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07

District Enhancements

**Irving Independent School District
Facilities Condition Assessment**



District Enhancements

Projects on each campus have been identified that would improve either the adequacy and/or suitability of the respective campus. Some of these are overarching and would be a typical recommendation across all the campuses assessed. Others are specific to the needs of a campus. Examples of projects that are typical throughout are:

- **Secured Perimeter Fencing**
- **Traffic Flow**
- **Wayfinding**
- **Adaptable Learning Environments**
- **Furniture Refresh Continuation**
- **Right-Size Classrooms**
- **Dedicated Science Classroom and Prep Room**
- **Remove Classrooms Kitchens at ECS and ES Campuses**
- **Dedicated STEM/STEAM Lab at Elementary Schools**
- **Multi-Use Spaces**
- **Activated Corridors**
- **Paint and Flooring Refresh**
- **Outdoor Learning Environments**
- **Athletic Facilities**

Secured Perimeter Fencing

Currently, most campuses assessed do not meet the Texas Administration Code (TAC) rule for perimeter fencing per 19 TAC §61.1031, which establishes minimum safety standards for K-12 instructional facilities in Texas. Specific fencing requirements for exterior secured areas include a fence or wall at least 6 feet high with anti-scaling features, or a fence or wall at least 8 feet high. Gates must be locked, have emergency egress hardware, and prevent exterior opening without a key or combination. The fencing must also be well-maintained. While a perimeter fence is not required for all areas of every campus, any area designated as an “exterior secured area” must comply with these standards to allow for operational flexibility while maintaining security.

Most of the sites assessed have some level of perimeter fencing or secured playgrounds, but they do not meet the TAC rule. Considerations should also be given where students transition between buildings and are outside of a secure perimeter. The recommendation is that all sites assessed be updated to meet the TAC rule for perimeter fencing per 19 TAC §61.1031.



Traffic Flow

Traffic flow best practices focus on reducing congestion and minimizing safety risks. Industry standards include separated access for bus and staff parking, visitor parking, and student pick-up and drop-off. This separation and dedicated use ensures an efficient and safe navigation of the site during peak traffic times. In addition, clearly marked visitor spaces and directional signs ensure that those who are coming to the campus for the first time know where to go. Additional signage to help with managing student drop-off and pick-up is needed to add clarity of procedures to ensure student safety.



Wayfinding

Wayfinding refers to the design of signage, visual cues, and spatial organization that help students, staff, and visitors navigate a school campus efficiently and intuitively, both interior and exterior. A well-planned wayfinding system enhances accessibility, safety, and engagement while reinforcing school identity and culture.



Adaptable Learning Environments

Most classrooms assessed still adhere to a traditional, static design used for a single instructional purpose, which often inhibits dynamic teaching methods and collaborative activities inherent in modern, student-centered learning pedagogies.

To align with current educational trends that emphasize personalized, project-based, and collaborative learning models, it is recommended to create flexible, multi-purpose learning environments.

Key design strategies should focus on thoughtful layouts that can be easily reconfigured to support diverse instructional formats:

- Whole-group instruction
- Small-group collaboration (using “huddle spaces” or mobile tables)
- Independent work (through designated quiet zones or individual focus areas)
- Activate corridors



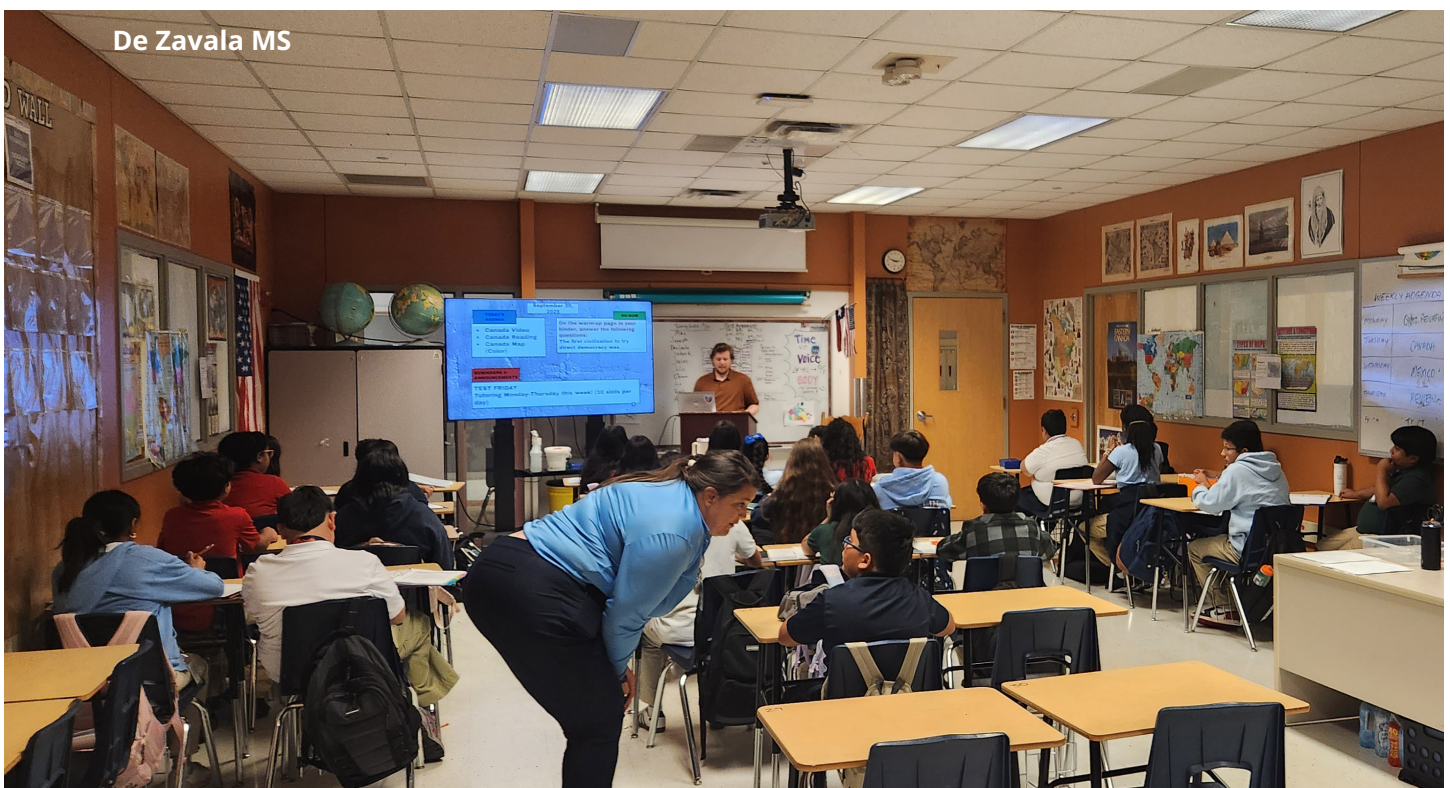
Furniture Refresh Continuation

Currently, limited grade levels and subject areas across the district have been refreshed. It is recommended to continue furniture refreshes for all grades and instructional spaces and to consider flexible furnishings, soft v that supports movement, and various heights of seating, desks, and tables. Flexible furnishings refer to adaptable, modular, and movable furniture designed to support dynamic, student-centered learning environments. These furnishings allow for easy reconfiguration of spaces to accommodate various teaching styles, learning activities, and collaboration needs.



Right-Size Classrooms

Many campuses have classrooms that do not meet the required square footages based on 25 students per classroom per TAC 61.1040. A major renovation of 50% or more of the campus will require classrooms to be brought up to meet TAC 61.1040. This does not mean that classrooms need to be right sized to accommodate the desired capacity of 25 students per classroom; however, by not right sizing classrooms to the updated square footage per TAC will mean occupancies per classroom may be less than 25 students. Therefore, overall campus capacities should be reviewed to determine if a building addition(s) would be needed to accommodate student enrollment projections versus heavy renovations to potentially right size classrooms.



Dedicated Science Classroom and Prep Room

Many campuses do not have dedicated combination Science Classrooms/Labs. A major renovation of 50% or more of the campus will require the district to provide dedicated combination science classrooms/labs to meet TAC 61.1040 requirements. The required square footage for 25 students is 1,250 SF min. for elementary schools and 1,450 SF min. for middle and high schools. In addition, each combination Science Classroom/Lab must meet the following:

- Minimal requirements for horizontal lab space (150 LF) and classroom millwork (75 LF)
- Adjacency to required prep room (250 SF) per combo lab/classroom (Note: Prep rooms can be combined b/w classrooms but each combo lab/classroom requires 250 SF each)
- Lockable chemical storage room present
- A combo eye wash/shower must be present

Ideally, at elementary schools, the combo science classroom/lab should be located near 5th and 6th grade classrooms but can be located anywhere within the campus that space allows.



MacArthur HS



Aspirational

Remove Classroom Kitchens at ECS and ES Campuses

Several existing classrooms located at the Early Childhood Schools and in some elementary schools (predominately those originally designated for Pre K or K), contain kitchenettes or built-in millwork with stoves and ovens. Our recommendation is to remove kitchen appliances in these areas and rework the space as needed for better supervision and reduced safety concerns. Where exterior doors exist in the kitchenettes, remove exterior doors for enhanced security, if not required for exiting.



Thomas Haley ES



Clifton ECS

Dedicated STEM/STEAM Lab at Elementary Schools

STEM/STEAM rooms in elementary schools are vital for fostering 21st-century skills, moving beyond rote learning to build creativity, critical thinking, collaboration, and communication (the 4 C's) through hands-on, project-based activities. These spaces provide a holistic, integrated learning environment where students apply science, tech, engineering, arts, and math to solve real-world problems, boosting innovation, building resilience, increasing inclusivity, and preparing them for future careers by making learning more engaging and relevant. Currently, most campuses do not have a dedicated STEM/STEAM Room.



Gilbert ES



Houston MS

Multi-Use Spaces

Opportunities for staff, families, and community members to engage on campus are often restricted to conventional, static areas like cafeterias or standard multipurpose rooms. These spaces are typically not designed with the functional flexibility required for the dynamic collaboration and partnership activities central to a vibrant school ecosystem. To foster a more inclusive and engaged school community, it is recommended to create welcoming, dedicated multi-use spaces, that support a variety of functions. These versatile hubs should be strategically located near the main entry to promote accessibility and connection.

These next-generation learning environments can transform how the campus is used, serving simultaneously as:

- Professional Learning Labs: Dynamic spaces for teacher training and collaboration that move beyond traditional lecture setups.
- Family Resource Centers: Welcoming zones for parent meetings, volunteer coordination, and accessing essential information.
- Community Partnership Hubs: Shared-use rooms designed to host local non-profit meetings, after-school programs, or public forums.

Designed with flexible, modular furniture and a hospitality-focused aesthetic, these spaces are intended to be quickly reconfigured. They could transition seamlessly from a large workshop setup to small, intimate discussion circles, or a presentation theater, ensuring the space is a true asset for all stakeholders and remains relevant as community needs evolve.



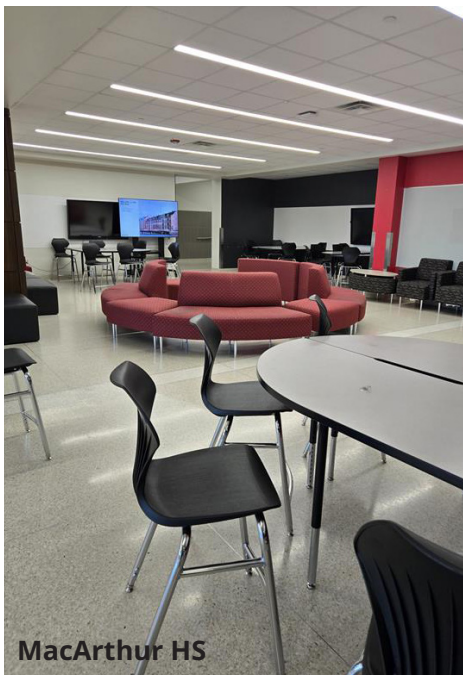
Austin MS



Aspirational

Activated Corridors

Activated corridors are designed to extend learning, creativity, and collaboration beyond the classroom by turning school corridors into interactive, functional, and engaging spaces. Instead of being just transition areas for circulation or accessing lockers, activated corridors encourage student engagement, movement, and informal learning throughout the school day.



Paint and Flooring Refresh

Refreshing paint and flooring can significantly improve the learning atmosphere, aesthetics, and functionality of a school. These updates contribute to a welcoming, clean, and engaging environment that promotes student focus, well-being, and school pride. A refreshed school with modern paint and flooring fosters student engagement, comfort, and school spirit - making it a better place to learn and grow.



Outdoor Learning Environments

Currently, some campuses assessed identified outdoor learning spaces, but they are underutilized or in need of maintenance. Outdoor learning spaces are designated areas outside traditional classroom settings where students can engage in educational activities, fostering hands-on learning, collaboration, and connection with nature. These spaces can vary in design and function, providing flexible environments for various subjects and teaching styles. Outdoor learning spaces are designed for diverse subjects like science, art, environmental studies, CTE, and physical education. It is recommended to identify potential outdoor learning spaces on each campus and to install shade structures or trees and various seating options to encourage small to large group learning. Wi-Fi connectivity to these areas would also be highly beneficial.



Athletic Facilities (MS and HS)

Many athletic facilities assessed are outdated and many are not equipped to support multiple sports or equitable access for both male and female athletes. Consider developing a modern, multi-sport field house designed to serve both boys' and girls' athletic programs equitably. Facilities should include flexible indoor training areas, adequate locker and support spaces, durable finishes, and technology integration for performance and safety. Outdoor athletic spaces should complement the field house with quality fields, lighting, and spectator amenities that support year-round practice, competition, and community use.

