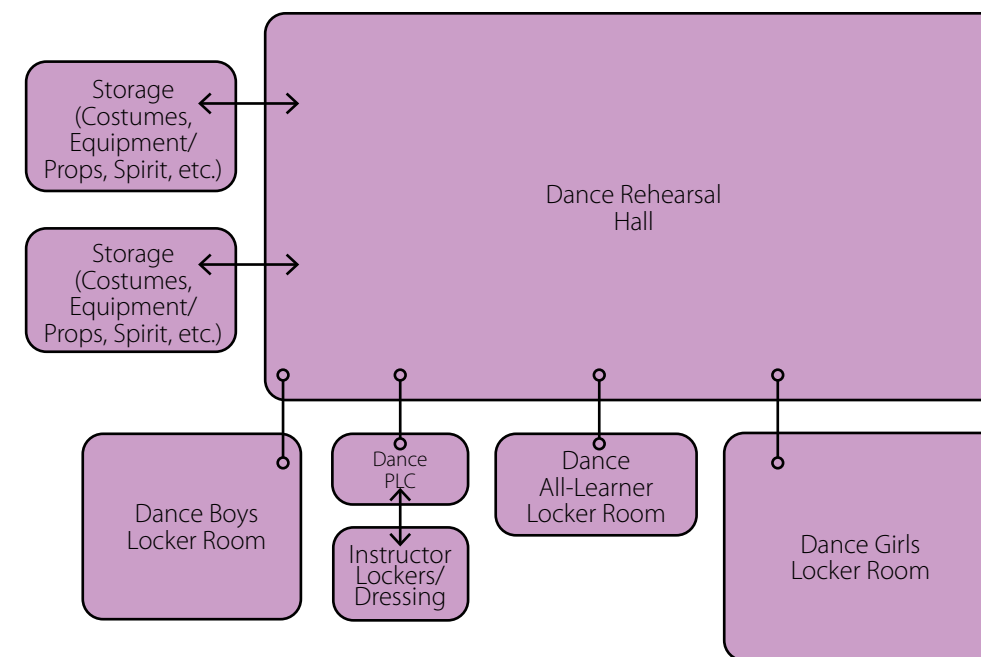
-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS

**Functional Intent:** Performance, rehearsal, and support spaces for dance and other dance-related programs.

**Activities:** While this suite primarily supports the Dance program, it will also serve as a secondary practice space for the Cheer and Drill teams. Separate locker rooms will be provided for boys and girls, in addition to all-learner locker rooms. Provide an observation platform with sightlines to the Rehearsal Hall to support educator observation of formations.

**Access:** Provide sufficient circulation space for large numbers of learner groups moving to and from studios and the stage. Consider proximity to Theater Arts spaces to support shared or combined locker/dressing spaces. Provide access to an outdoor practice space to support practice for outdoor performances, like at football games. Ensure the Rehearsal Hall has direct access or close proximity to its associated storage spaces. Consider access to exterior rehearsal spaces for after-school use by Cheer and Drill teams.

**Considerations:** Proportion the Dance Rehearsal Hall to provide ease of observation by instructors, and proper clear floor area for dance programs and routines – including minimum height clearances. Provide acoustic treatments to control reverberation and sound intensity. Include large competition court layout to simulate performance conditions. Consider divisible partitions to divide the Dance Rehearsal Hall into two smaller spaces.





# CAREER AND TECHNICAL EDUCATION

## SPACE PLANNING RECOMMENDATIONS

Austin ISD offers a wide array of Career and Technical Education pathways, providing options for middle and high school learners in the community. As the future unfolds in Austin, it is important to develop an educational framework for facilities that meets the needs of the immediate future, as well as accommodating potential long-range needs for pathways and programs that may not exist today.

In planning for CTE programs, the development of Ed Specs is informed by specific recommendations from the **2019 FMP, Appendix H:**

- Equity requires that facilities equally support student choice and agency with regard to program availability and access.
- Create flexible spaces that will allow for daily adjustment to accommodate sharing of spaces by multiple programs.
- Design adaptable spaces that will accommodate longer-term changes to provide for changes to existing program needs, fluctuating student demand, the addition of totally new programs, or the elimination/modification of old ones.
- Provide for the full integration of private and public partners, and the creation of simulated workplace environments.
- Utilize the Empower Center to foster next generation learning, enhance partner involvement, and provide the opportunity to try new pathways and change existing programs to respond to student and industry demands.
- Foster synergies between CTE, A/W, and FA programs with curriculum alignment and shared use of facilities.
- Engage modular planning concepts to allow for expansion, contraction, and/or relocation of program spaces that align with program demand.



What does **CTE** stand for?

**CTE: Career and Technical Education** provides students with the academic knowledge and technical skills they need to gain entry to high-skill, high-wage, and high-demand industries. CTE provides work-based learning experiences that combine hands-on learning with real-world scenarios so students are prepared to enter the workforce or college after they graduate high school.

## *SPACE TYPES AND PLANNING*

The following comprises the list of middle school and high school space types for Career and Technical Education that align with the 2019 FMP recommendations and best practices for spatial relationships, adjacencies, capacities, and sizes.

These are not intended to represent architectural designs or floor plans. Please reference **Part 5 – Space Programs** of this document for space type quantities, areas, and notes for middle and high school space programs.

Further details, metrics, and development of these space types and requirements are provided in **Appendix B** of this document and the **Project Design Manual (PDM)**.

Details regarding the various programs within Career and Technical Education can be found in **Appendix H of the 2019 FMP**.



# MODULAR PLANNING

Modular planning is recommended for CTE Labs in order to support the high degree of changing needs within each pathway program over time, requiring expansion, contraction, or the retrofitting of spaces to accommodate whole new programs.

Modular planning allows for easier and quicker renovation of space over time without major structural or infrastructural changes, thus reducing costs and time to meet changing needs. A key factor of modular planning is the use of bays and structural systems that do not encumber the need to change the learning environment.

An ideal base planning module establishes the fundamental dimensions for the planning of the learning environments, studios, labs, and support spaces. The module may then be expanded to provide larger spaces or be broken down to provide smaller spaces – always within overall modular dimensions to allow for further changes in the future.

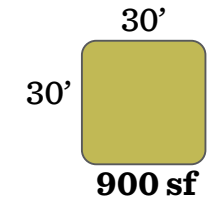
It is important to ensure that obstructions to modular planning be isolated or separated from the modular learning environments. For example, if general building spaces – such as mechanical or electrical rooms, stairways, elevators, main corridors, and restrooms – were located within the modular learning environment areas, it would inhibit the ability to change and expand spaces to accommodate needs over time.

In addition, the designation of three “Intensity Levels” provides specific attributes and minimum requirements for CTE Lab space types. These will be key planning factors for a project team that will inform the design for specific CTE program needs and the overall building and site planning.

Finally, in order to ensure the greatest flexibility over time, CTE Labs should be designed to accommodate maximum anticipated loads for power, data, water, gas, and compressed air for any potential program needs within each Lab Intensity Level. This infrastructure should be located and deployed from above, in the interstitial or ceiling space to allow for the flexibility of changing walls and spaces over time. In addition, sanitary lines should be designed and installed to anticipate multiple fixture locations. Where possible, mechanical systems should be designed to support changing space layouts.

## Base Planning Module

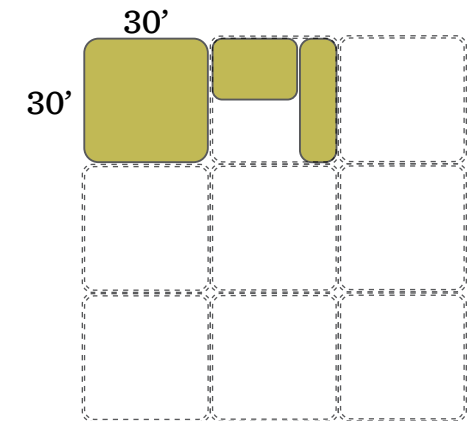
A module is a standard or unit of measurement. It is a separable component, frequently one that is interchangeable with others, for assembly into units of different size, complexity, or function.



In new construction, the module that will be used for space types will be 30' x 30' (900 sf), or what will be referred to as a Base Planning Module. This Base Planning Module will be duplicated to create Space Types (Bays) for inserting components for a particular program. Space Types will be duplicated to meet the programmatic requirements for clusters and pathways.

## Modular Flexibility

Space Modules may be combined and multiplied as shown to create larger space types to serve a variety of program needs. The module also supports being broken down to incorporate smaller support spaces directly accessible from CTE learning spaces, without having to build out or “bump out” support spaces. This modular flexibility allows for the greatest future flexibility in CTE spaces.



## Space Planning with Modules

Space Planning to accommodate the needs of a particular CTE program does not necessarily have to be multiples of only a 30' Base Planning Module. Modular space planning may employ a combination of the base module and smaller divisions of modules, providing a variety of layout options and shapes of spaces.



# CTE SPACE TYPES

## *CTE STUDIOS AND LAB TYPES*

Three different lab types of varying levels of infrastructural intensity and a CTE Studio comprise the Ed Specs for CTE learning spaces. The lab types and studio are organized by the infrastructural requirements needed to support a variety of program pathways over time. The primary space type that is needed for most CTE pathways and programs is the lab, which may function as a laboratory or shop space, manufacturing or fabrication space, engineering or CAD/CAM Lab, or any learning space that requires special attributes to serve the particular program/curricular needs.

The labs function primarily as learning spaces to understand and develop skills and competencies in specific pathways, but they are also adaptable and can provide for simulated workplace conditions or partner-driven program spaces (courtroom, medical clinic, hospital rooms, auto repair shop, flower shop, salon, etc.). CTE Studios function primarily as no-infrastructure learning spaces that can house introductory courses or support lecture-based activities.

The different lab types may require specific height clearances, direct access to the exterior, special infrastructure and utilities, hazardous waste management, specialized lighting and filtering or collection systems, fume hoods, sound attenuation, etc. The following space types pages will go into further detail around the attributes of each lab type.

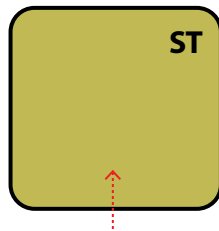
In addition to allocation of learning spaces, all lab types also require space for internal support areas that can serve a variety of programs: storage rooms, breakout rooms, special equipment rooms, restrooms, prep rooms, etc. The intent is that the combination of all spaces is planned within the base planning module – in order to facilitate future renovations and retrofitting to accommodate new CTE programs or changes within existing programs.


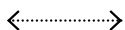
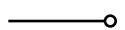




The final allocation, sizing, placement, and orientation of spaces within each lab is to be determined by a design team and particular program needs, as recommended in **Appendix B**. Proportions of Low Intensity to Medium and High Intensity Labs are outlined in **Part 5 - Space Programs**. All campuses will be designed to house a mix of lab types to facilitate long-term flexibility and future-ready spaces requiring little-to-no infrastructural changes.

CTE pathway applications are suggested, based on typical program needs. Particular program needs may necessitate different labs in some cases. A detailed list of support spaces can be found in **Appendix B**. The recommended mix of learning and support spaces for each pathway can be found in the charts in **Appendix B**.



# CTE Space Type Components CTE Studio



-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS

**Functional Intent:** The CTE Studio is a limited-infrastructure space to support principle-level courses.

**Activities:** The CTE Studio is configured and designed like any studio, but with its primary function being dedicated to a particular CTE pathway and/or program in conjunction with a CTE Lab. The CTE Studio may be used independently for Introductory or Principles-Level Courses and for those CTE programs that do not require Lab Spaces. If the CTE Studio functions as the only learning space for a campus’s CTE program, then it will serve all educational delivery methods and pedagogies of that program, accommodating the associated educational technology and furniture. If the campus’s CTE program requires a CTE Studio and CTE Lab then the CTE Studio primarily serves as lecture, advisory, and meeting space for programs in association with a lab. The CTE Studio is flexible and does not have any additional support requirements.

**Access:** The individual CTE Studio has no specific location requirements, and typically does not require after

hours access or direct access to the exterior. It is recommended that it be located near other related CTE or academic programs to encourage educational synergies. If paired with a CTE Lab, provide close proximity with sightlines into the lab from the studio. To meet best practices for a wide variety of CTE programs, provide direct access and visual connection to the adjacent CTE lab to support health, safety and security.

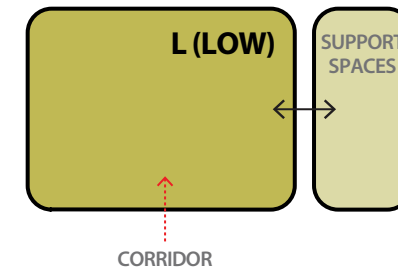
**Considerations:** As in the case of a studio, the CTE Studio does not require specialized infrastructure, water, or other utilities in general. However, the CTE Studio may need to support enhanced and specialized educational technology with power and data connections, integrated with furniture and equipment.



# CTE Space Type Components Low Intensity Lab

**Functional Intent:** The Low Intensity Lab is a low-infrastructure space that flexibly supports a variety of CTE pathways.

**Activities:** The Low Intensity Lab type has the least amount of planned infrastructure of the three lab types. It is closest, in use and infrastructure, to the Science Lab or Maker Space found in middle and high school learning neighborhoods. CTE applications for this lab type include Forensics Labs, Anatomy/Health Sciences Labs, Multimedia/Digital Graphics Labs, Business Software and Technologies, Horticulture Lab, Gaming Design, Hospitality Management Simulation, etc. Depending on its configuration, technology requirements, fixtures, and furniture, this lab may be shared between closely related programs (i.e. Multimedia/Digital Graphics for two class periods and Gaming Design for a different class period) or dedicated to one program (i.e. Forensic Science Lab). Internal support space requirements will vary based on the specific CTE programs allocated to this space. This lab type will be most prevalent on middle school campuses, where most of the CTE applications will be introductory or exploratory courses.



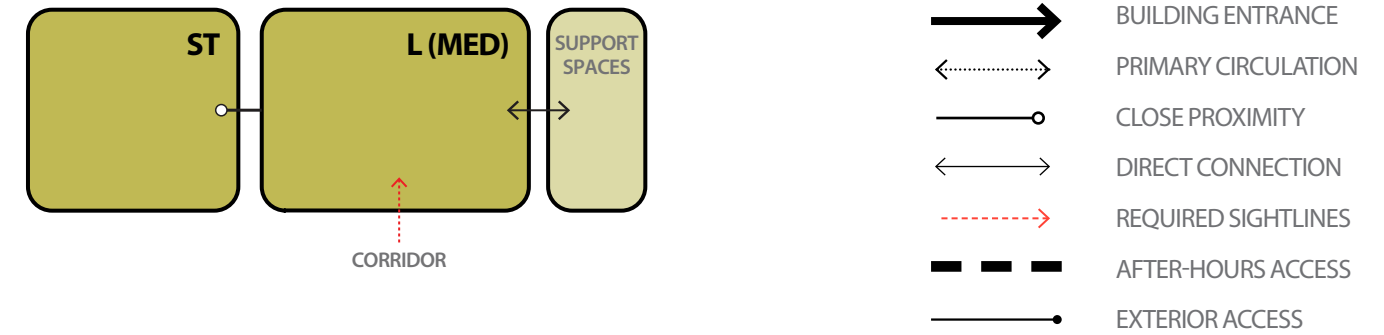
- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

**Access:** Activities in these labs do not require, but may benefit from, access to the outdoors - provide exterior access from Low Intensity Labs where possible. These labs can be located anywhere in the building, including upper floor levels. Provide opportunities for sightlines into these labs to support learning on display. Consider close proximity to a CTE Studio to support CTE programs requiring the concurrent use of a lab and studio. Proximity or access to speciality structures for agricultural pathways should be determined during design based on CTE program requirements.

**Considerations:** This lab type supports learning activities in pathways that require some access to power, data, water, and limited environmental controls. Low Intensity Labs are typically single-height spaces. This lab type does not have any additional safety requirements to be considered as part of the design of the lab. Provide the same amount of infrastructure in the Low Intensity Lab as the science labs or maker spaces found in middle and high school learning neighborhoods. Design low-intensity labs with access to additional infrastructure to function as a Medium Intensity Lab in the future, with limited retrofit.



# CTE Space Type Components Medium Intensity Lab



**Functional Intent:** The Medium Intensity Lab is a medium-infrastructure space that flexibly supports a variety of CTE pathways.

**Activities:** The Medium Intensity Lab will support a mixture of different programs that have specialized infrastructural needs, such as additional power or ventilation needs. Some programs include A/V Tech Labs, Computer Repair Labs, Robotics or Drone Fabrication and Testing, Culinary Arts Labs, Veterinary Simulation Labs, etc. Depending on its configuration, technology requirements, fixtures, and furniture, this lab may be shared between closely related programs (i.e. Computer Repair Lab for two class periods and Robotics Lab for a different class period) or dedicated to one program (i.e. Culinary Arts Lab). Internal support space requirements will vary based on the specific CTE programs allocated to this space.

**Access:** Prioritize locating Medium Intensity Labs on the ground floor to support after hours access, external partnerships, and access to outdoor work spaces. Outdoor support spaces may be required to support some CTE programs and should be considered when locating Medium Intensity Labs. If necessary due to site constraints, some Medium Intensity Labs may be located on upper floor levels. Provide opportunities for sightlines into these labs to support learning on display. Consider close proximity to a CTE Studio to support

CTE programs requiring the concurrent use of a lab and studio. Proximity or access to speciality structures for agricultural pathways should be determined during design based on CTE program requirements.

**Considerations:** Depending on the intended program and site constraints, Medium Intensity Labs can be either single or double height spaces. Outfit these labs with upgraded and specialized power and data - consider providing all overhead power to support flexible use for both “wet” or “dry” applications over time. Incorporate additional ventilation to support learner safety for a variety of programs. Provide access to both water and gas in all Medium Intensity Labs. Provide environmental controls including temperature and lighting controls to best simulate professional environments for different programs. Depending on the program and use, additional life safety equipment and systems may be required and should be appropriately planned for when allocating support space for this lab type. Provide accommodations for specialized technology, lighting, casework and furniture as necessary to support a professional learning environment.

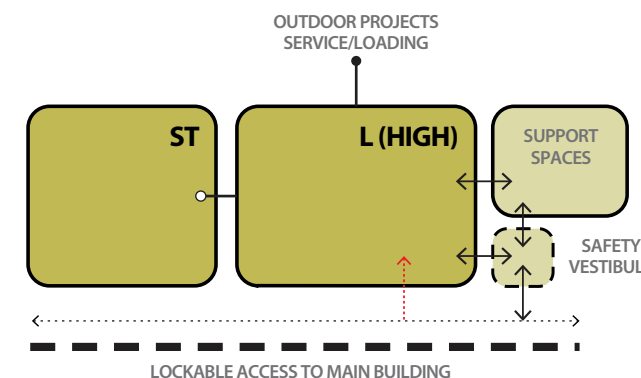


# CTE Space Type Components High Intensity Lab

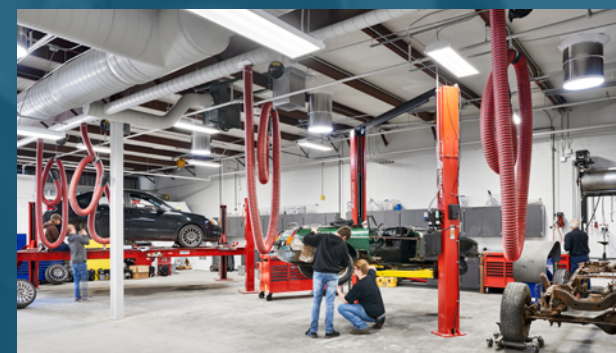
**Functional Intent:** The High Intensity Lab is a heavy-infrastructure space that flexibly supports a variety of CTE pathways.

**Activities:** As the name suggests, High Intensity Labs support a variety of applications requiring extensive and highly specialized infrastructural support. Some applications include Automotive Body Shops, Welding, Construction Labs, Agricultural Sciences, Aviation Lab, EMT/Emergency Medical Services, etc. These labs will be highly specialized and will likely only support one specific use or application at a time. Internal support space requirements will vary based on the specific CTE programs allocated to this space.

**Access:** Direct access to outdoor support and outdoor work spaces is non-negotiable for High Intensity Labs. Due to the high-bay requirements of the space, locate all High Intensity Labs on the ground floor only. Given their ground floor location, consider zoning these spaces for after hours access or to support external partnerships. Consider close proximity to a centralized CTE loading dock to support regular delivery of large materials or supplies. Provide opportunities for sightlines into these labs to support learning on display. Provide close proximity to a CTE Studio to support CTE programs requiring the concurrent use of a lab and studio and planning activities prior to working in the lab space. Proximity or access to speciality structures for agricultural pathways should be determined during design based on CTE program requirements.



**Considerations:** Design all High Intensity Labs to be high bay, or double height spaces. To support maximum flexibility, these spaces will be outfitted with a high degree of infrastructure, including high demand load power and data. Provide specialized ventilation, including exhaust and particle collection systems, vacuum, and compressed air. Consider additional structural support in the floors for heavy machinery and vehicles in the space. Provide water, gas, and design waste and drainage to accommodate oil as necessary. Provide environmental controls including temperature and lighting controls to best simulate professional environments for different programs. Due to the high degree of machinery and equipment found in these lab types, provision of a safety vestibule to control access and support learner safety is non-negotiable and must be included in the allocation of support spaces for these lab types. Provide accommodations for specialized technology, lighting, casework and furniture as necessary to support a professional learning environment.





# EMPOWER CENTER

## SPACE PLANNING RECOMMENDATIONS

The Empower Center is a new space type that was developed during the 2019 FMP process. While it was originally conceived as a space for CTE, it evolved into a highly flexible, cross-disciplinary space that is shared by all departments on middle and high school campuses. This new space type can serve a variety of functions, such as science fairs, guest speaker events, dance or theatrical performances, art exhibitions, career fairs, entrepreneurial incubator spaces, eSports events, and much more. Additionally, the Empower Center is designed to divide and support distinct activities for different departments simultaneously. The flexibility and adaptability of the Empower Center will support programs and uses that don't even exist yet - making this a critical space for AISD's vision for modernized schools.

The Empower Center is envisioned in this document as:

- A *flexible space* that can change relatively quickly to accommodate multiple and different uses.
- An *adaptable space* that changes over time to serve new programs and changes within existing programs without inhibiting their goals.
- A *fully shared space* that is not owned by any one program, but rather is designed to accommodate most any program and curriculum AND encourage cross disciplinary collaboration. Shared with the purpose of cross-disciplinary programming
- An *active space* that can serve multiple pedagogies and educational delivery methods – including simulated work and immersive environments.
- A *technology enriched space* that engages the full application of current and potential educational technologies, multimedia, software and equipment.
- A *mobile space* that provides for movable furniture and equipment and areas to stage their transition and accommodate diverse CTE and other programs.
- A *collaborative space* that supports interaction at multiple levels – from a single learner to assemblies of hundreds of learners, educators or the community.

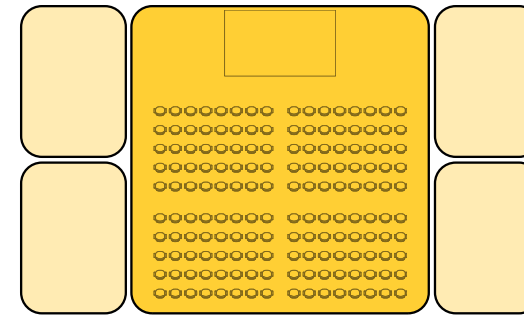
# INTENT OF THE EMPOWER CENTER

*“Empower: to give power to, to enable ... to realize promise and recognition, to make stronger, to elevate confidence ...”*

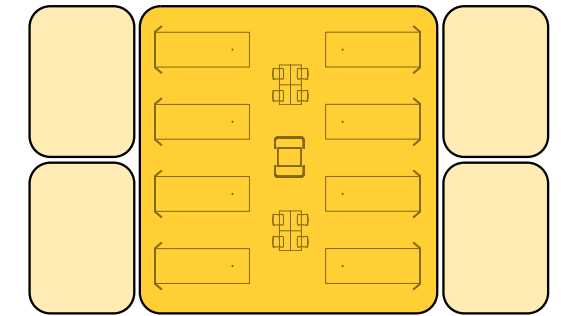
Explorations in the development of the 2019 FMP revealed that in an unpredictable future, all departments may need to gradually introduce new programs in order to vet them for learner interest, partner involvement, and potential employment growth before fully committing to a permanent space. Given the unpredictable nature of employer demands, the economy, the global marketplace, popular trends in technology, the availability of specialized educators, and many other dynamic indicators and influences, a truly future-ready space must be able flex with the pace of change. The Empower Center is the District’s answer to these needs - an intentionally unowned space that supports all departments, encourages cross-disciplinary collaboration, and is equipped with the infrastructure to rapidly change to support a wide variety of uses.

Cross-disciplinary collaboration of learners, staff, and curriculum is also a value of 21st Century Learning. In this new learning space, cross-disciplinary collaboration of learners, staff and curriculum – between academic and elective programs, Fine Arts, Athletics and Wellness and other community partners will be encouraged and accommodated more easily.

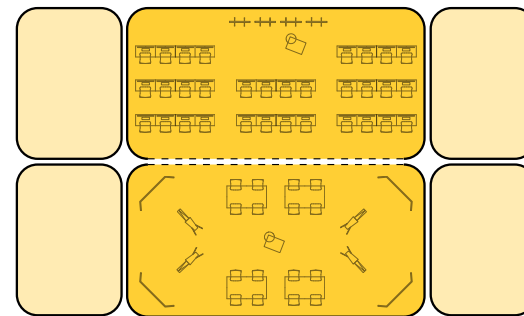
The Empower Center was conceived to achieve learner empowerment. As a learner-centered space, it will not only accommodate a wide range of program uses, but also support learner activities, organizations and uses – the Empower Center really belongs to the learners. More importantly, the Empower Center can be a place to bring the “outside world” directly into the learner environment, by providing a “place” outside businesses, industries, institutions, and organizations to work directly with learners – from on-line group presentations to career-days, exhibitions, competitions, and even connectivity to world-wide forums.



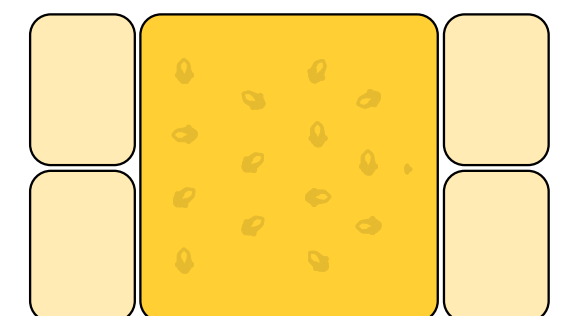
Theater One Act Play Showcase



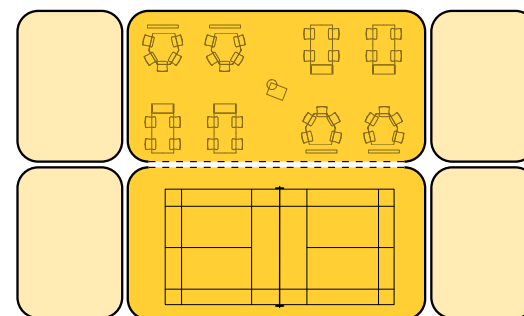
Golf Simulators



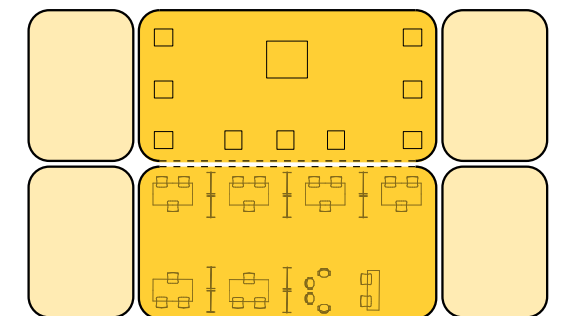
Computer Generated Imagery (CGI) Lab  
CGI Motion Capture Lab



Ballroom Dancing Studio



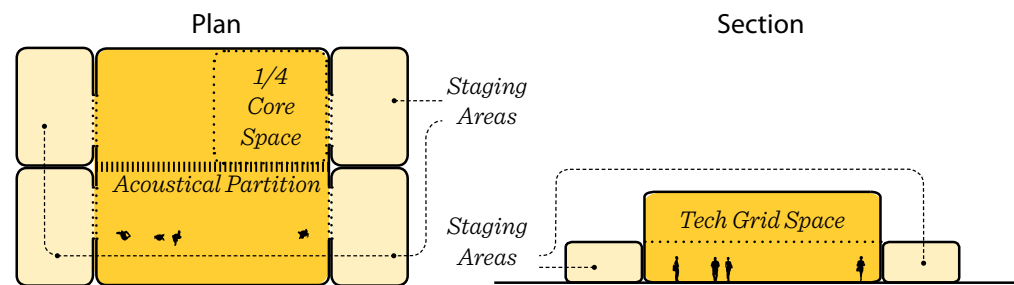
Small Business Incubator Lab  
Badminton Court



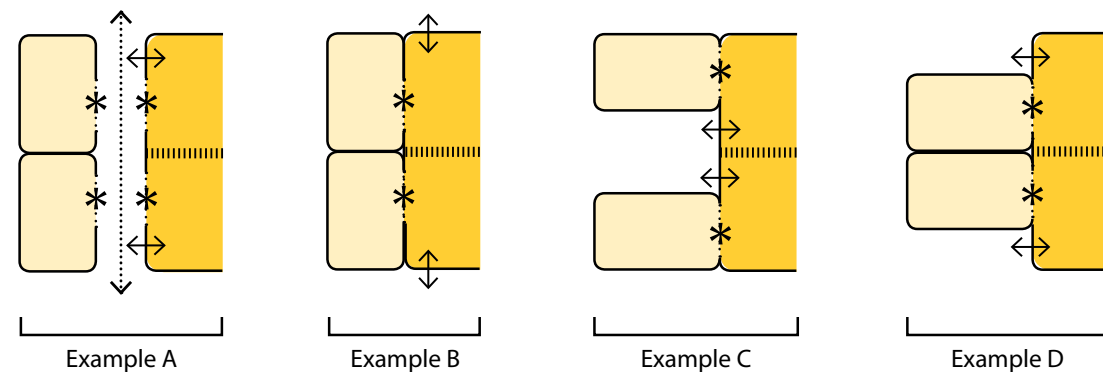
3D Art Gallery/Exhibition  
Career Services Mock Interviews

# EMPOWER CENTER SPACE TYPE COMPONENTS

The Empower Center Core Space can be divided into two multipurpose learning spaces. An acoustical partition divides the Core Space in half for large lecture or lab arrangements. Staging Areas, analogous to wing space, are support and storage spaces that allow for the rapid deployment of furniture or equipment to suit a variety of uses or programs. Finally, the Tech Grid space, allows technology to be deployed from above, as well as enabling the user to scale ceiling height as needed to support different uses or programs.

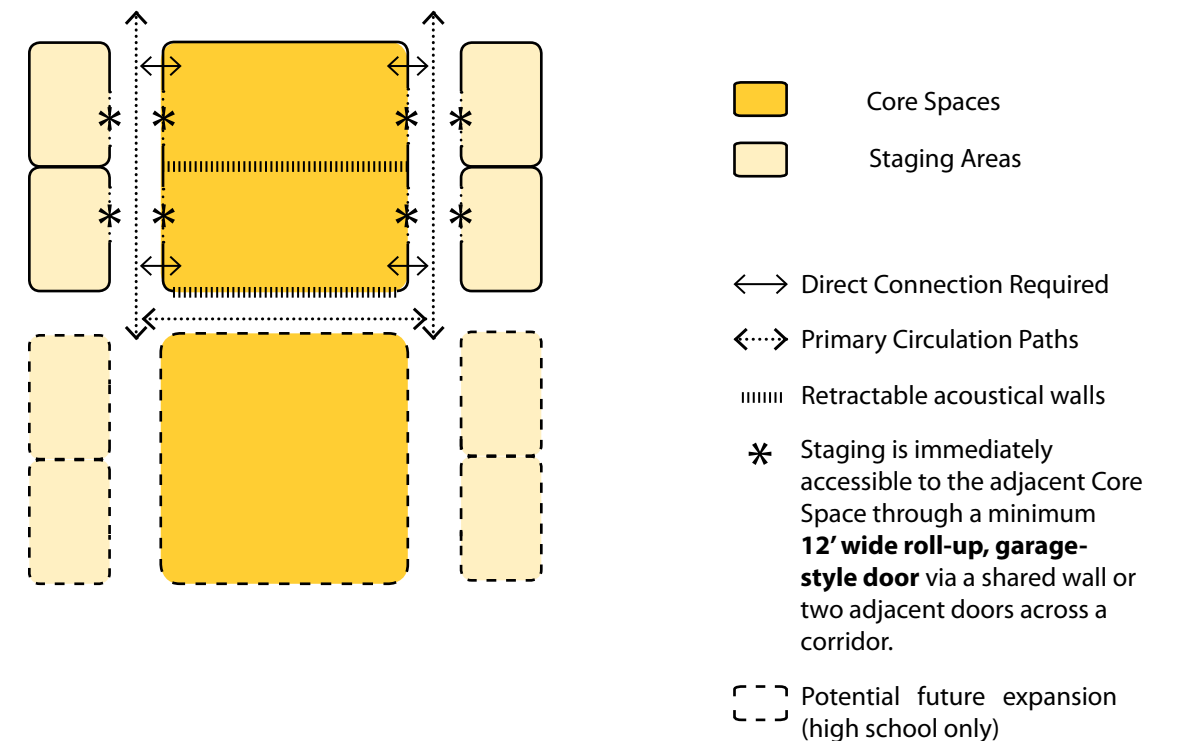


The relationship between Staging Areas and the Core Space is open to architectural interpretation. The only criteria are that the staging space be ample enough to accommodate equipment and furniture necessary for the function of the Empower Center, and that the two spaces be immediately accessible to one another through a large 12' wide opening to provide ample space to quickly move furniture and equipment between the two spaces. Several Core Space and Staging Area arrangement examples are shown below.



One Empower Center Core Space and four adjoining Staging Areas collectively make up one module.

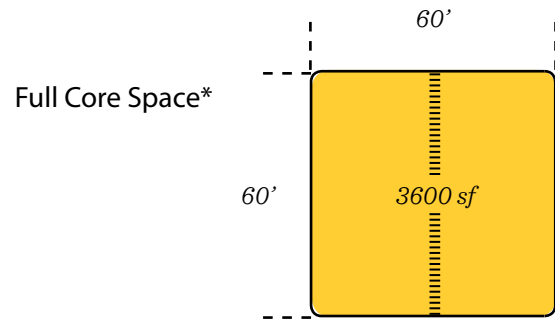
Middle School Empower Centers are composed of a single module, while High School Empower Centers are composed of a double module. In addition to being internally flexible, each core space can open into one another, allowing for large-scale gatherings such as job fairs, exhibits, competitions, and performances. An example of this using Staging Area Example A is shown below.





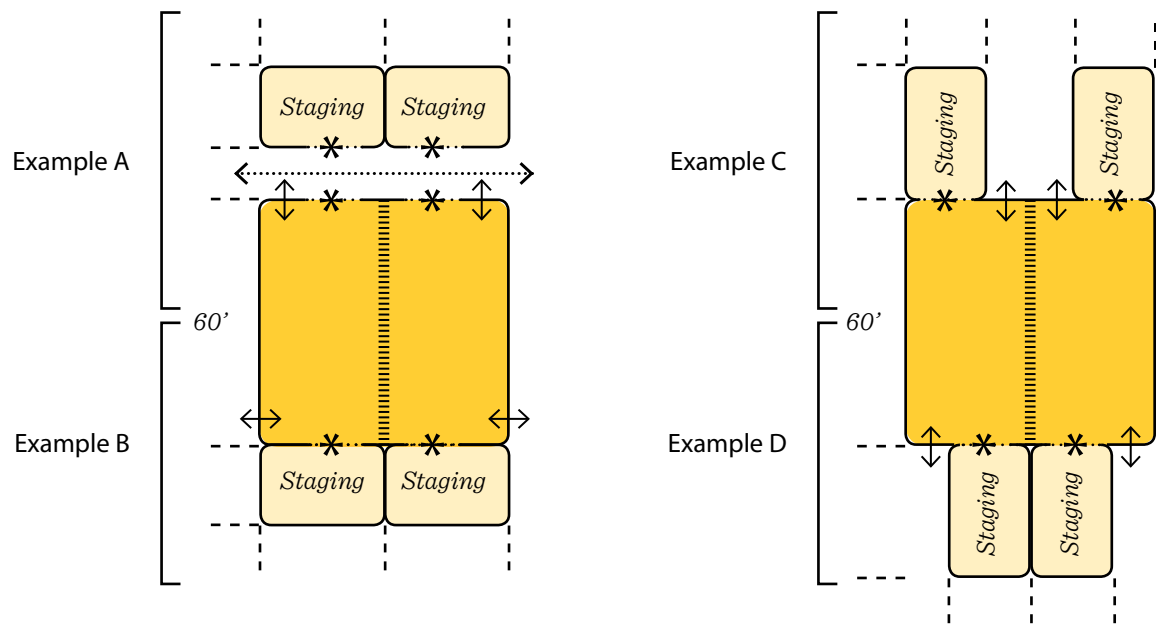
*Empower Center*  
*Space Type Components*  
**Empower Center**

**Core Space**



\*One full Core Space supports approximately four studios worth of learning space.

**Empower Center Module Circulation and Adjacency Options**



↔ Direct Connection Required

⋯↔ Primary Circulation Paths

||||| Retractable acoustical walls

\* Staging is immediately accessible to the adjacent Core Space through a minimum **12' wide roll-up, garage-style door** via a shared wall or two adjacent doors across a corridor.

*Empower Center*  
*Space Type Components*  
**Staging Areas**

Staging Areas support the variety of Core Space configurations and functions – primarily for the temporary staging and housing of a variety of furniture, fixtures, equipment, technology and accessories used to support a multitude of general and specific curricular needs. Staging Areas are dedicated to the functions and programs that will be facilitated in the Core Space in that particular period (any given day of the week, or for extended weeks or months). These Staging Areas are essential to the proper function and dynamic nature of the Core Spaces – without them, the dynamic ability of the Empower Center will be lost.

The Staging Area is carefully designed to accommodate a variety of flexible and mobile furniture and equipment that can support to support rapid reconfiguration of the Core Space(s) to create long term flexibility. These configurations include lectures, labs, collaboration, assemblies, and a variety of events and performances. Additionally, any furniture or equipment provided for the Empower Center should be foldable, nesting, or stackable to support compact storage and maximize the Staging Area space. The equipment and furnishings housed in Staging Areas will vary over time based on subject area and department use.





Clifton Career Development School

## OUTDOOR LEARNING

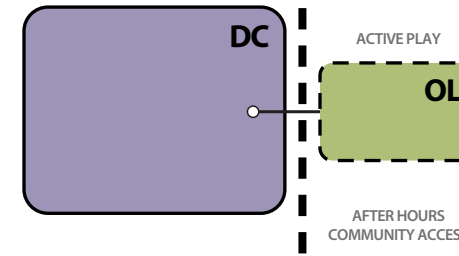
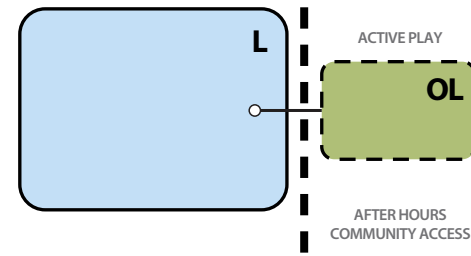
### *FRAMEWORK FOR SUCCESSFUL OUTDOOR LEARNING ENVIRONMENTS*

Outdoor learning spaces are an important factor to include in all school designs, for all learner ages. At AISD, learning takes place from the sidewalk to the building, expanding learning beyond the four walls of the classroom. These spaces bring activities to the outdoors and encourage different types of learning including, but not limited to, environmental education, social emotional learning, physical activity, and hands-on experiential learning across all subject areas. Connecting children with nature has an important impact on learners' development. Various types of outdoor learning spaces can be designed to provide diverse activities and learning opportunities, whether passive or active. This section will focus on required and optional outdoor learning spaces at each level of school, the activities for each space, along with required and optional features.

Outdoor Learning environments are an essential part of AISD's vision for learning environments. Campuses will be required to provide a combination of the space types listed below. Some of these space types will be required for all campuses, and others represent outdoor learning choice points as campuses respond to their individual sites and communities.

Specific Space Type requirements and sizes are reflected in **Part 5 - Space Programs**. Other considerations for site design must be included for these spaces, as described in the **Project Development Manual**. The considerations and features listed on the space type sheets are defined in further detail in **Appendix B**.

# Outdoor Learning Space Type Components Active Playgrounds



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

Active playgrounds include both soft play and hard play areas on the site.

## Soft Play

**Functional Intent:** Play areas should have influence from nature based elements to include grassy hills, rock climbs, and natural logs. Soft playgrounds typically include a soft surface of either synthetic turf or cushioned play surfacing.

**Activities:** Soft play areas primarily support active play and physical activity. The design of soft play areas can support social-emotional learning and hands-on learning through imaginative play and nature-based play. Designing play areas to support group activities will support the development of team building and mind-body coordination skills. Playground equipment may include swings, slides, and climbing structures. Soft play areas are typically surrounded by a hard surface tricycle path, particularly for early learners. Storage for bicycles and other equipment must be considered.

**Access:** Locate all active playgrounds to support community access after hours. At elementary schools, consider adjacencies to learning neighborhoods or Dining Commons. One soft play area should be designed specifically for pre-kindergarten or kindergarten learners, with close proximity to that learning neighborhood.

At middle schools, consider adjacencies to the gym or Dining Commons. The soft play areas may be dispersed dependent on the age range of the school but should be secured with fencing.

**Considerations / Features:** All areas must consider the appropriate integration of outdoor lighting, water access, and PA loudspeakers for a safe yet functional playground.

### Required Features

- Buddy bench
- Cushioned play surfacing
- Play structures (Elementary Schools only)
- Shade elements
- Shade trees

### Additional Features (provide 5 minimum)

- Artwork
- Dry creek bed
- Educational signage
- Flexible seating
- Fixed seating
- Mulch planting bed

- Nature-based play
- Outdoor music
- Pollinator plantings
- Sensory path
- Storage / Shed
- Synthetic turf surfacing
- Theming
- Worktables



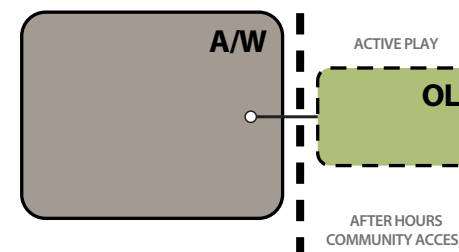
# Outdoor Learning Space Type Components Active Playgrounds


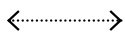
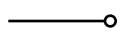
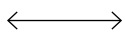



## Covered PE Play Slab/Hard Play

**Functional Intent:** Hard playgrounds typically include a hard surface of asphalt or poured-in-place rubber surfacing that serve as a play slab supporting the PE curriculum.

**Activities:** Hard play areas support physical activity and active play. Play structures utilized for PE curriculum should additionally support play and activities that encourage team-building and mind-body coordination. Playground equipment may include basketball hoops, funnel ball, tether ball, or four squares.

**Access:** Locate all active playgrounds to support community access after hours. Provide close proximity to the gym to support use during PE classes. At Middle Schools, consider sightlines or proximity to the Dining Commons to support learner socialization and choice during lunch periods.



-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS

**Considerations / Features:** All areas must consider the appropriate integration of outdoor lighting, water access, and PA loudspeakers for a safe yet functional playground

### Required Features

- Hard play surfacing
- Play structures
- Shade elements

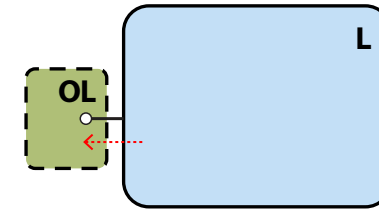
### Additional Features (provide 2 minimum)

- Artwork
- Buddy bench
- Educational signage
- Flexible seating

- Fixed seating
- Shade trees
- Storage / Shed
- Theming



# Outdoor Learning Space Type Components Outdoor Studios



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

**Functional Intent:** Outdoor studios provide a location for learners to have active learning spaces outside of the building. Indoor and outdoor studios should have complimentary design elements - refer to **Part 3 - Learning Neighborhood**. Provide flexible spaces that support both project- and presentation-based learning activities. Include seating for learners and presentation space for sharing and educator-led activities.

**Activities:** Outdoor studios should support a variety of educator-led and learner-led activities, including project-based learning, group activities, hands-on learning or making, and presentations.

**Access:** Locate all outdoor studios adjacent to learning neighborhoods. Consider sightlines from the indoor studios and open collaboration to outdoor studios to support passive supervision. Sightlines shall be considered more than actual proximity. At elementary schools, locate outdoor studios near indoor learning neighborhoods and away from active playgrounds. Locate outdoor studios in the opposite direction of loading docks and service to avoid unpleasant odors.

**Considerations / Features:** Consider the inclusion of various technology elements, and provide wireless network access for all studios. Incorporate landscaping and shade throughout the space. Consider outdoor lighting, electrical power, integration of PA loudspeakers, and water access in the design of each outdoor studio to provide safe and appropriate learning experiences.

Required Features

- Flexible OR Fixed seating
- Shade elements
- Writable surfaces

Additional Features  
(provide 7 minimum)

- Amphitheater
- Artwork
- Dry creek bed
- Educational signage
- Hardscape
- Learning pond
- Mulch planting beds
- Natural grass lawn

- Pollinator plantings
- Projection surface
- Sensory path
- Shade trees
- Storage / Shed
- Synthetic turf surfacing
- Theming
- Worktables
- Observation area



# Outdoor Learning Space Type Components Gardens

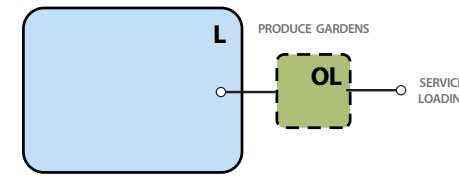
Two different types of gardens should be considered for each school campus. Each provide a robust learning environment encouraging hands-on interaction. Learners of all ages will benefit from the gardens. Campuses may choose which of the options discussed below best aligns with their site.

## Option A: Produce Gardens

**Functional Intent:** Produce Gardens provide an area with raised planting beds for learners of all ages to learn how to grow, harvest, and prepare food.

**Activities:** Produce Gardens support hands-on learning in individual and group settings. Additionally, Produce Gardens can support lessons around health and food supply.

**Access:** Locate the Produce Gardens to provide full sun for optimal plant growth. Provide close proximity to service or loading zones for deliveries. Consider connections to both indoor and outdoor studios for continuous tending and attention. Support integration of food-learning by locating Produce Gardens near the kitchen or Dining Commons or Maker Space. Locate Produce Gardens near an egress door for convenient access.



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

**Considerations / Features:** Provide water access from the city water supply, which is essential for growing plants, in all Produce Gardens. Integrate PA loudspeakers to provide safe and appropriate learning experiences. Consider providing seating, work surfaces, and technology features to provide a robust learning environment. Provide storage either as a bin or shed structure to conceal speciality equipment. Consider the integration of a water cistern as part of the green stormwater infrastructure system.

### Required Features

- Composting bin
- Storage / Shed
- Raised garden beds (min. 3 beds sized 3' x 12')
- Flexible OR Fixed seating

### Additional Features (provide 5 minimum)

- Educational signage
- Garden path
- Greenhouse
- Hardscape (concrete, pavers)

- Mulch planting beds
- Outdoor sinks
- Pollinator plantings
- Soft walking paths
- Worktables (potting tables)



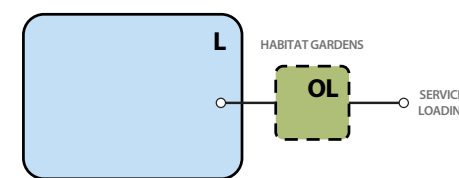
# Outdoor Learning Space Type Components Gardens

## Option B: Habitat Gardens

**Functional Intent:** Habitat Gardens provide a unique opportunity where learners observe how to attract and support local wildlife. Each area must consider locations for food, water, cover, and places to raise their young for specific types of wildlife native to the region.

**Activities:** Habitat Gardens support hands-on learning in individual and group settings. These gardens can additionally support core academic content and other programming around nature and wildlife.

**Access:** Consider using existing natural landscape on the school campus in the design of habitat gardens. Provide close proximity to service or loading zones for deliveries. Habitat gardens shall be located to provide the best educational resource opportunity to the learners, with proximity to the learning neighborhoods. Locate habitat gardens at a reasonable distance from the building and other site amenities to minimize pests.



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

**Considerations / Features:** Consider what diverse species or habitat the site might support, whether small and/or large. Consider design elements to encourage nesting for various animals including bird feeders, bat houses, and insectaries. Seating shall be strategically located for educational purposes; if providing fixed seating, ensure seating is not in a classroom seating arrangement. Integrate PA loudspeakers to provide safe and appropriate learning experiences.

Required Features

- Educational signage
- Fixed seating
- Pollinator plantings
- Wildlife habitat

Additional Features  
(provide 3 minimum)

- Flexible seating
- Hardscape
- Garden path
- Learning pond

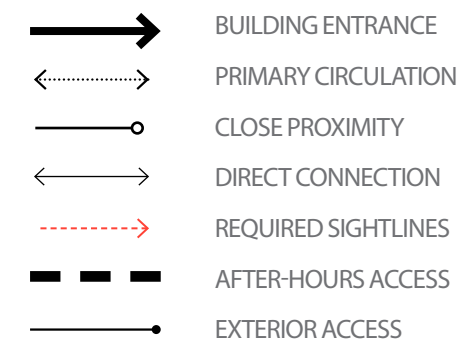
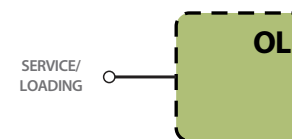
- Mulch planting beds
- Sensory path
- Shade or Understory trees
- Soft walking paths
- Worktables





*Outdoor Learning  
Space Type Components*

# Domestic Animal Habitats



**Functional Intent:** Raising and caring for animals provides education on the proper management of animals. The size and quantity of animals will be dependent on the site and commitment from the school. Learners are given ample opportunities for hands-on experiences working with animals.

**Activities:** Domestic Animal Habitats support a variety of learning activities, including hands-on learning, group activities, physical activity, animal care, food supply (eggs, honey, etc), STEM, and Social Emotional Learning.

**Size:** Provide dedicated space and enclosures for each animal type housed on site. The size and location is dependent on city ordinances and codes. Consider the type and quantity of animals when designing programs and facilities. Animals might include goats, chickens, pigs, sheep, rabbits, ducks, guinea pigs, or bees.

**Access:** Consider specific animal needs when locating Domestic Animal Habitats; for example, goats need access to service areas for large supply deliveries, while bees need distance from high-traffic areas that produce sound and vibrational disruptions. Consider utilizing the largest open space on site for the animals. Do not locate habitats adjacent to Produce Gardens, Learning Neighborhoods, Active Playgrounds, Dining Commons, or the surrounding residential community. Maintain a reasonable distance from the building to minimize pests and odor. Follow local city ordinances and codes regarding distances from the property line.

**Considerations / Features:** Design and considerations for Domestic Animal Habitats must be closely coordinated with each school to ensure the capacity and programming is integrated into the learner curriculum and experience. Teaching surfaces, WiFi access, and technology for instruction should be considered. Provide appropriate and adequate shade elements for all animals. Integrate PA loudspeakers to provide safe and appropriate learning experiences. Paddocks and livestock enclosures will be designed for each specific animal type. Domestic Animal Habitats may require additional features beyond those listed below, depending on the type of animal; these additional features will count towards the total features required.

Required Features

- Livestock enclosure
- Shade elements OR Shade trees
- Storage / Shed

Additional Features  
(provide 6 minimum)

- Educational signage
- Flexible seating
- Hardscape
- Outdoor sink

- Paddocks
- Pollinator plantings
- Soft walking paths
- Troughs
- Worktables
- Writable surfaces



Galindo Elementary School


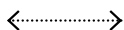
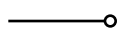
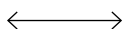





Gorzycki Middle School



# Outdoor Learning Space Type Components Nature Trail



-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS

**Functional Intent:** Nature Trails provide an area for access to natural environments. Trails promote recreation, health, and environmental benefits to enhance our quality of life. The Nature Trail should have a walkable surface with planting on either side, which typically loops around in a circular design. The plantings enhance the educational purpose and decrease erosion.

**Activities:** Nature Trails support a variety of learning activities, including hands-on learning, play activities, group activities, sensory or experiential Learning, Social Emotional Learning, self-regulation, independent activities, STEM education, and Humanities education.

**Access:** Provide a Nature Trail that is accessible for all, with an accessible path from the main school building. Locate the Nature Trail to support community access after hours. If there is an adjacent park property with trails, consider access to neighboring parks or trails with a path or sidewalk and gated access to the adjacent park property. Ideally, the Nature Trail should loop through the existing landscape on the school campus.

**Considerations / Features:** Provide proximity and access to integrated PA loudspeakers to provide safe and appropriate learning experiences. Incorporate the features listed below into all Nature Trails.

Required Features

- Hardscape OR Soft walking path
- Shade trees
- Wildlife habitat OR Mulch planting beds OR Native plantings

Additional Features  
*(provide 2 minimum)*

- Dry creek bed
- Educational signage
- Fixed seating

- Nature-based play
- Pollinator plantings
- Observation area
- Sensory path



Small Middle School



AISD Story Stroll



Gorzycki Middle School



Small Middle School

*Outdoor Learning  
Space Type Components*

# Green Stormwater Infrastructure

Adjacencies will depend on site-specific conditions



**Functional Intent:** Green Stormwater Infrastructure elements are designed to mimic nature and capture rainwater where it falls for collection, reuse, treatment, and/or storage. Green Stormwater Infrastructure reduces localized flooding, reduces runoff, and improves the water quality while providing additional ecosystem services and educational opportunities.

**Activities:** Green Stormwater Infrastructure supports hands-on learning in individual and group settings. Outside of learning activities, Green Stormwater Infrastructure elements passively support building systems and ecosystem services. Green Stormwater Infrastructure helps educate learners about the impact of water pollution and how to implement various design solutions.

**Access:** Consider using existing natural landscape on the school campus for rainwater collection elements. Consider close proximity to the Outdoor Studios to support outdoor learning activities tied to Green Stormwater Infrastructure elements. Maintain a distance from the school building for some Green Stormwater Infrastructure elements, such as rain gardens, to avoid water damage to the building structure or foundation.

**Considerations / Features:** Green Stormwater Infrastructure elements will depend largely on the site availability and the natural landscape. Designers must collaborate with civil engineers to meet city design criteria for Green Stormwater Infrastructure, along with following all city codes and requirements. Integrate PA loudspeakers to provide safe and appropriate learning experiences. Include all elements listed in the Required Features column on all campuses.

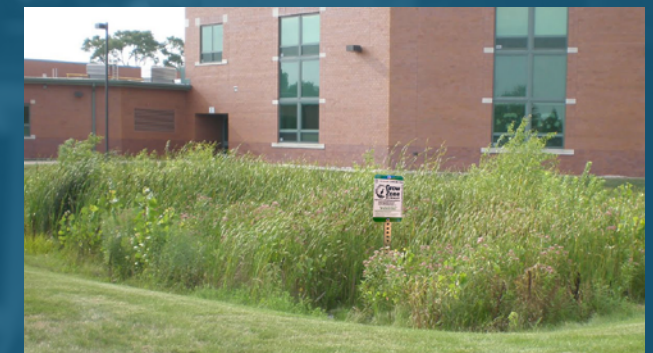
Required Features

- Cisterns
- Rain gardens
- Swales
- Berms

Additional Features  
*(provide 2 minimum)*

- Dry creek beds
- Educational signage
- Fixed seating
- Pollinator plantings

- Garden path
- Shade trees
- Understory trees



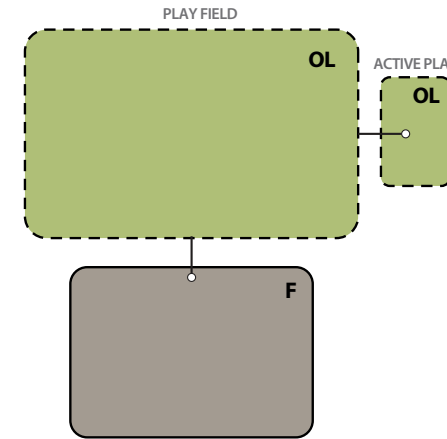
*Outdoor Learning  
Space Type Components*

# Grass PE Play Field + Exercise Trail

**Functional Intent:** Provide an open lawn with surrounding exercise trail to support physical education and wellness. The lawn should support multi-purpose recreational activities including soccer, kickball, or free play. The purpose of these spaces is to primarily support Physical Education (PE) programs. While these spaces are also intended to support additional activities and outdoor learning opportunities, these activities cannot take away from PE functionality. Coordinate the program with Physical Education (PE).

**Activities:** The Grass PE Play Field + Exercise Trail supports a variety of active play and physical activities for both recess and physical education programming. Provide areas for sports or other creative activities such as games of tag, informal outdoor classes, picnics, etc. Add softball backstop fences and soccer goals as appropriate to each school.

**Size:** The size of the Grass PE Play Field + Exercise Trail is dependent on the size of the site. Size the grass play field to accommodate the largest grass field as possible, or a minimum of 165' by 300'. Provide an exercise trail surrounding the field for walking or jogging. The trail shall be a preferred one-quarter mile in length, or a minimum one-sixth mile, with measurable markers to identify. Lawn area within the trail shall be large enough for two learning studios.



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

**Access:** The location of the Grass PE Play Field + Exercise Trail should be dependent on the site, and located on the flattest area. Provide an accessible path from the main school building to the grass play field. Consider proximity to either PE/Wellness or Active Play areas for maximum flexibility. Provide after-hours community access to the Grass PE Play Field + Exercise Trail.

**Considerations / Features:** Consider incorporating perimeter trees (overstory or flowering) to provide natural shade. Provide proximity and access to integrated PA loudspeakers to provide safe and appropriate learning experiences.

Required Features

- Natural grass lawn OR Synthetic turf surfacing
- Shade trees
- Exercise trail

Additional Features  
(provide 1 minimum)

- Flexible seating
- Play structures (ex: soccer goals)





Bear Creek Elementary School

## **ADDITIONAL LEARNING SPACES**

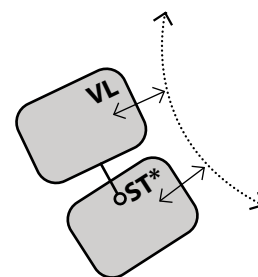
### *SPECIFICATIONS FOR NEW SPACE TYPES*

This Ed Specs revision includes a number of spaces new to AISD schools that will be provided in future modernizations. These spaces are not specific to the departments described earlier in **Part 4**, but still have highly specific specifications and requirements. This section provides specifications for learning spaces in the following departments:

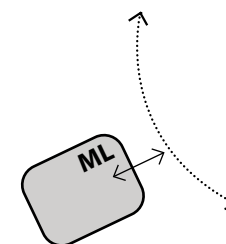
- Special Education
- Dining Commons
- Administration
- Building Support


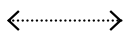
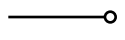
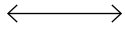


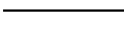
Sizes and requirements for all campuses are outlined in **Part 5 - Space Programs**.

# Additional Learning Space Type Components Special Education



\*Life Skills or  
Autism Studio



-  BUILDING ENTRANCE
-  PRIMARY CIRCULATION
-  CLOSE PROXIMITY
-  DIRECT CONNECTION
-  REQUIRED SIGHTLINES
-  AFTER-HOURS ACCESS
-  EXTERIOR ACCESS

## Vocational Lab

**Activities:** The vocational lab is a space to simulate household environments and practice daily life activities for learners to develop independent-living skills. While traditionally included within the Life Skills studio, the District has intentionally pulled this space out to function as a more flexible campus support space. At the middle and high school level, the vocational lab may even be a flexible CTE space, providing learners with the opportunity to develop real-world skills in a simulated environment. This space, while owned by the Special Education department on a campus, is intended to be a flexible, shared space supporting a variety of learning activities.

**Access:** Ensure the vocational lab is on the same floor as the Life Skills and Autism studios to support access for learners in those programs. Locate the vocational lab centrally on a campus to support maximum access for all learners and users. Provide direct access to a primary circulation path. Provide natural light and views to outdoors to simulate real-world environments. Provide close proximity to the Life Skills studio to support that program.

**Considerations:** Provide flexible water and power to support household and kitchen appliances, including residential laundry machines. Consider providing dimmable lighting to support easily overstimulated learners.

## Sensory Motor Lab

**Activities:** The sensory motor lab is a dedicated space to support guided activities to develop a learner's processing and gross-motor skills. This space should support individual, one-on-one, or small group learning activities in which learners are both seated or moving, with one or more educators facilitating activities at a time.

**Access:** Provide direct access to storage within or adjacent to the sensory motor lab to support storage of manipulatives. Consider close proximity to the Flex PLC to support administrative activities for itinerant specialists. Locate the sensory motor lab on the ground level where possible, to support learner safety during emergencies.

**Considerations:** Consider providing dimmable lighting to support easily overstimulated learners. Provide additional acoustic isolation from adjacent spaces to provide a quiet environment for sensory learning activities. Consider finishes that accommodate assistive devices for movement, such as tricycles or balance bars. Provide additional structural support for ceiling-mounted or wall-mounted equipment.



<https://www.dreamstime.com/home.html>



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JP Lord School - BCDM Architects

# Additional Learning Space Type Components Dining Commons



- BUILDING ENTRANCE
- PRIMARY CIRCULATION
- CLOSE PROXIMITY
- DIRECT CONNECTION
- REQUIRED SIGHTLINES
- AFTER-HOURS ACCESS
- EXTERIOR ACCESS

## Demonstration Kitchen (DK)

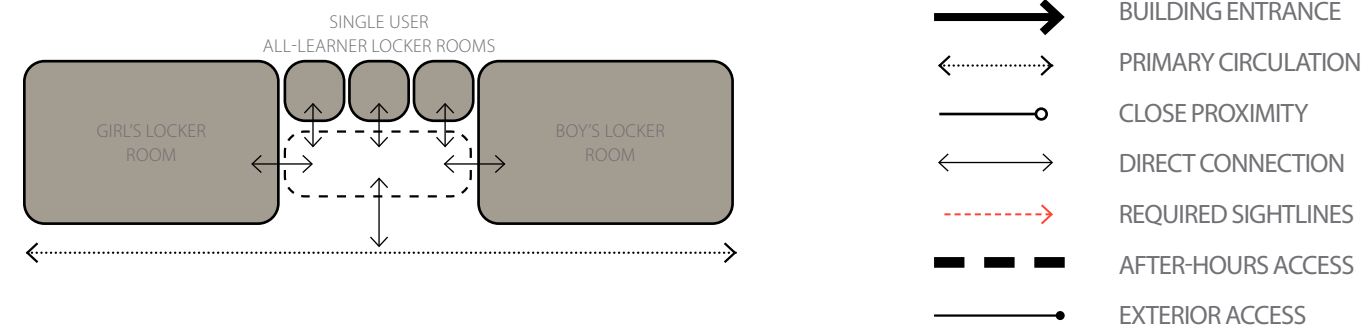
**Activities:** The Demonstration Kitchen is an additional learning space intended to support culinary learning and nutrition demonstrations at the elementary level. It supports hands-on culinary learning, meal prep, and garden-to-table programming. This learning space supports other curricula with opportunities to promote cultural proficiency through food and culinary learning experiences. Additionally, the demonstration kitchen can support food service and demonstrations during campus community events.

**Access:** The demonstration kitchen is preferred to be located in the Dining Commons, but can be relocated if needed to support a specific campus program. Provide direct access to an adjacent space with flexible seating to support whole class activities - the Dining Commons can support this need. Consider proximity to outdoor learning studios or campus gardens to support District nutrition services programs. Provide sightlines and supervised access to this space for learner safety.

**Considerations:** This space should be outfitted like a full residential kitchen. Consider including technology to project or display demonstration activities onto a larger surface to support large-group learning opportunities. If located within a larger space, like the Dining Commons, consider defining the demonstration kitchen with different flooring or ceiling finishes. The demonstration kitchen should be finished out with durable and easy to clean materials. Consider providing dedicated task lighting.



# Additional Learning Space Type Components Building Support



## All-Learner Restrooms

**Functional Intent:** Hygiene facilities that support the District’s commitment to providing equitable learning environments for all learners.

**Activities:** All-learner restrooms should be organized as self-contained toilet rooms with walls, not stalls, that share a collective hand wash area for learner hygiene needs. All-learner restrooms must be provided at all cohorts, either as group restrooms or as single user restrooms directly accessible from learning studios.

**Access:** Embed all-learner restrooms into all learning neighborhoods and near large centralized spaces for convenient learner access. Provide direct access from a primary circulation path, with sightlines to the doors and hand wash area for educator supervision. Where possible, provide two entries into all-learner restrooms for ease of traffic flow in and out of the space.

**Considerations:** Doors and walls must go to the ceiling for privacy in the toilet areas. Consider providing a low-wall for the hand wash area to support easy educator supervision. All-learner restrooms must be designed according to the specific requirements outlined in the **Project Development Manual**.

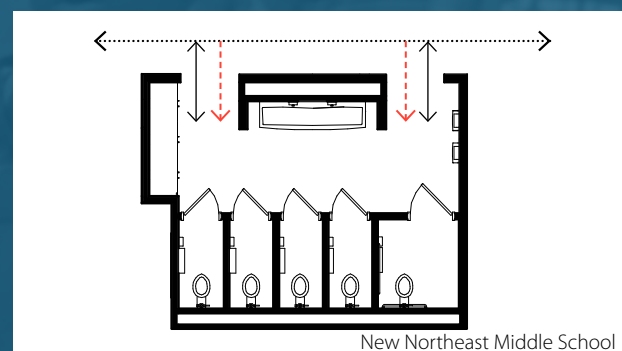
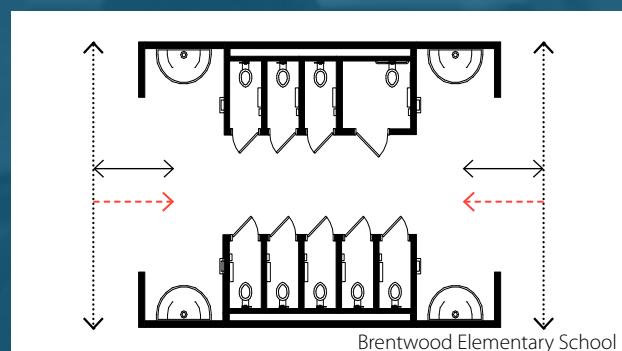
## All-Learner Locker Rooms/Dressing Rooms

**Functional Intent:** Changing facilities that support the District’s commitment to providing equitable learning environments for all learners.

**Activities:** All-learner changing rooms provide equitable changing spaces as an alternative to gendered locker rooms. These are fully self-contained spaces for one user or occupant at a time. All-learner locker rooms must be provided for Athletics, Fine Arts, and CTE locker/changing areas.

**Access:** Provide a shared entry or vestibule for all-learner locker rooms and gendered locker rooms to support inclusion. Provide sightlines to all-learner locker rooms from one or more coach area to support learner safety and passive supervision.

**Considerations:** Provide all the amenities or supports that are included within gendered locker rooms: toilet, shower, lockers, an accessible changing bench, a counter top with power and a mirror. All-learner locker rooms must be designed according to the specific requirements outlined in the **Project Development Manual**.







## Part 5

### *Space Programs*

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This section provides the detailed list of spaces to be provided at each campus, based on the size of the learner population. Space Programs are tools that are intended to help design teams by giving them a sense of the size and number of spaces in the campus. The space programs, in conjunction with the information provided in **Parts 2, 3, and 4** of this document, form the foundation of each campus design process.

# SPACE PROGRAMS

## *SPACE TYPE ALLOCATIONS PER COHORT*

The following space budget programs have been developed as the typical starting point for different size models at each cohort level: four sizes at elementary and two sizes at secondary. A space program is simply a quantitative list of each space with the size in net square feet of the space. At the elementary level, capacity is generated entirely from the learning studios. Capacity ranges at middle and high school are based both learning studios and on enrollment in programs, including Fine Arts and CTE. 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 in **Part 2** 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 in **Parts 2 and 3**. 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.

While some schools may deviate from the listed space programs due to special programs or a smaller enrollment, they will always have core spaces (such as art, music, fitness, etc.) with learning neighborhoods and studio counts varying to meet campus enrollment needs. The only adjustment in space allocation at "extra small" campuses will be in the number of learning neighborhoods and studios, with core spaces consistent in size and quantity with a "small" school space program. Specialty schools with space programs outside of the Ed Spec standards will require District approval for the space program.

## *CAMPUS SIZING AND GROWTH*

The school capacity determines the number and size of the spaces in the new or modernized building. School capacity is generally configured by counting the number of studios that are regularly assigned to educators and learners. The space budgets provided represent extra small, small, medium, and large sized elementary prototypes and small and medium sized middle and high school prototypes. These prototypes are recommended; however, school capacity can be scaled up or down depending on the site, program, historic enrollment trends and the needs of the campus and community. The designed school capacity associated with each campus size will be included in the header rows of the space programs on the following pages.

In some cases, campuses will be designed to support future expansions to accommodate for projected growth. For example, a 32-studio elementary school may need to expand to 40 studios in the future and should therefore be constructed with the appropriately sized core spaces including Dining Commons, Library/Media Center and Athletics/Wellness spaces. Designs to support growth and future expansion should incorporate additional infrastructure to convert adjacent learning studios or other learning spaces into fully equipped art studios without having to rebuild, relocate, or travel excessively far to access fixed resources like and kilns.

### **Key Terms and Abbreviations**

**NSF** - Net Square Feet; the usable area of a space

**Qty** - Quantity

**ECSE** - Early Childhood Special Education, formerly PPCD

**ISSSC** - In-School Student Support Services Center`

**Grossing** - A multiplier to account for additional required building areas, such as circulation, restrooms, and wall thicknesses

**GSF** - Gross Square Feet; the overall area or size of a building or space

# Elementary School

## Extra Small/Small / Medium / Large Space Programs

	Extra Small (375)			Small (522)			Medium (686)			Large (870)		
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
<b>Learning Neighborhoods</b>												
<b>Early Childhood Neighborhood</b>	1 Neighborhood			1 Neighborhood			1 Neighborhood			1 Neighborhood		
Studio (ECSE)*	875	2	1750	875	2	1750	875	2	1750	875	3	2625
Studio (Pre-K 3)*	875	1	875	875	1	875	875	2	1750	875	2	1750
Studio (Pre-K 4)*	875	2	1750	875	3	2625	875	4	3500	875	5	4375
Restrooms (EC w/ changing)**	125	3	375	125	3	375	125	4	500	125	5	625
Open Collaboration	1000	1	1000	1200	1	1200	1600	1	1600	2000	1	2000
Group Room (Small)	125	1	125	125	1	125	125	2	250	125	3	375
Professional Learning Center	410	1	410	410	1	410	500	1	500	590	1	590
Meeting Room	80	1	80	80	1	80	80	1	80	80	1	80
Neighborhood Storage	80	1	80	80	1	80	80	1	80	80	1	80
Adult Restroom		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>
<b>K-5 Learning Neighborhoods***</b>				2 Neighborhoods			3 Neighborhoods			4 Neighborhoods		
Studio (K-5)*	875	13	11375	875	18	15750	875	24	21000	875	32	28000
Studio (SPED Flex)*	875	3	2625	875	4	3500	875	4	3500	875	5	4375
Restroom (w/ changing)	125	1	125	125	1	125	125	1	125	125	1	125
Open Collaboration	1000	2	2000	1400	2	2800	1200	3	3600	1200	4	4800
Group Room (Small)	125	4	500	125	6	750	125	9	1125	125	12	1500
Professional Learning Center	500	2	1000	500	2	1000	500	3	1500	500	4	2000
Meeting Room	80	2	160	80	2	160	80	3	240	80	4	320
Neighborhood Storage	80	1	80	80	1	80	80	1	80	80	1	80
Restroom (All-learners)		2	<i>incl. in grossing</i>		2	<i>incl. in grossing</i>		3	<i>incl. in grossing</i>		4	<i>incl. in grossing</i>

	Extra Small (375)			Small (522)			Medium (686)			Large (870)		
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
Adult Restroom		2	<i>incl. in grossing</i>		2	<i>incl. in grossing</i>		3	<i>incl. in grossing</i>		4	<i>incl. in grossing</i>

\*All learning studios must be designed to include a peace center (25 SF) to support self regulation for all learners (through furniture or design).

\*\*Early Childhood (EC) restrooms are shared between two studios

\*\*\*The specific number of learning neighborhoods may vary based on site but each should support no more than 10 studios, incl. SPED / Open Collaboration, Group Rooms (Small), Professional Learning Centers, and Restrooms should be divided appropriately based on the total number of learning neighborhoods

<b>Special Education</b>												
Sensory Motor Lab	800	1	800	800	1	800	800	1	800	800	1	800
Speech	200	1	200	200	1	200	200	1	200	200	1	200
Diagnostician	200	1	200	200	1	200	200	1	200	200	1	200
Academic Intervention	200	1	200	200	1	200	200	1	200	200	1	200
Conference Room (SPED)	300	1	300	300	1	300	300	1	300	300	1	300
Washer/Dryer	15	1	15	15	1	15	15	1	15	15	1	15
Equipment Storage	100	1	100	100	1	100	100	1	100	100	1	100
Adult Restroom		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>

<b>Maker Spaces</b>												
Maker Space	925	2	1850	925	2	1850	925	2	1850	925	2	1850
Storage (Equipment/Materials, Project Storage)	50	2	100	50	2	100	50	2	100	50	2	100
Restroom (All-learners)		2	<i>incl. in grossing</i>		2	<i>incl. in grossing</i>		2	<i>incl. in grossing</i>		2	<i>incl. in grossing</i>

*Elementary School Space Programs, cont.*

	Extra Small (375)			Small (522)			Medium (686)			Large (870)		
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
<b>Library Media Center</b>												
Reading Room	3060	1	3060	3060	1	3060	3540	1	3540	4185	1	4185
Storage (A/V Equipment)	400	1	400	400	1	400	400	1	400	400	1	400
Office/Workroom	250	1	250	250	1	250	250	1	250	250	1	250
Literacy Library	400	1	400	400	1	400	400	1	400	400	1	400
Literacy Office	120	1	120	120	1	120	120	1	120	120	1	120
Family Restroom	70	1	70	70	1	70	70	1	70	70	1	70

<b>Visual Arts</b>												
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
Studio (Art)	1200	1	1200	1200	1	1200	1200	2	2400	1200	2	2400
Kiln	150	1	150	150	1	150	150	1	150	150	1	150
Storage (Materials & Project)	150	1	150	150	1	150	150	2	300	150	2	300
Restroom (All-learners)		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>

Quantity of Visual Arts Labs will vary based on campus staffing ratios

<b>Music</b>												
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
Studio (Music)	1200	1	1200	1200	1	1200	1200	2	2400	1200	2	2400
Group Room (Small)	125	1	125	125	1	125	125	1	125	125	1	125
Storage (Music)	110	1	110	110	1	110	110	2	220	110	2	220
Restroom (All-learners)		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>

Quantity of Music Labs will vary based on campus staffing ratios

<b>Wellness</b>												
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
Gymnasium	3000	1	3000	3000	1	3000	3000	1	3000	4000	1	4000
Storage (PE)	160	1	160	160	1	160	160	1	160	200	1	200
PE Office	100	1	100	100	1	100	100	1	100	100	1	100
Storage (After-School)	60	1	60	60	1	60	60	1	60	60	1	60
Restroom (All-learners)*			<i>incl. in grossing</i>			<i>incl. in grossing</i>			<i>incl. in grossing</i>			<i>incl. in grossing</i>
Family Restroom	70	1	70	70	1	70	70	1	70	70	1	70

	Extra Small (375)			Small (522)			Medium (686)			Large (870)		
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
<b>Outdoor PE</b>												
Storage (Outdoor PE)	100	1	100	100	1	100	100	1	100	100	1	100
Covered PE Play Slab (Hard Play)		1	5000		1	5000		1	5000		1	5000
Grass PE Play Field / Exercise Trail		1	<i>min. 50000</i>		1	<i>min. 50000</i>		1	<i>min. 50000</i>		1	<i>min. 50000</i>

\*to be shared with dining commons

<b>Food Services</b>												
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
Dining Commons	2950	1	2950	2950	1	2950	3850	1	3850	5070	1	5070
Demo Kitchen	200	1	200	200	1	200	200	1	200	200	1	200
Kitchen / Serving	2200	1	2200	2200	1	2200	2800	1	2800	3475	1	3475
Office/Breakroom	<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>		
Restroom/Lockers	<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>		
Custodial Closet	<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>		
Stage	500	1	500	500	1	500	500	1	500	800	1	800
Wing Space	<i>incl. in grossing - min 300 SF</i>			<i>incl. in grossing - min 300 SF</i>			<i>incl. in grossing - min 300 SF</i>			<i>incl. in grossing - min 300 SF</i>		
Storage (Stage)	150	1	150	150	1	150	150	1	150	150	1	150
Storage (Chair, Tables, etc.)	210	1	210	210	1	210	265	1	265	330	1	330
Storage (After-School)	60	1	60	60	1	60	60	1	60	60	1	60

(Dining is to accommodate 1/3 learner population at 17 NSF/learner minimum)

<b>Administration Space</b>												
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
Reception/Secretary	475	1	475	475	1	475	600	1	600	700	1	700
Principal Office	190	1	190	190	1	190	190	1	190	190	1	190
Asst. Principal's Office	160	1	160	160	1	160	160	1	160	160	2	320
Bookkeeper	160	1	160	160	1	160	160	1	160	160	1	160
Conference Room	300	1	300	300	1	300	300	1	300	300	1	300
Storage (Learner Records)	100	1	100	100	1	100	100	1	100	100	1	100

*Elementary School Space Programs, cont.*

	Extra Small (375)			Small (522)			Medium (686)			Large (870)		
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
Workroom	400	1	400	400	1	400	400	1	400	400	1	400
Professional Learning Center (Flex)	360	1	360	360	1	360	360	1	360	360	1	360
Storage (Supplies)	80	1	80	80	1	80	80	1	80	80	1	80
Safety Patrol Closet	30	1	30	30	1	30	30	1	30	30	1	30
Commuter Shower	100	1	100	100	1	100	100	1	100	100	1	100
Mothers' Room	80	1	80	80	1	80	80	1	80	80	1	80
Adult Restroom		2	<i>incl. in grossing</i>		2	<i>incl. in grossing</i>		2	<i>incl. in grossing</i>		2	<i>incl. in grossing</i>
Family Restroom	70	1	70	70	1	70	70	1	70	70	1	70

Provide a minimum width of 9 feet in all offices and a minimum width of 15 feet in all conference rooms. Typical for all offices and conference rooms throughout the building.

**Student Mental Wellness and Counseling**

Professional School Counselor Office	150	1	150	150	1	150	150	2	300	150	2	300
Core Counseling	600	1	600	600	1	600	600	1	600	600	1	600
Wellness Room (i.e. Brain Lab)	250	1	250	250	1	250	250	1	250	250	1	250
School Mental Health Center	400	1	400	400	1	400	400	1	400	400	1	400
Extended School Counseling Space (Incl. office)*	450	1	450	450	1	450	450	1	450	450	1	450

\*Based on funding and partnerships with AISD approved external vendors - programs and partners will vary by campus

**Health Services**

Care Center (Incl. office)	300	1	300	300	1	300	300	1	300	300	1	300
General Care Cots	50	2	50	50	2	100	50	2	100	50	3	150
Isolation Room	50	1	50	50	1	50	50	1	50	50	1	50
Restroom	70	1	70	70	1	70	70	1	70	70	1	70
Storage (Health)	20	1	20	20	1	20	20	1	20	20	1	20

	Extra Small (375)			Small (522)			Medium (686)			Large (870)		
	Area		Total	Area		Total	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF	NSF	Qty	NSF
<b>Community</b>												
Community Room	900	1	900	900	1	900	900	1	900	900	1	900
Family Restroom	70	1	70	70	1	70	70	1	70	70	1	70
Storage (Chair, Tables, etc.)	160	1	160	160	1	160	160	1	160	160	1	160
<b>Community Partner's Suite</b>												
Professional Learning Center (Community)	250	1	250	250	1	250	250	1	250	250	1	250
Parent Support Specialist Office	120	1	120	120	1	120	120	1	120	120	1	120
Storage (Community)	80	1	80	80	1	80	80	1	80	80	1	80
Group Room (Small)	125	1	125	125	1	125	125	1	125	125	1	125

**Building Support**

Storage (Main)	200	1	200	200	1	200	200	1	200	200	1	200
Storage (Central Housekeeping)	200	1	200	200	1	200	200	1	200	200	1	200
Bookroom	400	1	400	400	1	400	400	1	400	400	1	400
Electrical & Mechanical Closets	100	4	400	100	5	500	100	6	600	100	7	700
Central HVAC & Main Electrical	600	1	600	600	1	600	600	1	600	600	1	600
Telecomm (IDF)	80	4	320	80	5	400	80	6	480	80	7	560
Main Telecomm (MDF)	120	1	120	120	1	120	120	1	120	120	1	120
Housekeeping Closet	100	4	400	100	5	500	100	6	600	100	7	700
Professional Learning Center (Housekeeping)	250	1	250	250	1	250	250	1	250	250	1	250
Housekeeping Office	100	1	100	100	1	100	100	1	100	100	1	100
Receiving*	100	1	100	100	1	100	100	1	100	100	1	100

\*shared use: access to kitchen and housekeeping

Main and Central Housekeeping Storage can be combined

## Elementary School Space Programs, cont.

	Extra Small (375)		Small (522)		Medium (686)		Large (870)	
	Area	Total	Area	Total	Area	Total	Area	Total
	NSF	Qty	NSF	Qty	NSF	Qty	NSF	Qty
<b>Outdoor Learning</b>								
<b>Required Space Types</b>								
Active Playgrounds								
Covered PE Play Slab (Hard Play)*	see Wellness (Outdoor PE)		see Wellness (Outdoor PE)		see Wellness (Outdoor PE)		see Wellness (Outdoor PE)	
Soft Play (PreK-K)	1	2300-3000	1	2300-3000	1	2300-3000	1	2300-3000
Soft Play (1st-5th)	1	8000-9000	1	8000-9000	1	8000-9000	1	8000-9000
Outdoor Studio	1	1700-1900	1	1700-1900	1	1700-1900	1	1700-1900
Grass PE Play Field / Exercise Trail*	see Wellness (Outdoor PE)		see Wellness (Outdoor PE)		see Wellness (Outdoor PE)		see Wellness (Outdoor PE)	
Gardens	1	min. 500	1	min. 500	1	min. 500	1	min. 500
Green Stormwater Infrastructure	1	varies	1	varies	1	varies	1	varies
<b>Optional Space Types</b>								
Domestic Animal Habitat	varies		varies		varies		varies	
Nature Trail	min. 1500		min. 1500		min. 1500		min. 1500	

\*supports Physical Education curriculum

NSF	54,848	62,503	77,528	94,863
Grossing	40%	40%	40%	40%
<b>GSF</b>	<b>76,787</b>	<b>87,504</b>	<b>108,539</b>	<b>132,808</b>



# Middle School

## Small / Medium Space Programs

	Small (800-950)			Medium (1100-1300)		
	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF
<b>Learning Neighborhood</b>	<b>4 Neighborhoods</b>			<b>6 Neighborhoods</b>		
Studio*	875	16	14000	875	24	21000
Studio (SPED Flex)*	875	4	3500	875	6	5250
Restroom (w/ changing)	125	2	250	125	2	250
Science Lab	1300	4	5200	1300	6	7800
Storage/Prep (Science)	300	4	1200	300	6	1800
Maker Space	1300	4	5200	1300	6	7800
Storage (Maker Space)	50	4	200	50	6	300
Open Collaboration	1200	4	4800	1200	6	7200
Group Room (Small)	125	8	1000	125	12	1500
Office (Dispersed AP's)	160	2	320	160	3	480
Professional Learning Center	500	4	2000	500	6	3000
Meeting Room	80	4	320	80	6	480
Neighborhood Storage	80	4	320	80	6	480
Restroom (All-learners)		4	<i>incl. in grossing</i>		6	<i>incl. in grossing</i>
Adult Restroom		4	<i>incl. in grossing</i>		6	<i>incl. in grossing</i>

\*All learning studios must be designed to include a peace center (25 SF) to support self regulation for all learners (through furniture or design).

<b>Special Education</b>						
Sensory Motor Lab	800	1	800	800	1	800
Vocational Lab	850	1	850	850	1	850
Speech	200	1	200	200	1	200
Diagnostician	200	1	200	200	1	200
Academic Intervention	200	1	200	200	1	200
Conference Room (SPED)	300	1	300	300	1	300
Washer/Dryer	15	1	15	15	1	15
Equipment Storage	100	1	100	100	1	100

	Small (800-950)			Medium (1100-1300)		
	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF
Adult Restroom		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>

Provide a minimum width of 9 feet in all offices and a minimum width of 15 feet in all conference rooms.

<b>Dedicated Instructional</b>						
Journalism Studio and Lab	1400	1	1400	1400	1	1400
Storage (Journalism)	150	1	150	150	1	150

<b>Library Media Center</b>						
Reading Area / Teaching Area	3010	1	3010	4060	1	4060
Circulation	300	1	300	300	1	300
Office	120	1	120	120	1	120
Workroom	350	1	350	350	1	350
Storage (Materials & Equipment, Production)	300	1	300	300	1	300
Group Room (Medium)	200	1	200	200	1	200
Family Restroom	70	1	70	70	1	70

<b>Empower Center</b>						
Core Space	3600	1	3600	3600	1	3600
Staging Area	600	4	2400	600	4	2400

<b>Career and Technical Education (CTE)</b>						
<b>Mega Cluster I: A/V Tech, Communications &amp; Information Technology</b>						
Lab (Low Intensity)	1300	1	1300	1300	1	1300
<b>Mega Cluster II: Hospitality &amp; Human Services</b>						
Lab (Low Intensity)	1800	1	1800	1800	1	1800
<b>Mega Cluster III: Business, Education, Government, Law &amp; Public Safety</b>						
Studio (CTE)	<i>shared with learning neighborhood studios</i>		<i>shared with learning neighborhood studios</i>			
<b>Mega Cluster IV: Applied Sciences and Engineering</b>						
Lab (Medium Intensity)	2700	1	2700	2700	1	2700

*Middle School Space Programs, cont.*

	Small (800-950)			Medium (1100-1300)		
	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF
<b>Shared Spaces</b>						
Professional Learning Center (CTE)	360	1	360	360	1	360
Group Room (Small)	125	1	125	125	2	250
Group Room (Large)	400	1	400	400	1	400
<b>Specialty Structures</b>						
<i>including Greenhouses, Hoop Houses, Coops, Pens, etc.</i>	<i>Size and quantity to be determined based on campus programming needs; Refer to Appendix B for recommendations</i>					
<b>Visual Arts</b>						
Studio (2D, 3D, and Digital Arts)	1200	2	2400	1200	2	2400
Art Gallery	40	4	160	40	4	160
Kiln Room	150	1	150	150	1	150
Storage (Art)	150	2	300	150	2	300
Professional Learning Center (Visual Arts)	180	1	180	180	1	180
<b>Music</b>						
<b>Rehearsal</b>						
Music Rehearsal Hall (Band, Orchestra)*	2000	1	2000	2000	1	2000
Music Rehearsal Hall (Band, Orchestra, Choir, Guitar)*	1600	2	3200	1600	3	4800
Music Rehearsal Hall (Piano, Mariachi, Percussion, Guitar)*	1200	1	1200	1200	1	1200
Practice Room (Medium)	200	1	200	200	1	200
Practice Room (Small)	60	6	360	60	8	480
<b>Storage</b>						
Storage (Instrument)	1500	1	1500	1800	1	1800
Storage (Uniform)	300	1	300	300	1	300

	Small (800-950)			Medium (1100-1300)		
	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF
Storage (Risers)	300	1	300	300	1	300
Storage (Choir Equipment)	150	1	150	150	1	150
Storage (Band Booster)	150	1	150	150	1	150
Music Library & Workroom	600	1	600	600	1	600
Professional Learning Center (Music)	360	1	360	450	1	450

*\*30 SF/seated instrumentalist; 20 SF/standing instrumentalist; 20 SF/vocalist*

<b>Theater Arts</b>						
Studio (Theater Arts)	1200	1	1200	1200	1	1200
Stage	1700	1	1700	1700	1	1700
Wing Space	<i>incl. in grossing - min 300 SF</i>			<i>incl. in grossing - min 300 SF</i>		
Storage (Theater Arts)	300	1	300	300	1	300
Storage (Theater Arts)	150	2	300	150	2	300
Professional Learning Center (Theater Arts)	180	1	180	180	1	180

<b>Dance</b>						
Dance Rehearsal	1800	1	1800	1800	1	1800
Dance Locker Room A (Girls)	830	1	830	830	1	830
Dance Locker Room B (Boys)	620	1	620	620	1	620
Dance Locker Room C (All-learners)	150	1	150	150	1	150
Adult Lockers/Dressing	150	1	150	150	1	150
Storage (Costumes, Equipment/Props, Spirit, etc.)	300	2	600	300	2	600
Professional learning Center (Dance)	180	1	180	180	1	180

*Supports Dance and Cheerleading*



*Middle School Space Programs, cont.*

	Small (800-950)			Medium (1100-1300)		
	Area		Total NSF	Area		Total NSF
	NSF	Qty		NSF	Qty	
<b>Athletics and Wellness</b>						
<b>Gymnasiums</b>						
Gym Lobby	700	1	700	1000	1	1000
Large Multipurpose Gym	11466	1	11466	11466	1	11466
Storage (PE, Basketball, Volleyball)	150	3	450	150	3	450
Practice Gym	7245	1	7245	7245	1	7245
Storage (PE, Basketball, Volleyball)	150	3	450	150	3	450
Weight Room	1500	1	1500	1625	1	1625
Concessions	150	1	150	150	1	150
Restroom (Public/Gymnasium)			<i>incl. in grossing</i>			<i>incl. in grossing</i>
Family Restroom	70	1	70	70	1	70
<b>Locker Rooms</b>						
Athletics Locker Room A (Boys)	1924	1	1924	2405	1	2405
Athletics Locker Room B (Girls)	1554	1	1554	1942	1	1942
PE Locker Room A (Boys)	1932	1	1932	2145	1	2145
PE Locker Room B (Girls)	1932	1	1932	2145	1	2145
Locker Room (All-learners)	150	2	300	150	2	300
Adult Lockers/Dressing	150	2	300	150	2	300
Official's Lockers/Dressing	150	2	300	150	2	300
Laundry	300	1	300	300	1	300
Storage (Boys & Girls Athletic Equipment)	300	2	600	300	2	600
Storage (Football)	300	1	300	300	1	300
Professional Learning Center (Athletics and Wellness)	240	2	480	240	2	480

	Small (800-950)			Medium (1100-1300)		
	Area		Total NSF	Area		Total NSF
	NSF	Qty		NSF	Qty	
<b>Food Services</b>						
Dining Commons	5550	1	5550	7510	1	7510
Kitchen / Serving	2675	1	2675	3650	1	3650
Office/Breakroom	<i>incl. in Kitchen/Serving SF</i>			<i>incl. in Kitchen/Serving SF</i>		
Restroom/Lockers	<i>incl. in Kitchen/Serving SF</i>			<i>incl. in Kitchen/Serving SF</i>		
Custodial Closet	<i>incl. in Kitchen/Serving SF</i>			<i>incl. in Kitchen/Serving SF</i>		
Storage (Chair, Tables, etc.)	330	1	330	420	1	420
Storage (After-School)	60	1	60	60	1	60
<i>(Dining is to accommodate 1/3 learner population at 17 NSF/learner minimum)</i>						
<b>Administration Space</b>						
Reception	700	1	700	700	1	700
Principal Office	190	1	190	190	1	190
Asst. Principal Office	<i>see learning neighborhoods</i>			<i>see learning neighborhoods</i>		
Administrative Assistant	120	1	120	120	1	120
Bookkeeper	160	1	160	160	1	160
School Resource Officer	100	1	100	100	1	100
Conference Room	300	1	300	300	1	300
Storage (Learner Records)	140	1	140	160	1	160
In-School Student Support Services (ISSSC)	480	1	480	480	1	480
Workroom	300	1	300	300	1	300
Professional Learning Center (Flex)	360	1	360	360	1	360
Storage (Supplies)	80	1	80	80	1	80
Testing						
Storage (Secured Testing Materials)	200	1	200	200	1	200
Test Dispersment Room	300	1	300	300	1	300

Middle School Space Programs, cont.

	Small (800-950)			Medium (1100-1300)		
	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF
Mothers' Room	80	1	80	80	1	80
Adult Restroom			<i>incl. in grossing</i>			<i>incl. in grossing</i>
Family Restroom	70	1	70	70	1	70
Commuter Shower	100	1	100	100	1	100

Provide a minimum width of 9 feet in all offices and a minimum width of 15 feet in all conference rooms.

**Student Mental Wellness and Counseling**

Professional School Counselor Office*	160	3	480	160	3	480
Reception / Registrar	180	1	180	180	1	180
Conference Room	240	1	240	240	1	240
Storage (Records)	100	1	100	100	1	100
Wellness Room (i.e. Brain Lab)	250	1	250	250	1	250
School Mental Health Center	200	1	200	200	1	200
Extended School Counseling Space**	450	1	450	450	1	450
Extended School Counselor Office	160	1	160	160	1	160
Small Group Room	125	1	125	125	1	125

\*Offices can be dispersed to learning neighborhoods.

\*\*Based on funding and partnerships with AISD approved external vendors - programs and partners will vary by campus

Provide a minimum width of 9 feet in all offices and a minimum width of 15 feet in all conference rooms.

**Health Services**

Care Center	300	1	300	300	1	300
General Care Cots	50	2	100	50	3	150
Office	120	1	120	120	1	120
Isolation Room	50	1	50	50	1	50
Restroom	70	1	70	70	1	70
Storage (Health)	20	1	20	20	1	20

	Small (800-950)			Medium (1100-1300)		
	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF
<b>Community</b>						
Community Room	900	1	900	900	1	900
Family Restroom	70	1	70	70	1	70
<b>Community Partner's Suite</b>						
Professional Learning Center (Community)	250	1	250	250	1	250
Parent Support Specialist Office	120	1	120	120	1	120
Storage (Chair, Tables, etc.)	160	1	160	160	1	160
Storage (Community)	80	1	80	80	1	80
Group Room (Medium)	200	2	400	200	2	400

**Building Support**

Storage (Main)	200	1	200	200	1	200
Storage (Central Housekeeping)	200	1	200	200	1	200
Book Room (Small)	300	1	300			
Book Room (Large)	600	1	600	600	2	1200
School Store	200	1	200	200	1	200
Electrical & Mechanical Closets	100	6	600	100	8	800
Central HVAC & Main Electrical	4000	1	4000	5000	1	5000
Telecomm (IDF)	80	6	480	80	8	640
Main Telecomm (MDF)	120	1	120	120	1	120
Housekeeping Closet	80	6	480	80	8	640
Professional Learning Center (Housekeeping)	250	1	250	250	1	250
Housekeeping Office	100	1	100	100	1	100
Receiving*	100	1	100	100	1	100

\*shared use: access to kitchen and custodial

Main and Central Housekeeping Storage can be combined

*Middle School Space Programs, cont.*

	Small (800-950)			Medium (1100-1300)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
<b>Outdoor Athletics and Wellness</b>						
Restrooms ( <i>All-learners</i> )	100	2	200	100	2	200
Storage*						
Storage ( <i>Outdoor PE</i> )	100	1	100	100	1	100
Storage ( <i>Soccer</i> )	200	1	200	200	1	200
Storage ( <i>Training</i> )	200	1	200	200	1	200
Storage ( <i>Grounds Maintenance Equip.</i> )	200	1	200	200	1	200
Storage ( <i>Football and Track</i> )	450	1	450	450	1	450
Covered PE Play Slab (Hard Play)		1	min. 5000		1	min. 5000
Grass PE Playfield ( <i>supports football/soccer, no lighting, minimal bleacher seating</i> )		1	min. 50000		1	min. 50000
<b>Natural Grass Field for Football and Soccer (<i>shared with Grass PE Playfield</i>)</b>						
Six (6) Lane Track						
Shot Put Circle and Throw Sector						
Discus Throw Circle and Throw Sector						
High Jump Approach Area with Cross Bar and Landing Mat						
Long Jump Runway and Landing Pit						
Triple Jump Runway and Landing Pit						
Tennis Courts ( <i>4 Full size courts; No fixed seating or lighting</i> )						

\*storage can be dispersed or consolidated

	Small (800-950)			Medium (1100-1300)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
<b>Outdoor Learning</b>						
<b>Required Space Types</b>						
Active Playgrounds						
Covered PE Play Slab (Hard Play)*	see <i>Outdoor Athletics and Wellness</i>			see <i>Outdoor Athletics and Wellness</i>		
Soft Play		1	3000-4000		1	3000-4000
Outdoor Studio	2100-2300	2	4200-4600	2100-2300	2	4200-4600
Grass PE Play Field / Exercise Trail*	see <i>Outdoor Athletics and Wellness</i>			see <i>Outdoor Athletics and Wellness</i>		
Gardens		1	min. 500		1	min. 500
Green Stormwater Infrastructure		1	varies		1	varies
<b>Optional Space Types</b>						
Domestic Animal Habitat			varies			varies
Nature Trail			min. 1500			min. 1500
<i>*supports Physical Education curriculum</i>						
	<b>NSF</b>		<b>137,658</b>			<b>166,608</b>
	<b>Grossing</b>		<b>40%</b>			<b>40%</b>
	<b>GSF</b>		<b>192,721</b>			<b>233,521</b>

# High School

## Small / Medium Space Programs

	Small (1800-1900)			Medium (2300-2500)		
	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF
<b>Learning Neighborhood</b>	<b>6 Neighborhoods</b>			<b>8 Neighborhoods</b>		
Studio*	875	24	21000	875	32	28000
Studio (SPED Flex)*	875	6	5250	875	8	7000
Restroom (w/ changing)	125	2	250	125	2	250
Science Lab	1600	12	19200	1600	16	25600
Storage/Prep (Science)	300	6	1800	300	8	2400
Maker Space	1600	6	9600	1600	8	12800
Storage (Maker Space)	50	6	300	50	8	400
Open Collaboration	1600	6	9600	1600	8	12800
Group Room (Small)	125	12	1500	125	16	2000
Group Room (Large)	400	6	2400	400	8	3200
Office (Dispersed AP's)	160	4	640	160	4	640
Professional Learning Center	500	6	3000	500	8	4000
Meeting Room	80	6	480	80	8	640
Restroom (All-learners)		6	<i>incl. in grossing</i>		8	<i>incl. in grossing</i>
Adult Restroom		6	<i>incl. in grossing</i>		8	<i>incl. in grossing</i>

\*All learning studios must be designed to include a peace center (25 SF) to support self regulation for all learners (through furniture or design).

<b>Special Education</b>						
Sensory Motor Lab	800	1	800	800	1	800
Vocational Lab	850	1	850	850	2	1700
Speech	200	1	200	200	1	200
Diagnostician	200	1	200	200	1	200
Academic Intervention	200	1	200	200	1	200
Testing	150	1	150	150	1	150

	Small (1800-1900)			Medium (2300-2500)		
	Area		Total	Area		Total
	NSF	Qty	NSF	NSF	Qty	NSF
Conference Room (SPED)	300	1	300	300	1	300
Adult Restroom		1	<i>incl. in grossing</i>		1	<i>incl. in grossing</i>

Provide a minimum width of 9 feet in all offices and a minimum width of 15 feet in all conference rooms.

<b>Dedicated Instructional</b>						
Journalism Studio	1400	1	1400	1400	1	1400
Storage (Journalism)	350	1	350	350	1	350
Video Production Lab	900	1	900	900	1	900

<b>Library Media Center</b>						
Reading Room/Teaching Area	3750	1	3750	4650	1	4650
Circulation	300	1	300	300	1	300
Storage (Workroom/Supplies)	350	1	350	350	1	350
Storage (A/V Equipment, Prof. Library)	600	1	600	900	1	900
Presentation Room	1600	1	1600	1600	1	1600
Office	120	2	240	120	2	240
Group Room (Medium)	200	2	400	200	2	400
Family Restroom	70	1	70	70	1	70

<b>Empower Center</b>						
Core Space	3600	1	3600	3600	1	3600
Staging Area	600	4	2400	600	4	2400

<b>Career and Technical Education (CTE)</b>						
CTE Labs* and Studios						
Modules	900	32	28800	900	40	36000

High School Space Programs, cont.

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF	Qty	NSF
<b>Shared Spaces</b>						
Professional Learning Center (CTE)	600	2	1200	600	2	1200
Group Room (Small)	125	4	500	125	6	750
Group Room (Large)	400	2	800	400	3	1200
<b>Specialty Structures</b>						
including Greenhouses, Hoop Houses, Coops, Stables, Barns, Pens, Pastures, Vehicle Storage, Special Equipment Areas/Storage, Material Delivery, Waste Management, Outdoor Project Yards and Material Storage, etc.	Size and quantity to be determined based on campus programming needs; Refer to Appendix B for recommendations					
*Includes low, medium, and high intensity labs						
<b>Visual Arts</b>						
Studio (2D, Digital Arts)	1600	2	3200	1600	2	3200
Studio (3D Art)	2000	1	2000	2000	1	2000
Art Gallery	40	4	160	40	4	160
Kiln Room	250	1	250	250	1	250
Storage (Art)	300	3	900	300	3	900
Professional Learning Center (Visual Arts)	240	1	240	240	1	240
<b>Music</b>						
<b>Rehearsal</b>						
Music Rehearsal Hall (Band, Orchestra)*	3600	1	3600	3600	1	3600
Music Rehearsal Hall (Band, Orchestra, Choir)*	2000	1	2000	2000	2	4000
Music Rehearsal Hall (Band, Orchestra, Choir, Guitar)*	1600	1	1600	1600	2	3200
Music Rehearsal Hall (Piano, Guitar, Mariachi, Percussion)*	1200	1	1200	1200	1	1200
Practice Room (Medium)	200	2	400	200	2	400
Practice Room (Small)	60	10	600	60	13	780

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF	Qty	NSF
<b>Storage</b>						
Storage (Instrument)	1920	1	1920	2400	1	2400
Storage (Uniforms)	600	1	600	600	1	600
Storage (Band Percussion)	600	1	600	600	1	600
Storage (General)	600	2	1200	600	2	1200
Storage (Risers)	300	1	300	300	1	300
Storage (Low Brass Storage)	300	1	300	300	1	300
Storage (Choir Equipment)	150	1	150	150	1	150
Storage (Band Booster)	150	1	150	150	1	150
Storage (General)	150	1	150	150	1	150
Music Library & Workroom	300	1	300	300	1	300
Prep/Dressing	900	2	1800	900	2	1800
Professional Learning Center (Music)	780	1	780	780	1	780
*35 SF/seated instrumentalist; 20 SF/standing instrumentalist; 25 SF/vocalist						
<b>Theater Arts</b>						
Black Box	2000	1	2000	2000	1	2000
Control Room	150	1	150	150	1	150
Dimmer Room	75	1	75	75	1	75
Studio (Theater Arts)	1000	1	1000	1000	1	1000
Storage (Props)	450	1	450	450	1	450
Script Library	300	1	300	300	1	300
Storage (Equipment)	300	1	300	300	1	300
Storage (A/V)	150	1	150	150	1	150
Professional Learning Center (Theater Arts)	240	1	240	240	1	240

High School Space Programs, cont.

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
<b>Theater/Auditorium</b>						
Gallery/Lobby/Ticket Booth	1200	1	1200	1500	1	1500
House (Sm 450 seats; Med 500 seats)	4500	1	4500	5000	1	5000
House Catwalks/Lighting Positions	800	1	800	1000	1	1000
Light Control Room	150	1	150	150	1	150
Sound Control Room	150	1	150	150	1	150
Proscenium and Stage	2200	1	2200	2200	1	2200
Wing Space	1800	1	1800	1800	1	1800
Storage (Orchestra Shell Storage)	300	1	300	300	1	300
Storage (Risers)	450	1	450	450	1	450
Storage (Concert Equipment)	300	1	300	300	1	300
Storage (Stage Lighting)	150	1	150	150	1	150
Storage (Dimmer Room)	75	1	75	75	1	75
Storage (Piano)	75	1	75	75	1	75
<b>Back Stage</b>						
Prep/Dressing A	650	1	650	650	1	650
Prep/Dressing B	450	1	450	450	1	450
Prep/Dressing C (All-learners)	150	1	150	150	1	150
Storage (Costume)	450	1	450	450	1	450
Makeup Room	225	1	225	225	1	225
Green Room	600	1	600	600	1	600
Laundry	150	1	150	150	1	150
Scenery Construction	600	2	1200	600	2	1200
Storage (Props)	300	1	300	300	1	300
Storage (Scenery & Furniture)	600	2	1200	600	2	1200
Loading Dock	450	1	450	450	1	450

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
<b>Dance</b>						
Dance Rehearsal Hall	3000	1	3000	3000	2	6000
Observation Platform	100	1	100	100	1	100
Dance Locker Room A (Girls)	1370	1	1370	1370	1	1370
Dance Locker Room B (Boys)	620	1	620	620	1	620
Dance Locker Room C (All-learners)	150	1	150	150	1	150
Adult Lockers/Dressing	150	2	300	150	2	300
Storage (Costume)	600	1	600	600	1	600
Storage (Prop)	600	1	600	600	1	600
Professional Learning Center (Dance)	180	1	180	180	1	180
<i>Supports Dance, Drill Team, Cheerleading</i>						

<b>Athletics and Wellness</b>						
<b>Gymnasiums</b>						
Gym Lobby	2000	1	2000	2000	1	2000
Competition Gym	17018	1	17018	17018	1	17018
Storage (PE, Basketball, Volleyball)	150	3	450	150	3	450
Multipurpose Gym	10115	1	10115	10115	1	10115
Storage (PE, Basketball, Volleyball)	150	3	450	150	3	450
Weight Room	5000	1	5000	5000	1	5000
Storage (Weight Room)	150	1	150	150	1	150
Weight Room A/V Control	75	1	75	75	1	75
PE Fitness Room	2000	1	2000	2000	1	2000
Storage (PE Fitness)	600	1	600	600	1	600
Storage (Spirit)	150	1	150	150	1	150
Wrestling Room*	4650	1	4650	4650	1	4650
Observation Platform	100	1	100	100	1	100
Storage (Colorguard & Equipment)	300	1	300	300	1	300
Storage (Wrestling)	150	1	150	150	1	150

*High School Space Programs, cont.*

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
Concession	150	1	150	150	1	150
Restroom (Public/Gymnasium)			<i>incl. in grossing</i>			<i>incl. in grossing</i>
Family Restroom	70	1	70	70	1	70
<b>Locker Rooms</b>						
Athletics Locker Room A (Boys)	6579	1	6579	7310	1	7310
Athletics Locker Room B (Girls)	4720	1	4720	5245	1	5245
PE Locker Room A (Boys)	1125	1	1125	1250	1	1250
PE Locker Room B (Girls)	1125	1	1125	1250	1	1250
Locker Room (All-learners)	150	2	300	150	2	300
Adult Lockers/Dressing	150	4	600	150	4	600
Official's Lockers/Dressing	150	2	300	150	2	300
Athletics Coordinator's Office	150	1	150	150	1	150
Adult Toilet/Shower	100	1	100	100	1	100
Athletics Trainer's Office	175	1	175	175	1	175
Adult Toilet/Shower	100	1	100	100	1	100
Athletics Training Room	1200	1	1200	1200	1	1200
Health Studio/Team Meeting	1000	1	1000	1000	1	1000
Serving Counter						
Storage (Table & Chair)	150	1	150	150	1	150
Laundry	300	1	300	300	1	300
Storage (Boys & Girls Team Equipment)	300	2	600	300	2	600
Storage (General Athletics Equipment)	300	1	300	300	1	300
Storage (Football)	450	1	450	450	1	450
Group Room (Small)	125	4	500	125	4	500
Professional Learning Center (Athletics and Wellness)	1000	2	2000	1000	2	2000

\*Supports Colorguard Practice

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
<b>Food Services</b>						
Dining Commons	10840	1	10840	14110	1	14110
Kitchen/Serving	6450	1	6450	7600	1	7600
Office/Breakroom	<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>		
Restroom/Lockers	<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>		
Custodial Closet	<i>incl. in Kitchen/Serving</i>			<i>incl. in Kitchen/Serving</i>		
Storage (Chair, Table, Portable Stage)	800	1	800	950	1	950
<i>(Dining is to accommodate 1/3 learner population at 17 NSF/learner minimum)</i>						
<b>Administration Space</b>						
Reception	800	1	800	800	1	800
Principal Office	190	1	190	190	1	190
Academic Director	190	1	190	190	1	190
Asst. Principal Office	<i>see learning neighborhood</i>			<i>see learning neighborhood</i>		
Administrative Assistant	120	1	120	120	1	120
Secretaries/Clerks	300	4	1200	300	4	1200
Attendance Clerk	120	1	120	120	1	120
Bookkeeper	160	1	160	160	1	160
Data Clerk	160	1	160	160	1	160
Registrar Office	160	1	160	160	1	160
School Resource Officer	100	2	200	100	2	200
Conference Room	300	1	300	300	1	300
Storage (Learner Records)	180	1	180	200	1	200
In-School Student Support Services (ISSSC)	850	1	850	850	1	850
Workroom	300	1	300	300	1	300
Professional Learning Center (Flex)	360	1	360	360	1	360
Storage (Supplies)	80	1	80	80	1	80
Testing						

High School Space Programs, cont.

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
Storage (Secured Testing Materials)	200	1	200	200	1	200
Test Disbursement Room	300	1	300	300	1	300
Mothers' Room	80	1	80	80	1	80
Adult Restroom			<i>incl. in grossing</i>			<i>incl. in grossing</i>
Family Restroom	70	1	70	70	1	70
Commuter Shower	100	1	100	100	1	100

Provide a minimum width of 9 feet in all offices and a minimum width of 15 feet in all conference rooms. Typical for all offices and conferences rooms throughout the building.

**Student Mental Wellness and Counseling**

Professional School Counselor Office*	160	4	640	160	4	640
Reception	180	1	180	180	1	180
Conference Room	300	1	300	300	1	300
Storage (Records)	100	1	100	100	1	100
College/Career Center	300	1	300	300	1	300
Wellness Room (i.e. Brain Lab)	250	1	250	250	1	250
School Mental Health Center	200	1	200	200	1	200
Extended School Counseling Space**	450	1	450	450	1	450
Extended School Counseling Office	160	1	160	160	1	160
Small Group Room	125	1	125	125	1	125

\*Offices can be dispersed to learning neighborhoods

\*\*Based on funding and partnerships with AISD approved external vendors - programs and partners will vary by campus

**Health Services**

Care Center	300	1	300	300	1	300
General Care Cots	50	3	150	50	3	150
Office	120	1	120	120	1	120
Isolation Room	50	1	50	50	1	50
Restroom	70	2	140	70	2	140
Storage (Health)	30	1	30	30	1	30

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
<b>Community</b>						
Community Room	900	1	900	900	1	900
Family Restroom	70	1	70	70	1	70
<b>Community Partner's Suite</b>						
Professional Learning Center (Community)	250	1	250	250	1	250
Parent Support Specialist Office	120	1	120	120	1	120
Storage (Chair, Tables, etc.)	160	1	160	160	1	160
Storage (Community)	80	1	80	80	1	80
Group Room (Medium)	200	2	400	200	2	400

**Building Support**

Storage (Main)	400	1	400	400	1	400
Storage (Central Housekeeping)	200	1	200	200	1	200
Book Room (Small)	300	1	300			
Book Room (Large)	600	1	600	600	2	600
School Store	200	1	200	200	1	200
Electrical & Mechanical Closets	100	8	800	100	10	1000
Central HVAC & Main Electrical	4000	1	4000	5000	1	5000
Telecomm (IDF)	80	8	640	80	10	800
Main Telecomm (MDF)	120	1	120	120	1	120
Housekeeping Closet	100	8	800	100	10	1000
Professional Learning Center (Housekeeping)	250	1	250	250	1	250
Housekeeping Office	100	1	100	100	1	100
Receiving*	100	1	100	100	1	100

\*shared use: access to kitchen and custodial



High School Space Programs, cont.

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
<b>Outdoor Athletics and Wellness</b>						
Concessions (without food prep)			0.25 sf per spectator			0.25 sf per spectator
Concessions (with food prep)			0.5 sf per spectator			0.5 sf per spectator
<b>Exterior Access Restrooms/Lockers*</b>						
Football/Soccer Field Restrooms (1000 Spectators)	1300	1	1300	1300	1	1300
Baseball Field Restrooms (400 Spectators)	520	1	520	520	1	520
Softball Field Restrooms (300 Spectators)	390	1	390	390	1	390
Tennis Courts Restrooms (200 Spectators)	260	1	260	260	1	260
Official's Lockers/Dressing	150	1	150	150	1	150
<b>Storage**</b>						
Storage (Baseball)	200	1	200	200	1	200
Storage (Softball)	200	1	200	200	1	200
Storage (Soccer)	200	1	200	200	1	200
Storage (Cross Country/Track)	200	1	200	200	1	200
Storage (Tennis)	200	1	200	200	1	200
Storage (Training & Grounds Maintenance)	200	1	200	200	1	200
Storage (Football)	450	1	450	450	1	450

	Small (1800-1900)			Medium (2300-2500)		
	Area	Qty	Total	Area	Qty	Total
	NSF		NSF	NSF		NSF
<b>Football/Soccer Field w/ Track</b> (With outdoor area and field lighting and 1,000 spectator seating combined for home and visitors)						
Synthetic Turf Field for Football and Soccer						
Eight (8) Lane Track						
Shot Put Circle and Throw Sector						
Discus Throw Circle and Throw Sector						
High Jump Approach Area with Cross Bar and Landing Mat						
Long Jump Runway and Landing Pit						
Triple Jump Runway and Landing Pit						
Pole Vault Runway and Cross Bar/Vault Box/Mat Landing Area						
Football/Soccer Practice Field (Natural grass; if site allows)		1	min. 50000 (if site allows)		1	min. 50000 (if site allows)
Football Field Press Box (Coaches, Timer, Score Keeper, and Announcer)	400	1	400	400	1	400
Baseball Field (Natural grass, 400 home/visitor spectator seating; with lighting)						
Softball Field (Natural grass, 300 home/visitor spectator seating; with lighting)						
Tennis Courts (200 home/visitor spectator seating; with lighting)		6-8	if site allows		6-8	if site allows

\*restroom facilities may be dispersed or consolidated provided they are no more than 500 ft (or maximum distance allowed by local building codes) from the event/location served

\*\*storage can be dispersed or consolidated

<b>Additional Outdoor Space Requirements</b>						
Marching Band Parking Lot Practice Area		1			1	
<i>(Size parking lot to allow clear, unobstructed area for demarcated football field grid lines for marching band practice. Provide minimum 54 yd x 100 yd. Increase with end zones as site allows)</i>						

*High School Space Programs, cont.*

	Small (1800-1900)			Medium (2300-2500)		
	Area NSF	Qty	Total NSF	Area NSF	Qty	Total NSF
<b>Outdoor Learning</b>						
<b>Required Space Types</b>						
Outdoor Studio	1000-1200	3	3000-3600	1000-1200	3	3000-3600
Grass PE Play Field / Exercise Trail <i>(if site allows)*</i>	See <i>Outdoor Athletics and Wellness</i>			See <i>Outdoor Athletics and Wellness</i>		
Gardens	1		min. 500	1		min. 500
Green Stormwater Infrastructure	1		size varies	1		size varies
<b>Optional Space Types</b>						
Domestic Animal Habitat			varies			varies
Nature Trail			min. 1500			min. 1500

*\*supports Physical Education curriculum, See Outdoor Athletics and Wellness (Football/Soccer Practice Field)*

NSF	282,6922	333,678
Grossing	40%	40%
<b>GSF</b>	<b>395,769</b>	<b>467,149</b>



Rodriguez Elementary School

# Appendix A

## 2017 ED SPEC PROCESS

### *INNOVATIVE AND SUPPORTIVE LEARNING ENVIRONMENTS*

The revision of the District’s Ed Specs developed from the 2017 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.

For the initial creation of the Ed Specs in 2017, 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 2017 Ed Specs workgroup, which was led by the Superintendent, included representatives from the following schools and departments throughout the District.

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:

#### 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 and Learning



Austin High School

- 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 2017 FMP Guiding Principles. That alignment, provided at the end of **Part 1**, includes detailed considerations of the implementation of these approaches.

# 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. The District will continue to build learning environments where children thrive to ensure the continued success of both the individual and the Austin community.

In addition to AISD's cornerstone documents, academic vision and the work of the Ed Specs work group, 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.



Austin Community College Highland Campus - courtesy of Barnes Grometsky Kosareck Architects

## Higher Education

Education is the bedrock of the Austin community. The city is home to the state's largest flagship university, 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. AISD's modernization goals align with the evolution seen in higher education environments as those facilities adapt to more collaborative models focused on learner relationships, engagement, and authenticity.

In the modernized schools envisioned by the District and articulated in the Ed Specs, AISD's learners learn the skills necessary to be successful in the higher education community. AISD supports programs such as early college high school, career launch, and career and technical education programs with flexible learning spaces, highly specialized science and maker spaces, outdoor learning spaces and other amenities.

## Changing Demographics

The Austin metro area is one of 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 declining enrollment is exacerbated by competition from the increasing number of charter schools in the Austin metro area. The District's demographer predicts a continued decline in learner enrollment of approximately 1% 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 learners 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.

Beyond Visual and Performing Arts programming and spaces, the Ed Specs honors community and culture by acknowledging that a school is a community asset. AISD honors the role of the school in the community by providing spaces to support community needs and programming through dedicated and shared community spaces.

## Diversified Economy

As the state's technology hub, Austin hosts a major technology cluster of internationally significant industry giants such as Tesla, 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 learners, and the District, by embracing a "whole child, every child" philosophy, to help position learners 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.

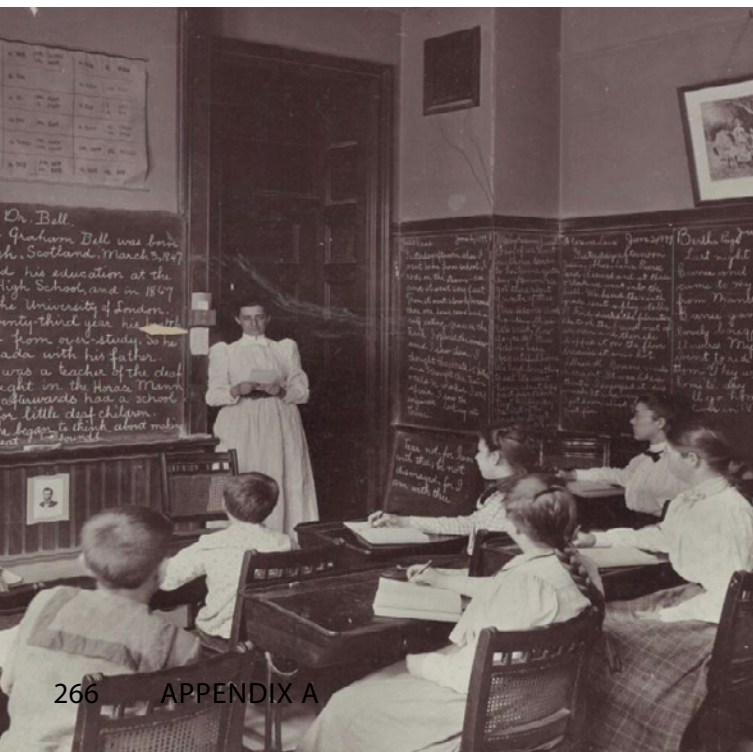
AISD supports the efforts of the Chamber of Commerce and other organizations to bolster economic growth and thus economic opportunity for learners.



## Changes to Academic Environments

Traditional school environments with rows of desks facing one teaching wall and a single instructor were more consistent with the expectations and needs of an agrarian society or factory model of education. The educator was the focus and held the keys to knowledge. This type of learning will not produce learners 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 (critical thinking, collaboration, creativity, cultural proficiency, communication, and connection), 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).



# NEW CONCEPTS AND WAYS OF THINKING

As technology and society change, educational concepts evolve, as do the guidelines that establish modern learning environments. Prior to the 2017 Ed Specs, Ed Specs served as a communication tool between the school district and consulting design teams, however they were somewhat prescriptive in nature. The 2017 Ed Specs were a departure from the former system. They are intended to facilitate communication among stakeholders, parents, communities, administrators, educators and designers. The 2017 and 2022 Ed Specs are less technical, more descriptive and embody the visioning work of AISD stakeholders.

During the development of the 2017 FMP, the District and the community identified the need to develop a common language around AISD's vision "modernization" and new construction with regard to physical improvements to the built environment. The 2017 FMP identified these overarching concepts of what modernization looks like in this District: Flexible Learning Spaces, State-of-the-art Technology, and Community Spaces. These concepts are further defined throughout the Ed Specs.

As demonstrated in the implementation of the 2017 Bond Program, AISD's vision for modernization and the requirements indicated in these Ed Specs can be applied to all school construction, including new buildings, total and partial renovations, or any combination of these. The Ed Specs can be adapted to the renovation of historic properties in the District

## 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 engagement 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 library media 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

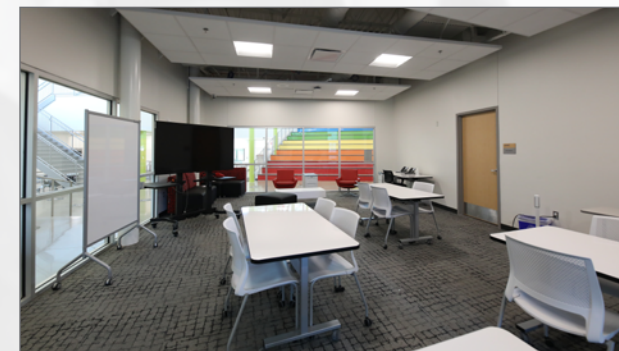
In order to address the needs of the AISD community, dedicated space is integrated into each campus to respond to the needs of neighborhoods and the larger community. These community spaces promote the development of partnerships and provide community support.



Flexible Learning Spaces | TA Brown Elementary School



State-of-the-Art Technology | Bear Creek Elementary School



Community Spaces | TA Brown Elementary School



Multi-Use Spaces | Doss Elementary School

# 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 learners, 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 educator 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 what are commonly referred to as the Six C's (critical thinking, collaboration, creativity, cultural proficiency, communication, and connection).

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 the Six C's (critical thinking, collaboration, creativity, cultural proficiency, communication, and connection).
2. Support the intersection of whole child, literacy and transformational technology into curriculum, instructional practice and assessments.
3. Reinvent academic programming and enhance existing programs to align with the District's belief in equitable access and inclusion for all AISD learners.



Austin High School



Dobie Middle School

Barrington Elementary School





# STRATEGIC PLAN AND FACILITY MASTER PLAN

The AISD Strategic Plan 2015-2020, *Reinventing the Urban School Experience Together* set the stage for both the development of the 2017 FMP and refinement of the District’s academic vision by articulating the concept of reinventing the urban school experience. The Strategic Plan also fully embraced the foundational concepts such as “whole child, every child” and dedicated the District to ensuring that all learners are successful. As the District continues to develop and implement the Strategic Plan 2020–25, they will work to ensure that the elements are innovative and inclusive, and are created to ensure high-quality learning environments for all learners throughout the District.

## Strategic Framework 2020-2025

### MISSION

We prepare every learner with the knowledge and skills to thrive in college, career, and life.

### VISION

We are Austin’s home for inclusive learning: high expectations for all children, high outcomes for every learner.

### VALUES

In our interactions with learners, families, community stakeholders, and each other, we commit to:

- **Caring** for every child to be **healthy, safe, engaged, supported, and challenged.**
- **Educational equity**, to ensure every child receives what is needed to develop their full potential.
- **Innovation and academic excellence** to inspire the next generation of leaders, civically engaged citizens, creative and critical thinkers, and lifelong learners.
- **Valuing diversity, inclusion, and meaningful engagement** of all voices as we collaborate to improve the common good.
- A **culture of respect, transparency, and data-informed decision making** to build trusting relationships with each other and those we serve.
- **Engaging** our employees and inviting their **collaboration** to make AISD a great place to work.
- **Aligning resources** to learner needs, to be strategic stewards of financial and human capacities to achieve our vision and mission.

In order to develop the Ed Specs, the District considered community feedback provided during both FMP development processes. Also, the District convened a group of internal stakeholders from administrative departments and schools to serve on an Ed Specs work group.

The Ed Specs functions in conjunction with two other documents: the 2017 and 2019 Facility Master Plans (and associated appendices), which set the long term vision for District facilities and the Project Development Manual. The Project Development Manual aligns to the 2017 FMP and the Ed Specs and addresses design and performance standards for facilities, includes furniture standards.

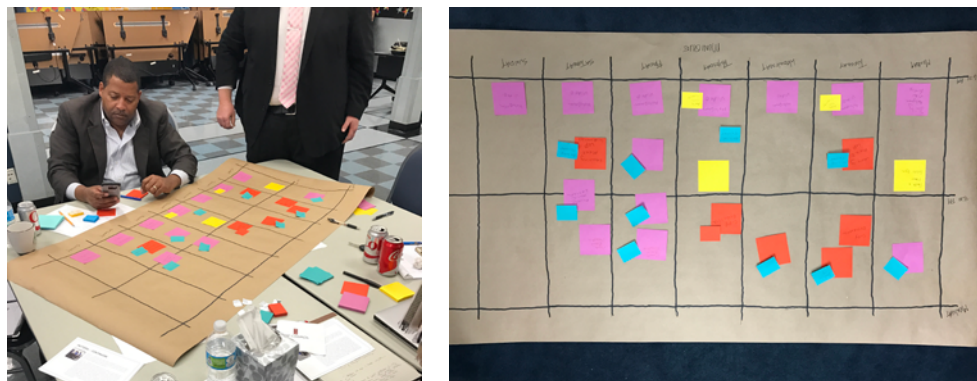
An organizing concept developed by the work group to advance modernization was the idea of creating learning neighborhoods. A learning neighborhood is a large suite of collaborative spaces that are adjacent to each other with connections between them that can be adjusted by the users to facilitate collaboration 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.



© Andrea Calo

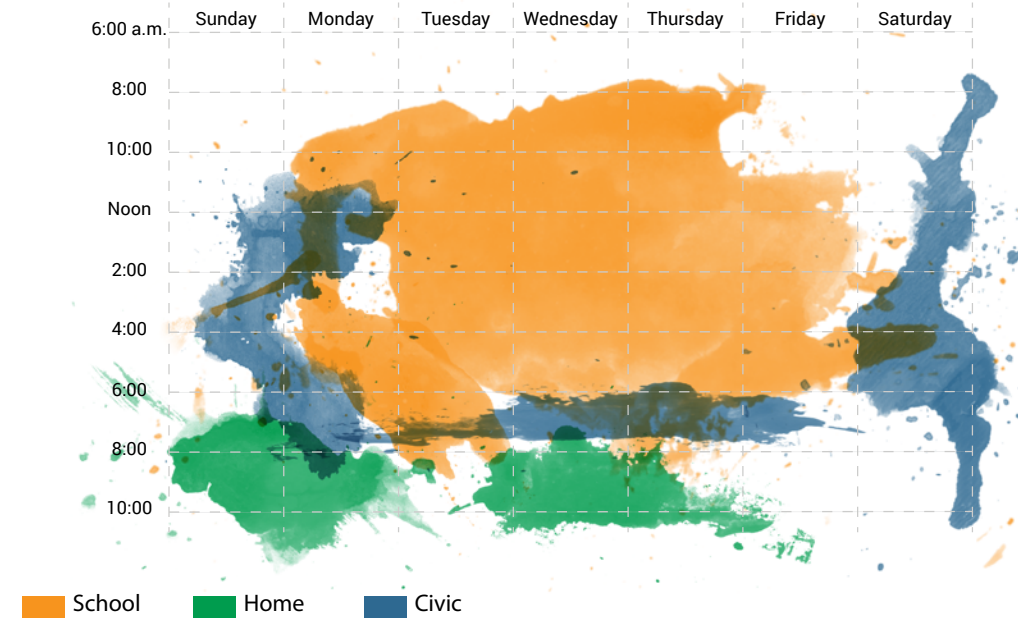
# A WEEK IN THE LIFE OF A LEARNER IN 2030

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 learners graduate in 2030. The diagrams created during the activity illustrate that each learner's schedule would be fluid in terms of time and place:

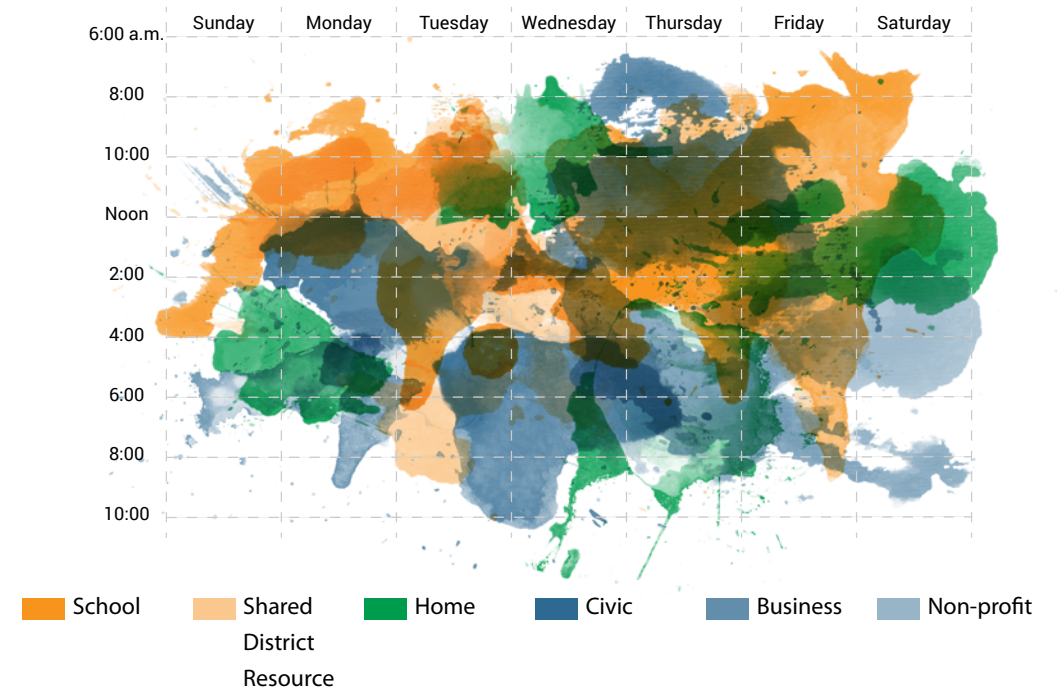


Output from the “week in the life of a learner” exercise is shown on the next page. Work hours extend beyond 8a.m. to 5p.m. Participants reached consensus that school schedules and campus designs need to be flexible to better serve modern schedules and meet the needs of individual learners. The variety of spaces and opportunities for operable partitions in the learning neighborhoods will allow for short term agility and long term flexibility of group sizes and activities. This allows for it to respond to changing needs in how and when learning spaces are scheduled.

## 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 2017 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:

### **Continuum of Learning**

Learning can take place anywhere, anytime and with a variety of educators, business people and community members. Learners build AISD's 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 outdoors 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.



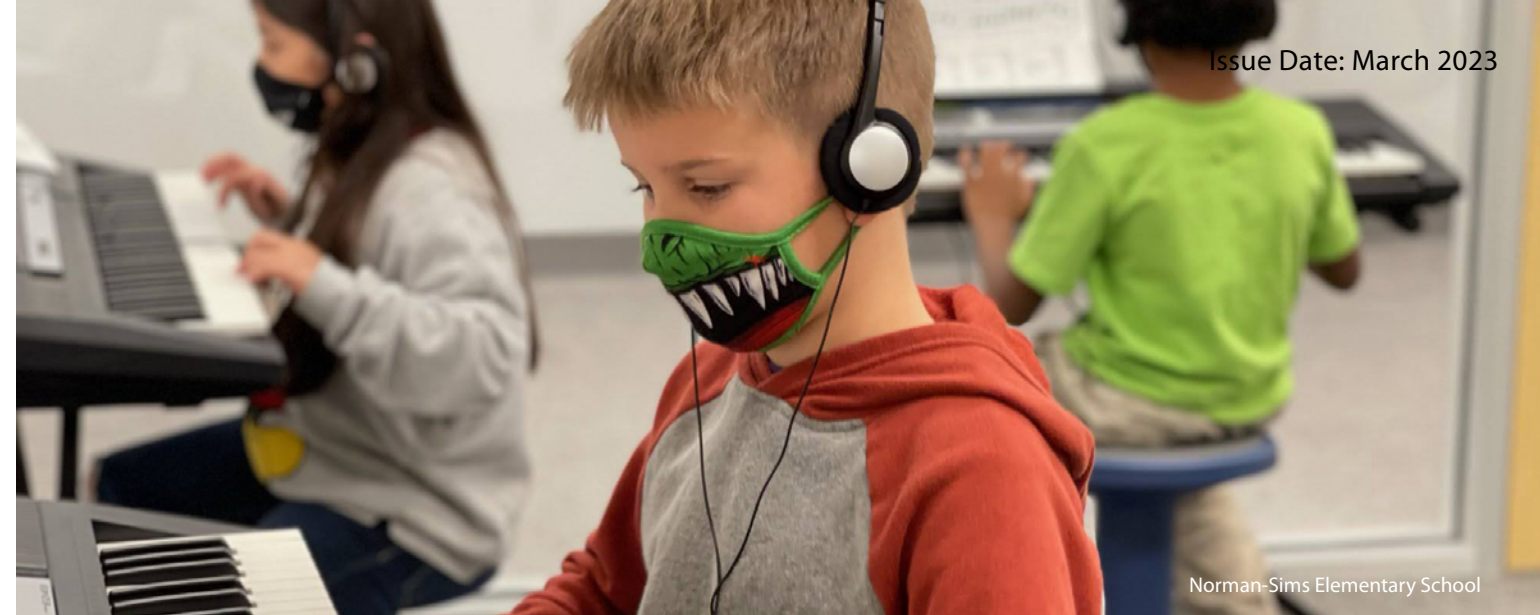
## Learning Principle 1: Continuum of Learning

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.



Norman-Sims Elementary School

**Continuum of learning within the community** involves bringing the community in and engaging the learners outside of the school. Learners not only have robust learning experiences within the school grounds, but they also 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.

*“ Children have opportunity for choice in the classroom  
and no two learning plans are the exact same. ”*

–Educational Specifications Workgroup

## Learning Principle 2: Health and Well-being

Each learner has strong mentors and supports to build a sense of belonging and address educational development, conflict resolution, 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 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. Dining Commons (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 artisan, learn software coding while interning with a start-up technology firm, or gain credits through service learning.

# 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 curricula, 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

# Appendix B

## SPECIALIZED LEARNING SPACES

### *ADDITIONAL INFORMATION*

**CTE**

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- Support Space Components 288
- Middle School – Recommended Space Types for Programs (Mega Clusters/ Pathways) 290
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**Empower Center**

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- Vertical Operation 311
- Core Modules Options 312
- Example Uses by Department 313

**Outdoor Learning**

- Considerations and Features 314



*CTE*

# ORGANIZATIONAL STRATEGIES

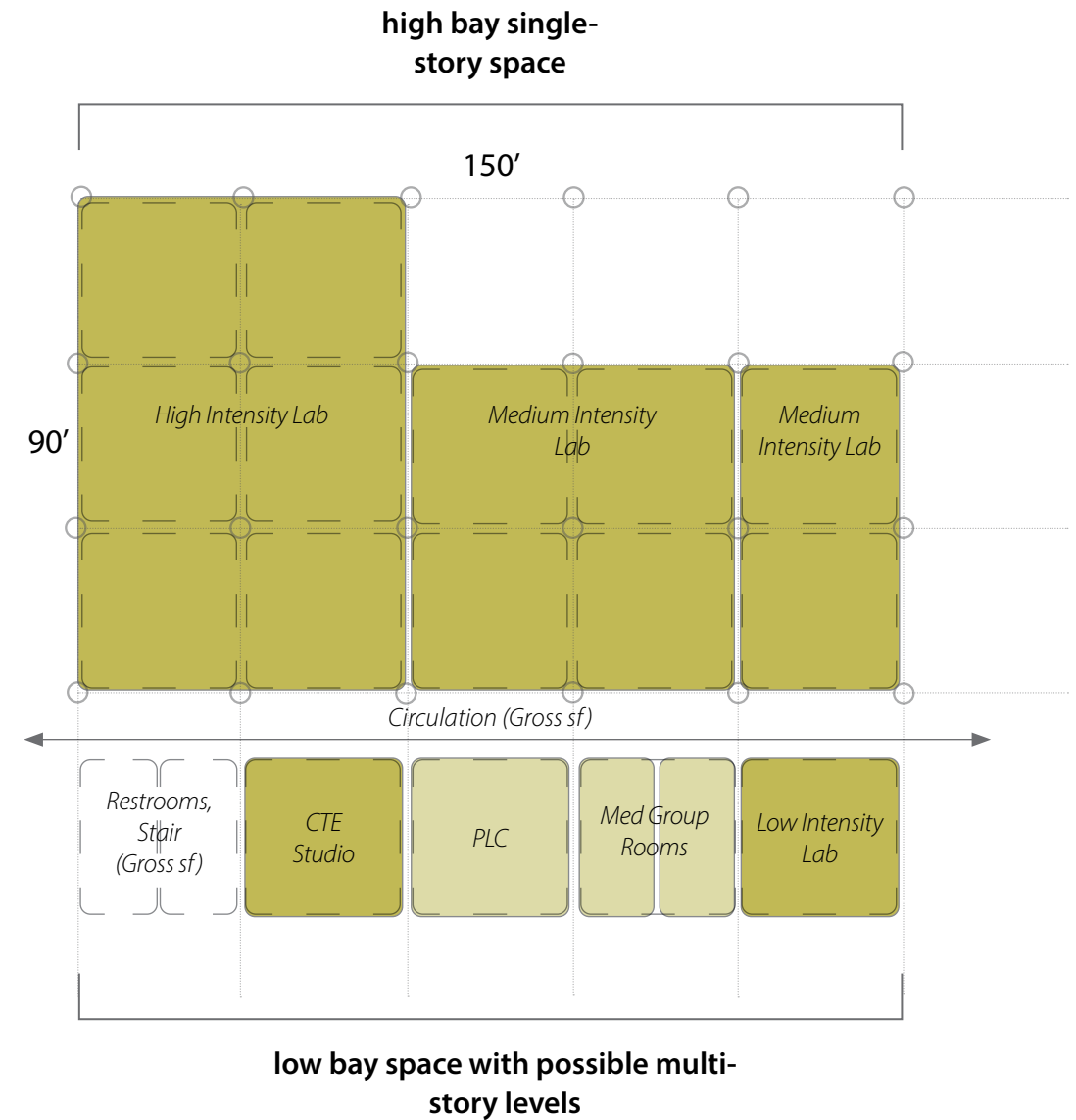
## Bays

Once the desired Module/Space Module configurations have been set to meet the required square footage of the CTE program, the next step is placement of these modules in new construction. Placing the CTE within the bays, adjacent to other programs that share similar programmatic requirements, will allow each campus the flexibility to adapt as CTE programs evolve.

In new construction, it is common to set the structural column grid in 30' increments across the x and y axis of a building. The spaces created by these column grid intersections are referred to as "bays" and define the open, clear floor area contained within as unobstructed, flexible space to be utilized by both current and future programs.

Placing High and Medium Intensity, high bay spaces together supports easier internal adjustments, contractions, and renovations that will accommodate CTE Pathways and Programs changes and the elimination or addition of new programs.

Low Intensity, low bay spaces should be grouped to allow for sharing of studios and multiple stories.





*CTE*

# SUPPORT SPACE COMPONENTS

CTE support space components are composed of two categories:

- **Internal Support Spaces** – those spaces that are located within the Lab Types
- **External Support Spaces** – those spaces that are located outside the Lab Types that are learning spaces (See **Part 3**), or CTE Studios and general building support areas

Internal support spaces are listed in the adjacent table, and although generic in description, they allow for a variety of applications to serve a wide range of CTE program requirements and also fit within the base module breakdown dimensions.

**External Support Spaces** that may be located near the CTE Labs would be:

- CTE studios (as listed in Lab Types)
- Group Rooms and Professional Learning Center (PLC) Rooms (as described in **Part 4**)
- General Building Support Areas, such as: mechanical/electrical utility rooms, restrooms, stairs, hallways, vestibules, and all spaces that are accounted for in the building grossing factor.

## CTE Internal Support Spaces Table

Below is a list of potential Internal Support Space Types that are associated with Lab Types A-E. The size, types, and quantities of support spaces utilized will be determined by CTE Pathway and Program pedagogies and needs. In addition, the actual uses of these spaces may be adjusted to provide for specialized equipment and program curriculum requirements.

<i>Internal Support Space</i>	<i>SF/unit</i>	<i>Function/Application Examples</i>
Safety Vestibule	100 sf	Entry/environmental control point recommended at all Heavy Spatial Intensity Level Labs. Access directly into Prep/Dressing Rooms and/or dedicated restrooms.
Dedicated Breakout Room	150 sf	Provided at all High Intensity Level Labs as isolated area for educator-learner consultation
Prep/Workroom Small	150 sf	Kitchenette, vending area, copy/print room
Prep/Workroom Medium	300 sf	Print/plot/scan room, special use/equipment
Prep/Workroom Large	600 sf	Reproduction/print/plot center and special equipment room
Prep/Dressing Small	150 sf	all-learner; cubbies, benches
Prep/Dressing Medium	225 sf	lockers, benches
Prep/Dressing Large	450 sf	lockers, benches
Lockers/Changing Medium	225 sf	lockers, benches; gender specific; restrooms and showers
Lockers/Changing Large	450 sf	lockers, benches; gender specific; restrooms and showers
Lockers/Changing All-Learner	150 sf	lockers, benches; restrooms and showers
Storage Small	75 sf	General supplies, cleaning supplies, maintenance
Storage Medium	150 sf	Tool crib, supplies, materials, and small equipment
Storage Large	300 sf	Materials, equipment, large tools
Storage X-Large	450 sf	Special equipment/supply storage, and materials
Storage Large Format	600 sf	Full length/size sheet, rod, pipe stocks, and materials
Single Use Restroom	75 sf	Incorporated only with Heavy Spatial Intensity Level Labs that require direct access to dedicated restrooms for learners/staff; ADA toilet/sink
Single Use Restroom and Shower	100 sf	Incorporated only with Heavy Spatial Intensity Level Labs that require direct access to dedicated restrooms for learners/staff; ADA toilet/sink

# CTE Middle School

## Recommended Space Types

Please refer to **2019 FMP Appendix H** for more detailed description of the consolidation of CTE Clusters and Pathways into "Mega Clusters." Refer to **Part 6 - Space Programs** for lab sizes and **Appendix B - CTE Support Space Components** for recommended support sizes.

### Base Programs

#### Mega Cluster I: A/V Tech, Communications & Information Technology

Description	Use	Notes
Low Intensity Lab	Information Technology, Computer Sciences, Software and Hardware, Programming, Coding, Network Systems, Gaming, Digital Multimedia, Web Design, Audio/Visual Technology, Photography, Printing, Imaging, Graphic Design, Animation	Can be shared with other Mega Clusters
Storage	Materials, Tools, Resources, Equipment	
Empower Center	Video Lab, A/V Studio, Green Screen, Props, Multimedia Display, Virtual Reality, Gaming Competition, Lectures/Distance Learning	These are activities associated with this Mega Cluster that could occur in the Empower Center

#### Mega Cluster II: Hospitality & Human Services

Description	Use	Notes
Low Intensity Lab	Culinary Arts, Food Science, Travel, Tourism, Hotel Management, Hospitality Services, Nutrition, Wellness, Child Development, Family and Community Services, Cosmetology, Fashion Design	Can be shared with other Mega Clusters
Support Spaces	Large Storage: Materials, Equipment, and Tools	Included within Lab
Empower Center	Human Services Sim Lab, Fashion Show, Nutrition Exhibit/Lecture, Culinary Demonstration, Travel Sim Lab/Exhibit, Hotel Sim Lab, Lectures/Distance Learning	These are activities associated with this Mega Cluster that could occur in the Empower Center

#### Mega Cluster III: Business, Education, Law & Public Service

Description	Use	Notes
CTE Studio	Business, Management, Education/ Training, Finance, Banking, Money Matters, Accounting, Statistics, Political Science, Public Management, Governance, Law Enforcement, Court Systems, Entrepreneurship, Social Media Marketing, Sports/Entertainment	Can be shared with other Mega Clusters
Storage	Materials, Tools, Resources, Equipment	
Empower Center	Virtual Business/Enterprise Lab, Legal/Court Sim Labs, Political Science Activities, Law Enforcement Demonstrations, Lectures/Distance Learning, Business and Marketing Exhibits, Shows and Competitions, Education/ Training Demonstrations	These are activities associated with this Mega Cluster that could occur in the Empower Center

#### Mega Cluster IV: Applied Sciences & Engineering

Description	Use	Notes
Low Intensity Lab	Health Sciences, STEM Arch/Design/CAD/ Engineering, Logistics	Can be shared with other Mega Clusters
Medium Intensity Lab	Construction, Manufacturing, Robotics, Forensics, Transportation, Energy	Can be shared with other Mega Clusters
Support Spaces	Low Intensity Lab: Large Storage for Materials Equipment and Tools. Medium Intensity Lab: X-Large for Materials Stock, Equipment and Supplies, and Medium Storage for Tools	Included within Labs
Empower Center	Robotics and Engineering/Design/ Construction Competitions and Exhibits, Health Sciences Sim Lab, Manufacturing/ Transportation/Energy/STEM Displays and Exhibits, Lectures/Distance Learning	These are activities associated with this Mega Cluster that could occur in the Empower Center

# CTE High School

## Agriculture, Food, and Natural Resources

Pathways – Horticulture, Floriculture & Wildlife, Animal and Veterinary Science, and Ag Metal and Mechanics

### Base Programs – Agriculture/Food/Natural Resources/Horticulture/Floriculture & Wildlife

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
Medium Intensity Lab	2700 SF	<b>Botany STEM Lab/Horticultural/Wildlife Science-Lecture/Lab</b>	Includes internal support spaces: Prep/Work Room Medium, Prep/Dressing Small Storage Medium
Low Intensity Lab	1800 SF	<b>Floral Shop</b>	Partner/Program-Based Design: with Refrigeration/Display, Retail Area, Cash Wrap, Storage Rooms and Workrooms
<b>Specialty Structures</b>			
Greenhouse		Climate-Controlled Greenhouse	
Head House		Greenhouse Prep, Control, Cleanup and Storage	
Hoop House		Small structures for specialized plants	
<b>Outdoor Spaces</b>			
Farms		Selected areas for crop farms, gardens, etc.	

# CTE High School

## Agriculture, Food, and Natural Resources

Pathways – Horticulture, Floriculture & Wildlife, Animal and Veterinary Science, and Ag Metal and Mechanics

### Base Programs – Animal and Veterinary Science

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
Medium Intensity Lab	2700 SF	<b>Veterinary Medicine/Science – Lecture/Lab</b>	Includes internal support spaces: Prep/Workroom Medium, Prep/Dressing Small, Storage Medium
Medium Intensity Lab	5400 SF	<b>Small-Animal Clinic</b>	Partner/Program-Based Design: with Kennel, Exam Rooms, Treatment Rooms/Surgical Area, Work Area, Offices, and Reception
<b>Specialty Structures</b>			
Large-Animal Barn		Animal Barn/Stalls/Pens	Horses, Cows, Pigs, etc. (Optional: with Medical Treatment Areas/Birthing Rooms, etc.)
Small-Animal Coops		Chicken Coops/Rabbit Pens	
Equipment Storage Barn		Farming Equipment, Animal Equipment	
<b>Outdoor Spaces</b>			
Pastures & Pens		Pastures for grazing	Cows and horses; Open Pens/Stalls for same

# CTE High School

## Agriculture, Food, and Natural Resources

Pathways – Horticulture, Floriculture & Wildlife, Animal and Veterinary Science, and Ag Metal and Mechanics

### Base Programs – Ag Metal and Mechanics

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
High Intensity Lab	5400 SF	<b>Metal and Welding – Lab</b>	Includes internal support spaces: Safety Vestibule, Breakout Room, Prep/Dressing Medium, Storage: Small, Medium and Large Format, and Single Use Restroom

# CTE High School

## Architectural and Construction

Pathways – Architecture/Engineering/Design + General Construction/Plumbing/Electrical/HVAC, Building Maintenance

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studios	900 SF	<b>Rough Carpentry, Electrical, Plumbing, HVAC, Masonry/Tile – Lecture</b>	Consider Shared Use with other strands/clusters
Low Intensity Lab	1800 SF	<b>Architectural/Engineering Studio – Lecture/Lab</b>	Workstations for CAD/BIM Software includes internal support spaces: Storage Medium, Prep/Work Room Medium
High Intensity Lab	5400 SF	<b>General Construction – Lab</b>	Rough Carpentry, Building Mock-up areas – residential and commercial include internal support spaces: Safety Vestibule, Breakout Room, Prep/Workroom Medium, Prep/Dressing Large, Storage Small, Medium, Large and Large Format, and Single Use Restroom
Medium Intensity Lab or High Intensity Lab	3600 SF	<b>Electrical – Lab Plumbing – Lab HVAC – Lab</b>	Includes internal support spaces (for each lab): Safety Vestibule, Breakout Room, Prep/Workroom Medium, Prep/Dressing Medium, Storage Small, Medium, Large and Single Use Restroom
<b>Outdoor Spaces</b>			
Materials Delivery/Storage Area			
Waste Management Area			
Special Projects Yard			

\* Specialty programs not offered at every campus

# CTE High School

## Arts, AV Tech & Communications, and Information Technology

Pathways – Audio Visual Production, Graphic Arts, Digital Arts, Multimedia Communications, and Journalism

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF	TV/Video Studio	Greenscreen (Includes TV Camera Storage Area)
Low Intensity Lab	1800 SF	<b>Multimedia Video and Audio Editing</b> – Lecture/Lab <b>Digital Graphics</b> – Lecture/Lab <b>Gaming Design/Virtual Reality Studio/Animation</b> – Lecture/Lab <b>Computer Repair and Maintenance (Hardware and Software)</b> – Lecture/Lab <b>Network Systems Maintenance and Repair (Cisco, Microsoft)</b> – Lecture/Lab <b>Computer Programming/Software (Coding)</b> – Lecture/Lab	Includes internal support spaces: Storage Medium, Prep/Workroom Medium
Medium Intensity Lab	2700 SF	<b>Digital Commercial Photography/Analogue Photography</b> – Lecture/Lab <b>Fashion Design</b> – Lecture/Lab	Includes internal support spaces: Storage Medium, Storage Large, Prep/Workroom Small
Empower Center		<b>Empower Studio</b>	TV Studio (Greenscreen, Control Room, Audio Booth, Prop Storage); Virtual Reality/Gaming Simulation Room
Empower Center		<b>Empower Lab</b>	Exhibits of Projects/Galleries, Fashion Walkway/Displays

\* Specialty programs not offered at every campus

# CTE High School

## Business, Marketing, and Finance

Pathways – Business Management and Administration, Marketing, and Finance

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF	<b>Finance/Accounting, Marketing, Business Management/Admin, Real Estate</b> – Lecture	Consider shared use with other strands/clusters
Low Intensity Lab	1800 SF	<b>Finance/Accounting</b> – Lab/Lecture <b>Marketing</b> – Lab/Lecture <b>Business Management/Admin</b> – Lab/Lecture	Includes internal support spaces: Storage Medium, Prep/Workroom Small
Empower Center		<b>Empower Studio</b>	Virtual or Actual Business Office/Corporation/Facilities Setup; Bank, Credit Agency, Stock Exchange Mock-ups

\* Specialty programs not offered at every campus

# CTE High School

## Education and Training

Pathways – Education and Training: Education, Human Growth and Development, and Child Development

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
Low Intensity Lab	1800 SF	<b>Education and Training</b> – Lecture/Lab	Includes internal support spaces: Storage Medium, Prep/Workroom Small
Low Intensity Lab or Medium Intensity Lab	2700 SF	Simulated Classroom	Partner/Program-Based Design: Grade-Level Classroom, Early Childhood Classroom, Special Ed Training Classroom, Observation Room, Conference Rooms, Work Rooms
Empower Center		Empower Studio	Team Teaching Event, Observational Training, Guest Speaker, Distance Learning

\* Specialty programs not offered at every campus

# CTE High School

## Energy

Pathways – Oil+Gas Exploration and Production, Refining Chemical Processes, Renewable Energy, and Utility, Energy, and Power Distribution Systems

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
Low Intensity Lab	1800 SF	<b>Process Tech, Instrumentation, Digital Electronics, Distribution Logistics, Engineering Design (STEM)</b> – Lecture/Lab	Includes internal support spaces: Storage Medium, Prep/Workroom Small
Medium Intensity Lab	2700 SF	<b>Chemical Engineering/Bio-Energy (STEM)</b> – Lecture/Lab	Includes internal support spaces: Storage Medium, Storage Large, Prep/Workroom Small, Prep Dressing Room Small
Medium Intensity Lab	3600 SF	<b>Environmental, Engineering and Energy (STEM)</b> – Lecture/Lab	Includes internal support spaces (for each lab): Breakout Room, Prep/Workroom Medium, Prep/Dressing Small, Storage Small, Medium, and Large
High Intensity Lab	5400 SF	<b>Oil and Gas Field Services, Solar &amp; Wind Lab (STEM)</b> – Lecture/Lab	Includes internal support spaces (for each lab): Safety Vestibule, Breakout Room, Prep/Workroom Medium, Prep/Dressing Medium, Storage Small, Medium, Large and Single Use Restroom
Empower Center		Energy Exhibit, Engineering Competitions, Energy Demonstrations, Alternative Energy Demonstrations	
<b>Outdoor Spaces</b>			
Material Delivery/Storage Area			
Waste Management Area			
Special Projects Yard			

# CTE High School

## Health Science

Pathways – Biotechnology, Patient Care, Therapeutic Services, Administration, Behavioral Health, and Community Health

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
Low Intensity Lab	1800 SF	<b>Health Informatics/Health Service Technology</b> – Lecture/Lab <b>Biomedical Engineering (STEM)</b> – Lecture/Lab	Includes internal support spaces: Storage Medium, Prep/Work Room Small
Medium Intensity Lab	2700 SF	<b>Anatomy and Physiology</b> – Lecture/Lab	Includes internal support spaces: Storage Medium, Prep/Work Room Medium, Prep Dressing Room Small
Medium Intensity Lab	3600 SF	<b>Simulated Emergency Medical Tech</b> <b>Simulated Pharmacy</b>	Partner/Program-Based Design (Pharmacy): Dispensing Area, Work Rooms, Storage Rooms, Transaction Counter, Consultation Room, Offices, Displays
Medium Intensity Lab	5400 SF	<b>Simulated Medical Clinic</b> <b>Simulated Hospital Environment</b>	Partner/Program-Based Design (Med Tech): Treatment Areas, Emergency Treatment Area, Work Rooms, Storage Rooms, Consultation Room, Offices, Displays
Empower Center		Empower Studio	Lecture Room (100+ learners); Flat Floor, Medical Treatment Demonstration/Seminar, Distance Learning

# CTE High School

## Hospitality and Tourism

Pathways – Culinary Arts, Tourism, Lodging, and Recreation

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
Low Intensity Lab	1800 SF	<b>Culinary Arts Classroom/Food Science</b> – Lab	Includes internal support spaces: Storage Medium, Prep/Workroom Small
Medium Intensity Lab	2700 SF	<b>Operating Dining Facility and/or Café</b>	Partner/Program-Based Design: Dining Area, Reception, Waiting, Service Stations, Displays
High Intensity Lab	8100 SF	<b>Production and Specialty Food Preparation Training</b>	Culinary Arts Kitchen: Production and Specialty Food Preparation Training (Sandwiches, Entrees, Baking, Confections, Meat/Vegetarian Dishes). Overall space may include: Ovens, Fryers, Char-Broilers, Ranges, Convection Ovens, Kettles, Mixers, Slicers, Processors, Salad and Cold Foods, Grinders, Saws, Walk-in Freezers and Refrigerators, Dry Goods Storage, Dishwashing Area, Offices, Loading/Receiving Area, Trash/Waste Area, Recycling Area, Custodial Rooms, Storage Rooms, Locker/Changing Rooms, Staff/Learner Restrooms, etc.
Empower Center		Empower Studio	J Juice Bar/Café – Connectivity to Business and Culinary Arts, Athletics Components; Simulated Hotel Lobby and Support Spaces, Front Desk, etc.; Simulated Travel Agency Offices

# CTE High School

## Human Services

Pathways – Cosmetology, Family & Community Services

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF	<b>Cosmetology</b> – Lecture/Lab	Consider shared use with other strands/clusters
Low Intensity Lab	1800 SF		Includes internal support spaces: Storage Medium, Prep/Work Room Small
Low Intensity Lab or Medium Intensity Lab	3600 SF		<b>Salon</b> Partner/Program-Based Design: Salon – stations for customer hair, manicure, and pedicure, and facials; Storage Rooms, Offices, Reception Desk, Lobby, Laundry, Chemical Storage, Retail/Product Display, Consultation Room

\* Specialty programs not offered at every campus

# CTE High School

## Junior ROTC (Army, Navy, Air Force, Marines, Coast Guard)

Pathways – Academic, Leadership, Military Drills, Air Rifle, and Physical Fitness

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF	<b>JROTC Studio</b> – Lecture/Lab	Dividable classroom space into two smaller, 675 sf spaces. Accommodates the following STEM programs: Cyber Patriot, Computer Security, Underwater Robotics, High-Altitude Balloons. Fully functioning and flexible Computer Lab and Stations. Supports up to 45 learners
Storage	600 SF	<b>Air Rifle Storage/Arms Storage</b>	Secure Storage with Humidity Control; Wire Mesh Shelving and Racks; Rifle-Servicing Work Benches; Storage for Marksmanship Backstops, Shooting Mats, and Kneeling Pads
Storage	150 SF	<b>Drill Storage</b> (may be combined with Air Rifle Storage)	Drill Rifle Storage, Parade Sword Storage, Color Guard Materials Storage. Miscellaneous Supplies, Wire Mesh Shelving and Racks
Storage	75 SF	<b>Training Aids Storage</b>	Mag Compasses, GPS Devices, Digital Cameras, Digital Camcorder, LDC Projector, Digital Monitors, Heavy Duty Shelving
Storage	450 SF	<b>Property/Uniform Storage</b>	Space for up to 200 Uniforms
Prep/Dressing	480 SF	<b>Fitting Room</b> (optional)	Mirrors, Seats, Racks
Prep/Work Room	150 SF	<b>Laundry Room</b>	Washer/Dryer, Ironing Boards
Single Toilet	65 SF	<b>Officers Restroom</b>	Unisex; Consider shared use with other strands/clusters



# CTE High School

## Junior ROTC (Army, Navy, Air Force, Marines, Coast Guard)

Pathways – Academic, Leadership, Military Drills, Air Rifle, and Physical Fitness

### Base Programs

Description	Recommended Size	Use	Notes
Lockers/ Changing	950 SF	<b>Locker and Changing</b>	75 Half Lockers, Benches; Gender specific with Two Stall Toilets, Lavatories, and Shower
Lockers/ Changing	480 SF	<b>Locker and Changing</b>	25 Half Lockers, Benches; Gender specific with One Stall Toilet, Lavatory, and Shower
Lockers/ Changing (All-Learners)	200 SF		10 Half Lockers, Benches, one all-learners Locker Room attached to Large and another to Medium Locker Room (refer to Athletics and Wellness for layout example); with One Stall Toilet, Lavatory, and Shower
			If additional lockers are available in the existing building, consider combining these lockers with other programs
Storage (Small)	75 SF	Materials and Supplies	
Medium Intensity Lab	3600 SF	<b>JROTC Drill Lab</b>	Long, rectangular space (80'-0" x 45'-0") includes Observation Area, Storage Cabinets, and Sink; accommodates up to 175 cadets
			Interior Air-Rifle Firing Range (Movable Equipment/Line Markers): Eight (8) Firing Lanes (3'-6" x 50'-0"), 8'-0" Queuing Area behind Firing Line, 10'-0" Safety Zone behind Queuing Area, Special Construction at Firing Wall for targets

# CTE High School

## Junior ROTC (Army, Navy, Air Force, Marines, Coast Guard)

Pathways – Academic, Leadership, Military Drills, Air Rifle, and Physical Fitness

### Base Programs

Description	Recommended Size	Use	Notes
Empower Center		<b>Empower Studio</b> – JROTC Presentation and Exhibitions	Drilling and Marching Practice Formations: Drill Teams, Marching Formations, Academic Bowl, Physical Fitness/Cadet Challenge
<b>Outdoor Spaces</b>			Not Calculated in SF Total
Outdoor Firing Range <i>5-6 acres (optional)</i>			Exterior Area of approximately 300 yards x 100 yards, with Firing Line Equipment, Firing Area, Safety Zone, Target Line, Safety "Fan" Area, and Target Backstop

# CTE High School

## Law and Public Service

Pathways – Legal Services, Law Enforcement, Correctional Services, Security and Protection Services, Emergency Services

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
Medium Intensity Lab	1800 SF	<b>Forensics</b> – Science/Crime Lab <b>Cybersecurity Training</b> – Expanded Computer Lab <b>Firefighter/EMT Emergency Training</b> – Lecture/Lab <b>Law Enforcement</b> -Lecture/Lab	Partner/Program-Based Design: Lab Areas, Work Rooms, Storage Rooms for supplies and chemicals, Treatment Room, Control Room/Computer Room, Storage – Equipment and Props
Medium Intensity Lab	3600 SF	<b>Simulated Mock Courtroom</b>	Partner/Program-Based Design: Courtroom, Jury Deliberation Rooms, Judge’s Chambers, Law Library, Holding Rooms, Correctional Processing Services, Supply, Equipment, and Props Storage
Empower Center		Empower Lab	Mock-ups, Rescue EMT Situations, Crime Scene; simulation for Firing/Weapons Training

# CTE High School

## Manufacturing

Pathways – Welding, Manufacturing Production, Manufacturing Production Process Development, Quality Assurance, and Maintenance & Repair

### Base Programs

Description	Recommended Size	Use	Notes
CTE Studio	900 SF		Consider shared use with other strands/clusters
Medium Intensity Lab	3600 SF	<b>Robotics (STEM)</b> – Lecture/Lab	Includes internal support spaces: Breakout Room, Prep/Workroom Medium, Prep/Dressing Small, Storage Small, Medium, and Large
High Intensity Lab	5400 SF	<b>Manufacturing, Metal Fabrication, Machining/Milling</b> – Lab <b>Welding</b> – Lab	Includes internal support spaces: Safety Vestibule, Breakout Room, Prep/Workroom Medium, Prep/Dressing Large, Storage Small, Medium, Large and Large Format, and Single Use Restroom
Empower Center		Empower Lab and Empower Studio	New Equipment and Manufacturing Demonstrations, Lectures, Project Exhibits, Shows, Training Seminars
<b>Outdoor Spaces</b>			
Material Delivery/Storage Area			
Waste Management Area			
Special Projects Yard			

\* Specialty programs not offered at every campus

# CTE High School

## Transportation, Distribution, and Logistics

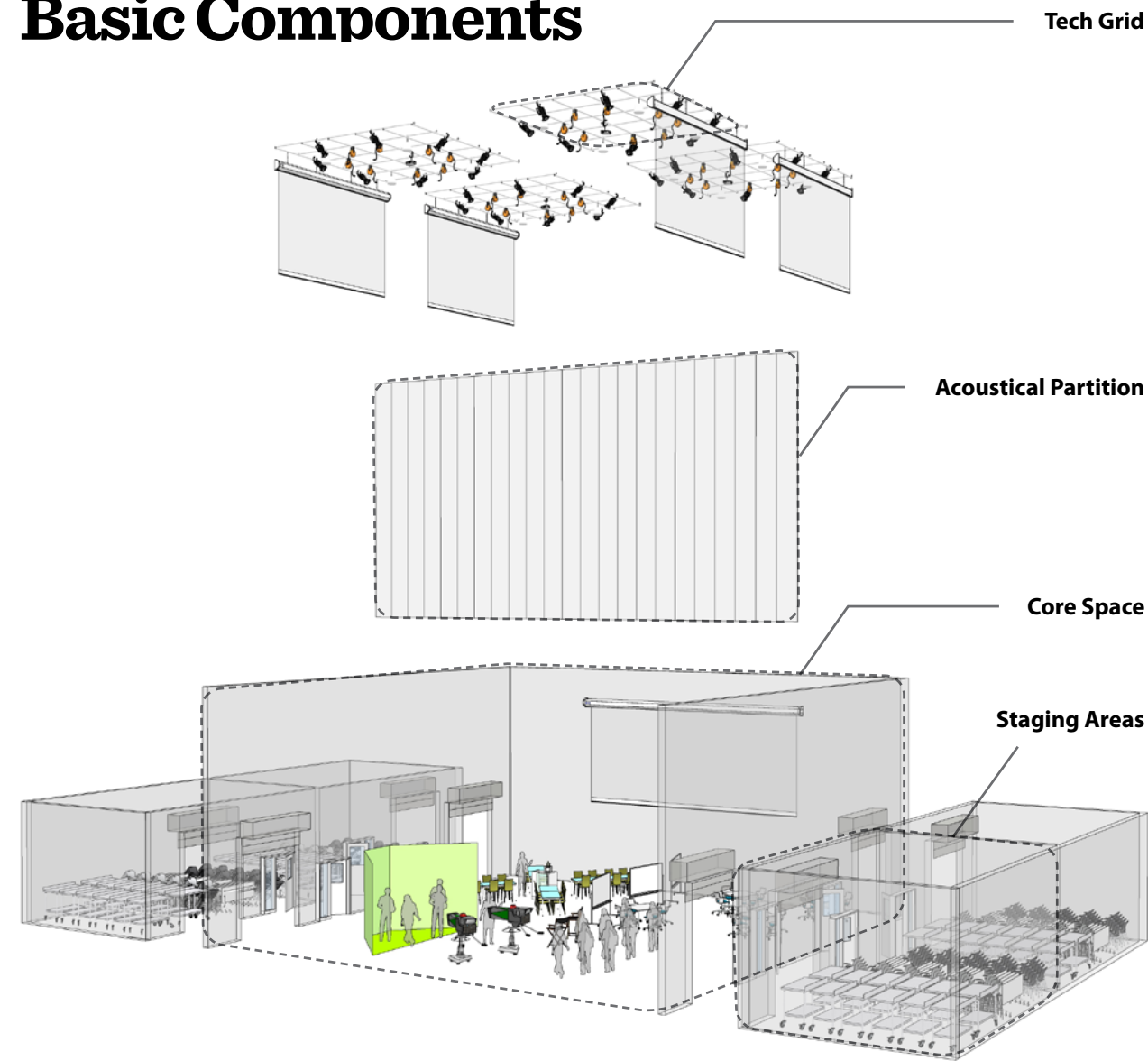
Pathways – Automotive Repair and Maintenance, Heavy Vehicle Equipment Maintenance, Aviation, Transportation Systems, Distribution, and Logistics

### Base Programs

Description	Use	Notes
CTE Studio 900 SF	<b>Engine Design/STEM Lab</b>	Consider shared use with other strands/clusters
Medium Intensity Lab 2700 SF		Engine Performance Diagnostics, Analytics, Virtual Engineering Lab  Includes internal support spaces: Prep/Workroom Medium, Prep/Dressing Small, Storage Small and Medium
High Intensity Lab 5400 SF	<b>Heavy Vehicle/Diesel Equipment, Technology/ Engine Repair and Maintenance</b>	Includes internal support spaces: Safety Vestibule, Breakout Room, Prep/Workroom Medium, Prep/Dressing Large, Storage Small, Medium, and Large, and Single Use Restroom
High Intensity Lab 8100 SF	<b>Automotive Repair and Maintenance</b>	Includes internal support spaces: Safety Vestibule, Breakout Room, Prep/Workroom Medium, Prep/Dressing Large, Storage Small, Medium, Large and Large Format, and Single Use Restroom
Empower Center	Empower Lab and Empower Studio	Automotive Exhibits, Car Shows, Lectures, Demonstrations
<b>Outdoor Spaces</b>		
Material Delivery/Storage Area		
Waste Management Area		
Special Projects Yard		



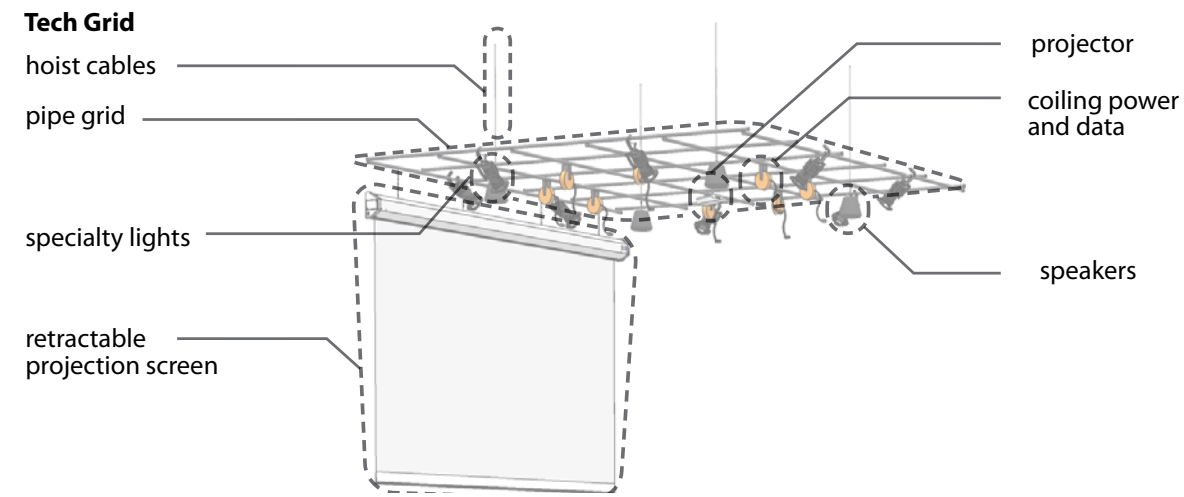
# Empower Center Basic Components



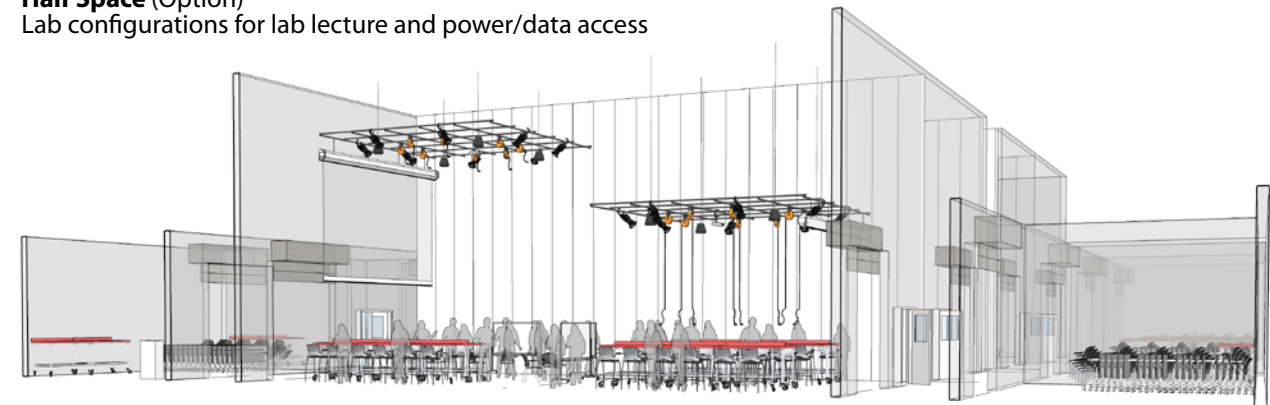
- Tech Grid** Mounted to vertical hoists, pipe grids host all power, data, and AV dropping to grant access to coiling power and data, lighting, projectors, and screens.
- Acoustical Partition** Movable wall systems to create smaller, acoustically isolated instruction spaces
- Core Space** Primary flexible education space
- Staging Area\*** Each staging area is sized for 40 stacking lecture chairs, 20 nesting lecture tables, 16 stacking lab stools, 8 lab tables, 3 marker boards, 1 demo table, 1 podium, various AV equipment, with room for unique as-needed equipment

*\*Actual furniture and equipment will vary by campus*

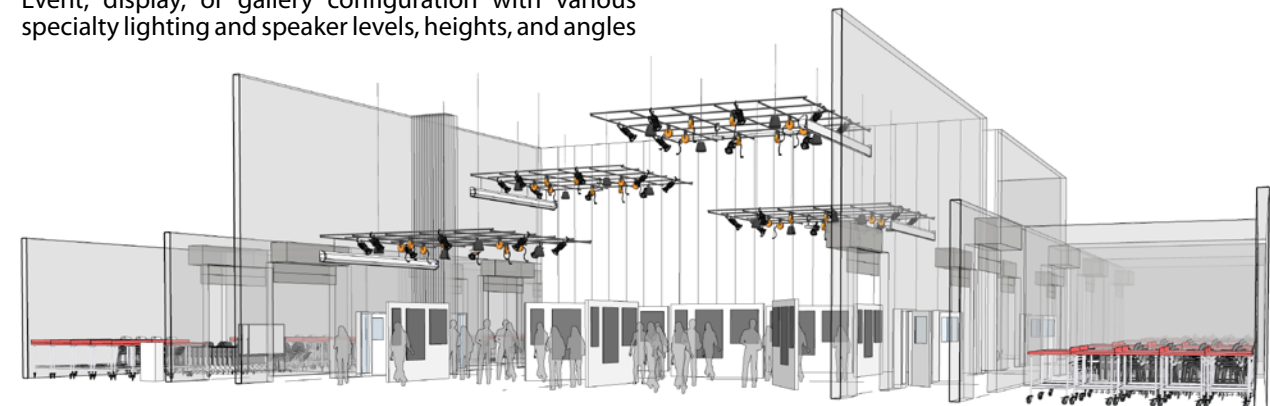
# Empower Center Vertical Operation



**Half Space (Option)**  
Lab configurations for lab lecture and power/data access



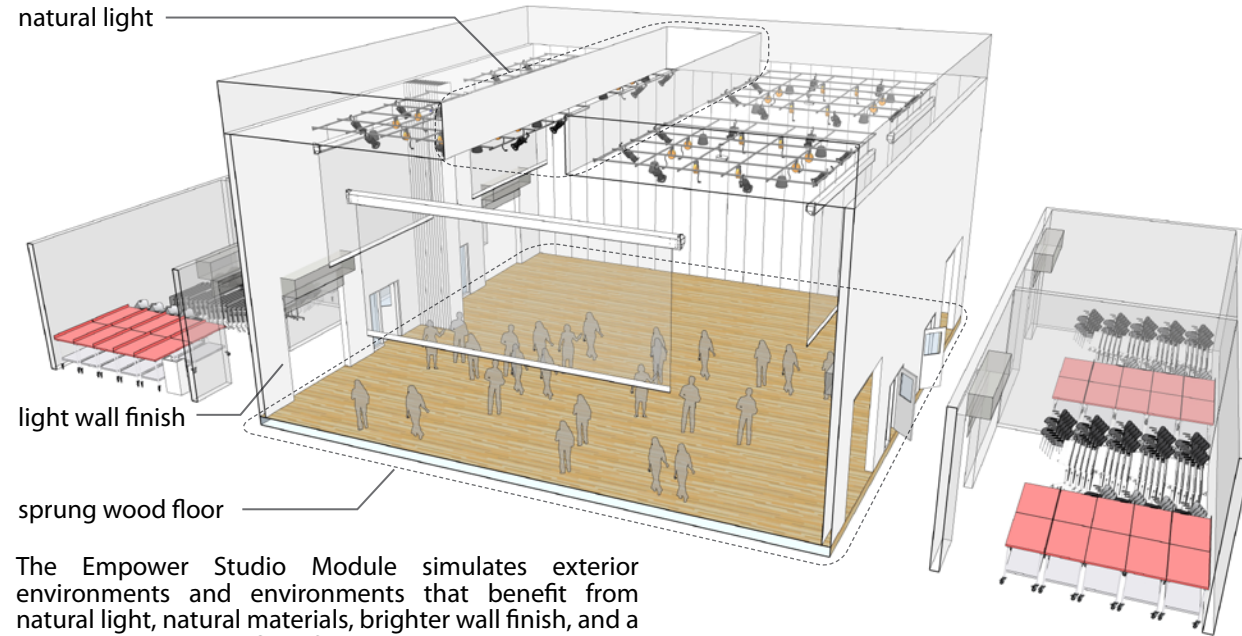
**Full Space (Option)**  
Event, display, or gallery configuration with various specialty lighting and speaker levels, heights, and angles



# Empower Center Core Module Options

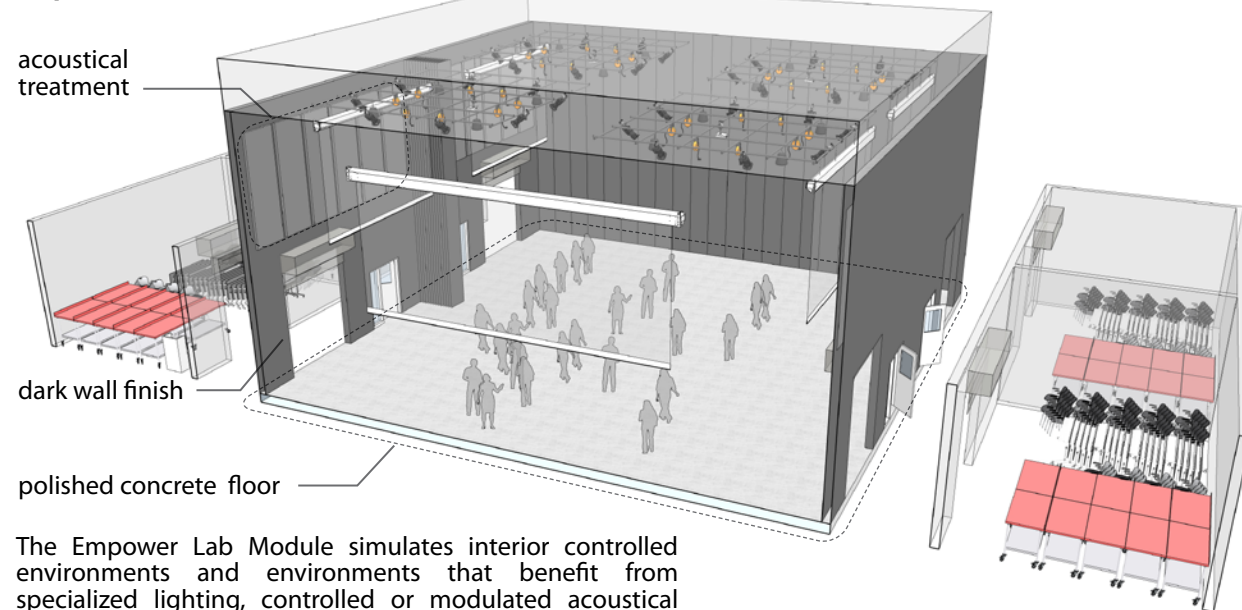
## Descriptions and Finishes

### Empower Studio Module



The Empower Studio Module simulates exterior environments and environments that benefit from natural light, natural materials, brighter wall finish, and a more pliant biophilic floor finish.

### Empower Lab Module



The Empower Lab Module simulates interior controlled environments and environments that benefit from specialized lighting, controlled or modulated acoustical properties, and a robust neutral floor finish.

# Empower Center Example Uses by Department

The table below is by no means an exhaustive list of all of the uses for the Empower Center, but an example of how various departments could utilize the space for unique or short-term programming.

Module Type	Program	Use Description
Empower Studio Module	CTE	Lecture/Testing/Distance Learning, Graphic Arts Studio, Gallery/Temporary Exhibition Hall, Fashion Design Studio/Show, Architecture/Engineering Design Studio, Health Sciences Simulation Studio, Cosmetology Demonstration/Show, Culinary Arts/Nutrition Demonstration/Lecture, Career Days/Job Fair, Construction Project Demonstration Space, Multimedia Presentation Environment
	Athletics and Wellness	Fitness Center/Aerobics Studio, Nutrition and Wellness Studio, Mini Basketball Court, Badminton, Pool, Table Tennis Practice or Competitions, Wrestling Practice
	Fine Arts	Competitive Dance/Drill Team Rehearsal, Ballet/Modern/Jazz Dance Studio or Performance Space, Music Ensemble Rehearsal Space, Drawing/Painting Studio – Exhibition, Sculpture Studio – Exhibition,
Empower Lab Module	CTE	STEM Lab, Robotics/Drone Lab, Virtual Reality Lab/Studio, Multimedia Digital Studio, Audio/Video Studio, Health Sciences Simulation Lab, Gaming Studio, Info Tech/Computer Sciences Lab, Theater Technology/Stage Craft, Business Entrepreneur Lab/Virtual Enterprise, Law + Public Safety Training – Simulated Crime Scene, Maker Space – Light/Virtual Manufacturing, Virtual Engineering Lab, CAD/CAE Lab, Biomechanics Lab, Testing/Lecture/Distance Learning
	Athletics and Wellness	eSports Practice/Events (eSports “Cave”), Sports Medicine and Sports Analytics Lab
	Fine Arts	Theater/Drama Classes, Theater Rehearsal, Stage Design + Craft/Theater Tech, Dramatic Performances, Recitals/Solo Performances, Film Art/Shows, Experimental Theater
Empower Lab Module or Empower Studio Module	Academics and/or Community	Large Group Instruction – Learners, Staff and/or Administrators, School Assemblies and Events, Academic Core and Elective Classes, Testing (State Testing, College Admissions Tests, etc.), Professional Development Seminars/Conferences, Community Meetings/Organizations and Events, Parent-Educator Nights, Community/Adult Education
	Library Media Center	Book Fairs, Guest Speaker Events, Author Readings, Workshops, Seminars/Conferences

## Outdoor Learning Considerations and Features

The following features are elements that may be included within the design development of the Outdoor Learning space types. Below are general descriptions of each feature. Outdoor Learning design and selected features should be customized for the specific campus community and take advantage of its unique site. See each Outdoor Learning space type for further information on required and optional elements for each space type. The list of features below is not intended to be a comprehensive list, but a starting point for campuses and design teams when designing Outdoor Learning spaces.

**Amphitheater** provides a fixed tiered seating arrangement in an outdoor space which can be used for a variety of spacious classroom activities.

**Artwork** may be provided by local artists or by the learners. The artwork should compliment the outdoor learning space and provide educational value.

**Berms** are raised areas constructed of compacted earth or other materials that are generally intended to restrict or direct the flow of water. In a rain garden, the berm is created to retain water within the garden.

**Buddy Bench** is a special place on the playground where a learner may sit to signal to others they need someone to play with at that time. Buddy benches help children eliminate loneliness and engage in more social interactions.

**Cisterns** are storage tanks used to collect runoff water, likely from the roof. The collected water can be used on site for various reasons, including irrigation purposes.

**Composting bin** is an outdoor container to collect garden refuse or other organic waste in order to produce compost. The container should be made of durable materials which do not attract pests. Composting bins must be easily accessed from the gardens, but located at a reasonable distance from the building to prevent pests.

**Cushioned play surfacing** refers to materials appropriate for a fall zone. Consider materials that provide a smooth surface with easy accessibility to equipment. Approved materials are listed in the **PDM**.

**Dry creek beds** provide an aesthetic environmentally sustainable, natural feature to efficiently route storm water from concentrated flows from buildings roofs or drainage from off-site safely without causing erosion. Use of native plantings, stone, and site contouring tell an interpretive story of the site.

**Educational signage** provides additional language and description to a feature on the site. The signage should be made of durable materials. Locate signs near important features easily accessible by the learners. Signage should include descriptions, images, and graphics in multiple languages, as applicable.

**Exercise trails** are typically 8-foot minimum in width and made of either concrete or asphalt. Acceptable alternates may include compacted crushed stone or decomposed granite. All materials shall meet ADA accessible guidelines. The trail is typically in a loop layout.

**Fixed seating** includes tables, chairs, or benches which are securely fastened to the site, either surface mounted or embedded into concrete footings.

**Flexible seating** includes tables, chairs, or benches which can freely move and are not secured to the ground. It is recommended to have flexible seating within a secured, locked area.

**Garden paths** create opportunities for learners to step into garden spaces without stepping on plants. They can be made of a variety of materials, including stepping stones or concrete pavers.



Educational Signage | Bear Creek ES



Buddy Bench | Boone ES



Garden Path | Wooldridge Pre-K



Greenhouse

**Greenhouse** is a building where plants can be grown in a controlled environment. The greenhouse can be used to grow plants or crops for the produce gardens. Size of the greenhouse varies by the space available on site.

**Hard play surfacing** is a durable hard material for learners to play on, which might be asphalt or concrete; hard play areas are required and intended to support the PE curriculum.

**Hardscape** may include concrete, pavers, or asphalt. The material should complement and be appropriate for each Outdoor Learning space.

**Learning pond** may either be preserved or created new on the site. The pond includes a small area of fresh water with fish, frogs, and turtles. Plantings should surround the pond area or be located within the water. Ponds must include partially submerged items such as rocks for wildlife to perch and escape should they fall into the water.

**Livestock enclosure** is an area used to shelter and feed the animals. The area might be a detached building or outdoor fenced-in enclosure. The livestock enclosure should include protective shelter to protect animals from sun and weather.

**Mulch planting beds** may include a variety of trees, shrubs, ornamental grasses, and perennials. The areas include planting soil covered with 3" of organic shredded hardwood mulch.

**Native plantings** are indigenous to a particular location, which have grown naturally in the area for many years. Plants belong to a particular ecosystem and part of the balance of nature. Plants may include overstory trees, evergreen trees, shrubs, ornamental grasses, perennials, and ground covers.

**Natural grass lawn** is an area of well-established sod. The area should be well drained.

**Nature-based Play** includes a variety of unstructured play areas or equipment reflective of the natural built outdoors.

**Nature trails** are secondary or tertiary paths that branch off from a primary track or trail and may include looping. These trails are separate from tracks or exercise trails.

**Observation area** is a dedicated area to observe nature. It can be elevated if required by the site, but should provide sightlines to natural areas or wildlife habitats.

**Outdoor music** includes instruments for learners to use in an outdoor space to enhance the learning experience. Instruments should be made of durable materials and located with easy access. A variety of instruments should be included.

**Outdoor sinks** provide access to water allowing for clean-up or other uses.

**Paddocks** are small enclosures for animals to be kept for pasturing or exercising. The areas should be enclosed with fencing and provide shade for the animals.

**Play structures** are equipment designed for children to climb on and interact with outside. The equipment may include climbers, swings, slides, or spinners. Specific equipment should be selected based on the specific age ranges. Play structures are required at elementary campuses. Play structures can also include fixed equipment for Play Fields such as back stops or soccer goals.

**Pollinator plantings** include a variety of native shrubs and perennials which attract animals such as bees and butterflies. They are essential for transferring pollen for plants to reproduce.

**Projection surface** provides educators a way to share information onto a flat screen surface for educational purposes.



Nature-Based Play



Outdoor Music | Bear Creek ES



Raised Garden Beds



Observation Area | Bear Creek ES

**Rain gardens** are shallow, vegetated depressions designed to absorb and filter runoff from hard or impervious surfaces like roofs, sidewalks, and driveways. Rain gardens are usually planted with colorful native plants and grasses, and can support Outdoor Learning. Provide a minimum size of 500 SF for rain gardens.

**Raised garden beds** are raised areas to be used for growing produce or herbs. The typical size of a garden bed is 3' wide by 12' long. The beds are raised to provide easy access for all learners.

**Sensory paths** a path composed of a variety of materials to provide learners with a total sensory experience when walking between learning spaces. Sensory paths can run parallel to an existing walkway or be the primary walkway to connect two spaces.

**Shade elements** include permanent or movable structures which provide consistent shade over a space. These structures can be single or multi-post, attached to the building, or cantilevered. Provide shade for playgrounds in accordance with the Project Development Manual.

**Shade trees** typically include large trees of a mature height of 20' minimum. The selection and location of trees should be done by consulting with a licensed Landscape Architect and local Arborist.

**Soft walking paths** are typically 6-10' in width and may be made of organic mulch, decomposed granite, aggregate.

**Storage / Shed** is an area to store equipment on the site in a secured location. A storage bin or shed structure may be used. Shed size may be determined by need. Provide separate sheds or containers for gardening and animal-care equipment. Garden-to-cafe tools cannot share storage space with animal-care equipment. Provide appropriate storage space for academic supplies, separate from other storage needs.

**Swales** are shallow depressions used for drainage.

**Synthetic turf surfacing** includes a system of synthetic turf, optional pad, aggregate, and drainage system. The type of synthetic turf varies per use and installation. Synthetic turf surfacing should only be used in areas where natural grass or plantings are not possible based on site or maintenance constraints.

**Theming** can be done in a variety of ways including materials, colors, and textures. Themes should compliment those inside the school.

**Troughs** are areas for animals to feed and drink from within the enclosures.

**Understory trees** are trees of small to medium stature at maturity (10-25 ft.) and shrubs that are able to live in the shade of larger canopy trees or in full sun that provide habitat and additional shade value.

**Wildlife habitat** may include either preserved or created spaces of natural plantings. The habitat should include a variety of plantings including trees, shrubs, ornamental grasses, perennials, and ground covers. Plantings should provide high wildlife value to the surrounding native animals.

**Worktables** provide a clear open space for learners to utilize for learning. The tables should be made of a durable, flat surface. Tables can either be movable or fixed dependent on the location. Table types will vary based on Outdoor Learning space type or use.

**Writable surfaces** typically include a whiteboard – a clean, flat surface for educators to write on. Consider using magnetic, weatherproof metal boards instead of traditional white boards.



Shade Elements | Uphaus ECC



Writable Surfaces | Menchaca ES



Shade Trees | Menchaca ES



Worktables | Casis ES





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This Ed Specs document was co-created between Austin ISD, DLR Group, and Stantec.