

Q1. What would the right size of the Wood Elementary library be?

- A. The current Wood Elementary Library is **2,015 SF**. The TEA minimum standard SF is 3,510 for a capacity of 670 students.

**Regarding Libraries:**

The size requirements for Libraries as outlined by TEA is based on student enrollment. If you use 800 Students as a target ES school size, each library would be planned at 4,000 SF. However, not all campuses in TISD reach that size in the demographic report or have that capacity, Wood ES shows 638 students by 2030 and a loading capacity of 670 - this would require a library that should be 3510 SF.

See the chart below for a helpful tool:

<b>Elementary School</b>	<b>Capacity (as calculated by CS)</b>	<b>Current Library Size (SF)</b>	<b>TEA minimum (SF)</b>	<b>Master Planned Size (SF)</b>
W.H. Burnett Early Childhood Center	479	1839	2916	3,000 (final phase)
Gilbert Willie Sr. Elementary School	732	3619	3696	3619 (no change)
Dr. Bruce Wood Elementary School	670	2015	3510	3510 (addition)
J.W. Long Elementary School	740	2585	3720	3930 (absorb computer labs)
New Elementary School (+GLA)	800	N/A	3900	4150

Q2. Are there standards for the number of bookshelves or types of library materials?

- A. Yes and No. General “guidelines” for library contents and the number of book volumes help designers when planning libraries. However, TEC does not publish “requirements” for materials as they do for space requirements.

Q3. Are libraries being used the way they were designed to be used?

- A. No. The current libraries were designed to meet older specifications and TAC (Texas Administrative Code) recommendations, and technology. Based on the

existing available space, all TISD libraries are functional but not practical or appropriate for current needs.

Q4. Does Wood Elementary meet accessibility requirements or ADA?

- A. LPA has determined that generally, the campus meets accessibility requirements for entry and access. However, the Facilities Assessment may identify minor accessibility items to be addressed in priorities 1 and 2. For example, while the playground does have a contiguous accessible route, the elevation change from the concrete walkway directly outside the main corridor doors is not ideal and should be addressed in priority 1 or 2 items.

Q5. During the tour, there were various types of questions about building HVAC tonnage and wattage usage.

- A. Part of the identified need in the facilities master plan includes adequate replacements for aging systems at each site, including (but not limited to): HVAC, plumbing, electrical, and low-voltage systems (e.g., public announcement systems). The identified replacement needs are based on the life-cycle of equipment, efficiencies, and newer technology.

Q6. Does the District own land for future new projects?

- A. No. Land acquisition for future schools is dependent upon different components including (but not limited to): overall district growth, where the growth is anticipated within the District, potential developer support with the land acquisition (e.g., will a developer provide the land or pay for a portion of it), and the needs of the overall District. Therefore, part of the process will be to determine the District's needs, including what type of school(s) will be needed in the future and where they might be needed.

Q7. Are fire sprinkler systems being considered for campuses without fire sprinklers?

- A. YES. The facilities master plan has placed fire sprinklers at each site as a Priority 1 (the highest identified priority level).

Q8. Could you add to the existing elementary instead of building a new campus?

- A. Yes. However, there are several important considerations to keep in mind when determining whether to add to a campus or build a new one. These include (but are not limited to): any growth that a campus would need to support, the need to expand core support spaces (e.g., libraries, computer labs, science labs, teacher workspace, administrative space, etc.), and classroom additions to support growth. Where student growth is projected, as well as the cost of additions or renovations as compared to the cost of building a new school, is studied by the team. The bond facilitation process will help determine the TISD's greatest needs and how best to address needs.

Without a new campus, the district will need to prepare for the use of portables to address growth within the next 5 years.