



Elementary School Educational Specifications

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AUSTIN INDEPENDENT SCHOOL DISTRICT

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SPECIFICATIONS UPDATE 2013

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INTRODUCTION

Mission

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

The Power of Us
The Austin Independent School District
STRATEGIC PLAN 2010 – 2015 (Revised April 2013)
(http://www.austinisd.org/sites/default/files/dept/strategic_plan/docs/strategic_plan_2010_2015_v02042014.pdf)

The Response

In support of this mission, AISD has adopted policies, procedures and practices that establish facility standards that produce quality physical learning environments, with the premise that every AISD student should have access to quality facilities that fully support academic and co-curricular programming, and that are inviting, stimulating and inspiring places to learn.

AISD Board Policy CS(LEGAL)-P: FACILITY STANDARDS requires that, “All new facilities and major space renovations approved by the Board after January 1, 2004, shall meet the facility standards established by the Commissioner (of Education) as set out in 19 Administrative Code 61.1036.” (Education Code 46.008; 19 TAC 61.1036).

Additionally, the policy requires that AISD develop written documents constituting the “Educational Program” and “Educational Specifications” that provide the educational philosophy, instructional objectives and school design standards which are to be implemented in the construction of new facilities and major renovations.

The Educational Specifications

The need for Educational Specifications (Ed Specs) and their ongoing management was further emphasized in AISD’s 2014 Facility Master Plan (June 16, 2014), which directs that the district’s Ed Specs be reviewed and updated on a four-year cycle (Short-term Recommendation No. 2). The following paragraphs on the purpose and importance of Educational Specifications and AISD’s long experience in their use have been excerpted from AISD’s Facility Master Plan, Guiding Principles and Strategies Chapter on Academics and Co-Curricular Supports:

EDUCATIONAL SPECIFICATIONS

AISD’s Educational Specifications (Ed Specs) outline the District’s facility standards for educational programs and support areas, including space requirements (square footage and spatial relationships), equipment and technology needs, and any special features needed on school campuses.

In 1982, AISD became one of the first school districts in the State of Texas to develop its own set of academics-driven Ed Specs, and since that time has used them as the

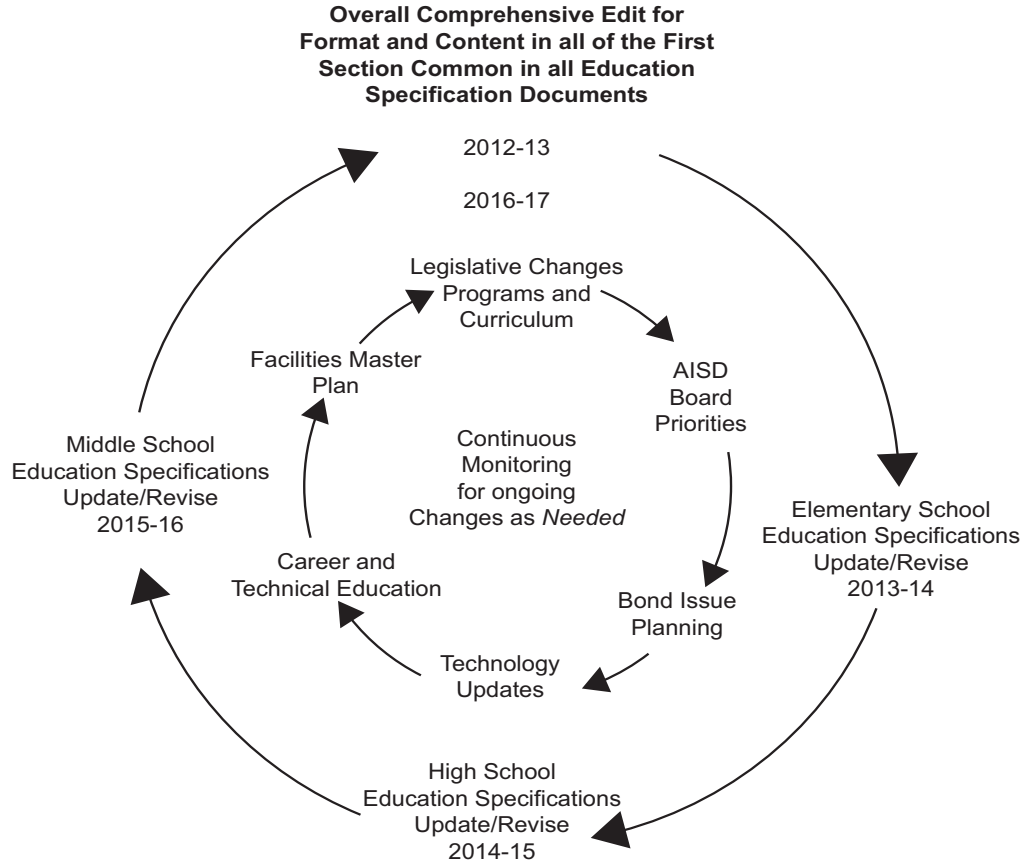
mandatory design program and standard for the construction of its new schools, building additions, and substantial renovations at the elementary, middle, and high school levels. Historically, the Ed Specs are updated as necessary to meet federal and state requirements, industry standards, best practices, and local education needs.

Recent history of AISD's current Ed Specs is as follows:

- Elementary Schools: Formalized June 10, 1996; Revised November 11, 2003; Revised February 9, 2007, Comprehensive Update September 30, 2014.
- Middle Schools: Formalized June 10, 1996; Revised March 2, 2010.
- High Schools: Formalized June 10, 1996; Revised December 2004; Revised February 2010 (in process of being updated in 2014-15).

With the adoption of the Facility Master Plan Guiding Principles in September 2013, the AISD Board of Trustees directed that the District's Ed Specs be reviewed and updated on a four-year cycle. Accordingly, an administrative regulation to Board Policy has been developed to reflect the designated review cycle, add specificity about the makeup and charge of an Ed Spec review committee, and formalize the process for making and approving changes to the Ed Specs. The review committee will be composed of cross functional teams from various District departments to ensure input is gathered from all areas.

Figure 6 - Educational Specification Four-year Review Cycle for Revisions
 The Facility Master Plan will support the revision of Ed Specs on a four-year review cycle. Consideration will be given to legislative and Board priorities for updates to the Ed Specs.



Curriculum Requirements

As required by AISD Board Policy CS(LEGAL)-P: FACILITY STANDARDS, the design of AISD educational facilities must be instructionally driven, and be able to successfully accommodate the engaging delivery of appropriate grade level curriculum to all AISD students. Further, the policy requires that the District include, as part of its facility standards, a written “Educational Program”, summarizing AISD’s educational philosophy, mission and goals, and a description of the general nature of the District’s instructional program in accordance with Texas Administrative Code (TAC), Title 19, Part II, Chapter 74 – Curriculum Requirements. This requirement is specific to AISD providing all necessary instruction in the Essential Knowledge and Skills of each appropriate grade level in its Foundation Curriculum and Enrichment Curriculum.

This required curriculum has been developed and administered by AISD’s Office of Academics, implemented and its effectiveness monitored through AISD’s Office of Schools, and its delivery is supported through the efforts of AISD’s Department of Information Systems and Technology. The organization and function of these offices and departments, and their influence on AISD’s curriculum and its delivery are described in the following pages.

Areas of Focus

This educational specifications document focuses on five major concepts that support and contribute to successful learning in prekindergarten (pre-K) through grade 12: curriculum connections, career pathways, technology connections, community linkages, and safety and security.

Curriculum Connections

- Teachers facilitate instruction in which students are actively engaged as self-directed learners and which incorporate multiple learning styles.
- Students and teachers work together as part of a learning community. Teachers and other staff members participate in professional learning communities to collaborate and reflect on their work and its impact on student learning.
- Teams work on projects requiring use of knowledge and skills across all areas of the curriculum.
- Students develop knowledge of the world of work and the responsibilities of citizenship. They demonstrate concern for the school culture and other students, while working toward becoming responsible adults. Students also learn and apply critical-thinking and decision-making skills, discover multiple ways to solve problems, use conflict-resolution strategies, and use technology as a tool for learning.
- Teachers group and regroup students based on their academic needs, interests, and skills. Students working in collaborative groups learn to balance the talents of each member to solve problems and accomplish assigned tasks.
- Students are actively engaged in a rigorous learning activities aligned with state standards. Their full participation in the curriculum creates a sense of themselves as self-directed learners.
- Students engage in learning activities that stimulate thinking, expand vision, develop new skills and understanding, and provide the opportunity for continuous personal growth and renewal.
- Teachers facilitate student learning through adept management of resources and model communication strategies that students can emulate in their own lives.
- Teachers continuously assess the learning environment to assure that it meets the learning needs of students and contributes to the success of all students.

Career Pathways

- Students work side by side with experts in the field.
- Students see the relationship between the courses they are studying in the real world workplace.
- Students identify their career interests through career awareness experiences at all levels and through participating in courses that best meet their interests.
- Students plan their high school course of study based on their career interests. They are aware of expectations in the work area as they develop a plan for attaining their goals.
- Students apply academic skills in an industry-based curriculum setting.
- Students develop computer application skills through multiple skill-based software programs.
- Student produce products are a result of research and development conducted in a simulated work environment.
- Students experience career expectations and industry skill applications by working through preselected technology programs.

Technology Connections

- Technology is used in all academic areas as an integral part of the teaching and learning. Curriculum drives the use of technology.
- Students and staff use technology to gather, analyze, and synthesize information and create multimedia products.
- Students use online information resources shared by many universities and entities through telecommunications.
- Students and staff use production centers in the media center for development of multimedia projects.
- Students use technology to develop projects pertaining to the curriculum.
- Students create databases, home pages, engineering plans, and new networking systems based on their interests and the Texas Essential Knowledge and Skills (TEKS).
- Students use simulations to understand complex aspects of the world that cannot be replicated in the classroom.

- Students use telecommunications to collaborate with others, share their work throughout the world, and receive information and feedback on their work.
- Students access courses for dual credit from sources within and outside the Austin Independent School District (AISD).
- Students actively participate in learner-centered, teacher-facilitated, and technology-rich classrooms.
- Students use technology in an ethical and responsible manner.

Community Linkages

- Parents and volunteers engage in school activities to assist students and campus staff with planning, tutoring, teaching, and sharing their careers.
- Members of the community, principals, counselors, parents, and staff share a common vision about the role of the school in meeting the needs of all students and commit time, energy, and resources to focus on student success.
- Students have access to social and health care services and nurses, and school counselors assist with connections to healthcare providers, insurance, dentists, and mental health resources.
- The community is the classroom—students are as comfortable in the pathology laboratory at a hospital, a fire station, or an office in the city hall as they are in the classroom.
- Laboratories for career technology courses are designed for use by both students and members of the community for training and work skills development.
- Community members and parents have access to educational and extracurricular opportunities for themselves, such as literacy training, English as a second language (ESL), parenting classes, and legal aid resources.

Safety and Security

- Safety is a number one priority: all students, parents, staff, and community must feel safe at school at all times.
- Strong, consistent, child-centered discipline plans are in place in every school. Peer mediation and conflict resolution are the major strategies established in the discipline plans to develop successful behaviors in students.

- Students and staff believe they are wanted at school and are a vital part of the school's family. Camaraderie among faculty and students exists based on trust and caring.
- Staff members are trained in emergency evacuation and lock-down procedures. Principals receive specialized training on safety and security protocols and reinforce those protocols with staff members.
- Students have easy access to adults who can assist them as they grow and learn.
- All outside agency personnel and service providers are welcomed in the front office and are given required direction for obtaining security clearance upon entering the building.
- To protect the security of students, staff members, and campus communities, all visitors are required to report to the school's main office, present appropriate identification, and wear a visible visitor's badge at all times.
- If regular visits to schools or direct interactions with students are anticipated, visitors must consent to a criminal history background check.
- Exterior play spaces on elementary school campuses continue to be monitored and improved to further safeguard students.
- The AISD police department evaluates the district's safety needs and procedures on a regular basis.

Office of Academics (OA)

OA is composed of 18 departments that:

- Create curriculum and identify instructional materials for teachers to use in the classroom
- Provide academic programming to students
- Provide vital support to enhance academic learning and understanding
- Facilitate professional development opportunities for teachers, administrators, and parents

Core Beliefs

- We believe in high-quality and equitable education at every AISD school and for every student.
- We believe that our job is to help prepare children and young adults to be critical thinkers, lifelong intellectual explorers, and active participants in a democratic society.
- We believe that social and emotional learning is an essential part of every child's education to gain the skills needed for positive relationships, conflict resolution, emotion management, civic participation, and responsible decision making.
- We believe that a focus on the whole child includes an emphasis on helping students become healthy, fit, and ready to learn.
- We believe that when parents and teachers work together, they form a powerful bond, which can have a lasting positive impact on students' growth and development.

Curriculum

The Curriculum Department collaborates with district teachers to develop the district's curriculum guides using the *Understanding by Design* (UbD) framework designed by Jay McTighe and Grant Wiggins (Expanded 2nd Edition, 2005). The Yearly Itineraries (YI) and Curriculum Road Maps (CRM) promote deep conceptual learning through essential questions and enduring understanding, which utilize the UbD "backwards design". YIs provide a yearly scope and sequence "at-a-glance." CRMs clearly defines what students should know and be able to do. The following components are also included in the CRMs: key vocabulary (English and Spanish for elementary), resources, performance tasks, and exemplar lessons. All curriculum guides are annually reviewed and revised with the Curriculum Writers Cadre (CWC) in June.

AISD's guaranteed and viable curriculum is based on the TEKS, College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS), and 21st Century Skills. The AISD curriculum promotes high expectations for student achievement.

Parent Information

Parent Guides in AISD are accessible via the Parent Cloud. AISD produces parent guides that are available for download at each grade level:

- Elementary School grades Pre-K through 2
- Elementary Schools grades 3-5
- Middle School
- High School

Departments

The Department of 504 Services (504) facilitates the system of identifying eligible children with disabilities, as defined under Section 504 of the Rehabilitation Act. Eligible children can receive accommodations and appropriate services to ensure access to a Free and Appropriate Public Education (FAPE).

The Department of Advanced Academic Services (AAS) provides services and resources for advanced level and gifted and talented students, their parents, and teachers.

The Department of Career and Technical Education (CTE) oversees the development and implementation of programs that offer AISD students the opportunity to explore and experience a wide range of career options in relation to their interests and aptitudes.

The Department of Comprehensive Health Services (CHS) facilitates and supports physical and mental/behavioral health programs, initiatives, and resources for campuses, staff, students, and families in AISD. Such programs include vision and hearing screening and services, student health services, employee wellness, Campus Based Counseling Referral Centers on identified campuses, integrated case management, and management of district health operations.

The Division of Curriculum (C), in collaboration with the Office of Academics (OA) teams and district educators, focuses on the development, delivery, implementation, and support of a guaranteed and viable curriculum for all AISD students.

The Department of Early Childhood (EC) provides support for the development and implementation of a rigorous, research-based early childhood curriculum that ensures best teaching practices and developmentally prepares students for kindergarten and beyond.

The Department of English Language Learners (ELL) oversees the bilingual educational needs for ELLs by facilitating high-quality bilingual and ESL programs. The department serves schools by providing guidance, professional development opportunities, and the resources necessary to educate ELLs.

The Department of Fine Arts (FA) oversees the programming, curriculum, enrichment, and opportunities for K–12 students in the areas of music (elementary music, band, orchestra, choir, guitar, and mariachi); theater; visual arts; dance; and digital media. The department collaborates with other OA teams to embed arts-based strategies into curriculum to engage students and teachers and to increase student achievement.

The Department of Language Arts (LA) designs and supports the implementation of authentic, accessible, and TEKS-aligned curriculum for a highly diverse student population. The goal is to ensure that all students develop a lifelong passion for literacy, with effective reading, writing, and communication skills.

The Department of Library Media Services (LMS) provides support for campus libraries through professional development opportunities, promotion of best practices initiatives, technical services for managing library collections, and library technology support for hardware and software.

The Department of Mathematics (M) designs and supports the implementation of authentic, accessible, and TEKS-aligned curriculum for a highly diverse student population. The department ensures all students are able to independently use their learning to display, analyze, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication in order to connect mathematical ideas arising in problems in everyday life, society, and careers.

The Departments of Physical Education and Health (PE/H) educate students to become lifelong learners of health and wellness and facilitate the development of behaviors for healthy living, including decision making, appropriate social skills, and physical fitness in and outside the educational setting.

The Department of Response to Instruction and Intervention (RtI²) provides training and support for teachers and administrators to implement a preventive, multi-tiered framework for student success. The framework includes training in the use of universal screeners, progress-monitoring instruments, and intervention resources for students struggling with literacy and mathematics.

The Department of Science (S) designs and supports the implementation of authentic, accessible, and TEKS-aligned curriculum for a highly diverse student population. The goal of the department is to ensure that all students are scientifically literate citizens who are knowledgeable and considerate of the processes that affect the world and are able to think critically and creatively about them.

The Department of Social and Emotional Learning (SEL) works with staff and students in AISD to improve classroom, school, and district climate by providing SEL instruction and integrating

SEL skills in exemplar lessons across curriculum areas. SEL focuses on skills to understand and manage emotions, set and achieve goals, feel and show empathy, establish and maintain positive relationships, and make responsible decisions.

The Department of Social Studies (SS) designs and supports the implementation of authentic, accessible, and TEKS-aligned curriculum for a highly diverse student population. The goal of the department is to ensure all students are prepared for citizenship in a diverse, democratic society.

The Department of Special Education (SpEd) designs and delivers quality support to ensure students are successful academically and holistically, parents are partners in the process, and educators are empowered.

The Department of World Languages (WL) is committed to empowering students to become productive members of the global community through the implementation of a rigorous, authentic curriculum that leads to successful, lifelong communication in a second language or more.

Current Research

The Office of Academics (OA) at AISD is charged with developing high-quality, challenging curriculum aligned to the TEKS. OA also houses a variety of academic programs and support features to enrich student learning and enhance teachers' knowledge base and skills. A core component of the office is to provide professional development opportunities to administrators, campus staff, and teachers. OA celebrates the ability to bring world-renowned and national researchers to AISD. This enables the professional staff to serve the districts campuses and students.

Office of Schools (OS)

The Office of Schools, under the direction of the chief schools officer, comprises the Offices of Associate Superintendents, the Office of Athletics, the Office of Learning Support Services, and the Department of School, Family and Community Education.

Office of Associate Superintendents

The associate superintendents and their teams develop and strengthen leadership capacity in principals and other campus administrators to ensure that students receive an educational experience that is academically rigorous, culturally relevant, and supportive of the whole child so that students are well-prepared for college, career, and life in a globally competitive economy. The Associate Superintendent Offices monitor and support student achievement in area campuses and assist campuses in improving teaching and learning so that students will master or exceed grade level learning standards and be able to demonstrate proficiency at or above grade level, and so that schools will meet or exceed state and federal accountability standards.

Key services:

- Systematically monitor and evaluate the effectiveness of the implementation of the taught curriculum
- Monitor the performance and progress of student achievement, attendance, discipline, campus budgets, and staff
- Assist in developing action plans inclusive of both core instruction and interventions in response to student achievement data
- Provide assistance to campus principals in responding to student, staff, parent, and community needs and concerns
- Lead the selection process for principals and campus leadership teams and provide job-embedded professional development support to ensure effective delivery of instruction
- Identify and manage resources to meet school improvement goals

Office of Athletics

The vision of the Athletics Department is to instill a passion for lifelong learning in all student athletes through the development of the athletic programs at the high school and middle school level. The mission is to create an environment that fosters mutual respect, integrity, quality, and a commitment to excellence, through competitive athletics that instill the lifelong values of teamwork, leadership, and sportsmanship in the student athletes so that they may be productive members of society. The Athletics Department believes that the overall athletic experience is an integral part of the educational system, with many associated positive benefits. Athletics is a medium through which core values are used to teach life lessons that develop high-character

individuals. This process helps to develop the whole child. The purpose of the Office of Athletics is to provide a rigorous athletic program to AISD middle schools and high schools that complements and supports a challenging academic program by teaching students to persevere, to work together with others, and to push themselves to heights that they otherwise did not believe could be achieved.

Key services:

- Organize and supervise educationally sound athletic programs
- Inspire students to become productive citizens, successful students, and effective leaders
- Provide a safe and healthy environment for all athletic-related activities
- Contract, supervise, and secure central athletic facilities when rented by non-district nonprofit organizations
- Seek opportunities for future athletic participation venues
- Supervise, staff, secure, and account for AISD athletic competitions held at central facilities

Office of Learning Support Services

The Office of Learning Support Services (LSS) provides support to campuses and students through the Child Study Teams, including the following areas: social work, dropout prevention, guidance and counseling, campus and district crisis response, professional development, academic/behavior/attendance/speech-language interventions, and the development and enhancement of the advanced case management system (eCST). The child study system includes intervention plans, progress monitoring, eCST meetings, early warning indicators for students, service tracking of support provided, and case management coordination for students receiving wrap-around support. LSS also supports the Advancement Via Individual Determination (AVID) Department, Child Study System facilitators, the Guidance and Counseling Department (including HB5 implementation), Alternative Education Programs, social service specialists, and district dropout prevention specialists in order to promote success for all students through a focus on academic achievement, prevention and intervention activities, college and career readiness, and strategies to increase attendance and high school graduation. Through the Office of Student Services, LSS also manages student registrations/enrollment, transfers and other assignment processes, and all election-related activities.

Key services:

- Support the district-wide system of campus Child Study Teams, including coordination of social work services for the district and services provided by community agencies; develop and maintain eCST, the district's advanced case management tool

- Provide dropout prevention services and attendance/graduation support through dropout prevention specialists within the Child Study System
- Provide professional development and direct support to campuses in the areas of behavior, attendance, academics, guidance and counseling, dropout prevention, graduation, and Child Study Systems
- Provide individual and group counseling to students, support for college and career planning (including the implementation of HB5 guidelines), and instructional support for AVID
- Coordinate campus and district crisis response
- Oversee alternative education programs and provide students/families with services and programs that keep students connected to their home campuses
- Manage registrations/enrollments; provide student projections; and administer trustee, bond, and tax ratification elections
- Implement student transfer policy and all other assignment processes

Department of School, Family and Community Education

The Department of School, Family and Community Education develops, implements and evaluates a wide range of comprehensive programs and services that are designed to foster success for students, parents, adult learners, and the broader Austin community. Most of the services are provided directly to learners while others are done in collaboration with community vendors. The department staff actively secures grant funding to ensure that its program participants have the services and support to enhance their lives now and in the future.

Key services:

- Oversee in-school, afterschool, off-campus, summer, credit recovery and acceleration, tutoring, and mentor programs and services
- Offer support services for special student populations, i.e. refugee, homeless, pregnant and parenting teens, American Indians, and students unable to attend school due to health reasons
- Manage community use/rental of campus facilities
- Monitor and evaluate certified home-based teachers
- Secure grant funding for district-wide programs and services

- Create learning opportunities for families to be more actively engaged in learning at school, home and community
- Provide learning opportunities for adults seeking to learn English or earn a GED
- Offer educational options for students to meet promotion and graduation standards
- Provide oversight and support for self-managed and teen parent childcare programs
- Collaborate with governmental and community organizations to provide on-campus social and support services for parents and family members
- Schedule city and county general elections held on district campuses

Department of Information Systems and Technology

The Department of Information Systems and Technology is committed to a new digital learning environment that embraces 21st century learning standards, including assessment and accountability to positively transform learning and teaching for all students and teachers at AISD. The Department of Information Systems and Technology works to ensure that all students, teachers, parents, and administrators have online access to relevant educational resources from anywhere and at any time. In order to create this learning environment the

AISD students need:

- access to relevant technologies, tools, resources, and services for individualized instruction 24/7.
- access to information and communication technologies to collaborate, construct knowledge, and provide solutions to real-world problems.
- skills in using research-based strategies in all subject areas to improve academic achievement.
- ability to communicate effectively in a variety of formats for diverse audiences.

AISD educators need:

- new learning environments that use technology as a flexible tool for learning that is collaborative, interactive, and customized.
- integration of appropriate technology throughout all curriculum and instruction.
- skills in interpreting data to drive instruction.
- support and training to integrate technology with instruction.

AISD community needs:

- partnerships with AISD parents and business community through technology.
- access to up-to-date, relevant information about our schools.
- two-way communication through accessible technologies.
- multiple ways to participate in the education of the children.

The Department of Information Systems and Technology has support services including customer support services, information management support services, technology project management, and technology standards and compliance.

Customer Support Services

Customer Support Services' goal is to provide excellent support and training for all AISD staff. This includes providing full access and training to technology that will enhance and extend the learning environment for all AISD students, teachers, and administrators.

With a highly skilled team of dedicated professionals, customer support service strives to provide the best user experience possible, working directly with technology users in the district. Dedicated teams in the help desk, Campus Support, and Administrative and Instructional System Support are committed to the support of teachers and schools and are the customer advocates in technology, with staff satisfaction as the District's mission.

As AISD adopts new programs and hardware to enhance the learning environment, teachers and staff need training. The Instructional and Administrative Systems team provides system administration support for many of our administrative and instructional systems. Also provided is training on these systems to keep AISD staff up to date on the latest technology available to them. Customer support service staff maintain the vast telecommunication network to ensure that teachers and administrators have a reliable phone system.

Information Management Support Services

The mission of Information Management Support Services (IMSS) is to manage and maintain the district's hardware and software infrastructure to make technology available 24/7. IMSS comprises five groups: Business Systems Support (BSS), Data Management and Reporting Support, Infrastructure Support (DMRS), Custom Development Support (CDS), and Student Systems Support.

BSS is responsible for the district business systems, including help desk services. BSS also provides software development to meet AISD needs, including custom interfaces to vendor-supplied applications.

DMRS provides database management services for applications such as IFAS, TEAMS, as well as custom datasets for analysis and reporting. DMRS provides data tools to supplement vendor-reporting systems for teachers and administrators. DMRS also administers both the AISD cloud (my.austinisd.org) and the performance management (dashboard) platforms.

Infrastructure support provides planning, design, maintenance, and security management for the district's wide area network (WAN) and local area networks (LANs) associated with the 143 locations and approximately 850 servers installed in the district. It is also a major participant and contributor in the support of the Greater Austin Area Telecommunications Network (GAATN). The GAATN network consists of approximately 300 miles of fiber optic cable installed throughout Austin. Every AISD campus is connected to the GAATN network.

CDS is responsible for the development of custom applications that are needed for the district to meet legal compliance and various business areas

Student System Support provides services for mission-critical student information systems (e.g., the scheduling system, Gradebook, curriculum, and assessment system), including the generation of report cards and a variety of printed and mailed material relating to student, staff, and community requirements. It supports web-based and on-demand reports providing administrators and educators with essential information to support their decision-making process at the school and district levels. It also provides support to the PEIMS reporting process, Freedom of Information Act requests, structured reporting to support grant applications, and other ad-hoc requests for information

Technology Project Management

This department's role is to provide project management for technology solutions from concept through implementation and completion. Staff members work with teams to identify areas of need. Most importantly, training and follow-up sessions are provided to ensure that customers are able to take full advantage of new technology.

Technology Project Management staff members work with campuses and central office departments on technology projects to lead the way in classroom technology. This endeavor often involves working with teachers and administrators who have expertise in the subject matter.

District-wide initiatives are complex projects that require careful coordination with schools, vendors, and the Technology Department. Leadership is provided to make sure that these projects are managed efficiently and delivered on time. When schools or departments need to be outfitted with new technology, assistance is provided with the roll-out/implementation process.

Technology Standards and Compliance

This department's role is to support AISD by providing services related to technology standards and regulatory compliance.

Technology is essential to the work of educators, but it can sometimes be complex and confusing, given the variety of options available and the speed at which options change. Staff members of this support service assist the district by narrowing down some of these complex choices and options to something that is meaningful to our customers in making the best decisions for individual schools.

Assistance is provided in developing district technology standards for hardware and software. These standards are established to ensure compatibility with the district's network infrastructure and compliance with mandated security rules and regulations to ensure student online safety, to meet performance requirements, and to meet mandated accessibility guidelines for students with a disability. As an added benefit, standards make it easier to establish consistent and more efficient support and training for our staff. As a result, the district is saving time and money providing support services and consistent professional development. It is important that all teachers and staff considering technology acquisitions, large or small, contact this office or visit the online page for guidance with these procurements.

Members of this staff strive to be a valuable resource for the department of technology by providing information and guidance on technology processes and procedures, as well as facilitating necessary communication with vendors on technology purchases. In addition, effort is focused on making sure that customers are fully informed of regulatory and licensing compliance matters, particularly when purchasing new products. Licensing compliance and education are primary responsibilities when conducting training and performing ongoing education and audits to support this process.

Additionally, the intent of this support service is to ensure compliance with district policies, as well as state and federal laws and regulations regarding technology in education. For example, the district has policies and regulations in place for safe and ethical use of technology resources, such as Board Policy CQ, the district's Acceptable Use Policy (AUP), and AISD's Internet Safety Plan. All users must comply with these policies, among others (e.g. FERPA), in order to use the district's technology resources.

Part I

PROGRAM DESCRIPTIONS

- A. Instructional Program
- B. Administrative Program
- C. Support Programs

Prekindergarten/ Preschool Program for Children with Disabilities (PPCD)

MISSION/GOALS OF THE PROGRAM

The AISD Department of Early Childhood is committed to meeting the social, emotional, intellectual, and physical needs of each child. The pre-K program is based on the belief that every child deserves the opportunity to grow and develop to full potential, both as a learner and as a person of worth and dignity. The student will:

1. Be included in a balanced curriculum that offers both formal and informal learning activities, individual support, and enrichment in the academic areas; as well as fine arts, technology, social and emotional development, and physical education
2. Have learning experiences designed to develop foundation skills necessary for individual success, both in school and later life
3. Have opportunities to express and communicate thoughts and ideas through speaking, listening, and writing
4. Be involved in hands-on, activity-based problem-solving activities to promote reasoning and thinking skills
5. Be involved in a variety of activities to foster the development of readiness in some children, while challenging those children who are ready to develop more sophisticated skills
6. Have opportunities to function within a group (taking turns, sharing, listening, problem solving) and learn to become independent in handling personal needs, caring for classroom materials, and following routines
7. Be involved in performance-based, meaningful assessment to measure his/her progress
8. Have opportunities to use current types of technology and have access to a variety of interactive applications
9. Be exposed to multicultural and multiethnic experiences

CURRICULUM DESCRIPTION

The curriculum in pre-K includes content in language arts (emergent literacy reading, emergent literacy writing); mathematics; social studies; science, fine arts; physical education; social and emotional development; and technology.

The following is a brief description of the core program.

Language Arts

1. Speaking (conversation skills): Students demonstrate beginning competence in oral expression, as evidenced by:
 - Using language for different purposes
 - Engaging in conversations in appropriate ways
 - Demonstrating knowledge of nonverbal conversation rules
 - Using complete sentences of four or more words and grammatical complexity, usually with subject, verb, and object order
2. Listening comprehension skills: Students demonstrate competence in listening comprehensions skills, as evidenced by:
 - Responding appropriately in differing situations
 - Comprehending and responding to a new language being spoken by English-speaking teachers and peers
 - Following two-step oral directions and usually following three-step directions
3. Reading: Students are immersed in print to enable them to learn and practice successful literacy behaviors. Children developing pre-reading and emergent reading skills show competence by:
 - Engaging in pre-reading and reading related activities
 - Using books and other written materials to engage in pre-reading behaviors
 - Asking to be read to or asking the meaning of written text
4. Speech development: Students are engaged in learning opportunities that allow them to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Children developing speech production skills show competence by the following behaviors.
 - Child's speech is understood by both the teacher and other adults in the school
 - Child perceives differences between similar sounding words

- Child investigates and demonstrates growing understanding of sounds and intonation of the English language
5. Phonological awareness: Students are engaged in activities that allow them to develop the ability to isolate, blend, and segment sounds. Children developing phonological awareness skills will show mastery by:
- Separating a normally spoken four-word sentence into individual words
 - Combining and deleting words or parts of words to form new words or detect sounds in words
 - Producing a word that rhymes with a given word
 - Combining onset and rhyme to form a familiar one-syllable word with and without pictorial support
6. Alphabet knowledge skills: Students are given the opportunity to learn how letters function in writing and how these letters connect to the sounds children hear in words. Children who have developed the understanding of alphabetic principal display these behaviors:
- Naming and recognizing the sound for at least 20 upper and at least 20 lower case letters
 - Producing the correct sound for at least 10 letters
7. Writing: Students are given the opportunity to use print to convey a message. Children who have developed the understanding that messages can be constructed or generated display some of these behaviors:
- Child intentionally uses scribbles/writing to convey meaning
 - Child uses some appropriate writing conventions when writing or giving dictation
 - Child independently uses letters or symbols to make words or parts of words
8. Mathematics: Students will develop problem-solving skills and use mathematical reasoning with familiar materials in the classroom. Students will demonstrate knowledge of numeration, problem solving, relationships, and measurement by:
- Using words to rote count from 1 to 30

- Counting 1 to 10 items, with one count per item
 - Using the verbal ordinal terms
 - Recognizing and comparing heights or lengths of people or objects
9. Social studies: Students demonstrate knowledge of culture, economics, geography, and government in a context appropriate for their level of comprehension.
 10. Science: Students demonstrate knowledge of basic science concepts and scientific methodology such as simple observation, classification, and experimentation.

TEACHING AND LEARNING ACTIVITIES

Care will be taken to provide the optimum physical and psychological climate for learning that allows flexibility in meeting the diverse needs of each student through the following program activities. Students will:

1. Interact with each other in an open and inviting school environment that promotes individual growth and allows independence
2. Work in a variety of classroom and school situations (i.e., large group, small group, and independently) that enable them to test solutions to everyday problems as well as promote teamwork
3. Use a variety of language and math resources and be provided multiple opportunities to use them both independently for skill development and jointly with science, social emotional learning, and social studies for application
4. Work individually and in groups on projects that will enable them to become aware of how their learning is applied to real life
5. Use and access a variety of current technology and interactive applications in multiple classroom and school situations

EMERGING CONCEPTS AND DEVELOPING TRENDS

Instructional trends:

1. Dual language interaction
2. Community partnerships

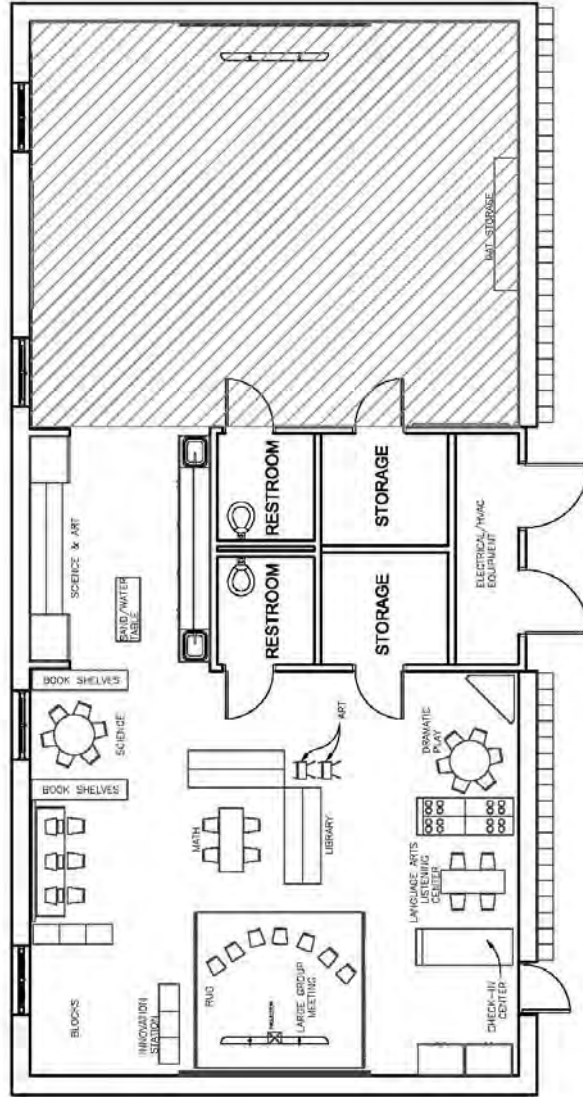
3. Dual generational instruction
4. Authentic assessment
5. Diversity awareness
6. Peer and cross-grade level tutoring

Community involvement:

1. Interaction with community members
2. Parent training

GROUP SIZES AND STAFFING

1. Pre-K – 18 students per teacher (4 year olds)
2. Pre-K – 16 students per teacher and aide (3 year olds)
3. PPCD – 8 to 10 students per teacher and aide



Pre-K / PPCD
Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Kindergarten

MISSION/GOALS OF THE PROGRAM

The AISD Department of Early Childhood is committed to meeting the social, emotional, intellectual, and physical needs of each child. The kindergarten program is based on the belief that every child deserves the opportunity to grow and develop to full potential both as a learner and as a person of worth and dignity. Students will:

1. Be included in a balanced curriculum that offers both formal and informal learning activities, individual support, and enrichment in the academic areas; as well as fine arts, technology, social and emotional development, and physical education
2. Have learning experiences designed to develop foundation skills necessary for individual success, both in school and later life
3. Have opportunities to express and communicate thoughts and ideas through speaking, listening, and writing
4. Be involved in hands-on, activity-based problem-solving activities to promote reasoning and thinking skills
5. Be involved in a variety of activities to foster the development of readiness in some children, while challenging those children who are ready to develop more sophisticated skills
6. Have opportunities to function within a group (taking turns, sharing, listening, problem solving) and learn to become independent in handling personal needs, caring for classroom materials, and following routines
7. Be involved in performance-based, meaningful assessment to measure his/her progress
8. Have opportunities to use current types of technology and have access to a variety of interactive applications
9. Be exposed to multicultural and multiethnic experiences

CURRICULUM DESCRIPTION

The curriculum in kindergarten includes content in English language arts (ELA) and reading, mathematics, social studies, science, health, art, music, physical education, and technology.

The following is a brief description of the core program:

Language Arts and Reading

The ELA and reading program for kindergarten is organized into the following strands: reading, writing, research, listening and speaking, and oral language conventions. In kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

1. Reading: students read and understand a wide variety of literary and informational texts
2. Writing: students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail
3. Research: students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information
4. Listening and Speaking: students listen and respond to the ideas of others, while contributing their own ideas in conversations and in groups
5. Oral and Written Conventions: students learn how to use the oral and written conventions of the English language in speaking and writing

Mathematics

Within a well-balanced mathematics curriculum, the primary focal points at kindergarten are developing whole-number concepts; using patterns; and sorting to explore number, data, and shape. Students demonstrate beginning competence in mathematics as evidenced by:

1. Demonstrating basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics
2. Using numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols
3. Using objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space
4. Applying measurement concepts as they identify and compare attributes of objects and situations

5. Using graphs to collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences

Science

The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes (e.g., inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information), while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 80% of instructional time. In kindergarten, students observe and describe the natural world using their five senses. Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.

Social Studies

In kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.

Health

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following:

1. Students should first seek guidance in the area of health from their parents
2. Personal behaviors can increase or reduce health risks throughout the lifespan
3. Health is influenced by a variety of factors
4. Students can recognize and use health information and products
5. Personal/interpersonal skills are needed to promote individual, family, and community health

Kindergarten students are taught basic factors that contribute to health literacy. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. Students also understand how to seek help from parents and other trusted adults.

Physical Education

In physical education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Art

Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire in art education in kindergarten. Students have opportunities to express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

Music

In music, students develop their intellect and refine their emotions; understand the cultural and creative nature of musical artistry; and make connections between music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

Theater

Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

Technology

The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication. Through the study of technology applications foundations, including technology related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications.

TEACHING AND LEARNING ACTIVITIES

Care is taken to provide the optimum physical and psychological climate for learning that allow flexibility in meeting the diverse needs of each student through the following program activities. Students will:

1. Interact with each other in an open and inviting school environment that promotes individual growth and allows independence
2. Work in a variety of classroom and school situations (i.e., large group, small group, and independently) that enable them to test solutions to everyday problems as well as promote teamwork
3. Use a variety of language and math resources and be provided multiple opportunities to use them both independently for skill development and jointly with science and social studies for application
4. Work individually and in groups on projects that will enable them to become aware of how their learning is applied to real life
5. Use and access a variety of current technology and interactive applications in multiple classroom and school situations

EMERGING CONCEPTS AND DEVELOPING TRENDS

Instructional trends:

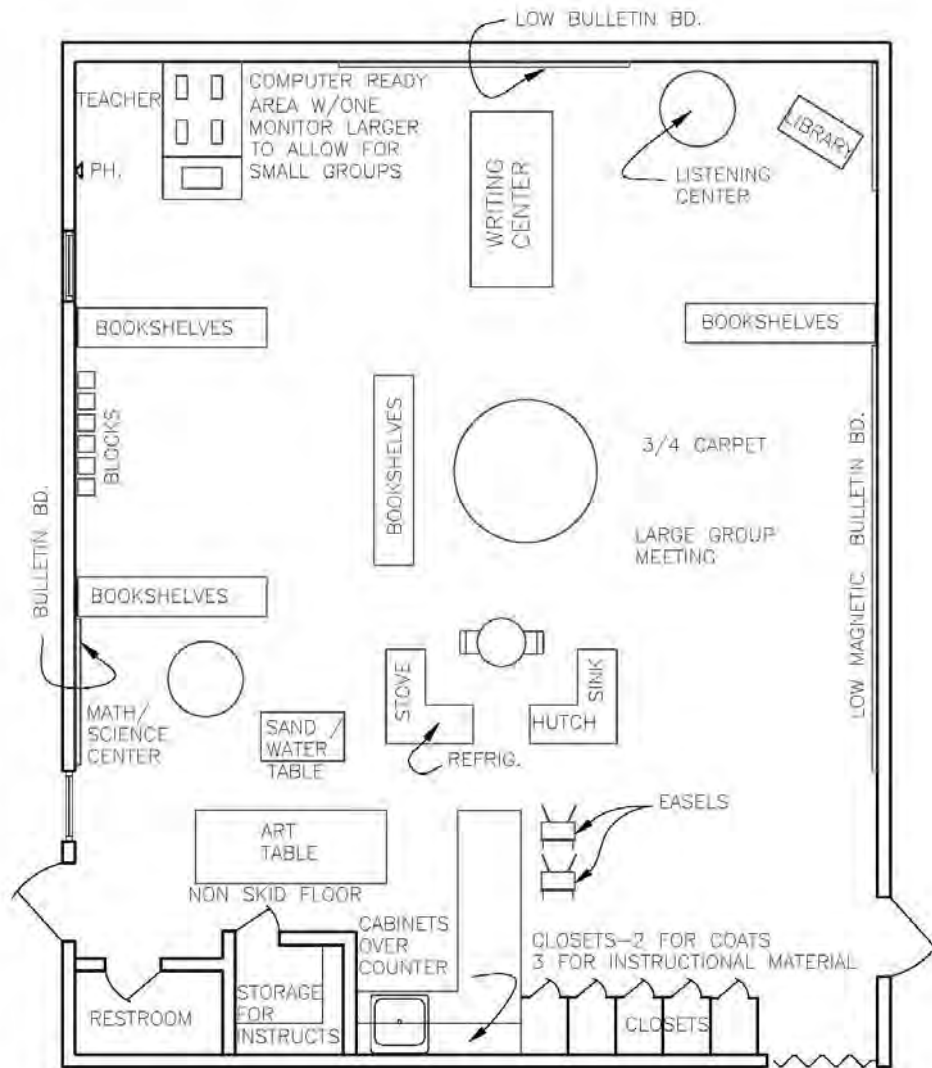
1. Dual language interaction
2. Community partnerships
3. Dual generational instruction
4. Authentic assessment
5. Diversity awareness
6. Social emotional development
7. Peer and cross-grade level tutoring

Community involvement:

1. Interaction with community members
2. Parent training

GROUP SIZES AND STAFFING

Kindergarten - 22 students per teacher



Kindergarten

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Primary Program Grades 1–3

MISSION/GOALS OF THE PROGRAM

The purpose of the primary program is to provide a program of continuous education designed to help attain maximum development of the child's potential as she/he grows physically, psychologically, academically, and socially. The goals of the program are to provide opportunities for the student to function successfully in a global society. The goals are based on the needs of children. The program goals are:

1. **Mastery of content:** The development of his/her highest level of academic skills in all areas, including the development of powers of communication, such as correct speaking, listening and writing skills, and use of currently available technologies
2. **Development of processes and skills:** Including making choices, solving problems, and being creative
3. **Development of self-responsibility:** Developing a background of experience and knowledge for making judgments and decisions appropriate to his/her stage of development; promoting strong character, good physical and mental health, and respect for the values of others; facilitating friendly and cooperative relationships between the school, home, and community
4. **Proficiency in a second language:** Promoting the development of proficiency in other languages

CURRICULUM DESCRIPTION

The primary program encompasses Grades 1 through 3. With the integration of technology, the curriculum will include the following content areas: language arts (reading, writing, speaking, listening); mathematics; social studies; science; art; physical education; and music.

Activities are provided for the individual, and for small and large groups. Specialists provide assistance in the areas of art, music, physical education, foreign language, and library media services.

The following is a description of the core programs based on the TEKS.

Language Arts (TEKS 110.12-110.13,1a)

Language Arts is organized into the following strands:

1. **Reading:** students read and understand a wide variety of literary and informational texts

2. Writing: students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail
3. Research: students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information
4. Listening and Speaking: students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups
5. Oral and Written Conventions: students learn how to use the oral and written conventions; additionally, a variety of technology is used and opportunities for proficiency in another language is greatly encouraged in AISD

Mathematics (TEKS 111.3-111.5,1a,2a)

When possible, students apply mathematics to problems arising in everyday life, society, and the workplace. Students use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students select appropriate tools (e.g., real objects, manipulatives, algorithms, paper and pencil, and technology) and techniques (e.g., mental math, estimation, number sense, generalization, and abstraction) to solve problems. Students effectively communicate mathematical ideas, reasoning, and their implications using multiple representations (e.g., symbols, diagrams, graphs, computer programs, and language). Students use mathematical relationships to generate solutions and make connections and predictions. Students analyze mathematical relationships to connect and communicate mathematical ideas. Students display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Social Studies (TEKS 113.12-113.14, 2a, 5a)

The use of a variety of rich materials and technology is encouraged. Use of motivating resources (e.g., nonfiction texts) and primary source and secondary source materials (e.g., documents, biographies, novels, speeches, letters, poetry, songs, and artworks) is encouraged. Throughout social studies in kindergarten through Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science; technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation.

Science (TEKS 112.12-112.14, 1a, 2a, 3a)

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." Science includes planning and safely implementing classroom and outdoor investigations, using scientific processes (e.g., inquiry methods, analyzing information, making

informed decisions, and using tools to collect and record information), while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 80% of instructional time. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

TEACHING AND LEARNING ACTIVITIES

In all the programs included in the primary curriculum, care is taken to provide the optimum physical and psychological climate for learning that allows for flexibility in meeting the diverse needs of each student. The following is a list of the program activities:

1. Provide an environment conducive to learning where students work collaboratively
2. Assess students' needs in order to plan and organize instructional activities appropriate for differentiating
3. Instruct students in individual, small, or large group situations in order to meet individual needs
4. Use current research, trends, and technology to drive instruction

EMERGING CONCEPTS AND DEVELOPING TRENDS

Instructional trends:

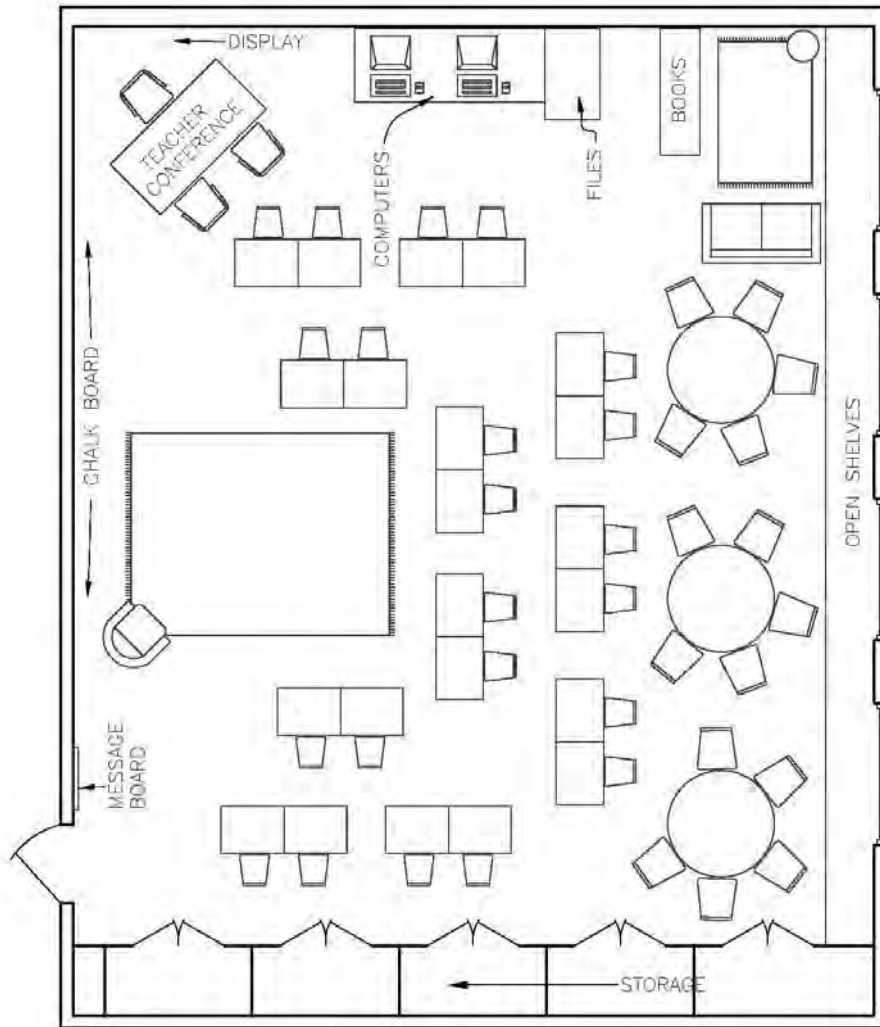
1. Dual language interaction
2. Multi-age instruction
3. Authentic assessment
4. Diversity awareness
5. Peer and cross-grade level tutoring
6. Vertical and horizontal alignment of student expectations
7. Social emotional learning

Community involvement:

1. Interaction with community members
2. Parent training

GROUP SIZES AND STAFFING

1. 22 students per teacher



Primary Classroom

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Intermediate Program Grades 4–5

MISSION/GOALS OF THE PROGRAM

The purpose of the intermediate program is to provide a challenging, meaningful educational program that will enable each student to succeed to the highest level of his/her potential. Experiences are designed to guide students' growth physically, psychologically, academically, and socially. Students are involved in a comprehensive program in order to make use of educational opportunities and function successfully in a global society. The goals are based on the needs of children. The program goals are:

1. **Mastery of content:** Instructional levels are determined and used as a baseline to provide experiences that will strengthen students' progress and competencies in basic skills
2. **Development of processes and skills:** This includes rational thinking and learning, building concepts, seeing relationships, generalizing, making applications, using independent judgments, and problem solving; additionally, developing powers of communication orally and through use of current technologies enables students to make maximum use of their educational opportunities
3. **Development of self-responsibility:** The facets of a responsible citizen are integrated into the intermediate program: developing skills related to communication, goal setting, decision making, understanding, obligations, and responsibilities to self and others
4. **Proficiency in a second language:** Integration of basic understanding and conversational facility in a second language will enable students to function more successfully in a global society

CURRICULUM DESCRIPTION

The intermediate program encompasses Grades 4 and 5. With the integration of technology, the curriculum includes the following content areas: language arts (reading, writing, speaking, listening); mathematics; social studies; science; health; art; physical education; and music.

Specialists provide assistance in the areas of art, music, physical education, foreign language, and library media services.

The following is a description of the core programs based on the TEKS.

Language Arts (TEKS 110.14-110.16,1a)

Language Arts is organized into the following strands:

1. Reading: students read and understand a wide variety of literary and informational texts
2. Writing: students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail
3. Research: students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information
4. Listening and Speaking: students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups
5. Oral and Written Conventions: students learn how to use the oral and written conventions; additionally, a variety of technology is used and opportunities for proficiency in another language is greatly encouraged in AISD.

Mathematics (TEKS 111.6-111.26,1a,2a)

When possible, students apply mathematics to problems arising in everyday life, society, and the workplace. Students use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students select appropriate tools (e.g., real objects, manipulatives, algorithms, paper and pencil, technology) and techniques (e.g., mental math, estimation, number sense, generalization, and abstraction) to solve problems. Students effectively communicate mathematical ideas, reasoning, and their implications using multiple representations (e.g., symbols, diagrams, graphs, computer programs, and language). Students use mathematical relationships to generate solutions and make connections and predictions. Students analyze mathematical relationships to connect and communicate mathematical ideas. Students display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Social Studies (TEKS 113.15-113.18, 2a, 5a)

The use of a variety of rich materials and technology is encouraged. Use of motivating resources (e.g., nonfiction texts) and primary source and secondary source materials (e.g., documents, biographies, novels, speeches, letters, poetry, songs, and artworks) is encouraged. Throughout social studies in kindergarten through Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation.

Science (TEKS 112.15-112.18, 1a, 2a, 3a)

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." Science includes planning and safely implementing classroom and outdoor investigations using scientific processes (e.g., inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information), while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 80% of instructional time. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

TEACHING AND LEARNING ACTIVITIES

In all intermediate curriculum programs, an appropriate learning climate allows for flexibility in meeting the diverse needs of all students. Program activities are structured so that the teacher can:

1. Provide an environment conducive to learning where students work collaboratively
2. Assess students' needs in order to plan and organize instructional activities appropriate for differentiating
3. Instruct students in individual, small, or large group situations in order to meet individual needs
4. Use current research, trends, and technology to drive instruction

EMERGING CONCEPTS AND DEVELOPING TRENDS

Instructional trends:

1. Dual language interaction
2. Multi-age instruction
3. Authentic assessment
4. Diversity awareness
5. Peer and cross-grade level tutoring
6. Vertical and horizontal alignment of student expectations

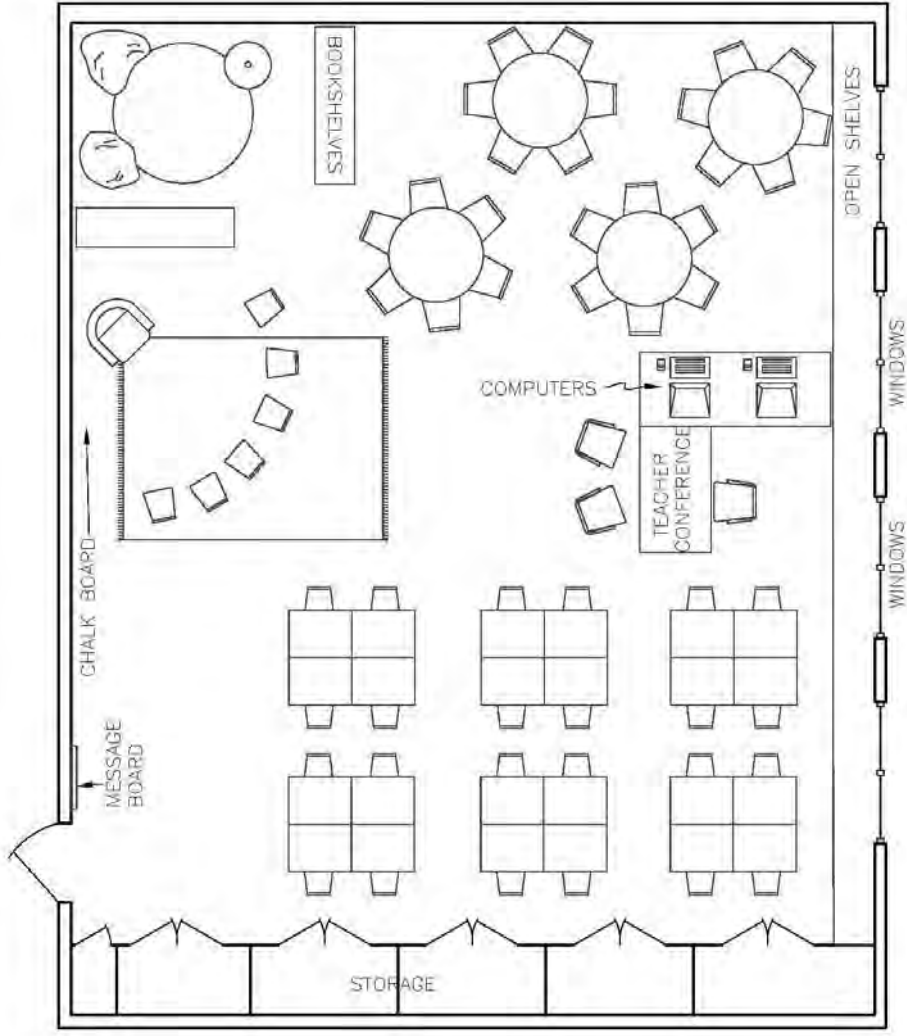
7. Social emotional learning

Community involvement:

1. Interaction with community members
2. Parent Training

GROUP SIZES AND STAFFING

1. Grade 4 - 22 students per teacher
2. Grade 5 - 28 students per teacher



Intermediate Classroom

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Art

MISSION/GOALS OF THE PROGRAM

Elementary art education is a planned, regularly scheduled, sequential program of visual arts instruction through which students learn by using a variety of subject matter, images, symbols, and visual expressions to communicate personal ideas and feelings. Based on TEKS, a balanced program includes art as a discipline; art as integrated with other subject areas; and art as a personal, hands-on experience. Art requires that children “practice” inventive behaviors and suggests that a creative approach to life is a significant and valued kind of human behavior. In art, children use higher levels of thinking (application, analysis, synthesis, evaluation) and develop problem-solving strategies necessary throughout life in a complex and ever-changing world.

Four strands of the TEKS guide the content of the instructional program: art production/expression, perceptual awareness/visual literacy, art history/appreciation, and aesthetic judgment/evaluation.

The AISD Visual Arts Program prepares students to:

1. Use critical thinking skills
2. Develop problem-solving skills
3. Improve visual perception skills
4. Develop skills for expressing original ideas in a variety of art media: drawing, painting, printmaking, clay, sculpture, computer graphics, film, video, fibers, and mixed media
5. Develop self-discipline through long-term commitment and use of problem-solving strategies necessary in the process of creating art
6. Learn about other people/civilizations and the relationship of the visual arts to universal human needs, beliefs, and values
7. Increase awareness and appreciation of our diverse cultural heritage and history
8. Develop understanding and tolerance of self and others
9. Make aesthetic judgments based on knowledge and personal experiences
10. Connect acquired skills and knowledge with other disciplines
11. Experience the joy of self-expression

CURRICULUM DESCRIPTION

Based on the TEKS, the elementary art program, taught by certified art teachers in kindergarten through Grade 5, is provided for all students and is based on an individualized instructional approach.

Art content in the primary grades generally relates to actual life experiences: children's interest in nature, games, hobbies, sports, travel, family, friends, school activities, and master artists.

Intermediate art experiences are a continuation of primary-level content, but expand to more complex techniques, tools, and processes. A brief description of the four strands of the core program follows.

Art Production/Expression

This strand develops confidence and skills (e.g., discovering, observing, manipulating, selecting, organizing, and communicating) through continuous and sequential involvement with art materials and tools; apply knowledge of art elements and design principles, while creating original artworks in a variety of media, including:

- Drawing
- Painting
- Printmaking
- Clay
- Sculpture
- Textiles/fibers
- Mixed media/collage
- Computer graphics/film/video
- Architectural/environmental design

Perceptual Awareness/Visual Literacy

This strand emphasizes sensory discovery and exploration in order to:

- Develop the capacity of sensory systems (imaging, perceiving, thinking, feeling, responding, seeing spatial relationships)
- Observe natural and human-made environments in greater detail

- Increase quantity and quality of information/knowledge gained from personal experiences
- Visually express what has been learned through careful observation and personal experience
- Identify art elements and design principles

Art History/Appreciation

Students study major works of past/present civilizations, master artists, popular and folk arts so that they:

- Acquire knowledge of many diverse cultures and art forms
- Describe, interpret, and evaluate master artworks
- Compare content in artworks past and present
- Recognize original works of art, distinguishing them from reproductions
- Identify specific works of art as belonging to a particular culture period
- Develop an appreciative attitude by blending cognitive skills and affective understanding
- Gain understanding and tolerance of self and others
- Become aware of art careers

Aesthetic Judgment/Evaluation

This strand emphasizes intelligent and defensible statements about qualities in works of art, through experiences that enable students to:

- Respond to and analyze artwork of self and others
- Understand there are various purposes for creating works of art
- Discern/discuss visual qualities/formal structure (line, shape, color, space form, texture, balance, unity, variety, contrast, movement, repetition, emphasis) in artworks
- Assess the characteristics/merits of their work and the artwork of others

TEACHING AND LEARNING ACTIVITIES

About 20 to 32 students (average class size) move about the art room, as needed, to get a variety of art supplies, to place 3-D work on shelves, and to place wet paintings on drying rack. Students sit on stools, four to each large art table (3 feet by 6 feet). Some students are in wheelchairs.

Three stainless steel sinks (two are 8 inches deep and 4 inches from the front of the counter, the other one will be constructed to meet ADA requirements) and one deep clay sink with trap are 8 feet apart and spread out to disperse students at clean-up time. As much wall space as possible is tackboard (good quality so staples do not fall out) so art study prints, students' work, and other examples can be visually displayed. Students observe examples of 3-D works displayed on open shelving and on top of closed cabinets. Two-dimensional artwork for 500+ students is stored in 15 to 20 flat drawers (48 inches wide by 30 inches deep to wall by 4-3/4 inches tall) to accommodate 22-inch by 28 inch-poster board. A variety of art tools and supplies are stored in a storage room with students' 3-D works in progress.

Seven 45-minute classes meet in the art room daily. Art room centers (one or two) allow for student-directed art activities/exploration. Students freely get needed supplies from two additional tables (36 inches by 72 inches).

A separate kiln room houses the kiln and has open metal shelves for storing green ware and work to be glazed. An envirovent kit ventilation package is necessary to remove fumes and heat. Switches to vent should be on a separate circuit from school master energy-saving cut-off system (or have an override mechanism). The kiln room is wired for 220V-60A and 110V-20A.

Students work with tempera paint watercolors, printing inks, clay, oil pastels, chalk, fibers, wax, paper maché, and a variety of 3-D media. Students work independently and in groups on large murals and 3-D projects. Students work at computer stations. Technology wiring is needed for four computers.

Flooring is polished, sealed, or stained concrete or vinyl composition tile. Art teachers use an overhead projector and screen, Elmo, with a smart board and a document camera, DVDs, and marker boards (no lines). Wall plugs over counters and on all four walls are on several circuits to accommodate simultaneous use of irons, skillets, hair dryers, and other equipment. Two drop down from the ceiling electrical outlets installed on opposite sides of the room. There is standard phone/public address equipment.

Students enter the art room by one door and leave by an exit door (one class arrives as another is leaving). Students use girls'/boys' restrooms nearby in the hallway, as needed, during art class. The teacher unloads art supplies, clay, potter's wheel, and other equipment through a door near the service entrance/outside door. Students and the teacher depend on natural light (north light if possible) from windows (along one wall, with room-darkening shades) to discriminate colors, color values, and other aspect of their art work. The walls are painted with epoxy paint for easy cleaning.

Students and the art teacher work closely with the music teacher/students in performances and productions. The art room and music room are adjacent to one another and near the stage, with

rear access to the stage. (When designing a new school with a high projected enrollment, consideration should be given to locating a multi-purpose room adjacent to the art room.)

Other activities include:

1. Provide an optimum physical and psychological climate that allows flexibility in meeting the diverse need of students
2. Continuously assess the interests/needs of children for grouping and individualized study
3. Demonstrate connections between visual arts and other disciplines in the curriculum
4. Increase students' knowledge about art history and its relationship to universal human needs, beliefs, and values
5. Provide first-hand experiences with primary sources, original artworks, guest artists, folk arts, artifacts, museum visits
6. Use print and non-print resources: books, videos, slides, study prints, examples, computer programs
7. Involve community volunteers and resources in expanding students' understanding of visual arts
8. Increase students' awareness and sensitivity to natural and man-made environments
9. Set up art room centers for self-directed activities/exploration
10. Increase students' cognitive and manipulative skills in a variety of two- and three-dimensional media
11. Provide adequate workspace for students involved in various media, individual/group work
12. Store two- and three-dimensional works in progress for all students, kindergarten through Grade 5
13. Give students many opportunities to "practice" inventive, creative problem-solving behaviors.
14. Enable students to make and justify statements about qualities of artworks and to make informed judgments about art works
15. Increase students' abilities to observe, verbally describe, and write expressively about art and artworks

16. Provide a success-oriented environment which encourages children to become self-reliant, independent learners
17. Display students' artwork in classrooms, school, and community
18. Demonstrate appropriate/safe use of all tools and materials

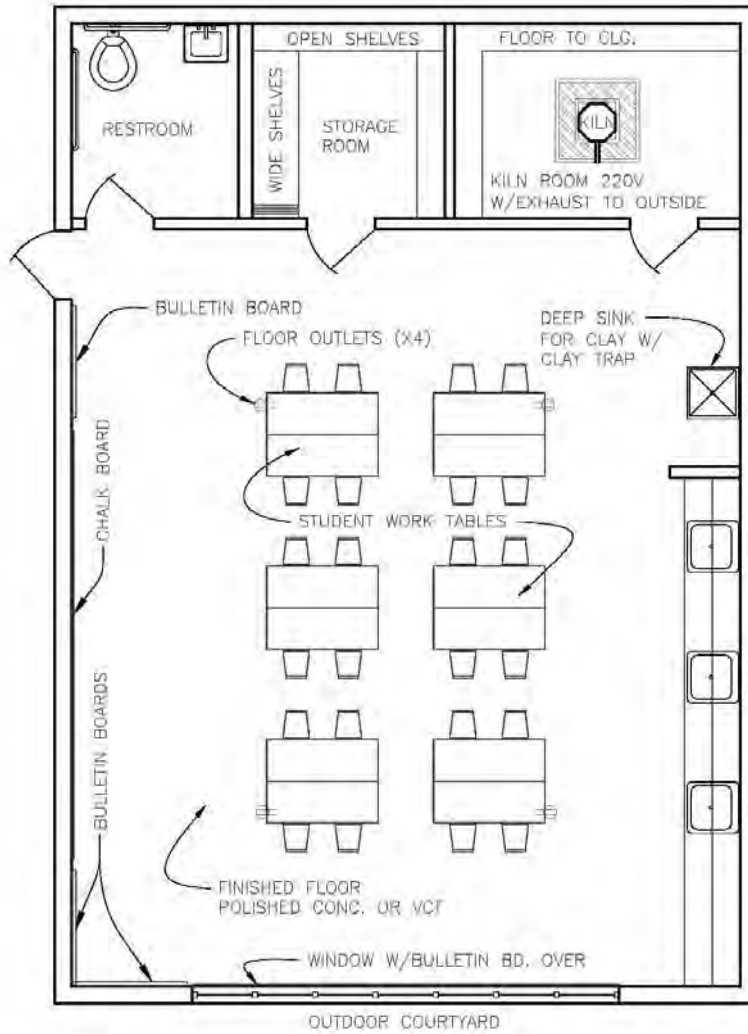
EMERGING CONCEPTS AND TRENDS

Some emerging concepts and trends in the visual arts include the following:

1. Dual emphasis on critical thinking and creative thinking, helping students develop two related yet quite different sets of thinking skills
2. Understanding how the visual arts fit into the framework of heritage and culture
3. The concept that art activities are open ended and related to future problems that require multiple solutions and cannot be solved by a single formula or rule
4. Incentive and imaginative skills developed through computer graphics/technology as a multimedia tool
5. Visual arts as conceptually based and building on universal art concepts
6. Curriculum alignment between elementary, middle, and high school art programs
7. Interdisciplinary reinforcement, such as writing and expression skills
8. Multiple intelligence teaching methods for the visual learner: imagination, visualization
9. The world's museums and artists brought to the classroom via computers, discs, CDs, DVDs, and Internet

GROUP SIZE AND STAFFING

1. 20-32 students in a single class setting taught by certified art teachers.
2. Many schools, because of their size, require two art teachers and two art classrooms.



Art Room

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Bilingual Education/English as a Second Language (ESL) Grades Pre-K–5

MISSION/GOALS OF THE PROGRAM

The Department of Bilingual Education/English Learners' mission is to provide support to schools to ensure that all ELLs acquire English proficiency and academic success, while building capacity in their native languages (AISD EL Academic Plan, 2012).

The Department of Bilingual Education/English Learners is responsible for designing professional development opportunities to support all school personnel in order to improve teaching and learning in the classroom; for providing supplemental resources; and for supporting the implementation of quality, research-based instructional programs for ELLs. The department is also charged with providing ELLs the linguistic and cognitive/academic achievement needed to become productive responsible citizens of our society.

The goals of the program are to provide opportunities for ELLs to:

1. Become proficient in English and their primary language in order to participate fully in an all-English instructional program
2. Develop levels of cognitive skills in all academic areas in which students perform at or above grade level
3. Develop powers of communication, including correct speaking, listening, reading, and writing skills, and use of current available technologies
4. Develop strong character and values, good physical and mental health, and respect for others
5. Develop experiences and knowledge for making judgments and decisions appropriate to their stage of development
6. Establish friendly and cooperative relationships between the school, home, and community
7. Make choices, solve problems, and be creative

The vision for AISD is for all ELLs to become academically and linguistically proficient by participating in a challenging and rigorous curriculum in order to acquire the bilingual, and bicultural skills necessary to graduate ready for college; career; and life in a global, multicultural society

Through the bilingual Education/ESL instructional program the students will:

1. Learn content area concepts in Spanish and English, Vietnamese and English, Korean and English, and Chinese and English
2. Listen to, comprehend, and use spoken English
3. Speak correct English in appropriate situations
4. Read, comprehend, and use written English
5. Write English correctly, appropriate, and creatively
6. Become adequately proficient to function independently in an all-English curriculum
7. Become proficient in the use of technology

CURRICULUM DESCRIPTION

The Bilingual Education/English as a Second Language (BE/ESL) curriculum, with the integration of technology, includes the following content areas: language arts (reading, writing, speaking, listening);, mathematics; social studies; science; art; physical education; and music. Some guidance activities are provided for the individual students and for small and large groups of students.

Language Arts in the Native Language

- Reflect a balanced approach to reading; students read purposefully with understanding in order to analyze and evaluate texts across the curriculum and show competency in understanding and relying on their written language code
- Allow students to analyze and appreciate literature as art, as message, and as cultural connection
- Allow opportunities for students to communicate through oral and written expression to a range of audiences for a variety of purposes
- Build on students' interests and curiosity; design opportunities for the students to use the inquiry process and direct their own learning
- Integrate literature with the content areas in order to help students connect their learning
- Encourage teachers and students to assess student learning in a variety of ways and for a variety of purposes

- Integrate spelling and handwriting lessons in conjunction with the fiction and nonfiction texts studied
- Integrate a basic understanding and conversational facility of the second language

Mathematics

Students demonstrate knowledge of numbers and numeration, fractions, measurement, time, graphing, calculators, computers, and concepts of algebra and geometry. Students complete computational problems using addition, subtraction, multiplication, and division. Also, students apply their computational skills in problem solving.

Social Studies

Students demonstrate knowledge of culture, economics, geography, and government in a context appropriate for their level of comprehension.

Science

Students demonstrate knowledge of basic science concepts and scientific methodology, such as observation, classification, communication, prediction, and simple experimentation. Health concepts, focused on general wellness, are integrated into the curriculum.

TEACHING AND LEARNING ACTIVITIES

BE/ESL programs are comparable to all-English language curriculum programs. Steps are taken to provide the optimum physical and psychological climate for learning that allows for flexibility in meeting the diverse needs of each student. The following is a list of the program activities:

1. Initiate and implement those diagnostic and corrective procedures necessary to prepare each student to use his/her full potential as a learner
2. Diagnose learning needs of students by using appropriate evaluative methods and materials
3. Prescribe instructional procedures that build on students' strengths and remediate deficiencies
4. Instruct students in individual, small, or large group situations in order to meet individual needs

5. Instruct students using current, emergent technology as a tool to build on traditional skills

EMERGING CONCEPTS AND DEVELOPING TRENDS

In current second-language pedagogical thinking, the role of grammar and translation is secondary to the ability to use the language in simulated, real-life situations. BE/ESL classrooms should be lively places where students employ language in meaningful communicative contexts. The language classroom is characterized by a variety of interactions, especially pair and small-group work, as activities mirror real-world communication.

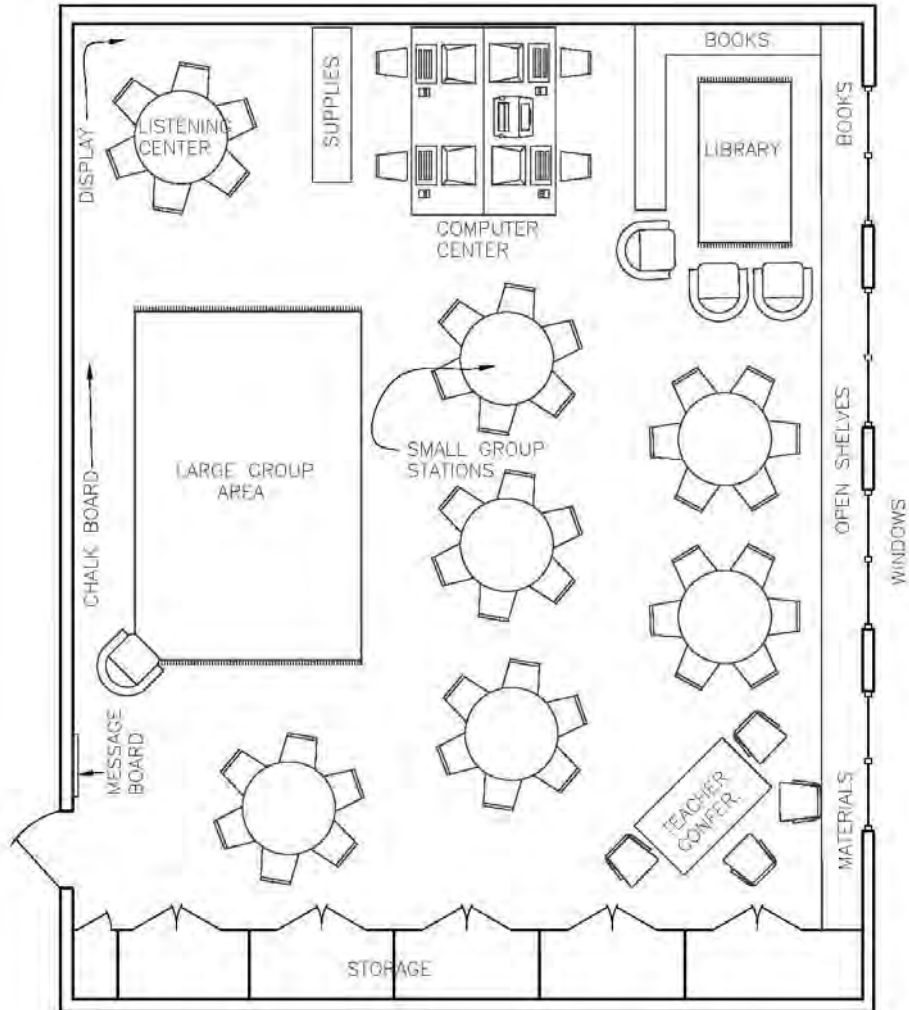
Sophisticated technology does not replace classroom teachers, but supplements their work by providing additional rich sources of language, as students practice their listening skills while watching programs beamed live through satellites, develop their written skills as they keyboard through the Internet and speak worldwide with native speakers through video conferencing. Interactive CD-ROMs, coupled with the computer's capabilities of both speed and patience, enable students to build their proficiency at a rate undreamed of under the old lock-step paradigm. Technology makes even more real the connection between the classroom's cultural island and the rest of the global village.

Curriculum designers continue to take into account the rich linguistic heritage that many Americans (e.g., our native speakers of Spanish) already possess and build upon that treasure. Recent growth in dual language, or "two-way" programs, reflects the belief that childhood is the optimal age to begin language learning. In addition, research acknowledges that a developmental bilingual education program optimizes the use of the native language to teach the core content of skills, as well as engage students in the explicit instruction of English.

As students realize the advantages of knowing another language—or two—they will use the skills learned in BE/ESL classrooms in such diverse career fields as law enforcement, health care, the business world, and the arts. The demographics of the 21st century indicate an increasingly diverse America that will need people proficient in many languages.

GROUP SIZES AND STAFFING

Group sizes for BE/ESL classrooms should be a maximum of 24 students, as recommended for effective instructional delivery. Program teachers must be certified in bilingual education or ESL.



Bilingual

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

General Music

MISSION/GOALS OF THE PROGRAM

The students in AISD elementary general music classes will meet high standards in performing, improvising and composing music; expressing themselves through music; and acquiring an understanding of others and themselves through an in-depth study of the music of many different cultures in the past and present. The goals of the program are to enable our students to:

1. Build lifelong enjoyment of music of many different genres and styles, including American folk music
2. Find satisfaction and meaning in the musical experiences of singing, moving, playing instruments, and listening
3. Develop music literacy skills of reading and notating music
4. Understand and explore basic music and movement creative processes
5. Increase understanding of the history of the world and its cultures through performing, listening to, analyzing, and describing music of the past and present
6. Integrate music experiences with components of the other arts and disciplines outside the arts

CURRICULUM DESCRIPTION

The General Music curriculum for elementary students includes a balanced approach to singing; moving; listening to music; playing classroom instruments; and creating, improvising, and composing music. The purpose of this course is to provide a variety of music experiences that stem from the students' active participation during each class period. The curriculum includes the study of folk music; art music; and the music of many cultures, including Africa, the British Isles, American Indian, Latin America, and the United States. Technology is an important tool used to implement the curriculum.

TEACHING AND LEARNING ACTIVITIES

By working with individual students, small ensembles, and large groups, teachers are able to effectively meet all the course objectives. Teaching strategies center on students' performance in a variety of settings and on the use of different instructional methods, including:

1. Individual, small, and large group performances in class and rehearsals for school and parent assemblies; the music room should be sound proof in relation to the other classrooms located next to and close to it, and should not be located next to regular

- classrooms because the noise level will be very high on a daily basis; out-of-class performances occur on the stage in the cafeteria
2. Music listening experiences requiring state-of-the-art presentation system, including the following: I-pod with speaker dock; bass speaker; surround sound speakers mounted in the corners of the room; LCD projector, document camera; and screen for reading, writing, and singing activities for the full class
 3. Movement activities, including moving in the general space, moving to the beat, creative movement, and folk dance experiences for the full class; these movement activities require a state-of-the-art listening system that does not involve a large portion of the floor space
 4. Computer-assisted activities, including the study of instruments, performances, music composition, improvisation activities, and other Internet or computer-based instruction for four to six students in the small group/computer room
 5. Classroom instrument performances (recorder, bar instruments, rhythm instruments); classroom instruments are kept in the storage closet and casework in the classroom
 6. Small group work for the entire class involving instrument playing, listening stations, computer work, and other activities; these units of study involve both the large classroom and the small group computer room
 7. Assessment of designated individual skill development may happen in the computer room or music office
 8. The teacher and the students use the magnetic, dry erase boards and the magnetic, dry erase staff boards as visual tools and as manipulatives; several students (4 to 10) may work with magnetic manipulatives on the board when describing, reading, arranging, writing, and composing music; staff boards have three to five sets of staves permanently imprinted on the board; these lines do not erase or come off after being used for several years (one staff is five lines and four spaces)

EMERGING CONCEPTS AND DEVELOPING TRENDS

Interdisciplinary teaching is an exciting new trend that can enhance the study of many different subjects through the inclusion of the arts.

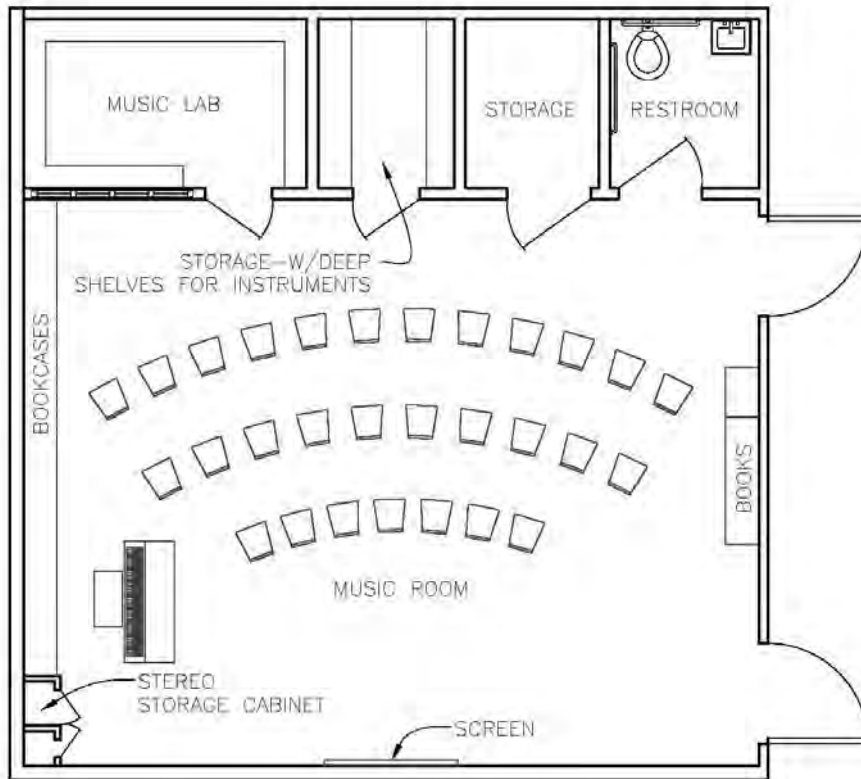
The use of technology in the teaching of music is a quickly expanding trend that must be explored and used. It is recommended that each music room be equipped with one smart board and airliner. The music department has developed smart board templates in smart notebook software, and the instructional coordinator has extensive training and experience in using the smart boards and software. The music specialist instructs each student on the campus and allows each student to work with the smart board.

National music standards stress the importance of balancing the traditional emphasis on performance with the various other areas of learning that produce a well-rounded musician. Learning activities in the areas of analysis, evaluating and critiquing, study of historical and cultural influences on composers, and music theory must occur on a regular basis.

GROUP SIZES AND STAFFING

Staffing is based on number of classrooms of kindergarten through Grade 5 on the campus. A full-time music teacher is allocated for every 24 classroom units. Most schools have an additional part-time music teacher. This second music teacher needs a classroom that is sound proof, also. The second music room should not be located next to or close to regular classrooms because the noise level will be very high on a daily basis.

Class size would be 22 to 28 students for regular classes, and 50 to 100 students in choir or program rehearsal activities. Rehearsals for concerts and programs take place in the music room before moving to the stage.



Music Room

Not To Scale

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Guidance and Counseling

MISSION/GOALS OF PROGRAM

The AISD Comprehensive Guidance and Counseling Program is an integral part of each school's total educational program. It is based upon individual, school, and community needs and organized around skill development goals. The program is delivered through the direct service program components of guidance curriculum, individual planning system, and responsive services and is implemented by certified school counselors. In addition, the program provides indirect services supporting the total educational program.

The program is a developmental, educational program designed to address the needs of all students by helping them acquire competencies in self-knowledge and interpersonal skills, career planning and exploration, and educational and vocational development.

The developmental perspective recognizes that every student needs sound emotional and social skills to achieve optimum benefit from the educational program. The guidance program is designed to assist systematically all students in our schools. It is implemented with the assistance of administrators, teachers, and paraprofessionals. The program also assists individuals in resolving problems that prevent their healthy development or that require remedial attention.

CURRICULUM DESCRIPTION

Forming the foundation for the guidance curriculum, this component describes the knowledge, skills, and attitudes students gain, develop, and form as a result of participating in the Comprehensive Developmental Guidance Program. There are three broad domains, with corresponding goals listed here.

Knowledge of Self and Others

Students will:

- Understand their unique personal characteristics and abilities and respect the cultural background, abilities, and unique qualities of others
- Learn personal skills that lead to satisfactory lifelong physical and mental health
- Learn to establish and maintain effective relationships with peers and adults
- Learn communication skills that allow for involvement with others in problem solving and helping relationships and for the nonviolent management conflict
- Delineate similarities and differences among the various cultural groups in this country

Decision Making, Goal Setting, and Problem Solving

Students will:

- Assume responsibility for their own decisions and behavior
- Understand how attitudes and values affect decisions, actions, and lifestyles
- Understand the decision-making process and how the decisions they make are influenced by previous decisions made by themselves and others
- Be able to generate decision-making alternatives, gather necessary information, and assess the risks and consequences of alternatives
- Be skillful in clarifying values, expanding interests and capabilities, and evaluating progress toward goals

Planning for Self-Development Over the Life Span

Students will:

- Develop skills that help them fulfill their potential and become lifelong learners
- Understand stereotypes and their effect on life and career options
- Develop a future orientation and the ability to systematically plan for achievement of their goals
- Learn to access information that assists them in educational and career exploration, planning, and decision making
- Learn to manage time and resources effectively

TEACHING AND LEARNING ACTIVITIES

Program activities include the variety of activities listed below:

1. Classroom and other large group guidance curriculum and planning activities
2. Small group counseling and guidance activities
3. Individual counseling
4. Parent/teacher/counselor conferences

5. Peer support/mediation programs
6. Counselor-directed and self-guided exploration of resources for career planning, educational opportunities, community involvement, and recreation
7. Accessing of personal, educational, career, and electronic data for planning and decision making
8. Logistical support of school-based community mental health components and activities

EMERGING CONCEPTS AND DEVELOPING TRENDS

Across the country, guidance and counseling components are making the paradigm shift from a services model to the comprehensive developmental guidance and counseling program model. Traditional guidance and counseling services have been oriented toward individual counseling in crisis response situations. The comprehensive developmental guidance model is a developmental perspective that recognizes that all students need programming to achieve sound emotional adjustment and social skills to be successful. With the shift to developmental guidance and counseling, there is increased emphasis on large-group guidance activities and small-group support activities, in addition to the traditional individual counseling activities.

These shifts in program design have implications for physical facilities. There is a trend toward the opening up of guidance facilities to make them more accessible to students, teachers, parents, and community representatives. One approach to making guidance facilities more usable and accessible is to reorganize traditional space into a guidance center. The guidance center should be the hub of the program. A comprehensive guidance center can bring together available guidance information and exploration resources and make them easily accessible to students. The center can be used for such activities as group sessions, self-exploration, and personalized research and planning.

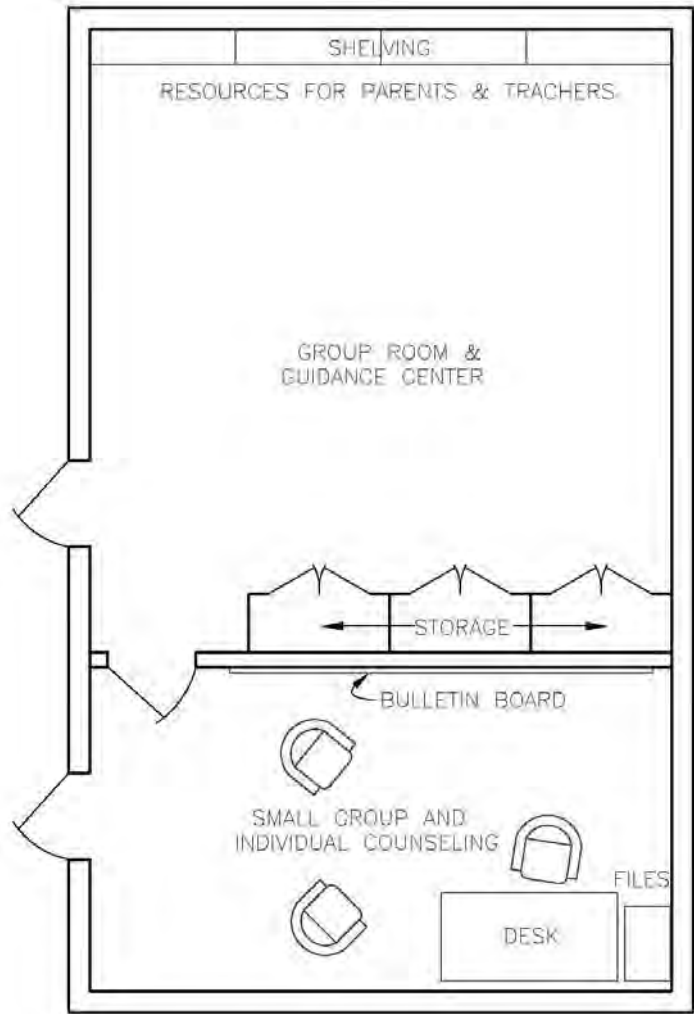
At the elementary school level, students and their parents can gain information about the school, the community, parenting skills, and read books about personal growth and development. An area for counseling with toys can be provided. The center is a valuable resource for teachers in their program planning and implementation. Employers, too, find the center useful when seeking part- or full-time workers. Viewed this way, the impact of the center on school and community can be substantial.

GROUP SIZES AND STAFFING

Physical facilities are important because they often provide students with their first and sometimes permanent impression of the guidance program. To make the guidance curriculum, individual planning system, and responsive services function effectively and to provide appropriate support to other programs, a new way of organizing guidance facilities is needed.

Staff:

1. 1 counselor per elementary campus, additional counselor at 1000 students
2. Part-time secretarial support per elementary guidance program



Guidance and Counseling

Not To Scale

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Health

MISSION/GOALS OF THE PROGRAM

The AISD health program emphasizes the importance of responsible decision making to a student's overall wellness. The most up-to-date information about critical health issues is presented. The four dimensions of health are emphasized throughout the year, including physical wellness, intellectual wellness, emotional wellness, and social wellness. Drug prevention education is emphasized at each grade level.

It is the overall goal of the AISD health program to promote student wellness. Specifically, the goals of the program include:

1. Promote personal wellness
2. Identify and evaluate personal behaviors related to wellness
3. Promote health and safety as a personal priority
4. Identify and compare factors that influence mental and emotional well-being
5. Analyze behaviors related to drug use
6. Identify nutritious foods and explain dietary guidelines
7. Develop verbal and nonverbal communication skills
8. Identify various communicable and non-communicable diseases
9. Develop skills and procedures for emergency care
10. Distinguish between responsible and irresponsible behavior in interpersonal relationships

CURRICULUM DESCRIPTION

In addition to dental health, the curriculum is designed around five clusters for kindergarten through Grade 5 students and is usually integrated into science and/or other content areas, as appropriate. Instructional goals in each cluster are presented through developmentally appropriate activities. The five clusters are:

1. Emotional changes: Identify and place in perspective the emotional changes accompanying transition to the teen years; students develop critical life skills, such as self-esteem, assertiveness, and communication

2. Physical changes: Describe physical changes as living things grow
3. Awareness: Identify and provide strategies for dealing with harmful and unhealthy situations
4. Decision making: Stress the need for wise decision making and goal setting; the effects of emotions and peer pressure on decision making are emphasized
5. Staying healthy: Emphasize general wellness, including good nutrition, life-long physical fitness, drug prevention, disease prevention, and safety

TEACHING AND LEARNING ACTIVITIES

Teachers work with individual students, small groups, and large groups in order to accomplish course objectives. Teaching strategies are designed to stimulate the interest and curiosity of students. Program activities include:

1. Lectures
2. Discussions
3. Teacher demonstrations
4. Group and individual projects
5. Community speakers
6. Film and video presentations
7. Computer and other technology resources

EMERGING CONCEPTS AND DEVELOPING TRENDS

1. Technology is integrated into the health curriculum.
2. Community resources are often used in the classroom.
3. Interdisciplinary curriculum is used more frequently.
4. Cooperative learning groups are used in many types of instructional activities.
5. Real-life applications and situations are emphasized.

Language Arts

MISSION/GOALS OF THE PROGRAM

Students enrolled in elementary language arts will attain the literacy and communication skills necessary to be productive successful citizens, both in and out of school. All elementary school students have language arts instruction in the areas of reading, writing, research, listening and speaking, and oral and written conventions.

The goals of the program are that the student will:

1. Show increasing competency in understanding and relying on their written language code to make meaning
2. Read and understand a wide variety of literary and informational texts for a variety of purposes
3. Analyze and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding
4. Approach a variety of writing tasks flexibly, yet with increasing insight and accuracy and dependent upon the form(s), purpose(s), and audience(s)
5. Listen and respond to the ideas of others while contributing their own ideas in conversations and in groups
6. Attend to, analyze, and evaluate how words, visual images, graphics, and sounds work together in various forms to have an impact on meaning
7. View language arts as a connection within and among the disciplines, and to the world beyond the classroom
8. Know how to locate a range of relevant sources and how to evaluate, synthesize, and present ideas and information

CURRICULUM DESCRIPTION

The following is a brief description of the core program:

1. Reflect a balanced approach to reading; students read purposefully, with understanding, in order to analyze and evaluate texts across the curriculum and show competency in understanding, relying on their written language code

2. Provide opportunities for students to communicate through oral expression to a range of audiences for a variety of purposes
3. Allow students to analyze and appreciate literature as art, as message, and as a cultural connection
4. Build on students' interests and curiosity; design opportunities for students to use the inquiry process and direct their own learning
5. Enable students to approach writing tasks in systematic ways, using the writing process and formal conventions of standard written language
6. Integrate literature with the content areas in order to help students connect their learning
7. Encourage teachers and students to assess students' learning in a variety of ways and for a variety of purposes
8. Integrate spelling, grammar, and handwriting lessons in conjunction with the literary and informational texts studied

TEACHING AND LEARNING ACTIVITIES

In many classrooms, students participate in a reading-writing workshop. This may include individuals working by themselves or small groups of students reading silently; quietly discussing a text; or working collaboratively on projects, which might include a wide variety of multimedia materials and tools. Some students will be at tables, some at desks, and some lying on a carpet in the corner of the room. Other students may be working individually or collaboratively at the computers in one area of the room or working with mobile devices in other areas.

Students read a wide variety of self-selected texts and respond in writing to their reading. Space should allow for the storage of books and easy access to them. Books, displays, and a surface for showing off students' work must be provided.

Room furniture and arrangements are flexible to allow teachers and students to create a variety of work stations and spaces. Classrooms provide adequate storage space for classroom libraries and reference materials, including dictionaries, thesauri, novels, manuals, and informational texts that students use in their daily work. Computer programs and online reference materials are readily available. Mobile devices (e.g., eReaders and electronic dictionaries) have adequate storage space near a power source for recharging purposes.

The teacher conducts mini-lessons at the beginning of the period with the entire class. Students may gather in a large group as the teacher uses the projector or writes on the dry erase board. After the mini-lesson, the teacher may lead the students in guided practice; some may work individually and some may work in collaborative groups.

Other teaching and learning activities include the interdisciplinary research projects that students complete. Students confer with the teacher and with each other, use the classroom library, view media, and create their own products. Students also participate in a variety of discussions, cooperative learning activities, dramatic performances, and presentations.

Teachers modify the instruction for students with learning differences according to each student's needs. This may include:

- Student access to targeted interventions
- Instruction using specialized methods or programs
- Modifications of assignments, assessments, and time
- Use of visual and auditory aids
- Linking student services to a variety of sources

Use of centers, which include listening stations and other technology, facilitates student modifications. Therefore, multiple electrical outlets on multiple walls are necessary in the classroom. Students, as few as one or as many as eight, sit at tables and listen to audio recordings, view a DVD, or work at a computer. A teacher may instruct a group of five students at a table in one corner of the room that affords some privacy and quiet.

Teachers need space for their materials and supplies. One area of the room should be designed as the teacher's workspace. When students are reading and writing, teachers also are reading and writing. Their spaces should be large enough to conduct individual student conferences, house reference and teaching materials, provide lockable space for personal belongings, and be flexible to meet the needs of the individual teacher.

EMERGING CONCEPTS AND DEVELOPING TRENDS

Some of the emerging concepts and developing trends for language arts/reading are:

1. Reading-writing workshops, with emphasis on the connection between the student's world and what is read and written
2. Technology as a research, project creation, and presentation tool
3. Writing and reading across the curriculum
4. The integration of all language arts
5. Inquiry as a tool to solve problems and increase learning

Library Media Center

MISSION/GOALS OF THE PROGRAM

The school library is an integral part of the educational program within each school. In addition to supporting the philosophy and goals of AISD and the local campus, the mission of the library program is to nurture a lifelong appreciation of reading and learning by assuring that students and staff have opportunities for successful access, location, interpretation, evaluation, and use of information and literature. Library media specialists work collaboratively with teachers to plan educational experiences for students that promote interdisciplinary learning and enable them to use information skills to address problems in everyday situations and continue learning as a lifelong process. Appropriate learning resources in many formats support and enrich the curriculum and instruction and prepare students to navigate challenges they will encounter in higher education and in their careers.

CURRICULUM DESCRIPTION

The library media program promotes literacy and lifelong learning as a source of pleasure and power. The library media center is a “learning laboratory” that accommodates a variety of teaching and learning styles by:

1. Providing prompt and efficient access to various materials—both internal and external—through a fully automated and integrated library management system and a variety of other electronic resources
2. Implementing a systematic collection development plan that assures a wide range of quality, up-to-date, relevant resources in print, non-print, and electronic formats to extend and individualize learning
3. Connecting students and staff with larger community and information resources
4. Promoting, guiding, and encouraging students in reading for pleasure, as well as for information
5. Fully integrating the program into the school’s curriculum
6. Providing flexible access and space for formal and informal instruction of individuals, as well as simultaneous use by small and large groups and multiple classes; extended hours and programs beyond the school day provide additional opportunities for student and school community usage
7. Staffing the library media center with adequate qualified professional and clerical personnel to assure the efficient use of the media center, its resources, and its equipment

The library media program is ever changing, requiring an ongoing evaluation of facilities, services, materials, equipment, and personnel to ensure that needs of patrons are served.

TEACHING AND LEARNING ACTIVITIES

In any typical day in an AISD library media center one might see students, the library media specialist, teacher and parents/community volunteers engage in many activities:

1. Students using computers and online resources to complete a class assignment and locate answers to questions
2. Students using a variety of resources, both print and digital, for information needs
3. Library media specialist and teacher conferring on appropriate resources to support a unit of study
4. Library media specialist processing a shipment of new materials for the library
5. Library media specialist providing instruction on using printed and electronic resources
6. Library media specialist guiding students to books that suit individual interests and needs
7. Library media specialist and teaching team selecting materials for purchase to support an interdisciplinary unit of study
8. In the classroom teaching area, library media specialist and teacher instructing students in the research process
9. Library media specialist broadcasting announcements/programs into classrooms
10. Library media specialist helping students and teacher select room collection
11. Library media specialist assisting teachers in producing instructional materials
12. Library media specialist participating in networks that enhance access to resources located outside of school
13. Group of parents meeting in the evening to discuss PTA fundraising event
14. Library media specialist troubleshooting equipment or recharging digital equipment
15. Community speaker or author addressing two classes in the teaching area

16. Librarian or parent volunteers checking in books and shelving materials or preparing a display
17. Students sharing literature experiences through puppetry, creative dramatics, storytelling
18. Young students reading at tables or lying on floor
19. Older students reading to younger children
20. Students browsing for good books to read
21. Students using emerging technologies as a tool to access information and communicate
22. Students creating quality products, print and non-print, as evidence of their learning and creativity
23. Students participating effectively as group members
24. Students using information responsibly
25. Students engaging in independent study as self-directed learners and discriminating consumers of information
26. Students reading, viewing, computing, listening, communicating
27. Students engaging in multilingual activities

EMERGING CONCEPTS AND DEVELOPING TRENDS

1. Technology as an information tool
 - Automated, integrated library management system for acquisition, circulation, and inventory of library materials
 - Digital information retrieval
 - Electronic formats for periodicals and other reference materials
 - Development of a virtual library with remote access to information sources from home and classroom
 - Internet access with high speed Wi-Fi

- Use of portable electronic tablets and other e-readers to access information sources, check out electronic or digitized library materials

2. Resource-based learning

- Movement away from a text-based curriculum and toward the library media center as a learning laboratory and an environment for the digital native to become an independent, discriminating consumer of information
- Students as producers of knowledge and products

3. Joint use of facilities with other agencies

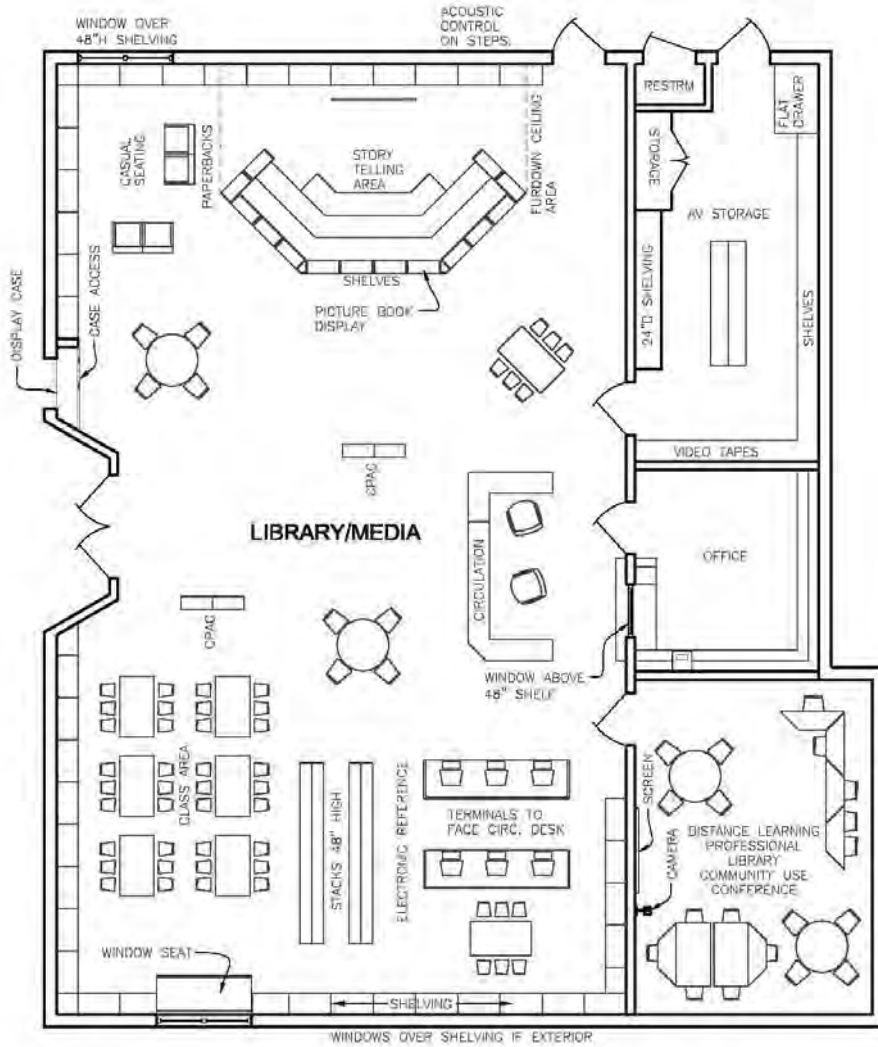
4. Flexible, extended hours beyond school day

GROUP SIZES AND STAFFING

Facility should seat 10% to 15% of the maximum projected enrollment for multiple, simultaneous activities, with accommodations for no less than 2,000 square feet in the reading room, regardless of enrollment, seating no less than two classes at a time. Library design should reflect the level of students served, elements of the library media program, and the school's instructional patterns.

Staffing:

1. One full-time professional library media specialist per 500 students
2. One full-time library clerk/clerical assistant above 500 students



Library / Media Center

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Mathematics

MISSION/GOALS OF THE PROGRAM

The Department of Mathematics believes that all students can reach high levels of understanding by following a flexible, sophisticated program that encourages Pre-K through Grade 12 students to think critically and develop skills that are necessary to become problem solvers in a variety of settings (e.g., home, school, and career).

Our mission is to provide a well-articulated, equitable framework in curriculum and instruction that focuses on conceptual understanding for a deeper and more refined learning that connects the progression of mathematics across all grade levels.

Through a curriculum that focuses on conceptual understanding for a deeper and more refined learning all students will:

1. Demonstrate the use of problem-solving and critical-thinking skills in all mathematical strands
2. Use learning strategies that include the use of visuals, manipulatives, calculators, computers, and other technology to support and enhance understanding of mathematical content
3. Participate in both independent and collaborative cooperative learning experiences
4. Exhibit understanding of mathematical concepts and mastery of skills through real-world applications, performance tasks, demonstrations, and presentations
5. Communicate understanding of mathematical concepts through speaking and writing
6. Integrate mathematical strands to connect mathematics with other disciplines

In the 21st century, all students need creativity, critical thinking, communication, and collaboration. These competencies support problem solving, quantitative and statistical concepts, and the ability to reason mathematically. In order to learn these mathematical skills, students need a nonthreatening classroom in which they are encouraged to discuss ideas/concepts with peers, ask questions, and take risks.

The teacher should use modes of instruction that emphasize problem solving, application, and higher-order thinking skills that are suitable and relevant for all students. Instructional strategies need to include using manipulatives, models, and instructional technology to develop concepts. Collaborative group activities provide an effective approach to clarify thinking and to communicate ideas and solutions. Learning should be enhanced and assessed by use of observation, oral responses, journals, portfolios, and projects, as well as traditional paper and pencil. Continual formative assessment supports the teacher in determining the next step in curriculum and instructional planning. Curriculum and assessment must be aligned.

In a successful mathematics class, the effective teacher maintains a balance of flexible grouping and students' individual work. Students construct their own mathematics understanding of concepts based on real-world problem situations. All students have access to mathematics and are engaged in the learning. The teacher provides experiences with manipulative materials, pictures, diagrams, and models to help the students solve problems or complete tasks. As the students exchange ideas and solutions, the teacher moves from group to group, listens for the extent of understanding, questions students, and offers consultation when needed. For an evaluation of the work session, the students convey their understanding by verbally communicating, journal writing, presenting a project, and other means. The teacher notes the success of each student and plans for the next work to be done.

Teachers need to deepen their own understanding of mathematics concepts. Teachers also need support in developing purposeful curriculum and an effective delivery system that leads to students' success. Staff development is the necessary link to provide this support.

CURRICULUM DESCRIPTION

The mathematics curriculum is based on the research-based framework called Understanding by Design (UbD™). This curriculum framework emphasizes the end goal for student learning that leads to purposeful sequencing of learning outcomes, instruction, activities, and work products. Acquisition of knowledge occurs through making meaning of big ideas/enduring understandings, in addition to the ability to transfer learning to new situations across disciplines. Although UbD provides an overarching structure for the curriculum, teachers are encouraged to use their own expertise to help students make meaning of big ideas/enduring understandings through day-to-day instruction. This student-centered approach to instruction leads to a focus on the learning rather than on the teaching and helps students apply knowledge and skills to real-world situations.

Students demonstrate knowledge of numerical representations and relationships, algebraic relationships, geometry and measurement, data analysis, and personal financial literacy through the lens of real-world problems situations. Students also have skills to perform procedures efficiently, accurately, and flexibly to become “fluent” in mathematics.

Critical thinking and problem solving are the focus of the mathematics curriculum. Students are actively involved in learning by exploring, justifying, solving, constructing, discussing, and predicting. Learning mathematics is purposeful because of meaningful applications. Students are given opportunities to calculate, measure, predict, estimate, use data, draw reasonable conclusions, and use geometry in problem-solving situations. All students communicate mathematically through speaking and writing. The use of formal and informal mathematics vocabulary is stressed throughout the curriculum.

The Mathematics Department creates a YI, which includes all of the TEKS and is laid out in a thoughtful manner to ensure that all grade-level TEKS are covered by the end of the school year. A companion document to the YI contains CRMs, which are developed for each 6- or 9-week period to help teachers align and plan their mathematics instruction. These documents include

enduring understandings, essential questions, and transfer skills necessary for that grade level or unit. The CRMs also include different performance indicators for teachers to use, as well as teacher-created exemplar lessons aligned to each unit.

TEACHING AND LEARNING ACTIVITIES

In the mathematics classroom, students interact with each other, as well as work independently, just as adults do at work. Instructional resources (e.g., textbooks) are one of many resources used to supplement the district curriculum.

Students solve problems using a variety of mathematical tools and models (e.g., manipulative, calculators, and online resources).

Realizing that many problems have more than just one “right” answer, students can explain different ways to reach a variety of solutions and why they make one choice over another. Students are aware of how mathematics is applied to real-life problems. They do not just learn a series of isolated skills, but learn that in real life, complex problems are not solved quickly, or in only one way.

Students also work in groups to collaborate and test solutions to problems; they are more than “listeners”—they are communicating and are highly involved. Students learn to communicate mathematical ideas with one another in a setting that promotes collaboration and critical thinking, which helps them challenge and defend possible solutions.

Teachers raise questions that encourage students to explore several solutions and demonstrate deeper thinking about real problems. Teachers are facilitators of learning and move around the room to keep students engaged and on track. Teachers are no longer glued to the front of the class, “telling” students about mathematics; students are engaged in doing math. Students raise original questions about mathematics, for which there is no “answer in the book.” Teachers promote discussion about these questions, recognizing that other students may find reasonable answers.

A variety of resources are brought to the classrooms. These may include guest speakers and the creative use of technology. Teachers work together across disciplines to make connections and show how mathematics is part of every major subject.

Assessment is reflective of the taught curriculum and informs the teacher’s instruction by stressing understanding and problem-solving skills, not just memory. Students are encouraged to explore career opportunities that emphasize mathematical concepts and applications.

EMERGING CONCEPTS AND DEVELOPING TRENDS

The priority for professional development is to provide adequate and research-based training for classroom teachers that reflects national and state mathematics standards. Educators are encouraged to move away from traditional mathematics instruction and focus on communicating mathematical thinking, using flexible instructional grouping and multiple strategies to solve

problems. Teacher content knowledge is a vital component of professional development activities.

In the classroom, teachers serve as facilitators, helping students develop their own mathematical knowledge. Students are prepared to become confident, lifelong problem solvers. They make conjectures, investigate mathematical relationships, look for connections and patterns among mathematical relationships, use concrete materials/manipulatives, and communicate about their true insight with mathematical concepts. There is an extensive focus on problem solving as it applies to the real world, technology (computers and calculators), fewer repetitive tasks, cooperative learning, meaningful performance tasks, and projects. Information and data are gathered concerning students' growth and success for research and planning purposes.

Physical Education

MISSION/GOALS OF THE PROGRAM

The purpose of the AISD elementary physical education program is to instill in all students the knowledge, skills, and desire to live healthy and physically active lives. In physical education, students acquire knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Developmentally appropriate practices in physical education accommodate individual differences, such as age, previous movement experiences, cultural identity, fitness capabilities, and skill levels. An instructionally sound physical education program must incorporate the best-known and most current practices, derived from both research and experienced experts in the field of physical education.

AISD's Physical Education Department is dedicated to educating students to become lifelong learners of health and wellness by participating in activities that develop long-term behaviors. These behaviors encourage healthy decision making, appropriate social skills, and lifelong physical fitness in and outside the educational setting.

The physical education goal is to graduate students who:

1. Have learned skills necessary to maintain a healthy lifestyle, which includes proper nutrition and physical activity
2. Know the implications and the benefits of involvement in physical activities
3. Include healthy habits, including physical activity in daily life
4. Are fit, healthy, and ready to learn
5. Value physical activity and health as they relate to a healthful lifestyle

CURRICULUM DESCRIPTION

Physical education is taught by certified physical education specialists. The elementary curriculum is based on the TEKS for physical education and supports meaningful instruction, which includes a balance of motor skills, physical activity concepts, and health concepts. Student fitness and social development are also focused on and integrated throughout the school year.

TEACHING AND LEARNING ACTIVITIES

Elementary physical education classes are structured so that skills and concepts are appropriately integrated into instruction throughout the year to meet the developmental needs of students. The following are skill themes and health concepts that are taught in elementary physical education: cooperative games, jump rope with nutrition, throwing and catching with cardiovascular functions, hand dribble and shooting with tobacco awareness, rhythms with the skeletal system,

gymnastics with flexibility/muscular system, volley ball with stress management, striking with muscular strength and endurance, and foot dribble/kicking with outdoor safety.

EMERGING CONCEPTS AND DEVELOPING TRENDS

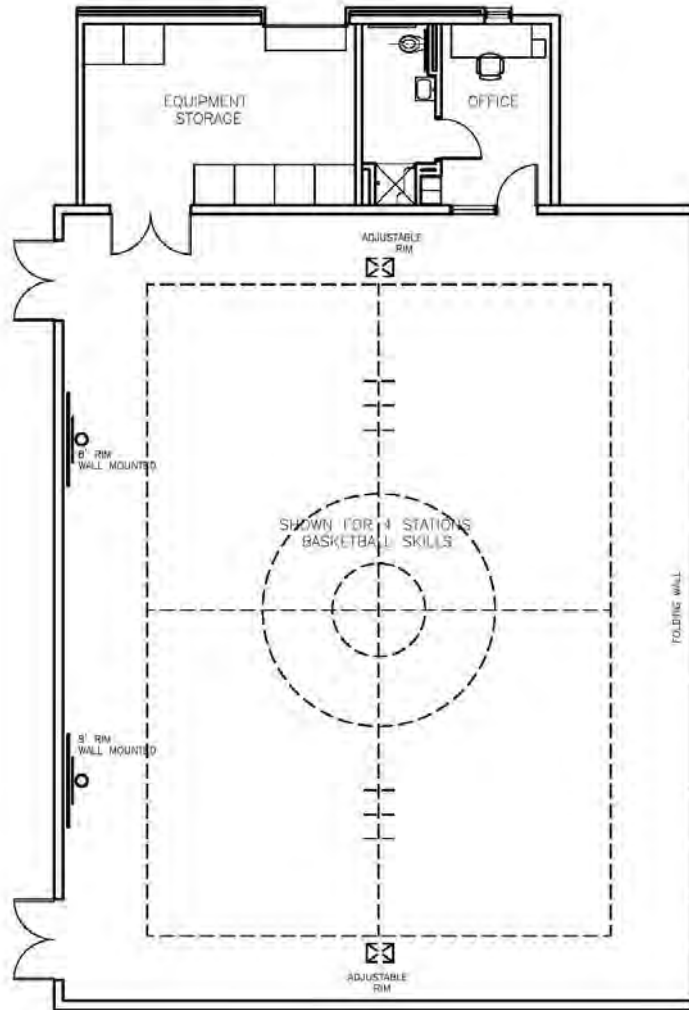
It is the position of the National Association for Sport and Physical Education (NASPE) that physical education is critical to educating the whole child, and that all students in kindergarten through Grade 12 should receive physical education on a daily basis. Whole-child education addresses the body, mind, and spirit. Although physical education addresses the knowledge (cognitive) and social (affective) aspects of the child, its main focus is on physical development and skills (psychomotor).

Students who are unhealthy, are inactive, and lack good nutrition often are unmotivated to learn in the classroom, and that presents a barrier to a complete education. NASPE's position is that a high-quality physical education program, supported by the school and community, is vital to providing students with the education they need and deserve, and is critical to the complete education and development of the whole child.

GROUP SIZES AND STAFFING

NASPE recommends allocation of 150 minutes of instructional time per week. Implementation of these guidelines should discourage/deter teachers from having more than one class of students per instructional period. National safety standards include the recommendation of 100 square feet per elementary student in the instructional area used for physical education.

Elementary physical education classes should continue to reflect the regular classroom size, with adequate facilities and staff to meet individual classes of 22 students in kindergarten through Grade 2 or up to 30 in classes for Grades 3 through 6, each served per teacher per gym.



Gym

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Science

MISSION/GOALS OF THE PROGRAM

It is the mission of the AISD Science Program to work in partnership with schools and the community to provide high-quality, challenging, engaging science instruction that inspires students to become scientifically literate. Students will become productive, scientifically literate citizens through the development of skills in scientific inquiry, critical thinking, communication, and collaboration. The AISD Science Program:

1. Uses relevant, standards-based curriculum that encourages scientific inquiry and stresses quality over quantity
2. Designs curriculum that emphasizes enduring scientific understandings and essential questions
3. Emphasizes hands-on experiences and current technology
4. Fosters cooperative and independent problem-solving and critical-thinking skills
5. Creates an environment that encourages divergent thinking
6. Develops effective communication skills
7. Provides ongoing professional staff development opportunities in science content and effective science instruction
8. Assures appropriate and safe resources, facilities, and activities in labs and classrooms

Science is defined by the National Academy of Science as the “use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process.” The AISD science curriculum incorporates the teaching of scientific processes throughout the year, within the context of relevant science content. Scientific processes are designed so that students:

1. Demonstrate safe, environmentally appropriate, and ethical practices as they conduct lab and field investigations
2. Use scientific inquiry methods during descriptive, comparative, and experimental investigations
3. Ask well-defined questions, formulate testable hypotheses, analyze data, and communicate valid conclusions

4. Use critical thinking, scientific reasoning, and problem solving to make informed decisions
5. Use a variety of appropriate tools to conduct science inquiry

CURRICULUM DESCRIPTION

Science is required in kindergarten through Grade 5. The four content strands in the TEKS for elementary students are:

1. Matter and energy
2. Force, motion and energy
3. Earth and space
4. Organisms and environments

TEACHING AND LEARNING ACTIVITIES

Today's students are accustomed to learning when immersed in a multi-sensory, student-centered, technological environment. Students learn best by processing, using, and applying information through research, cooperative group work, and hands-on experimentation.

On a daily basis, teachers work with individual students, small groups, and large groups in order to accomplish course objectives. This is necessary to meet the multiple needs of a diverse student population.

Teaching strategies are designed to stimulate the interest and curiosity of students. Science activities include:

1. Laboratory investigations
2. Teacher demonstrations
3. Group and individual research projects
4. Community speakers
5. Video presentations
6. Computer and other technology resources
7. Lectures

8. Discussions
9. Field experiences

EMERGING CONCEPTS AND DEVELOPING TRENDS

1. Technology is integrated into the science curriculum. Technology is a tool for data acquisition, processing, and presentation. Technology is used to access resources outside the classroom. Technology is used as a resource to extend and remediate instruction.
2. A wide variety of instructional resources are used in the regular classroom. Students and teachers are using textbooks, reference books, computer technologies, telecommunication, the Internet, video, and other media to learn about science.
3. The science program is aligned with the National Science Education Standards, Benchmarks for Scientific Literacy, state frameworks (TEKS), and district curriculum alignment documents.
4. Cooperative learning groups are used in many types of instructional activities, not just laboratory experiences.
5. Real-world applications of the curriculum are emphasized.

Social Studies

MISSION/GOALS OF PROGRAM

The primary purpose of the AISD Social Studies Curriculum Department is to foster in students' habits of body and mind that enable them to become rational, participating citizens in a democratic society within an increasingly complex, diverse, and interdependent world. Students acquire the necessary knowledge, skills, and values to become lifelong learners and productive citizens.

Students will:

1. Demonstrate a comprehensive knowledge base of people and their environments
2. Develop an appreciation for the rights, privileges, and responsibilities guaranteed by our form of government
3. Integrate and apply knowledge of the various social science disciplines and related skills: history, geography, economics, political science, sociology, psychology, and anthropology
4. Demonstrate effective communication and analysis skills within a social studies context

CURRICULUM DESCRIPTION

The study of social studies at the elementary level is woven across eight strands that frame students' understanding of self, school, community, Texas, the United States, and the world.

History

- Chronology
- Time
- Past, present, future events
- Impact of significant individuals on the history of the community, state, and nation
- How diverse individuals have changed the community and world
- Effects of inspiring heroes on communities, past and present
- History of Texas, from its early beginnings to the present

- Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States
- Important issues, events, and individuals of the 19th, 20th, and 21st centuries
- Motivations for European exploration and colonization
- Reasons for establishment of Spanish settlements and missions
- Survey of the history of the United States from 1565 to the present, including the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries

Geography

- Location
- Physical and human characteristics of the environment
- Creation of simple maps to identify the location of places in the classroom, school, and community
- Relationship between the physical environment and human activities
- Regions of Texas and North America resulting from human activities and physical features
- Regions of the United States that result from physical features and human activity, including identification of how people adapt to and modify the environment

Economics

- Basic human needs and the ways people meet them
- Goods and services
- Value of work
- Consumers and producers
- Location, distribution, and patterns of economic activities in Texas
- Ways American Indians in Texas and North America met basic economic needs

- Characteristics and benefits of the free enterprise system
- Economic activities in the United States

Government

- Purpose of rules and roles of authority figures
- Functions of government
- Services provided by the local government
- How people influence public policy and decision making
- How American Indians governed themselves
- Characteristics of Spanish colonial and Mexican governments of Texas
- Roots of representative government
- Important ideas in the Declaration of Independence and U.S. Constitution
- Fundamental rights guaranteed in the Bill of Rights

Citizenship

- Students' relationship to the classroom, school, and community
- Examples of individuals who exhibit good citizenship
- Choices people make and obstacles they overcome to better the community
- Importance of effective leadership in a constitutional republic
- Important leaders in the national government

Culture

- Patriotic holidays
- Contributions of individuals
- Customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity

- Anthems and mottos of the United States and Texas
- Importance of family customs and traditions
- Significance of works of art in the local community
- Traditions and landmarks
- Contributions of people of various ethnic, racial, and religious groups to Texas

Science, Technology, and Society

- Examples of technology in the home and school
- How technology has changed family life
- How technological innovations have changed transportation and communication
- Impact of science and technology on life in Texas
- Accomplishments of notable individuals in the fields of science and technology

Social Studies Skills

- Acquire information from a variety of sources
- Use social studies terms
- Practice problem-solving, decision-making, and independent-thinking skills
- Sequence and categorize information
- Communicate learning in written, oral, and visual forms
- Use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions

TEACHING AND LEARNING ACTIVITIES

At the elementary level, social studies is taught in a highly integrative method using many activities requiring collaborative work and independent practice. Beginning in Grade 3, social studies is integrated into ELA instruction. Instruction includes many visuals, and individual students should be able to interact with mapping programs, Skype, and video streaming. Students should be able to view and interact with social studies material through an LCD projector from their seats or a group viewing area. Desks should be able to be rearranged easily to accommodate

small- and large-group work and discussion groups. There should be adequate bookshelves to house textbooks and reference books. Room for one or more computer centers should be available in the room for students' use in research, study programs, writing, and developing original projects. All students should have access to the use of a computer, either in the classroom or in the computer lab. Extra floor and table space should be provided for display of projects, globes, artifacts, and simulations. There is a need for ample wall space for maps that can be rolled up and down.

The teacher's work space should include a desk; storage shelves; an extra table or desk for conferencing with students; a lockable closet for personal items; and flat files or large drawers for storage of large posters, maps, and other items. A sink is also a necessity in elementary classrooms.

EMERGING CONCEPTS AND DEVELOPING TRENDS

Some of the emerging concepts and developing trends for social studies in the elementary schools are as follows:

1. Integrate views of social issues, such as, poverty, crime, and public health
2. Provide accessible technology access to databases that are cross-disciplinary and multidisciplinary
3. Address community and global needs through philanthropic programs and service learning projects
4. Develop deeper understanding of how to learn, how to apply what they know, and how to participate in building a future
5. Cover topics, issues, and problems that transcend boundaries of single disciplines and integrate them within and across disciplines
6. Construct units around themes
7. Emphasize a global perspective to live wisely in a world that possesses limited resources and is culturally diverse
8. Use team teaching methods
9. Align vertically with middle schools and high schools

Special Education

MISSION/GOALS OF THE PROGRAM

Students with disabilities and their families are provided a comprehensive support system in collaboration with general education to enable them to participate in school and society to the fullest extent possible. The goals of the program are to:

1. Improve instruction of students with disabilities
2. Increase the percentage of students with disabilities attending their home schools, while continuing to provide a full continuum of services
3. Improve identification/evaluation of students with disabilities
4. Improve transition of students with disabilities to post-school environments
5. Improve achievement of students with disabilities on criterion- and norm-referenced measures and to support the design and use of a broad array of assessment techniques and instruments

CURRICULUM DESCRIPTION

Students with disabilities have access to the grade-level core curriculum for each of the program areas, as well as supplementary services and programs. The Admission, Review and/or Dismissal (ARD) Committee develops individual educational plans (IEPs) for eligible students and determines which instructional accommodations and/or modifications to the core curriculum or any related services are needed. As a result of participating in the core curriculum, students:

1. Progress toward state and district curriculum standards
2. Use critical-thinking skills
3. Use problem-solving strategies in social and academic areas
4. Use appropriate communication skills
5. Acquire basic living skills for all life domains
6. Participate successfully in all classrooms and environments
7. Participate in academic and behavior tiers I and II interventions available to students without disabilities, with focus on support and strategies to remain in general education

8. Participate in reteach/remediation/acceleration interventions for current academic state assessments, if standards are not met
9. Participate in postsecondary educational opportunities (e.g., community college, university, vocational training)
10. Obtain and maintain competitive employment
11. Access adult service agencies

TEACHING AND LEARNING ACTIVITIES

Services are provided through a continuum of instructional settings, ranging from the general education classroom to separate campuses. The district's focus is on serving students in the least restrictive environment (LRE). Services vary based on students' needs.

Students' needs are met through the provision of supplementary materials and aids in the general education classroom. Students may receive inclusion support and services such as co-teaching, paraprofessional assistance, accommodations or modifications, and assistive technology within general education settings.

In the general education environment, instructional space must be accessible in the general education environment, particularly for students with mobility impairments. Instructional materials must be accessible to students with disabilities (e.g., physical, print, sensory, and communication). Office and materials storage spaces for the special education staff are essential.

Learning lab centers provide opportunities for all students to receive assistance in a smaller setting after the regular education teacher has provided direct instruction. The centers require multiple bookshelves, flexible seating, and storage areas. Adequate space and wiring for four to six computers are essential. Study carrels also should be available for students. The special education teacher adapts materials and assessments for students and collaborates with general education teachers to provide opportunities for student success.

Separate from the general education setting, resource classrooms allow for small-group instruction. These classrooms must be located in proximity to content area or grade-level general education classes. The room must allow for small- and large-group instruction, with shelves and storage space for instructional kits and supplementary materials. Four to six computers are available for student use.

Programs designed to meet the needs of students with emotional and behavioral concerns require classrooms that have space for at least two study carrels. Seating must be flexible so that instruction can be individualized, as well as small group and large group. Training in social skills is provided through role-playing activities. Wiring and space for four to six computers are essential.

Programs designed to meet the needs of students accessing a functional life skills curriculum require appliances such as a washer, dryer, microwave oven, refrigerator, and stove to provide real-life experiences. Two to four computers with adaptations (e.g., a presentation station) are critical for job-training activities. Space must be flexible, large enough, and accessible for students with physical disabilities. Private changing or therapy areas are needed, as well as accessible restrooms with hydraulic changing tables, when needed. Instruction often occurs as much in the school community and community proper as in the classroom. Inclusion in general education, elective campus-wide activities must be facilitated for each student, with accommodations for specific disabilities. Classrooms must be located within mainstream of campus facilities and not in remote areas.

Career exploration occurs in a variety of ways. Instruction occurs in the classroom, throughout the campus, and in the community.

Itinerant staff, such as speech, occupational and physical therapists, counselors and evaluation personnel, provide instructional and related services. Services are provided, according to student IEPs. Speech therapists and counselors may work directly in the classroom with large or small groups, as well as in pull-out settings with small groups or individuals. A counselor may need access to a conference room for private discussions and/or therapy with individuals or small groups. For speech services, student-sized table/chairs and working space for use of augmentative communication devices are needed. An office with a secure filing area is desired.

Occupational and physical therapists often work directly in the classroom with the students in all areas of the campus. The students may need various adapted equipment, including specialized seating, floor mats, standers, and bean bag chairs. Secure storage space should be provided for this and all other equipment.

Evaluation personnel work individually with students in a quiet, isolated area. An office space with a student desk and chair and adult chair is needed. Evaluation in non-instructional areas (e.g., hallways) is not acceptable. Each campus should have a designated conference or meeting room with capacity for 10 to 15 adults, with technology that includes two computers with Internet access, a printer, a conference phone, an audio-visual screen, and an LCD projector to conduct ARD/LEP and 504 meetings.

Each campus must have a secure location with locking cabinets for maintenance of special education audit files.

EMERGING CONCEPTS AND DEVELOPING TRENDS

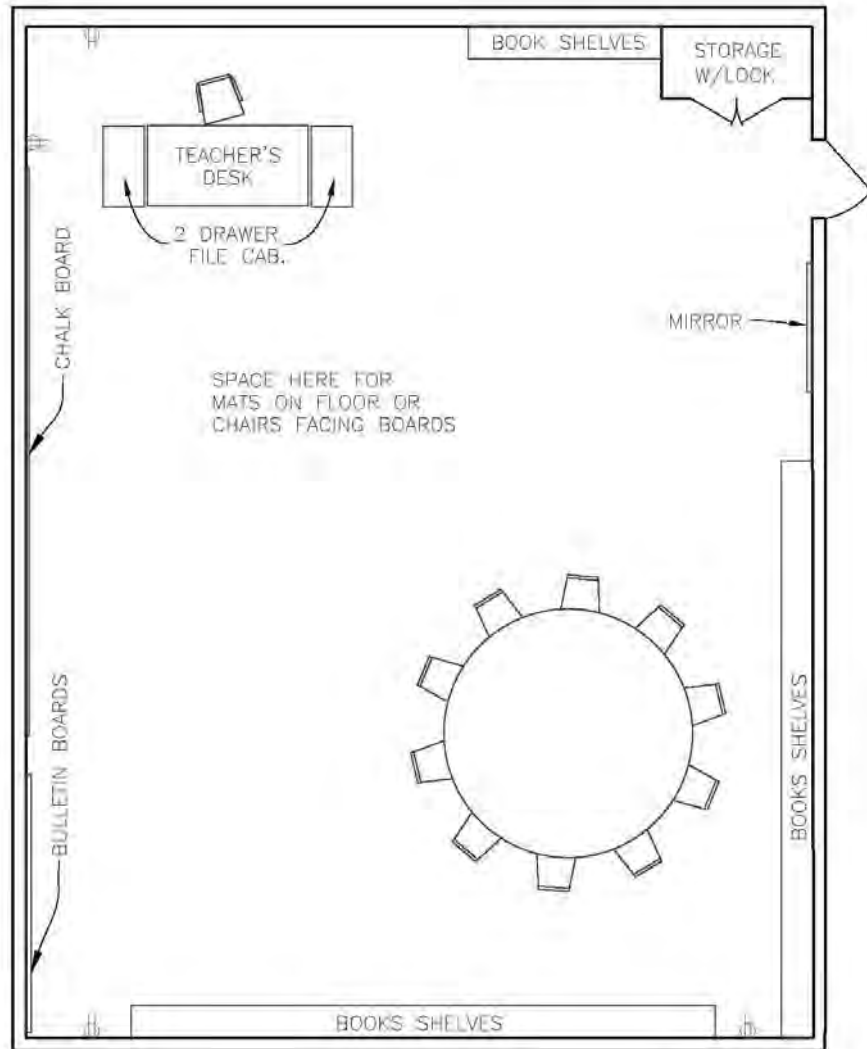
Since every effort is made to serve students at their home campus, campus space must be accessible to all students. Team teaching and other methodologies are used to meet students' needs in less restrictive environments. A focus on inclusion in general education, academic, elective, and extracurricular activities should be a priority.

GROUP SIZES AND STAFFING

Basic special education classes: 10 to 12 students maximum

Special units:

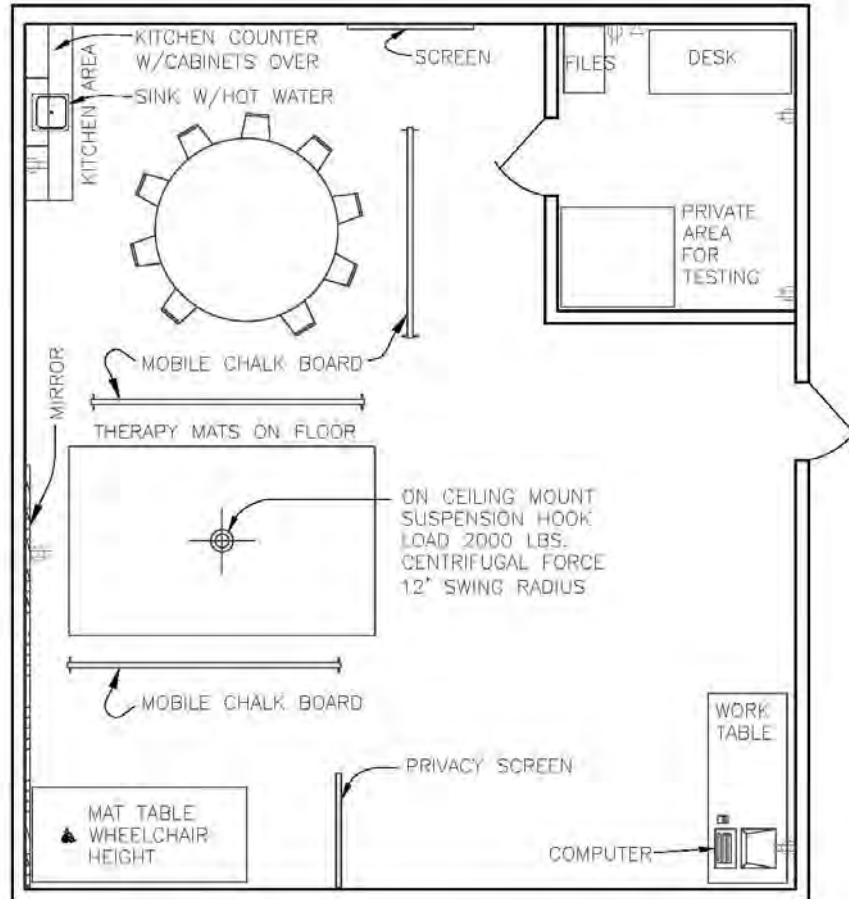
1. 1 teacher and 1 full-time teacher assistant
2. 12 students, depending upon learning setting and students



Speech / Testing Room

Not To Scale

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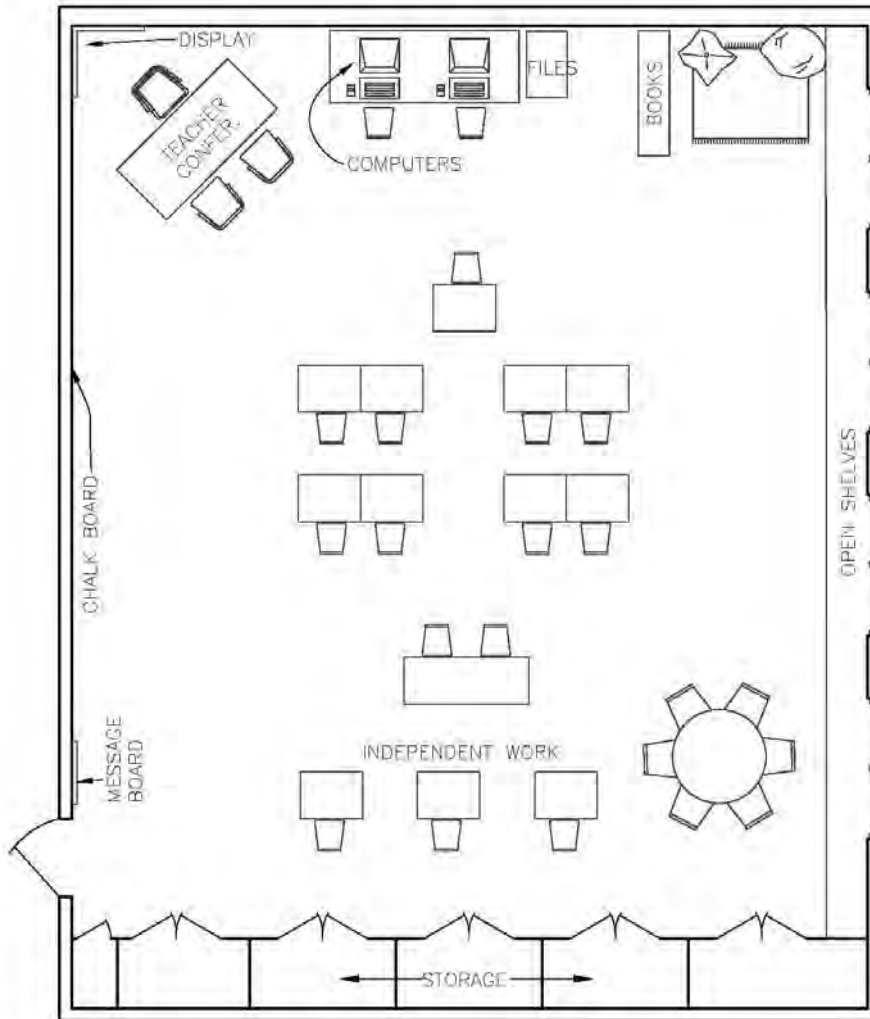


- NOTES: 1. MOVEABLE EQUIPMENT.
 2. SPACE TO BE SHARED BY SPEECH & LANGUAGE.
 3. SPACE TO BE USED BY ITINERANT STAFF FOR TESTING.
 4. SECONDARY-LARGER WHEELCHAIR RADIUS & TABLES.

Therapy Room

Not To Scale

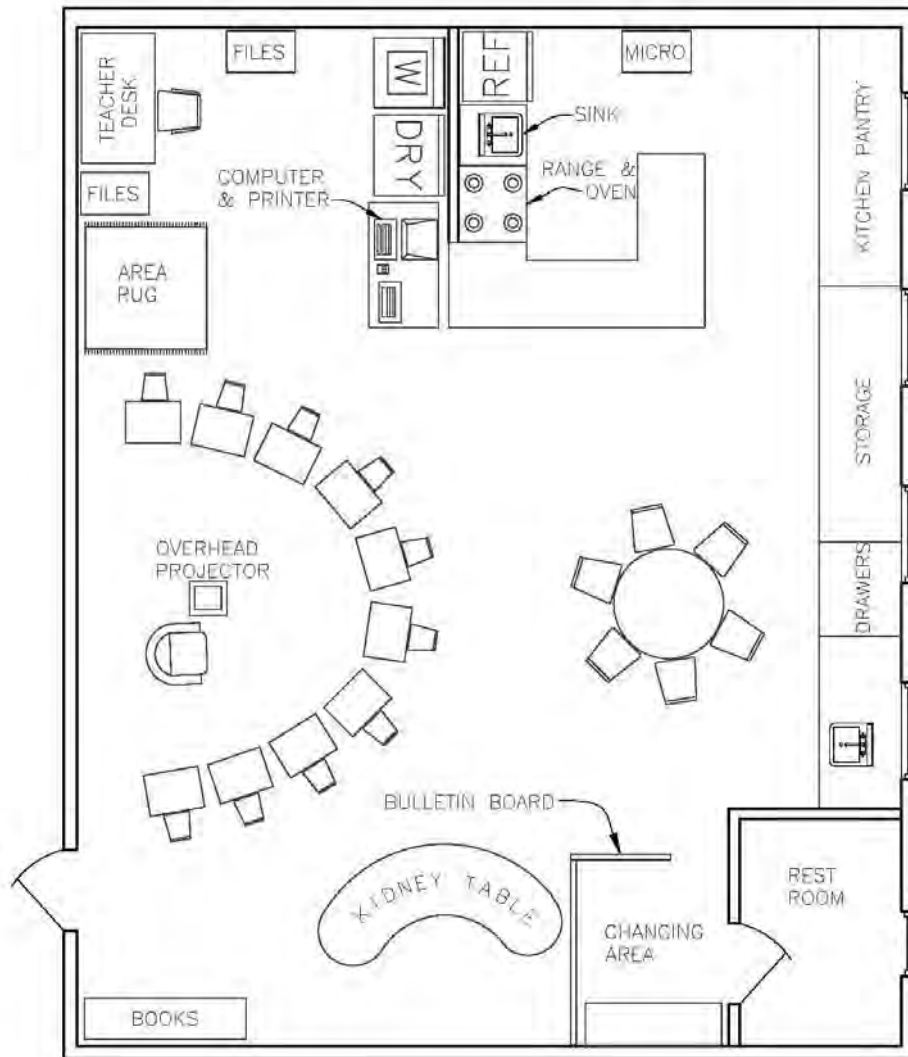
Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.



Special Ed

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.



Life Skills

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

B. Administrative Program

MISSION/GOALS OF THE PROGRAM

The purpose of the Administration or Central Office area is to serve as the central core of the elementary school building for facilitating information transfer. It is the receiving area for parents and community persons and is where the regulatory and operational aspects of the entire building are coordinated. The major activities associated with this unit include:

1. A central location and office work area for the principal assistant and principal to serve as instructional leaders for the entire elementary education program
2. Office space to enable the development and maintenance of timely records associated with the computerized school-based management system for student registration; budgeting; enrollment data; and all forms/information required by state, federal, and local regulations
3. A centralized location for clerical support services provided for administration and teaching staff as related to students' programs and overall instructional needs
4. A centralized location for all student records to ensure confidentiality laws are followed
5. The opportunity for interpersonal communication (e.g., through small-group meetings, parent conferences, administration-teacher meetings, and mandated committee meetings)
6. An area where students can receive appropriate medical attention
7. A workroom for school personnel to work on instructional materials necessary to effectively implement the curriculum
8. A location for students to problem solve and to use when they are unable to continue working in a classroom and must be removed to an alternative placement

PROGRAM ACTIVITIES

Personnel using the administration area include one principal, one assistant principal, one secretary, and two full-time clerks. Their respective activities include:

1. The principal and assistant principal provide overall instructional leadership to the entire school to ensure that the goals and objectives established by the district and building are met; under their auspices, all the other functions listed here are implemented

2. A computerized management system with a database system for decision making, maintaining required forms and records, and ensuring information transfer in a timely and accurate manner
3. Clerical support services for administrative and staff personnel, as related to the overall school program
4. A centralized filing area to house student records and required forms
5. An inviting location for greeting parents and visitors from the community; incoming telephone calls to the building received in this area
6. A clinic area where students who are ill or injured can be treated appropriately; student medications are securely stored in an area close to the persons who give them
7. An equipped area serving as a workroom where volunteers and staff can develop materials to enhance student achievement
8. Restrooms accessible for the handicapped
9. The assistant principal, principal, and counselor provide a system by which disruptive students can plan and implement a successful return to a classroom after removal

EMERGING CONCEPTS/OTHER PLANNED USES

It is anticipated that the computerized management system area may need to expand as additional software programs are developed or hardware options are added.

C. Support Programs

Health Services

MISSION/GOALS OF THE PROGRAM

1. Support school safety and student success in education by health protection; health promotion; and the prevention, identification, and management (including referrals) of health-related conditions that can be risks to the safety of the student/class/school and/or barriers to attendance, participation, and learning
2. Implement laws pertaining to attendance, disease prevention, disabilities, and safety in all schools
3. Provide all services identified in this program description with a medical doctor (as a supervisor), a registered nurse (RN), or a school health assistant (SHA)

CURRICULUM DESCRIPTION

1. Prevent health problems that can interfere with learning
2. Identify health-related conditions that can adversely affect attendance, participation, and/or learning
3. Manage health-related conditions through professional or supervised services, including staff training

TEACHING AND LEARNING ACTIVITIES

Prevention

- Have information displays
- Information displays (visuals, “take home”) in health room and school wide of health education materials for the nurse/SHA to communicate to students, parents, and faculty
- Direct care with some students requires hygiene (e.g., a water source, adjacent toilets, ventilation, to prevent complications and communicable diseases from spreading within the school)

- Daily medication administration for students requires secure storage, lighting, and controlled space to prevent errors or spills and to record action
- Students who lack home-care resources (e.g., in poverty, homeless) need private bathing/laundry facilities, need to develop self-care hygiene skills with a nurse/teacher-designed educational plan, and need the comfort that is requisite for focusing on academics
- Immunization completion by the health team (RN and SHA) and campus clerical staff, who do mass data entry of records, and by the RN/SHA, who reviews computer records and calls parents to complete them
- Targeted campuses (as needed) host or coordinate community health and dental services (e.g., RN/SHA arranges checkups for students and preschool siblings)
- Futuristically, access to health information via automated library systems for nurse/SHA, teachers, students, and parents to supplement health education, to increase productivity of the RN/SHA (reduce search time off-campus), and to support parents/students' health information inquiry skills

Identification

- Limited physical exams, which require privacy, for athletics (secondary) and Special Olympics (elementary and secondary)
- Nursing/SHA exams of many students daily for illnesses, injury, possible abuse
- Mass screening for vision (i.e., which require a well-lit environment) and hearing (i.e., which require a quiet environment) annually for one week by a team and individual special referrals by the RN/SHA
- Screening for contagious conditions requires good lighting and privacy in a classroom or health room

Management

- Nurse counseling/education with individual student, parent, or staff about care of a condition (i.e., requires privacy, quiet, access to informative materials)
- RNs/SHAs coach/supervise students' learning of self-care skills (e.g., self-testing blood for diabetes)

- Daily care for multiple, concurrent injuries and contagious illnesses requires supervised isolation of a student pending the parent’s arrival
- RNs/SHAs need separate areas to sort contagious students or students needing special privacy; a “sick-child” area is needed in schools
- RNs/SHAs annually review confidential medical alert cards and records of students for health problems and prepare care plans/instructions for staff; for this, they need access to a computer and printer for efficiency and same-room record storage
- Daily administration of students’ medications and devices need adequate lighting and countertop space for safe handling and documentation; all medications must be in a locked cabinet
- Group sessions for students with common health problems (e.g., asthma)
- Daily technical care procedures for a few students (e.g., blood test for diabetes, urinary catheterizations, and tube feedings), which should be done as close to the classroom as possible to limit lost class time and with excellent hygiene; this is usually taught by the RN to the school staff, rather than keeping it limited to the RNs’/SHAs’ area
- Refrigerator (space/outlet) for storage of medications and special foods for students, as medically indicated
- Occasional care of ill or injured personnel

EMERGING CONCEPTS AND DEVELOPING TRENDS

Generally, more school health services are needed as the percentage of students living in poverty or who move frequently increases. Specifically, over the past 3 years, we instituted and experienced changes that are consistent with nationwide trends, such as the following:

1. Increased number of children, particularly 3 years through elementary, who need daily or special medically ordered procedures; more children with these needs are attending home campuses and/or regular classrooms, rather than self-contained classes or special schools
2. Increased number of pregnant/parenting students who can complete high school if adequate services are readily available (e.g., quality, affordable child care)

3. Schools requesting an increased number of parent contacts and educational programs for students and parents by RNs/SHAs
4. School as “community center”: urban and rural schools are increasing the variety of health-related programs that address identified needs of the designated school community
5. Multidisciplinary school health teams and comprehensive programs improve cost effectiveness because of team design and coordination.
6. Expanded roles for RNs/SHAs

STAFFING

Staffing a district health program requires the RN be responsible for student assessments, care plans, and training support/unlicensed staff in specific procedures that do not require professional decision making.

The SHA functions under the direction and supervision of the RN in providing direct and indirect student health services.

Nutrition and Food Services

MISSION/GOALS OF THE PROGRAM

The goal of the Nutrition and Food Services Program is to support the academic achievement of students by providing nutritious meals that promote health, well-being, and learning. Opportunities for offering a healthy diet exist via the serving of varied food choices, thus demonstrating the concept of a healthy diet. Meal times also afford students the opportunity to learn social skills in a communal dining setting.

The food services program is located strategically within the building envelope. This space allows for a merging of activities and programs and should take into account use by school- and community-sponsored groups. The dining area is ideal for health fairs, food-tasting activities, and displaying student art.

Regardless of a student's ability to pay, and whether or not a parent/guardian has completed an application for federally subsidized meals, no student is denied food. A courtesy meal is always provided to students who have no means to pay for one.

The services provided by a kitchen design consultant are used to design all the spaces referenced in this segment.

CURRICULUM DESCRIPTION

Student assemblies, student performances, and other related meetings associated with the Fine Arts Program are conducted in this area.

TEACHING AND LEARNING ACTIVITIES

1. A varied diet that conforms to state and federal guidelines, customer preferences, and cultural differences and that serves as a daily educational model of a healthy diet for elementary-aged students
2. Menu choices that afford students an opportunity to become familiar with a variety of foods; availability of samples of foods unfamiliar to students, especially fresh fruits and vegetables, assist them in increasing their awareness of such foods and encourage consumption
3. Nutrition education curriculum materials provided for schools according to grade level
4. A nutrition education resource person available from the Nutrition and Food Service Department to provide in-service to teachers and to assist with classroom activities and health fairs

EMERGING CONCEPTS AND TRENDS

The dining room should be an attractive place for students to eat. Wall color, patterned tile, lighting, and other merchandizing techniques should be used to make the space pleasant and inviting. The serving areas should also be attractive and appealing, and to the greatest extent possible, reflect the décor found in retail food establishments. The equipment should be portable so it can be easily adapted to changing food preferences and student populations.

The kitchen should be adequately sized and contain appropriate food production, food storage, and washing equipment (e.g., walk-in refrigerators and freezers, free standing refrigerators and freezers, convection steamers and ovens, tilt brazing pans, dry storage areas, dishwasher and power wash sinks, and other miscellaneous cooking equipment). If possible, windows should provide outside light, and for sound attenuation purposes, a wall should separate the food production and serving areas. Other planned spaces should include a manager's office, restrooms with locker space to store employee's belongings, and a mop room. The manager's office should have a desk and a computer. The computer should be networked to the point-of-sale computerized cash registers located at the serving lines.

A dock and receiving area must be provided for food and supplies deliveries. The dock should be immediately adjacent to the kitchen back door and must be covered. The service drive leading to the dock area should be separated so it does not interfere with student and school bus traffic. The back door must have a fly fan installed.

GROUP SIZES AND STAFFING

The school is being planned for 720 to 800 students. Usually, the food service operation prepares for a range of 500 to 600 lunches a day and 100 to 300 breakfasts.

The staffing for the school lunch program is based on the number of lunches and breakfasts served daily (average daily participation).

The staffing for an elementary school with an enrollment of 720, with the participation of 500 to 600 lunches, 100 to 300 breakfasts, and 20 to 25 adults ranges from 35 to 48 labor hours. This equates to a manager and four to six employees.

Part II

FACILITIES

- A. Introduction
- B. Administration
- C. Instructional Areas
- D. Support Areas
- E. Appendix

A. Introduction

Overall Facility Considerations

The following guidelines should be considered in the plan design:

GENERAL

1. Each elementary campus should be built to serve 673 to 752 students.
2. The classrooms should be built in four clusters of eight classrooms to support flexible use of class groupings (e.g., multi-age and vertical grade teams).
3. Each classroom should have a student restroom paired with an adjacent classroom when possible.
4. The administration area should have adult restrooms.
5. Core facilities should be built large enough to support expected growth outside the basic facility designed to accommodate a minimum forty-classroom school.
6. Each campus should have a media center (library), gymnasium, music room, art room, and two multi-purpose rooms.
7. Administrative areas should be divided into a main office and a student service office.
8. The guidance center should be large enough to serve a small group.
9. Special education should be of a similar size and makeup as the regular classrooms.
10. Every teacher should have a private telephone line. Additionally, every teacher should have computer access and Internet capability in the classroom.
11. Classrooms should be equipped with wiring and electricity sufficient to serve six networked computer workstations and an innovation station.
12. Common areas should be wired ready for technology expansion, as well as instructional options.
13. Two wiring closets with additional HVAC for computer networking, telephone, PA, and GAATN equipment are needed.
14. The entire campus should have wireless access for the total student population and faculty.
15. Health services, administrative, and counselor offices need to have technology capacity to make possible integrated social services for students.

16. A community service room that can be used for parent training and also used by the counselor, parent training specialist, social worker, and crises intervention personnel should be included in the administrative area.
17. Printed signs should be used for direction, identification, instruction, communication, and hospitality. They should be uniform in appearance and complement the color scheme of the school.
18. Bilingual, ESL, and foreign language instruction should occur in regular classroom settings. A description of these classrooms can be found in the PPCD/pre-K/kindergarten, primary, and intermediate classroom specifications.
19. Each campus should have an automated media center (library) that allows teachers, students, and others to have access to online catalogs (e.g., other schools, learning materials center [LMC]).
20. The fully accessible public address system installed in the cafeteria and gym should be located so that persons seated in the gym can hear speakers from the stage area.
21. Additional school storage areas should be included in available areas throughout the school.
22. A central clock and bell system serving corridors, instructional areas, and administrative areas shall be installed. Clocks shall be analog type. System can be integrated with telephone and announcement system.
23. Schools should be equipped with caller ID telephones in the office and ITY/TDD type telephones for the hearing impaired.

BUILDING/GROUNDS

1. Blind hallways, dead-end hallways, blind stairwells and obstructions caused by entryways should be minimized or eliminated.
2. Restrooms and water fountains should be located near the cafeteria/gymnasium and be easily accessible from the outside play area.
3. Each classroom should have a drinking fountain bubbler mounted in the apron of the classroom sink or wall mounted.
4. During the design phase, the possibility of future additions to school facilities should be considered. Utility extensions to future additions should be considered.
5. Areas should be preplanned for portable units so they include plumbing and wiring, both cabling and wireless capability, restrooms, panic buttons, technology, and telephones.

6. Wherever large items may need ingress or egress, a set of doors with a central mullion that can be removed should be installed with access to both the exterior and interior areas of the school where items may need to be placed.
7. Landscaping should not cause areas of the school to have blind spots, hidden areas, or other obstructions. Trees should not be planted where they can provide access to the roof. School structures should be designed so there are not partial walls or fences that allow for climbing onto the roof. Landscaping shall comply with requirements of AISD/COA development agreement.
8. Bike racks should be in plain view of the school.
9. The facility shall meet applicable ADA/TAS accessibility requirements for all program and public areas.

Proposed Elementary School Size

Range 673-752 Students

Grade	Enrollment*	Number of teachers	Pupil/Teacher Ratio
Pre-K	72	4	18/1
K	110	5	22/1
1	110	5	22/1
2	110	5	22/1
3	110	5	22/1
4	88	4	22/1
5	112	4	28/1
TOTALS	712	32	

* not including special education students

K-5 SCHOOL DAY—7 hours /420 minutes /175 days

SUPPORT SERVICES – STUDENT CONTACT TIME

1.0 Art	225 minutes bi-weekly All students except pre-K
1.0 General music	225 minutes biweekly All students except pre-K
1.0 Guidance	Serving all students on group and/or individual basis
1.0 Physical Education	225 minutes bi-weekly All students except pre-K
1.0 Media	Serving all student and teachers

Total Elementary School Space Budget

<i>Program area</i>	<i>No. of staff</i>	<i>No. of instructional areas</i>	<i>No. of non-instructional areas</i>	<i>Non-instructional area size (sq.ft.)</i>	<i>Instructional area size (sq.ft.)</i>	<i>Total (sq.ft.)</i>
Pre-K / Pre- school Program for Children with Disabilities (PPCD)						
-Classrooms Walk-In Storage Closets (minimum of 25 sq. ft. inside classroom area)	8	8			925	7,400
-Commons		1			1,200	1,200
-Student restrooms			4	45		180
-Student restrooms with changing area			4	60		240
Total						9,020
Primary Kindergarten (K) and Grade 1						
-Classrooms Walk-In Storage Closets (minimum of 25 sq. ft. inside classroom area)	8	8			925	7,400
-Commons		1			1,200	1,200
-Student restrooms			8	45		360
Total						8,960
Primary Grades 2 and 3						
-Classrooms Walk-In Storage Closets (minimum of 25 sq. ft. inside classroom area)	8	8			925	7,400
-Commons		1			1,200	1,200
-Student restrooms			8	45		360
Total						8,960

<i>Program area</i>	<i>No. of staff</i>	<i>No. of instructional areas</i>	<i>No. of non-instructional areas</i>	<i>Non-instructional area size (sq.ft.)</i>	<i>Instructional area size (sq.ft.)</i>	<i>Total (sq.ft.)</i>
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Intermediate Grades 4 and 5						
-Classrooms Walk-In Storage Closets (minimum of 25 sq. ft. inside classroom area)	8	8			925	7,400
-Commons		1			1,200	1,200
-Student restrooms			8	45		360
Total						8,960

Administration/ Production Work Area						
-Principal office	1		1	150		150
-Asst. Principal office	1		1	150		150
-Administrative storage			1	20		20
-Secretary/reception Area	3		1	475		475
-Bookkeeper	1		1	100		100
-Production workroom			1	600		600
-Restrooms			2	45		90
-Conference room			1	200		200
-Fireproof storage			1	80		80
-Copier room			1	100		100
-Community services office			1	100		100
-Supply storage			1	80		80
Total						2,145

<i>Program area</i>	<i>No. of staff</i>	<i>No. of instructional areas</i>	<i>No. of non-instructional areas</i>	<i>Non-instructional area size (sq.ft.)</i>	<i>Instructional area size (sq.ft.)</i>	<i>Total (sq.ft.)</i>
Student services center						
-Guidance center	1		1	350		350
-Health services area (washer/dryer and changing area)	1		1	400		400
-Restroom			1	45		45
-Health services supply storage			1	20		20
Total						815
General music lab						
-Music laboratory	1	1			950	950
-Music lab storage			1	90		90
-Music small group		1			144	144
-Student restroom			1	45		45
-Small storage			1	20		20
Total						1,249
Art						
-Art laboratory	1	1			950	950
-Kiln storage			1	90		90
-Materials & Project storage			1	90		90
-Student restroom			1	45		45
Total						1,175
Multi-Purpose rooms						
-Classrooms		2			925	1,850
-Storage rooms			4	50		200
-Restrooms			2	45		90
Total						2,140
Special education						
-Classrooms	4	4			925	3,700
-Evaluation office		1			300	300
-Speech/OT/PT classroom		1			300	300
-Student restrooms			4	45		180
-Conference room			1	400		400
Total						4,880

<i>Program area</i>	<i>No. of staff</i>	<i>No. of instructional areas</i>	<i>No. of non-instructional areas</i>	<i>Non-instructional area size (sq.ft.)</i>	<i>Instructional area size (sq.ft.)</i>	<i>Total (sq.ft.)</i>
Library/Media services						
-Reading room	1	1			3,500	3,500
-AV Software/ Equipment Storage						
Distribution Center			1	400		400
-Office/Workroom			1	250		250
-Restroom			1	45		45
Total						4,195
Literacy library			1	400		400
-Literacy office			1	100		100
Total						500
Physical Education						
-Instructional Area	1	1			3,000	3,000
-Equipment Storage			1	160		160
-Office/Shower/ Locker/Toilet			1	140		140
-Restroom			2	160		320
-Storage (Outdoor)			1	100		100
Total						3,720
Food Services/Multi-Purpose/Stage						
-Dining Room			1	4,200		4,200
-Kitchen/Serving Line	7		1	1,660		1,660
-Dry Storage Room			1	375		375
-Staff/Public Restroom			1	125		125
-Stage			1	500		500
-Stage Storage			1	150		150
-Chair Storage			1	150		150
Total						7,160

<i>Program area</i>	<i>No. of staff</i>	<i>No. of instructional areas</i>	<i>No. of non-instructional areas</i>	<i>Non-instructional area size (sq.ft.)</i>	<i>Instructional area size (sq.ft.)</i>	<i>Total (sq.ft.)</i>
Warehousing/Plant Services						
-Central Storage and Receiving/Loading Dock/Housekeeping Office			1	300		300
-Bookroom storage			1	400		400
-Electrical and Mechanical rooms			6	50		300
-Central HVAC Equipment Room*Central HVAC and Equipment room size will vary according to type of mechanical system selected.			1	600		600
-Housekeeping closets			5	100		500
-Safety Patrol closets			1	30		30
-Wiring closets (IDF)			1	80		80
-Wiring closets (MDF)			1	120		120
Total						2,490
Total Assignable Space						66,369
Average sq. ft. per student						83
Unassignable space						20,781
Combined total space						87,150
Student enrollment						800
Total combined space average sq. ft. per student						109

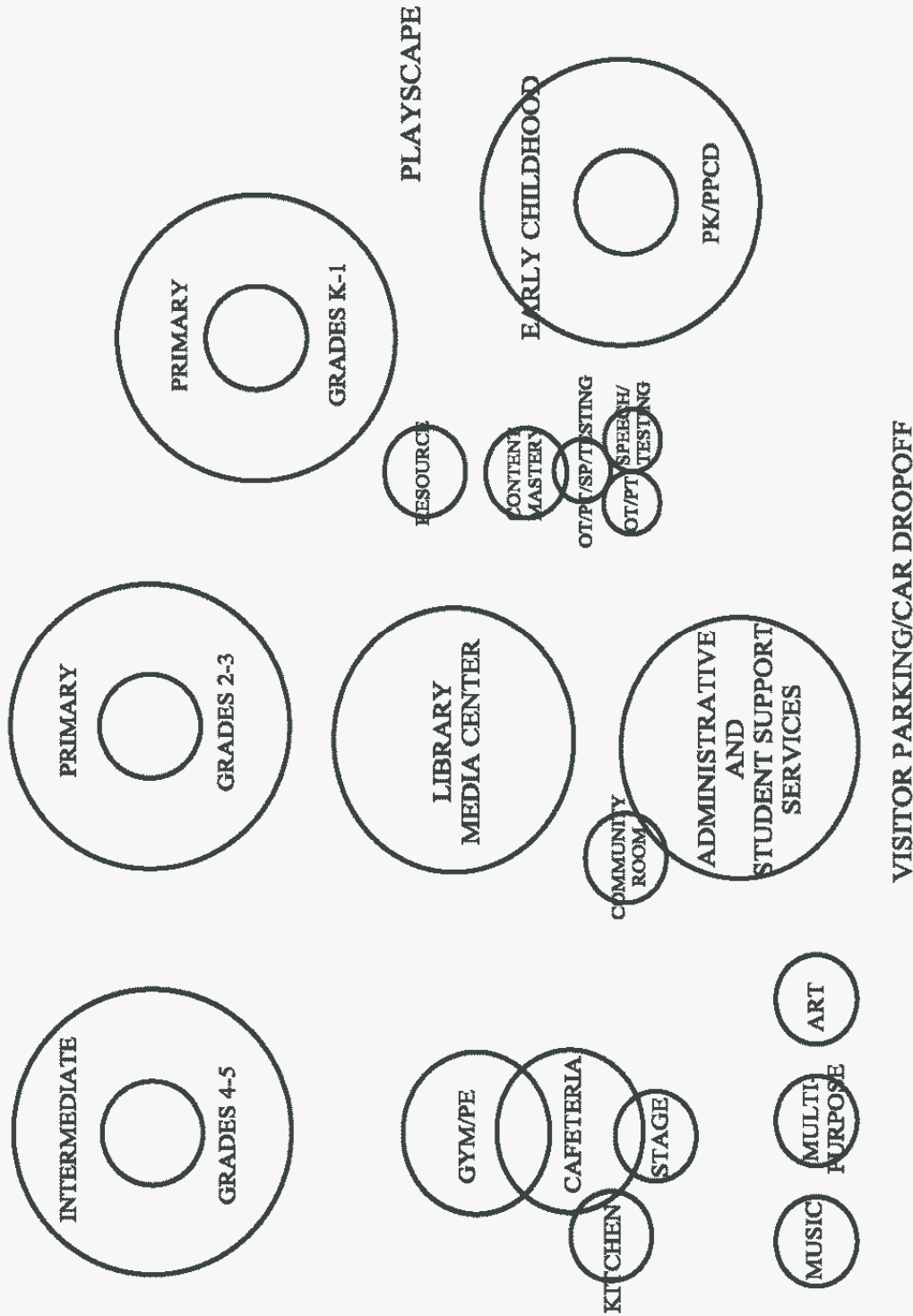
Appendix

Program Area	<i>No. of staff</i>	<i>No. of instructional areas</i>	<i>No of non-instructional areas</i>	<i>Non-instructional area size (sq.ft.)</i>	<i>Instructional area size (sq.ft.)</i>	<i>Total (sq.ft.)</i>
8-Classroom addition						
-Classrooms						
Walk-In storage closets (minimum of 25 sq. ft. inside classroom area)	8	8			925	7,400
-Student restrooms			8	45		360
-Common area		1			1,200	1,200
-IFD closet			1	50		50
-Teacher workroom			1	180		180
-Staff restrooms			1	50		50
-Custodial closet			1	80		80
-Bookroom			1	200		200
-Circulation/Mech/Elec			1	2,790		2,790
Total						12,310

**ELEMENTARY SCHOOL
TOTAL SCHOOL SPACE RELATIONSHIPS**

TOTAL ELEMENTARY SCHOOL SPACE BUDGET

BUS DROPOFF/FACILITY PARKING



B. Administration

Administrative Suite

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Principal office	1	150	150
-Asst. Principal office	1	150	150
-Administrative storage	1	20	20
-Secretary/reception Area	1	475	475
-Bookkeeper	1	100	100
-Production workroom	1	600	600
-Restrooms	2	45	90
-Conference room	1	200	200
-Fireproof storage	1	80	80
-Copier room	1	100	100
-Community services office	1	100	100
-Supply storage	1	80	80
	Total		2,145

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Space should be adequate for school personnel to work and also accommodate up to 15 visitors in the reception area. There should be easily accessible space for administrative files, computer network, school copier, printer, office storage, and a fireproof vault. The reception area should be welcoming and functional. The teachers' restroom doors should not open to a workroom. Passage ways should be free of obstacles that might cause congestion (e.g., location of teacher mail boxes).

SPECIAL REQUIREMENTS

The principal's office and the reception area should have outside windows that overlook the front entrance of the building. There should also be fixed glass windows between the front office area and the adjacent lobby or hallway. Visitors should enter thru a secured vestibule prior to entering school.

Acoustical tile should be on all ceilings except the fireproof vault so no sound carries from room to room.

MATERIALS AND FINISHING

1. Floor

- Carpeted except for storage, vault, and restrooms
- Ceramic tile in restrooms

2. Doors

- Interior doors to be wood with view glass
- Vault lock to have separate key
- Master key system
- Exterior doors to be metal with view lights
- Principal, assistant principal, and counseling office area will each need two doors, one opening to the office area and one to the hallway.

3. Heating/air conditioning

- HVAC to adequately cool and heat entire suite of offices
- Separate thermostat for office area and workroom area
- Windows in offices; large window in reception area

4. Safety

The main fire alarm control station (annunciator panel) should be installed within the school administration area in order to limit public access and control tampering by unauthorized personnel. This panel should indicate the location, readily recognizable by school administration personnel, of any alarm generated by a pull station, fire, or smoke detector. An alarm silence switch or button should be accessible to the administration personnel in order to silence the alarm, but should not cancel the annunciator indication of the alarm location. This function can only be done by the fire department personnel after the alarm has been satisfied. This panel should function fully as determined by the AISD fire alarm specification.

Three types of alarms should be provided; visual, audible/visual, and outdoor horn to ensure that all students and staff are alerted when an alarm occurs.

An appropriate reserve power supply should be provided to ensure continuous operation of the fire alarm system in the event of a power outage.

5. Security

- A secure entry vestibule that routes all visitors through the administration area
- Emergency call buttons located within the administration area and throughout the campus
- Two-way call box and camera at the front entry to allow screening of visitors before they enter campus
- Electronic card access and camera monitoring at all external entries
- All exit path indicators (signs, lights) with reserve power to ensure operation in the event of a power outage
- The ability to lock all doors in the administration areas, including a steel door on the fireproof vault

- Intrusion alarm systems with the option of securing separate parts of the building without securing the whole; a monitor located in the office that indicates where and when movement occurs within the building

6. Convenience

- A counter should be built to divide the secretary work area from the parent, student, and visitor area
- On the back side of the counter should be built-in storage space
- The counter should have an area of 34-inch height countertop for ADA
- Teacher mail boxes should be convenient to the copier

7. Storage requirements

- Portable, except for workroom and main office counter

UTILITIES

1. Electrical

- Ample receptacles throughout (at least one 4-plex per wall)
- Many outlets (at least every 6 feet on the walls, on the back of the counter, and on the floor where a desk might be located)
- Outlets for computers and printer: 2 outlets each; no more than 3 computers on one circuit
- Network access in every room/space
- Production/workroom with adequate wiring and additional receptacles to accommodate laminating machines, refrigerator, and microwave oven

2. Water

- Standard sink with hot and cold water in teacher production area
- Water connection for ice maker in refrigerator

3. Communication needs

- Touch tone phone/w/speaker and intercom capacity/ability to transfer calls in all areas
- Central two-way intercom and clock console for entire school

CASEWORK

1. Reception/secretary

- Tackboard, 4 feet by 4 feet

- Island counter with desk area built in
- Intercom located in this area

2. Production/workroom/administrative storage

- Counter, length of one wall 36 inches high by 24 inches deep, Formica top, stainless sink
- Provide enclosed adjustable shelves below
- Wall hung cabinets beginning 18 inches above the counter and continuing to ceiling, length of one wall 12 inches deep
- Two tackboards 4 feet by 8 feet
- Sixty teacher mailboxes (12 inches wide by 4 inches high by 14 inches deep)

3. Conference room

- Dry erase board 4 feet by 8 feet

4. Administrative storage

- Open shelves 15 inches deep, floor to ceiling

5. Records/vault

- Two-hour fire rated
- Open shelves on one wall, 24 inches deep floor to ceiling
- File cabinets, 4-drawer; 2 locking

6. Community services office

- Dry erase board, 4 feet by 8 feet
- Wall-mounted tackboard, 4 feet by 8 feet

FACULTY LOCATION AND RELATIONSHIP

1. Administrative area should be located at front of building.
2. Production room should be adjacent to administrative area.
3. Health services, textbook storage, OT/PT, and counseling office should be located near or in the administrative area. Health services should be adjacent to reception area.
4. One conference room should be adjacent to principal's office, with direct access.

FURNITURE AND EQUIPMENT LIST

1. Principal's Office

- 1 Executive chair
- 1 Executive desk, 60 inches by 30 inches
- 2 Four-drawer letter size file cabinets with lock
- 2 Arm chairs
- 1 Computer with printer and cart
- 2 Bookshelves
- 1 Network connection
- 1 Waste basket
- 1 Floor chair pad, clear plastic
- 1 End table
- 1 Telephone

2. Assistant Principal's Office

- 1 Executive chair
- 1 Desk, 60 inches by 30 inches, office
- 2 Four-drawer letter size file cabinets with lock
- 2 Arm chairs
- 1 3 foot by 6 foot conference table
- 1 Network connection
- 1 Computer with printer and cart
- 2 Bookshelves
- 1 Waste basket
- 1 Floor chair pad, clear plastic
- 1 End table
- 1 Telephone

3. Secretary/Clerical Reception Area

- 3 Calculators with print out
- 1 Sofa with end table
- 4 Arm chairs
- 1 Clock with second hand
- 3 Multimedia workstation with cart
- 1 Laser printer
- 3 Secretarial desks "L" shaped
- 3 Secretarial chairs
- 6 Four-drawer file cabinet legal size with lock
- 6 Two-drawer file cabinet with lock
- 3 Bookcases
- 2 Bulletin boards
- 3 Waste baskets
- 1 Color printer
- 7 Walkie talkies
- 3 Network connections

- 3 Electric pencil sharpeners
- 3 Telephones
- 3 Floor chair pads, clear plastic
- 1 Fax machine
- 3 Computers

4. Production/Teacher Work Area/Computer Mainframe/Terminal

- 1 Clock with second hand
- 4 Table 36 inches by 72 inches
- 1 Paper cutter, large
- 1 Waste basket
- 1 High speed Copier/100,000 per month/collation and reduction/enlarge
- 1 Electric pencil sharpener
- 1 Teacher mailboxes 60 slots, 12 inches wide by 4 inches high by 14 inches deep
- 1 Telephone
- 2 Bulletin boards
- 1 Dry erase board
- 3 Computers
- 3 Network connections
- 2 Laminators, wide width
- 1 Three-hole punch, electric
- 1 Electric stapler
- 1 Die-cut machine

5. Conference

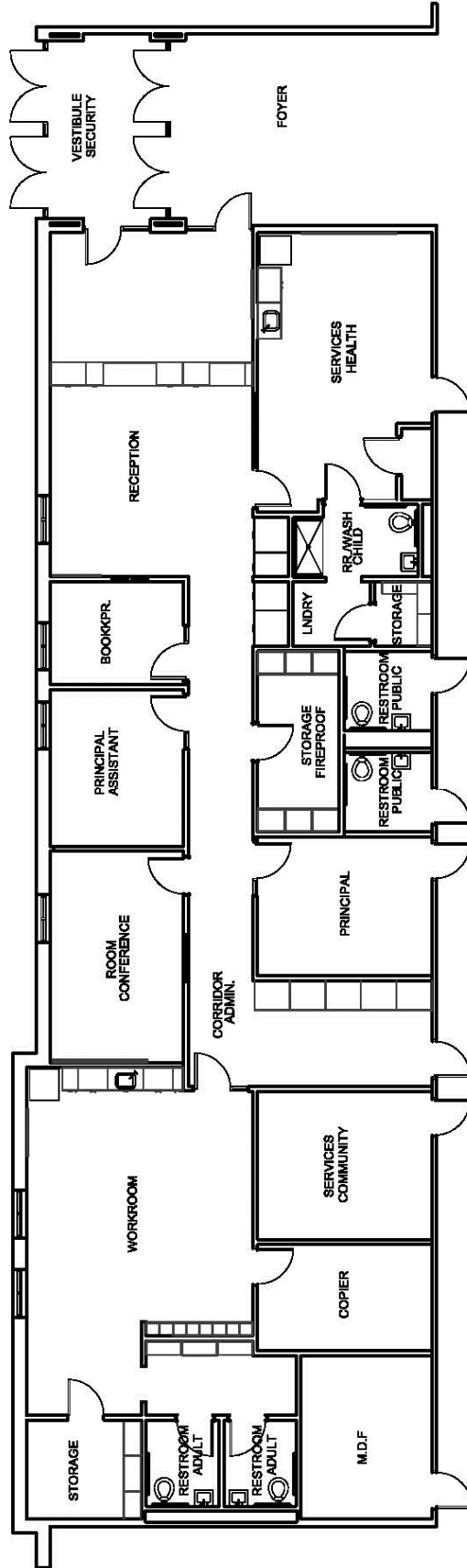
- 1 Conference table, 4 feet by 8 feet
- 8 Cushioned side chairs, 36 inches by 16 inches by 16-1/2 inches
- 1 Waste basket
- 1 Two-way intercom
- 1 Dry erase board, 4 feet by 8 feet
- 1 Clock w/second hand
- 1 Telephone
- 1 Network connection

6. Community Services Office

- 1 36 foot by 72 inch adjustable leg table
- 12 17-inch stackable chairs
- 2 Adjustable shelf book cases
- 1 Four-drawer file cabinet
- 1 Lockable cabinet
- 1 Telephone
- 1 Network connection
- 1 Computer with printer

7. Vault

- 6 Legal 4-drawer file cabinets, one with a lock



Administration Area

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Guidance and Counseling

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Guidance center	1	350	350
Total			350

DESCRIPTION OF SPACE

Space should be adequate to allow for individual and very small group counseling within the counselor's office, for small groups in the group room, and for groups of parents or students to work in the Guidance Center. Space should be adequate for the use of audiovisual equipment. Storage of confidential records and security-controlled testing materials should be provided.

DESCRIPTION OF PHYSICAL ENVIRONMENT

The Guidance and Counseling Area should be located with or adjacent to the Administrative Offices and easily accessible to students, teachers, and parents from the hallway. The area should be carpeted.

FURNITURE AND EQUIPMENT LIST

- 2 Four-drawer locking file cabinets
- 1 Locking cabinet for testing materials
- 1 Cabinet with doors for instructional and art supplies
- 1 Desk with L-shaped return for computer
- 1 Teacher chair
- 1 Computer
- 1 Laser printer
- 2 Network connections
- 2 Three-shelf bookcases
- 6 17-inch chairs
- 1 36-inch by 72-inch table
- 1 Wall-mounted tackboard (4 feet by 8 feet)
- 1 Flexible wall divider separating space into 1/3 to 2/3 split

Health Services

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Health services area (washer/dryer and changing area)	1	400	400
-Restroom	1	45	45
-Health services supply storage	1	20	20
Total			465

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Space must be divisible into functions for (a) receiving and triaging students, (b) administering medicines with focused attention (to avoid errors), (c) isolating sick/contagious children who are receiving care or waiting for a parent.

All surfaces and cots must be easily disinfected daily. Telephone privacy is needed for an RN/LVN to discuss health problems with parents and/or doctors. The room must be well ventilated for disease prevention. Waiting students must be visible to office staff when an RN/LVN, nursing student, or health clerk is not present.

Medication administration and recording, if done in the clinic rather than main office, require lockable storage (e.g., wall cabinet with counter space below) and water (for students) close by. Alternatives depend on the number of students needing medications and which persons besides the RN/LVN administer them. A rolling, lockable file cabinet or stationary 2-drawer lockable file cabinet should be at the work space of the person who gives medication most often.

FURNITURE AND EQUIPMENT LIST

Adult

- 1 Teacher desk with locks
- 1 Teacher chair
- 1 Four-drawer file cabinet
- 1 Adult chair

Student

- 2 to 4 chairs, depending on campus size
- 2 Cots
- 1 Step stool to reach sink
- 1 Wall-mounted mirror
- 1 Small exam table
- 1 Full-size supply storage cabinet (built-in closet or standing cabinet) with shelves and dividers
- 1 Wall-mounted literature holder
- 1 Two-shelf bookcase (which can double as divider)

1 free-standing space divider (to permit privacy for exam/care)
1 Computer
1 Printer
1 Telephone
1 30-inch high storage cabinet in restroom for supplies
2 Tackboards
1 Small refrigerator
1 Hot water dispenser
1 Ice cooler
1 Portable first aid kit
1 radio/DVD player
1 network connection

SPECIAL REQUIREMENTS

- Lighting, bright window and room lighting, with supplemental floor or desk lamp (with magnification attachment) to examine skin, scalps, wounds, and other conditions; control to dim light
- Ventilation, optimally by openable window and well-filtered vents
- Lockable health records and medications storage units
- Nursing equipment (e.g., digital thermometers, oto-ophthalmoscope, audiometer, wall-mounted stadiometer [height measure], weight scales, blood pressure equipment)
- Restroom sink with hot water and large enough to help child with hygiene needs (e.g., shampoo)
- Where needed, additional space for community services (e.g., immunizations, dental sealants with two accompanying adult chairs, work table, lockable storage file cabinet, telephone, privacy, and lighting); community agencies provide specialized equipment
- Wheelchair (stored)
- Plastic storage boxes for bulky educational materials/hygiene supplies
- Three electrical wall outlets for computer and printer on its own circuit, supplemental lighting, and to recharge otoscope battery
- Two computer network outlets

C. Instructional Areas

Prekindergarten/Preschool Program for Children with Disabilities (PPCD)

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Classrooms			
Walk-In Storage Closets (minimum of 25 sq. ft. inside classroom area)	8	925	7,400
-Commons	1	1,200	1,200
-Student restrooms	4	45	180
-Student restrooms with PPCD changing areas	4	60	240
Total			9,020

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Space should be adequate to allow for students to sit for small and large group discussions. The area should allow for easy pupil flow from one center to another. Adequate wall storage is needed for frequently used materials, student coats, and lunch boxes. The walk-in storage should have built-in shelving and be large enough to house large boxes and less frequently used, bulky items. Additional free-standing student storage can be used as a divider. The sink should be placed in the classroom area, accessible to both the restroom and the tiled area designed to be used for art and science activities. Two student restrooms should be placed between every two classrooms and be accessible to both rooms. Restroom doors should be positioned to avoid opening directly into a public area.

The pre-K and kindergarten floor areas should be vinyl. High-quality, bound area carpets should be provided to cover 75% of the total floor area.

One of the pre-K classrooms, located adjacent to the play area, should have two classroom doors: one to open to the school corridor and one to open to the outside fenced area designed to be used by young children. A playscape, designed specifically to meet their physical development needs, should be easily accessible. Refer to the Appendix “Playgrounds: Elementary Schools” for playground requirements.

A covered play area adjacent to the school should have access through the commons.

An outside 24-foot by 24-foot concrete slab should be located near the pre-K playground.

The pre-K/PPCD wing of the building should be, if possible, adjacent to a driveway located near the play area.

Description of Space and Physical Environment for PPCD

PPCD classrooms should be the same size as the pre-K classrooms and should include an accessible bathroom, with typical bathroom furnishings, including a mirror, sink, toilet, cabinet, and dressing/changing area. The toilet size and sink/mirror placement should be appropriate for young children. A small kitchen area in the classroom should contain a sink, microwave oven, and small refrigerator. These classrooms should be located away from entrance and exit doors to diminish possible elopement issues with some students.

FURNITURE AND EQUIPMENT LIST

Furniture Requirements (pre-K)

Adult

- 1 Teacher desk
- 1 Teacher chair
- 2 Two-drawer filing cabinets

Student

- 4 Rectangular tables, 24-inch by 48-inch adjustable legs
- 20 14-inch student chairs
- 2 Work stations for four computers
- 1 Area rug, 9 feet by 12 feet

Equipment Requirements (pre-K)

- 2 Computers
- 1 Printer
- 1 Ceiling mounted AV screen
- 1 Innovation Station
- 1 Telephone
- 1 Free-standing student tote tray cabinet with 25 bins and trays
- 3 Book cases
- 1 Child-size, double-sided, see-through easel
- 1 Easel for displaying and storing big books
- 1 Set of child-size housekeeping furniture including a stove, sink, hutch, refrigerator, table and chair set, ironing board, unbreakable mirror, rocker, and doll bed
- 1 Library display shelf unit
- 1 Sand/water table
- 1 Two-story traditional dollhouse with furniture
- 1 Children's puppet theater
- 1 Chart rack
- 2 Aquariums (dry and wet)

Furniture and Equipment (PPCD)

- 2 Teacher desks
- 2 Teacher chairs
- 4 Two-drawer file cabinets with locks
- 2 Secure storage cabinets
- 1 Rectangular table, 24 inches by 48 inches, adjustable legs
- 1 Horseshoe shaped table, adjustable legs
- 2 Round tables, 48-inch adjustable legs
- 20 14-inch student chairs
- 2 12-foot wall-mounted dry erase boards
- 2 12-foot wall-mounted display tackboards
- 2 Student computers and computer station
- 1 Teacher computer work station
- 1 Computer presentation station
- 1 Printer
- 4 Moveable book cases with three shelves each
- 1 Ceiling mounted AV screen
- 1 Innovation Station
- 1 Telephone
- 1 Digital recorder
- 2 Trash cans
- 2 Wall clocks, digital and analog
- 1 Wall-mounted pencil sharpener
- 1 Area rug, 9 feet by 12 feet
- 1 Small refrigerator
- 1 Microwave oven
- 1 Accessible sink (double) with garbage disposal
- 1 Water heater
- 1 Built-in cabinet for storage in accessible restroom
- 1 Private changing area in restroom
- 1 Biohazard disposal trash can in changing area

Casework Requirements (see attached drawing)

- 1 Wall storage unit with doors on all sections
- 1 Sink storage unit
- 1 Paper storage unit
- 1 Mat storage unit

SPECIAL REQUIREMENTS

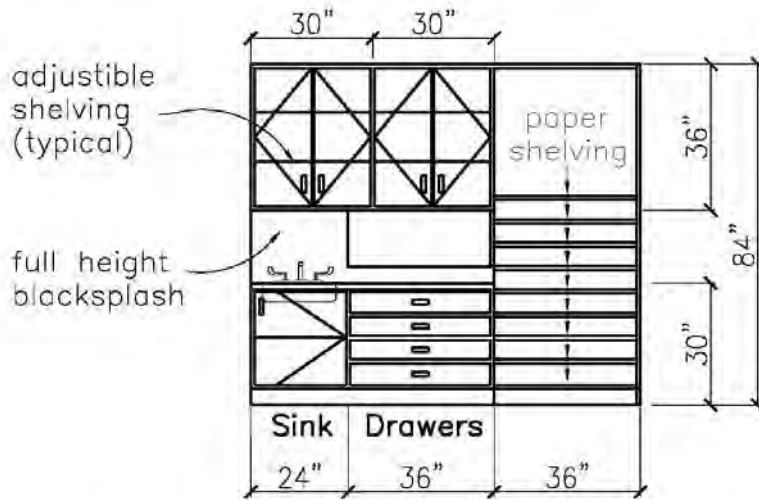
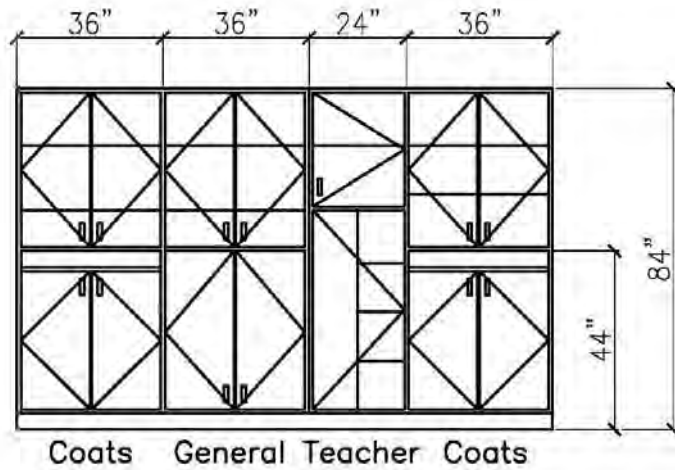
Special requirements for pre-K vertical work surfaces include:

- 1 12-foot wall-mounted markerboard with map rail, chalk tray and 1' high display tackboard across the top.

- 2 12-foot wall-mounted display tackboards.
- 1 Entire wall of tackboard near the sink area for display of student artwork.
- 2 4-foot by 4-foot display tackboards

Special electrical requirements include:

- 1 Four-gang, GFI, outlet above countertop adjacent to sink to serve four separate plugs.
(Aquariums are often located here and need at least two outlets.)
- 6 Computer network outlets appropriately placed
- A minimum of one duplex outlet on every wall, over and above technology requirements
- Telephone outlet with outside line by the door
- 1 Circuit per two computers



Pre-K / Kindergarten Classroom Storage

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Kindergarten/Grade 1

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Classrooms			
Walk-In Storage Closets (minimum of 25 sq. ft. inside classroom area)	8	925	7,400
-Commons	1	1,200	1,200
-Student restrooms	8	45	360
Total			8,960

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Space should be adequate to allow for students to participate in small and large group discussions as well as to work individually. The area should allow for easy pupil flow from one center to another. Adequate wall storage is needed for frequently used materials, student coats, and lunch boxes. The walk-in storage should have built-in shelving and be large enough to house large boxes and less frequently used, bulky items. Additional free-standing student storage can be used as a divider. The sink should be placed in the classroom area, accessible to both the restroom and the tiled area designed to be used for art and science activities. Two student restrooms should be placed between every two classrooms and be accessible to both rooms. Restroom doors should be positioned to avoid opening directly into a public area.

The kindergarten floor areas should be vinyl. High-quality, bound area carpets should be provided to cover 75% of the total floor area.

A covered play area adjacent to the school should have access through the commons. An outside 24-foot by 24-foot concrete slab should be located near the kindergarten playground.

Classroom storage closets should be designed to accommodate the storage and recharging of one computers on wheels unit (COW) inside the closet.

FURNITURE AND EQUIPMENT LIST

Furniture Requirements

Adult

- 1 Teacher desk
- 1 Teacher chair
- 2 Two-drawer filing cabinets

Student

- 4 Rectangular tables, 24-inch by 48-inch adjustable legs

- 22 14-inch student chairs
- 2 Work stations for four computers
- 1 Area rug, 9 feet by 12 feet

Equipment Requirements

- 5 Computers
- 1 Printer
- 1 Ceiling mounted AV screen
- 1 Innovation Station
- 1 Telephone
- 1 Free-standing student tote tray cabinet with 25 bins and trays
- 3 Book cases
- 1 Child-size, double-sided, see-through easel
- 1 Easel for displaying and storing big books
- 1 Set of child-size housekeeping furniture including a stove, sink, hutch, refrigerator, table and chair set, ironing board, unbreakable mirror, rocker, and doll bed
- 1 Library display shelf unit
- 1 Sand/water table
- 1 Two-story traditional dollhouse with furniture
- 1 Children's puppet theater
- 1 Chart rack
- 2 Aquariums (dry and wet)

Casework Requirements (see attached drawing for general classroom storage)

- 1 Wall storage unit with doors on all sections
- 1 Sink storage unit
- 1 Paper storage unit

SPECIAL REQUIREMENTS

Special requirements for kindergarten vertical work surfaces include:

- 1 12-foot wall-mounted markerboard with map rail, chalk tray and 1-foot high display tackboard across the top.
- 2 12-foot wall-mounted display tackboards
- 1 Entire wall of tack board near the sink area for display of student artwork
- 2 4-foot by 4-foot display tackboards

Special electrical requirements include:

- 1 Four-gang, GFI, outlet above countertop adjacent to sink to serve four separate plugs (Aquariums are often located here and need at least two outlets.)
- 6 Computer network outlets appropriately placed.
- A minimum of one duplex outlet on every wall, over and above technology requirements

- Telephone outlet with outside line by the door
- 1 Circuit per two computers

GRADE 1 FURNITURE AND EQUIPMENT LIST

Furniture Requirements

Adult

- 1 Teacher desk, 30 inches by 60 inches, with rollers
- 1 Teacher chair with rollers
- 1 Cushioned teacher chair with rollers
- 2 Two-drawer filing cabinets
- 1 Computer table
- 1 Kidney table (optional)

Student

- 2 Rectangular tables, 24 inches by 72 inches, adjustable legs
- 1 Rectangular tables, 30 inches by 60 inches, adjustable legs
- 22 18-inch desks with adjustable legs
- 34 15-inch chairs

Casework Requirements (see attached drawing)

- 1 Wall storage unit
- 1 Sink storage unit

Equipment Requirements

- 6 Computers
- 1 Printer, classroom tech standard page
- 4 Moveable book cases
- 1 Ceiling mounted AV screen
- 1 Innovation Station
- 1 Telephone with straight to voice mail option
- 1 12-foot wall-mounted magnetic markerboard with map rail, chalk tray and 1-foot high display tackboard across the top
- 1 4-foot by 12-foot wall-mounted display tackboard
- 2 4-foot by 4-foot wall-mounted display tackboards
- 1 4-foot by 8-foot wall-mounted display tackboard
- 1 Chart stand, whiteboard, with tray and rollers
- 3 30-inch by 72-inch computer tables
- 1 Wall clock operated
- 1 Small area rug
- 1 Aquarium

SPECIAL REQUIREMENTS

Special electrical requirements include:

- 1 Four-gang, GFI, outlet above countertop adjacent to sink to serve four separate plugs. (The aquarium is often located here and needs at least two outlets)
- 6 Computer network outlets appropriately placed electrical outlets appropriately located with at least six per classroom, with separate dedicated outlets (three to five) for computers, two computers per circuit
- Telephone outlet with outside line near the door

Special acoustical treatments include:

- Ceilings should have sound-absorbing surfaces
- Walls should be painted gypsum board
- Tackboards should be vinyl-surfaced homasote
- Floors are to be covered with high-quality, service grade, vinyl composition tile

Special restroom facilities include:

For students, there should be one restroom for each classroom. (Two restrooms should be placed between every two classrooms and be accessible to both rooms.) Restroom doors should be positioned to avoid opening directly into a public area. Both restrooms should be ADA compliant.

For teachers, restrooms should be placed near the media center, work areas, and classrooms. Doors should be positioned to avoid opening directly into a public area.
Other requirements:

A window should be included on the outside wall for weather viewing and ecological observation, as well as provide aesthetic enjoyment.

Primary Grades 2–3

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Classrooms			
Walk-In Storage Closets (minimum of 25 sq. ft. inside classroom area)	8	925	7,400
-Commons	1	1,200	1,200
-Student restrooms	8	45	360
Total			8,960

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Space should be adequate to allow students to participate in small and large group discussions as well as to work individually. The area should allow for easy pupil flow from one center to another. Adequate wall storage is needed for frequently used materials, student wraps, and lunch boxes. The storage closet should have built-in shelving and be large enough to house large boxes and less frequently used, bulky items. Free-standing bookcases can be used as dividers. Space should be available for computers to be placed in an area with adequate electrical outlets.

Primary classrooms should be located surrounding the commons area. The classrooms should be located near the resource room, the content mastery or intervention room, and the media center. Classrooms should be located convenient to the outside playscape and a restroom.

The common areas should contain 1,200 square feet, not included in the corridor/circulation area. Two (2) technology connections should be provided in each common area, along with a 6-foot wide markerboard and a 4-foot wall-mounted display tackboard. A 3-foot wide, moveable, general wall unit should be provided for each classroom served by the commons.

The classroom storage closet should be designed to accommodate the storage and recharging of one COW unit inside the closet.

FURNITURE AND EQUIPMENT LIST

Furniture Requirements

Adult

- 1 Teacher desk, 30 inches by 60 inches, with rollers
- 1 Teacher chair with rollers
- 1 Cushioned teacher chair with rollers
- 2 Two-drawer filing cabinets
- 1 Computer table
- 1 Kidney table (optional)

Student

- 2 Rectangular tables, 24 inches by 72 inches, adjustable legs
- 1 Rectangular table, 30 inches by 60 inches, adjustable legs
- 22 18-inch desks with adjustable legs
- 34 15-inch chairs

Casework Requirements (see attached drawing)

- 1 Wall storage unit
- 1 Sink storage unit

Equipment Requirements

- 6 Computers
- 1 Printer, classroom tech standard page
- 4 Moveable book cases
- 1 Ceiling mounted AV screen
- 1 Innovation Station
- 1 Telephone with straight to voice mail option
- 1 12-foot wall-mounted magnetic markerboard with map rail, chalk tray and 1-foot high display tackboard across the top
- 1 4-foot by 12-foot wall-mounted display tackboard
- 2 4-foot by 4-foot wall-mounted display tackboards
- 1 4-foot by 8-foot wall-mounted display tackboard
- 1 Chart stand, whiteboard, with tray and rollers
- 3 30-inch by 72-inch computer tables
- 1 Wall clock operated
- 1 Small area rug
- 1 Aquarium

SPECIAL REQUIREMENTS

Special electrical requirements include:

- 1 Four-gang, GFI, outlet above countertop adjacent to sink to serve four separate plugs. (The aquarium is often located here and needs at least two outlets.)
- 6 Computer network outlets appropriately placed
- Electrical outlets appropriately located with at least six per classroom with separate dedicated outlets (three to five) for computers, two computers per circuit
- Telephone outlet with outside line near the door
- Power/data in storage closet for COW charging

Special acoustical treatments include:

- Ceilings should have sound-absorbing surfaces
- Walls should be painted gypsum board
- Tackboards should be vinyl-surfaced homasote
- Floors should be covered with high-quality, service grade, vinyl composition tile

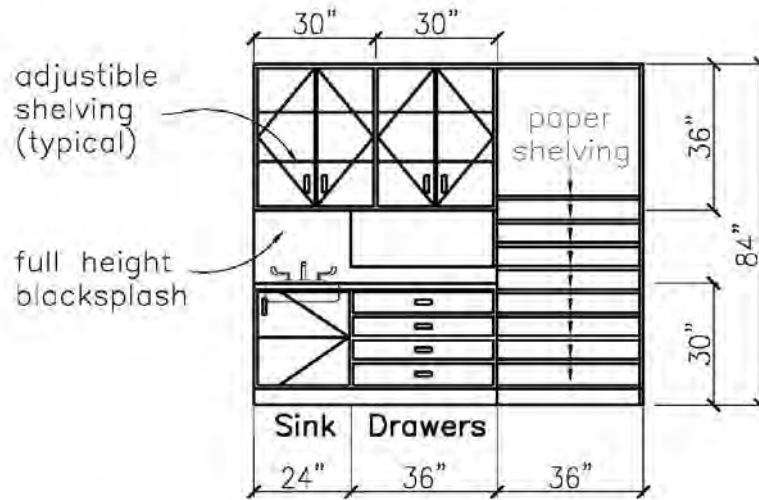
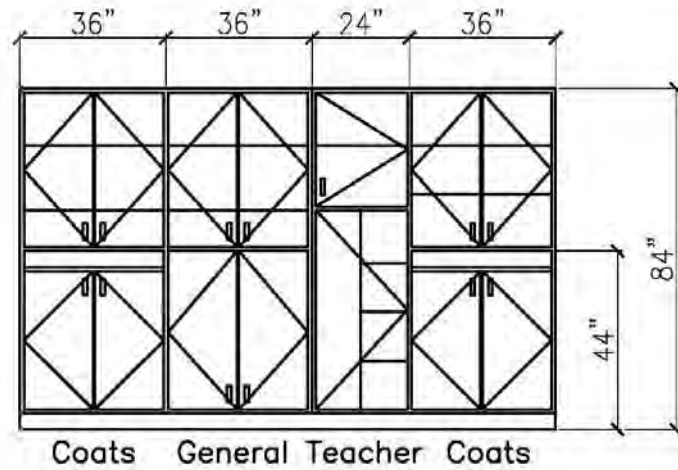
Special restroom facilities include:

For students, there should be one restroom for each classroom. (Two restrooms should be placed between every two classrooms and be accessible to both rooms.) Restroom doors should be positioned to avoid opening directly into a public area. Both restrooms should be ADA compliant.

For teachers, restrooms should be placed near the media center, work areas, and classrooms. Doors should be positioned to avoid opening directly into a public area.

Other requirements:

A window should be included on the outside wall for weather viewing and ecological observation, as well as provide aesthetic enjoyment.



Primary / Intermediate Classroom Storage

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Intermediate Grades 4–5

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Classrooms			
Walk-In Storage Closets (minimum of 25 sq. ft. inside classroom area)	8	925	7,400
-Commons	1	1,200	1,200
-Student restrooms	8	45	360
Total			8,960

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Space should be adequate to allow students to participate in small and large group discussions as well as to work individually. The area should allow for easy pupil flow from one center to another. Adequate wall storage is needed for frequently used materials, student wraps, and lunch boxes. The storage closet should have built-in shelving and be large enough to house large boxes and less frequently used, bulky items. Free-standing bookcases can be used as dividers. Space should be available for computers to be placed in an area with adequate electrical outlets.

Intermediate classrooms should be located near the media center and the gym.

Classroom storage closets should be designed to accommodate the storage and recharging of one COW unit inside the closet.

FURNITURE AND EQUIPMENT LIST

Furniture Requirements

Adult

- 1 Teacher desk, 30 inches by 60 inches, with rollers
- 1 Teacher chair with rollers
- 1 Cushioned teacher chair with rollers
- 1 Four-drawer filing cabinet
- 1 Computer table
- 1 Kidney table (optional)

Student

- 2 Rectangular tables, 24 inches by 48 inches, adjustable legs
- 1 Rectangular table, 24 inches by 72 inches, adjustable legs
- 25 20-inch desks with adjustable legs, with storage
- 34 17-inch stackable chairs

Casework Requirements (see attached drawing)

- 1 Wall storage unit
- 1 Sink storage unit

Equipment Requirements

- 6 Computers
- 1 Printer, classroom tech standard page
- 4 Moveable book cases
- 1 Ceiling mounted AV screen
- 1 Innovation Station
- 1 Telephone with straight to voice mail option
- 1 12-foot wall-mounted magnetic markerboard with map rail, chalk tray and 1-foot high display tackboard across the top
- 1 4-foot by 12-foot wall-mounted display tackboard
- 2 4-foot by 4-foot wall-mounted display tackboards
- 1 4-foot by 8-foot wall-mounted display tackboard chart stand, whiteboard, with tray and rollers
- 1 30-inch by 72-inch computer tables
- 1 Wall clock, battery operated
- 1 Small area rug
- 1 Aquarium

SPECIAL REQUIREMENTS

Special electrical requirements include:

- 1 Four-gang, GFI, outlet above countertop adjacent to sink to serve four separate plugs. (The aquarium is often located here and needs at least two outlets.)
- 6 Computer network outlets appropriately placed.
- Electrical outlets appropriately located with at least six per classroom with separate dedicated outlets (three to five) for computers, two computers per circuit
- Telephone outlet with outside line near the door.

Special acoustical treatments include:

- Ceilings should have sound-absorbing surfaces
- Walls should be painted gypsum board
- Tackboards should be vinyl-surfaced homasote
- Floors are to be covered with high-quality, service grade, and vinyl composition tile

Special restroom facilities include:

There should be one student restroom for each classroom. (Two restrooms should be placed between every two classrooms and be accessible to both rooms.) Restroom doors should be positioned to avoid opening into a public area.

Teachers' restrooms should be placed near the media center and/or work areas. Additional restrooms should also be located in classroom areas, with doors positioned to avoid opening directly into a public area.

Both restrooms should be ADA compliant.

Other requirements:

A window should be included on the outside wall for weather viewing and ecological observation, as well as provide aesthetic enjoyment.

Art

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Art laboratory	1	950	950
-Kiln storage	1	90	90
-Materials & Project storage	1	90	90
-Student restroom	1	45	45
	Total		1,175

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Space should allow up to 32 students to move freely about the art lab, using sinks, getting a variety of supplies, placing artwork on shelves or in a drying rack, or working independently and in groups. Two separate, lockable rooms open into art lab—one for storing supplies and one kiln room. Classes are 45 minutes in length and seven different classes use the art lab daily. Two entry doors allow for one class to enter as another is exiting.

Students sit on stools at large 3-foot by 6-foot tables; some students are in wheelchairs. Built-in cabinets along one wall contain three sinks, two 8 inches deep with cabinets beneath and one to meet ADA requirements. In addition, one deep clay sink (2½ feet by 1 foot 5 inches by 1 foot 10 inches) is adjacent to the kiln room. All sinks should be equipped with clay traps. Sinks are 8 feet apart in order to disperse students while they are cleaning up. (See Art Wall Unit casework drawing.)

Instruction in the visual arts (e.g., teacher demonstrations, lectures, slides, videos); production of student work; storage of 500+ works in progress; storage of materials and supplies; students working at computers and the teacher loading/unloading the kiln are activities that occur daily. Books are stored in closed cabinets above sinks; some shelves remain open for display of 3-D objects. Large 2-D works are stored in drawers (48 inches by 30 inches by 4 3/4 inches) between sinks, consistent throughout the art room. All available wall space is tackboard, floor to ceiling (as in the kindergarten rooms), for displaying student work, art reproductions, and examples.

Art Lab Space

Rectangular space with two exit doors near an exterior door to the outside courtyard/work area (for large-scale, projects requiring water, more ventilation)

Relative Location

In the Fine Arts Center near the rear of the stage, a multi-purpose room between the music and art rooms could be used as a second art space. It would be near the outdoor courtyard and easily accessible to learning areas. A separate supply storage room could be located off the art lab and have open shelves. A separate kiln room with open shelves could be located off the art lab, near the girls/boys restrooms.

Student Capacity

Maximum, 32 students

Floor, Wall, Ceiling Treatment

Floor space: minimum 1,130 square feet to 950 square feet in art lab, 90 square feet in storage room, 90 square feet in kiln room

Floors: vinyl composition tile or polished, sealed or stained concrete

Maximum windows for outside light source (one wall is exterior wall) with room darkening shades

Paint: epoxy wall paint, neutral colors

Walls: good quality corkboard, floor to ceiling on all wall surfaces (after locating cabinets and markerboard) for displaying 2-D work

Storage Space

The supply storage room is located off the art room, and is 90 square feet. It is able to lock, has open shelves on four walls, floor to ceiling. Two walls have open shelves 12 inches deep, one wall has shelves 15 inches deep, and one wall is 28 inches. On the 28-inch wall of shelves, incorporate one section of 4 vertical bins 28 inches deep by 24 inches tall by 6 inches wide so that papers, art materials, and 3-D work can be stored here vertically.

Under-counter storage cabinets have doors beneath each sink, three 5-drawer units, 48 inches by 30 inches by 4 3/4 inches (for tagboard, prints, class work). The counter is not to be installed on a wall with windows. (See Art Wall Unit casework drawing.)

The counter (36 inches deep) is equipped with three sinks separated 8 feet apart with paper towel dispensers adjacent (faucets are “stay on,” gooseneck types, not spring). The three sinks are student height (30 inches); one is accessible with knee space. All have hot and cold water.

Over the counter is a section of open and closed shelves (12 inches deep) that run the length of the counter (See Art Wall Unit casework drawing.)

Shelves in the supply storage room have open shelves on four walls, floor to ceiling.

Shelves in the kiln room have open metal shelves on two walls, floor to ceiling.

The teacher cabinet is lockable.

Restroom

Adjacent to the art room, it is equipped with a toilet, sink, wall-hung mirror, and accessories.

Work Surfaces

One magnetic whiteboard, or smart board

Built-in horizontal counters, 36 inches deep to wall, length of one wall, laminate top and full backsplash and sidewall return with three electrical outlets midway between sinks on different circuits (for use of irons, skillets)

One Innovation Station centrally positioned

Corkboards on all available wall space, floor to ceiling-around doors and cabinets

Electrical outlets on all four walls with a sufficient number of circuits to accommodate simultaneous use of potter's wheel, two irons, and electric skillet

Room-darkening shades

Phone/intercom with Administrative Office

Computer cabling for six computers

OTHER REQUIREMENTS

Kiln Room Design

A kiln room or kiln area should be computerized and designed for a minimum floor space of 90 square feet and should be in addition to the art room square footage requirement. The kiln room or space should be a separate room adjacent to the art room, preferable on an exterior wall for air quality ventilation purposes. The pertinent design considerations are as follows.

Room Finishes

Non-combustible surfaces and finishes are required.

Floor: smooth unfinished sealed concrete with a floor drain

Walls: painted masonry or gypsum board assembly

Ceiling: minimum 8 feet to 10 inches non-restricted height; suspended acoustical gypsum board or open to the structure above

Doors: steel door(s) and frame(s); louver in door for make-up air optional

Windows: optional

Shelving: 16 inches deep, open and adjustable metal shelving floor to ceiling on two walls for greenware and work to be glazed

Lighting: overhead suspended, drop-in or surface mounted fluorescent lighting on a wall switch

Kiln and Clear Safety Zone

The kiln should be electrical only, no natural gas. A 6 feet by 6 foot painted clear safety zone striping is required within the kiln room on the concrete floor. Two safety traffic colors (blue and yellow) make up the safety clear zone diagonal striping pattern on floor. The kiln is positioned in the center of the painted clear safety zone. A minimum of 18 inches from a non-combustible wall surface should be maintained as a distance from the kiln exterior surface in any direction.

Electrical Requirements

Three-phase wired kilns are required. A 220V-60A circuit and electrical wall receptacle are required for the kiln. The envirovent kit ventilation package (attaches to the kiln) requires a 110V-20A circuit and electrical wall receptacle. More 110V wall receptacles may be required for additional uses. Plug receptacles must be on the wall without shelving and not next to the door.

Ventilation Requirements

All kiln rooms have three (3) types of ventilation:

1. The kiln itself should have a ventilation kit (envirovent) attached to it with a manual control (electric wall switch) that turns the fan exhaust system on and off. The exhaust system is ducted to the exterior of the building. The ventilation system comes with the kiln and releases the metallic toxic fumes from within the kiln to the outside of the building. The manual switch for this exhaust system needs to be on a separate circuit from the school master energy-saving cut-off system.
2. The kiln room should have an exhaust fan system set on a thermostat (set at 100 degrees) that is positioned 12 inches below the ceiling, preferably on an exterior wall. It releases hot air from the room to the outside air at an air exchange rate of 10 CFM a minute. The exhaust duct may penetrate the roof; however, an exterior wall is preferable.
3. Make-up outside air (ducted or louvered) is required to work with the exhaust fan system and should be positioned low and close to the floor, with enough distance from the exhaust fan to provide the room with cross ventilation.

FURNITURE AND EQUIPMENT LIST

- 6 Computers with CD burners for students
- 1 Teacher's desk
- 1 Teacher's chair with rollers
- 1 File cabinet, 4-drawer
- 8 Art tables, 3 feet by 6 feet, wooden, heavy duty laminate, with tops and sturdy legs set at corners of tables to provide stability
- 2 Art tables, 36 inches by 72 inches, to be used as supply/display tables
- 3 Stools, 18 inches, heavy duty
- 1 Drying rack, on rollers
- 1 Heavy duty paper cutter, 24 inches by 24 inches

- 1 Teacher wastebasket
- 3 Large trash cans, custodial size, plastic
- 1 Electric computerized kiln and kiln furniture kit, 220V
- 1 Pencil sharpener
- 1 Bookcase
- 1 Innovation station with document camera
- 2 Mobile shelf carts
- 1 Computer/monitor with CD burner
- 2 Computer tables 30 inches by 72 inches
- 1 Color laser printer/scanner
- 2 Magnetic whiteboards or a smart board
- 1 Pull-down screen not blocking whiteboard when pulled down

SPECIAL REQUIREMENTS

The wall behind sinks should have a full backsplash of laminate material with return and side walls.

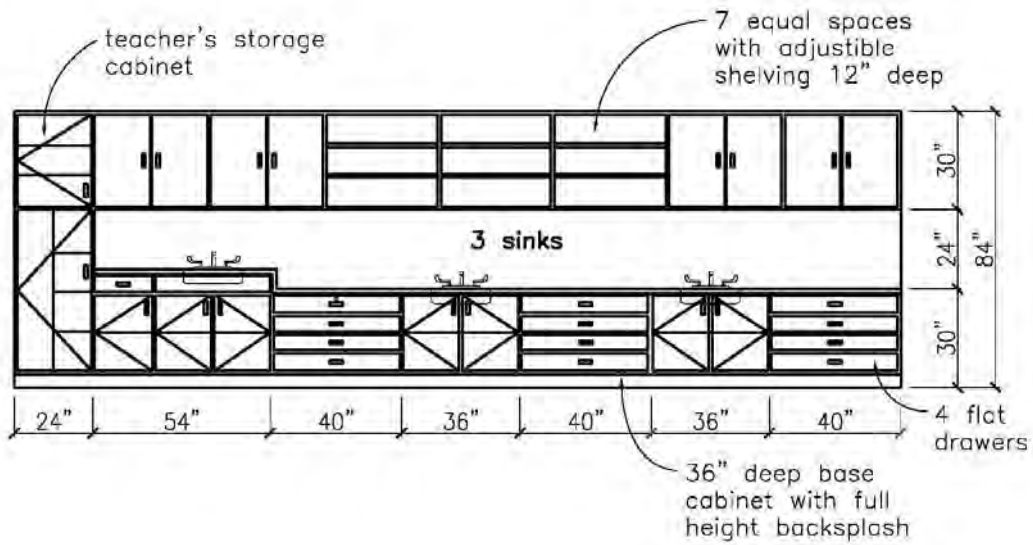
Due to the variety of materials used in constructing art projects required in the state of Texas curriculum, it is advisable to equip all sinks with clay traps.

Tack strips should be mounted on walls outside the art room for display.

A glass case for 3D work should be located outside the art room or at the front of the building, outside the office area. The case should have three shelves and locking glass doors.

Locate art lab to provide windows facing north. A row of high windows above the regular windows is needed to provide as much natural light as possible.

Six computer network stations should be appropriately distributed.



Art Classroom Storage

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

General Music

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Music laboratory	1	950	950
-Music lab storage	1	90	90
-Music small group	1	144	144
-Student restroom	1	45	45
-Small storage	1	20	20
Total			1,249

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

The elementary music laboratory will be used for general music instruction for all students. Activities include playing classroom instruments, movement activities, large- and small-group instruction, and computer-assisted instruction. Storage will be used for large and small classroom instruments. The small group room will be used for computer-assisted instruction and for small vocal and instrumental group practices (e.g., recorder groups and percussion ensemble).

The students should be able to move quickly and efficiently to the stage area, music laboratory, and toilet facilities.

The instructional area should be rectangular, with two large windows or four small windows for light and ventilation, if necessary. Two exits doors are needed. Rooms used for practice and rehearsal purposes must have proper acoustical treatment. The acceptable criterion for maximum background noise between both rooms and outside is 20 to 25 decibels.

The stage will be used for the following purposes: large choral group rehearsals and performances, drama performances, special guest assembly performances, school-wide grade-level performances, and parent and community use. The wings must provide space for equipment and behind-the-scenes activity. Overhead panels on stage and a slanted area above the stage going out into the audience are important for acoustical treatment. When in operation, the air conditioning system should be inaudible throughout the stage/cafeteria area.

FURNITURE AND EQUIPMENT LIST

Furniture Requirements

Music Laboratory

- 1 Teacher desk
- 1 Teacher chair with casters
- 1 Conductor's chair
- 35 Straight back, non-folding, colorful chairs with book racks (tablature arms are optional)
- 2 Waste baskets

- 3 Four-drawer, letter-size file cabinets
- 8 Choral risers, 6 ft. length or flipforms
- 1 Stereo cabinets
- 6 Trapezoidal tables
- 2 Utility cart with three shelves, wheels, and electrical outlet attachment

Casework Requirements

Music Laboratory

- 3 Shelving units 6 feet wide, with two shelves beneath markerboards
- 1 Sink with storage cabinet above big drawers and cabinet below
- 1 Worktop with open storage units along wall with windows

Small Group Room

- 1 Shelving for computer and electronic keyboard equipment should be built in place along two walls of the small group room

Storage Rooms

- 2 Built-in adjustable shelving units for instruments, 15 inches to 18 inches deep.
- 2 Teacher storage units, personal use, lockable

Equipment Requirements

Music Laboratory

- 1 Digital piano, 88-key with MIDI recording system and USB port, dolly, and bench
- 1 i-Pod with dock and speaker
- 1 Portable CD player
- 1 Ceiling mounted projector (LCD)
- 1 Digital recorder
- 2 Black metal music stands
- 2 Set of 25 note resonator bells
- 12 Forty-note full-sized key, electronic keyboards
- 2 Listening stations with six pairs of earphones
- 1 Bass xylophone
- 1 Bass metallophone
- 2 Soprano xylophones
- 2 Soprano metallophones

Small Group Room

- 6 Computers or five computers plus one teacher laptop
- 1 Laser printer black and white (one for every two classrooms)
- 1 Computer projector
- 1 Pair of external speakers for laptop
- 6 MIDI electronic keyboards with sound generator, speakers and earphones

SPECIAL REQUIREMENTS

A 12-foot magnetic dry erase board should be installed on a wall of the general room, plus an additional 6-foot magnetic dry erase board . A minimum of 4 feet of magnetic dry erase board should be painted in 5-line music staves, with the lines one and one-half (1-1/2) inches apart. Display (tackboards and map rails) should provide adequate bulletin boards: one 8 feet, two small 4 feet, and border above all magnetic dry erase. One pull-down stationary screen is needed.

The majority of the floor should be covered with area carpets because students sit on the floor for many activities. Woven carpeting with unitized backing is preferred in the music laboratory and small group room.

Vinyl tile or sealed concrete floors should be used in storage rooms.

Ceilings in the music laboratory and small group rooms should be of acoustical tile. Ceiling heights should be 12 to 16 feet for acoustical reasons.

Provision should be made for complete circulation of air within each room. There should be no grillwork or grids in any doors or walls between any of the units. Acoustical treatment should be planned to achieve the acceptable maximum background noise level. Heating and air conditioning with tamperproof thermostatic controls should be provided.

Music Laboratory needs:

- Sink (hot and cold water)

- Quartz clock with second hand

- Drinking fountains convenient to music laboratory and stage area

- Two duplex electrical outlets provided on every wall, including small group room and storage room

- Electrical outlet above work counter: GFI

- A minimum of two large windows or four small windows (a large glass window from the small group room into the general music room, a large glass window in the door of this room for ease of teacher monitoring)

- Computer network connections in both large instructional areas as well as the small group room

- Two-way PA system

- Television outlets which are connected to central cable

- Two doors with glass windows to open into hallway to facilitate traffic flow

- Electrical outlets for keyboards (12) and computers (six, with two outlets each)

- Room darkening shades

Stage

Stage requirements include the capability for closing the stage area from the food service area, (i.e., electric stage door) for security and soundproofing purposes. Actual stage dimensions are 12 feet by 23 feet within the curtains, 24 feet by 4 feet for the apron, and approximately 128 square feet backstage, equally divided on each side. The stage height from cafeteria floor should

be 2 feet 8 inches, with a ramp for access by the disabled. Stairwells should lead to adjacent corridors. At least two doors are needed to give access to the stage area. The stage should have wood flooring and woven carpet, with unitized backing on continuous step risers leading up to and around the stage. Provide gypsum board panels in the ceiling grid at 15 degrees from the head of the stage opening and projected into the cafeteria 16 feet. The stage ceiling should be gypsum board with ceiling panels below.

Electric outlet, adjustable lighting, and microphone requirements include:

Two 8-foot track lights behind the grand drape, with four circuits with dimmer switches (lights should have gel capability)

Two eight-foot track lights in front of the stage, with three circuits with dimmer switches

Fluorescent work lights

Three electric outlets in the back wall of the stage

One plug on each side of the backstage wall by the apron

Electric outlets on both sides of the cafeteria walls by the front of the stage

Electric outlets in steps leading up to the stage

A sound reinforcing system with large wall-mounted speakers and a minimum of three channel inputs recessed into wall, with locking covers, plus three microphones with stands and three microphones hanging on the stage

System should be capable of combined or separate operation with gymnasium system

Cue in-house intercom with conduit from first riser of front stage stairs to back-stage adjacent to the sound reinforcing amplifier

Intercom (school-wide system) with muting switch back stage

Stage lighting control panel should be located on stage wing wall, positioned to avoid being covered by curtain in open position

Electric outlet should be next to the panel

One 150 square feet storeroom with hang rod for costumes is needed adjacent to back stage area.

Library Media Center

PROGRAM AREA

The one-level library media center is centrally located for easy access from academic and administrative areas and from an outside entrance to allow use before and after school and for summer programs. It is flexibly arranged to provide simultaneous usage by individuals, small groups, large groups, and/or entire classes engaged in a variety of activities, including reference and research, reading, viewing, producing, and browsing. The design must allow for visual supervision of all areas from the circulation desk and work area and permit easy flow of traffic.

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Reading room	1	3,500	3,500
-AV Software/ Equipment Storage Distribution Center	1	400	400
-Office/Workroom	1	250	250
-Restroom	1	45	45
Total			4,195

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Reading Room

The reading room is the major area of the library media center, which houses a collection of at least 15,000 books and other materials, with room for expansion. The number of items per student is based on current state standards. Spacious and comfortable surroundings should lead to student interest and motivation to use this facility. The reading room provides space for a variety of activities, including small- and large-group work for students and staff, viewing, listening, and even multi-media production. Space requirements are determined by the multi-functions and use for different groups and individuals; however, the design should allow flexibility so that changes in furniture arrangement and free-standing shelves can differentiate areas to accommodate 10% to 15% of the enrollment at a time and also allow for adaptability as new and emerging technologies become available. Ample electrical outlets must be located in all areas, as required for current digital devices. Furniture and shelving should be selected that are easily moveable to accommodate different class and presentation needs. The area should be free of pillars or support poles, other than around the perimeter walls, to facilitate good visibility and flexible room arrangements. Access to the library media center before and after school and during the summer is an important feature. Space is provided within the reading room for individual study areas, public access computers, bulletin boards, displays and exhibits, browsing, and stacks area, in addition to the following activity areas:

A research /teaching area should accommodate materials and work space for independent study as well as large groups of a minimum of 36 students for research activities and instruction. Related needs include light control for use of projection and viewing equipment,

with a pull-down screen, and 15 computer workstations for electronic reference resources. In addition, a dedicated COW of 25 computers should meet classroom technology standards and be designated for library use only, with connectivity to the Internet.

An informal area should allow students and teachers to read newspapers or periodicals or have informal discussions. Space is needed for shelving current periodicals and parenting materials for browsing and checkout.

A KIVA/storytelling area should have multi-level seating, be acoustically treated to minimize sounds, and be suitable for two classes or 44 students. It should have TV access, projection capability, a projection screen (motorized if possible), and controlled lighting. A wheelchair cut is needed for disabled access. The space in front of the seating should accommodate activities such as puppetry and flannel board stories. Also needed are picture book shelving in back of the seating area and an outlet in front of the steps for digital equipment. The storytelling area should face away from the library entrance. Innovation Station or a similar digital media cart should be installed in this area.

The circulation area should have an automated library management system for checkout and return of all library materials; a circulation desk; and associated furnishings (e.g., book trucks, reserve materials, and space for volunteers). It should be conveniently located in relation to the entrance and work and storage areas, and should allow for visibility of other library areas and accessibility to a large number of students without blocking traffic flow to the LMC. The circulation desk should be able to accommodate at least three circulation (checkout) computers that students and patrons can easily access, as well as two opacs stations in the circulation desk area. Electrical outlets and data drops are needed for three to four checkout stations; a printer; and other electrical equipment (e.g., small electronic devices for checkout, e-readers).

A telephone outlet should be in close proximity to the checkout station.

Audiovisual Storage and Professional Resources

This area is a place for storing, securing, distributing, and maintaining the school's instructional resources and equipment and professional books and journals, and should be located near the office and circulation area. It should have lockable doors from the media center, as well as from the corridor, for ease in transporting equipment carts and COWs. This area provides storage for all other equipment not used on a daily basis: 12-foot and 24-foot deep adjustable shelving for kits, DVDs, models, posters, manipulatives, a variety of non-print/digital items. Also needed are electrical outlets and counter space/tables for previewing materials and recharging equipment. Free floor space and wall space are needed for storing projection carts, COWs, and other electronic devices. The area should have no threshold and 6 feet of closed lockable cabinetry for small equipment, bulbs, extension cords, and other items. For security, this room is keyed on a separate lock. Built-in flat-drawer storage is needed in the AV room. Although not designed for storage of literacy libraries, if they are stored in this area, additional space beyond the 400 square feet must be added to accommodate them. Appropriate lighting should be installed to provide adequate light to locate materials stored in this area.

Office/Workroom

This area provides space for the library media specialist to manage and coordinate the library media program; plan with teachers; and order, receive process, maintain, and distribute all media for the library media center. The area should be adjacent to the reading room, circulation area, and storage area and provide visibility of the library.

- Lockable door; windows for visibility of library when sitting in the office
- Some natural outside light, if possible
- Counter-height cabinet area
- Cabinets hung 18” above countertop and featuring under-cabinet lighting
- Sink with hot and cold water
- Counter space for small refrigerator and microwave
- Desk for library media specialist; space for administrative PC for librarian
- Lockable coat closet or wardrobe with mirror and hook inside door
- Built-in flat-drawer storage cabinet for posters and flat materials
- Shelving on one wall for materials to be received and processed
- Tackboard
- Outside telephone line
- Network cable, fiber, for each computer workstation and Wi-Fi capability (follow district specs for Internet and network cabling)
- Electrical outlet strip above counter, 2 feet on center and on all walls
- Printer/photocopier

Restroom

The restroom should be located near the workroom and office for supervision; be accessible for the disabled; and be equipped with a toilet, small vanity with sink with hot and cold water, and a wall-hung mirror. Preference is to not open to main lobby.

FURNITURE AND EQUIPMENT LIST

Furniture Requirement

Furniture, including the circulation desk and casework, should be ordered from district-approved vendors. No built-in furniture should be used, except for a window seat, if applicable. Locking caster wheels are preferred on central book stacks to provide flexibility in accommodating different class and presentation needs; however, chairs need to be stackable and sled based. The furniture and equipment are listed here to assist the designer with space allocation. The contractor and casework supplier must coordinate the installation in order to provide electrical outlets in the toe space.

Furniture used for technology must be designed with wire management.

Tables (quantity and size to be determined by design)

Tables, preferably square or rectangular, to seat a minimum of 36 in the research/teaching area (square tables to seat no more than four students to a table)

Computer tables with wire management

Chairs

- 84 Student chairs, sled-based, stackable (60 -17 inches; 20 - 14 inches)
- 1 Librarian chair, upholstered with casters
- 2 Secretarial chairs for volunteers, clerk
- Casual, child-friendly, colorful, and engaging furniture for informal area

Book Trucks

- 2 Book trucks, metal, three slanting shelves on each side
- 2 Book trucks, metal, two flat shelves

Step stools 4-1 step, lockdown

Flat drawer storage unit on casters for maps, art work, prints, or any large flat materials, 36 inches high, 28 inches deep, 48 inches wide with five drawers

Desks

- Librarian desk, with computer area, for office
- Circulation desk, modular with discontinuous top, at two different heights (32 foot and 39 foot) to accommodate pre-K to Grade 5 students, ADA requirements, and staff needs
- Desk to match casework that includes book return unit with a roll-out depressible or descending book truck
- One knee-space section to accommodate a computer and printer for the library management system
- One section with drawers and shelves
- One desk unit
- One closed cabinet

Miscellaneous Furniture

- Two-drawer or one-to-four drawer lockable, letter-size, vertical file cabinet(s)
- Book ends with cork bases
- Ladder, four-step, handrail on left
- Paperback book modular revolving display panel, two, free standing, moveable
- Easel for chart tablets
- Table-top lectern

Technology and Equipment Requirements

Circulation Area

- 3-4 Computers networked and color printer dedicated for the library automation system use

Workroom/Office Area

- 1 Computer with color laser printer and bar code reader
- 1 Telephone
- Small refrigerator (campus provided) (design space to accommodate microwave and refrigerator)
- Microwave (campus provided)

Reading Room

- 1 Interactive digital teaching device, portable, on casters
- 15 Multimedia computer workstations, networked
- 1 Network printer
- 2 Wall screens, one in KIVA area, one in research/teaching area
- 24 Computer terminals for OPAC (online public access catalog)
- Innovation Stations in KIVA and research/teaching areas
- 1 COW (for 25 students, dedicated to library use only)

AV Storage and Professional Resources Room

The quantities of each type of audiovisual equipment are approximate figures. The size of the faculty and the programs offered may require that these figures be adjusted. Equipment listed is for checkout and use on the campus and will be housed in this area when not in use elsewhere in the building:

- 3 Listening center headsets
- 1 Audio card readers
- 4 Portable CD players
- 2 Flat panel televisions, color with cart
- 2 Digital video cameras, color with tripods
- 1 Laminator, roll for teacher workroom
- 2 Public address systems, portable with handheld and clip-on microphones
- 2 Digital cameras (1 still, 1 video)
- 1 Computer projection device (digital projector)
- 1 Digital document camera
- 1 Portable digital media cart, including a digital projector, a document camera, a laptop computer, a set of speakers on a rolling cart with power strip/extension cord (note: this is the full media cart as opposed to just the projector)
- 1 COW per grade level to be checked out by teachers and to be stored and recharged in the AV storage room

SPECIAL REQUIREMENTS

Location and Access

Centrally located, on ground level, easily accessible to academic areas, away from noisy traffic patterns

Recessed entrance from hallway strategically located for security and supervision;
outside accessibility important for afterhours use; entrance doors with windows
Separate alarm system needed for after-hours use and security cameras

Media Circulation

District-wide library management software should be installed by district library
personnel at the completion of construction

Lighting

Zone lighting to darken specific areas in reading room, including KIVA
Mini blinds on all exterior windows and separating office from reading room
High-quality, well-diffused, free-of-glare lighting throughout media center, hung at
locations and levels planned to provide adequate visibility for anticipated tasks to be
performed in each area
Illumination in stack areas adequate to allow titles and call numbers on all shelves to be
read
All lighting must use standard bulbs readily available from AISD warehouse
Master light control located in the circulation desk area and adjacent to library entrance
door
Because wall shelving is of primary importance, most exterior windows should be above
shelving and take a minimum of wall space, although natural lighting and visibility of
courtyards and landscaping are desirable
Task lighting as required, under-cabinet lighting where there are work counters in the
work room
Outside lighting at library entry for evening use of media center

Ceilings

Ceiling height no more than 16 feet in reading room and 10 feet in all adjoining
associated rooms
White, acoustical ceiling tile used throughout the library

Doors

Doors to the library should be lockable and keyed separately
Interior doors should have glass panels to facilitate unobstructed view into all areas
Exterior doors must be able to remain unlocked when in use

Acoustics

Acoustical barriers should be provided to minimize noise being carried from one area to
another

Floor Materials and Finishes

Tile in vestibule, AV equipment room, office/workroom and restroom to match tile
flooring used elsewhere in the building
Heavy-duty, stain-resistant carpet squares to meet district specifications in all other
areas of the LMC and placed beneath any freestanding casework before installation

Paint colors should be bright, cheerful, and reflective of elementary-aged students. Trendy colors should be avoided (i.e., colors that would date the library; e.g., Southwest colors, mauve and blue)

Signage

Printed signs, in English and Spanish where appropriate, 2-3 inches high, with option to attach to wall, door, or in movable holders

- 4 Fiction
- 4 Non-Fiction
- 1 Professional
- 1 Periodicals/Magazines
- 1 Professional Periodicals
- 2 Audiovisual
- 2 Everybody Books
- 2 Biography
- 2 Spanish Books
- 1 Story Collection
- 1 Graphic Novels
- 1 Set of Dewey Decimal Signs (000 - 900) (School libraries do not use Library of Congress.)
- 2 "In" and 2 "Out" signs for double entrance doors
- "Library" for any entrance

Display Areas

Bulletin boards, 4 feet by 4 feet, in hallway outside library and one or two bulletin board areas inside the library in work area, near circulation area

Lighted and lockable glass display case in hallway outside library with access to the case inside library area. Back of display case could be of tackboard materials for displaying student work

Tackboard above casework in reading room

Heating, Ventilation, Air Conditioning (HVAC)

Separately zoned from rest of the building so it can be regulated by library staff for extended/after-hours use

Dehumidifier, either separate or within the HVAC system

Casework/Shelving

Shelving is needed within the reading room to accommodate approximately 15,000 volumes (or current Texas standards) at 15 books per foot; shelves 3/4 full and room for growth. 5,000 of the required 15,000 volumes may be calculated at 22 volumes per LF.

Shelving should be wood with solid wood end panels and not particleboard.

Shelving in the reading room should be of wood construction with laminate tops, adjustable and no more than 6 feet high and 12 inches deep, with 12 inches clear between shelves and 5 shelves per 36-inch section. Freestanding double-faced shelving should have back stained to match or in accent color and should be approximately 48 inches high to accommodate three shelves and in sections of no more than 6 inches in length. Free standing shelving should have heavy duty casters (wheels) to allow for flexible arrangement.

Approximately 150 feet for shelving of picture books (22 books per foot) should be 12 inches deep, in 36-inch wide sections, 48 inches high, with 4 adjustable wood dividers per shelf. Picture book shelving must attach to the backside of the storytelling steps.

Slanted periodical shelving for approximately 20 periodicals and newspapers should be located near the casual lounge area. Slanted shelves may be hinged with shelves below to store past issues of periodicals. Allow one linear foot per magazine.

Lockable cabinets must be located near the circulation area to house eReader devices for checkout. There must be electricity for charging devices when not in use.

Windows between the library office/workroom and circulation area should be at a height to accommodate at least a 42-inch standard shelf beneath each window.

Electrical Services

Because wall space for shelving is of primary concern, all electrical switches, fire alarm controls, intercom switches, thermostats, and other electrical controls should be concentrated vertically in as small a wall space as possible.

Electrical outlets a minimum of every 8 to 10 feet in the reading room set in the toe space below bookshelves; Electrical plugs should not be placed within bookshelves.

Electrical plugs in AV storage area for recharging and checking equipment. At least one wall space should be allocated for charging.

Floor outlets and data drops to be recessed with movable covers level with floor and location determined by AISD to assure that they are located conveniently for computers, shelving, and other needs.; No power poles should be used in new construction data and electrical plugs may be placed on columns or support areas.

Electrical outlets and data transmission wiring in the circulation and reference area to provide for library management system, printer, electronic databases, connections to Internet, and other electrical needs

Outlets in the library work area, large group reference area, reading room, and in storytelling area

Telephone lines in library workroom office; circulation area

Internet connectivity throughout the library (including wireless internet capabilities)

Clocks

2 clocks in reading room area

1 clock library office/work area

Literacy Library

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Literacy library	1	400	400
-Literacy office	1	100	100
Total			500

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Literacy Library Space

This space is for storing leveled books, reading resources, and other media for classroom literacy instruction. Twelve-inch deep adjustable shelving provides storage space for sets of books and series of books. Approximately 24-inch deep adjustable shelving provides storage for big books and classroom reading "kits." Free-standing shelves can be used for storing leveled reading books for checkout, and hanging racks are needed to accommodate bagged sets of books. A space is also available for the occasional use of working either one-on-one or with small groups of students.

Office/Workroom

This area provides space for the reading specialist and other staff/ volunteers to order, receive, and process literacy materials. It will also be used to facilitate checking materials out/ in, as well as to meet with teachers to facilitate the most efficient use of the literacy library.

FURNITURE AND EQUIPMENT LIST

- 1 Teacher desk
- 1 Teacher chair with rollers
- 1 Small table for working with student groups
- 4 Student-sized chairs
- 1 Computer table with chair
- 2 Four-drawer, letter-size file cabinets
- 10-15 Adjustable bookshelves with rollers to facilitate the constantly evolving needs of campuses

Multi-purpose Rooms

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Classrooms	2	925	1,850
-Storage rooms	4	50	200
-Restrooms	2	45	90
Total			2,140

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

The multi-purpose rooms can be used to meet individual campus needs, such as science or additional classroom space for art or music.

FURNITURE AND EQUIPMENT LIST

Furniture Requirements

Multi-Purpose Room

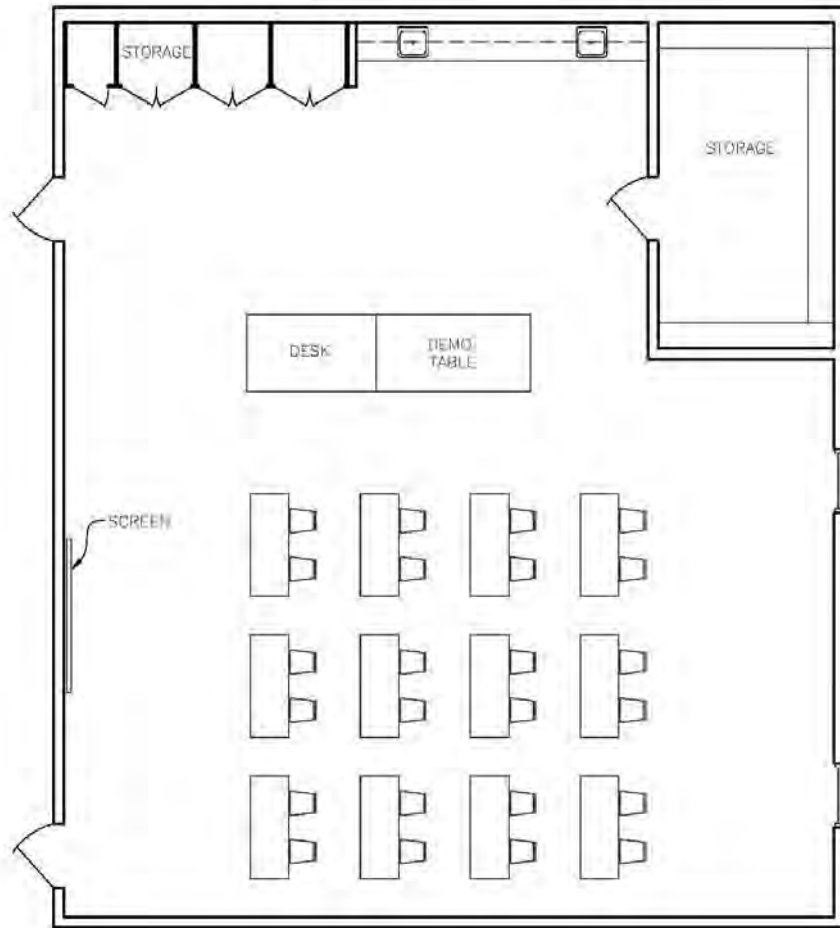
- 1 Teacher desk
- 1 Teacher chair with rollers
- 1 Computer table
- 1 4-drawer, letter-size file cabinet
- 24 Desks, 20 inches, with adjustable legs
- 36 Chairs, 17-inch stackable
- Rectangular tables, 24 inches by 48 inches, adjustable legs
- Rectangular tables, 24 inches by 72 inches, adjustable legs

The multi-purpose rooms should have the same basic requirements as a standard classroom. Casework, electrical wiring, markerboards, tackboards, and equipment requirements should be as listed for intermediate classrooms including an Innovation Station.

Additional length of base cabinet equipped with two sinks and corresponding upper cabinets shall be provided.

Restrooms may be located near or adjacent to actual multi-purpose rooms with corridor access rather than being located inside the multi-purpose rooms.

Furniture requirements may be adapted according to individual program use.



Multi-purpose Room

Not To Scale

Drawing is diagrammatic only and intended to convey conceptual requirement rather than actual design.

Physical Education

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Instructional Area	1	3,000	3,000
-Equipment Storage	1	160	160
-Office/Shower/Locker/Toilet	1	140	140
-Restroom	2	160	320
-Storage (Outdoor)	1	100	100
	Total		3,720

DESCRIPTION OF SPACE

National Safety Standards recommend 100 square feet per student. Therefore, the total number of students regularly scheduled per class period should not exceed 22 in kindergarten through Grades 2 and 30 in Grades 3 through 5. All walls will be identical in construction material. The gym area must be free of all obstructions and protruding fixtures, with the exception of fire safety equipment. The gym should be isolated from the rest of the school to minimize noise that interferes with instruction. An operable partition should separate the gym from the cafeteria.

Description of Physical Environment (Inside Activity Area)

Floor size should be 60 feet by 50 feet, with the following floor covering: resilient (rubber) athletic flooring with smooth (matte) finish. Refer to resilient athletic flooring specification in the *Project Development Manual*.

Lines on the floor should be marked as designated in the diagram included at the end of this section. Baselines and end lines are marked 4 feet from the wall. Center lines (black) are drawn down and across the center of the gymnasium.

The gym floor should be marked permanently with solid black lines as follows:

- Center lines should be drawn by dividing the gym floor into four equal quadrants using the inside boundary perimeter line.
- Free-throw lines should be marked in solid black 18-inch lines at distances of 8 feet, 10 feet, and 12 feet from the two end goals backboards).
- The inner circle should be 13 feet in solid red and the outer circle in solid black marked at 26 feet in diameter.

Ceiling should be a minimum of 25 feet high.

Fixed windows should be located on at least two walls. Windows must be constructed of non-breakable reinforced material and placed the length of the wall at the point where the wall and ceiling meet.

No protruding fixtures (water fountains, fire extinguishers, etc., should be easily accessible in adjacent hallway).

Structural columns should be concealed inside wall construction.

HVAC return air grills are to be a minimum of 6 feet above the gym floor.

Walls must be smooth and washable painted masonry, with safety pads placed under all basketball goals.

Clocks, emergency lights, thermostats, controls, and sensors, should be a minimum of 7 feet high and caged.

Electrical outlets are located on every wall. Electrical outlet covers and switches should be metal.

Lighting is to be LED (key switched), with middle fixtures centered over the main basketball baskets. Two additional lights should be incandescent (regular switch), located at each end of the gym. All lights are screened.

Acoustical panels should be mounted on the walls and ceiling.

For audio visual purposes, the gym must have a PA sound system, linked to work with cafeteria sound system, and with speakers mounted to the ceiling in the corners of the gym. Control panels are located in the gym office. A mounted motorized screen and a free-standing projector should be provided.

Two adjustable basketball backboards and goals should be mounted on the either end of the gym and extended 4 feet from the wall. Goals should adjust between 8' to 10'.

Two basketball backboards and goals should be mounted on each side wall (opposite the folding wall to the cafeteria), mounted at a height of 8 feet. If possible, however, all backboards should be adjustable to meet different grade-level curriculum.

Three retractable wall hooks should be inset in the center of each wall and mounted at heights of 3 feet, 5 feet, and 7 feet to secure mats to the wall.

Gym Office/Shower/Locker/Toilet

Gym office should be tiled.

The light switch for the office should be located by the entrance door to the office.

The shower and toilet area should be tiled. The shower area should have a sink with hot water, and a mirror should be mounted over the sink. Hooks for towels and clothes should be mounted in the shower/toilet area. Shower area should include a shower curtain.

The office should have lockers for storage of clothes and small materials.

The office should have computer networking capabilities and have a workstation suitable for a variety of computer equipment (e.g., outlets to accommodate computer workstation, CD- ROM, printer).

The office should have adequate outlets for all technology, each on its own circuit.

The thermostat should be located in the gym office.

The gym office should have a phone with separate outside line.

Two windows in the gym office (outside window and window viewing into gym) should be constructed of reinforced non-breakable glass and include mini-blinds.

Outdoor Activity Area

A level surface, 50-foot by 72-foot concrete slab, should be located with one side adjacent to the gym wall. The wall must be as smooth as possible, with two 10' regulation backboards and goals mounted 4 feet from the wall and secured to protect against theft. The slab should be crowned for drainage and striped like gym floor with four (4), Four-Square activity locations.

A 50-foot by 72-foot fabric canopy, mounted on steel frame, should cover the outdoor concrete playslab. Eave height of canopy shell be minimum of 14 feet high, or as required for access.

The athletic field should have good topsoil, no rocks, be crowned for drainage, and be seeded as early as possible.

The irrigation system must include covers that can be easily located and accessible.

Two chain link backstops for softball and two soccer goals should be installed at each corner of the athletic field

Storage Areas--Indoor and Outdoor

A minimum of two electrical outlets, with metal covers, should be placed in each storage area.

The ceiling height in both storage areas must be a minimum of 12 feet in order to accommodate tall equipment (e.g., volleyball standards).

The indoor equipment room should have double 7-foot doors. If possible, use a lock that can be set to stay unlocked during school when the door is shut.

The outdoor storage room door should be overhead opening (i.e., a garage door type door mounted on overhead tracks to accommodate the transport of large equipment).

An industrial strength deadbolt locking door should be installed between the outdoor and indoor storage units.

Built-in, heavy duty, adjustable shelving and bin storage should be used in both storage areas to house a variety of equipment. A portion of the shelves must have a lip edge to accommodate ball storage.

A 1-inch by 2-inch board should be placed 6 inches above the lip, on the outside of the center shelf, running the full length of the shelf, to hold balls in place. There should be at least 6 large bins for balls (each stores approximately 30 to 40 balls).

Other shelving should be adjustable for additional equipment.

The total shelving should include two sets of shelving 6 feet high, 9 feet long, and 3 feet deep. The shelves should be divided into 3-foot cubes.

Equipment rooms should have hooks or pegs for jump rope and hula hoop storage. Jump rope pegs should be spaced 1 foot apart and placed at heights of 4 feet, 6 feet, 8 feet, 10 feet, and 12 feet. Six 2-foot "L" brackets should be mounted to house hurdles or hula hoops.

Description of Physical Environment

Student restrooms should be located in adjacent hallway.

FURNITURE AND EQUIPMENT

Adult

- 2 Teacher desks
- 2 Teacher chairs
- 2 Two-drawer filing cabinets
- 2 Four-drawer filing cabinets
- 1 Table to accommodate computer and printer
- 2 Bookshelves
- 2 Computers
- 3 Cables, computer connections
- 1 Printer

SPECIAL REQUIREMENTS

Four climbing/swing ropes with clamp, wall pulleys, safety cables
Safety tambourines should be mounted on all ropes to regulate climbing heights. Two ropes should have climbing knobs, two should not. Ropes should be mounted from the ceiling approximately 6 feet from the wall. Location of ropes must be approved for safety. Pulley system should be at least 7 feet high.

One cargo net with wall pulleys to secure net at least ten feet above floor when not in use. Safety tambourines or stoppers should be mounted atop the cargo net to regulate climbing height. The cargo net should be mounted 5 feet to 6 feet from the wall. A safety crash pad (8 feet by 12 feet and a minimum of 16 inches thick) must accompany the cargo net. The location of cargo net must be approved for safety. The pulley system should be at least 7 feet high.

Three portable, freestanding volleyball standards

One 6-foot by 4-foot markerboard with no protruding chalk tray mounted in the gym

Two 6-foot by 4-foot bulletin boards mounted in the gym

One 6-foot by 4-foot bulletin board mounted outside the gym

Special Education

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Classrooms	4	925	3,700
Basic/Resource Classroom			
Social Behavior Skills (SBS)			
Social Communication Resources and Services (SCORES)			
Life Skills (LS)			
-Classrooms	4	(925)	(3,700)
Preschool Program for Children with Disabilities (PPCD)*			
-Evaluation office	1	300	300
-Speech/OT/PT classroom	1	300	300
-Student restrooms	4	45	180
-Conference room	1	400	400
Total			4,880

*space included in pre-K/PPCD wing

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

The school's physical environment, water fountains, office areas, entrances/exits, library, elevator, and all amenities available to others should be accessible to students with physical disabilities and meet or exceed ADA accessibility standards. (Note: ADA standards may not be sufficient to enable students with physical disabilities to fully access the school environment with their peers.) Consideration must be given to the height of the elevator keypads, locks, door switches, counters, and other elements, with the focus on enabling students with physical disabilities to participate with their peers in all activities with minimum assistance or disruption of schedule. Wheelchair ramps should be provided to classrooms in portable areas. One accessible restroom should be located on every floor and/or wing. Wheelchair access to cafeteria serving lines, the stage, and other multiple use areas is essential.

Basic/Resource Classrooms

Basic/resource special education classrooms should be dispersed throughout the building and not designated in a general area. They should be intermingled with classrooms representing other academic areas. Special education classrooms should provide space for small- and large-group instruction. All classrooms should be accessible to students with physical disabilities to allow for full participation. There needs to be adequate wiring for a telephone, teacher computer work station, 10 student computers, and a presentation station. Wall storage should be adequate and flexible to fit all shapes and sizes of teaching materials. Storage should include open shelving for frequently used materials and have an area that can be locked.

PPCD*

PPCD classrooms should be the same size as pre-K classrooms and should include an accessible bathroom, with typical bathroom furnishings (e.g., mirror, sink, toilet, cabinet, and dressing area with a changing table). The toilet size and sink/mirror placement should be appropriate for young children. A small kitchen area should contain a sink, microwave, and small refrigerator. These classrooms should be located away from entrance/exit doors to diminish potential elopement issues with some students.

Life Skills*

The life skills classroom and living area should include adequate space for students to have small- or large-group activities. There should be ample space for students with physical disabilities to move easily within the classroom setting. Adequate secure storage space should be provided to store assistive devices and other equipment/materials. The room should include wiring for a telephone and 10 student computers, a presentation station, and a teacher work station.

There must be an accessible bathroom and changing area in the life skills classroom and basic bathroom furnishings: mirror, sink, toilet, cabinet, and dressing area. A hydraulic changing table and Hoyer-type lift are needed to provide maximum independence for students and to reduce injury to staff when lifting or transferring students. A small kitchen area is needed to address special diet considerations for some of these students and should contain a sink, microwave, and small refrigerator. A laundry area within this space should include a washer, dryer, table, and storage space.

Social Behavior Skills*

The social behavior skills classroom should be located in close proximity to the main office. Space should be adequate to allow for at least six study carrels for independent work, as well as open, flexible instructional space to accommodate small group and role-playing activities. Seating must be flexible so instruction can be individualized, small group, and/or large group. Storage and shelving considerations should be the same as that in the basic special education classroom. Wiring for telephone and 10 computers, a presentation station, and a teacher work station is needed.

*Special education unit settings will not be on every elementary school campus.

Speech Office

The speech office should allow the therapist to work with students with a variety of disabilities. The office/therapy space requires wiring for a telephone, four computer work stations, a secure storage area, and adequate space to accommodate students with physical disabilities. This space must include a student table and chairs to allow for individual testing/therapy.

Occupational and Physical Therapy

Occupational therapists and physical therapists require a secure storage area that is large enough to accommodate a variety of adult-sized adaptive equipment, standers, specialized seating, floor mats, and bean bag chairs. This storage area could be located in the speech office.

Evaluation Office

The evaluation office should include space with secure filing area, wiring for a telephone and a computer work station, and a table with seating for a student and adult. It needs to be accessible for students with physical disabilities.

Conference Room

Each campus will have a designated conference room with technology that includes one or two computers with Internet access, printer access, a conference phone, an audio visual screen, and an LCD projector to conduct regularly scheduled ARD/IEP and 504 meetings. The room must have a table and seating capacity for 10 to 15 adults and must be large enough to accommodate people with physical disabilities.

FURNITURE AND EQUIPMENT LISTS

Basic/ Resource Rooms, Life Skills Classroom, Social Behavior Skills Classroom, and SCORES Classroom

- 1 Teacher desk
- 2 Teacher chairs
- 1 4 Four-drawer file cabinet
- 2 Secure storage cabinets
- 1 Rectangular table, 24 inches by 48 inches, adjustable legs
- 1 Horseshoe-shaped table, adjustable legs
- 15 Round tables, 48 inches, adjustable legs
- 15 Student chairs, varied heights
- 1 Study carrel
- 10 Computers and computer furniture
- 1 Teacher computer work station
- 1 Computer presentation station
- 2 Printers
- 6-8 Moveable bookcases – three shelves each
- 1 Ceiling-mounted AV screen
- 1 Cable TV outlet
- 1 TV with DVD and cart
- 1 Phone
- 1 Digital recorder
- 2 12-foot wall-mounted dry erase boards
- 1 12-foot wall-mounted display tack board

- 1 Area rug
- 4 Trash cans

PPCD Classrooms (Furniture and Equipment also listed with pre-K)

- 1 Teacher desk
- 2 Teacher chairs
- 4 Four-drawer file cabinets
- 2 Secure storage cabinets
- 1 Rectangular table, 24 inches by 48 inches, adjustable legs
- 1 Horseshoe-shaped table, adjustable legs
- 15 14-inch student chairs
- 1 Student computer and computer furniture
- 1 Teacher computer work station
- 1 Computer presentation station
- 1 Printer
- 4 Moveable bookcases, three shelves each
- 1 Ceiling-mounted AV screen
- 1 Cable TV outlet
- 1 TV w/DVD and cart
- 1 Phone
- 1 Digital recorder
- 1 12-foot wall-mounted dry erase board
- 1 12-foot wall-mounted display tack boards
- 1 Area rug
- 2 Trash cans

Assistive Technology

- 1 Single message voice output device (bigMACK)
- 2 Single message loop with multiple levels voice output devices (step-by-step with levels)
- 1 Two-location voice output device
- 1 Portable/wearable four-location voice output device (HipTalk)
- 1 Four-location portable voice output device with levels (GoTalk 4+)
- 2 Nine-location portable voice output devices with levels (GoTalk 9+)
- 1 20-location portable voice output device with levels (GoTalk 20+)
- 1 CRT Touch Monitor
- 1 BoardMaker Software
- 1 Picture word processing software (Writing w/Symbols)
- 2 Environmental control units (PowerLink)
- 2 Large surface switches (bigRED)
- 2 Small surface switches (JellyBean)
- 2 Computer switch interfaces
- 1 Color laser printer

Speech Therapy Room/Office

- 1 Round table with adjustable legs
- 1 Horseshoe table with adjustable legs
- 4 Adjustable chairs
- 2 Four-drawer filing cabinets with lock
- 2 Teacher desks
- 2 Teacher chairs
- 4 Teacher computer work stations
- 2 Phones
- 1 Moveable bookcase with three shelves
- 1 Locked storage area (build-in)
- 1 3-foot by 1 ½-foot wall-mounted mirror (non-breakable)
- 1 Dry erase board with trays and display tackboard

Evaluation Room

- 1 Round table with adjustable legs
- 1 Horseshoe table with adjustable legs
- 4 Adjustable chairs
- 2 Four-drawer filing cabinets with lock
- 1 Teacher desk
- 1 Teacher chair
- 2 Teacher computer work stations
- 1 Phone

Conference Room

- 1 Large conference table
- 12 Adult chairs
- 2 Computers
- 1 Conference phone
- 1 AV screen
- 1 LCD projector

SPECIAL REQUIREMENTS

Life Skills/Living Area/Speech/Testing/Therapy

- Students requiring instruction in life skills need adequate space to allow for role-playing, workstations, as well as small-group, large-group, and individual instructions.
- Appliances such as a washer, dryer, and stove to give real-life experiences
- One to two computers with adaptations

Must be easily accessible for the physically challenged student to allow for participation to all classroom activities

Storage and shelving considerations should be adequate to meet the needs of the specialized equipment often used in these rooms

The room should have at least one window.

The bathroom must be accessible for students with physical disabilities and must include in addition to the usual bathroom furnishings a shower, with seat adapted, and a private changing area.

One 4-gang outlet above countertop adjacent to sink to serve four separate plugs

Electrical outlets appropriately located, with at least six per classroom

Separate dedicated outlets for computers and other specialized equipment (e.g., refrigerator, stove, and washer/dryer connections)

All Classrooms

Phone outlets with outside line

For special acoustical treatments, ceilings should have sound-absorbing surfaces

Walls should be painted gypsum board

Tackboard should be vinyl-surfaced

Classroom floors covered with high-quality service grade, vinyl composition tile

Speech, Therapy, and Evaluation Areas

Should be carpeted

Should be well ventilated and lit

Location of this room should be in the primary grade corridor since the majority of the students on the caseload are generally in these grade levels

It should be located equal distance between the primary grade corridor and the majority of the special education classes

The room needs to allow for adequate floor space for young students as well as seating space for the older students

Locking storage should be adequate to store various testing instruments and materials

Social Behavioral Skills Classroom

Should not be located near the life skills classroom

Should be located away from other special education classroom and close to the office area

Should have space for role-playing activities, as well as the flexibility to deliver small group, large group, and/or individual instruction

Open shelving should be flexible enough to handle textbooks and student projects

Locking storage must be adequate enough to allow for secure storage of assistive devices

Wiring and space for at least two computers will be essential

This room should have at least one window.

PPCD Classrooms

Should be located in the pre-K wing and close to playscape

The floor should be carpeted

The area around the sink should be tiled

The restroom should contain a private changing area

Storage and shelving considerations should be adequate to meet the needs of the specialized equipment often used in these rooms

D. Support Areas

Nutrition and Food Services

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Dining Room	1	4,200	4,200
-Kitchen/Serving Line	1	1,660	1,660
-Dry Storage Room	1	375	375
-Staff/Public Restroom	1	125	125
-Stage	1	500	500
-Stage Storage	1	150	150
-Chair Storage	1	150	150
	Total		7,160

DESCRIPTION OF SPACE

The dining room should be rectangular in shape, with a stage and stage storage at one end and a gym at the other end. There should be fold-up tables with stools attached, suitable for elementary students. Two staff/public restrooms should be provided in the same area. All areas should be lockable and have a separate security system to ensure that outside groups have access to appropriate parts of the building. A folding wall will separate the gym from the dining room.

The kitchen will consist of preparation areas, serving line, dishwashing area, restroom facilities, manager's office, dry storage, walk-in refrigerator and freezer, service area with dock, and hot water heating facilities. Kitchen design will be by a food service consultant.

Both the dining room and kitchen should be air conditioned. All mechanical and electrical services (e.g., gas, electrical, water) should be provided, as required.

Windows should be provided on an outside kitchen wall, if possible.

Manager's Office Furniture and Equipment

- 1 Computer (connected to a point of sale terminal and central food service office via CAT6 wiring)
- 1 Printer
- 1 Teacher desk
- 1 Computer desk
- 1 Teacher chair
- 2 Two-drawer filing cabinets, legal size
- 1 Four-shelf book case
- 2 Computer connections/drops

Serving Area

- Serving line with a minimum of 5 hot wells and a frost plate large enough to accommodate standard size bun pans
- All serving counter sections to be mobile, have sneeze guards and display shelves
- 1 Cashier stand with lockable cash drawer
- 1 Point-of-sale terminal connected via CAT6 wiring to computer on manager's desk
- 1 12-case milk dispenser
- 1 Ice cream freezer (two-hole, in serving line)
- 2 Tray dispensers
- 1 Hot/cold pass through
- 1 Network drop per register

Food Preparation Area

- 1 Food cutter
- 1 Mobile food cutter table
- 1 Convection steamer (two-compartment)
- 2 Convection ovens, double stacked
- 1 Electric slicer
- 1 Mobile slicer stand
- 1 Open burner range (two burners)
- 1 Tilting frying pan (electric tilt, gas heated)
- 1 Mixer, 60 quart, with all accessories
- 1 Work table with sink
- 6 Mobile ingredient bins
- 2 Stainless steel work tables
- 4 Mobile utility carts
- 4 Mobile pan racks (Eastern bun racks)
- 1 Work table with shelf underneath
- 3 Utility carts
- 1 Exhaust ventilator/fire suppression system
- 1 Electric can opener
- 1 Manual can opener

Dry Storage Area

- 1 Can rack
- Dry storage shelving (stainless steel erecta shelving)

Dishwashing Area

- 2 Soiled/clean dish tables
- 1 Dishwasher exhaust hood
- 1 Dishwasher (tall enough to accommodate large pans)
- 1 Pot and pan sink (three-compartment)

- 1 Mobile pot and pan rack
- 1 Spray rinse

Refrigeration

- 1 Walk-in refrigerator with stainless steel shelving
- 1 Walk-in freezer with stainless steel shelving
- 1 Two-section refrigerator
- 1 Two-section freezer

Dining Room Furniture

- 24 Fold-up tables 30 inches by 120 inches, with attached stools
- 4 Fold-up tables without seating
- 500 17-inch stackable chairs
- Stage (see General Music section)
- Stage curtains
- 1 Podium
- 1 Sound system with three multi-dimensional microphones and three stands
- 1 Portable microphone system

Plant Services

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Central Storage and Receiving/Loading Dock/Housekeeping Office	1	300	300
-Bookroom storage	1	400	400
-Electrical and Mechanical rooms	6	50	300
-Central HVAC Equipment Room (Central HVAC and Equipment room size will vary according to type of mechanical system selected.)	1	600	600
-Housekeeping closets	5	100	500
-Safety Patrol closets	1	30	30
-Wiring closets (IDF)	1	80	80
-Wiring closets (MDF)	1	120	120
Total			2,490

DESCRIPTION OF SPACE

Central Storage and Receiving

This closet should be located near the dock area to receive deliveries of cleaning materials, supplies, and other items. This room should be of sufficient size to include a small office for the head custodian and to store a two-week supply of cleaning materials, hand towels, toilet tissue, and other materials. It also serves as the main storage for housekeeping equipment, as listed later.

Bookroom Storage

The bookroom closet should be of sufficient size to store state-adopted instructional materials with easily accessible bookshelves for security and inventory purposes. It should be located near the administration complex. The single door should be keyed in a manner that limits access to a designated few.

Wiring Closet (IDF)

This closet should be large enough (8 feet by 10 feet) to meet all the technology specifications. Closets should be evenly distributed throughout the campus, according to the Ethernet standards.

Wiring Closet (MDF)

This closet should be large enough (10 feet by 12 feet) to store the fiber and other connectivity associated with a LAN. It should be centrally located near the administrative complex.

Housekeeping Closets

The housekeeping closet should be large enough to store custodial equipment (as listed later) and a week's worth of supplies to serve the designated area. Doors should have locks that secure the door upon closing.

Safety Patrol Closet

This closet should be large enough to hang belts, badges, and raincoats for 25 students. It should be located near the main office.

DESCRIPTION OF PHYSICAL SPACE

Central Storage and Receiving

The floor should be vinyl tile or stained concrete. Walls should be painted surface, with acoustical tile in the ceiling. Heating and air vents should be adjustable. One wall will have floor-to-ceiling bookcases. At least one electrical outlet per wall is needed. Lighting should have a safety cover if not recessed.

Bookroom Storage

Bookcases should line all walls, with additional cases into the center of the room where possible for maximum shelving. Floors should be vinyl, walls painted where no bookcases are located. Lights should have a safety cover if not recessed. A/C and heating should be located in this space.

Housekeeping Closet

A housekeeping closet should be located at the entrance to the wing or cluster. These closets should be identified as "Housekeeping." Each closet should contain a 24-inch by 24-inch (10 inches deep) floor mop sink. The wall behind the mop sink should be covered with a surface impervious to water, FRP or similar product. The floor should be sloped with a drain in the middle.

Each closet should have a light guard cover and ventilation to help prevent mildew and/or unpleasant odors. Adjustable shelving should be located on one wall (see attached drawing).

Safety Patrol Closet

The floor should be vinyl tile, with painted walls. A coat rack should run the length of one wall, with a shelf above it. A 4-foot by 4-foot tackboard should be mounted on one wall.

FURNITURE AND EQUIPMENT LIST

Main Storage Closet

- 1 Wet/dry vacuum
- 2 30-inch by 50-inch platform trucks
- 1 Carpet cleaner
- 1 Scrubbing machine
- 2 Hand trucks
- 2 Oily waste cans
- 1 High-speed burnisher
- 1 6-foot ladder
- 1 10-foot ladder
- 1 Bookshelf unit along one wall, ceiling to floor
- 6 Lockable lockers
- 1 Locking storage cabinet
- 1 Teacher desk
- 1 Teacher chair
- 4 Stackable 17-inch chairs
- 1 3-foot by 5-foot table

Housekeeping Closets

- 5 Custodial carts
- 5 Mop buckets and wringers
- 5 Upright vacuum cleaners
- 5 Hand trucks
- 5 6-foot step ladders
- 10 Wet floor signs
- 5 Restroom closed signs
- 5 Wet mops
- 5 Dust mops
- Assorted brooms/brushes, dust pans

SPECIAL REQUIREMENTS

Dock Area

Area should be identified to include bins for recycling paper, plastic, cardboard, cans, glass, and other items such as trash waste and compost.

Interior/Exterior Lighting

All lighting should be standardized (LED fixtures preferred) and mounted at height suitable for servicing.

Restrooms

All restrooms should have a floor drain.

All restrooms (with exception of those located in the classrooms) should contain a hook-up to connect a water hose.

Transportation

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
Covered outdoor loading area	8	400	3,200
Total			3,200

PUPIL TRANSPORTATION

To provide for adequate safe transportation services to students under policy and regulations of the district

FACILITIES REQUIRED

Covered school bus loading and unloading zone to accommodate a minimum of 10 buses
One loading and unloading zone required
Minimum of 400 linear feet of school driveway with covered sidewalks, accessible to bus loading and unloading area

DESCRIPTION OF FACILITIES

Loading Area

Loading area to be restricted to bus loading/unloading of students
Traffic flow of buses restricted to “one-way” pattern traffic flow of students to be from building to loading area with proper dispersal of students
Lighting for early morning and night loading
Must be properly marked safety zone
Normal transportation area

Facilities Location and Relationship

Located at front of building near main corridor and/or cafetorium area

EQUIPMENT

No special equipment required

E. Appendix

8-Classroom Addition

SPACE BUDGET

Description	# Spaces	Sq. Ft. per unit	Sq. Ft. Total
-Classrooms	8	925	7,400
Walk-In storage closets (minimum of 25 sq. ft. inside classroom area)			
-Student restrooms	8	45	360
-Common area	1	1,200	1,200
-IFD closet	1	50	50
-Teacher workroom	1	180	180
-Staff restrooms	1	50	50
-Custodial closet	1	80	80
-Bookroom	1	200	200
-Circulation/Mech/Elec	1	2,790	2,790
	Total		12,310

DESCRIPTION OF SPACE AND PHYSICAL ENVIRONMENT

Space should be adequate to allow for students to sit in small- and large-group discussions. Area should allow for easy pupil flow from one center to another. There needs to be adequate wall storage for frequently used materials, student wraps, and lunch boxes. Free-standing bookcases can be used as a divider. Space should be available for computers to be placed in an area with adequate electrical outlets.

Classrooms will be located surrounding the commons area (if applicable). The classroom addition should be located near one of the primary entries into the main building and be easily accessible to the cafeteria, media center, gym, and computer lab.

The walk-in storage will have built-in shelving and be large enough to house large boxes and less frequently used bulky items.

The common areas should contain 1,200 square feet, not included in the corridor/circulation area. Provide two (2) technology connections in each common area, along with a 6-foot wide erasable marker board, and 4-foot wall-mounted display tackboard. One 3-foot wide, movable, general wall unit should also be provided for each classroom served by the commons.

FURNITURE AND EQUIPMENT LIST

Furniture Requirements

Adult

1 Teacher desk, 30 inches by 60 inches

- 1 Teacher chair with rollers
- 2 Two-drawer filing cabinets
- 1 Computer table

Student

- 2 Rectangular tables, 24 inches by 72 inches, adjustable legs
- 1 Rectangular table, 30 inches by 60 inches, adjustable legs
- 22 18-inch desks with adjustable legs
- 34 15-inch chairs
- 1 Work station for four computers

Equipment Requirements

- 6 Computers
- 1 Printer
- 3 Moveable bookcases
- 1 Area rug
- 1 Ceiling-mounted AV screen
- 1 Innovation Station
- 1 Telephone
- 1 Chart rack
- 1 Aquarium
- 1 12-foot wall-mounted markerboard with map rail, chalk tray and 1-foot high display tackboard across the top
- 1 4-foot by 12-foot wall-mounted display tackboard
- 2 4-foot by 4-foot wall-mounted display tackboards
- 1 4-foot by 8-foot wall-mounted display tackboard
- 4 30-inch by 72-inch computer tables

Casework Requirements (see attached drawing)

Classrooms

Refer to intermediate Grade Classroom Requirements

Work Room/Storage

One counter the length of one wall 36 inches high by 24 inches deep, Formica top, stainless sink. Provide enclosed adjustable shelves below.

Wall hung cabinets beginning 18 inches above counter and continuing to ceiling, length of one wall and 12 inches deep

Two tackboards 4 feet by 8 feet

Provide full height shelving in book storage area.

SPECIAL REQUIREMENTS

Special electrical requirements include:

1 Four-gang, GFI, outlet above countertop adjacent to sink to serve four separate plugs
(The aquarium is often located here and needs at least two outlets.)

6 computer network outlets appropriately placed

Electrical outlets appropriately located with at least six per classroom with separate
dedicated outlets (three to five) for computers, 2 computers per circuit

Telephone outlet with outside line near the door at workroom/storage provide adequate
power requirement for equipment (e.g., laminator, copier, refrigerator)

Special acoustical treatments include:

Ceilings should have sound-absorbing surfaces.

Walls should be painted gypsum board.

Tackboards should be vinyl-surfaced homasote.

Floors are to be covered with high-quality, service grade, vinyl composition tile, or
alternative flooring approved by AISD.

Special restroom facilities include:

For students, there should be one restroom for each classroom.

Two restrooms should be placed between every two classrooms and be accessible to both
rooms. Restroom doors should be positioned to avoid opening directly into a public area

Both restrooms should be ADA compliant.

For teachers, restrooms should be placed within or adjacent to workroom.

Doors should be positioned to avoid opening directly into a public area .

Other requirements:

A window should be included on the outside wall for weather viewing and ecological
observation, as well as provide aesthetic enjoyment.

Playgrounds

MISSION/GOALS OF THE PROGRAM

The district should provide playgrounds that are safe and adapted to the developmental levels of children. Playgrounds should be considered as a total environment that provides a wide-range of play opportunities for children of all ages and abilities.

The goals of the elementary school playgrounds are to:

1. Provide the opportunity for all children to interact with the play environment at their own level of development
2. Provide transition areas that allow children the ability to explore one level of development before proceeding to the next
3. Provide elements that encourage the development of the following: large and fine motor skills, eye-hand coordination, and balance and locomotion skills; opportunities for learning about themselves and the physical world; fantasy play; social development; and opportunities for decision making

CURRICULUM DESCRIPTION

A rapidly growing body of research concluded that play is essential to children's healthy development. Through play, children develop cognitive, social, and motor skills. In addition, play has therapeutic value, allowing children to play out their fears and frustrations. Play enhances creativity, problem solving, language development, reasoning, and thought in general. It is perhaps the most essential process for children's development during the early years but remains an essential element throughout their lifetime. The curriculum is designed around the following elements:

- **Play/shade:** Shade areas should be considered when possible. Shade provides a calming effect and creates a perfect place for quiet or passive play, social interaction and fantasy play.
- **Pavement area:** Pavement provides a place for initial and closure class activities, as well as an area for games and other activities.
- **Grassy area:** The intermediate-age child is very competitive in nature, and grassy areas provide opportunities for competitive play, as well as the opportunity to run freely.
- **Challenge levels:** Play events should be introduced at graduated levels of difficulty so a child is allowed the opportunity to build self-confidence without increasing the level of hazard.
- **Movement and balance:** Apparatus that provide movement stimulate the inner ear and help the child develop a better sense of balance and spatial awareness.

- Upper body development: Skill and upper body fitness are developed by providing several different play activities at various levels of challenges.
- Decision making: Playgrounds should offer a wide range of choices, from active to passive play. Opportunities should be provided for children to develop their coordination and to use their own judgment to determine their readiness to try a new activity.
- Physical environment: When children plant and maintain their play areas, they have a sense of pride and ownership, as well as the opportunity to learn and observe their natural environment.

TEACHING AND LEARNING ACTIVITIES

Although the playground area and equipment are used by the children in free, undirected play, it is important to realize that they progress through play from a state of unknowing to a state of knowing. They learn new information, new skills, and social rules, and they develop internal models that facilitate later learning. It is important that the teaching staff at each elementary school, under the direction of the school principal, be responsible for supervising play.

Teachers should receive regular instruction on playground supervision to help ensure that safe practices are followed and that children learn and develop through play. The roles of the classroom teachers are:

1. Interact with children to ensure that they are familiar with safe play practices
2. Move about the playground to assist and encourage children without unduly interfering with their play
3. Observe children at play to detect potential safety hazards and to identify children who have needs that warrant special help or correction

As children grow into preschool years (2 to 5 years), they engage in make-believe play in earnest and learn to use wheeled vehicles and large playground apparatus independently. They are also engaging extensively in gross motor or exercise play and construction play. Their playgrounds are larger and more complex and provide for a more extensive array of play than is needed for toddlers.

As they develop a serious interest in organized games, beginning at about age four or five, the playground must be expanded to include flat grassy areas for ball games, chase games, and small paved areas with nets and other equipment for organized games.

The play of school-age children (5 to 12) gradually shifts from an emphasis on make-believe play to organized games and exercise equipment (e.g., overhead apparatus, such as horizontal ladders and ring treks). The school-age child's growing need for order, structure, and industry

can be accommodated on the playground through work/play activities such as construction with tools, art, and gardening.

EMERGING CONCEPTS AND DEVELOPING TRENDS

Today we see a revolution in the study of play. A rapidly growing body of evidence concluded that play is central and indispensable for cognitive, social, language, and motor development. Research by biologists, psychiatrists, primatologists, psychologists, psychobiologists, evolutionary biologists, educators, child developmentalists, kinesiologists, and anthropologists concluded that play is not just fun. Young animals and young humans cannot do without it. Researchers concluded that infancy and early childhood were optimum times for development and proposed that the brain is most pliable during these periods and highly influenced by environmental stimulation. Children not only gain cognitive, social, and physical mastery through play, but also emotional mastery. Play is therapeutic. School districts around the country are realizing the importance of play and have begun supporting the development and maintenance of playgrounds on their school campuses.

SPECIAL INSTRUCTIONS

Safety Policy Statement

AISD should provide quality, well-maintained, clean and safer playgrounds on all school campuses. The district has developed standard operating procedures to protect and preserve its playgrounds and the users. This program may only be accomplished through a commitment to a district playground safety program that assures that every attempt will be made to eliminate playground hazards, while not totally eliminating the element of risk that is an essential part of children's play and learning environments.

Chain link fencing, 4 feet in height, should be provided around the play and swing areas for two- to five-year-old children. In the event that the school is an early childhood center, the playground equipment should be custom designed for student use. Standard play equipment for an elementary campus not housing PPCD and pre-K should be designed for students ages six through 12.

To guarantee the continued success of the program, the following guidelines should be adhered to by all AISD departments, staff, employees, and school administrators at campuses with a playground:

- All playground sites will be subject to the playground safety program that will be administered by the AISD Service Center.
- All equipment should be installed in accordance with the Consumer Product Safety Commission (CPSC), Handbook for Playground Safety and the manufacturer specifications.

- The district should provide reasonable resources to ensure prudent and timely inspections and repairs, as determined necessary by the playground safety program.
- All playgrounds and play equipment should be inspected, repaired, and maintained by the district.
- All playground equipment purchasers, installers, inspectors, and maintenance employees performing repairs should be trained in accordance with the district playground safety training program.
- All equipment should be purchased from a reputable playground equipment manufacturer.

By these means, the district can achieve safer playgrounds for students and other users.

PLAYGROUND DESIGN AND CHILD DEVELOPMENT

Playgrounds should be adapted to the developmental levels of children (Chiang, 1985; Keesee, 1990; Wagner, 1982; Winter, 1983). Gender differences in outdoor play are evident at an early age (Chiang, 1985; Winter, 1983;). Gender differences in outdoor play become more pronounced with age and are heavily influenced by available materials and equipment (Chiang, 1985; Henninger, 1977; Myers, 1981). Rich, well-equipped outdoor play environments enhance play and support development (Campbell & Frost, 1985; Moore, 1992; Riddel, 1992). Complex, multi-functional, action-oriented play equipment is superior to simple, single function, static equipment in enhancing play and development (Dean, 1982; Frost & Campbell, 1985; Jones, 1985; Strickland, 1979).

Development and Learning

Motor Development

- Motor development occurs when a child’s brain and body work together to produce movement.
- Motor development is not innate.
- Motor bases must be developed.
- Motor skills need to be taught at the appropriate “teachable moments.”
- Teachable moments are when a child is ready to learn.
- Motor development follows a scientific sequential progression, from the simplest to the most complex tasks.
- Skipping a skill progression develops “splinter skills.”

- "Splinter skills" have little or no transfer value.
- Vigorous movements of play help in the maturation of muscle tissue. Most children today do not have the opportunities to develop their motor base; it is much safer for them to stay indoors.
- Academic readiness can be accelerated through the motor skills at the appropriate teachable moments.

Cognitive Development

- Play leads to discovery, reasoning, manipulative skills, and divergent production and improves problem solving.
- The intense sensory and physical stimulation that comes with playing is critical to the growth of cerebellar synapses.
- Play develops the ability to track an object that facilitates ability to read.
- Play develops the ability to balance, which helps a child focus and stay on task.
- Play develops the ability to coordinate movements, which facilitates information processing needed for reading, writing, and math, and which has a direct benefit to STAAR testing.

Social and Learning Development

- Play provides opportunities to learn social roles and rules.
- Play develops socially shared system of symbols, including language.
- Through experiences with physical objects during play, children construct their own logical and social reality.
- Make-believe play is highly influential in expanding a child's level of thought and action.
- Children construct their own knowledge and are not merely passive.

Critical Ages

- Birth to nine years is the most critical period.
- Play is most important for pre-K through Grade 3.

- Play establishes a learning foundation for a child’s entire life.
- Each child is born with hidden talents and he or she must be given the opportunity to discover and develop those talents.
- It is not necessarily true that a child’s learning foundation is well established by 4th, 5th, or even 6th grade.

PLAYGROUND COMPONENTS (PLAY EVENTS)

Learning Style (LS), Child Development (CD), Academic Benefit (AB)

Wavy and Curved Slides

LS: kinesthetic/visual

CD: balance and spatial awareness

AB: integrates senses that help to improve all academic areas

Transport Platform

LS: kinesthetic

CD: motor planning and strength

AB: writing

Driver’s Steering Wheel

LS: kinesthetic

CD: coordination, mid-line laterality, creative and fantasy play

AB: proper letter formation and directionality

Puppet Panel

LS: kinesthetic/auditory

CD: creativity and fantasy play

AB: creative language and writing skills

Store Panel

LS: kinesthetic/visual/auditory

CD: creativity and fantasy play

AB: language, math, consumer skills and critical thinking for STAAR

Chime Panel

LS: visual/auditory/tactile

CD: fine motor, auditory and visual skills

AB: sound symbol association necessary for reading and writing

Swings

LS: kinesthetic

CD: balance skills, motor development, social

AB: integrates senses that help to improve all academic areas

Tricycles/Paths

LS: kinesthetic/auditory

CD: motor skills, coordination, balance, social skills

AB: language

Sand/Water

LS: kinesthetic/visual/auditory

CD: social, cooperation

AB: cognitive language, vocabulary, basis for mathematics

Garden Areas

LS: kinesthetic/visual

CD: fine/gross motor skills, social

AB: preliminary science and math skills, language development, preservation of habitat

Portable Materials for Dramatic Play

LS: kinesthetic/auditory/visual

CD: fine/gross motor skills, socialization, tool use

AB: literary, pre-science, pre-math

Chinning Bars

LS: kinesthetic

CD: upper body strength

AB: endurance posturing for academics, cutting skills, and keyboarding skills

Balance Chains

LS: kinesthetic/visual

CD: balance, coordination, horizontal midline, upper body strength and posture

AB: writing skills and sustained concentration

Overhead Horizontal Ladder and Overhead Ring Ladders

LS: kinesthetic/visual.

CD: upper body strength, spatial awareness, midline laterality, and eye/hand coordination

AB: reading, writing, and math

Turning Bars

LS: visual/auditory/tactile

CD: spatial awareness

AB: letter formation and improves the ability to integrate the senses for reading, writing and math

Technology/Instructional Technology

MISSION/GOALS OF THE PROGRAM

The mission of the Office of Technology is to support students, staff members, and administrators with technology tools and support to maximize learning by creating a collaborative environment that promotes productivity and innovation. In using technology devices and resources to create individual learner-centered environments, focused needs of students can be addressed while guiding each one to value others' strengths when acting responsibly in the interests of the global community.

PROGRAM DESCRIPTION

Technology resources are accessible to all users anytime, anywhere. Both staff and students are able to bring their own technology devices to maximize their learning by accessing resources that are available from the district's cloud environment.

The use of technology in schools varies for each content area and grade level. Each elementary school classroom will have a cart containing at least 20 mobile devices. By design, the mobile cart described will allow students to create products that support their respective core area TEKS in a blended learning environment, and provide for hands-on experiments, virtual simulations, writing centers, and other interactive / collaborative projects. An Innovation Station containing a projector, built-in computer, voice system, interactive projection screen, wireless microphone, document camera, and wireless mouse and keyboard will be available as a teacher /student instructional resource. In addition to the Innovation Station, the teacher will have access to a wired computer connected to a classroom printer in each classroom. Elementary schools will have access to an enterprise-level monochrome network printer in a secured area for shared use by grade level, and access to a color network printer in a secure central location (e.g., the school library) to print special products. A laptop or tablet will be provided to each teacher for instructional planning, instructional delivery, and productivity.

A standard classroom in AISD should include the following technology equipment to be considered as a minimum technology standards:

1. The current approved classroom presentation system
2. 30 Mobile devices
3. Computer cart
4. a/b/g/n wireless access point
5. Teacher laptop.

Each classroom will have two side-by-side quad-pack electrical outlets installed 36 inches from the floor, on a wall away from the entry door. This will allow for charging of personal mobile devices in support of the district's "Bring Your Own Device" initiative. Campuses will have one wireless access point per classroom. This estimate is based on traditional classroom size, as outlined in the AISD Education Specifications.

Program Goals

- Students use technology tools and resources throughout the district to achieve mastery of the required curriculum in all content areas and grade levels.
- Students and teachers have sufficient access to technology devices to support the delivery of blended learning instruction.
- All district curriculum development includes the most appropriate integration of technology consistent with TEKS.
- Students, teachers, and administrators have secure access anytime, anywhere to technology resources inside and outside the district's networked environment.
- Students use technology as a tool to research, organize, evaluate, synthesize, and communicate information effectively.
- Students and staff will understand the fundamental ethical and legal issues surrounding the access, use, and misuse of information and resources according to the district Technology Acceptable Use Policy, Board of Education policies and district standards.
- All students will master the technology applications for TEKS, kindergarten through Grade 5.
- Adequate access to technology devices is provided to meet technical specifications for state assessments.

Curriculum Description

Instructional technology is part of each content area. It is intended to support the core area TEKS and the district-wide curriculum. The Technology Applications TEKS, kindergarten through Grade 5, will be integrated into elementary school core area curriculum.

TEACHING AND LEARNING ACTIVITIES

The following are examples of activities that occur in schools using technology:

1. Create personalized, self-paced learning environments to allow students with different learning styles and needs to improve student performance
2. Engage students by using technology tools to learn core content concepts using problem based learning with real world scenarios
3. Empower educators to enhance the district curriculum and engage students in anywhere, anytime learning

4. Students use productivity applications found locally and online to develop technology skills, including word processing, spreadsheets, databases, and multimedia software
5. Students learn to access information for research projects using online resources provided by the district or public domain
6. Students work collaboratively on interactive projects with peers using virtual spaces within the district and throughout the global community
7. Students use online learning resources to supplement and enhance existing courses

EMERGING CONCEPTS AND DEVELOPING TRENDS

1. Using the latest technology, computers throughout the building will have full access to the Internet, school and district servers housing networkable software, databases, school information systems, electronic textbooks, and other educational resources.
2. Students will be able to access instructional productivity tools and file storage using the district's cloud as a virtual space anytime, anywhere.
3. Students and staff will access to the most current technology, which may include desktop computers, laptops, mobile devices, cameras, scanners, wireless technology, and other digital tools.
4. Technology will be evaluated and updated based on "end-of-life" standards.
5. Acquisitions of new technology equipment will include "smart" or business class features in order to provide remote support and maintenance.
6. Technology infrastructure, including mobile devices and desktops, will be managed and maintained with remote access tools and network features, including wake on LAN or A/C to keep system software updated and secure.
7. New schools will be designed to accommodate COW storage spaces and network infrastructure requirements (e.g., networking closets, servers, wireless), with adequate electrical and network connectivity to support the use and maintenance of this equipment.
8. Campus electrical and network designs will allow for future expansion and scalability and include wireless technology.
9. Software to support virtual meetings, course delivery, and other group meeting functions that include video streaming and real-time will be available throughout the district.
10. Each classroom will have a computer to facilitate group instruction.

11. The district will provide ongoing training to align technology resources to support the district curriculum.
12. To help create a paperless environment, the use of email and other online collaboration resources will be the primary methods of communication within the school and throughout the district.
13. A student information system will provide immediate access to vital student information, online grading, attendance, and other data.
14. Classroom technology and online resources will allow students and teachers to work collaboratively throughout the district.
15. Video servers will provide instructional video streaming on demand.
16. All libraries will be fully automated and provide electronic books for student check-out.
17. School inventories, including textbooks and equipment, will be fully automated.
18. Students and teachers may bring their own technology mobile device to access the aforementioned technology resources on the district's secure cloud environment.
19. Teachers will have access to virtual environments where they are able to develop and deliver instruction and assess students in a blended learning format.
20. Students will have access to virtual environments where they can collaborate on assignments and work on interactive projects with their peers locally or with the global community.
21. Students will access the automated library and other online resources anytime, anywhere.

GROUP SIZES AND STAFFING

The campus infrastructure must allow for maximum flexibility to accommodate a variety of instructional methods. Instructional arrangements may include:

- Whole group instruction by the teacher, using an innovation station equipped with a projection device and current interactive tools for students to participate during the instructional process
- Electronic readers (eReaders) for students to use for library books, textbooks, and other instructional reading materials
- Students working alone or in pairs on a mobile device
- COW carts or carts with mobile devices to use with a whole class of up to 30 students