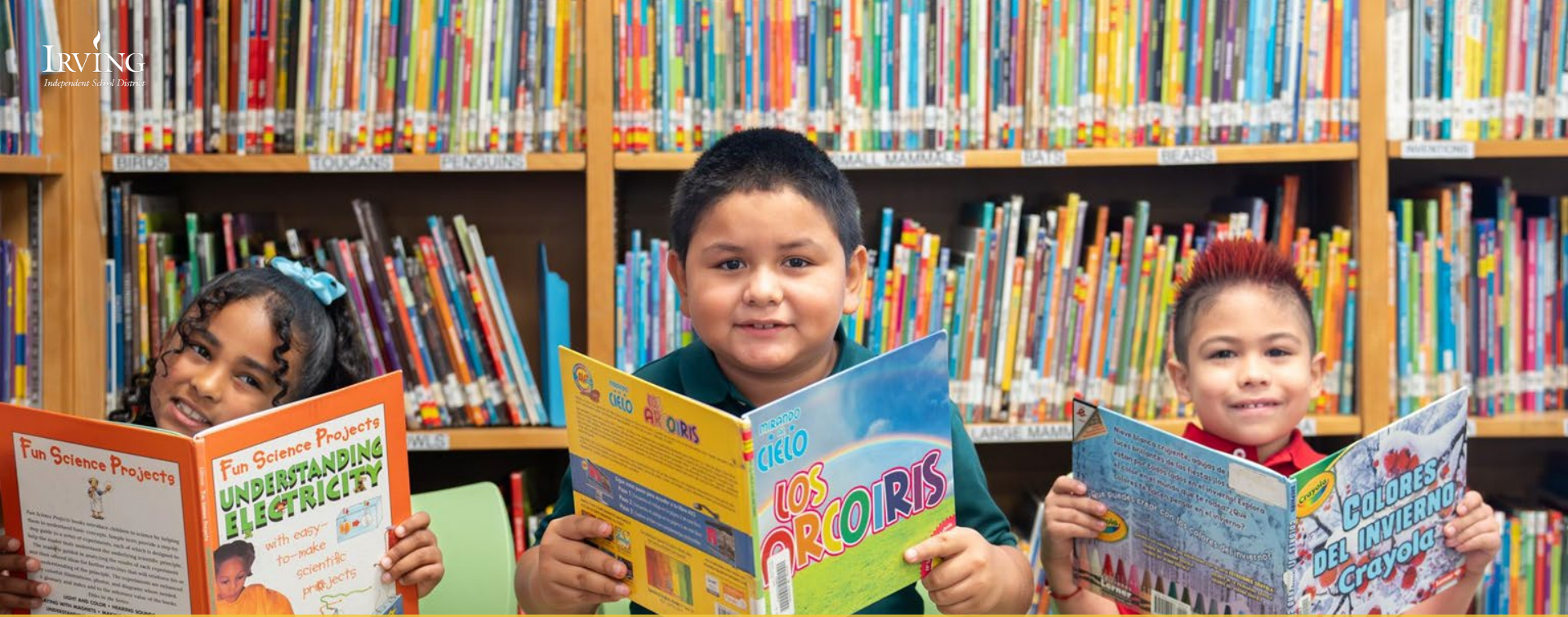

IRVING
INDEPENDENT SCHOOL DISTRICT



Irving ISD Facilities Long-Range Master Plan (2023)

Facilities Long-Range Master Plan

1. Educational Adequacy

a) Long-Range Facility Plan

b) Educational specifications

2. Administration

a) Administration of construction quality standards

b) School district requirements and responsibilities

c) Requirements for construction services

d) Requirements for design professional services

e) Requirements for professional services of third-party consultants

f) Contract compliance and construction quality control assurances.

3. Certification of Compliance with School Facilities Standards

a) School district certifications

b) Design professional certifications

c) Contractor certifications

d) General provisions

Facilities Long-Range Master Plan

4. Standards for Space for Instructional Facilities

5. Construction Quality Standards

a) Construction code requirements

b) Third-party code compliance requirements

c) Other requirements

6. Safety and Security Standards

a) Compliance requirements applicable to all instructional facilities campus-wide

b) Additional standards based on the project construction budget

c) Additional safety and security standards applicable to all instructional facilities campus-wide

i. Exterior door numbering

ii. Visitor management

iii. Security cameras

d) **Bond 2023**

Educational Adequacy

Standards for educational adequacy require a **long-range facility plan** to be developed and maintained by a school district for all school facilities. School districts must also develop **educational specifications** for instructional facilities. The long-range facility plan must be presented to the board of trustees and made available to the prime design professional for the project. Plan may be a campus specific or district-wide plan and must be updated every five years and prior to the commencement of a subsequent capital improvement project. (2023 – 2028)

Long Range Facility Plan

(A) Elements. The long-range facility plan includes the following elements that apply to the facility and project(s) and has been updated prior to commencement of construction to include the access control document required in subsection (k)(1)(B) of this section:

(i) existing and proposed instructional programs at the project campus, including special education, dual language, course offerings, and partnerships;

(ii) the age and condition of all buildings and systems at the project campus;

(iii) history of completed capital improvement projects at the facility;

(iv) site evaluation of the project campus, including, but not limited to, overall site; shape; useable land; suitability for intended use as well as planned improvements; adequate vehicular, pedestrian, and emergency access; queueing; parking; and site amenities;

(v) the school district's educational specifications;

(vi) the school district's enrollment projections, maximum student enrollment of the facility, and the facility's maximum instructional capacity, if applicable; and

(vii) the noncompliance, partial compliance, or full compliance with each of the safety and security standards required in subsection (k) of this section.

Long Range Facility Plan

(B) Process. The process of developing the long-range facility plan shall consider input from teachers, students, parents, taxpayers, and other school district stakeholders.

(C) Compliance. The requirement for a long-range facility plan is met when a school district completes the long-range facility plan, presents it to the school district board of trustees, and makes it available to the prime design professional for a capital improvement project. The long-range facility plan expires after five years from the date of the final plan presented to the school district board of trustees and must be updated prior to commencement of a subsequent capital improvement project. A long-range facility plan developed as part of a district-wide long-range facilities plan may be used to satisfy this requirement.

(See IISD District-Wide Facility Assessment)

Educational Specifications

Executive Summary of Educational Specifications

Educational specifications are a written document for proposed new school and/or major renovations used to serve as the district's guide to the architect and engineering community by providing a prescriptive vision of the built environment. Architects and engineers will still use the educational specifications to guide their programming and design.

Irving Independent School District developed the 2023 Educational Specifications to provide the link between learning and the design of educational facilities. They provide an outline of required educational concepts, detail the needs of the facility, and include desires and needs as provided by the community, teachers, administrators and facility managers.

Educational Specifications are a fundamental part of the Irving ISD's Long Range Facility Plan, and have been developed to support the district's future and goals. Educational specifications should provide the tools to achieve the overall student outcome goals of Irving ISD, however, they should also be flexible enough to ensure efficient design for each facility. The Educational Specifications are guidelines to allow the district to provide consistency within programs and design from campus to campus as well as reduce inequities, and provide a smooth planning and development process for future projects. It should be noted that this is an evolving document and will need revision as technology, learning goals, and facility requirements dictate change.

Educational Specifications

A school district shall ensure that a project for new construction and major renovation subject to this section complies with the requirements and standards as follows:

(A) Elements. Educational specifications are a written document prepared by the school district and approved by the school district board of trustees and shall include all the following:

(i) the school district mission, vision, goals, and pedagogy;

(ii) preliminary details related to facility type, grades served, and maximum student enrollment;

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

(v) minimum total square footage required to comply with the quantitative method of compliance; and

(vi) innovative teaching or operational practices intended for implementation at the instructional facility that may lead to the use of the qualitative method of compliance.

Educational Specifications

(B) Schedule. An educational specification shall be created for each campus type. If the design and construction of a new campus or major renovation of an existing campus differs substantially from an educational specification that exists for the same campus type, a separate educational specification must be developed. Educational specifications shall be initiated upon the first proposed project of its type and must be completed prior to initiating the planning or programming phase of a project. Each educational specification must be updated after five years from the date of approval.

(C) Compliance. The requirement for educational specifications is met when a school district delivers the approved document to the architect.

*** (3) Exceptions. A school district is exempt from the requirements of this subsection:**

(A) if a school facility experiences catastrophic damage and the school district board of trustees approves a capital improvement project in accordance with TEC, §44.0312(c); or

(B) in a situation deemed urgent by action of the school district board of trustees that warrants immediate action because, if left unresolved, it would impair the conduct of classes.

Educational Specifications

(A) Elements.

(i) the school district **mission, vision,** goals, and pedagogy;

Educational Specifications

(A) Elements.

(i) the school district mission, vision, **goals,** and pedagogy;

DISTRICT GOALS

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

- Sub Goal 1: In Irving ISD, we will increase the percentage of third-grade students who score "Meets Grade Level" or above on STAAR Reading from 26.7% to 39% by June 2024.
- Sub Goal 2: In Irving ISD, we will increase the percentage of third-grade students who score "Meets Grade Level" or above on STAAR Math from 20.4% to 49% by June 2024.
- Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 65% by 2024.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving

Goal 3: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students

Educational Specifications

(A) Elements.

(i) the school district mission, vision, **goals**, and pedagogy;

REFLECTIVE COLLABORATIVE PRIORITIES (2022-2025)

1. **Replace outdated facilities and invest in critical campus renovations across the district**.
2. Focus on retention of staff and students by cultivating a positive teaching and learning environment.
3. Facilitate meaningful collaboration and planning between departments, administrators and educators.
4. Establish standard procedures to evaluate programs and processes throughout the district.
5. Commit to continuous improvement and communication across departments, administrators and educators.
6. Ensure high quality instruction by supporting educators in the use of curriculum, instruction and assessment.
7. Engage in meaningful conversations with stakeholders to inform organizational direction and district decision-making.

Educational Specifications

(A) Elements.

(i) the school district mission, vision, goals, and **pedagogy**;

In Irving ISD, our essential purpose is to educate all students at high levels through quality teaching and learning. We are committed to a curriculum that imparts the knowledge, concepts, skills, and processes necessary for students to be successful and competitive in society. All Irving ISD students have access to the district's curriculum that incorporates, expands and enhances the state's curriculum standards.

The curriculum for all grade levels is:

- informed by research and data
- developed with an awareness of future trends
- aligned to state standards
- equitable for all students
- designed to align instruction horizontally and vertically PreK-12
- regularly developed, revised, and improved
- conducive to teaching and learning with an emphasis on high expectations for student success

Educational Specifications

(A) Elements.

(i) the school district mission, vision, goals, and **pedagogy**;

The instruction for all grade levels has these characteristics:

- all students are supported and challenged in their learning
- strong and healthy student-teacher relationships that directly impacts learning and achievement
- teachers understand and address the different learning styles of their students
- parents and community value and support excellence in teaching

Educational Specifications

(A) Elements.

(i) the school district mission, vision, goals, and **pedagogy**;

The instruction for all grade levels has these characteristics:

- all students are supported and challenged in their learning
- strong and healthy student-teacher relationships that directly impacts learning and achievement
- teachers understand and address the different learning styles of their students
- parents and community value and support excellence in teaching

Educational Specifications

(A) Elements.

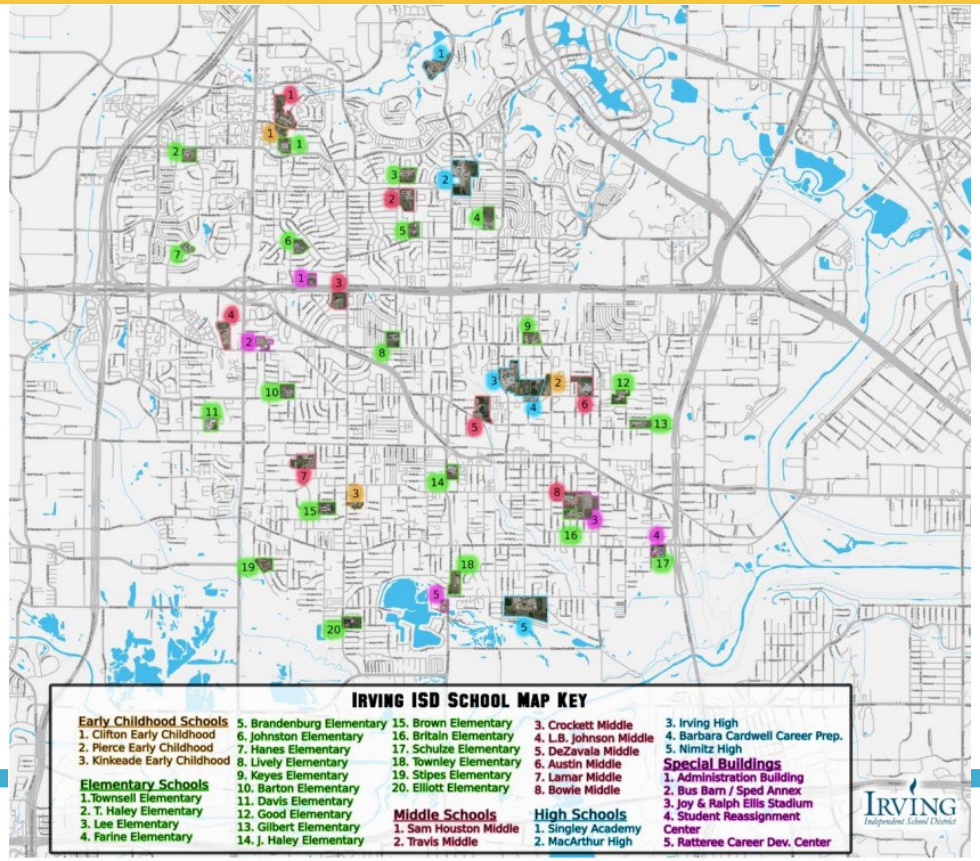
(ii) preliminary details related to facility type, grades served, and maximum student enrollment;

Early Childhood Centers (3) / Pre-K

Elementary Schools (20) / Pre-K - 5th

Middle Schools (8) / 6th - 8th

High Schools (5) / 9th – 12th



Educational Specifications

IRVING Independent School District

CampusName	Historical Enrollment by Year: 2013-14 to 2022-23 School Years											Enrollment Projections						Irving ISD Facility Assessment Capacity			Enrollment % of Functional Capacity					
	13_14	14_15	15_16	16_17	17_18	18_19	19_20	20_21	21_22	22_23	23_24	24_25	25_26	26_27	27_28	28_29	6 Year LTEP Avg Diff from 23-24	# of Classrooms	TEA Max Capacity	85% Functional Capacity	22_23	23_24	24_25	25_26	26_27	27_28	28_29
Clifton EC School	768	704	678	711	643	635	637	315	382	427	434	413	421	445	449	460	3	22	506	430	99.3%	100.9%	96.0%	98.0%	103.5%	104.4%	106.9%
Kinkeade EC School	719	654	620	640	565	570	555	234	290	325	326	327	349	372	376	385	36	22	506	430	75.6%	75.8%	76.0%	81.3%	86.5%	87.5%	89.4%
Pierce EC School	646	568	603	519	492	557	553	192	247	304	272	305	301	314	318	321	40	22	506	430	70.7%	63.3%	70.9%	70.0%	73.0%	73.8%	74.7%
Early Childhood Schools	**2,133**	**1,926**	**1,901**	**1,870**	**1,700**	**1,762**	**1,745**	**741**	**919**	**1,056**	**1,032**	**1,044**	**1,072**	**1,131**	**1,143**	**1,166**	**79**										
Barton Elementary	845	859	856	804	751	733	756	818	859	844	852	819	817	815	824	832	-31	49	909	773	109.2%	110.2%	106.0%	105.7%	105.4%	106.5%	107.6%
Brandenburg Elementary	924	918	848	816	850	814	840	842	887	920	927	898	896	895	904	913	-26	47	1031	876	105.0%	105.8%	102.5%	102.3%	102.2%	103.2%	104.3%
Britain Elementary	690	672	681	688	662	644	588	576	592	625	626	607	595	583	582	580	-37	58	1229	1045	59.8%	59.9%	58.1%	56.9%	55.8%	55.7%	55.5%
Brown Elementary	813	797	777	816	816	756	751	712	678	686	691	685	670	656	651	647	-29	50	1008	857	80.0%	80.6%	80.0%	78.2%	76.5%	76.0%	75.5%
Davis Elementary	878	880	858	857	867	826	747	827	800	809	801	771	761	751	752	753	-43	51	1012	860	94.1%	93.1%	89.7%	88.5%	87.3%	87.4%	87.5%
Elliott Elementary	704	716	711	697	647	604	577	547	556	521	512	502	479	456	444	431	-50	52	1081	919	56.7%	55.7%	54.6%	52.1%	49.6%	48.3%	46.9%
Farine Elementary	791	777	824	780	756	736	772	815	873	854	862	859	866	873	890	908	17	48	940	799	106.9%	107.9%	107.5%	108.4%	109.2%	111.4%	113.6%
Gilbert Elementary	829	811	773	755	715	716	658	725	706	724	712	676	663	650	648	645	-56	52	1132	962	75.3%	74.0%	70.2%	68.9%	67.6%	67.3%	67.1%
Good Elementary	902	864	837	785	745	720	708	719	724	704	714	662	641	619	609	598	-88	50	1106	940	74.9%	76.0%	70.4%	68.1%	65.9%	64.8%	63.7%
Hanes Elementary	746	743	728	688	641	644	629	659	638	692	699	649	638	628	628	628	-65	47	993	844	82.0%	82.8%	76.9%	75.6%	74.4%	74.4%	74.4%
John Haley Elementary	804	779	764	745	693	667	700	742	722	692	672	665	656	646	647	649	-19	52	1116	949	72.9%	70.8%	70.1%	69.1%	68.1%	68.2%	68.3%
Johnston Elementary	838	847	877	819	829	815	792	775	802	796	755	778	771	763	766	769	15	54	1137	966	82.4%	78.2%	80.6%	79.8%	79.0%	79.3%	79.7%
Keyes Elementary	838	790	776	734	698	634	663	705	665	688	678	630	613	597	591	585	-75	55	1152	979	70.3%	69.3%	64.3%	62.6%	60.9%	60.3%	59.7%
Lee Elementary	770	728	659	704	668	613	643	692	695	676	642	644	637	631	635	639	-5	49	1116	949	71.2%	67.7%	67.8%	67.1%	66.4%	66.9%	67.3%
Lively Elementary	901	891	881	868	810	747	763	767	759	780	752	724	707	690	683	676	-56	52	1120	952	81.9%	79.0%	76.1%	74.2%	72.4%	71.7%	71.0%
Schulze Elementary	827	738	718	667	669	607	638	638	647	642	618	593	576	560	554	548	-52	45	989	841	76.3%	73.5%	70.5%	68.5%	66.5%	65.8%	65.1%
Stipes Elementary	761	758	675	689	695	646	578	591	611	605	608	574	554	535	527	518	-66	48	1077	915	66.1%	66.4%	62.7%	60.6%	58.5%	57.6%	56.6%
Thomas Haley Elementary	793	863	851	859	851	755	746	803	821	798	771	782	776	771	776	782	6	47	983	836	95.5%	92.2%	93.5%	92.9%	92.2%	92.9%	93.5%
Townley Elementary	739	731	721	746	727	709	726	709	671	642	671	665	657	649	651	654	-16	51	1075	914	70.2%	73.4%	72.8%	71.9%	71.0%	71.3%	71.5%
Townsell Elementary	879	898	896	809	795	797	804	834	830	828	824	800	793	785	789	792	-32	49	1093	929	89.1%	88.7%	86.1%	85.3%	84.5%	84.9%	85.3%
Elementary Schools	**16,272**	**16,060**	**15,711**	**15,326**	**14,885**	**14,183**	**14,079**	**14,496**	**14,536**	**14,526**	**14,387**	**13,983**	**13,768**	**13,552**	**13,550**	**13,548**	**-707**										
Austin Middle School	950	994	1,042	1,011	992	983	990	966	911	843	774	781	801	791	780	769	10	54	1312	1115	75.6%	69.4%	70.1%	71.9%	70.9%	69.9%	69.0%
Bowie Middle School	982	962	965	994	970	925	911	854	821	816	792	755	746	727	708	689	-67	57	1265	1075	75.9%	73.7%	70.2%	69.4%	67.6%	65.9%	64.1%
Crockett Middle School	795	911	945	925	909	953	1,014	951	940	901	828	785	805	815	812	820	-21	56	1227	1043	86.4%	79.4%	75.2%	77.1%	78.1%	77.8%	78.6%
De Zavala Middle School	800	860	838	912	861	928	979	980	883	861	845	809	830	831	841	850	-13	45	985	837	102.9%	101.0%	96.7%	99.1%	99.3%	100.4%	101.6%
Houston Middle School	930	925	906	918	872	935	958	966	928	813	758	783	790	787	784	781	27	55	1391	1182	68.8%	64.1%	66.2%	66.9%	66.6%	66.4%	66.1%
Johnson Middle School	1,010	1,002	1,014	1,010	1,014	963	1,000	987	926	849	807	780	779	766	754	742	-43	53	1199	1019	83.3%	79.2%	76.6%	76.4%	75.2%	74.0%	72.8%
Lamar Middle School	808	809	829	856	839	838	809	812	723	666	654	647	647	635	624	612	-21	50	1142	971	68.6%	67.4%	66.7%	66.6%	65.4%	64.2%	63.0%
Travis Middle School	1,012	997	981	989	994	987	1,034	1,015	991	975	935	890	900	899	899	899	-38	60	1340	1139	85.6%	82.1%	78.1%	79.0%	79.0%	78.9%	78.9%
Middle Schools	**7,287**	**7,460**	**7,520**	**7,615**	**7,451**	**7,512**	**7,695**	**7,531**	**7,123**	**6,724**	**6,393**	**6,230**	**6,297**	**6,252**	**6,201**	**6,162**	**-164**										
Cardwell Career Prep Ct	376	397	354	331	354	340	313	231	249	313	246	252	238	224	210	196	-22	30	607	516	60.7%	47.7%	48.8%	46.1%	43.4%	40.7%	38.0%
Irving High School	2,373	2,429	2,396	2,498	2,571	2,646	2,737	2,734	2,746	2,428	2,546	2,660	2,692	2,708	2,733	2,758	164	117	2750	2338	103.8%	108.9%	113.8%	115.2%	115.8%	116.9%	118.0%
JJAEP	8	24	8	6	4	6	18	18	12	10	12	11	11	11	11	11	-1										
MacArthur High School	2,718	2,759	2,793	2,813	2,793	2,770	2,717	2,771	2,735	2,524	2,570	2,564	2,551	2,538	2,524	2,511	-32	130	2936	2496	101.1%	103.0%	102.7%	102.2%	101.7%	101.1%	100.6%
Nimitz High School	2,428	2,409	2,463	2,505	2,480	2,533	2,523	2,543	2,481	2,381	2,391	2,512	2,574	2,572	2,571	2,570	169	108	2336	1986	119.9%	120.4%	126.5%	129.6%	129.5%	129.5%	129.4%
Singley Academy	1,679	1,726	1,783	1,828	1,733	1,712	1,686	1,669	1,639	1,554	1,626	1,625	1,596	1,600	1,582	1,585	-29	68	1600	1360	114.3%	119.6%	119.5%	117.4%	117.6%	116.3%	116.5%
High Schools	**9,582**	**9,744**	**9,797**	**9,981**	**9,935**	**10,007**	**9,994**	**9,966**	**9,862**	**9,210**	**9,391**	**9,623**	**9,662**	**9,652**	**9,630**	**9,630**	**248**										
Grand Total	**35,274**	**35,190**	**34,929**	**34,792**	**33,971**	**33,464**	**33,513**	**32,734**	**32,440**	**31,516**	**31,203**	**30,880**	**30,799**	**30,587**	**30,524**	**30,506**	**-544**										
Year to Year Difference	EC	-207	-25	-31	-170	62	-17	-1,004	178	137	-24	12	28	59	12	23	-967										
	ES	-212	-349	-385	-441	-702	-104	417	40	-10	-139	-404	-215	-215	-2	-2	-2,724										
	MS	173	60	95	-164	61	183	-164	-408	-399	-331	-163	67	-45	-51	-39	-1,125										
	HS	162	53	184	-46	72	-13	-28	-104	-652	181	232	39	-10	-22	0	48										
	Total	-84	-261	-137	-821	-507	49	-779	-294	-924	-313	-323	-82	-212	-62	-19	-4,768										

** Cells are Highlighted in Red if Enrollment Threshold: Greater than or equal to 85%; Yellow 51% - 84%; Green less than 50%*

Department of Performance Outcomes & Data
Updated 9-12-2023

Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

A. Each school district or public junior college district shall adopt and implement a multi-hazard emergency operations plan for use in the district's facilities. The plan must address prevention, mitigation, preparedness, response, and recovery as defined by the Texas School Safety Center in conjunction with the governor's office of homeland security and the commissioner of education or commissioner of higher education, as applicable. The plan must provide for:

1. training in responding to an emergency for district employees, including substitute teachers;
2. measures to ensure district employees, including substitute teachers, have classroom access to a telephone, including a cellular telephone, or another electronic communication device allowing for immediate contact with district emergency services or emergency services agencies, law enforcement agencies, health departments, and fire departments;
3. measures to ensure district communications technology and infrastructure are adequate to allow for communication during an emergency;
4. if the plan applies to a school district, mandatory school drills and exercises, including drills required under Section 37.114 (Emergency Evacuations; Mandatory School Drills), to prepare district students and employees for responding to an emergency;

Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

5. measures to ensure coordination with the Department of State Health Services and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency; and

6. the implementation of a safety and security audit as required by Subsection (b).

B. At least once every three years, each school district or public junior college district shall conduct a safety and security audit of the district's facilities. To the extent possible, a district shall follow safety and security audit procedures developed by the Texas School Safety Center or a person included in the registry established by the Texas School Safety Center under Section 37.2091 (Registry of Persons Providing School Safety or Security Consulting Services).

b-1. In a school district's safety and security audit required under Subsection (b), the district must certify that the district used the funds provided to the district through the school safety allotment under Section 42.168 (School Safety Allotment) only for the purposes provided by that section.

Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

C. A school district or public junior college district shall report the results of the safety and security audit conducted under Subsection (b) to the district's board of trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center. The report provided to the Texas School Safety Center under this subsection must be signed by:

1. for a school district, the district's board of trustees and superintendent; or
2. for a public junior college district, the president of the junior college district.

(c-1) Except as provided by Subsection (c-2), any document or information collected, developed, or produced during a safety and security audit conducted under Subsection (b) is not subject to disclosure under Chapter 552 (Public Information), Government Code.

(c-2) A document relating to a school district's or public junior college district's multi-hazard emergency operations plan is subject to disclosure if the document enables a person to:

1. verify that the district has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement agencies, health departments, and fire departments;

Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

2. verify that the district's plan was reviewed within the last 12 months and determine the specific review dates;

3. verify that the plan addresses the four phases of emergency management under Subsection (a);

4. verify that district employees have been trained to respond to an emergency and determine the types of training, the number of employees trained, and the person conducting the training;

5. verify that each campus in the district has conducted mandatory emergency drills and exercises in accordance with the plan and determine the frequency of the drills;

6. if the district is a school district, verify that the district has established a plan for responding to a train derailment if required under Subsection (d);

7. verify that the district has completed a safety and security audit under Subsection (b) and determine the date the audit was conducted, the person conducting the audit, and the date the district presented the results of the audit to the district's board of trustees;

8. verify that the district has addressed any recommendations by the district's board of trustees for improvement of the plan and determine the district's progress within the last 12 months; and

Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

9. if the district is a school district, verify that the district has established a visitor policy and identify the provisions governing access to a district building or other district property.

D. A school district shall include in its multi-hazard emergency operations plan a policy for responding to a train derailment near a district school. A school district is only required to adopt the policy described by this subsection if a district school is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.

E. A school district shall include in its multi-hazard emergency operations plan a policy for school district property selected for use as a polling place under Section 43.031 (Polling Place in Public Building), Election Code. In developing the policy under this subsection, the board of trustees may consult with the local law enforcement agency with jurisdiction over the school district property selected as a polling place regarding reasonable security accommodations that may be made to the property. This subsection may not be interpreted to require the board of trustees to obtain or contract for the presence of law enforcement or security personnel for the purpose of securing a polling place located on school district property.

Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

Failure to comply with this subsection does not affect the requirement of the board of trustees to make a school facility available for use as a polling place under Section 43.031 (Polling Place in Public Building), Election Code.

F. A school district shall include in its multi-hazard emergency operations plan:

1. a chain of command that designates the individual responsible for making final decisions during a disaster or emergency situation and identifies other individuals responsible for making those decisions if the designated person is unavailable;

2. provisions that address physical and psychological safety for responding to a natural disaster, active shooter, and any other dangerous scenario identified for purposes of this section by the agency or the Texas School Safety Center;

3. provisions for ensuring the safety of students in portable buildings;

4. provisions for ensuring that students and district personnel with disabilities are provided equal access to safety during a disaster or emergency situation;

5. provisions for providing immediate notification to parents, guardians, and other persons standing in parental relation in circumstances involving a significant threat to the health or safety of students, including identification of the individual with responsibility for overseeing the notification;

Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

6. provisions for supporting the psychological safety of students, district personnel, and the community during the response and recovery phase following a disaster or emergency situation that:

(a) are aligned with best practice-based programs and research-based practices recommended under Section 161.325 (Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention), Health and Safety Code;

(b) include strategies for ensuring any required professional development training for suicide prevention and grief-informed and trauma-informed care is provided to appropriate school personnel;

(c) include training on integrating psychological safety and suicide prevention strategies into the district's plan, such as psychological first aid for schools training, from an approved list of recommended training established by the commissioner and Texas School Safety Center for:

(i) members of the district's school safety and security committee under Section 37.109 (School Safety and Security Committee);

(ii) district school counselors and mental health professionals; and

(iii) educators and other district personnel as determined by the district;

Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

(d) include strategies and procedures for integrating and supporting physical and psychological safety that align with the provisions described by Subdivision (2); and

(e)implement trauma-informed policies;

(i) a policy for providing a substitute teacher access to school campus buildings and materials necessary for the substitute teacher to carry out the duties of a district employee during an emergency or a mandatory emergency drill; and

(ii) the name of each individual on the district's school safety and security committee established under Section 37.109 (School Safety and Security Committee) and the date of each committee meeting during the preceding year.

(g) A school district shall include in its multi-hazard emergency operations plan a policy for responding to an active shooter emergency. The school district may use any available community resources in developing the policy described by this subsection.

See IISD Security Emergency Operations Basic Plan

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

The concept of **'Environment as a Third Teacher'** will play a foundational role in IISD's design philosophy. Natural light, order, and aesthetics are key elements used to create beautiful environments to inspire children. IISD schools will incorporate flexible spaces that allow for collaborative, interdisciplinary, and project-driven learning. Flexible spaces will allow for easier modifications as teaching styles evolve.

- Open and inviting classrooms and common spaces that are carefully integrated with one another, as well as with the outside community.
- Use of natural furnishings and tasteful usages of color that engage students and encourage real-life interactions
- Presentation of classroom materials and resources in a way that draws attention and curiosity without feeling institutional.
- Display of project work, both completed and in-progress, is interwoven throughout the classrooms, to spark new creative ideas and engage students.
- Design and layout of workspaces that facilitate small and large group activities or independent work.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING CAPACITY

Capacity is the number of students that can be accommodated in a building for instruction in a maximally efficient manner. Capacity numbers are affected by a series of variables including room use, planning factors, building infrastructure, class size and building codes. Planning factors are used to determine a ratio for teaching staff to students. Irving ISD determines capacity based on state standards in combination with desired utilization to allow for flexibility.

BUILDING ELEMENTS

Energy & Sustainability

Irving ISD is committed to become “an energy efficient and sustainable school district.” It is the District’s desire to reduce the impact of the environment by reducing costs, conserving energy and encouraging and continuing sustainable practices. Energy Conservation Guidelines as provided by Irving ISD’s Energy Management Department should be followed in compliance of Senate Bill 12 and the Texas Energy Conservation Office.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING ELEMENTS (cont…)

<u>Heating, Venting, and Air Conditioning (HVAC)</u>

• HVAC systems should be compliant with applicable Energy Conservation Guidelines listed and TxCHPS.

• Humidity control and low-noise HVAC should be provided in the following spaces:

— Library/Media Center

— Instructional Materials Storage

— Performance Areas (stage, music rooms)

• Provide dedicated HVAC for the following rooms:

— MDF & IDF

— Dry Food Storage

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING ELEMENTS (cont…)

<u>Heating, Venting, and Air Conditioning (HVAC)</u>

• Ensure adequate HVAC is provided where copiers, ice machines, refrigerators, vending machines and/or multiple computers are present.

• Office spaces (Administration, Counseling, etc.) should have zoned air with option to over-ride if space is occupied after-hours.

• Separate zones should also be provided for the following areas:

— Cafeteria/Student dining and all associated spaces

— Kitchen/Food Prep and all associated spaces

• Exhaust fans should be provided at all restrooms.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING ELEMENTS (cont…)

<u>Heating, Venting, and Air Conditioning (HVAC)</u>

• Proper ventilation should be provided at the following spaces:

— Observation Rooms

— Laundry Rooms

— Kitchen/Cooking Spaces

— Workrooms (as necessary)

— Kiln (Fume ventilation built-in) (if applicable)

— Custodial Closets/Chemical Storage Rooms

— Flammable Storage Rooms

• A Food Services Design Professional shall be consulted in design of mechanical systems for walk-in coolers and freezers.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING ELEMENTS (cont…)

Electrical

Power

• All electrical systems shall be in compliance with the code

• All rooms/offices should have a minimum of two duplex electrical outlet per wall, unless otherwise directed. In larger spaces additional outlets should be provided as necessary, with no less than one duplex outlet every 8’.

• Classroom Requirements:

— Minimum of two duplex electrical outlets per wall (with safety covers at PreK/K & 1st grades).

— Minimum of one quad electrical outlet with two data ports located at 36” AFF at the Teacher’s desk and student computer charging carts.

— One quad electrical outlet with data at 18” AFF at Teaching Wall.

— No floor outlets.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING ELEMENTS (cont…)

Electrical

Power

• Other rooms that require one quad electrical outlet with two data ports at eight (8) wall locations (in addition to duplex outlets) are as follows:

— Library/Media Center

— Workrooms

• Gymnasium:

— One duplex outlet every 8’, with a minimum of two per wall.

— Minimum of one quad electrical outlet with two data ports on each wall

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING ELEMENTS (cont…)

Electrical

Power

• Provide retractable overhead power reels at Makerspace.

• Outlets to include both 110v power and USB.

• Each Classroom should have one 240v power outlet.

• Multiple charging stations should be provided at library, dining, collaboration spaces, and corridors. Provide charging lockers in collaboration spaces.

• Provide dedicated outlets above countertops at teachers' lounge and workroom, and in areas where multiple appliances/machines will be used simultaneously.

• Provide adequate power and data for all copiers based on manufacturers recommendations.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING ELEMENTS (cont…)

Electrical

Lighting

• All typical classrooms to have a minimum of nine (9) fixtures with a minimum foot candle level of 50 at student desks.

• Fixtures to be parallel to writing surfaces.

• Provide dual switching in all learning environments.

• No skylights.

Plumbing

• Provide drinking fountains with bottle filling capabilities near all student/group restrooms, gymnasia, cafeteria and student dining areas. Drinking fountains will also be provided within PreK/K and 1st grade classrooms or within close proximity which allows direct supervision from the classroom.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

BUILDING ELEMENTS (cont…)

Plumbing

• Provide tempered and cold-water connections for sinks in classrooms.

• Access doors to all plumbing chases should be provided (7’-0” tall).

• Hose bibs in all restrooms for cleaning; use tempered water line.

• Floor drain in all restrooms.

SITE PLANNING / PARKING

• Design for optimal site utilization should be considered.

• Use best practices within Texas Energy Codes and other relevant codes in consideration of solar orientation of campus.

• All sidewalks to be in full compliance with ADA/TAS.

• Wheelchair ramps should be provided at bus and parent drop-off/pick-up.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SITE PLANNING / PARKING

• Master Plan for future expansion to include parking, portable classrooms, playground locations, and pedestrian paths.

• Site lighting should be abundant for security purposes; especially near front and rear entrances, as well as parking. Provide abundant lighting at kitchen service entry.

• Appropriate site fencing should not exceed 6’ tall.

• Proper drainage should be planned to ensure no water stands on site except at detention/retention ponds as necessary.

• Main entry to campus shall be easily identifiable, and immediately accessible off parent drop off area.

• Provide a secured vestibule at entrance/front of school.

• All paving should be concrete - no asphalt.

• Parking, queuing spaces need to be planned according to a campus Traffic Study and Parking analysis.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SERVICE COURT / DELIVERY AREA

• Delivery and service areas shall be located to provide vehicular access that is separate from parent/bus drop off areas and does not jeopardize the safety of students and staff.

• Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground, fi eld areas, or drop-off areas.

• Trash pickup is fenced or otherwise isolated and away from foot traffic areas and should be properly screened from street view or play areas.

• Consider turning radius of trucks during design.

• Concrete pads to be provided for dumpsters and recycling bins

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

OUTDOOR FACILITIES

• Supervision of playgrounds should not be obstructed by buildings or objects that impair observation and supervision.

• Provide fenced-in playground areas. Playground structures should include grade and size appropriate activities.

• Concrete paved play areas with basketball goals and other markings to be provided as applicable to campus programming

LANDSCAPING

• Consider using low maintenance, natural/native plants to meet sustainable design principles, including city of Irving initiatives.

• When planning site plantings, take into consideration the opportunity for outdoor learning spaces.

• Where possible, allow for school gardens and interactive learning areas

• Provide appropriate irrigation for front of school and school play fields/areas.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

GENERAL NOTES

• Building placement shall consider compatibility of the various functions on campus and provide ideal patterns of pedestrian flow around and within buildings. Site layout shall enhance security of staff and students.

• Take into considerations surrounding neighborhood when planning for safety and security for students, school property and after-hours event usage of site.

• Provide flagpoles for US and Texas flags. Provide lighting for flagpole.

• Provide a monument sign or electronic marquis in front of school as applicable for campus programming

• Ensure restrooms are conveniently located, require minimum supervision, and to the extent possible, are easily accessible from playgrounds, classrooms and other common spaces.

• Student entry points into classrooms from the playground shall be carefully planned to enhance supervision.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SAFETY & SECURITY

Student and staff safety in our schools is of paramount importance. With increased media attention and recent security events, school districts and the general public have been made aware of the vulnerability that confronts the typical public-school facility. Safety and security must therefore be an important consideration of these educational specifications. The design and renovation of Irving ISD facilities shall comply with the following CPTED (Crime Prevention Through Environmental Design) principles where applicable:

• **Territoriality**: People protect territory that they feel is their own and have a certain respect for the territory of others. Fences, pavement treatments, art, signs, good maintenance, and landscaping are some physical ways to express ownership. Identifying intruders is much easier in a well-defined space.

• **Access Control**: Properly located entrances, exits, fencing, landscaping, and lighting can direct both foot and automobile traffic in ways that discourage crime. Access control can be as simple as a neighbor on the front port or a front office. Other strategies include closing streets to through traffic or introducing neighborhood-based parking stickers."

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SAFETY & SECURITY (cont...)

• **Natural Surveillance**: Criminals don't want to be seen. Placing physical features, activities, and people in ways that maximize the ability to see what's going on discourages crime. Barriers, such as bushes, sheds, or shadows, make it difficult to observe activity. Landscaping and lighting can be planned to promote natural surveillance from inside a home or building and from the outside by neighbors or people passing by. Maximizing the natural surveillance capability of such "gatekeepers" as parking lot attendants [or security personnel] is also important.

• **Activity Support**: Encouraging legitimate activity. In public spaces helps discourage crime. A basketball court in a public park or community center will provide recreation for youth, while making strangers more obvious and increasing active natural surveillance and the feeling of ownership. Any activity that gets people out and working together – a clean-up day, a block party, a Neighborhood Watch group, a civic meeting –helps prevent crime.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SAFETY & SECURITY (cont...)

• A security system that provides perimeter controls, intrusion detection and surveillance should be considered.

• Irving ISD School Safety and Security Department shall be engaged early in the design process, and periodically throughout to ensure proper safety and security standards are met.

• All security systems must comply with and work in conjunction with district-wide monitoring and control systems and centers.

• See **Safety and Security Standards slide** for all other design considerations

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

ADMINISTRATION SUITE

After entering through a secured vestibule, students, parents and visitors will be further screened and greeted in the Administration reception area. The administrative offices and guidance services will be in this centralized area at the main entrance to the school along with the health clinic for campus.

Administration/Guidance

• Clear glass at reception area should be provided for open sight lines.

• Principal's office should have direct access to Conference Room and Secretary Office.

• Faculty breakrooms should be in proximity to restrooms. For two-story schools, a second breakroom should be provided on 2nd floor.

• A parent/volunteer space should be provided for parent groups/PTA to work and meet. This should be located near front entry.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

ADMINISTRATION SUITE

Functions:

• Reception/waiting area also serves as staff work area; provide transaction counter for parent/student sign-in/sign-out.

• Offices for Principal, Assistant Principal, Secretary, etc. shall be used for administrative duties as well as meetings with staff, students and/or parents.

• Conference Rooms shall be provided for staff/department meetings as well as larger Admission, Review and Dismissal (ARD) meetings with students/parents.

• Workroom space for staff should include a copier, counters, workspace as well as mailboxes.

• Breakroom space for teacher/faculty to complete tasks, eat a meal and/or visit with other staff.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

ADMINISTRATION SUITE

Health Clinic

• Clinic should be accessible from main corridor for easy access by students/parents. Location should allow observation from administration office when school nurse is not in clinic.

• Exam space should have sound proofing provided for audio testing.

• Lights should be switched to allow for cots to be darkened while treatment areas are bright.

Functions:

• Clinic should have a waiting area to serve as reception space adjacent to exam/treatment spaces. Locate close to main reception.

• Nurse office should be large enough to accommodate 3-4 people for student/parent meetings.

• Treatment area/cots for students who are ill shall have cubicle curtains and each cot area to have electrical outlets.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

MDF/IDF ROOMS

• Confirm with Irving ISD Technology Design Guidelines for wiring specifications, services, and requirements for these spaces.

• Cooling, heating and humidity control for these rooms shall be independently controlled, and provide service 24-hours a day, 365-days a year.

• These rooms will be located where appropriate within in the campus (not in Administration).

Functions

• The MDF room shall serve as the Main Distribution Frame room for the entire campus.

• The IDF rooms will be intermediate distribution frame rooms for the campus and should be distributed through the campus to comply with cabling distance requirements.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

CORE ACADEMICS CLASSROOMS

Irving ISD's schools will be a safe and inviting environment for children. Schools will be designed with classrooms that support students learning independently and in group settings. All classrooms should be designed in a way to help support students and their educational success at every level from Pre-K to High School with an intent of the flexibility and multi-purpose usage. Classrooms will need to be designed to be adaptable and specialty classrooms that adhere to the standards of space instructional facilities slide.

SPECIAL EDUCATION

Special Education facilities shall provide students who require specialized learning and/or additional medical assistance providing the opportunity to be an integral part of the education environment.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

SPECIAL EDUCATION

• All spaces within Special Education are to meet ADA/TAS standards for wheelchair accessibility.

• Consult with Irving ISD and Special Education Department when determining which classroom types are to be included within facility to fit the local education plan.

• Provide specialized play equipment for students; all features associated with outdoor play area must met ADA/TAS accessibility standards. Play area should be fenced (as applicable)

• Special Education should be located in proximity to Administration with easy access to the Health Clinic.

• Adjustable height tables should be provided in classrooms.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

SPECIAL EDUCATION

• Space needs to be able to accommodate adaptive equipment such as hospital bed, wheelchair and/or lift.

• Provide cameras as required by Texas Education Code Section 29.022.

• Consider tile in instructional spaces/areas.

Function:

Specialized Classrooms:

• Learning space for students with behavior concerns, individual learning requirements, and/or specialized medical care.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

LIBRARY / MEDIA CENTER

The Library/Media Center will be a space for teaching, learning, and a technology hub for the campus. Libraries and their purpose are evolving from a center of books to a combination of reading lounge and technology information distribution center.

• Circulation desk should allow for observation of the library by the librarian and/or staff and be large enough to accommodate two computers/ workstations.

• Stack areas should be aligned for easy supervision.

• Audio/visual equipment is used commonly in these areas, therefore the ability to control overhead lighting and block out lights from windows should be provided.

• Plenty of wireless access points should be provided to ensure coverage in the library.

Educational Specifications

Irving ISD New Library Design Considerations

A school district shall consider the School Library Standards and Guidelines as adopted under Texas Education Code, §33.021, when developing, implementing, or expanding library services.

Libraries for campuses with a planned student capacity of 100 or less shall be a minimum of 1,400 square feet.

Libraries for campuses with a planned student capacity of 101 to 500 shall be a minimum of 1,400 square feet plus an additional 4.0 square feet for each student in excess of 100.

Libraries for campuses with a planned student capacity of 501 to 2,000 shall be a minimum of 3,000 square feet plus an additional 3.0 square feet for each student in excess of 500.

Libraries for campuses with a planned student capacity of 2,001 or more shall be a minimum of 7,500 square feet plus an additional 2.0 square feet for each student in excess of 2,000.

A school district that plans to locate more than 12 student computers in the library shall add 25 square feet of space for each additional computer anticipated.

Educational Specifications

5.2.0 The school library program features a facility that meets the needs of individual students, small groups, and classes as defined by the Texas Administrative Code (TAC) regarding **Library Facilities**				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
5.2.1 90% of the library facility meets TAC state and federal guidelines for: • Simultaneous access • Space for individual students, small groups and/or classes • A flexible, inclusive, safe, and aesthetically appealing environment for learning ***Please see Appendix Dimension 7.17.2 for specific square footage by student enrollment**	**80% of the library facility meets TAC state and federal guidelines for:** • Simultaneous access • Space for individual students, small groups and/or classes • A flexible, inclusive, safe, and aesthetically appealing environment for learning	**70% of the library facility meets TAC state and federal guidelines for:** • Simultaneous access • Space for individual students, small groups and/or classes • A flexible, inclusive, safe, and aesthetically appealing environment for learning	**60% of the library facility meets TAC state and federal guidelines for:** • Simultaneous access • Space for individual students, small groups and/or classes • A flexible, inclusive, safe, and aesthetically appealing environment for learning	**50% of the library facility meets TAC state and federal guidelines for:** • Simultaneous access • Space for individual students, small groups and/or classes • A flexible, inclusive, safe, and aesthetically appealing environment for learning

Educational Specifications

Irving ISD New Library Design Considerations

The space allotments within the library shall be based on a formula of:

30% for the reading/instructional area and reference/independent study area;

45% for the stack area, circulation desk/area, and computer/online reference areas;

25% for the necessary ancillary areas.

Windows shall be placed so that adequate wall and floor space remains to accommodate the shelving necessary for the library collection size established by the School Library Standards and Guidelines.

Collection Size - Minimum recommendations (Libraries Count, AASL, 2012)

7.7.0 Elementary Minimum — Collection Size of Print and Digital Resources				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
7.7.1 15,000 print or 18 books per student whichever is greater	**13,000 print or 16 books per student whichever is greater**	**11,000 print or 14 books per student whichever is greater**	**9,000 print or 12 books per student whichever is greater**	**Less than 7,000 books or fewer than 12 books per student whichever is greater.**
7.7.2 2,600 digital or 80% print/20% digital ratio	**Fewer than 20% digital materials**	**Fewer than 15% digital materials**	**Fewer than 10% digital materials**	**No digital resources**

7.8.0 Secondary Minimum — Collection Size of Print and Digital Resources				
Distinguished	**Accomplished**	**Proficient**	**Developing**	**Improvement Needed**
7.8.1 13,000 print or 16 books per student whichever is greater.	**12,000 print or 14 books per student whichever is greater.**	**10,000 print or 12 books per student whichever is greater.**	**8,000 print or 10 books per student whichever is greater.**	**Less than 8,000 books or fewer than 10 books per student whichever is greater.**
7.8.2. 3,600 digital or 60% print/40% digital ratio	**Fewer than 30% digital materials**	**Fewer than 20% digital materials**	**Fewer than 10% digital materials**	**No digital resources**

Educational Specifications

Irving ISD New Library Design Considerations

A future-ready library space includes a focus on flexibility, collaboration, and is teaching and user-centric. Key elements keep the space flexible with the potential to last a couple of decades:

Flexibility and adaptability to accommodate evolving needs and changing technologies. Use modular furniture, movable shelves, and flexible spaces that can be easily reconfigured to accommodate different activities and user preferences.

Multiple self-check kiosks vs. large, outdated circulation desk. Future-ready school librarians are out in the space serving students.

Portable teaching stations, whiteboards, smart boards, and other teaching supports.

Plan to house collection based on state standards (above).

Low, movable shelving to accommodate current and future collection needs. Include options for some forward-facing bookcases to support dynamic shelving.

Space design can adapt to not-yet-imagined emerging technologies that integrate seamlessly into the library space. Provide numerous power outlets, charging stations (technology bar), and reliable Wi-Fi connectivity throughout the library. Incorporate smart features like smart boards to support instruction, interactive displays that can be used for instruction and collaboration, digital signage that can be easily changed, and self-checkout systems.

Educational Specifications

Irving ISD New Library Design Considerations

Collaborative spaces to support group work and interactive learning. Incorporate comfortable, modular seating, writable surfaces, and multimedia capabilities to support collaborative projects. If budget and space allow, consider incorporating group study rooms, project spaces, and multimedia production areas (support morning broadcasts, STEM labs, etc.)

Maker spaces and innovation zones: Dedicate areas within the library for maker spaces and innovation zones, where users can engage in hands-on learning, experimentation, and creation. Equip these spaces with tools such as 3D printers, robotics kits, coding stations, and virtual reality/augmented reality equipment.

Digital resources and access: digital resources, including e-books, online databases

Ensure that users can access these resources from anywhere within the library using their own or library-provided devices.

Comfortable reading areas: Create comfortable areas catering to diverse reading preferences. A mix of soft seating options, reading nooks, comfortable chairs, and ergonomic workstations.

Multi-functional spaces that can serve multiple purposes. Ex: quiet reading area could be transformed into a venue for author visits or workshops. Movable walls, flexible furniture, and adjustable lighting.

Library space should be accessible to all users with features such as ramps, elevators, and adjustable-height furniture.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

PHYSICAL EDUCATION

Physical education programs shall include indoor and outdoor facilities. These areas are utilized after hours for community use therefore access from the outside should be considered.

Gymnasium: Fitness/exercise activities such as games, sports, tumbling and/or other motor skills activities. Athletic competitions will also take place in the gym.

PE Equipment Storage: Storage of PE equipment and materials.

Restrooms: Restroom facilities with access from gymnasium.

Office: PE Teacher/Coach administrative duties and athletic/ PE activities coordination.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

VISUAL ARTS

Visual Arts provide students with the opportunity to express creative qualities and learn to enhance their artistic abilities through hands on learning and creating.

- Art rooms should be located on the 1st floor when possible.
- Art rooms should be conveniently located near outdoor space/courtyard.
- Floor should be sealed concrete.
- All cabinets in Art Classroom should be lockable.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

PERFORMING ARTS

Music Classrooms will be provided to allow students to explore all aspects of music.

• Music classroom shall be located near or adjacent to platform/stage.

• Consider doors that open into wings of stage from classroom. Doors should have acoustical seals.

• Student restrooms and drinking fountains should be located within proximity to music.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

FOOD SERVICE & STUDENT DINING

Student dining area should be an inviting and warm environment with easy access from main corridor.

• All components of the Food and Child Nutrition Services (FCNS) program shall comply with requirements set for by the Authorities having jurisdiction, Environmental and Health Services Food Protection and Education Department codes and regulations. All Food Service area designs should be coordinated with a Food Service Design consultant and reviewed with Irving ISD Food and Child Nutrition Departments during design process.

• Food service, dining spaces and restrooms are to have separate secure access to accommodate after-hours usage and access by personnel outside

of regular school hours as well as separate HVAC system for year-round temperature and humidity control.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

MAINTENANCE & CUSTODIAL

Maintenance department and custodial includes the upkeep of the campus as well as cleaning.

• Loading dock to be shared with Food Services.

• Provide rain cover/over-hang at dock for protection.

Receiving & Storage

• Receiving of all supplies/materials and equipment.

• Storage of supplies, etc.

Facility Supervisor Office:

• Administrative workspace/area.

Educational Specifications

(A) Elements.

(iv) a written statement that includes:

(I) inclusive design goals and considerations supported by the school district; and

(II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

MAINTENANCE & CUSTODIAL

Locker Room/Restroom:

• Storage of personal belongings.

• Toilet room for custodial staff.

Lawn & Flammable Storage:

• Outdoor storage for flammable liquids and lawn equipment.

Custodial Storage/Closets:

• Storage of custodial supplies and equipment.

• Closets with cleaning equipment and supplies; include mop sink

Educational Specifications

(A) Elements.

(v) minimum total square footage required to comply with the quantitative method of compliance

See Standards for Space for Instructional Facilities Slide

Educational Specifications

(A) Elements.

(vi) innovative teaching or operational practices intended for implementation at the instructional facility that may lead to the use of the qualitative method of compliance.

Innovative Teaching Strategies for Improved Student Engagement

Flip the Classroom

In a flipped classroom students review lecture material at home and work on projects and assignments in the classroom. Students in the flipped classroom complete coursework typically sent home as homework in class. The flipped classroom provides a great space for peer-to-peer collaboration. Students can engage one another to complete group projects, debates, and practice. Teachers are not the center of the flipped classroom. Instead, teachers are more flexible, addressing personalized help and direction for students and student groups as they complete their work.

Project-Based Learning (PBL)

Project-based learning is an effective method that helps students drive their own learning journey. In a PBL exercise, students identify a real-world problem then develop a solution. Project-based learning relies on developing key skill sets such as research, critical thinking, problem-solving, and collaboration. Project-based learning is an active method of learning where students gain mastery through the application of their knowledge rather than rote memorization. Like the flipped classroom, the teacher's role becomes that of a guide and the students take ownership of their learning.

Educational Specifications

(A) Elements.

(vi) innovative teaching or operational practices intended for implementation at the instructional facility that may lead to the use of the qualitative method of compliance.

Innovative Teaching Strategies for Improved Student Engagement

Inquiry-Based Learning

Inquiry-based learning develops thinking and problem-solving skills. Instead of driving the class through a lecture-style format, the teacher poses questions, scenarios, and problems. Students then research these topics individually or in groups to formulate their answers. They can then present their findings and supporting evidence to the class along with the other students. Students are then able to further develop their answers by listening to what other students have found as well as identifying areas that require more attention and detail.

Ask Open-Ended Questions

If students rely too heavily on textbook answers, they may develop a tendency to think there are only right and wrong answers. However, most questions don't have right or wrong answers. To develop 21st century skills, students need to exercise conversational skills and empathy in order to develop the ability to communicate and collaborate. By asking open-ended questions, teachers encourage vibrant in-class conversations. Students can piece together different information learned or experienced in their life to stitch together cohesive points. This can encourage students to not only find their voice but express themselves as well.

Educational Specifications

(A) Elements.

(vi) innovative teaching or operational practices intended for implementation at the instructional facility that may lead to the use of the qualitative method of compliance.

Innovative Teaching Strategies for Improved Student Engagement

Peer Teaching

Students exhibit mastery when they explain or teach others. In peer teaching, students choose an area of interest within the scope of the subject being taught. They can independently research the topic and create a presentation on it. Students then present to the class to teach their peers about their topic. With peer teaching, students learn skills such as independent study, presentation skills, and confidence.

Active Learning

Active learning methods encourage students to discuss, contribute, participate, investigate, and create. Active learning challenges students by questioning them, requiring problem-solving and critical thinking. Most importantly, active learning engages students and requires them to be active in the classroom.

Educational Specifications

(A) Elements.

(vi) innovative teaching or operational practices intended for implementation at the instructional facility that may lead to the use of the qualitative method of compliance.

Innovative Teaching Strategies for Improved Student Engagement

Blended Learning

Blended learning combines physical and online learning experiences that give students more control over the time, place, path, and pace of instruction. Blended learning provides traditional classroom experiences as well as online tools and learning opportunities. Technology is a key component of blended learning as it is for students in the real world. The flexibility of blended learning enables students to have more control over their learning methods with options of online lectures at home, engaging in peer groups for collaborative activities, or joining lecture-based virtual classes and doing their homework independently.

Feedback

Students need to learn how to offer constructive feedback as well as accept feedback. Students should be equipped with a mechanism for providing feedback. In a virtual classroom, feedback tools like polling or emojis are a great way for quick feedback cycles. Another option is to challenge or ask students to expand upon their feedback then ask other students with opposing opinions to discuss why they think differently.

Administration

1. Administration of construction quality standards

2. School district requirements and responsibilities

3. Requirements for construction services

4. Requirements for design professional services

5. Requirements for professional services of third-party consultants

6. Contract compliance and construction quality control assurances

Administration

Administration of construction quality standards

(A) This subsection establishes standards for the administration and procurements of design professional services and other professional services and for the administration of competitive bids and contracting requirements for construction services. A school district shall comply with requirements in this subsection and with all applicable requirements, restrictions, and responsibilities established in state law, administrative code, or by a local authority having jurisdiction. **See IISD Purchasing**

(B) A school district shall comply with the administrative and procedural requirements established in this subsection and with the standards established in subsection (j) of this section to promote construction quality and best value for a capital improvement project subject to this section.

(C) A standard in this section that incorporates by reference a key statutory provision or administrative rule is established as a compliance requirement for a school district seeking to procure, obtain a competitive bid, or administer a contract for construction services, construction-related services, design professional services, or any other professional service required for a capital improvement project. The requirements establish a method by which a school district shall demonstrate compliance with the requirements in this subsection and with the construction quality standards and construction code requirements in subsection (j) of this section. Any express reference to, or omission of, an applicable statutory provision in this subsection may not be construed to diminish, alter, or abate a provision of law applicable to a school district or to a school district capital improvement project subject to this section.

Administration

School district requirements and responsibilities

(A) In accordance with TEC, §46.003(g), the board of trustees and voters of a school district shall determine district needs concerning construction, acquisition, renovation, or improvement to instructional facilities. School district funding is entrusted to the district by the taxpayers, and a district must ensure procurement processes and procedures are transparent and provide the best value to the district by complying with applicable laws governing procurement of professional design services and construction services and with the standards established in this subsection to promote construction quality.

(B) In accordance with TEC, §11.201, a superintendent shall oversee and ensure compliance with the standards for school facilities established in this section pursuant to TEC, §46.008, and shall ensure board consideration for any action specified as being required to be made by the board of trustees, whether by statute, board rule, or other applicable requirement.

(C) In accordance with TEC, §44.0312(b), a board of trustees may not delegate the authority to act regarding an action authorized or required by TEC, Chapter 44, Subchapter B, to be taken by a board of trustees of a school district.

(D) In accordance with TEC, §44.0312(a), a board of trustees of a school district may, as appropriate, delegate its purchasing and contracting authority under TEC, Chapter 44, Subchapter B, regarding an action authorized or required to be taken by a school district or a designated person, representative, or committee.

Administration

School district requirements and responsibilities

(E) In accordance with TEC, §44.0312(a), when procuring construction services for a capital improvement project, a school district board of trustees shall provide notice of the delegation and the limits of the delegation in the request for bids, proposals, or qualifications or in an addendum to the request. If the school district fails to provide that notice, a ranking, selection, or evaluation of bids, proposals, or qualifications for construction services other than by the board of trustees in an open public meeting is advisory only.

(F) A superintendent shall ensure that a requirement to specify the level of delegation of authority is included in the bid specifications when procuring construction services to select a contractor, in accordance with TEC, §44.0312.

(G) In accordance with TEC, §44.0312(c), in the event of a catastrophe, an emergency, or a natural disaster affecting a school district, the board of trustees of the district has all authority to delegate to the superintendent or designated representative the authority to contract for the replacement, construction, or repair of school equipment or facilities under TEC, Chapter 44, Subchapter B, if emergency replacement, construction, or repair is necessary for the health and safety of district students and staff.

(H) In accordance with TEC, §44.031(d), and TGC, §2269.051, a school district may adopt rules as necessary to implement the management responsibilities and duties established for school district procurement and delivery of professional design and construction services for a capital improvement project.

Administration

Requirements for construction services

(A) In accordance with TEC, §44.031, the award of a school district contract for construction services or construction-related services valued at $50,000 or more must be made by competitive bid or by the construction delivery contracting method established in TGC, Chapter 2269, that provides the best value for the district.

(B) In accordance with TGC, §2269.056(a), a school district that is considering a construction contract using a method of procuring construction services other than by competitive bid must first, before advertising, determine which contracting method for construction services contained in TGC, Chapter 2269, provides the best value to the school district for the project.

(C) A school district is required to consider certain factors established in TGC, §2269.056(b), if the district engages in consideration of a construction delivery contracting method other than competitive bidding to evaluate best value for the district, and the district must adhere to the requirements specified for each type of construction delivery contracting method established in TGC, Chapter 2269, Subchapters D, E, F, and G, and must determine, prior to utilization, the best value for the district. A school district shall comply and adhere in full to the requirements specified for each construction delivery contracting method.

(D) A school district shall ensure a contract for construction services required to be procured by a method in TGC, Chapter 2269, specifies the contractor's responsibilities for site safety and requires compliance with the requirement to provide workers' compensation insurance in accordance with Texas Labor Code, §406.096.

Administration

Requirements for construction services

(E) In accordance with TGC, §2252.063 and §2252.064, a school district shall ensure that a contract with a general contractor requires the contractor to provide to the district annual payment statements derived from sales tax reports and to execute a bond issued by a surety company authorized to do business in the state of Texas in an amount determined by the school district, which may not exceed the contract price. The bond must be payable to the school district and conditioned on the faithful performance of the terms of the contract.

(F) If a school district selects the design build method of construction delivery, the district shall procure a design professional, independent of the contractor, to act as the school district's representative for the procurement process and for the duration of the construction in accordance with TGC, §2269.355.

(G) In accordance with TGC, §2269.408(a), if a job order contract or an order issued under the contract requires architectural or engineering services that constitute the practice of architecture or engineering, the school district shall select or designate an architect or engineer, in accordance with TGC, Chapter 2254, to prepare the construction documents for the project. In accordance with TGC, §2269.408(b), TGC, §2269.408(a), does not apply to a job order contract or an order issued under the contract for industrialized buildings or relocatable educational facilities subject to and approved under TOC, Chapter 1202, if the contractor employs the services of an architect or engineer who approves the documents for the project.

Administration

Requirements for design professional services

(A) In accordance with TGC, §2269.102, a school district seeking to issue a request for competitive bids for construction services shall first select or designate an architect or engineer, in accordance with TOC, Chapter 1051 or Chapter 1001, as applicable, to prepare the construction documents required for a capital improvement project to be awarded by competitive bid.

(B) A capital improvement project that contains architectural or engineering services, as defined by TOC, Chapter 1051 or Chapter 1001, as applicable, must use the professional services of an architect or engineer, or both, as required by the scope of the project.

(C) When architectural or engineering services are required, a school district shall procure architectural or engineering services from a design professional in accordance with TGC, §2254.004. A design professional may subcontract another design professional to perform architectural or engineering services as part of the scope of services that the subcontracting design professional is providing to a school district. A school district shall require that an architect perform architectural services in accordance with TOC, Chapter 1051, to prepare construction documents required for a new construction or major renovation project for a school facility. A school district shall require that an engineer perform engineering services in accordance with TOC, Chapter 1001, to prepare engineering plans and specifications documents required for a minor renovation, major renovation, or a new construction project for a school facility.

Administration

Requirements for design professional services

(D) A school district shall designate one design professional to be the prime design professional for a capital improvement project and shall contractually engage the prime design professional to review and coordinate the design of the project, allowing the prime design professional to rely on and contract for other design professionals where appropriate.

(E) A school district shall ensure a contract for professional design services for a capital improvement project contains the scope of services defined with reasonable specificity, including contractual time parameters, milestones, or deadlines and shall ensure that contract terms conform to the standard of care established in Local Government Code, §271.904, which requires architectural and engineering services to be provided with the professional skill and care ordinarily provided by competent architects or engineers practicing under same or similar circumstances and professional license.

(F) In accordance with TOC, §1051.703(d), designation as the "prime design professional" does not expand, limit, or otherwise alter the scope of a design professional's practice nor does it allow a design professional to fulfill the requirements of a professional license for which they have not been lawfully granted.

Administration

Requirements for professional services of third-party consultants

(A) When procuring the professional services of a third-party consultant for a capital improvement project, a school district must adhere to the requirements established in TGC, Chapter 2269.058, and this section. A school district is required to select a qualified provider of a professional service for which it contracts under this subsection in accordance with TGC, Chapter 2254.

(B) A school district shall require any design professional contractually engaged to procure professional design services from any other design professional as a subconsultant to select and subcontract the professional design services based on the qualification-based selection process established in TGC, Chapter 2254.

(C) A school district shall ensure, through confirmation from a local or state building official, or a third-party code compliance officer as provided for in subsection (j)(2) of this section, that all required inspections, testing, or permits required for a capital improvement project have been performed in accordance with contractual terms and in accordance with all applicable building code specifications.

(D) In accordance with TGC, §2269.058, a school district shall, independently of the contractor, construction manager-at-risk, or design-build firm, provide or contract for the construction materials engineering, testing, and inspection services and the verification testing services necessary for acceptance of the facility by the district.

Administration

Requirements for professional services of third-party consultants

(E) A school district shall ensure, through confirmation from a local or state building official or a third-party code compliance officer, that all code compliance issues and requirements for a capital improvement project have been addressed or performed, including inspections, testing, and permits that are required.

(F) Any contract with a third-party code compliance officer shall be in accordance with terms and requirements specified by the International Code Council and shall be procured in accordance with TGC, Chapter 2254, as required by TGC, §2269.058.

(G) A building permit or local government fee for code compliance, a contract with a third-party code compliance officer, a third-party inspector, or consultant shall be the obligation and responsibility of the school district, procured in accordance with TGC, Chapter 2254, as required by TGC, §2269.058, and consistent with the terms of subsection (j) of this section.

(H) In accordance with TEC, §44.901 and §44.902, a school district may contract for energy or water conservation measures and must procure the services for energy or water savings performance contracts according to the procedures established for professional services in TGC, §2254.004.

Administration

Contract compliance and construction quality control assurances

IISD school district shall ensure that services sought by or provided to the district for a school facility capital improvement project, including, but not limited to, professional design services, construction services, construction administration services, third-party inspection services, third-party testing services, or third-party code compliance services, are provided through a project-specific written agreement that:

(A) conforms to applicable state laws and any requirements, standards, or codes adopted by a local authority having jurisdiction;

(B) contains all services required to be provided in the agreement, prohibits the school district from waiving any services or directing any changes where recommended by an applicable design professional, and requires all changes to the construction documents to be documented in writing and signed by the prime design professional, the contractor, and the school district;

(C) specifies the level of observation, testing, and documentation required to be conducted through the agreement to determine and certify conformance and completion of services provided;

(D) requires the use of a prime design professional to coordinate and prepare a proposed statement of any special inspections or testing required in accordance with the required construction codes, customizing the proposed statement based on knowledge about the project regardless of whether the statement requires testing and inspection to be less than the default requirements of the required construction codes, including materials testing, project-specific requirements for special inspections and testing, specific wind and seismic requirements, frequency of the special inspections, or tests to be performed in accordance with the referenced standard defining the inspection;

Administration

Contract compliance and construction quality control assurances

(E) ensures that construction documents are of sufficient clarity to indicate the timing, location, nature, and extent of specific inspections and tests required to be performed by the school district through the local authority having jurisdiction, the third-party code compliance officer, any third-party special inspector or inspection agency, or the prime design professional if qualified as a special inspector and specified as a contractual term;

(F) ensures that a building permit is issued by a local authority having jurisdiction or a third-party code compliance officer in which a building permit shall be considered by the school district to indicate that the proposed statement of special inspections is approved and constitutes the code-required inspections and tests;

(G) requires the contractor, before beginning construction, to submit to the school district, prime design professional, and the building official or third-party code compliance officer an acknowledgement of the contractor's responsibility to notify quality assurance personnel that will be performing inspections and tests when the project is ready for those specific inspections and tests and the contractor's responsibility to request and obtain a final report from each quality control person performing the code-required inspections and tests before requesting a certificate of occupancy;

(H) requires third-party inspectors to perform the code-required inspections and tests, to submit inspection and testing reports to the school district and the prime design professional, and to submit a final report to the school district, prime design professional, building official or third-party code compliance officer, and contractor, upon request by the contractor, indicating any known deficiencies discovered during the project that have not yet been addressed at the time of the request;

Administration

Contract compliance and construction quality control assurances

(I) requires special inspection and testing reports to be submitted to the building official and the prime design professional and any discrepancies to be brought to the attention of the contractor, and if not corrected, to be brought to the attention of the building official, the prime design professional, and the school district;

(J) specifies treatment for timely performance and documentation required in response to requests for information, change documents, or change orders;

(K) specifies payment certification provisions requiring notarized contractor signature on the application for Certificate of Substantial Completion and specifies that the school district must provide certification of payment for any of the school district's separate consultants or contractors;

(L) requires clear indication of the date of substantial completion on the payment certification, specifies the punch list provided by the contractor to address all remaining areas of the project, and documents all known school district accepted nonconforming work;

(M) limits required certifications of work requested or required by the school district to work required under the issuing party's services agreement;

Administration

Contract compliance and construction quality control assurances

(N) ensures that contract terms for design professional services are consistent and aligned and do not conflict or overlap with regard to contractual responsibilities assigned to the prime design professional, any design professional of record, the contractor, any prime subcontractors, a third-party building code compliance officer, or a third-party special inspector or consultant; and

(O) ensures appropriate specifications or treatment for the school district's acceptance or acknowledgement of a contractor's final completion as the owner of the facility.

Certification of Compliance w/ School Facilities Standards

IISD school district, design professional, contractor, and prime subcontractors, if applicable, shall certify compliance with all applicable standards required in subsections (d) and (g)-(k) of this section as follows:

1. IISD Certifications
2. Design Professional Certifications
3. Contractor Certifications
4. General Provisions

IISD Certifications

(i) Certifications related to educational adequacy under subsection (d) of this section.

(I) To provide an educationally adequate school facility, the school district shall certify compliance that the long-range facility plan was developed, presented to the school district board of trustees, and provided in a timely manner to the prime design professional.

(II) To provide an educationally adequate instructional facility or specialized instructional facility, the school district shall certify compliance that the educational specifications were developed, approved by the school district board of trustees, and provided in a timely manner to the architect.

(III) To provide an educationally adequate school facility, the school district shall certify compliance that a capital improvement project has been designed by the design professional of record in reasonable accordance to meet the goals and expectations established in the long-range facility plan and, if applicable, educational specifications.

IISD Certifications

(ii) Certifications related to standards for space for instructional facilities under subsection (g) of this section and standards associated with the method of compliance for instructional facility space approved by the school district board of trustees under the quantitative method of compliance in subsection (h) of this section or the qualitative method of compliance in subsection (i) of this section.

(I) To provide adequate instructional spaces, where required, the school district shall certify compliance with applicable provisions of subsection (g) of this section.

(II) To provide adequate space in instructional facilities, the school district shall certify that the most appropriate method of compliance was presented to and approved by the school district board of trustees prior to commencement of design development.

(iii) Certifications related to safety and security standards under subsection (k) of this section. To continue to provide a safe and secure environment, the school district shall certify compliance with the applicable safety and security standards in subsection (k) of this section approved by the school district and provided as directives in a timely manner to the prime design professional and to other design professionals of record, contractors, and prime subcontractors.

Design professional certifications

(ii) Certifications related to standards for space for instructional facilities under subsection (g) of this section and standards associated with the method of compliance for instructional facility space approved by the school district board of trustees under the quantitative method of compliance in subsection (h) of this section or the qualitative method of compliance in subsection (i) of this section.

(I) To provide adequate instructional spaces, where required, the school district shall certify compliance with applicable provisions of subsection (g) of this section.

(II) To provide adequate space in instructional facilities, the school district shall certify that the most appropriate method of compliance was presented to and approved by the school district board of trustees prior to commencement of design development.

(iii) Certifications related to safety and security standards under subsection (k) of this section. To continue to provide a safe and secure environment, the school district shall certify compliance with the applicable safety and security standards in subsection (k) of this section approved by the school district and provided as directives in a timely manner to the prime design professional and to other design professionals of record, contractors, and prime subcontractors.

Design professional certifications

(i) Certifications related to educational adequacy under subsection (d) of this section. The design professional of record for a capital improvement project shall certify compliance that the project has been designed in reasonable accordance with the long-range facility plan and educational specifications, if applicable.

(ii) Certifications related to standards for space for instructional facilities under subsection (g) of this section and to standards associated with the method of compliance approved by the school district board of trustees for instructional facility space under subsection (h) of this section related to the quantitative method of compliance or under subsection (i) of this section related to the qualitative method of compliance. To provide adequate instructional spaces and adequate space in instructional facilities, the architect of record shall certify compliance that the project has been designed in reasonable accordance with the standards for space in subsection (g) of this section and with the standards associated with the method of compliance approved by the school district board of trustees under subsection (h) or (i) of this section.

(iii) Certifications related to safety and security standards under subsection (k) of this section. A design professional of record shall certify compliance that the project has been designed in reasonable accordance with any required safety and security directives approved by the school district in accordance with subsection (k) of this section.

Contractor certifications

(i) Process certifications. To ensure construction quality and performance of contract terms, the contractor and prime subcontractors, if applicable, shall certify compliance that the project has been built in conformance with the contract documents.

(ii) Certifications related to construction quality standards under subsection (j) of this section.

(I) To ensure compliance with construction quality standards, the contractor and prime subcontractors, if applicable, shall certify compliance at the completion of a capital improvement project that the project has been built in conformance with the contract terms and performance standards specified by the contract documents for the general contractor and for any of its subcontractors or subconsultants of any tier, which shall include certification of compliance with any subsequent change order documents approved by the owner and the design professional of record.

(II) Where a third-party code compliance officer is required by subsection (j) of this section, to ensure that a third-party code compliance officer does not find any violations of the provisions of the required construction codes identified in subsection (j)(1) of this section that are not enforced by a state or local authority having jurisdiction, a school district shall require that a third-party code compliance officer issue a third-party certificate of occupancy. Where a local authority having jurisdiction enforces some of the required construction codes, a third-party code compliance officer shall not issue a third-party certificate of occupancy until either the local authority having jurisdiction has issued a certificate of occupancy or the local authority having jurisdiction indicates in writing to the third-party code compliance officer that the local authority having jurisdiction does not issue certificates of occupancy.

Contractor certifications

(iii) Certifications related to safety and security standards under subsection (k) of this section. To provide a safe and secure environment, the contractor and prime subcontractors, if applicable, shall certify compliance that the project has been built in reasonable accordance with the safety and security directives provided by the school district and reflected in the contract documents prepared by the design professional.

(iv) Special provisions for a construction manager agent. For projects that use the construction manager agent contracting method established in TGC, Chapter 2269, Subchapter E, the construction manager agent and each construction prime contractor must provide certification in accordance with clause (i) of this subparagraph, and each shall certify the scope of work for which they are contractually responsible.

General Provisions

(A) For projects that use the construction manager agent contracting method established in TGC, Chapter 2269, Subchapter E, the construction manager agent and each construction prime contractor must provide certification in accordance with paragraph (1)(C)(i) of this subsection, and each shall certify the scope of work for which they are contractually responsible.

(B) The certification requirements specified for a school facility capital improvement project in this subsection shall be expressed on a form developed by the Texas Education Agency that identifies the appropriate certifications required for a capital improvement project based on the facility, project type, and method of contracting established in TGC, Chapter 2269, for the procurement of construction services approved by the school district board of trustees for the project. The form must include written certification requirements for a design professional of record, a general contractor, construction manager-at-risk, a design build firm, a construction manager agent, a prime contractor or subcontractor

Standards for Space for Instructional Facilities

(1) Minimum standards for common areas.

(A) Library.

(i) A school district shall consider the School Library Standards and Guidelines as adopted under TEC, §33.021, when developing, implementing, or expanding library services.

(ii) The sum total square footage of all library-related areas shall meet the following minimum square feet (SF) requirements based on maximum instructional capacity and may be contiguous or dispersed:

(I) for 100 students or fewer, a minimum of 1,400 SF;

(II) for 101-500 students, 1,400 SF plus an additional 4 SF for each student in excess of 100;

(III) for 501-2,000 students, a minimum of 3,000 SF plus an additional 3 SF for each student in excess of 500; and

(IV) for 2,001 or more students, a minimum of 7,500 SF plus an additional 2 SF for each student in excess of 2,000.

(B) Gymnasium. Primary gymnasiums or physical education space, if required by the school district's educational program, shall have a minimum of 3,000 SF at the elementary school level, 4,800 SF at the middle school level, and 7,500 SF at the high school level.

Standards for Space for Instructional Facilities

(2) Minimum standards for special spaces.

(A) Combination science classroom/laboratory.

(i) A combination science classroom/laboratory for Kindergarten-Grade 5 must provide a minimum of 50 SF per student. The room may have an established maximum of 22 students but must not exceed 25. Within the total square footage of the room, 6 SF per student of horizontal laboratory countertop space (3 feet wide x 2 feet deep) must be provided at student laboratory benches, and an additional 3 linear feet (LF) per student of horizontal laboratory countertop support space must be provided for equipment and materials for investigations, activities, or student projects.

(ii) A combination science classroom/laboratory for Grades 6-8 must provide a minimum of 58 SF per student. The room may have an established maximum of 24 students but must not exceed 28. Within the total square footage of the room, 6 SF per student of horizontal laboratory countertop space (3 feet wide x 2 feet deep) must be provided at student laboratory benches, and an additional 3 LF per student of horizontal laboratory countertop support space must be provided for equipment and materials for investigations, activities, or student projects.

(iii) A combination science classroom/laboratory for Grades 9-12 must provide a minimum of 58 SF per student. The room may consider a maximum of 24 students but must not exceed 28. Within the total square footage of the room, 6 SF per student of horizontal laboratory countertop space (3 feet wide x 2 feet deep) must be provided at student laboratory benches, and an additional 3 LF per student of horizontal laboratory countertop support space must be provided for equipment and materials for investigations, activities, or student projects.

Standards for Space for Instructional Facilities

(B) Science laboratory.

(i) The separate science laboratory and classroom configuration is not permissible at the elementary level.

(ii) A science laboratory for Grades 6-8 must be a minimum of 42 SF per student. The room must consider a maximum of 24 students but must not exceed 28. Within the total square footage of the room, 6 SF per student of horizontal laboratory countertop space (3 feet wide x 2 feet deep) must be provided at student laboratory benches, and an additional 3 LF per student of horizontal laboratory countertop support space must be provided for equipment and materials for investigations, activities, or student projects.

(iii) A science laboratory for Grades 9-12 shall be a minimum of 42 SF per student. The room must consider a maximum of 24 students but must not exceed 28. Within the total square footage of the room, 6 SF per student of horizontal laboratory countertop space (3 feet wide x 2 feet deep) shall be provided at student laboratory benches, and an additional 3 LF per student of horizontal laboratory countertop support space shall be provided for equipment and materials for investigations, activities, or student projects.

(C) Science classrooms. Science classrooms shall be provided at a ratio not to exceed 2:1 of science classrooms to science laboratories at the secondary level and must meet the requirements of subsection (h)(3) of this section. The science laboratories must be located in close proximity to the science classrooms they serve.

Standards for Space for Instructional Facilities

(D) Fume hoods.

(i) Each of the following shall have one built-in fume hood:

(I) at least one middle school prep room per grade level served in the school facility;

(II) high school level chemistry or Advanced Placement (AP) chemistry combination classroom/laboratory or laboratory; and

(III) prep room serving chemistry, AP chemistry, or integrated physics and chemistry (IPC) combination classroom/laboratory or laboratory.

(ii) A double-sided fume hood may be provided to satisfy chemistry or AP chemistry fume hood requirements.

(iii) The exhaust shall be vented to the outside, above the roof and away from air vents.

(E) Preparation/storage rooms. One preparation/storage room at a minimum 10 SF per student shall be provided adjacent to each combination science classroom/laboratory. One preparation/storage room at a minimum of 10 SF per student shall be provided per science classroom and be located adjacent to its partner science laboratory. Preparation/storage rooms may be combined, but the combination of more than one preparation/storage room shall not reduce the minimum square feet or quantity of built-in fume hoods required if they were not combined.

Standards for Space for Instructional Facilities

(F) Chemical storage room. If hazardous or vaporous chemicals are to be used in a science laboratory or combination science classroom/laboratory, a separate chemical storage room shall be provided. The chemical storage room shall be separate from, and shall not be combined as part of, a preparation room or an equipment storage room; however, the chemical storage room may be located so that access is through a preparation room or equipment storage room. The chemical storage room shall be secure to prevent access to chemicals by students or non-authorized adults. One chemical storage room may be shared among multiple laboratories or classrooms/laboratories. Refer to National Fire Protection Association (NFPA), International Fire Code (IFC), and Occupational Safety and Health Administration (OSHA) for additional requirements.

(G) Eye/face wash. A built-in eye/face wash that can wash both eyes simultaneously shall be provided in each room serving Grades 5-12 where hazardous chemicals or eye irritants are used by instructors and/or students. The eye/face wash shall comply with the American National Standards Institute (ANSI) Standards for Shower and Eyewash Equipment (Z358.1). The tepid water required by ANSI Z358.1 is not required to come from a heated source; however, school districts that commonly experience lengthy periods of extremely cold temperatures during the winter season shall consider a tepid water system with a heated source.

Standards for Space for Instructional Facilities

(H) Safety shower. A built-in safety shower shall be provided in each combination classroom/laboratory, laboratory, or prep room where a built-in fume hood is required or voluntarily provided. Where a safety shower is required in both the laboratory and corresponding prep room, a safety shower may be provided in only the prep room to satisfy this requirement. The safety shower shall comply with the ANSI Standards for Shower and Eyewash Equipment (Z358.1). The tepid water required by ANSI Z358.1 is not required to come from a heated source; however, school districts that commonly experience lengthy periods of extremely cold temperatures during the winter season shall consider a tepid water system with a heated source.

(I) Exhaust fan and ventilation system. Refer to International Mechanical Code, ANSI, OSHA, and NFPA for project requirements.

(J) Emergency shut-off controls. If electricity, gas, and/or water are provided in student areas, emergency shut-off controls shall be provided for each in a location accessible to the instructor but not easily accessible to students. It shall not be located at any doorway leading to a corridor or hallway.

(K) Special education. Specialized classrooms shall be a minimum of 45 SF per student.

(h) Quantitative method of compliance for instructional facility space requirements. A school district board of trustees shall approve compliance with this method, or the method of compliance described in subsection (i) of this section before the commencement of design development for a capital improvement project for an instructional facility.

Standards for Space for Instructional Facilities

(1) To satisfy this method of compliance, the capital improvement project shall meet the minimum aggregate square footage based on the campus's flexibility level as specified in paragraph (2) of this subsection, the SF per student as specified in paragraph (3) of this subsection, and the maximum instructional capacity of the campus included in the project's educational specifications. Cafeterias, gymnasiums, and library space may not be used to satisfy this method of compliance. The minimum aggregate square footage required may be comprised of the following:

(A) mathematics, English/language arts, and history/social studies classrooms;

(B) combination science classrooms/laboratories;

(C) science classrooms, if the separate science classroom and laboratory layout is used;

(D) special education classrooms;

(E) collaboration areas; and

(F) elective classrooms or laboratories under the following circumstances:

(i) if the elective program necessitates a SF per student in excess of the value specified in subsection (h)(3) of this section, a maximum of total square feet for the space shall be used that is equal to the value specified in (h)(3) of this section multiplied by the maximum number of students that shall be safely served in that classroom or laboratory at a time;

(ii) if the elective classroom or laboratory is used between 51-100% of the school day, at a factor of 1; and

(iii) if the elective classroom or laboratory is used between 0-50% percent of the school day, at a factor of .5.

Standards for Space for Instructional Facilities

(2) The level of flexibility of a facility must be selected by a school district in order to calculate the minimum aggregate square footage under paragraph (3) of this subsection.

(A) Flexibility Level 1 (L1). Single, fixed teacher presentation space; compact organization of spaces makes access to outdoor space limited and challenging; furniture is exclusively attached student desk/chair with an expectation of very infrequent rearrangement; minimal multipurpose functionality for walls with no capability of reconfiguration; teacher-centric digital instruction with partial access to mobile devices.

(B) Flexibility Level 2 (L2). Single, fixed teacher presentation space; compact organization of spaces makes access to outdoor space limited and challenging, but outdoor spaces may be visible from classrooms; furniture includes detached student desk/chair with an expectation of very infrequent rearrangement; moderate multipurpose functionality for walls with no capability of reconfiguration; teacher-centric digital instruction with moderate access to mobile devices.

(C) Flexibility Level 3 (L3). Multiple student/teacher presentation spaces; organization of spaces allows for proximal outdoor access that is visible from classrooms; flexible and mobile furniture that is easily rearranged; high use of multipurpose walls, including digital touchscreen and other functionalities; learner-centric digital instruction with high levels of access to a range of mobile devices.

Standards for Space for Instructional Facilities

(D) Flexibility Level 4 (L4). Multiple student/teacher presentation spaces that are likely mobile; organization of spaces allows for direct outdoor access that is visible from classrooms; highly flexible and mobile furniture that is easily rearranged by students independently or collectively; maximized inclusion of multipurpose walls, including digital capabilities and reconfiguration; learner-centric digital instruction with high levels of access to a range of mobile devices incorporating an "anytime/anywhere" instructional philosophy.

(3) The minimum aggregate square footage shall be determined based on the minimum square footage per student by campus type and the selected flexibility level approved under paragraph (2) of this subsection.

(A) Elementary schools (prekindergarten-Grade 5):

(i) L1 36 SF per pupil (pp);

(ii) L2 36 SF pp;

(iii) L3 42 SF pp; and

(iv) L4 42 SF pp.

(B) Middle schools (Grades 6-8):

(i) L1 32 SF pp;

(ii) L2 32 SF pp;

Standards for Space for Instructional Facilities

(iii) L3 36 SF pp; and

(iv) L4 36 SF pp.

(C) High schools (Grades 9-12):

(i) L1 32 SF pp;

(ii) L2 32 SF pp;

(iii) L3 36 SF pp; and

(iv) L4 36 SF pp.

(i) Qualitative method of compliance for instructional facility space standards. A school district board of trustees shall approve compliance with this method, or the method of compliance described in subsection (h) of this section before the commencement of design development for a capital improvement project for an instructional facility. A school district may use the qualitative method of compliance for a capital improvement project only if the board of trustees has prior documented approval of one or more instructional or operational practices for the proposed project that distributes or manages student capacity in an innovative or non-traditional manner. Prior to approving the qualitative method of compliance, all instructional and operational practices applicable to the proposed project must have been documented and approved by the school district board of trustees to demonstrate compliance with the requirements in this subsection.

Standards for Space for Instructional Facilities

(1) To satisfy this method of compliance, the project shall meet the minimum total square footage based on the campus's flexibility level as specified in subsection (h)(2) of this section, the SF per student as specified in subsection (h)(3) of this section, and the adjusted maximum instructional capacity of the campus. The minimum aggregate square footage required may be comprised of the following:

(A) mathematics, English/language arts, and history/social studies classrooms;

(B) combination science classrooms/laboratories;

(C) science classrooms, if the separate science classroom and laboratory layout is used;

(D) special education classrooms;

(E) collaboration areas; and

Standards for Space for Instructional Facilities

(F) elective classrooms or laboratories under the following circumstances:

(i) if the elective program necessitates a SF per student in excess of the value specified in subsection (h)(3) of this section, a maximum of total square feet for the space shall be used that is equal to the value specified in subsection (h)(3) of this section multiplied by the maximum number of students that shall be safely served in that classroom or laboratory at a time;

(ii) if the elective classroom or laboratory is used between 51-100% of the school day, at a factor of 1; and

(iii) if the elective classroom or laboratory is used between 0-50% of the school day, at a factor of .5.

(2) Gymnasiums may not be used to satisfy this method of compliance. Cafeterias and library space may be used to satisfy this method of compliance and shall be treated like an elective space under paragraph (1)(F) of this subsection.

Construction Quality Standards

1. Construction code requirements

2. Third-party code compliance requirements

3. Other requirements

Construction Quality Standards

1. Construction code requirements

2. Third-party code compliance requirements

3. Other requirements

Construction Code Requirements

A capital improvement project for a school facility must reasonably comply with the following construction code requirements:

(A) Projects located outside of a municipal jurisdiction in the unincorporated area of a county must reasonably comply with the following requirements.

(i) Where projects are located in a county that does not have an adopted general building code, projects must reasonably comply with the International Building Code and the Existing Building Code, as published by the International Code Council, as they existed on May 1, 2003. Where projects are located in a county that has an adopted general building code, projects must reasonably comply with the adopted general building code and any chapters that were not adopted or removed entirely by amendment from the adopted model building code. Where a project is located in an area that is designated as a catastrophe area according to the Texas Department of Insurance, a project must also reasonably comply with any applicable amendments to the building code that have been adopted by the Texas Department of Insurance in accordance with Texas Insurance Code, Chapter 2210.

(ii) Where projects are located in a county that does not have an adopted mechanical code, projects must reasonably comply with the International Mechanical Code, as published by the International Code Council, as it existed on the same date that the applicable International Building Code was published. Where projects are located in a county that has an adopted mechanical code, projects must reasonably comply with the adopted mechanical code.

Construction Code Requirements

(iii) Where projects are located in a county that does not have an adopted fire code, projects must reasonably comply with the NFPA 101 Life Safety Code and NFPA 1 Fire Code standards adopted by the State Fire Marshal in accordance with TGC, §417.008, and in accordance with 28 TAC §34.301 (relating to Purpose). Where projects are located in a county that has an adopted fire code, projects must reasonably comply with the adopted fire code.

(iv) Where projects are located in a county that does not have an adopted plumbing code, projects must reasonably comply with the International Plumbing Code and referenced International Fuel Gas Code, as published by the International Code Council, as adopted by the Texas Board of Plumbing Examiners as established in 22 TAC §367.2(a) (relating to Code Requirements) in accordance with TOC, Chapter 1301. Where projects are located in a county that has an adopted plumbing code, projects must reasonably comply with the adopted plumbing code.

(v) Where projects are located in a county that does not have an adopted electric code, projects must reasonably comply with the National Electric Code, as published by the NFPA, as adopted by the Texas Department of Licensing and Regulation in accordance with TOC, Chapter 1305. Where projects are located in a county that has an adopted electric code, projects must reasonably comply with the adopted electric code.

(vi) Projects must reasonably comply with the International Energy Conservation Code, as published by the International Code Council, as adopted by the State Energy Conservation Office of Texas in accordance with Texas Health and Safety Code, Chapter 388.

(vii) Projects must reasonably comply with the International Swimming Pool and Spa Code, as published by the International Code Council, as it existed on May 1, 2019.

Construction Code Requirements

(viii) Projects must reasonably comply with the industrialized housing and building rules as adopted by the Texas Commission of Licensing and Regulation in accordance with TOC, Chapter 1202.

(B) Projects located inside of a municipal jurisdiction must reasonably comply with the following requirements.

(i) Where projects are located in a municipality that does not have an adopted general building code, projects must reasonably comply with the International Building Code and the International Existing Building Code, as published by the International Code Council, as they existed on May 1, 2003, in accordance with Local Government Code, §214.216. Where projects are located in a municipality that has an adopted general building code, projects must reasonably comply with the adopted general building code. Where a project is located in an area that is designated as a catastrophe area according to the Texas Department of Insurance, a project must also comply with any applicable amendments to the building code that have been adopted by the Texas Department of Insurance in accordance with Texas Insurance Code, Chapter 2210.

(ii) Where projects are located in a municipality that does not have an adopted mechanical code, projects must comply with the International Mechanical Code, as published by the International Code Council, as it existed on May 1, 2003. Where projects are located in a municipality that has an adopted mechanical code, projects must reasonably comply with the adopted mechanical code.

(iii) Where projects are located in a municipality that does not have an adopted fire code, projects must reasonably comply with the NFPA 101 Life Safety Code and NFPA 1 Fire Code standards adopted by the State Fire Marshal in accordance with TGC, §417.008, and in accordance with 28 TAC §34.301. Where projects are located in a municipality that has an adopted fire code, projects must reasonably comply with the adopted fire code.

Construction Code Requirements

(iv) Where projects are located in a municipality that does not have an adopted plumbing code, projects must reasonably comply with the International Plumbing Code and referenced International Fuel Gas Code, as published by the International Code Council, as adopted by the Texas Board of Plumbing Examiners as established in 22 TAC §367.2(a) in accordance with TOC, Chapter 1301. Where projects are located in a municipality that has an adopted plumbing code, projects must reasonably comply with the adopted plumbing code.

(v) Where projects are located in a municipality that does not have an adopted electric code, projects must reasonably comply with the National Electric Code, as published by the NFPA, as adopted by the Texas Department of Licensing and Regulation in accordance with TOC, Chapter 1305. Where projects are located in a municipality that has an adopted electric code, projects must reasonably comply with the adopted electric code.

(vi) Where projects are located in a municipality that does not have an adopted energy conservation code, projects must reasonably comply with the International Energy Conservation Code, as published by the International Code Council, as adopted by the State Energy Conservation Office of Texas in accordance with Texas Health and Safety Code, Chapter 388. Where projects are located in a municipality that has an adopted energy conservation code, projects must reasonably comply with the adopted energy conservation code.

Construction Code Requirements

(vii) Where projects are located in a municipality that does not have an adopted swimming pool code, projects must reasonably comply with the International Swimming Pool and Spa Code, as published by the International Code Council, as it existed on May 1, 2019. Where projects are located in a municipality that has an adopted swimming pool code, projects must reasonably comply with the adopted swimming pool code.

(viii) Projects must reasonably comply with the industrialized housing and building rules as adopted by the Texas Commission of Licensing and Regulation in accordance with TOC, Chapter 1202.

Third-party code compliance requirements

(A) IISD shall require the prime design professional of a capital improvement project to submit to the school district a report identifying any construction code requirements that the prime design professional believes, to the best of their knowledge after performing research, will not be enforced by a state or local authority having jurisdiction.

(B) IISD shall contract with a third-party code compliance officer to enforce any construction code requirement identified by a prime design professional pursuant to subparagraph (A) of this paragraph as not enforced by a state or local authority having jurisdiction and shall adjust the scope of services provided by the third-party code compliance officer if an error is discovered in the prime design professional's report.

(C) IISD shall hire a third-party code compliance officer to have all of the duties and powers of a building official, as defined by the required construction codes and to the extent allowable by state law, to ensure compliance with any required construction code provisions identified as not enforced by a state or local jurisdiction with authority pursuant to subparagraphs (A) and (B) of this paragraph.

(D) In the manner specified by TGC, §2269.058, a school district shall procure the services of a third-party code compliance officer required by subsection (j) of this section as a professional service in accordance with the Texas Professional Services Procurement Act, as established in TGC, Chapter 2254.

Third-party code compliance requirements

(E) A third-party code compliance officer must not be a design professional responsible for the design of any portion of the project, anyone employed by a design professional responsible for the design of any portion of the project, a contractor responsible for constructing any portion of the project, or anyone employed by a contractor responsible for constructing any portion of the project. A third-party code compliance officer may be a peer reviewer that performs a peer review required for any storm shelters that are part of the project.

(F) A third-party code compliance officer must have a Certified Building Official designation from the International Code Council (ICC). A third-party code compliance officer must also have at least ten years of experience or equivalent experience as an architect, engineer, inspector, contractor or superintendent of construction, or any combination of these, at least five years of which have been supervisory experience.

(G) A plan review performed by or under the supervision of a third-party code compliance officer must be performed by a qualified design professional or an independent third party qualified to certify plans through the ICC for the appropriate building, mechanical, electrical, or plumbing trade. Plan reviews performed under the supervision of a third-party code compliance officer must be performed by a person with at least five years of experience as an engineer or an architect.

Third-party code compliance requirements

(H) The following shall apply to a storm shelter where a required construction code has a provision requiring a storm shelter for certain projects.

(i) For the purposes of determining if a storm shelter is required for a specific building area, a school district shall require a third-party code compliance officer to accept, as a modification of the code in lieu of meeting the requirement to provide a storm shelter for that specific area, any written justification submitted by the school district that purports that the intended use of the specific building area that would be served by a storm shelter is not used for educational purposes during normal school hours when attendance is mandatory.

(ii) Where a storm shelter is required for new construction, a school district shall require a third-party code compliance officer to allow the occupant load for storm shelter design to be 110% of maximum instructional capacity, as stated by the designated representative of the school district in writing, even if this is significantly less than the total occupant load used for other purposes such as fire egress.

(iii) Where a storm shelter is required for additions, a school district shall require a third-party code compliance officer to allow the occupant load for storm shelter design to be based on, prorating where only a portion of the school facility is considered, 110% of maximum instructional capacity, as stated by the designated representative of the school district in writing, even if this is significantly less than the total occupant load used for other purposes such as fire egress.

Third-party code compliance requirements

(iv) For the purposes of determining if a storm shelter can serve the occupants of a building that is located at a distance from the storm shelter that is greater than a code-required maximum distance, a school district shall require a third-party code compliance officer to accept, as a modification of the code in lieu of meeting the specific distance requirement, any written emergency operations plan submitted by the school district that purports to provide early notification to those occupants. School districts may use protections provided in TEC, §37.108, to protect sensitive information.

(v) For the purposes of determining if a storm shelter is required to be constructed at a school facility where applicable construction codes require a storm shelter and a modular building be installed as part of the project, a school district shall require a third-party code compliance officer to consider as new construction any modular building that is installed as part of the project, regardless of whether it is relocatable.

Other requirements

(A) A capital improvement project for a school facility subject to the standards in this section must comply with the 2010 Americans with Disabilities Act Standards for Accessible Design as well as the Texas Accessibility Standards of 2012.

(B) IISD shall notify a design professional in writing of any construction-related standard or expectation of the school district for the project that is not otherwise established or required by an applicable construction code as required in this subjection. Where a school district contracts with a design professional and that design professional subcontracts another design professional, the school district need only notify the design professional that has a contract with the school district.

(C) IISD shall consider as part of a capital improvement project the use of designs, methods, and materials that will reduce the potential for indoor air quality problems. A school district may use the voluntary indoor air quality guidelines adopted by the Texas Department of State Health Services under Texas Health and Safety Code, Chapter 385; the "Indoor Air Quality Tools for Schools" program administered by the U.S. Environmental Protection Agency; or some other updated state approved guidelines or standards for indoor air quality in response to communicable disease related public health issues.

(D) IISD shall consider as part of a capital improvement project the use of sustainable school designs. A sustainable design is a design that minimizes a facility's impact on the environment through energy and resource efficiency.

Safety and Security Standards

(1) **Compliance requirements applicable to all instructional facilities campus-wide**. A capital improvement project of a school district or an open-enrollment charter school must include campus-wide implementation of the following provisions.

(A) Communications infrastructure. In accordance with TEC, §37.108, a school district or an open-enrollment charter school shall:

(i) develop a multi-hazard plan that provides measures to ensure that school district communications technology and infrastructure are adequate to allow for communication during an emergency;

(ii) implement measures to ensure every classroom and portable classroom provides district employees, including substitute teachers, access to a telephone, cellular telephone, or other electronic communications device to allow immediate contact with district emergency services or emergency services agencies, law enforcement agencies, health departments, and fire departments; and

(iii) develop site plans and floor plans for a school facility in accordance with TEC, §37.108(f).

(B) Access control. A school district or an open-enrollment charter school shall develop a document that designates each exterior door of each instructional facility campus-wide as either primary, secondary, or non-designated entrances and shall ensure that the documented designation of all exterior doors becomes part of the long-range facility plan prior to commencement of construction of a capital improvement project.

Safety and Security Standards

(2) **Additional standards based on the project construction budget**. IISD shall approve a project construction budget for a capital improvement project at completion of the design development phase of the project and prior to commencement of the construction documents phase. The project construction budget approved by the school district shall determine how many of the additional safety and security standards established in paragraph (3) of this subsection are required for the project. A school district shall designate in writing which of the additional safety and security standards in paragraph (3) of this subsection have been approved by the school district board of trustees for a capital improvement project and shall provide to the prime design professional and each design professional of record written documentation of the approved safety and security standards for the proposed facility prior to commencement of the construction documents phase of a capital improvement project. The following standards shall apply to a capital improvement project for an instructional facility until all instructional facilities campus-wide fully comply with all of the additional safety and security standards specified in this subsection.

(A) If a project construction budget is $1 million to $5 million, the facility is required to comply with at least one additional safety and security standard specified in paragraph (3) of this subsection.

(B) If a project construction budget is $5 million to $10 million, the facility is required to comply with at least two additional safety and security standards specified in paragraph (3) of this subsection.

(C) If a project construction budget is over $10 million, the facility is required to comply with all of the additional safety and security standards specified in paragraph (3) of this subsection.

Safety and Security Standards

(D) For a capital improvement project that includes new construction, the new construction of an instructional facility is required to comply with all three of the additional safety and security standards specified in paragraph (3) of this subsection.

(3) Additional safety and security standards applicable to all instructional facilities campus-wide. A school district or an open-enrollment charter school must include campus-wide implementation of the following standards in accordance with terms and requirements of paragraph (2) of this subsection.

(A) **Exterior door numbering**. All instructional facilities campus-wide, including portable, modular buildings, must include the addition of graphically represented alpha-numerical characters on both the interior and exterior of each exterior door location. The characters may be installed on the door, or on at least one door at locations where more than one door leads from the exterior to the same room inside the facility, or on the wall immediately adjacent to or above the door location. Characters shall comply with the IFC, §505. The primary entrance of an instructional facility, as defined by subsection (a)(23)(A) of this section, shall always be the first in the entire sequence and is the only door location that does not require numbering. The numbering sequence shall be clockwise and may be sequenced for the entire campus or for each facility individually. The design professional of record shall coordinate with school district personnel and local emergency response personnel prior to incorporating exterior door numbering characters and locations into the contract documents for the facility or facilities specified to be included in a capital improvement project. The design professional of record shall coordinate this requirement with any and all accessibility requirements related to signage.

Safety and Security Standards

(B) **Visitor management.** All primary entrances of instructional facilities campus-wide must include the following:

(i) an unobstructed line of sight of approaching visitors through physical or digital means;

(ii) a physical barrier that prevents unassisted access to the facility by a visitor; and

(iii) a location for a visitor check-in and check-out process.

(C) **Security cameras**. All primary and secondary entrances of instructional facilities campus-wide must include a security camera.

(4) Exceptions to additional standards based on cost. IISD may opt out of the requirements specified in paragraph (2) of this subsection if:

(A) the facility is scheduled to, according to the long-range facilities plan, cease operations as an instructional facility within three years of the project; and

(B) the five-year long-range facility plan clearly states that, prior to the end date of the plan, the facility will be compliant with at least two additional safety and security standards specified in paragraph (2) of this subsection if ceasing operation does not occur or operation resumes. The long-range facility plan must specify which two additional safety and security standards will be implemented.

Safety and Security Standards

(5) Public disclosure process. IISD board of trustees governing body shall ensure information or documents collected, developed, or produced by the district as part of a capital improvement project are reviewed to ensure that any project-specific safety and security information is adjusted for disclosure if necessary to accommodate the requirement for a district to use protections provided in TEC, §37.108, which directs the IISD to protect sensitive information, while also providing general information to the public indicating district compliance commitments made in accordance with this subsection.

2023 Bond

Bond 2023

On May 6, 2023, Irving voters voted to pass bond propositions A, B and C.

With the help of our voters which includes staff, students, families and Irving residents, the entire Irving ISD community will receive a bond package that will elevate our students to the next level. This bond will help Irving ISD continue the academic work of focusing on successful student outcomes and to prepare Irving ISD students for the brightest of futures.

“We would like to thank our Long-Term Facilities and Bond Planning Committees for their tireless efforts for the students of Irving ISD,” says Irving ISD Superintendent Magda Hernandez. “To our voters – thank you for saying yes to our kids and teachers. Our students and staff deserve the best, and they will get that with the passing of these bond propositions.”

Total Bond: $573,750,000

2023 Bond

Proposition A

$538,750,000

Replacement of Barton ES, Farine ES, and Crockett MS

Renovation of 32 Remaining Schools Across the District

2 Baby Universities (Tuition-Based Employee Childcare Centers)

Career and Technical Education (CTE) Center

Fine Arts Transportation and Equipment

Safety and Security Upgrades

Proposition B

$18,000,000

Technology Upgrades

Provide students and staff with computers

Upgrade Network Infrastructure

Provide students and staff with secured high-speed access to Wi-Fi & Internet

Implement Cybersecurity Systems

Proposition C

$17,000,000

Replacement of Student Transportation & Logistics Center