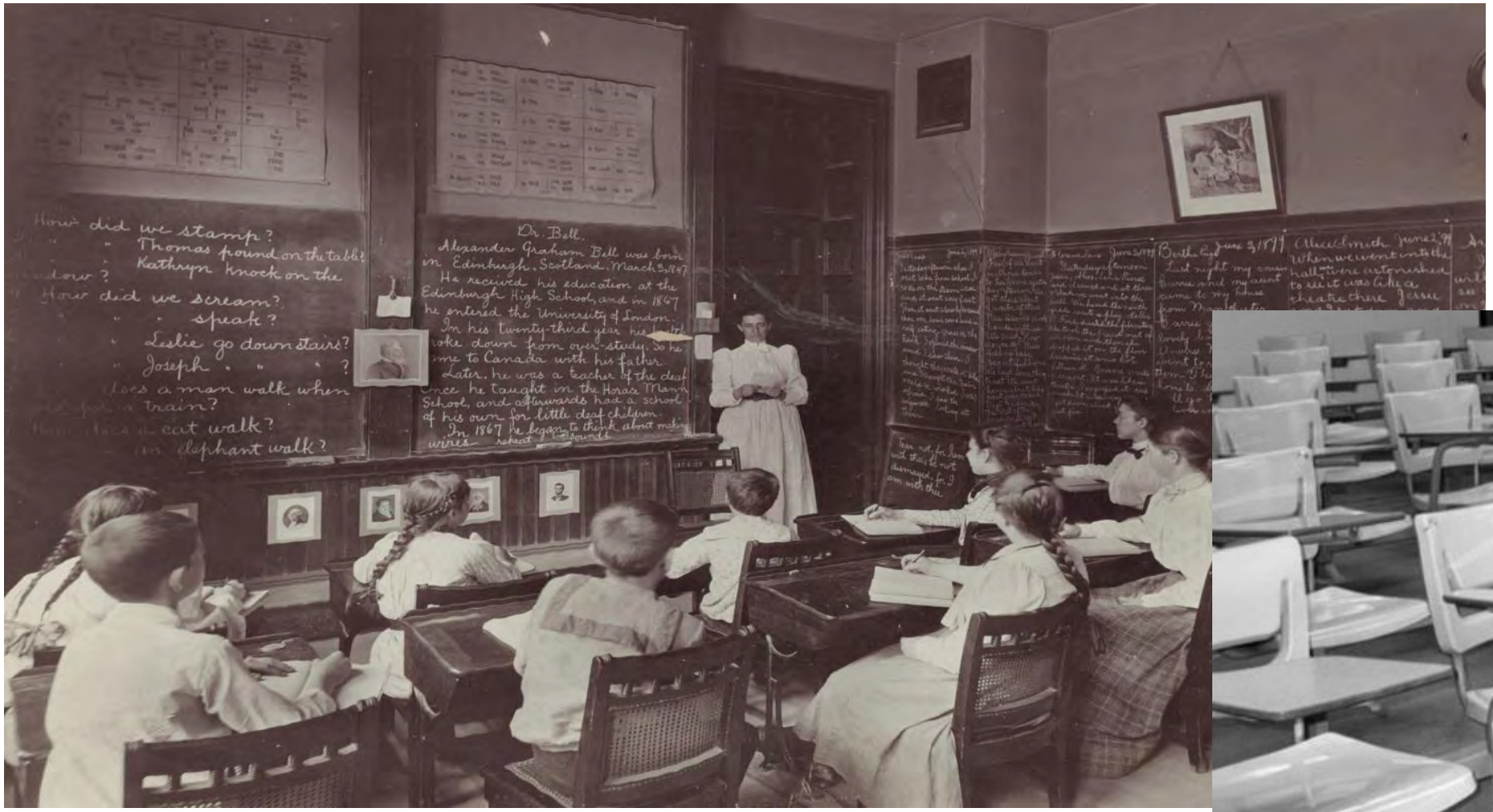
Introduction to New Educational Specifications

What is a Modernization Project?

- Facility Master Plan
  - State-of-the-art technology in all schools;
  - Flexible learning spaces in all schools; and
  - Community space
- Academic Vision:
  - The 6 C's;
    - Collaboration,
    - Communication,
    - Connection,
    - Cultural Proficiency,
    - Creativity, and
    - Critical Thinking
  - Whole Child, Every Child
  - Social Emotional Learning

We know what it is not



Why haven't schools changed?

New Ed Spec Process

jan-april 2017
tasks 1-7

ORGANIZE + OBSERVE
Jan 9, 1-3p
workshop participants *(same group throughout process)*: admin, teachers, students, FABPAC reps

activities
intro workshop
student shadowing

SHARE + INFORM
week of Feb 6
share the possibilities
diverge

activities
school tours
workshop 2

outcome
initial spatial likes/dislikes

EXPLORE
Feb 17, 9a-1p
converge

activities
workshop 3

outcome:
alignment of learning activities with supportive space types

IMAGINE
March 24, 9a-1p
link guiding principles to each school type

activities
deep dive workshop 5+ with ES, MS, HS teams

outcome
application of workshop 4 to campus-type level with more prescriptive recommendations

april-? 2017
task 8

CONCEPTUAL DESIGN
conceptual development of 10 projects incl. in 2017 bond

activities
internal DLR efforts
charettes TBD

outcome
10 concept design renderings to used for bond advertising

O^2 — C — S/I — E — D — I — R

CLARIFY
Jan 27, 9a-1p
determine goals + preconditions for success

activities
workshop 1

outcome
draft definition of ideal urban school experience and associated learning activities

DEFINE
Feb 24, 9a-1p
guiding principles

activities
workshop 4
FABPAC share
Principal share

outcome
final definition of ideal urban school experience and associate learning activities/space types

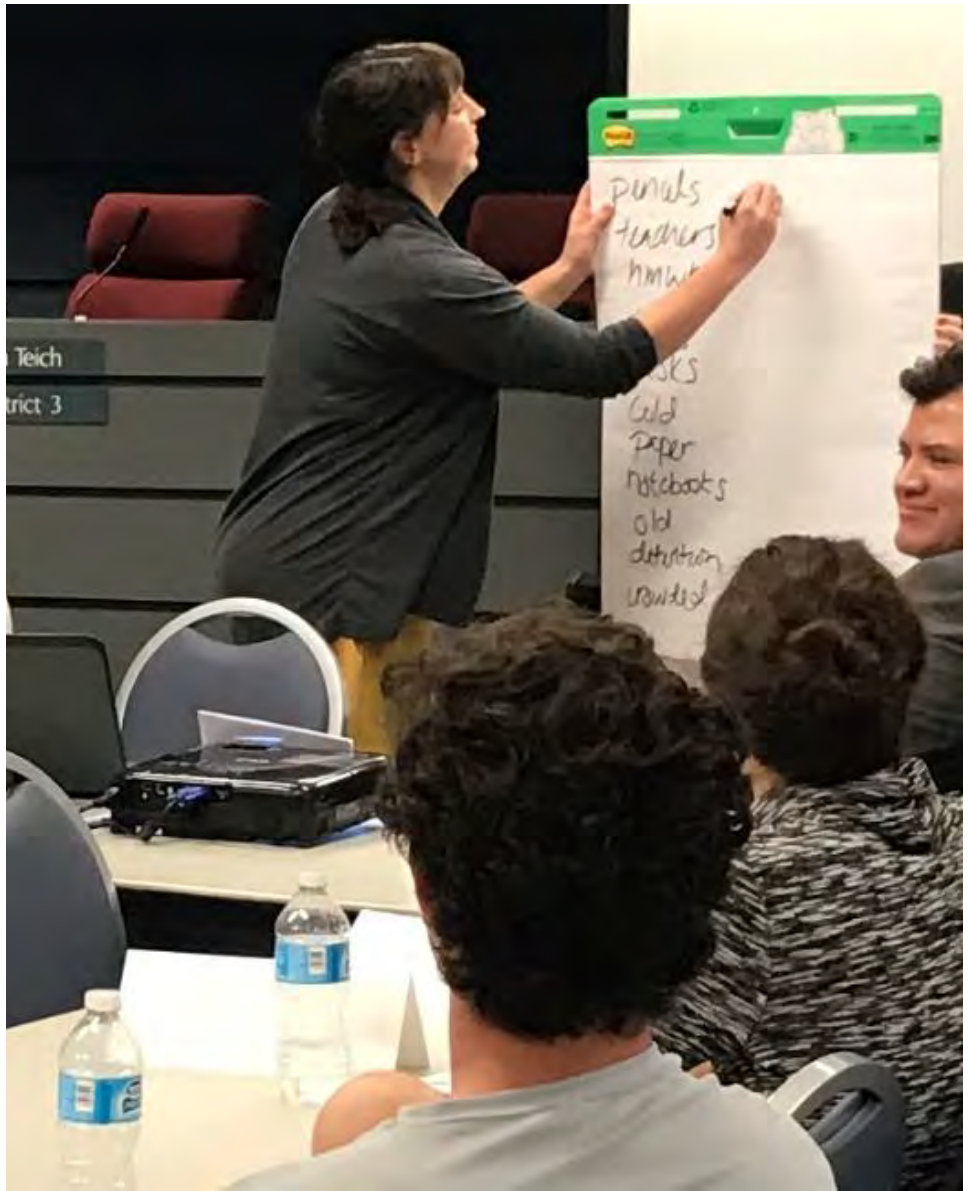
REFINE
April 4, 10a-12p
document - specifics TBD w. AISD

activities
align Ed Specs + FMP
internal DLR efforts
AISD reviews
FABPAC reviews

outcome
refinement of existing edspec with additional graphic summary

envision + define the reinvention outcome

What do students think?

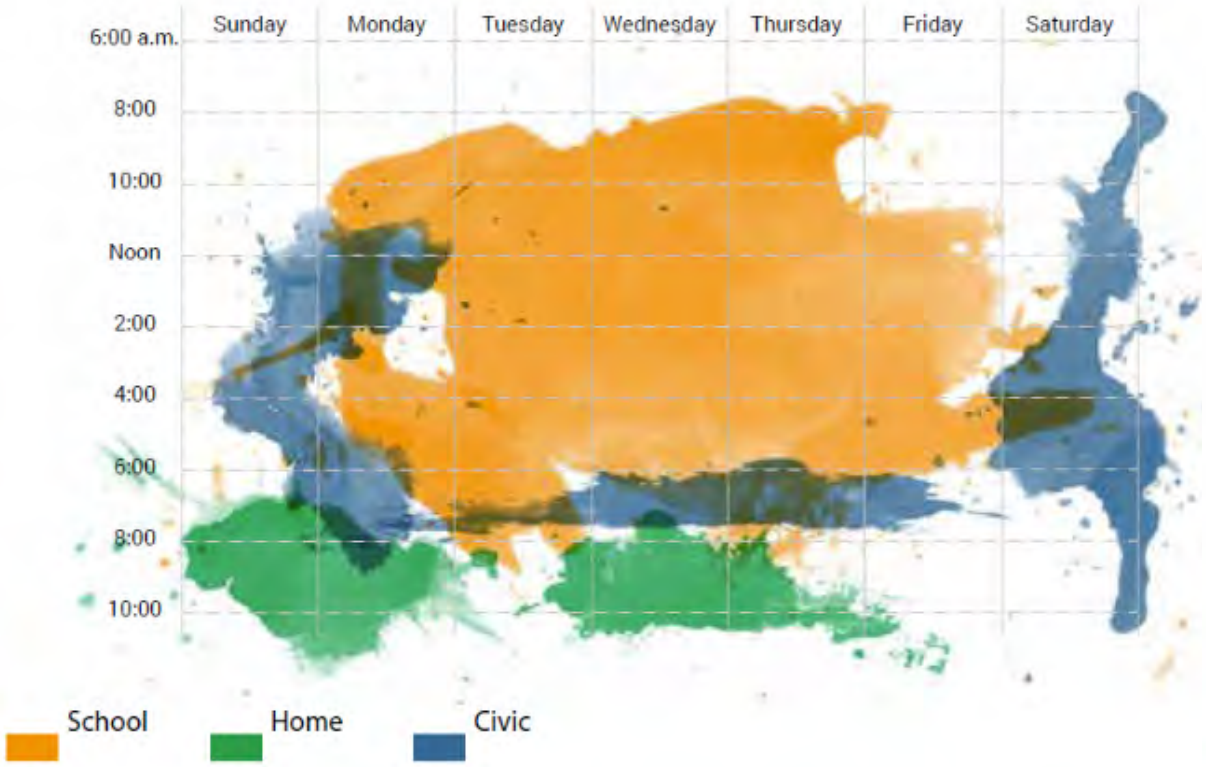


Today	Future
Pencils	Stylus
Teachers	Computers
Homework	Collaboration
Desks	Couches/Furniture
Paper	Tablets
Notebooks	iPad
Old	New
Detention	Recess
Crowded	Transparency
Cold	

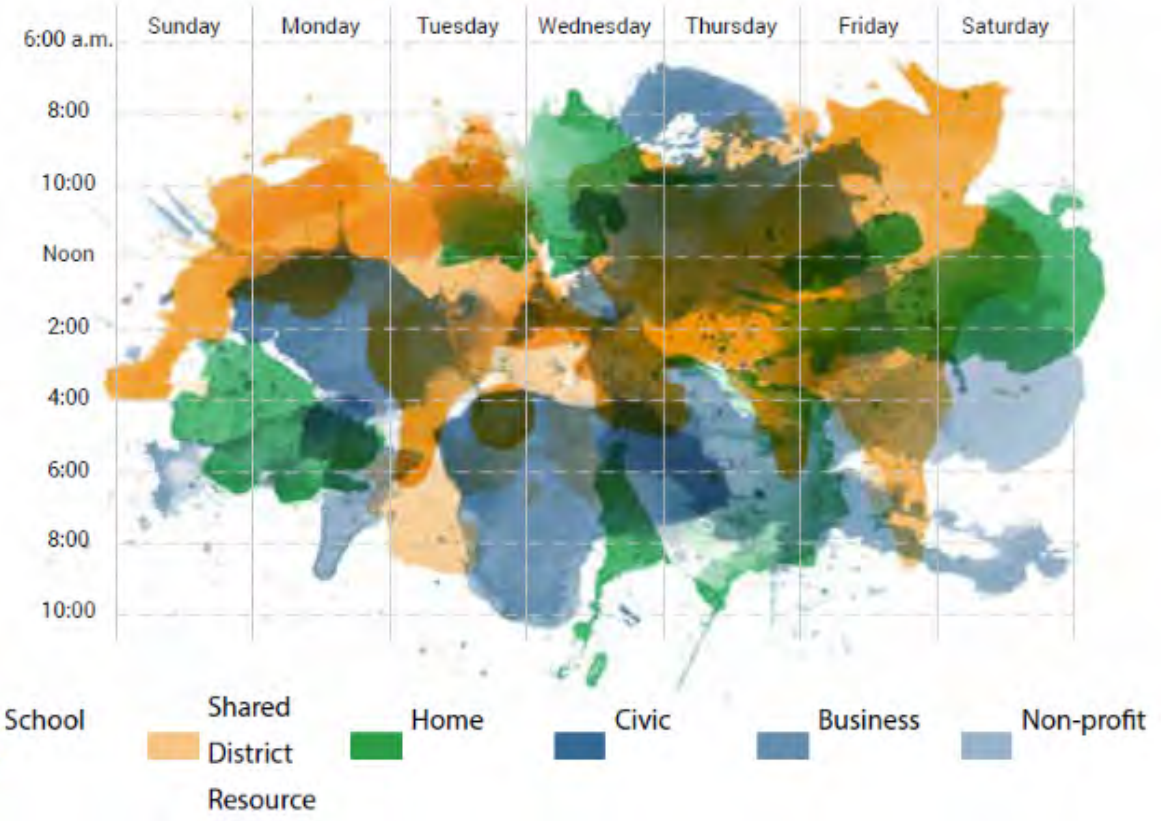
District Participation

Week in the life of a learner in…

Week in the life - 2017



Week in the life - 2030



Learning Principles

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

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

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

Major Changes to Ed Specs

- Descriptive not Prescriptive
- Design and size unique to community needs
- Multi-use of spaces, both inside and outside
- Technology distributed throughout spaces
- Sustainability
  - For education, and
  - To lower maintenance costs

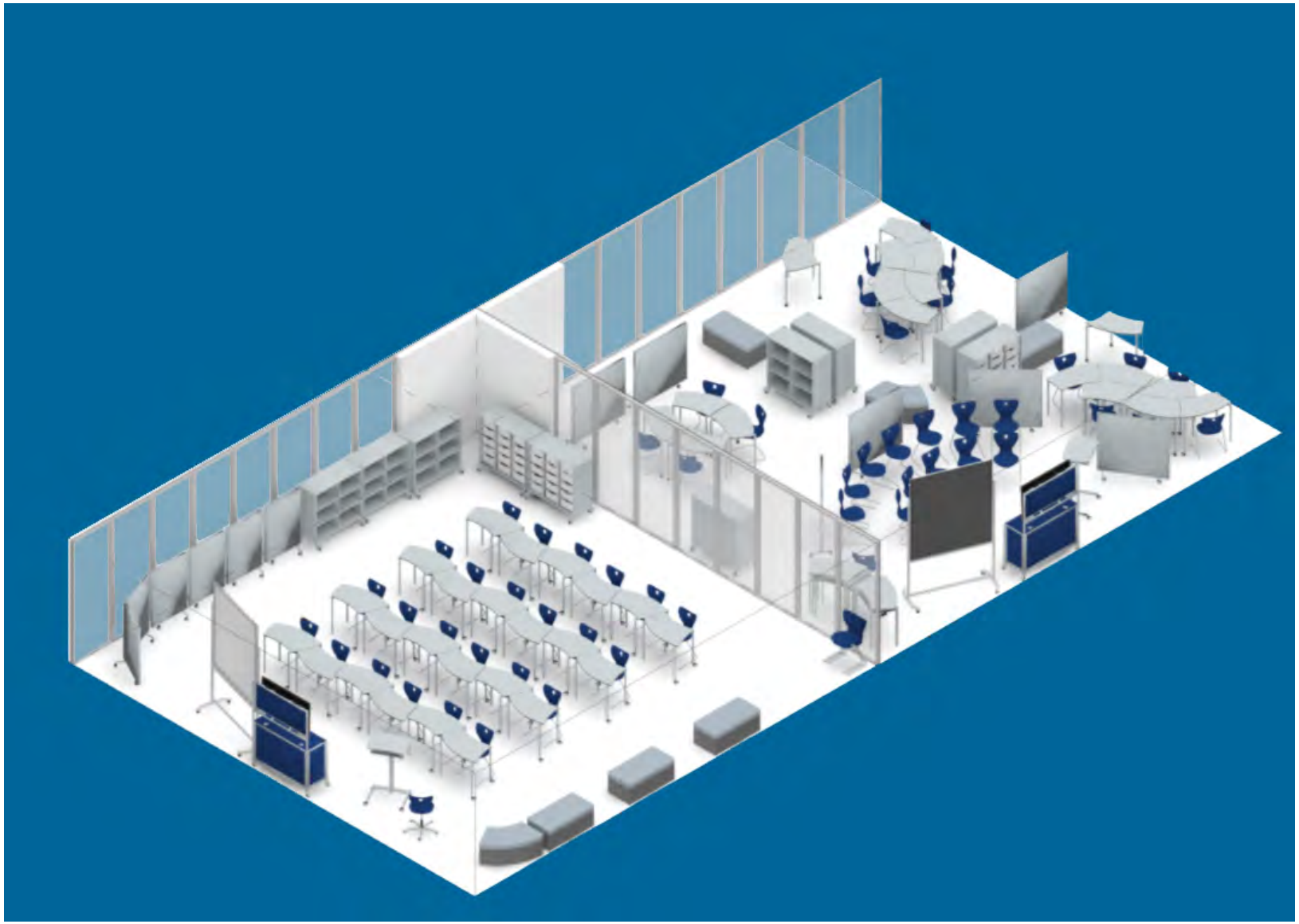
New Space Types

- Community Spaces
  - Dedicated
  - Shared
- Learning Neighborhoods
  - Flexible
  - Differentiated spaces
  - Transparent
  - Outdoor
- Archers' Challenge
  - Family Restrooms
- Professional Learning Centers
- Libraries transformed into Media Resource Centers
- Cafeteria and dining spaces dispersed
- Wellness spaces throughout

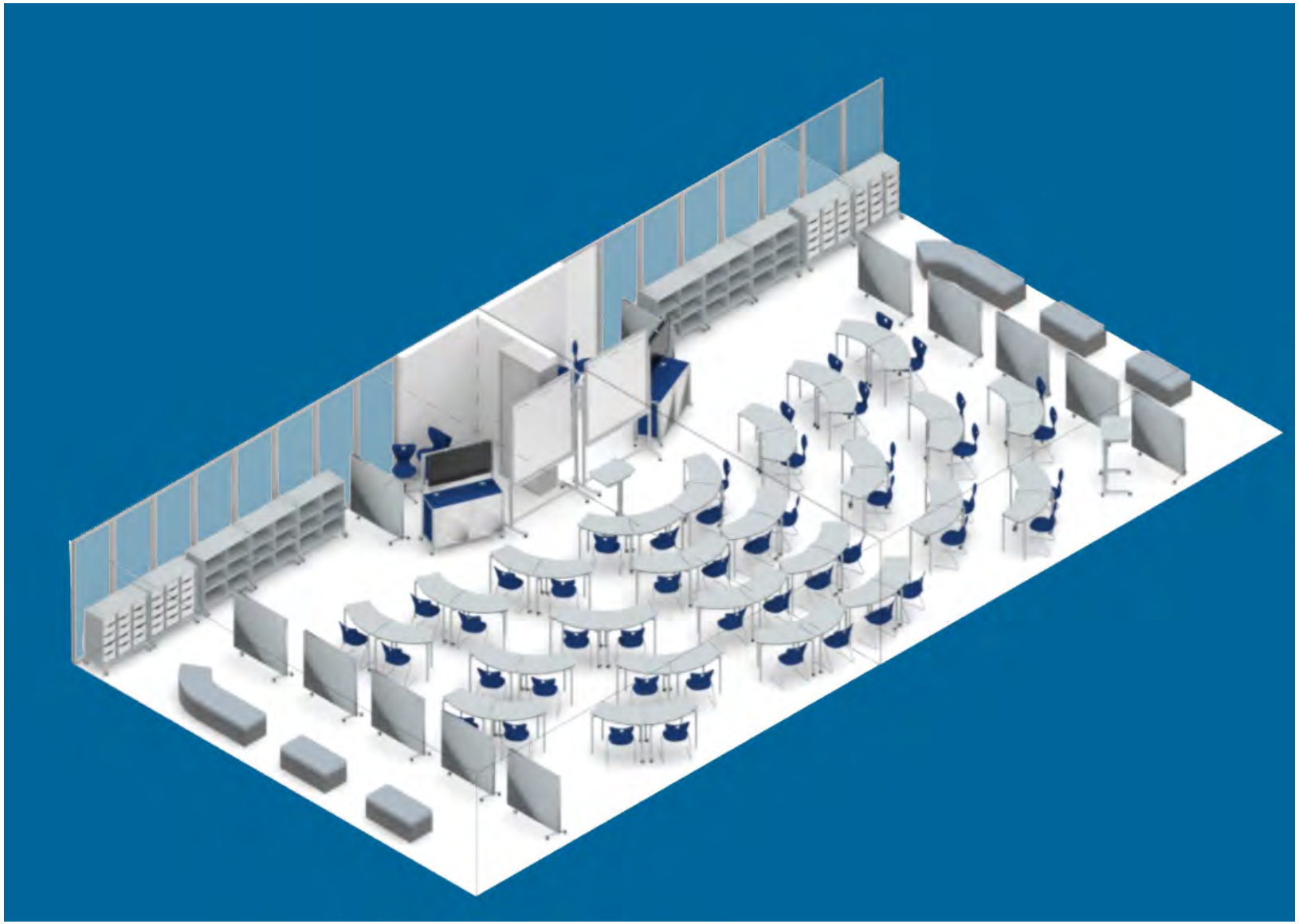
Community Spaces – Dedicated

Community Spaces - Shared

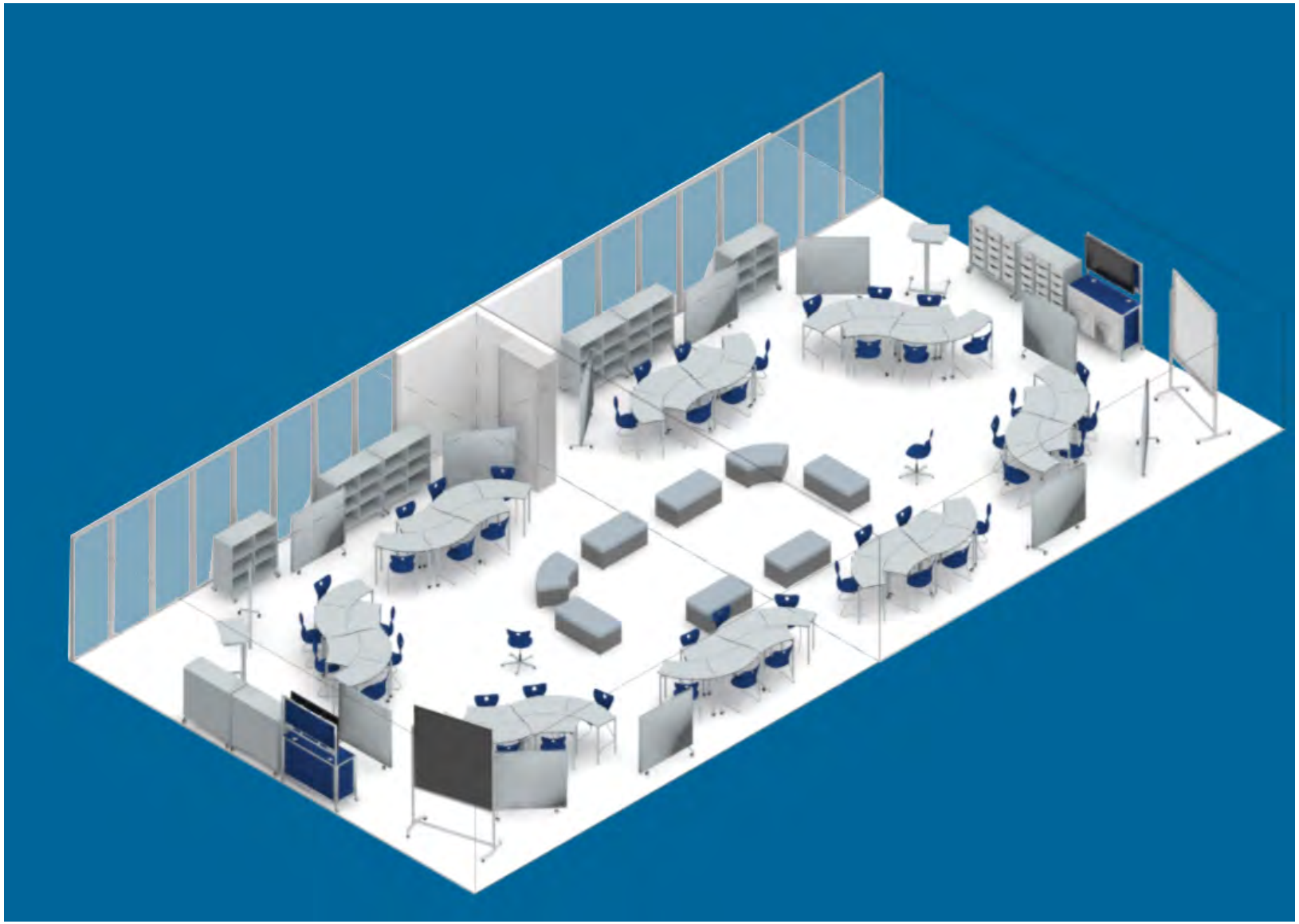
Learning Neighborhoods -Flexible



Learning Neighborhoods -Flexible



Learning Neighborhoods -Flexible



Learning Neighborhoods -Flexible

Learning Neighborhoods -Flexible

Learning Neighborhoods - Differentiated

Learning Neighborhoods - Transparent

Transparent

Outdoor Learning

Archer's Challenge

Professional Learning Centers

Media Resource Centers

Cafeteria and Dining Spaces

FMP Guiding Principles

- ***Health, Safety, & Security***
- ***Academics & Co-curricular Supports***
- ***Protection of Financial Investment***
- ***Optimal Utilization***
- ***Equity in Facilities***
- ***Environmental Stewardship & Sustainability***
- ***Communication & Community Engagement***

Learning Space Types

SG
5

Small Group

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

MG
14

Medium Group

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

Varies

Open Collaboration

Project/build work
Instruction
Large group
Special needs instruction

ST
22-28

Studio

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

SC
26-28

Science

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

PLC
Varies

Professional Learning Center

Small group work
Itinerant work
Workroom
Collaboration
Storage
Lounge

MS
Varies

Maker Space

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

Legend

Space Type Initial(s)
Number of Learners

Space type name

Potential Uses

NSF= Net Square Feet

Learning Neighborhoods

Learning Neighborhood
Space Type Components

Small Group (5 occupants)

SG
5

125 NSF

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

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

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

54 PART 3

Legend

Space Type Initial(s)

Number of Learners

Space type name

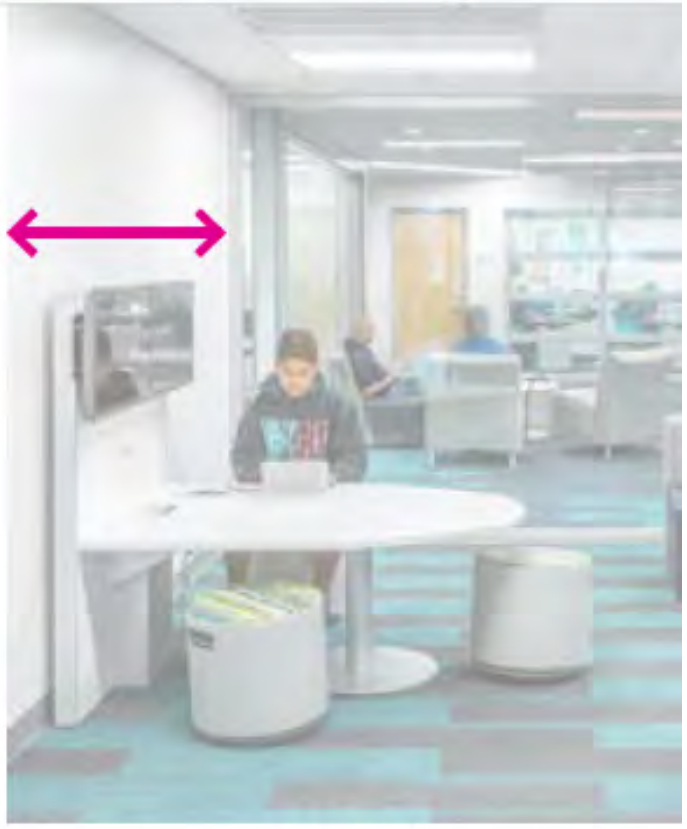
Potential Uses

NSF= Net Square Feet

Levels of Transparency

TRANSPARENT

FLEXIBLE / OPERABLE



OPAQUE

Lighting and Furniture

x1 OPEN COLLABORATION
1,200 NSF

*ALSO SERVES AS MAKER SPACE

x1 PROFESSIONAL LEARNING CENTER
360 NSF

PLC

x1 DISPERSED MEDIA RESOURCES

MR

x2 SMALL GROUPS
125 NSF

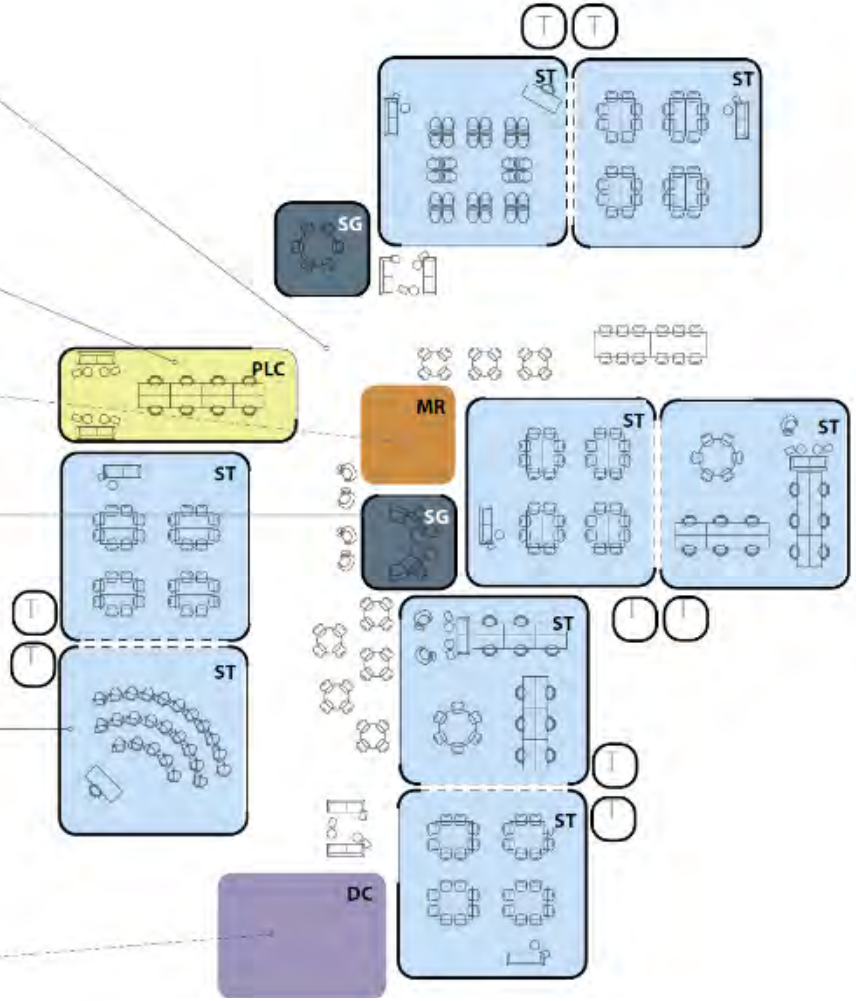
SG

x8 STUDIO
850 NSF

ST
22

x1 DISPERSED DINING COMMONS

DC



LEGEND

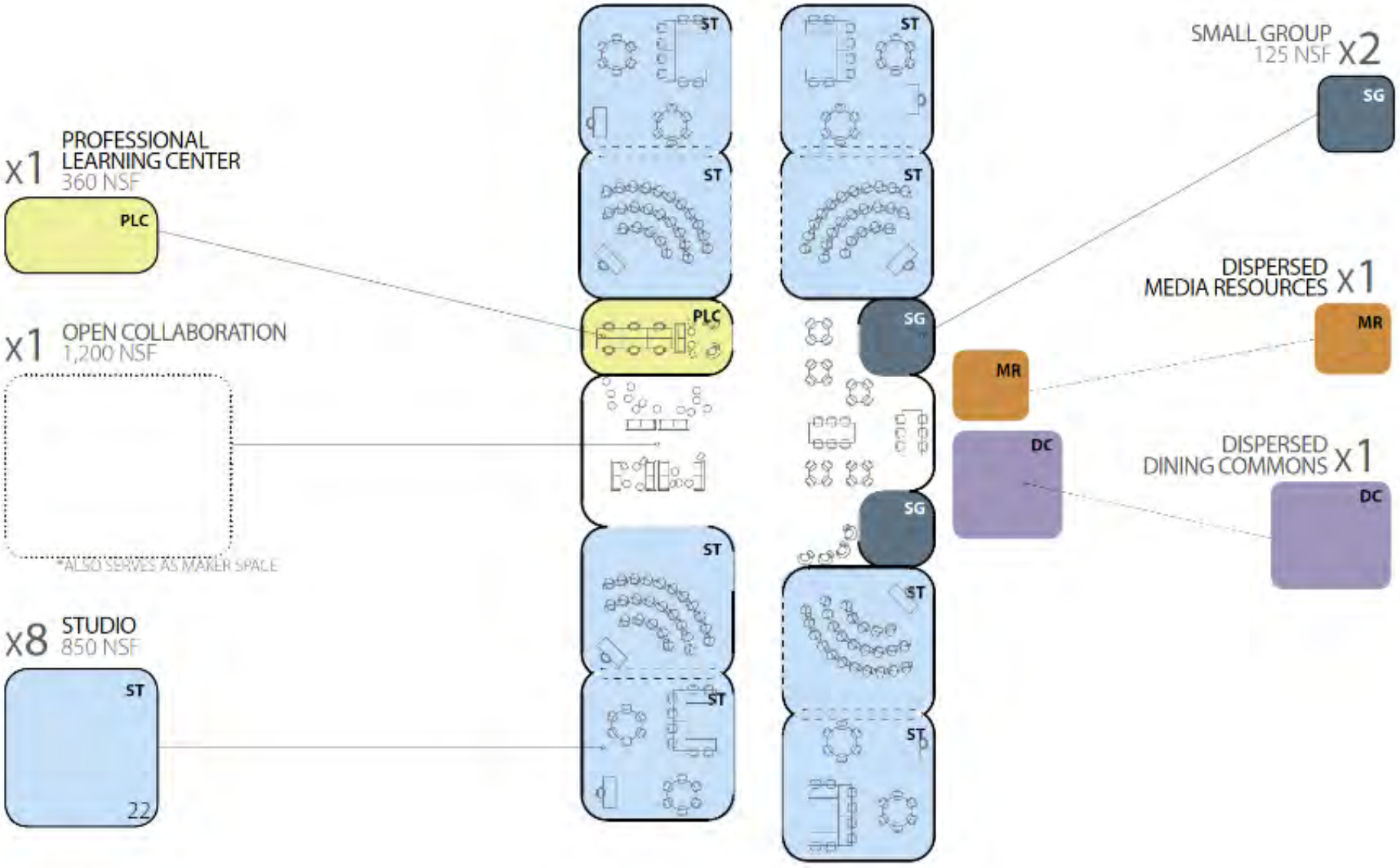
OPAQUE

TRANSPARENT

FLEXIBLE/OPERABLE

T TOILET

X QUANTITY OF SPACE



LEGEND

OPAQUE

TRANSPARENT

FLEXIBLE/OPERABLE

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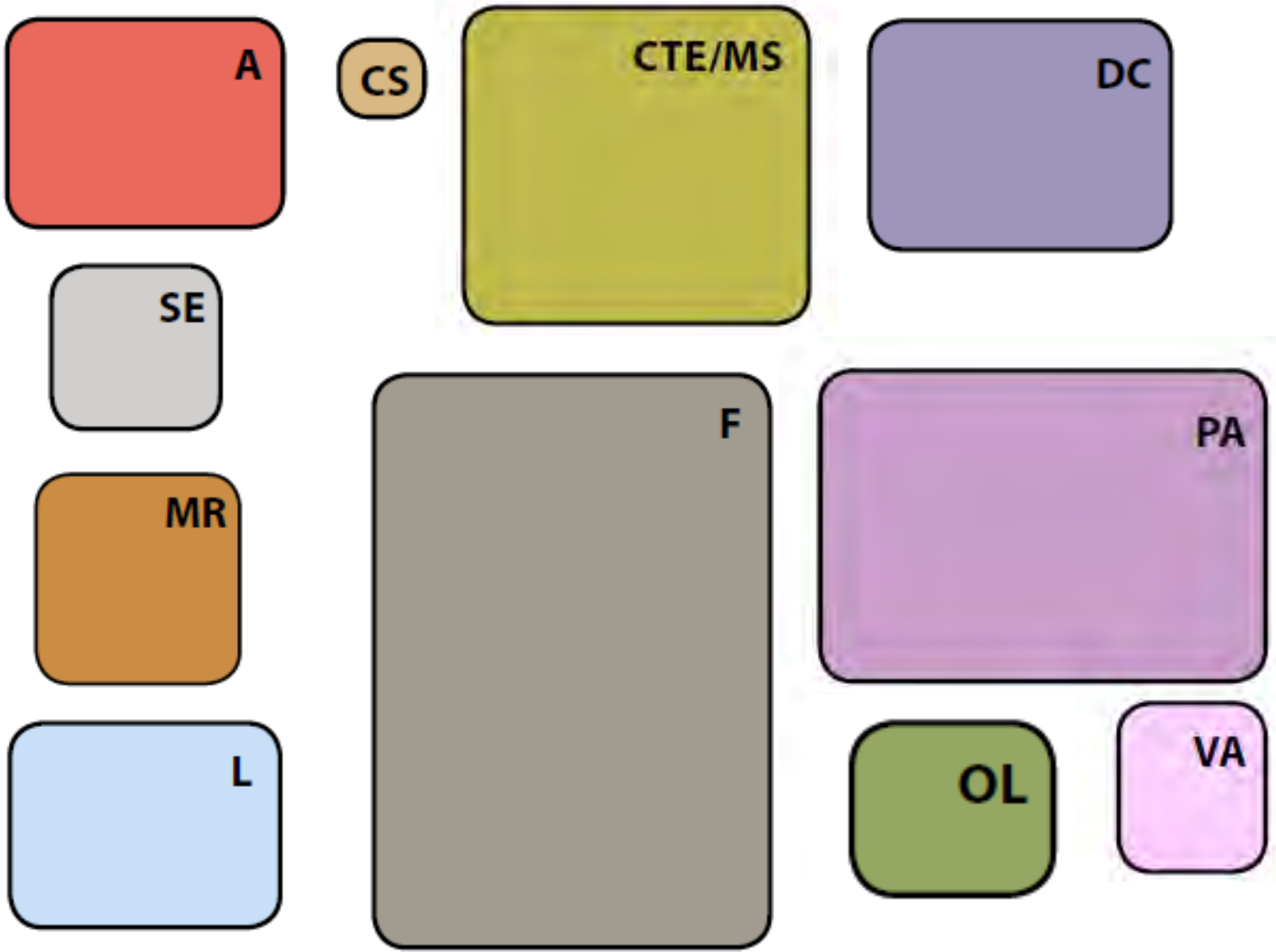
X QUANTITY OF SPACE

Building Blocks

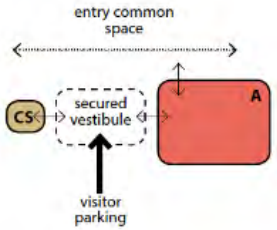


- CS community space
- A administration
- F fitness space
- DC dining commons
- K kitchen
- MR media resources
- L learning neighborhood
- MS maker space
- M music
- VA visual arts
- SE special education
- OL outdoor learning

Community Spaces

Space Types

Community Space

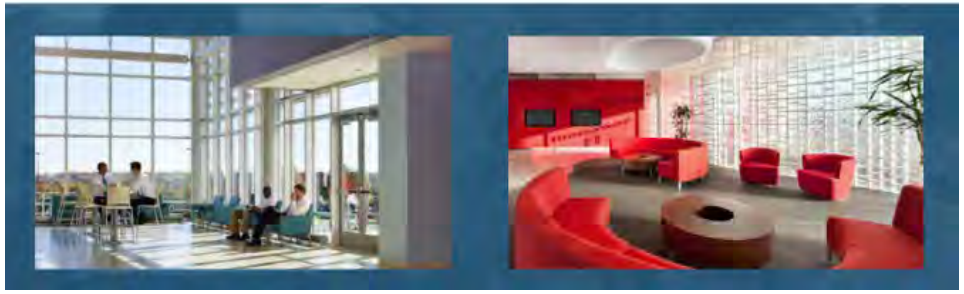


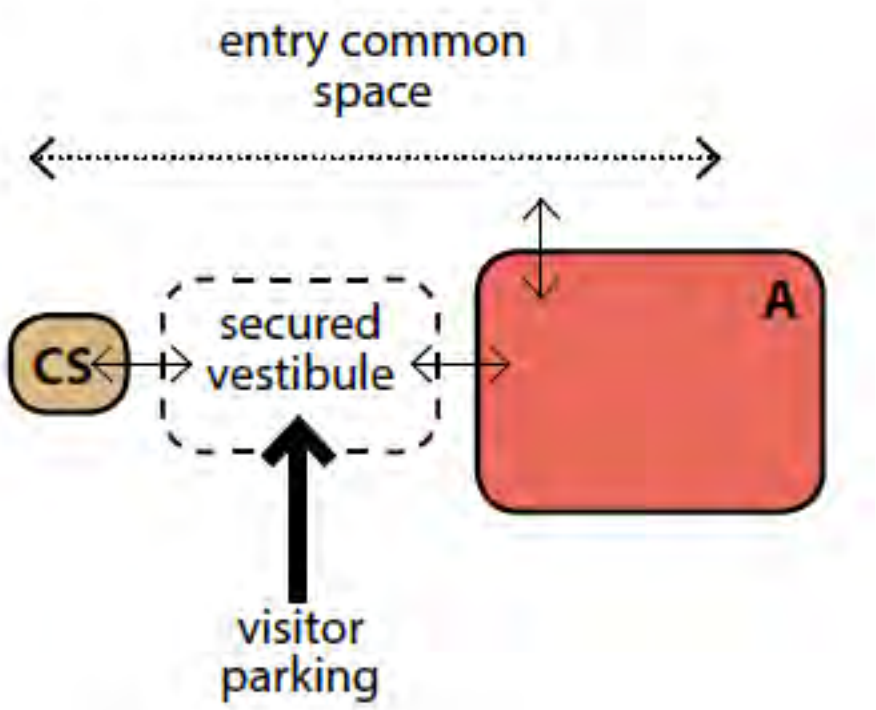
Option A: Community Welcome Center

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

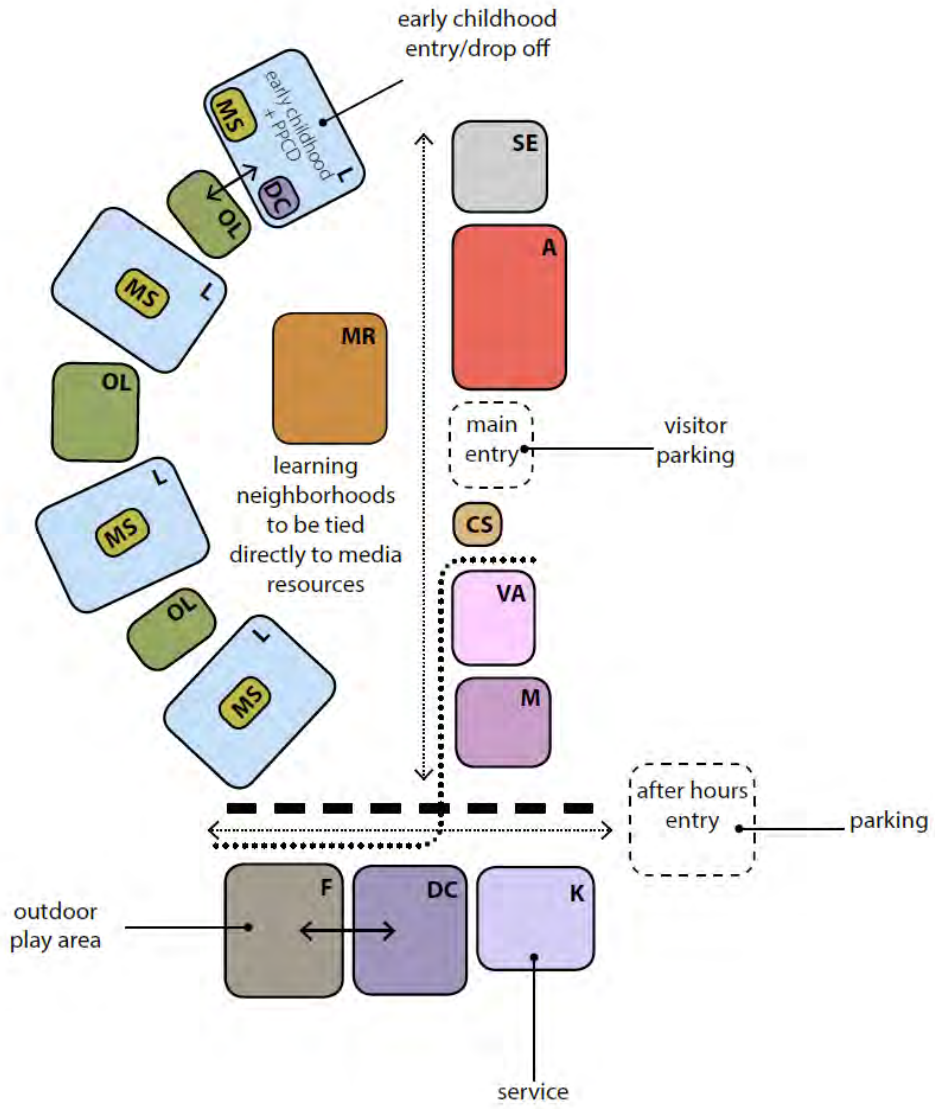
Access: The universally accessible community welcome center should be integrated within the main entry sequence of the building, specifically accessed through the Secure Vestibule with visual connection to the main Administrative reception area. The space should be accessible after hours and be able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

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





Centralized Shared Space



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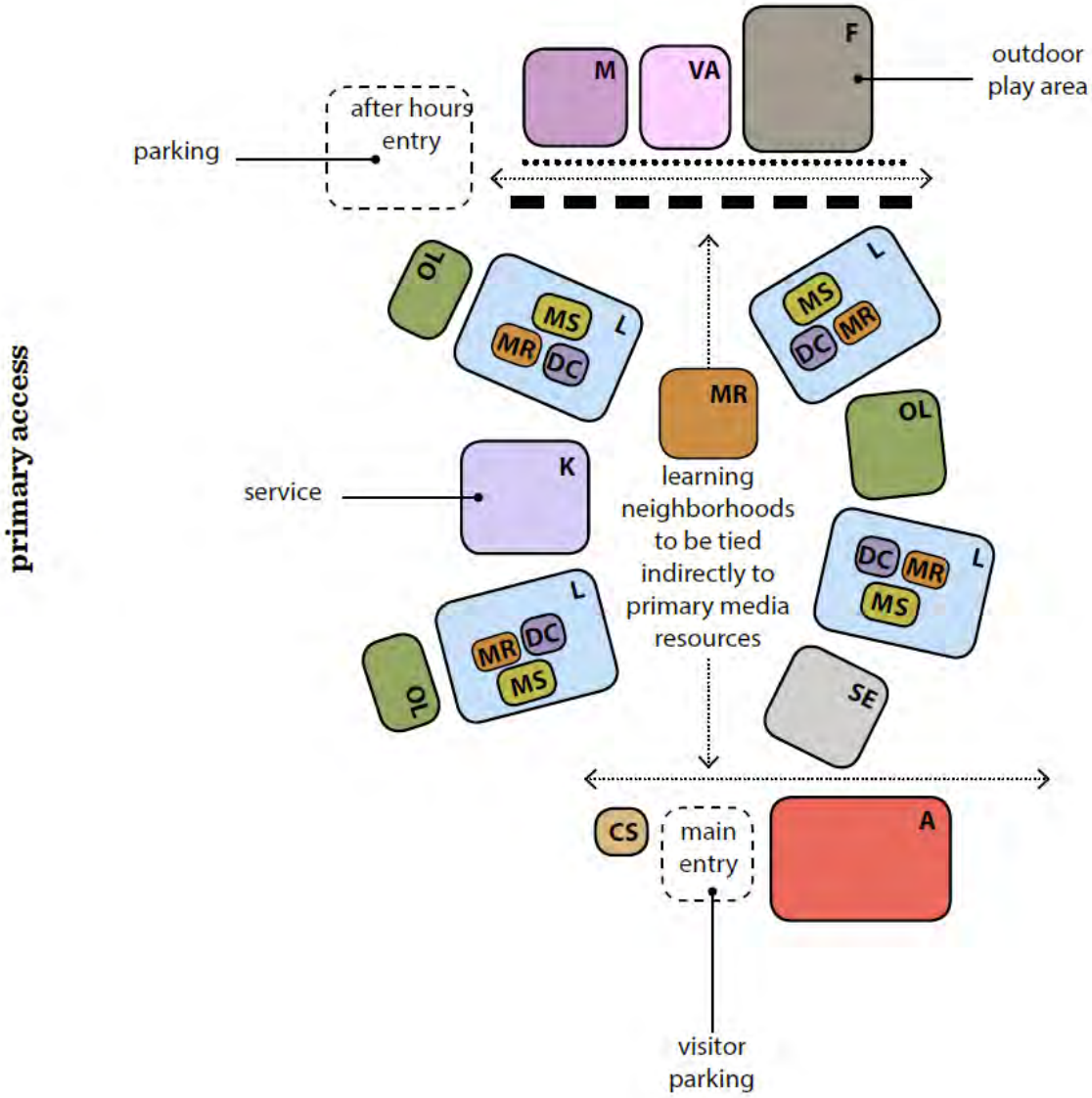
- PRIMARY CIRCULATION
- EXTERIOR ACCESS
- AFTER HOURS ACCESS ZONING
- INCREASED ACOUSTIC SEPARATION

Dispersed Shared Space



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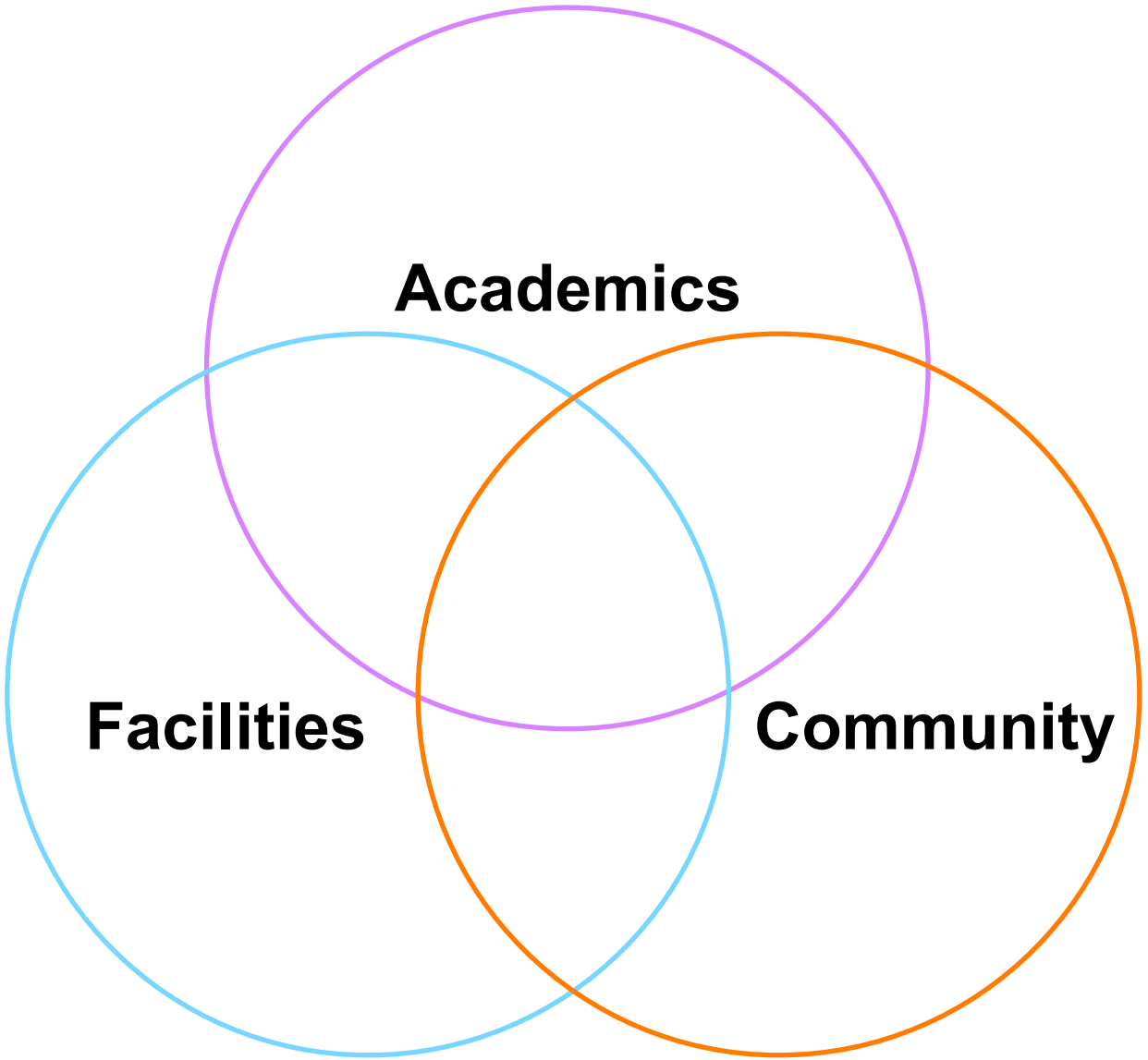
- PRIMARY CIRCULATION
- EXTERIOR ACCESS
- AFTER HOURS ACCESS ZONING
- INCREASED ACOUSTIC SEPARATION

Measures of Success



Measures of Success- 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).

Measures of Success- 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 + 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 space 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.

Measures of Success- Community

- LEARNER-DRIVEN PROJECTS – promote learner-driven project both on campuses and through community opportunities such as internships
- PARTNERSHIP MINDSET – foster partnerships when designing new facilities, developing curriculums, training staff, and supporting internships
- ROBUST LEARNING EXPERIENCE – provide neighborhoods and communities safe and secure access to schools to support student and community enrichment
- WRAP-AROUND SERVICES – provide hubs of support FOR wrap-around services in academic locations
- OUTDOOR SPACES – design outdoor spaces to accommodate student and community learning

Questions?