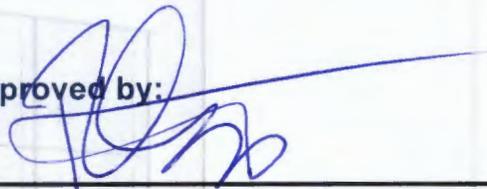


HISD EDUCATIONAL SPECIFICATIONS



FINAL

Approved by: 

Roy De La Garza, Principal



MILBY HIGH SCHOOL



NOVEMBER 11, 2014



**CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING**

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TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
Executive Summary	3
Capacity Model and Space Requirements	9
Site	19
Neighborhoods	35
Career and Technical Education (CTE)	55
Junior ROTC (Army)	79
Visual Arts	87
Performing Arts	93
Physical Education/Athletics	121
Administration/Guidance	141
Food Service	171
Custodial/Maintenance	195
Building Support	203
Child Care Center	213
Finish, Fenestration and Infrastructure Matrix	223



GUIDING PRINCIPLES

Guiding Principles articulate a school's vision, values, hopes and ideals to the design team. Guiding Principles will be used to "test" the decisions that are made throughout the design process, since every element of the building must be created to support the school's vision and values.

Milby High School's Guiding Principles

Relevance – Make sure that the educational environment mimics real-life.

Collaborative – All spaces encourage community (teachers/students, students/students, teacher/teachers, etc.) to work collaboratively.

Community Center - Milby is more than just a school for students. It offers more to attract the greater community.

Safety – Milby will have an open visible environment with a logical flow.

Learning – Milby will have a strict focus on learning that is dedicated to eliminating anything that blocks instruction.

History - As we build we must be sensitive to the history and traditions of Milby High School.



Executive Summary

Overview:

College and career readiness is a key priority for HISD and by working closely with college partners and area businesses the students are prepared for post-secondary success. They participate in rigorous core academic courses as well as specialized courses in career-focused areas that integrate learning and work world experiences. The 2012 bond program is grounded by the promise to provide 21st century learning environments for our students.

This Educational Specification evolved through a collaborative process with the school and its Project Advisory Team (PAT). It was developed by exploring program requirements of High Schools with consideration for extensive flexibility to address multiple approaches to the delivery of education with evolving pedagogies. Since new and renovated buildings are expected to serve multiple generations of learners, spaces must be planned to respond to changing program delivery strategies over time without “bricks and mortar” changes to the building. This educational specification has been prepared to provide spaces in a variety of sizes, interior zoning to enhance after-hours use, and a rich infrastructure to support current and emerging approaches to educational program delivery. This document includes descriptions of each space in the facility, the activities anticipated within and the furniture, fixtures and equipment (FF&E) expected to be needed. Final decisions on the FF&E for each space will be confirmed in conjunction with the facility’s users once construction is underway.

Educational Program Delivery:

There is an emerging body of research that links student performance with school facilities. One leading study makes the following points:

- Design components and features have a measurable influence on student learning. Deficiencies in thermal comfort, acoustics, and lighting are particularly significant.
- Overcrowding has a negative impact on learning.
- There is a strong positive relationship between overall building condition and student achievement.
- Substandard facilities have a negative impact on teacher effectiveness and performance and consequently impact student performance. (Earthman 2002)

One of the important concepts in education is the philosophy of differentiation. Differentiation calls for students to be taught in the way that is most likely to be effective considering their individual readiness and styles of learning. Standards are “what” is taught. Differentiation can be “how” standards are taught. Howard Gardner’s theories of multiple intelligences have helped us understand the variety of ways in which we all learn. They are illustrated in the table on the following page.





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Eight Ways of Learning:

Children who are highly:	Think	Love	Need
Linguistic	in words	reading, writing, telling stories, playing word games	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
Logical-Mathematical	by reasoning	experimenting, questioning, figuring out logical puzzles, calculating	materials to experiment with, science materials, manipulatives, trips to the planetarium and science museum
Spatial	in images and pictures	designing, drawing, visualizing, doodling	art, LEGOs, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Bodily-Kinesthetic	through somatic sensations	dancing, running, jumping, building, touching, gesturing	role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning
Musical	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening	sing-along time, trips to concerts, music playing at home and school, musical instruments
Interpersonal	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal	in relation to their needs, feelings, and goals	setting goals, meditating, dreaming, planning, reflecting	secret places, time alone, self-paced projects, choices
Naturalist	through nature and natural forms	playing with pets, gardening, investigating nature, raising animals, caring for planet earth	access to nature, opportunities for interacting with animals, tools for investigating nature (e.g., magnifying glass, binoculars)

(Armstrong, Thomas. Multiple Intelligences in the Classroom, 2nd Edition. Chapter 3. Describing Intelligences in Students. 2000.)

What this tells us about the school building is that the facility must be planned to provide a variety of experiences to insure optimal learning opportunities for each student. Space and furnishings should be flexible to accommodate whole group instruction as well as individual and group space. Connections, where possible, to the outdoors are important for active learning and science projects.

Technology

Technology is an essential tool for learning in today's schools. Computers are used for instruction in the core subjects as well as word processing, data analysis, and



presentation development. Computers and projection devices are found in classrooms as well as labs. HISD has embarked upon a program that will lead to each student having their own laptop or tablet. All spaces in the facility must be designed to support this 1:1 initiative.

Flexibility

21st century schools should be organized to have the flexibility to embrace multiple program delivery systems. This may include: self-contained learning centers, team teaching, thematic instruction and/or departmental organization. The buildings must be flexible enough that from year to year the users of the building have the ability to alter the instructional methodology. Additionally, the learning environments must also be flexible enough that from period to period they can appeal to each learner.

Flexibility is addressed in this educational program through providing:

- Spaces in a variety of sizes that can be configured and re-configured in multiple layouts.
- Learning Centers with similar configurations and with as little fixed cabinetry as possible to allow for many configurations.
- Spaces such as the Learning Commons, Dining Commons, and Gymnasium that will be located to allow for after-hours access without disturbing the entire building.
- Finishes on the floors, walls, and, ceilings, that are easy to clean and allow for maximum personalization of the space.
- Furnishings that are flexible, durable, and easy to move, so the spaces can respond to a dynamic educational program.

Organization

At the High School level, spaces are increasingly organized in houses, schools-within-schools or small learning communities. Essentially these concepts are similar. They all include learning centers and teacher support areas located together with Special Education, Career and Technical Education (CTE) and Administration, creating personalized, smaller Neighborhoods within the larger facility.

Learning Centers

The focus for all disciplines with this Ed Spec is to create flexible and dynamic learning centers that support 21st century learning for whole group, small group, and individuals. Addressing the needs of all learners requires that learning be experiential and hands-on.

Each learning space should have as much moveable (rather than fixed) furniture and equipment as possible. Tables, chairs, moveable storage, and wireless technology, will support flexible configuration during the current school day and year and many different configurations as educational program delivery evolves over time.

Science Learning Centers/Wet Labs will have perimeter counters and sinks with tables that can be configured for individual activities, small group clusters, lab stations or moved back to the edges of the room for experimentation that requires free movement. Each Science Learning Center/Wet Lab will contain a sink for every 4 students and a demonstration table for teacher demonstration of experiments.





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

A variety of spaces have been included to support non-core academic learning. Learning Centers for visual and performing arts, world language, CTE, and physical education will be configured to provide maximum flexibility through the use of moveable furnishing, fixtures, and equipment with acoustic control, plumbing, etc. to support the intended primary user.

Program Area Overview

Administration/Guidance

Immediately upon entry, visitors will be greeted in the administration “welcome area.” Offices may include the Principal, support staff, guidance and health services. These spaces should be located in a centralized area at the main entrance of the school to provide a controlled access point during the school day.

The front entry lobby should be welcoming and inviting for students, staff, and visitors. However, to address security concerns, a security vestibule will be provided. In order to gain access to the facility, a visitor will pass through the vestibule directly into the main administrative reception area before being allowed into the school.

Neighborhoods

The basic organizational unit for this school will be the neighborhood, consisting of general-purpose learning centers, teachers’ work center, small group rooms, extended teaching area, and science learning centers/wet labs. The neighborhood concept accommodates a variety of instructional strategies and student-grouping approaches. This concept also provides a learning environment that is characterized by flexibility, a sense of community for the students and teachers working and a safe/well-supervised environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments that work for students and their learning styles.

The neighborhoods can be organized based on individual grade levels, multi-grade groupings, or departmental groupings. The learning communities should be located near the Media Center and away from noisy spaces such as the Gymnasium and Cafeteria. Special attention should be given to accessibility of all educational and support spaces and an integrated learning program.

Learning Commons

The Learning Commons serves a dual role. Its traditional role is a library and a place to conduct research. Its new role is to serve as a technology and information base center. In this new role, it houses a transparent voice/video/data network, that runs throughout the entire building. This area is changing from a “depository of books” to a “technology information center.” It is not projected that the library functions will discontinue; rather digital technology will enhance voice, video, and data communications within the school, among district facilities, and with distance learning resources. To that end, a portion of the Learning Commons will be included in each Neighborhood as an Extended Learning Area for electronic research, project collaboration, etc.



Visual Arts

The Visual Arts Learning Center will be configured to support both 2-dimensional activities and 3-dimensional creations. Space will be provided both within the classroom and in a connecting storage room for access to materials and storage of student work-in-progress. Configuration will provide as much display space as possible to showcase student work within the room and in display cases visible from the corridor. The connecting kiln room will provide an area to store work waiting to be fired as well as safe control and ventilation for the kiln.

Performing Arts

Design, flexibility, and acoustics should be especially considered when planning these spaces. The Instrumental Music/Vocal Music and Performance square footage will be grouped together. Storage areas, practice rooms, and teacher areas will connect with the larger space and be shared when feasible.

Physical Education

A variety of indoor and outdoor areas are required to support school physical education programs. Outdoor physical education teaching areas should be located near the indoor gymnasium. Physical education facilities should be designed and constructed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities. This will be accomplished by locating an entrance near the gym with lockable doors to control access to the rest of the building.

Food Services

The Dining Commons is planned as a flexible room that can accommodate student dining, meetings, and other events. The serving area will be designed as a food court. Movement among the various activities, i.e. hand washing queuing for serving, and exiting, will be planned for ease of movement.

Building Support – Corridors and Common Spaces

Extensive display areas should be provided for two-dimensional and three-dimensional student work and awards. Finishes should be durable and easy to maintain. The scale of all spaces must be student friendly. Colors, artificial lighting, and natural day-lighting should be artfully managed to create an environment that communicates that school is a very special place.

Technology

The facility should contain the latest in technology and be wired and wireless for voice, video and data throughout the building. The program design is intended to bring information to each student, and computer technology will be available in each space. HISD is in the early stages of an initiative which when completed will provide each learner with a laptop or tablet. It is intended therefore that access to technology will be seamless and pervasive throughout the building.





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Accessibility

The entire facility must be universally accessible. This should be accomplished through judicious use of ramping and elevators where necessary, sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including way-finding and signage, appropriate use of textures, etc.

Aesthetics

Constructing the indoor and outdoor structures and spaces where students go to school today must meet many challenges and expectations. Interior and exterior aesthetics should reflect the high academic aspirations of the school. It should have community visibility and presence.

Creating a community landmark will establish a recognizable identity that will instill pride in students and community and also express the value that the community has for its children. Areas within the school should be developed to have clear organization and internal identity.

The facility should be inviting to students, making them feel that the space is special, and therefore make it clear that each person is special. Aesthetics that affirm the value of the individual must be emphasized, with spaces for the admiration of the accomplishments of self and others. The school should support academic success, high self-esteem, social interaction, and physical safety. The facility layout should be especially easy to comprehend and reflect how spaces relate to one another. Easily supervised areas should be provided for positive socialization among students and with teachers.

Flexibility

Facilities should be constructed in a manner in which change and flexibility is the norm, not the exception. Building materials, systems, and furniture should be selected to support these concepts as well.

Indoor and Outdoor Learning Environments

By rethinking all spaces, better use of the facilities and site can occur. One way to accomplish this is to use windows and outside areas to make rooms “feel” larger as well as utilizing outdoor areas for teaching environments. All grade level learning centers must have windows to the exterior.

Common and shared use areas should be considered to provide spaces for positive interaction and orientation within the school. All learning environments should be developed to foster a sense of belonging and pride. The use of the building system/design as an actual teaching model and example of technology and environmentally conscious design should be considered. Creativity and functionality should work hand in hand



CAPACITY MODEL & SPACE REQUIREMENTS



HISD EDUCATIONAL SPECIFICATIONS
MILBY HIGH SCHOOL – NOVEMBER 11, 2014

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Capacity Model:

	# Teaching Stations	Students per Teaching Station	Building Capacity	% Utilization	Program Capacity
Core Academic Learning Center (English, Math, Social Studies, World Language, Health)	43	28	1204	85%	1,023
Science Learning Center / WetLab	12	28	336	85%	286
Grad Lab	2	28	56	85%	48
Special Education Learning Center A (Life Skills)	2	18	36	85%	31
Special Education Learning Center B (Deaf Ed Life Skills)	2	10	20	85%	17
Special Education Learning Center C (Behavioral Adjustment Class)	1	8	8	85%	7
Teaching Spaces Specific To Program					
Architecture & Construction: HVAC	2	28	56	85%	48
Arts, AV Technology, Communications: Printing	2	28	56	85%	48
Health Science: HOSA	2	28	56	85%	48
Hospitality: Culinary Arts	1	28	28	85%	24
Human Services: Cosmetology	2	28	56	85%	48
Information Tehcnology: Forensic Computer Science / Principles of	3	28	84	85%	71
Manufacturing: Welding	2	28	56	85%	48
Engineering A (Petroleum)	1	28	28	85%	24
Engineering B (Petroleum)	1	28	28	85%	24
JROTC (Army)	2	28	56	85%	48
Visual Arts Wet Lab	2	28	56	85%	48
Instrumental Music Learning Center (Band)	1	28	28	85%	24
Orchestra /Guitar Learning Center	1	28	28	85%	24
Black Box /Drama / Theater Learning Center	1	28	28	85%	24
PE / Fine Arts Multipurpose Space	1	28	28	85%	24
Gymnasium	2	32	64	85%	54
Auxiliary Gymnasium	1	32	32	85%	27
Natorium	0	32	0	85%	0
Multipurpose Activity Room	1	32	32	85%	27
Total	90		2,460		2,091





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Space Requirements:

	Teaching Stations	Total
Core Academic Area	62	69,775
CTE	16	21,315
JROTC	2	3,403
Visual Arts	2	2,620
Performing Arts	4	20,246
Physical Education/Athletics	4	35,767
Welcome Center/Administration Space Requirements		13,790
Food Service Space Requirements		15,961
Custodial/Maintenance Space Requirements		2,091
Child Care Center		2,535
Total Net	90	187,503
Building Support		85,401
Total Gross		272,904



Space Details:

Neighborhoods	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Core Academic Learning Center	43	43	803	34,520
Science Learning Center / Wet Lab	12	12	1,671	20,052
Wet Lab Storage		4	150	600
Grad Lab	2	2	955	1,910
Learning Commons/Information Center		1	4,470	4,470
Extended Learning Center		9	292	2,628
Office/Storage		1	207	207
Special Education Learning Center (Life Skills)	2	2	833	1,666
Deaf Ed Office		1	286	286
Special Education Office				
Special Education Learning Center B (Deaf Ed)	1	1	799	799
Special Education Resource Rooms (Deaf Ed)	1	4	104	416
Restroom/Changing Room		1	258	258
Kitchen/Storage/Laundry		1	193	193
Special Education Learning Center C (Behavioral Adjustment)	1	1	455	455
Storage - Special Ed/ Deaf Ed				
ARDS Room				
Small Group Room		4	129	516
Storage		8	0	0
Total	62			68,976



HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Career and Technical Education (CTE)	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Architecture and Construction				
HVAC	1	1	1,379	1,379
HVAC Learning Center	1	1	800	800
Storage		1	184	184
Arts, AV Technology, Communications				
Printing /Graphic Arts/ Imaging Technology w/ Vestibule	1	1	1,294	1,294
Printing Learning Center	1	1	857	857
Storage		1	172	172
Dark Room		1	83	83
HOSA - Health Occupations	2	2	830	1,660
Storage		1	194	194
Hospitality and Tourism				
Culinary Arts/Hospitality	1	1	1,422	1,422
Culinary Arts Storage		1	107	107
Dining & Banquet Room/Learning Center		1	1,453	1,453
Catering Storage		1	143	143
Toilet				
Office				
Human Services				
Cosmetology Learning Center	1	1	721	721
Cosmetology Demonstration Center	1	1	1,211	1,211
Cosmetology Storage/Dispensary		2	163	325
Information Technology				
Computer Maintenance / Principles of IT	3	3	877	2,630
Storage		1	171	171
Manufacturing: Welding Lab	1	1	1,885	1,885
Welding Learning Center	1	1	797	797
Tool Storage		1	184	184
General / Material Storage		1	103	103
Welding/ Engineering/ HVAC Staff Toilet		1	66	66
Science, Technology, Engineering				
Office		2	100	200
Engineering A	1	1	1,438	1,438
Engineering B	1	1	1,438	1,438
Storage		2	199	398
Total	16			21,315

HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL



JROTC - Army	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
JROTC (Located within existing building basement. Old pool				
Learning Center A	1	1	1,427	1,427
Learning Center B	1	1	859	859
Small Group Collaboration		1	136	136
Instructors Center		1	148	148
Uniform/Drill Team/Color Guard Storage		1	349	349
Arms/Weapons Storage		1	67	67
Chair/T able/T target Storage		2	209	417
Total	2			3,403

Visual Arts	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Visual Arts Wet Lab (Ceramics / Sculpture)	2	2	1,072	2,143
Kiln Room		1	79	79
Storage Room		1	237	237
Shared - T eacher Work Center, Work Stations		1	161	161
Total	2			2,620





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Performing Arts	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Band Learning Center	1	1	2,155	2,155
Band Instrument Storage		1	547	547
Uniform/General Storage		1	616	616
Music Storage/Library		1	379	379
Practice Room (s)		1	100	100
Office, Band Director		1	160	160
Orchestra / Guitar Music Learning Center	1	1	1,753	1,753
String Instrument Storage		1	614	614
Practice Room (s)		2	100	200
Office, Orchestra / Guitar Director		1	83	83
Shared Ensemble Room		1	375	375
Black Box /Drama/T heater Learning Center	2	1	1,424	1,424
Costume/General Storage		1	798	798
Prop & UIL Storage/Script Library		0		
Practice Room(s)		0		
Office, Theater Director		1	87	87
Scene Shop/ Fabrication/ Storage		1	1,102	1,102
Finishing / Fabricating Room / Painting		0		0
General Storage		0		0
General Storage/ Shared Workroom		1	516	516
Toilet		1	50	50
PE/Fine Arts Multipurpose Room (Dance)				
Costume / General Storage		1	111	111
Office / Control Room		1	80	80
Auditorium (seating for 500)		1	4,688	4,688
Stage		1	2,000	2,000
Control Room		1	120	120
Lobby		1	1,500	1,500
Tickets		1	75	75
Concessions		1	205	205
Dressing Room/Restroom		2	254	508
Total	4			20,246

HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL



Physical Education/Athletics	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
PE/Athletics Lobby		1	1,480	1,480
Gymnasium (seating for 1/3 of program capacity of school)	2	1	8,536	8,536
Auxiliary Gymnasium	1	1	6,974	6,974
Weight / Fitness Room		1	1,078	1,078
Multipurpose Activity Room	1	1	2,400	2,400
Boys' Athletic Locker Room		1	1,349	1,349
Girls' Athletic Locker Room		1	1,082	1,082
Boys'/Girls' PE Locker Room		2	902	1,804
Student Toilets/Showers		2	564	1,128
Adult Toilet/Shower/Locker		2	127	254
Athletic Director (Office B)		1	125	125
Office (shared)		2	363	726
Storage/ Training Room/ Laundry		1	602	602
Laundry		0		
PE Equipment Storage		1	900	900
Athletic Equipment Storage		1	1,264	1,264
Natatorium				
4 Lane Pool & Seating Area		1	5,489	5,489
Equipment/General Storage		1	576	576
Total	4			35,767



HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Administration/Guidance	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Administration				
Reception, Administration		1	537	537
Office A		5	124	622
Office C (Principal)		1	266	266
Principal's Restroom		1	50	50
Principal Secretary				
Office B (AP)		4	125	500
AP Reception/Waiting		4	190	760
Conference Room, Main		2	257	513
Conference Room, Small		1	151	151
Office A (Security)		1	101	101
Security Holding Area				
Registrar				
Registrar Storage				
Health Clinic & Houston Area Community Services (HACS)				
Reception/Waiting		1	161	161
Office A		1	100	100
Restroom		1	96	96
Cot Room		1	319	319
Exam Room		2	121	242
Procedure Room		1	225	225
Storage				
BioHazard				
Restroom - Large				
Guidance/Student Services				
Reception, Guidance		1	463	463
Office B (Attendance, Registrar, Counselor)		6	125	750
Conference Room, Small		1	152	152
Records/File Room		1	250	250
Workroom/Break Room		1	347	347
Mail Room		0		0
Shared				
Professional Development/Data Center		1	490	490
Teacher Work Center		1	902	902
Toilet				
Neighborhood Teacher Work Centers		8	470	3,760
Neighborhood Teacher Storage		8	154	1,232
Office B (Itinerant)		4	125	500
College Access				
Multi-use/Community Room		1	301	301
Computer Repair/Storage Room		1	799	799
Total				14,589

HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL



Food Service	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Kitchen Preparation Area		1	1,570	1,570
Serving Area		1	2,237	2,237
Dry Storage		1	350	350
Freezer		1	277	277
Cooler		1	277	277
Kitchen Manager's Office		1	81	81
Laundry/Custodial Area		2	46	91
Locker Room/Restroom		2	56	112
Student Dining Commons (seating for 1/3 of students at one		1	10,609	10,609
Dining Commons Storage		1	357	357
Total				15,961

Custodial / Maintenance	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Receiving Entry		1	174	174
Office, Plant Engineer		1	80	80
Custodial/Maintenance Storage/Toilet		1	889	889
IT Support		1	248	248
Custodial Closet		7	100	700
Total				2,091

Child Care Center	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Director Office		1	160	160
Kitchen/Storage		1	263	263
Student Restrooms		2	80	160
Staff Restrooms		2	54	107
Outdoor Storage		1	111	111
New Mother's Room		1	79	79
Infant Room		1	753	753
Toddler/Preschool Learning Center		1	902	902
Total				2,535





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL





SITE



Site Overview

Attractive, functional buildings placed on adequate grounds in an appropriately landscaped environment help to create in students an appreciation for schools and in adults an added civic interest and respect for the dignity of education. Site planning is based on a thorough analysis of the site, determination of human needs, determination of requirements for other uses, sustainability and provision for transportation, communications and utilities. Site planning is the first opportunity for incorporating the four principles of Crime Prevention through Environmental Design (CPTED):

- Natural Surveillance
- Natural Access Control
- Territorial Reinforcement
- Maintenance

In many communities, school facilities are frequently used for purposes other than those directly related to the learning activities of students; such as adult education, public assembly, recreation, election polling places, meetings that require food services, etc. There is a trend toward increasing this multi-use function of school facilities. Some schools are now being built as a part of a larger complex of community service facilities: recreation grounds and parks, health and social services centers, libraries and cultural centers.

On-site school traffic includes: buses, commercial vans, cars and bicycles transporting students, parents, staff and visitors to and from school, car and bus parking, service and delivery vehicles, and pedestrians entering, exiting and accessing site facilities. This traffic must be managed safely and efficiently so that it supports the school's mission and traffic management does not become a burden to the staff.

Outdoor recreational facilities will accommodate the physical education program, field exercises in academic programs such as science and art, unstructured play and social events such as picnics and carnivals. Group sizes will range from school wide events such as field days, to whole class grouping, small groups and individuals.

In planning new school construction and in site planning on existing campuses, space should be identified to site six temporary classroom units (T-Buildings) and accommodations made for their future utility hookups.



Design Considerations

- The outdoor playing fields shall accommodate the physical education program, athletics, and outdoor learning activities.
- As sites are identified, the opportunity for cooperative efforts such as buying adjacent land and master planning together with community groups should be explored.
- In developing a Campus Master Plan, consideration should be given to:
 - Future enhancements such as amphitheaters, picnic tables, nature trails, gardens for vegetables, wildflowers, and butterflies; wildlife habitats, sundials, etc.
 - Fire lane with access to all areas of the campus with special attention paid to allowing trucks to access the cafeteria, bus and parent drop off areas as these are the usual locations of fires. However, fire truck access to buildings must not be compromised during drop-off and pick-up times. Therefore, provide a 20' access way at critical points so the parents' vehicle queue will not interfere with emergency access to the building.
 - Security of life and property when designing the exterior lighting system. Consider placement of utility stub outs for lights which may be installed by community user groups.
 - Ways in which the community may use and upgrade the facilities. For schools these improvements may include stub outs for athletic field lighting (include baseball and softball fields). For schools/parks these improvements may include public restrooms/concession area/storage, spectator control access/storage, score boards & warm-up areas.
- Consider context and surrounding community circulation when planning site.
- Vehicular and pedestrian traffic should be separated.
- Site Master Plan should include covered walkways to bus and/or car loading/unloading areas.
- Coordinate traffic pattern so that students will not have to cross driveways or parking areas in route to outdoor play fields.
- Separate vehicular traffic as much as site and local governing bodies will allow.
- Allow for separate entrances/exits for bus traffic, car queuing and car parking. If separate roadway accesses are not possible separate traffic as soon as feasible on-site.
- The daily school schedule for arrival and dismissal, and occasional events, including large group assemblies and special events should be considered in the design of traffic patterns.
- Make all outdoor facilities ADA accessible.
- Allow for sufficient buffer space for safety when siting outdoor playing fields. Preservation of the natural environment and outdoor spaces for science and arts is desirable.
- Consider making provisions for shade and potential assembly areas.
- Design to allow for future upgrades, if possible.
- Consider safety and social zones of activity.
- Parking lots should be distant from foul ball territory.
- Screen noise producing areas from instructional areas.

HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL



- Campus Master Plan should indicate fire lane with access to all areas of the campus. This shall not be a paved road. It is critical that the school building not be encircled by vehicle circulation.
- Determine which development standards will be required, as these may have different requirements.
- In planning fields include fencing such as backstops, outfield, dugouts, temporary fencing with the thought of providing multiple use of athletic fields.
- See Design Guidelines concerning irrigation.
- Follow standards published by National Federation of State High School Associates for guide to proper athletic field orientation, sizes and markings:
National Federation of State High School Associations
PO Box 361246
Indianapolis, IN 46236-5324
1-800-776-3462





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Site

Future T-Buildings Area

USERS: <ul style="list-style-type: none">• Students• Faculty/staff	ACTIVITIES: <ul style="list-style-type: none">• Generally square area to accommodate six (6) temporary buildings.
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• When identifying the location, consider proximity of group toilets and other core facilities such as Learning Commons/Information Center, Food Service, etc.• When identifying the location, consider access to the area for transporting the buildings to and from the site.• Students moving to and from permanent buildings should not cross vehicular traffic.• Do not use areas programmed for other uses for temporary buildings.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Provide underground conduit and stub ups from the nearest power panel in the main building for future electrical connections. This panel should be provided with the required extra capacity.• Provide underground conduit and stub ups for future data connections.	



Site

Service Court/Access Drive/Dumpster

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Maintenance Staff • Custodial Staff • Food Service Staff 	<ul style="list-style-type: none"> • School deliveries • Waste disposal bins (dumpsters) • Meeting with parents, students and other visitors • Placing phone calls
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate in close proximity to Receiving Entry and Food Service • Area should be sited or shielded so that a visual screen is created • Consider turning radii and path of delivery vehicles • Provide drains at waste disposal bins 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Screening • 3 Waste Bins (dumpsters) • 1 Recycling Bin (dumpster) 	





Site

Bus Loop/Parking/Staging

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Staff • Teachers • Students • Parents 	<ul style="list-style-type: none"> • Entry, exit and staging of buses
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • The designated loading zone shall provide a minimum of 60 inches wide by 240 inches long clear floor area adjacent to the vehicle pull-up space with the long dimension parallel to the vehicle direction of travel. • Locate in close proximity to the main entrance, preferably near large assembly area within the school building and as a second priority, outdoor play area. • Provide a convenient, covered, accessible loading area for buses that is closer to the school than the car loading area (with the exception of special needs children). • Consider the turning radii of buses so that buses can discharge and pickup students without having to cross roadways or back up. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • None 	



Site

Car Parking

<p>USERS:</p> <ul style="list-style-type: none"> • Parents • Students (High School) • Community members • Faculty/Staff 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Parking to meet code requirements or as shown below, whichever is greater. • Parking for School Faculty and Staff plus 10% • Parking for Guests – provide spaces equal to 1% of the student capacity or 10 spaces whichever is greater. • Student parking at High Schools will likely not be possible due to the constraints of the site.
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Separate car parking from bus traffic and car drop-off/pickup • Car drop-off/pickup should not interfere with traffic flow to car parking • Locate staff/visitor parking at the front of the building to promote and identify the front entrance as well as for visual surveillance from Administration. • Provide convenient preferred parking spaces for low emission vehicles and those with special needs however, all other parking spaces should be located far enough away from the school that it is clear that priority is given to walkers, bikers, playgrounds and open space • Locate 15 of the staff spaces near the Service Court for use by the Maintenance, Custodial and Food Service Staff 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Consecutively numbered spaces • “Visitor” spaces • 6 “Reserved” spaces 	





Site

Car Staging/Access

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Parents/Students 	<ul style="list-style-type: none"> Safely discharge and pick-up students from private vehicles
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> The designated loading zone shall provide a minimum of 60 inches wide by 240 inches long clear floor area adjacent to the vehicle pull-up space with the long dimension parallel to the vehicle direction of travel. Locate near the main entrance but so as not to interfere with bus loading. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> None 	



Site

Pedestrian Circulation

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Staff/Faculty• Parents• Students• Community	<ul style="list-style-type: none">• Safe and secure passage from parking/access areas to the school's indoor facilities (including T-Buildings if any) and to the outdoor facilities including all athletic facilities
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide permanent walkways where anticipated foot traffic would destroy vegetation or where required for ADA compliant access• Provide minimum 10'-0" wide walkways to and at Bus Staging• Provide minimum 6'-0" wide walkways to and at Car Staging	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• None	



Site

Football/Soccer/Track

<p>USERS:</p> <ul style="list-style-type: none"> • Faculty • PE Students • Athletic Teams • Community 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Competing (Athletics) • Practicing (Athletics) • Physical Education classes
<p>DESIGN CONSIDERATIONS:</p>	
<ul style="list-style-type: none"> • Provide a 225' x 360' layout for soccer and a 160'x360' layout for football all within a 400 meter, 8 lane track. As closely as possible, align the football/soccer field along a NW/SE axis. Additionally, provide for separate high jump, long jump, triple jump, pole vault, shot put and discus. Locate so that landing areas for shot put and discus are not on the football/soccer field. • Provide space for future bleachers, concession/ticket stand, and scoreboard. • Provide 4'-0" high perimeter fencing around the track. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p>	
<ul style="list-style-type: none"> • Permanently installed apparatus/infrastructure: <ul style="list-style-type: none"> • Banked track with two straight runs and two semicircular ends. The length of the straight sections and the curves shall be equal. A curb at grade shall mark the inner limits of the track. The curb shall be cut at regular intervals to allow for drainage. Track shall be rubberized with markings for: <ol style="list-style-type: none"> a. 100 meter, straight start b. 200 meter, straight start c. 400 meter, curved start d. 800 meter, curved start e. 1600 meter, curved start f. 3200 meter, waterfall start g. 4 x 100 meter relay, staggered start plus exchange zone h. 4 x 200 meter relay, stagger start plus exchange zone i. 3200 meter relay, waterfall start plus exchange zone j. 100 meter hurdles, straight start k. 110 meter hurdles, straight start on apron l. 300 meter intermediate hurdles, one curve staggered start • Rubberized runway, planting box, and landing pad space for pole vault • Rubberized runway and sandpit for long jump • Rubberized runway and sand pit for triple jump • Rubberized apron for high jump • Concrete throwing circle and cage for discus • Concrete putting circle for shot put. • Turtlebacked field with gooseneck goal posts for football • Electrical stub outs from main facility for scoreboards and field lighting • Underground drainage system with catch basins located outside of activity areas for safety of players. • Irrigation system • Pole vault landing pad • Soccer goals 	



Site

Baseball

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Faculty • Athletic Teams • Community 	<ul style="list-style-type: none"> • Competing (Athletics) • Practicing (Athletics)
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide 6'-0" high perimeter fencing and 12'-0" high backstop fencing with 6'-0" foul ball screen set at 45 degrees on top • Provide fencing for the "dugout" • Include in planning future bleachers, adjacency to football/track concession stand, ticket booth, restrooms 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Permanently installed apparatus/infrastructure • Electrical stub outs from main facility for scoreboards • Irrigation system for outfield, quick connects for infield 	





Site
Softball

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students (PE) • Faculty • Athletic Teams • Community 	<ul style="list-style-type: none"> • Learning the fundamentals of softball (PE) • Competing • Practicing
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate for ease of access for PE classes • Provide playing field for fast-pitched play • Provide 6'-0" high perimeter fencing and 12'-0" high backstop fencing with 6'-0" foul ball screen set at 45 degrees on top • Provide fencing for the "dugout" • Include in site plan space for future bleachers adjacent to football/track concession stand, ticket booth, restrooms 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Permanently installed apparatus/infrastructure • Electrical stub outs from main facility for scoreboard • Irrigation system 	



Site

Tennis Courts

USERS: <ul style="list-style-type: none">• Students (PE)• Faculty• Athletic Teams• Community	ACTIVITIES: <ul style="list-style-type: none">• Learning the fundamentals of tennis (PE)• Competing• Practicing
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Locate for ease of access for PE classes• Provide 12'-0" high fencing• Include in site plan space for future bleachers adjacent to football/track concession stand, ticket booth, restrooms	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Permanently installed apparatus/infrastructure• Tennis court nets	





Site

Playing/Practice Fields

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students (PE)• Faculty• Athletic Teams• Community	<ul style="list-style-type: none">• PE Classes• Athletic practices•
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Each field to be approximately 160' x 360'• Fields should be relatively level but sloped to drain without need of underground drainage• Locate for ease of access for PE classes• Irrigation system for outfield	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• None	



Site

General

<p>USERS:</p> <ul style="list-style-type: none"> • Parents • Students • Community members • Faculty/staff 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Access to school and its facilities
<p>DESIGN CONSIDERATIONS:</p>	
<ul style="list-style-type: none"> • All exterior signage, fencing, and railings should be included in design documents • Site lighting • Flagpole should be located near the main entrance with a paved walkway to it • Bike racks should be located to promote their use • Fixed landscape equipment (i.e. trash cans, seating benches etc.) should be included in design documents 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p>	
<ul style="list-style-type: none"> • Marquee sign, directional and traffic Signage, fencing and railings • Site lighting • Flagpole • Bike Racks • Landscaping • Irrigation system at front entrance • Flags 	





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL





NEIGHBORHOODS



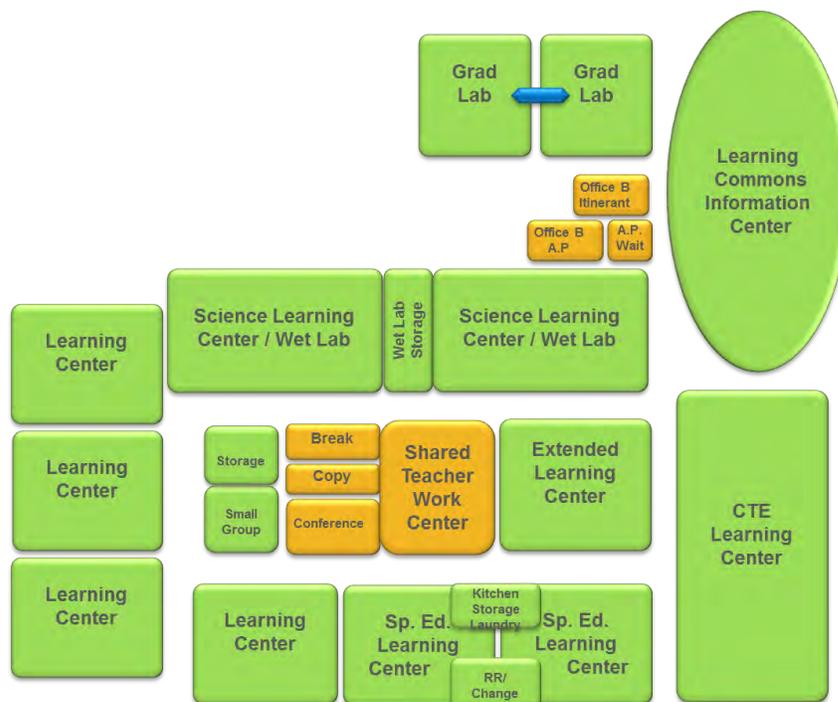
Neighborhoods

Overview:

Core academic requirements for all children are mandated by state and federal law. HISD's promise is to provide 21st Century learning environments, accordingly, the facilities shall:

- Meet the state and federal requirements
- Be safe and conducive to learning
- Create life-long learners
- Create an environment conducive to teacher retention
- Provide for flexibility of course offerings within core academic subject areas
- Accommodate interdisciplinary learning
- Accommodate multiple intelligences and varied learning styles
- Provide effective space for collaboration and increased communication
- Provide easy access to teaching resources for anytime, anywhere learning

Each neighborhood will include collaborative spaces for students and faculty, Core Academic Learning Centers, Science (or other flex) Lab space, and a CTE Learning Center. The neighborhoods will be arranged adjacent to common learning areas as well as Assistant Principal's offices.



Legend

- Physical connection
- Visual connection
- Physical and/or acoustic separation

The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Neighborhoods

Space Requirements

Neighborhoods	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Core Academic Learning Center	43	43	803	34,520
Science Learning Center / Wet Lab	12	12	1,671	20,052
Wet Lab Storage		4	150	600
Grad Lab	2	2	955	1,910
Learning Commons/Information Center		1	4,470	4,470
Extended Learning Center		9	292	2,628
Office/Storage		1	207	207
Special Education Learning Center (Life Skills)	2	2	833	1,666
Deaf Ed Office		1	286	286
Special Education Office				
Special Education Learning Center B (Deaf Ed)	1	1	799	799
Special Education Resource Rooms (Deaf Ed)	1	4	104	416
Restroom/Changing Room		1	258	258
Kitchen/Storage/Laundry		1	193	193
Special Education Learning Center C (Behavioral Adjustment)	1	1	455	455
Storage - Special Ed/ Deaf Ed				
ARDS Room				
Small Group Room		4	129	516
Storage		8	0	0
Total	62			68,976



Neighborhoods

Core Academic Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 28 Students 	<ul style="list-style-type: none"> • Mastering the core curriculum • Mastering 21st Century learning skills • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Operable partitions are permitted in this area. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 - 8'x4' Marker Board • Presentation Cart • Teacher stool • Student Area <ul style="list-style-type: none"> • 28 Student tables • 28 Student chairs • 2 tall lockable storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Presentation board mounted on presentation wall adjacent to and at same height as marker board • Clock 	



Neighborhoods

Science Learning Center/Wet Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Staff/Faculty • Students 	<ul style="list-style-type: none"> • Lecture, labs, computer work • Technology-based instruction • Chemical, physical and biological experimentation • Collaborative relationship building • Working individually, in small groups, and in large groups • Mastering 21st Century learning skills • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Emergency utility shut-off • Power and Data in apron of casework • One station in each lab to be handicapped accessible • Casework sink cabinets, drawer/door cabinets will require Master lock • Provide outlet covers 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall (all items at appropriate height for age group) • 2 - flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 - 8'x4' Marker Board • Casework – Side wall: <ul style="list-style-type: none"> • Sink cabinets and drawer/door cabinets • Drying racks above sinks • Door/shelf cabinets above sinks • Safety station(s) (number determined by code) including eyewash, body drench shower • Goggles cabinet with UV light for disinfecting • Fume hood in 1/3 of Learning Centers/Wet Labs at wall connecting with Prep Room • Fixed science demonstration table with gas and water • 2 paper towel dispensers • 2 soap dispensers • 14 – 2-person tables with chemical resistant epoxy tops • 29 adjustable height stools • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Shallow drawer cabinet (must accommodate 24" x 46" paper) • Presentation board mounted on presentation wall adjacent to and at same height as marker board • Clock • Large Periodic Table Chart and other large wall charts (provide clear wall space and tack boards to hang additional material) 	



Neighborhoods

Wet Lab Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Staff/Faculty 	<ul style="list-style-type: none"> • Teacher preparation and clean-up for lab exercises
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • If more than one fume hood, locate to minimize the visual connection from one classroom to another. • Provide one for each Neighborhood. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Refrigerator/freezer with small ice maker, not self-defrosting so that temperature will be constant • Casework on one wall with chemical resistant countertop, drawer/door base cabinets, and open shelf wall cabinets • Drying rack mounted above sink • Fire rated chemical storage cabinet • Residential dishwasher with permanently attached sign stating: Thoroughly rinse all acid containing items before placing in dishwasher • Paper towel dispenser • Soap dispenser • 2 tall work stools • Maximum linear feet of 12"D, adjustable height wooden shelving with rim guards on wall facing casework • 36"W x 84"H lockable storage cabinet 	





Neighborhoods

Grad Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • Students 	<ul style="list-style-type: none"> • Recovery of credit hours needed for graduation • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide power and data on the perimeter of the room • Add glass wall between Grad Labs • Space should represent more of a college atmosphere 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Charging stations and data connections to support 1:1 computing • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 - 8'x4' Marker Board • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • Presentation Cart • Teacher chair • Sofa(s) • Soft seating • 5 - task chairs • 5 laptop computers • Printers • Projector • Clock 	



Neighborhoods

Learning Commons/Information Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students • Faculty • Staff • Community members and parents for after school events 	<ul style="list-style-type: none"> • Learning hub to provide effective using of information and ideas for students and faculty • Circulation of materials and resources in the format of print, digital and multi-media etc. • Reading • Research • Technology based instruction for large group and small group • Provide meeting areas • Processing new media
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Some of this square footage will be used in a centralized location for print materials. Some will be used to create extended learning areas (ELA's) for wireless research. • Provide clear glass for writing surfaces • Provide a publishing / printing station with space for laser printer and scanner. • Provide location for interactive play elements (games, museum installments, educational elements) • Provide display cabinets. • Provide individual book drop in each Neighborhood. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Charging stations and data connections to support 1:1 computing • Locate tall shelving on room perimeter. Shelf units to be no wider than 36". Provide both 60-70"H (on perimeter only) and 42"H units. Perimeter units shall be detailed and coordinated with electrical to provide for outlets in the toe space. 42"H units should be double sided and on large casters. • 8 - Tables • 6 computer tables • Printer table • 38 chairs • Display cases with glass shelving for student artwork and other displays. If possible provide at corners where bookcases may meet to avoid wasted space • Circulation desk (modular, not fixed): <ul style="list-style-type: none"> • 2 task chairs • Drawer/door base cabinets & low shelving behind circulation desk with work space for processing • Work station for computer terminals and printer. Provide grommets for wire managements • Multi-level check in/out counter • Book drop-off with depressible book truck • Network capabilities for access to programs and on-line card catalog • Soft seating: chairs and tables for 10 • Clock 	





Neighborhoods

Learning Commons/Information Center – Extended Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students • Faculty • Staff • Community members and parents for after school events 	<ul style="list-style-type: none"> • Reading • Research • Technology based instruction for large group and small group • Provide meeting areas
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Some of the square footage for these spaces will be from the Learning Commons/Information Centers 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Continuous marker surface on one wall • Charging stations and data connections to support 1:1 computing • Blinds for windows • Tables • Chairs • Soft seating • Clock 	



Neighborhoods

Learning Commons/Information Center – Office/Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Media Specialist • Faculty • Staff 	<ul style="list-style-type: none"> • Paper work • Processing materials • Laminating
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Casework: <ul style="list-style-type: none"> • Maximum LF of cabinets on 2 walls, including sink cabinet, drawer/door cabinets and wall-mounted door/shelf cabinets • Center island with large, shallow drawers for posters, drawer/door cabinets, and open shelving • 4'x4' marker board • 4'x4' tack board • Paper towel dispenser • Soap dispenser • 2 - Double pedestal desk with center drawer & lock, 60" x 30" • 2 - task chairs, swivel, tilt, armless • 2 - tall stools • 3 - 4-shelf bookcases, 60"h x 36"w x 12"d • 2 - 4-drawer vertical files, letter size, lockable • Teacher wardrobe cabinet: coat hook, shelving, 2 drawers, lockable • 2 mobile book trucks 	



Neighborhoods

Special Education Learning Center (Life Skills)

<p>USERS:</p> <ul style="list-style-type: none"> • 4-10 students • Teacher • Teacher Aide(s) • Itinerant Staff (Psychologist, Social Worker, Therapist, etc.) 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Project-based learning • Physical therapy (PT) • Occupational therapy (OT) • Social skills activities (appropriate social interaction skills, listening skills, etc.) • Life skills activities (tooth brushing, personal care, career preparation, etc.)
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Provide Living Room area with sofa, chair bed, and dresser • Consider providing tackable surface over all the walls 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Student Lift and Tracks • Presentation Wall (all items at appropriate height for age group) • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 4 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • Teacher package • Student Area <ul style="list-style-type: none"> • 7 open front 18"x24" adjustable height student desks • 18 student chairs • 1 rectangular table, 30"x60" • 4 computer tables, 30"x48" • 1 half-moon table, 36"x72" • 2 - 18" seat height, 4 leg chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Student storage cubbies • Shallow drawer cabinet (must accommodate 24" x 46" paper) • Presentation board • Living Room Area <ul style="list-style-type: none"> • Sofa • Chair • Bed • Dresser • Computers • Clock 	



Neighborhoods

Special Education / Deaf Ed – Office/Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Clerks • Itinerant Staff (Psychologist, Social Worker, Therapist, etc.) 	<ul style="list-style-type: none"> • Paper work • Processing materials
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate close to one Small Group Room. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Casework: <ul style="list-style-type: none"> • Maximum LF of cabinets on 2 walls, including sink cabinet, drawer/door cabinets and wall-mounted door/shelf cabinets • Center island with large, shallow drawers for posters, drawer/door cabinets, and open shelving • 4'x4' marker board • 4'x4' tack board • Paper towel dispenser • Soap dispenser • 2 - Double pedestal desk with center drawer & lock, 60" x 30" • 2 - task chairs, swivel, tilt, armless • 2 - tall stools • 3 - 4-shelf bookcases, 60"h x 36"w x 12"d • 20 - 4-drawer vertical files, letter size, lockable • Teacher wardrobe cabinet: coat hook, shelving, 2 drawers, lockable • 2 mobile book trucks 	



Neighborhoods

Special Education Learning Center (Deaf Ed)

<p>USERS:</p> <ul style="list-style-type: none"> • 4-10 students • Teacher • Teacher Aide(s) • Itinerant Staff (Psychologist, Social Worker, Therapist, etc.) 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Project-based learning • Physical therapy (PT) • Occupational therapy (OT) • Social skills activities (appropriate social interaction skills, listening skills, etc.) • Life skills activities (tooth brushing, personal care, career preparation, etc.) • Visual alert activities
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Provide sound enhancement system. • Provide lights in place of school bell and for fire drills. • Locate close to Special Education • Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers • Open space towards a courtyard • Provide captions for announcements • Provide doorbell with light 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Student Lift and Tracks • Presentation Wall: (all items at appropriate height for age group) • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 - 8'x4' Marker Board • Teacher package • Student Area <ul style="list-style-type: none"> • 7 open front 18"x24" student desks • 18 student chairs • 1 rectangular table, 30"x60" • 4 computer tables, 30"x48" • 1 half-moon table, 36"x72" • 2 - 18" seat height, 4 leg chairs • 1 tall storage cabinets with adjustable shelving • 1 bookcase (height may be dependent on window sill height), with adjustable shelving • 1 File cabinet • Shallow drawer cabinet (must accommodate 24" x 46" paper) • Presentation board • Clock 	



Neighborhoods

Special Education Resource Room (Deaf Ed)

<p>USERS:</p> <ul style="list-style-type: none"> • 1-2 students • Teacher • Teacher Aide(s) • Itinerant Staff (Psychologist, Social Worker, Therapist, etc.) 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Project-based learning • Physical therapy (PT) • Occupational therapy (OT) • Social skills activities (appropriate social interaction skills, listening skills, etc.) • Life skills activities (tooth brushing, personal care, career preparation, etc.) • Visual alert activities
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Provide lights in place of bell and for fire drills. • Locate close to Special Education • Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers • Provide captions for announcements • Provide doorbell with light 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Student Lift and Tracks • Presentation Wall: (all items at appropriate height for age group) • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Teacher package • Student Area <ul style="list-style-type: none"> • Student chairs • Round tables • Soft seating • 1 bookcase (height may be dependent on window sill height), with adjustable shelving • 1 File cabinet • Presentation board • Clock 	





Neighborhoods

Special Education –Restroom/Changing Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students • Teacher • Teacher Aide(s) • Staff 	<ul style="list-style-type: none"> • Personal hygiene • Diapering • Catheterization • Life skills activities (tooth brushing, personal care, career preparation, etc.) •
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide ceiling tracks for student lifts 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Wall mounted storage cabinet for changing supplies near changing table • Ceiling tracks for Student Lifts • Mirror above sink in restroom • Paper towel dispenser • Soap dispenser • Toilet paper dispenser • Adjustable height changing table • Mobile student lift 	



Neighborhoods

Special Education – Kitchen/Storage/Laundry

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Teacher Aide(s) 	<ul style="list-style-type: none"> • Breakfast and lunch preparation • Staging meals before serving • Cleaning equipment • Cleaning clothes and bedding
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate close to Sp. Ed. Life Skills and Sp. Ed. Deaf for shared use. • Provide lights on oven that blink with timer, etc. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Refrigerator with ice maker • Casework-handicapped accessible <ul style="list-style-type: none"> • Sink cabinet • Drawer/door base cabinets • Door/shelf wall cabinets • Washer and dryer • Soap dispenser • Paper towel dispenser • Maximum linear feet of 18"D, adjustable shelving in storage 	



Neighborhoods

Special Education Learning Center (Behavioral Adjustment Class)

<p>USERS:</p> <ul style="list-style-type: none"> • 4-10 students • Teacher • Teacher Aide(s) • Itinerant Staff (Psychologist, Social Worker, Therapist, etc.) 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Project-based learning • Physical therapy (PT) • Occupational therapy (OT) • Social skills activities (appropriate social interaction skills, listening skills, etc.) • Life skills activities (tooth brushing, personal care, career preparation, etc.)
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Provide concrete wall and no windows. • Provide a floor drain. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Student Lift and Tracks • Presentation Wall: (all items at appropriate height for age group) <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Teacher package • Student Area <ul style="list-style-type: none"> • 7 open front 18"x24" student desks • 18 student chairs • 1 rectangular table, 30"x60" • 3 computer tables, 30"x48" • 1 half-moon table, 36"x72" • 2 - 18" seat height, 4 leg chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Shallow drawer cabinet (must accommodate 24" x 46" paper) • Projector • Clock 	



Neighborhoods

Small Group Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • Students 	<ul style="list-style-type: none"> • Group meetings and work • Individual study • Testing
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate one Small Group Room near near Special Education area for use by Speech Therapist and Psychologist • Rooms can be located on the 2nd floor 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Presentation Wall • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • Charging stations and data connections to support 1:1 computing • 1 – 8'x4' Marker Board • 6 person table • 6 chairs 	





Neighborhoods

Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Faculty• Teachers	<ul style="list-style-type: none">• Storing instructional materials and supplies• Securing and charging mobile computer cart(s)
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' tack board• 4'x4' marker board• Maximum LF of heavy-duty 18"D adjustable shelving	



Neighborhoods

Computer Repair/ Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Computer Repair Technicians • 2-4 Students 	<ul style="list-style-type: none"> • Distributing computers • Receiving computers needing repair • Repairing computers • Storing computers • Instructing students on the repair of computers
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate on first floor of multi story buildings • Do not provide windows into this space • Provide surveillance cameras focused on entry to room 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Power and Data outlets located along perimeter • Marker Board • Tack Board • 12 Modular work benches • 4 folding tables • 6 task chairs • 1 bookcase (height may be dependent on window sill height), with adjustable shelving • Modular reception desk • Tall storage cabinets similar to Tensco #7824MGY • 4 – wire bin shelving similar to Quantum #QUS954BLMetal storage shelving • Clock 	

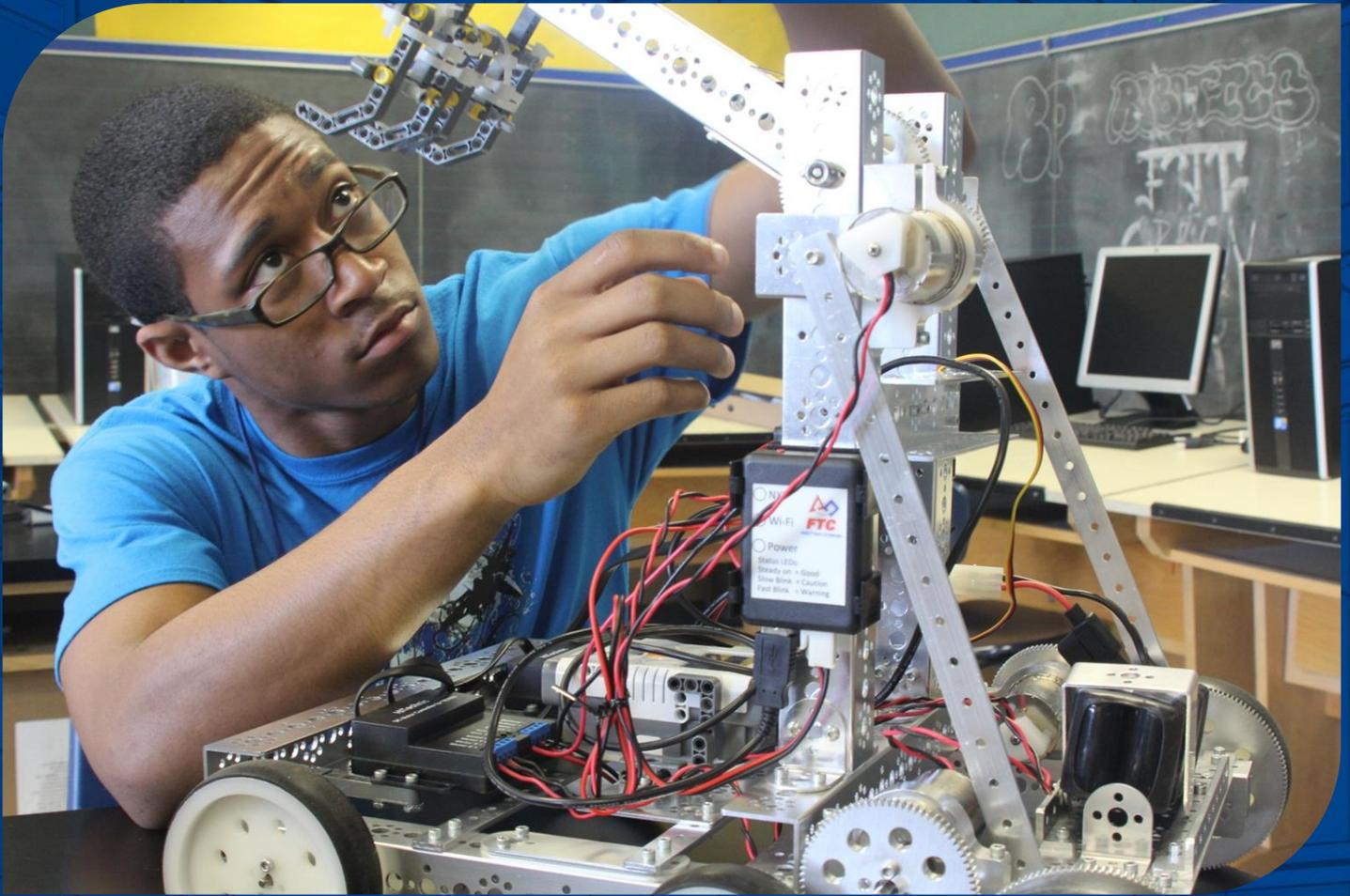




HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL





CAREER AND TECHNICAL EDUCATION



HISD EDUCATIONAL SPECIFICATIONS
MILBY HIGH SCHOOL – NOVEMBER 11, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING





Career and Technical Education

Overview:

College and career readiness is a key priority for HISD and by working closely with college partners and area businesses the students are prepared for post-secondary success. They participate in rigorous core academic courses as well as specialized courses in a career-focused area that integrates learning and provides work world experiences such as internships, job shadowing and work-based learning. CTE program clusters help students organize and prepare for college and their future career by linking both core and elective courses based on commonalities. The program also provides articulated offerings which are part of Tech Prep sequences of courses and are articulated with a specific college and credits can apply toward a four-year degree. The clusters are:

Architecture and Construction – design, planning, management, building and maintaining the built environment.

- Heating, Ventilation and Air Conditioning (HVAC)

Arts, AV Technology, Communications – designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

- Printing / Graphic Arts / Imaging Technology

Health Science – planning, managing and providing therapeutic services, diagnostic services health informatics, support services and biotechnology research and development.

- HOSA – Health Occupations

Hospitality and Tourism – Management, marketing and operation of restaurants and other food services, lodging, attractions, recreation events and travel related services.

- Culinary Arts / Hospitality

Human Services – preparing individuals for employment in career pathways that relate to families and human needs.

- Cosmetology

Information Technology – design, development, support, maintenance, and management of hardware, software, multimedia and systems-integration services.

- Forensic Computer Science/Maintenance / Principles of IT

Manufacturing – planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

- Welding

Science, Technology, Engineering – planning, managing and providing scientific research and professional and technical services including laboratory testing and research & development.

- Engineering A – (Petroleum)
- Engineering B – (Petroleum)





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

The CTE spaces should be located adjacent to the neighborhoods. This will allow for collaboration with the core academic programs. Additionally, it will provide access to the Extended Learning Area which can be used for small group sessions, presentations, etc.

Career and Technical Education Space Requirements

Career and Technical Education (CTE)	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Architecture and Construction				
HVAC	1	1	1,379	1,379
HVAC Learning Center	1	1	800	800
Storage		1	184	184
Arts, AV Technology, Communications				
Printing /Graphic Arts/ Imaging Technology w/ Vestibule	1	1	1,294	1,294
Printing Learning Center	1	1	857	857
Storage		1	172	172
Dark Room		1	83	83
HOSA - Health Occupations	2	2	830	1,660
Storage		1	194	194
Hospitality and Tourism				
Culinary Arts/Hospitality	1	1	1,422	1,422
Culinary Arts Storage		1	107	107
Dining & Banquet Room/Learning Center		1	1,453	1,453
Catering Storage		1	143	143
Toilet				
Office				
Human Services				
Cosmetology Learning Center	1	1	721	721
Cosmetology Demonstration Center	1	1	1,211	1,211
Cosmetology Storage/Dispensary		2	163	325
Information Technology				
Computer Maintenance / Principles of IT	3	3	877	2,630
Storage		1	171	171
Manufacturing: Welding Lab	1	1	1,885	1,885
Welding Learning Center	1	1	797	797
Tool Storage		1	184	184
General / Material Storage		1	103	103
Welding/ Engineering/ HVAC Staff Toilet		1	66	66
Science, Technology, Engineering				
Office		2	100	200
Engineering A	1	1	1,438	1,438
Engineering B	1	1	1,438	1,438
Storage		2	199	398
Total	16			21,315



Career and Technical Education-Construction

HVAC Lab

<p>USERS:</p> <ul style="list-style-type: none"> • Teachers • 24-32 Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Mastering the core curriculum • Mastering 21st Century learning skills • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations, instruction and practice of HVAC repairs, ductwork installation, etc. • Working individually, in small groups and in large groups
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Provide overhead door for ease of movement of materials to/from exterior covered area adjacent to drive/parking • Provide sufficient clear space within room for flexible arrangement of student tables, tools, equipment and work space 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Locking tool cage • Overhead power throughout space • Mop Sink • Presentation Wall • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Presentation Cart • Stool • Student Area <ul style="list-style-type: none"> • 8-4 Student work tables • 32 - Student stools • 3 - computer tables, 30"x60" • 6 – Student chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Tools • Portable Welding machine • Portable welding exhaust • Compressor • Computer • Residential HVAC Unit • Presentation board • Clock 	





Career and Technical Education- Arts
HVAC Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> • Teachers • 24-32 Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Project-based learning • Technology-based instruction • Working individually, in small groups and in large groups • Silk screening on t-shirts
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Design for possible public access by community for services rendered. • Provide a view to Lab 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • Presentation Cart • Stool • Student Area <ul style="list-style-type: none"> • 16 -2 person desk • 32 task chairs • 2 printer carts with storage • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Presentation board • Clock 	



Career and Technical Education-Construction

HVAC Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storing materials and supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Directly accessible from Learning Center	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x 4' Tack Board• Adjustable 12" and 18" deep shelving	





Career and Technical Education- Arts

Printing / Graphic Arts Demonstration Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 24-32 Students 	<ul style="list-style-type: none"> • Project-based learning • Technology-based instruction • Demonstrations • Working individually, in small groups and in large groups • Silk screening on t-shirts
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide power and data on the perimeter of the room • Determine if any offset printing will be done. If so, adjust to accommodate this equipment • Design for possible public access by community for services rendered. • Provide a view into Learning Center • Provide open area for screen printing, dryer, exposure, cutter and camera. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12” above marker/tack boards • 2 flag holders and map hooks • Presentation Cart • Stool • Student Area <ul style="list-style-type: none"> • 32 -1 person computer tables • 32 task chairs • 2 printer carts with storage • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Blinds for windows and presentation wall • Presentation board • Clock 	



Career and Technical Education- Arts

Printing / Graphic Arts Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 24-32 Students 	<ul style="list-style-type: none"> • Project-based learning • Technology-based instruction • Working individually, in small groups and in large groups • Silk screening on t-shirts
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide power and data on the perimeter of the room • Determine if any offset printing will be done. If so, adjust to accommodate this equipment • Design for possible public access by community for services rendered. • Provide a view to Demonstration Lab 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12” above marker/tack boards • 2 flag holders and map hooks • Presentation Cart • Stool • Student Area <ul style="list-style-type: none"> • 32 -1 person computer tables • 32 task chairs • 2 printer carts with storage • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Presentation board • Clock 	





Career and Technical Education- Arts

Printing/Graphic Arts Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storing materials and supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Directly accessible from Learning Center	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x 4' Tack Board• Adjustable 18"and 24" deep shelving, leave space at floor for cases of paper	



Career and Technical Education- Arts

Dark Room

USERS: <ul style="list-style-type: none">• Teachers• 2-3 Students	ACTIVITIES: <ul style="list-style-type: none">• Developing film• Project based learning
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Directly accessible from Learning Center	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Developers sink• Shelving	



Career and Technical Education-Health Science
Health Occupations

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 24 Students 	<ul style="list-style-type: none"> • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Dissection • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide 6 sink stations along three walls of the space, one station to be accessible. • Provide power and data in apron of casework. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Casework (with chemical resistant tops) with sinks, under and over counter storage. • Safety station(s) (number determined by code) including eyewash, body drench shower • Electrical and data at each station • Teacher demonstration desk with sink • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • Paper towel dispensers • Soap dispensers • Presentation Cart • UV goggle/face mask sterilizer • Student Area <ul style="list-style-type: none"> • 12 - two student tables with chemically resistant tops • 25 – rolling adjustable student stools • Presentation board mounted on presentation wall adjacent to and at same height as marker board • Clock • Hospital beds 	



Career and Technical Education-Health Science Health Occupations Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storing materials and supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Directly accessible from Learning Center	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x 4' Tack Board• Adjustable 12" and 18" deep shelving	





Career and Technical Education-Hospitality & Tourism

Culinary Arts Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> • Teachers • 23-24 Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Project-based learning • Learning fundamentals of cooking and baking • Applying food preparation techniques • Planning menus • Purchasing and receiving goods • Demonstrations • Working individually, in small groups and in large groups
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Consider locating near Food Service area of school for ease of deliveries, access to dining commons, laundry and changing room and possible collaboration on events/training. • Layout lab into three areas – Hot, Cold and Baking • Provide visual connection to Dining & Banquet Room • Provide drop down plugs from ceiling • Make one wall a marker wall 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • 2 - Triple sinks • Multiple hand sinks • Fire suppression system • Kitchen hood • Walk In Cooler/Freezer • Ice Machine • 4 convection/standard oven combo units • 3 hot holding units • 2 gas stovetops with 8 burners each • 1 tilt skillet • 1 large floor model kettle • 1 double-sided deep fryer • 1 indoor grill station with individual exhaust • 1 small commercial steamer • 1 cold prep counter • Floor mixer • Reach-in Refrigerator • Reach-in Freezer • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board w/ tack strips 12" above • 1 – 8'x4' Marker Board w/tack strips 12" above • 2 flag holders and map hooks • Paper towel dispensers • Soap dispensers • Presentation board mounted on presentation wall • 1 salamander/broiler (tabletop) • 10 tabletop propane burners • Tabletop electric and weighted scales • 4 moveable stainless tables • Mobile metal shelving • Proofing box • POS unit • Clock 	



Career and Technical Education-Hospitality & Tourism

Culinary Arts Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storing materials and supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Directly accessible from Learning Center	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x 4' Tack Board• Adjustable 12" and 18" deep shelving• Dunnage• Locking Knife Storage	



Career and Technical Education-Culinary Arts

Dining & Banquet Room/Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> • Teacher • Students • Faculty • Staff • Community 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Direct group instruction • Banquets • Conferences • Restaurant demonstrations
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Access directly from lab or service corridor via two lockable swinging doors • Provide beverage (coffee/tea/soda) station just outside swinging doors • Provide area just outside doors to locate bread/desserts warmers/coolers, condiment shelves, storage for trays and tray stands • Direct access from public area of school • Operable partition to divide room – 2/3 & 1/3 • Design for possible public access by community for services rendered. • Make one wall a marker wall 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Presentation Walls (one each side of divided room): <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • 7 - Folding 10 person round tables with cart • 12 – Folding two student tables • 70 - Folding chairs with cart • 2 - Sideboards for buffet service • Presentation board mounted on presentation wall adjacent to and at same height as marker board • Presentation Cart • Teacher stool • 2 clocks • Refrigerated mobile salad bar • Cold/hot mobile bar with storage underneath • 2 - Portable host stand • 2 – Portable menu boards • Portable stage • POS station 	



Career and Technical Education-Culinary Arts

Catering Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• Students	<ul style="list-style-type: none">• Storing tables, chairs, linens, etc.•
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Access directly from Dining/Banquet Room or from Service Corridor	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Heavy duty adjustable shelving used for linen, plates, etc.	



Career and Technical Education-Human Services

Cosmetology Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 25 Students 	<ul style="list-style-type: none"> • Direct instruction • Research • Testing • Technology-based instruction • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Directly assessable to Cosmetology Demonstration Center • Visual connection to Demonstration Center • Provide demonstration station including shampoo sink and mirror. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Demonstration station including shampoo sink and mirror • Camera for demonstration station • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Presentation Cart • Teacher stool • Styling chair • Styling trolley • Student Area <ul style="list-style-type: none"> • 13 - 2 Student tables • 25 Student chairs • 2 tall storage cabinets with adjustable shelving • Shelving to store 24 head only mannequins • Presentation board mounted on presentation wall adjacent to and at same height as marker board • Clock 	



Career and Technical Education-Human Services Cosmetology Demonstration Center

<p>USERS:</p> <ul style="list-style-type: none"> • Teachers • 25 Students • Visiting clients 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Learning and practicing cosmetology skills • Demonstration safety, sanitation and disease control • Working individually or in pairs
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Direct connection to Learning Center and Storage • Visual connection to Learning Center • Design for possible public access by community for services rendered. • Provide mirrors on all walls • Locate wig stations near the back of the room but in close proximity to hair stations 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Cubicle curtain track and curtains to separate facial, massage, manicure and pedicure areas • 1 - 4'x4' Tack Board at each area • 1 – 4'x4' Marker Board at each area • 6 shampoo sinks • 2 pedicure chairs • 3 ultraviolet dry sanitizers • Camera for demonstration station • 1 – modular reception counter with POS capability • Paper towel dispensers • Soap dispensers • 25 hydraulic styling chairs • 12 chair-mounted hair dryers • 12 styling trolleys • 2 wig dryers • Hair steamer • 6 manicure tables with matching chairs • 6 manicure stools • 8 pedicure foot baths • 4 pedicure foot stools • 2 facial tables • Reclining facial chair • Facial steam machine with stool • Receptionist task chair • 6 upholstered waiting chairs • Magazine rack • Clock 	





Career and Technical Education-Human Services

Cosmetology Storage/Dispensary

USERS: <ul style="list-style-type: none">• Teachers• Students	ACTIVITIES: <ul style="list-style-type: none">• Storing materials and supplies• Preparing chemicals
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Directly accessible from Demonstration Center• Provide a dutch door or pass through window with a counter shutter	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 12 linear feet of base, sink and wall cabinets• Washer and dryer• 4'x 4' Tack Board• Adjustable 12" deep shelving for storing linens, supplies, teaching materials	



Career and Technical Education-Information Technology

Computer Maintenance/ Principles of IT Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 30 Students 	<ul style="list-style-type: none"> • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Keyboarding • Learning and practicing computer skills and software programs • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide power and data on the perimeter of the room 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • Presentation Cart • 2- 24"x60" Demonstration Tables • Teacher stool • 15 - two student tables • 30 - task chairs • Presentation board mounted on presentation wall adjacent to and at same height as marker board • Projector • Clock 	





Career and Technical Education-Information Technology

Computer Maintenance / Principles of IT Storage

USERS: <ul style="list-style-type: none">• Teachers• Students	ACTIVITIES: <ul style="list-style-type: none">• Storing materials and supplies
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Directly accessible from Learning Center	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x 4' Tack Board• Adjustable 12" and 18" deep shelving	



Career and Technical Education-Manufacturing Welding Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 24-32 Students 	<ul style="list-style-type: none"> • Mastering the core curriculum • Mastering 21st Century learning skills • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations, instruction and practice of welding. • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide overhead door for ease of movement of materials to/from exterior covered area adjacent to drive/parking • Provide sufficient clear space within room for flexible arrangement of student tables, tools and work space 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Eye wash/Shower • 8 welding alcoves with fume exhaust system • Blinds for windows • Overhead power throughout space • Wall hooks near entry door for student aprons/masks • Presentation Wall: <ul style="list-style-type: none"> • 1 - 4'x4' Tack Board • 1 – 8'x4' Marker Board • Tack Strips located 12” above marker/tack boards • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Presentation Cart • Stool • Student Area <ul style="list-style-type: none"> • 8-4 Student work tables • 30 - Student stools • 3 - computer tables, 30”x60” • 6 – Student chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Presentation board • Clock 	





Career and Technical Education-Manufacturing

Welding Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storing materials and supplies• Storing tools
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Directly accessible from Learning Center	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x 4' Tack Board• Adjustable 12" and 18" deep shelving	



Career and Technical Education-Engineering Engineering Labs (A & B)

<p>USERS:</p> <ul style="list-style-type: none"> • Teachers • 23-24 Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Transparent operable partitions should separate two labs so that they can be used as one large flexible space when needed. • Provide large uninterrupted floor space • Provide direct access to exterior driveway/parking area for easy relocation of student projects – either double doors or overhead door • Provide exhaust capability including sufficient for use of portable welding machine • A small (6-10 capacity) conference/presentation room should be provided if Lab is not located in close proximity to shared extended learning area 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • 2 – single sided fume hoods for student work • Deep sink • Pegboard or other method of displaying projects located above door head height around perimeter of room • Provide power overhead – 220 volt and 120 volt • Presentation Wall • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Paper towel dispenser • Soap dispenser • Presentation Cart • Teacher stool • Student Area <ul style="list-style-type: none"> • 6 – 4- Student tables • 24 Student chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Presentation board mounted on presentation wall adjacent to and at same height as marker board • Clock 	





Career and Technical Education-Engineering

Engineering Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• Students	<ul style="list-style-type: none">• Storing materials• Storing research
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Access directly from both labs	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Heavy duty adjustable shelving• 2- 4 drawer file cabinets	



JROTC

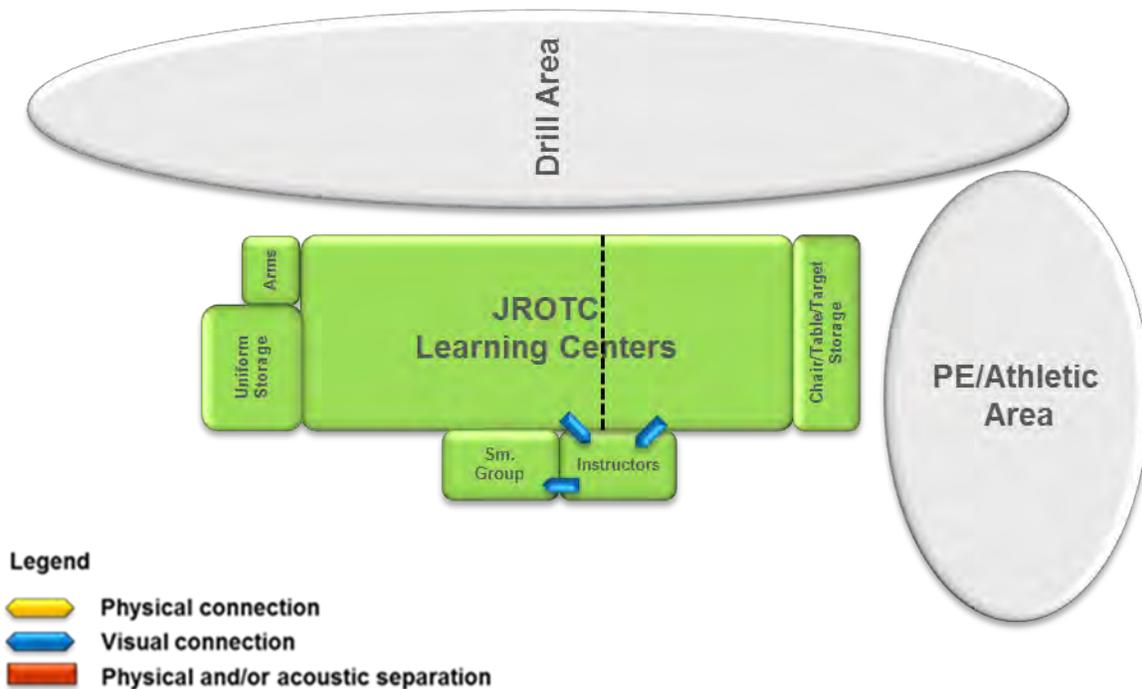


Junior ROTC

Overview:

HISD offers the Junior Reserve Officer Training Corps (JROTC) program at the high school level. JROTC builds self-discipline, teamwork, motivation, and confidence in young people, and provides students with the opportunity to learn about career opportunities in the Armed Forces of the United States. High schools which elect to do so will provide adequate space and facilities to support the JROTC curriculum in accordance with established standards and guidelines.

The program must have access to adequate drill and changing facilities (share use of PE gym facilities) and outside paved space 100' x 100' (shared use with PE basketball court) with perimeter striping for inspections, physical training and practice space for competitive drill teams.



The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

Junior ROTC

Space Requirements

JROTC - Army	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
JROTC (Located within existing building basement. Old pool				
Learning Center A	1	1	1,427	1,427
Learning Center B	1	1	859	859
Small Group Collaboration		1	136	136
Instructors Center		1	148	148
Uniform/Drill Team/Color Guard Storage		1	349	349
Arms/Weapons Storage		1	67	67
Chair/T able/T arget Storage		2	209	417
Total	2			3,403



Junior ROTC

Learning Centers A & B/Air Rifle Range

<p>USERS:</p> <ul style="list-style-type: none"> • Students • Teachers • Volunteers/Mentors 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Lecturing • Instruction on marching, physical training, and gun drills. Practice for these activities will take place in the Gym and practice fields • Watching videos • Target practice
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Provide operable partition dividing the space into two equal spaces with sound proofing. • The overall length of the space with the partition fully open should be a minimum of 55 feet to allow for it to be used as the air rifle range. • Each shooting lane should be 40-49 inches wide 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Presentation Wall in each half of Learning Center • Tack Strips located 12" above marker/tack boards • 2 flag holders and map hooks • Adjacent or Rear Wall of each half of Learning Center: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 - 8'x4' Marker Board • 2 - Presentation Carts • 2 - Teacher stools • 32 - 2-person tables with folding legs • 64 stackable chairs • Dolly for chairs • Dolly for tables • Targets and ammunition catch boxes • 4 - 4-drawer lockable filing cabinets • 4 tall storage cabinets with adjustable shelving • 6 bookcases (height may be dependent on window sill height), with adjustable shelving • 2 -Projectors • 2 Clocks 	





Junior ROTC

Cadet Small Group Collaboration

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 6-8 Cadets• Cadet Leadership	<ul style="list-style-type: none">• Preparing reports• Research• Small Group Instruction
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• View to Learning Center and Instructor Work Center	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Modular open office systems furniture with open over desk storage• 8 - Tilt swivel desk chairs on casters• tall storage cabinet• bookcase	



Junior ROTC Instructors' Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Instructional staff 	<ul style="list-style-type: none"> • Preparing program plans • Preparing reports • Teacher supply storage • Researching • Meeting
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • View to Learning Center and Cadet Small Group Collaboration • If unable to be located adjacent to PE area, add separate Restroom and Shower 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 4'x4' marker board • 4'x4' tack board • Sink and overhead casework • Full size Refrigerator • 3 sets - Modular open office systems furniture with keyed over desk storage and file drawers, each set separately keyed to a master. • 3 - Tilt swivel desk chairs on casters • 3 – guest chairs • bookcase 	





Junior ROTC

Uniform / Drill Team / Color Guard Supply Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Instructional Staff• Students	<ul style="list-style-type: none">• Storing materials, uniforms and books used in JROTC instructions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Adjacent to JROTC office with easy access to JROTC Learning Center	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Maximum linear feet of 2 high hanging rods with shelf above on 2 walls (200 uniforms, 120 pairs of shoes)• 2 duplex outlets on each wall• Hollow metal door• Maximum linear feet of heavy duty adjustable shelving on one wall• Lockable storage cabinets• Filing cabinets	



Junior ROTC Arms/Weapons Storage

USERS: <ul style="list-style-type: none">• Instructional Staff	ACTIVITIES: <ul style="list-style-type: none">• Storing weapons, targets and ammunition used in JROTC instruction• Storing chairs and tables from learning center when it is being used as a firing range
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Connected (preferred) or adjacent to JROTC office	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Locking arms rack (approximately 2'x2' square) to store 55 weapons• Metal adjustable shelving for storage of ammunition, supplies, etc.	

:





Junior ROTC

Chair/Table/Target Storage

USERS: <ul style="list-style-type: none">• Instructional Staff• Students	ACTIVITIES: <ul style="list-style-type: none">• Storing targets used in JROTC instruction• Storing tables and chairs when Learning Centers are used as rifle range.
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Connected to Marksmen area of Learning Center	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Dolly for 64 chairs• Dolly for 32 tables• 8 Targets (space requirements are similar to folding tables)	



VISUAL ARTS



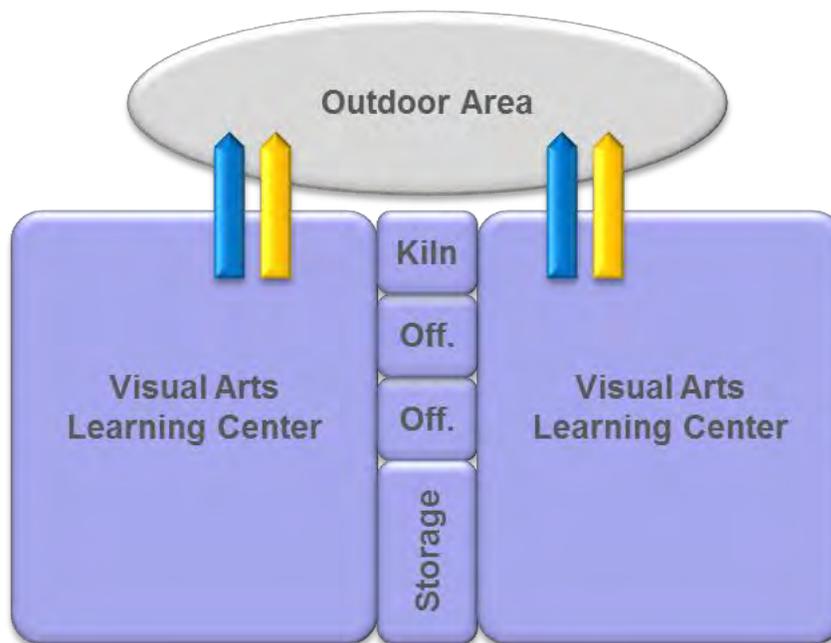
Visual Arts

Overview:

The arts are fundamental to communicating and understanding not only ourselves, but others. Through the arts we learn to appreciate and to create things of beauty. Important 21st Century skills enhanced by arts education include creativity, innovation, critical thinking, cooperative decision making, leadership, and capacity of problem-posing and solving. Visual Arts Learning Centers should:

- Provide a view to the outdoors
- Provide for flexibility of course offerings
- Be easy to clean
- Create an environment conducive to creativity

The Visual Arts should be located in proximity to the Performing Arts to encourage collaboration.



Legend

- Physical connection
- Visual connection
- Physical and/or acoustic separation

The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



Visual Arts

Space Requirements

Visual Arts	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Visual Arts Wet Lab (Ceramics / Sculpture)	2	2	1,072	2,143
Kiln Room		1	79	79
Storage Room		1	237	237
Shared - Teacher Work Center, Work Stations		1	161	161
Total	2			2,620



Visual Arts

Visual Arts Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> • Teachers • Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Creative individual and group activities • Learning/researching art history/artist • Discussions on Art criticism • Learning/practicing drawing, painting, embossed prints, ceramics, sculptures, etc
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Need area for arranging still lifes with track lighting. • Northern exposure is desirable. • Provide floor drain for ceramic room. • Slant floor towards floor drain if provided. • Provide a water hose connection. • Provide secure display cases in hallway outside room and near Main Administration area. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Presentation Wall: (all items at appropriate height for age group) <ul style="list-style-type: none"> • 4'x4' marker boards (one on each side of Presentation board) • 24' tack strip located 12" above marker/tack boards • Flag holders and map hooks • Adjacent or Rear Wall: (all items at appropriate height for age group) <ul style="list-style-type: none"> • 8' marker board with tack strip • 4' tack boards • Casework – Side wall(s): <ul style="list-style-type: none"> • Sink cabinet – with sink projecting from front edge of casework to allow access from 3 sides • Provide a total of 5 student sinks • Door/shelf cabinets above sink • Shelving above marker boards and windows for project display • 1 wall with continuous tackable surface • Paper towel dispenser • Soap dispenser • Teacher demonstration table, 30"x60", adjustable height, with chemical resistant top • Tall teacher stool • Student Area <ul style="list-style-type: none"> • 24 student adjustable height stools • 7 art tables, 42"x60", with chemical resistant tops (1 to be used for still life set-up) • 2 computer tables, 30"x60" • Projector • 2 tall storage cabinets with adjustable shelving • Portfolio cabinets • Double-sided mobile drying rack • 2 mobile paper racks • 55-tray tote tray cabinet • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Shallow drawer cabinet (must accommodate 24" x 46" paper) 	





Visual Arts

Kiln Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Art teacher	<ul style="list-style-type: none">• Storing greenware.• Firing items in kiln.
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide ventilation.• Provide outside access.• Provide fire proof doors.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Electric kiln• Greenware cabinet with doors	



Visual Arts Storage Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Art teacher	<ul style="list-style-type: none">• Storing and maintaining art supplies.
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Maximum LF of heavy-duty, adjustable height shelving – 50% 18” deep, 25% 24” deep, 25% 12” deep.• 3-shelf mobile cart with recessed top well for moving supplies between Art Storage and Visual Arts Learning Center	





Visual Arts

Shared – Teacher Work Center, Work Stations

USERS: <ul style="list-style-type: none">• Teachers	ACTIVITIES: <ul style="list-style-type: none">• Preparing lesson plans• Teacher supply storage• Researching• Meeting
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Modular open office systems furniture with keyed over desk storage and file drawers, each set separately keyed to a master.• Tilt swivel desk chairs on casters	



PERFORMING ARTS



HISD EDUCATIONAL SPECIFICATIONS
MILBY HIGH SCHOOL – NOVEMBER 11, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING





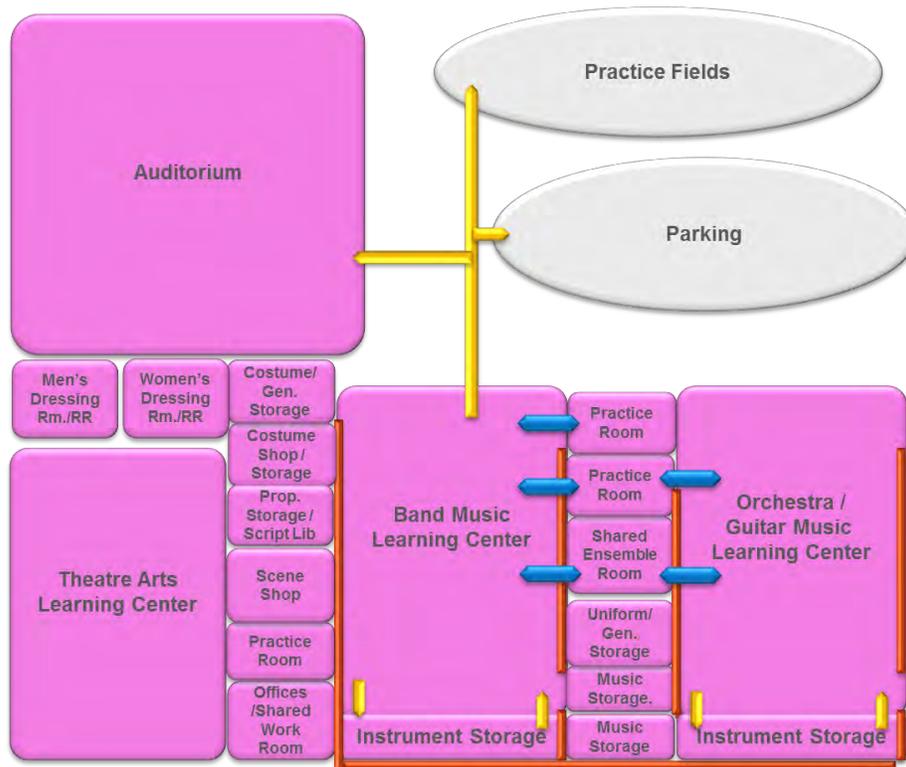
Performing Arts

Overview:

The arts are fundamental to communicating and understanding not only ourselves, but others. Through performing arts students build a value system in which they learn self-discipline and responsibility. Important 21st Century skills enhanced by arts education include creativity, innovation, critical thinking, cooperative decision making, leadership, and capacity of problem-posing and solving. Performing Arts learning centers should:

- Provide for flexibility of course offerings
- Be accessible after regular school hours
- Create an environment conducive to creativity

The Performing Arts Learning Centers should be located adjacent to performance spaces – stage at cafeteria, auditorium, etc. and be in proximity to the Visual Arts to encourage collaboration.



Legend

- Physical connection
- Visual connection
- Physical and/or acoustic separation

The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



Performing Arts Space Requirements

Performing Arts	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Band Learning Center	1	1	2,155	2,155
Band Instrument Storage		1	547	547
Uniform/General Storage		1	616	616
Music Storage/Library		1	379	379
Practice Room (s)		1	100	100
Office, Band Director		1	160	160
Orchestra / Guitar Music Learning Center	1	1	1,753	1,753
String Instrument Storage		1	614	614
Practice Room (s)		2	100	200
Office, Orchestra / Guitar Director		1	83	83
Shared Ensemble Room		1	375	375
Black Box /Drama/T heater Learning Center	2	1	1,424	1,424
Costume/General Storage		1	798	798
Prop & UIL Storage/Script Library		0		
Practice Room(s)		0		
Office, T heater Director		1	87	87
Scene Shop/ Fabrication/ Storage		1	1,102	1,102
Finishing / Fabricating Room / Painting		0		0
General Storage		0		0
General Storage/ Shared Workroom		1	516	516
Toilet		1	50	50
PE/Fine Arts Multipurpose Room (Dance)				
Costume / General Storage		1	111	111
Office / Control Room		1	80	80
Auditorium (seating for 500)		1	4,688	4,688
Stage		1	2,000	2,000
Control Room		1	120	120
Lobby		1	1,500	1,500
Tickets		1	75	75
Concessions		1	205	205
Dressing Room/Restroom		2	254	508
Total	4			20,246



Performing Arts Band Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> Instrumental Music Instructors/Director(s) 85 Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> Developing technical music skills through individual work, group work and performances Band music theory instruction Recitals Meeting area for community Recording of performances Sectional usage
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> Size opening to allow for transporting piano, drums, etc. Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers. Sound-rated door should share the same rating as the walls. Make sure all acoustical wall treatments are out of reach of students. Provide maximum lineal feet of shelving above door height for display. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> Provide maximum LF of shelving above door height for display Sound system – recording and playback 2 marker boards, one with permanent music staff markings. 2 - 4'x4' tack boards Presentation wall 85 posture chairs with retractable tablet arms 85 music stands Music stand cart Instrumental music risers Small stand carts for risers Conductor's podium: double podium with rail Music folio cabinets Sound system – recording and playback Upright piano Teacher speaker system Projector 	





Performing Arts

Band Learning Center – Instrument Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Band Director(s) Students 	<ul style="list-style-type: none"> Storing and retrieving band instruments
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Size opening to allow for transporting piano, drums, etc. Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers. Sound-rated door should share the same rating as the walls. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 4'x4' marker board 4'x4' tack board Maximum # of instrument storage cabinets similar to Wenger Acousti cabinets Deep utility sink for cleaning instruments (Sized to soak a sousaphone or smaller) 	

**Average Distribution of
Band Instruments (Wenger)**

Instrument	Percent
Piccolo	1%
Oboe	3%
Flute	12%
Clarinet	24%
Alto Clarinet	3%
Bass Clarinet	3%
Bassoon	4%
Alto Sax	5%
Tenor Sax	1%
Baritone Sax	1%
Cornet/Trumpet	14%
French Horn	6%
Baritone Horn	4%
Trombone	6%
Tuba	4%
Snare Drum	6%
Tenor Drum	2%
Base Drum	1%
100%	

**Average Distribution of
Orchestra Instruments (Wenger)**

Instrument	Percent
Violin	25%
Viola	19%
Cello	14%
Double Bass	8%
Flute	3%
Clarinet	3%
Trumpet	6%
Trombone	4%
Tuba	1%
French Horn	11%
Oboe	3%
Bassoon	3%
100%	



Performing Arts

Band Learning Center – Uniform/General Storage

USERS: <ul style="list-style-type: none">• Instrumental Music Directors• Students	ACTIVITIES: <ul style="list-style-type: none">• Storing and retrieving uniforms
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers.• Sound-rated door should share the same rating as the walls.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Maximum LF of double hanging rods with shelving above	





Performing Arts

Band Learning Center – Music Storage/Library

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Instrumental Music Directors Students 	<ul style="list-style-type: none"> Storing and sorting music
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers. Sound-rated door should share the same rating as the walls. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 4'x4' marker board 4'x4' tack board Maximum LF of heavy-duty, adjustable, wall-mounted shelving above file cabinets for additional storage Music sorting cabinet 10 - 4-drawer vertical file cabinets 24"x36" table 2 chairs 	



Performing Arts

Practice Room(s)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Instrumental Music/Orchestra / Guitar Music Directors Students 	<ul style="list-style-type: none"> Individual rehearsals and lessons
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Provide acoustical treatments Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers. Sound-rated door should share the same rating as the walls. Make sure all acoustical wall treatments are out of reach of students. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 2 stackable posture chairs Chair storage cart 1 conductor's chair, music stand, podium 	





Performing Arts

Office A (Band Directors)

<p>USERS:</p> <ul style="list-style-type: none"> • 3 Band Directors • Staff/Faculty • Clerical Support Staff • Students • Parents 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Assisting in administrative record keeping • Preparation of correspondence, reports and other administrative tasks • Private conferences
<p>DESIGN CONSIDERATIONS:</p>	
<ul style="list-style-type: none"> • Provide visual access to Band Learning Center. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p>	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • 2 guest chairs • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	



Performing Arts

Orchestra / Guitar Music Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> • Orchestra / Guitar Music Instructors/Director(s) • 60 Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Developing technical music skills through individual work, group work and performances • Orchestra / Guitar Classes • Recitals • Meeting area for community • Recording of performances • Vocal music theory instruction • Sectional usage • Keyboard Lab – Desk/shelf space for 5-6 keyboards
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Size opening to allow for transporting piano, drums, etc. • Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers. • Sound-rated door should share the same rating as the walls. • Provide plugs in keyboard lab for keyboard usage. • Electrical outlets to accommodate electrical guitar users. • Make sure all acoustical wall treatments are out of reach of students. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Presentation Wall • Provide maximum LF of shelving above door height for display • Provide 2 marker boards, one with permanent music staff markings. • 2 - 4'x4' tack boards • Paper towel dispenser • Soap dispenser • 40 posture chairs with retractable tablet arms • 30 music stands • 20 – 25 Guitars • Speaker system • Surround sound system • Projector • Music stand cart • Instrumental music risers • Small stand carts for risers • 1 Conductor's podium: double podium with rail • 2 music folio cabinets • Piano 	





Performing Arts

Orchestra / Guitar Learning Center – String Instrument Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> String Director(s) Students 	<ul style="list-style-type: none"> Storing and retrieving band instruments
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Size opening to allow for transporting piano, drums, etc. Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers. Sound-rated door should share the same rating as the walls. Provide two electrical outlets. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 4'x4' marker board 4'x4' tack board Maximum # of instrument storage cabinets similar to Wenger Acousti cabinets Guitars and amplifiers 	

**Average Distribution of
Orchestra Instruments (Wenger)**

Percent	Instrument	Percent
1%	Violin	25%
3%	Viola	19%
12%	Cello	14%
24%	Double Bass	8%
3%	Flute	3%
3%	Clarinet	2%



Performing Arts

Orchestra / Guitar Music Learning Center – Music Storage/Library

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Orchestra / Guitar Music Directors Students 	<ul style="list-style-type: none"> Storing and sorting music.
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers. Sound-rated door should share the same rating as the walls. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 4'x4' marker board 4'x4' tack board Maximum LF of heavy-duty, adjustable, wall-mounted shelving above file cabinets for additional storage Music sorting cabinet 10 - 4-drawer vertical file cabinets 24"x36" table 2 chairs 	





Performing Arts

Orchestra / Guitar Music Learning Center - Practice Room(s)

USERS: <ul style="list-style-type: none">Instrumental Music/Orchestra / Guitar Music DirectorsStudents	ACTIVITIES: <ul style="list-style-type: none">Individual rehearsals and lessons
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">Provide acoustical treatmentsProvide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers.Sound-rated door should share the same rating as the walls.Make sure all acoustical wall treatments are out of reach of students.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">2 stackable posture chairsChair storage cart1 conductor's chair, music stand, podium	



Performing Arts

Office A (Orchestra / Guitar Director)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Staff/Faculty • Clerical Support Staff • Students • Parents 	<ul style="list-style-type: none"> • Assisting in administrative record keeping • Preparation of correspondence, reports and other administrative tasks • Private conferences
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • 2 guest chairs • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	





Performing Arts

Shared Ensemble Room

USERS: <ul style="list-style-type: none">Instrumental Music/Orchestra / GuitarMusic DirectorsStudents	ACTIVITIES: <ul style="list-style-type: none">Group rehearsals and lessonsSectionals
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">Provide acoustical treatmentsProvide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers.Sound-rated door should share the same rating as the walls.Make sure all acoustical wall treatments are out of reach of students.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">15 – 20 stackable posture chairsChair storage cart1 conductor’s chair, music stand, podium	



Performing Arts

Black Box /Drama /Theater Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> • Teacher • Students • Community 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Developing technical theatre skills through individual work, group work and performances • Drama instruction • Performances • Rehearsals • Dance • Meeting area for community • Recording of performances
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Size opening to allow for transporting sets, equipment, etc. • Consider overhead door to Prop Storage and exterior for ease of set and equipment movement • Provide acoustical treatments • Provide acoustical treatments to prevent transmission of sound from Learning Center to adjacent learning centers. • Sound-rated door should share the same rating as the walls. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Retractable risers which provide stable platform for portable chairs • Catwalk around perimeter of room – approximately 4' wide • Drapes hung from catwalk • Continuous mirrors on one wall from base to 8'-0" AFF • Additional drapes in front of mirrors • Operable (raise/lower) pipe grid with power for theatrical lighting • Dimmer system for theatrical lights • Sound system • All interior finishes to be black • 1 - 4'x 12 marker boards • 2 - 4'x4' tack boards • Chairs • Presentation Cart • Teacher stool • Portable ballet barrel(s) • Presentation board • Clock • 2 lockable double door storage units 	





Performing Arts

Drama Learning Center – Costume Shop / General Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Theater Directors Students 	<ul style="list-style-type: none"> Producing and repairing costumes. Maintaining and organizing costumes.
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Sound-rated door should share the same rating as the walls. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 4'x4' marker board 4'x4' tack board Stackable washer and dryer Maximum LF of heavy-duty, adjustable, wall-mounted shelving above file cabinets for additional storage Shelving to house large storage bins Costume rack 2 – sewing machines and tables 1- Large cutting table with stools 2 - 4-drawer vertical file cabinets 	



Performing Arts

Office A (Theater Director)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Staff/Faculty • Clerical Support Staff • Students • Parents 	<ul style="list-style-type: none"> • Assisting in administrative record keeping • Preparation of correspondence, reports and other administrative tasks • Private conferences
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • 2 guest chairs • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	



Performing Arts

Drama – Scene Shop

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 40 Students 	<ul style="list-style-type: none"> • Constructing Scene Props • Building models • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations, instruction and guidance in constructing scenes • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide overhead door for ease of movement of materials to/from exterior covered area adjacent to drive/parking • Provide overhead door for ease of movement of finished scenes to/from shop to main theatre and Black Box • Provide sufficient clear space within room for flexible arrangement of student tables, power tools and work space • Provide tackboard in corridor outside of scene shop • Provide floor drains • Provide tackboard in corridor outside of Scene Shop 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Overhead power throughout space • Wall hooks near entry door for student aprons • Presentation Wall <ul style="list-style-type: none"> • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 2 – 8'x4' Marker Boards • Presentation Cart • Stool • Student Area <ul style="list-style-type: none"> • 8-4 Student work tables • 30 - Student stools • 3 - computer tables, 30"x60" • 6 – Student chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Power tools with integral sawdust collection • Table saw • Miter saw • Projector • Clock 	



Performing Arts

Drama – Scene Shop Finishing / Fabricating / Painting Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• 4-6 Students	<ul style="list-style-type: none">• Applying finishes to cabinets and furniture
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Room should be organized into Spray/Finish area with spray booth, drying area and clearing station• Provide direct access from Scene Shop• Provide visual access to Scene Shop	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Deep sink• Floor drain• Spray booth• Paper towel dispenser• Soap dispenser• Adjustable height shelving	





Performing Arts

Drama – Scene Shop General Storage / Workroom

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Students 	<ul style="list-style-type: none"> • Storing and retrieving lumber, plywood, etc. • Storing and Repairing Tools
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide direct access from Scene Shop • Provide overhead door • Provide lockable cage for storing hand tools and power tools. • Add floor drains throughout. • Flammable storage container. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Heavy duty racks for storing materials • Adjustable shelving • Hand tools • Power tools 	



Performing Arts

PE/Fine Arts – Costume / General Storage (Light Board, floor, sound)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students•	<ul style="list-style-type: none">• Storage of dance materials and equipment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Adjacent to Dance Studio• Provide space to store 40 yoga mats and portable ballet bars.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Heavy duty metal shelving• Clothes Racks• Sewing machines	





Performing Arts

PE/Fine Arts Multipurpose Room (Dance) – Office / Control Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Dance Instructors • Students 	<ul style="list-style-type: none"> • Space for Dance Instructor to perform administrative tasks • Secure storage for electronic equipment • Control sound system
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide direct line of sight into Multipurpose Room • Provide sound system in one of the office spaces. • Sound system monitoring capability from green room, dressing room, black box and offices. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • Two 4-shelf bookcases, 52"H x 36"W x 15"D • Two 4-drawer vertical file, letter size, lockable • Sound system 	



Performing Arts

Auditorium

<p>USERS:</p> <ul style="list-style-type: none"> • Drama/Theater/Vocal/Music Directors • Students • Community 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Performances (school play, choir, orchestra, dance, etc) • Assemblies • Graduation • Seminars • Meetings • Other Community Events • Seating for audiences attending drama, theater and musical productions
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Consider reusing the existing seating in the current Auditorium for the new Auditorium. Seating was replaced within the past few years. • Provide secure location for the storage of sound system. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Acoustical treatment • Fixed, upholstered seats with arms • Seats with movable tablet arms or back mounted flip-up writing surfaces • Sound system with microphones. 	





Performing Arts
Auditorium – Stage

<p>USERS:</p> <ul style="list-style-type: none"> • Drama/Theater Directors • Students • Community 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Instrumental, choral and drama presentations by groups and individuals • Dance and other physical activity presentations • Public and school meetings requiring interaction between those on stage and those seated in the Auditorium • Video presentation • May be used as a classroom by the drama program • Award ceremonies • Assemblies
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Stage floor, up stage walls should be flat black in color. • Provide cyclorama with cyclorama lights. • Provide scrim • Provide catwalk at stage house. • Provide electric hoist battens on stage. 4-6 line sets on stage. • Do not provide border curtains at stage. • Provide access to stage from auditorium. • Provide sound booth in the house, not in a separate room. Complete sound system with microphones. • Provide roll up door to scene shop. • Provide roll up door to loading area. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Acoustical treatment • Motorized projection screen • Curtains at front, sides and back of stage. Back and side curtains to be black. 	



Performing Arts

Auditorium – Control Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theater/Vocal/Music Directors• Students• Community	<ul style="list-style-type: none">• Control of lighting and sound systems,• Controlling and creating of special effects• Recording, taping and editing of performances
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Chairs• 30'x60" tables• Tall lockable 2-door storage cabinets	





Performing Arts

Auditorium – Lobby (Shared with Gym)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theater Directors• Students• Community/Volunteers	<ul style="list-style-type: none">• Waiting for performances• Transitioning from ticket area and concessions to performance space
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide display cases for art	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Cushioned bench seating for 3-5 people	



Performing Arts

Auditorium – Tickets/Concessions

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Drama/Theater Directors • Students • Community/Volunteers 	<ul style="list-style-type: none"> • Selling tickets for performances or other events held in auditorium • Selling and serving food items during events • Potential use as school store
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Share with gym if possible 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Refrigerator • 400 lb. ice maker with bin • Microwave ovens • 2 walls: 24”Dx36”H drawer/open shelf base cabinets with one sink cabinet and lockable shelf cabinets above base cabinets • Transaction counter in front of roll-up window with shelves below counter • Paper towel dispenser • Soap dispenser • Heavy duty table in center of room, if room is wide enough 	





Performing Arts

Auditorium – Dressing Room/Restroom

USERS: <ul style="list-style-type: none">• Drama/Theater Directors• Students• Community	ACTIVITIES: <ul style="list-style-type: none">• Changing into costumes• Applying makeup for performances• Performance preparation• Personal hygiene
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Makeup counter continuous on one wall• Mirrors above makeup counter• Full length mirrors w/lighting• 3-tier locker units• 12 LF of hanging rod• Paper towel dispenser• Soap dispenser• Chairs	



PHYSICAL EDUCATION / ATHLETICS



HISD EDUCATIONAL SPECIFICATIONS
MILBY HIGH SCHOOL – NOVEMBER 11, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING





Physical Education/Athletics

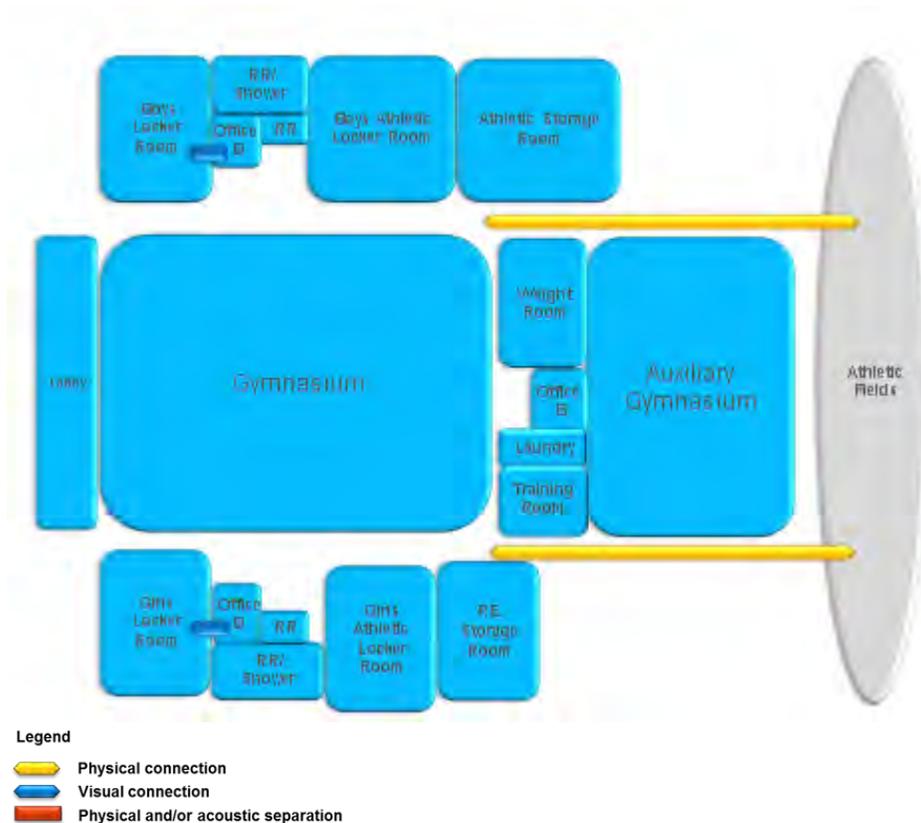
Overview:

The mission of HISD’s Health and Physical Education programs is to provide a framework of knowledge, practices and skills to positively impact student’s health and physical well-being. Health Education focuses on the development of wellness lifestyles by addressing knowledge, attitudes, behaviors and skills for healthy living. Physical Education and Athletic programs focus on personal fitness through participation in leisure and lifetime activity that lead to self-responsibility, teamwork, sportsmanship, and leadership.

The following sports are offered in the Athletic program:

- August-November: Boys Football, Girls Volleyball, Girls Team Tennis
- December-March: Boys and Girls Basketball, Swimming, Tennis, Cross-Country, Golf, Track, Wrestling, Soccer
- March-May: Boys Baseball, Girls Softball

Community use and involvement with the PE/Athletics programs is needed and encouraged through the availability of indoor and outdoor facilities when not being used as part of the school program.



The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



Physical Education/Athletics
Space Requirements

Physical Education/Athletics	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
PE/Athletics Lobby		1	1,480	1,480
Gymnasium (seating for 1/3 of program capacity of school)	2	1	8,536	8,536
Auxiliary Gymnasium	1	1	6,974	6,974
Weight / Fitness Room		1	1,078	1,078
Multipurpose Activity Room	1	1	2,400	2,400
Boys' Athletic Locker Room		1	1,349	1,349
Girls' Athletic Locker Room		1	1,082	1,082
Boys'/Girls' PE Locker Room		2	902	1,804
Student Toilets/Showers		2	564	1,128
Adult Toilet/Shower/Locker		2	127	254
Athletic Director (Office B)		1	125	125
Office (shared)		2	363	726
Storage/ Training Room/ Laundry		1	602	602
Laundry		0		
PE Equipment Storage		1	900	900
Athletic Equipment Storage		1	1,264	1,264
Natorium				
4 Lane Pool & Seating Area		1	5,489	5,489
Equipment/General Storage		1	576	576
Total	4			35,767



Physical Education/Athletics

Lobby

USERS: <ul style="list-style-type: none">• Parents• Students• Community members• Faculty/staff	ACTIVITIES: <ul style="list-style-type: none">• Transition/surge space for events held in Gymnasium• Entering and exiting of events held in Gymnasium• Event attendee overflow• Small sitting area• Greeting of attendees for events held in the Gymnasium
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Consider shared lobby if applicable with floor plan	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Benches• Wall mounted video display panels	





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

P.E./Athletics

Gymnasium

<p>USERS:</p> <ul style="list-style-type: none"> • PE Teachers/Coaches • Students • Parents • Community Groups • Staff • Sports teams 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Physical education classes and activities • Athletic competitions • Sports: basketball, volleyball, cheerleading, drill team • Fitness/health presentations • School assemblies • Performances • Graduation • Community sports activities/events
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Protect all devices and windows from damage by ball strikes • Wall finish and any acoustic treatments must be capable of sustaining repeated ball strikes • Provide an area for filming events. • 10' Over run on ends or sides 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • 2 glass motorized, height adjustable, retractable backboards • 4 fiberglass motorized, height adjustable, retractable backboards • Telescoping bleachers to seat number indicated in space requirements. Provide separation between spectators and playing court with railings. • Volleyball system to include poles and recessed floor sleeves • Floor markings for basketball and volleyball • Continuous wall pads on end walls • Motorized curtain to divide gym into 2 teaching areas • Scoreboard/clock • Sound system • 2 - 30"x60" folding tables • 6 Chairs • Projector 	



P.E./Athletics

Auxiliary Gymnasium

<p>USERS:</p> <ul style="list-style-type: none"> • PE Teachers/Coaches • Students • Parents • Community 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Physical education classes and activities • Athletic competitions • Sports: basketball, volleyball, cheerleading, drill teams • Fitness/health presentations • School assemblies • Performances • Graduation • Community sports activities/events
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Protect all devices and windows from damage by ball strikes • Wall finish and any acoustic treatments must be capable of sustaining repeated ball strikes • Provide an area for filming events. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • 2 glass, motorized, height adjustable, retractable backboards • 4 fiberglass, motorized, height adjustable, retractable backboards • Telescoping bleachers to seat number indicated in space requirements • Volleyball system to include poles and recessed floor sleeves • Floor markings for basketball and volleyball • Continuous wall pads on end walls • Scoreboard/clock • Sound system • 2 - 30"x60" folding tables • 6 Chairs 	





P.E./Athletics

Weight/Fitness Room

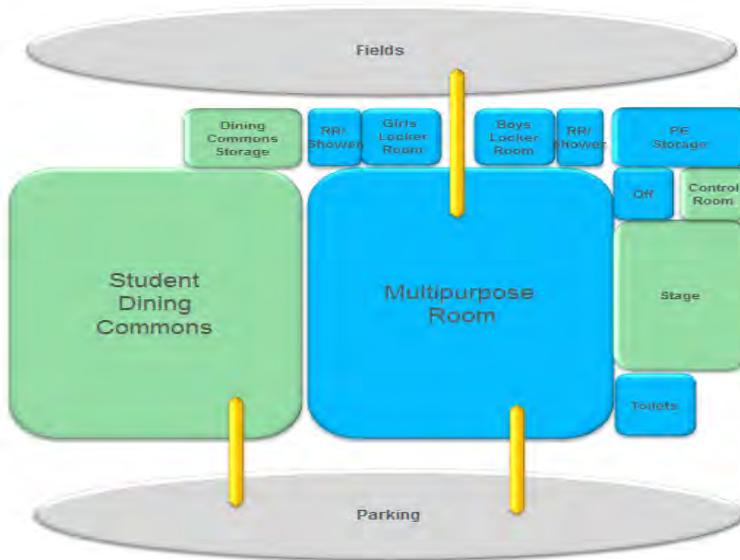
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Coaches• Teachers• 20-32 students	<ul style="list-style-type: none">• Physical education classes• Weight training for students and staff• Potential for community use• Cardio vascular training
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide interlocking rubber tile floor over VCT or concrete floor (polished or stained)	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none">• 8' marker board with tack strip• 4' tack board• Mirrors on one wall• Interlocking rubber tile floor• Paper towel dispenser• Sanitizer dispenser• Weight equipment and machines	



P.E./Athletics

Multipurpose Activity Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> PE Teachers/Coaches Students Parents Community Groups Staff Sports teams 	<ul style="list-style-type: none"> Physical education classes and activities Athletic competitions Sports: basketball, volleyball, gymnastics, cheerleading, drill/dance team, wrestling, badminton Fitness/health presentations School assemblies Performances Graduation Community sports activities/events
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Protect all devices and windows from damage by ball strikes 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 2 fiberglass, motorized, height adjustable, retractable backboards Continuous wall pads on end walls Wall finish and any acoustic treatments must be capable of sustaining repeated ball strikes 1 30"x60" folding table 3 Chairs 	



Legend

- Physical connection
- Visual connection
- Physical and/or acoustic separation

The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.





P.E./Athletics

Boys Athletic Locker Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• PE Teachers• Coaches• Students	<ul style="list-style-type: none">• Changing clothes before and after athletic activities• Storing personal items during classes, practices or competitions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Design for air flow that will maintain consistent temperature and humidity level.• Provide clear view for passive supervision (no tall lockers blocking line of sight).	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 100 large lockers (football)• 60 double lockers (other sports)• Benches• 4'x4' marker board• 4'x4' tack board• Mirrors• Paper towel dispenser• Sanitizer dispenser	



P.E./Athletics

Girls Athletic Locker Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• PE Teachers• Coaches• Students	<ul style="list-style-type: none">• Changing clothes before and after athletic activities• Storing personal items during classes, practices or competitions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Design for air flow that will maintain consistent temperature and humidity level.• Provide clear view for passive supervision (no tall lockers blocking line of sight).	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 100 double lockers• Benches• 4'x4' marker board• 4'x4' tack board• Mirrors• Paper towel dispenser• Sanitizer dispenser	





P.E./Athletics

Boys/Girls P.E. Locker Room

USERS: <ul style="list-style-type: none">• PE Teachers• Coaches• Students	ACTIVITIES: <ul style="list-style-type: none">• Changing clothes• Storing personal items during classes, practices or competitions
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Design for air flow that will maintain consistent temperature and humidity level• Provide clear view for passive supervision (no tall lockers blocking line of sight)	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 125 - 6:1 lockers• Benches• 4'x4' marker board• 4'x4' tack board• Mirrors• Paper towel dispenser• Sanitizer dispenser	



P.E./Athletics

Student Toilet/Showers

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students	<ul style="list-style-type: none">• Restroom and bathing
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors• Paper towel dispensers• Soap dispensers• Toilet paper dispenser• Shower curtains	





P.E./Athletics

Adult Toilet/Shower/Locker

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Coaches/Teachers	<ul style="list-style-type: none">• Restroom and bathing activities
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors• 2 high lockers• Paper towel dispenser• Soap dispenser• Toilet paper dispenser• Shower curtain	



P.E./Athletics

Athletic Director (Office B)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Athletic Director and/or Coaches • Students 	<ul style="list-style-type: none"> • Space for Athletic Director, coach and/or teachers to perform administrative tasks • Secure storage for electronic equipment • Area for filing of athletic program documents • Reviewing of films from games
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desks with center drawer & lock, 60" x 30" • Credenzas • Task chairs • Guest chairs • 36" conference table • 2 4-shelf bookcases, 52"H x 36"W x 15"D • 2 4-drawer vertical file, letter size, lockable 	





P.E./Athletics

Office (Shared)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Coaches/Teachers • Students 	<ul style="list-style-type: none"> • Coach and teacher administrative tasks • Changing clothes before and after physical education activities • Storing personal items
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 4'x4' marker board • 4'x4' tack board • Double pedestal desk(s) with center drawer & lock, 60" x 30" • Task chair(s), swivel, tilt, armless • Guest chairs • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	



P.E./Athletics

Storage/ Training Room/ Laundry

<p>USERS:</p> <ul style="list-style-type: none"> • Trainer • Student assistants • Coaches • PE students • Student athletes 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • General storage • Administering First Aid • Taping of student athletes before/after athletic competitions • Administering physical therapy • Training supply and equipment storage • Storage for ice machine
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Space shall be used as storage room currently but utilities shall be roughed in to allow it to serve as a Training Room in the future. • Provide space near entrance for ice machine. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • 4'x4' marker board • 4'x4' tack board • Rough Ins for future counter and sink • Rough Ins for Hydrotherapy whirlpool • Floor drain • Rough in for ice machine • Paper towel dispenser (Future) • Soap dispenser (Future) • Sanitizer dispenser (Future) • Small ice machine in accordance with Design Guidelines • Microwave for heating pads (Future) • Scale (Future) • Exercise bicycle (Future) • Taping table (36"Dx36"H) with drawer door cabinets below. (Future) • Maximum 18" deep heavy duty shelving 	





P.E./Athletics

P.E. Equipment Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• PE Teachers/Coaches• Students	<ul style="list-style-type: none">• Storing and retrieving equipment used for physical education classes
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Floors need to be level and transition strip should be low profile to allow for easy movement of heavy equipment on carts.• Provide exterior access 4'-0" door	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Heavy-duty adjustable shelving on 3 walls. Lower shelf 24"D. Upper shelves to ceiling 18"D. Locate bottom shelf on 2 walls 48" AFF for ball carts and mats.• Provide pegboard on 1 wall for hanging jump ropes, hula hoops, etc.	



P.E./Athletics

Athletic Equipment Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Coaches/Teachers • Students 	<ul style="list-style-type: none"> • Storing and retrieving equipment used for athletic programs
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Floors need to be level and transition strip should be low profile to allow for easy movement of heavy equipment on carts • Provide exterior access 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 4'x4' marker board • 4'x4' tack board • Provide lockable cages to secure team equipment and uniforms • 36"Wx60"H heavy-duty, adjustable shelf unit in each cage • Heavy-duty adjustable 18" shelving on walls beside door 	





P.E./Athletics

Pool

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Swimming Instructors• Swimming Coaches• Students• Swimming Athletes	<ul style="list-style-type: none">• Swim Class• Swim Practice and Competitions• Changing clothes• Storing personal items during classes, practices or competitions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate space near athletic locker rooms, PE/Athletics Lobby, and Office (shared) for shared use.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Benches• 4'x4' marker board• 4'x4' tack board	



P.E./Athletics

Pool Equipment Storage

USERS: <ul style="list-style-type: none">• PE Teachers / Coaches• Students	ACTIVITIES: <ul style="list-style-type: none">• Storing and retrieving equipment used for pool programs and maintenance
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Provide 6 lockable cages to secure equipment• 36" W x 60" H heavy-duty, adjustable shelf unit in each cage• Heavy-duty adjustable 18" shelving on walls beside door	





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL





ADMINISTRATION / GUIDANCE



HISD EDUCATIONAL SPECIFICATIONS
MILBY HIGH SCHOOL – NOVEMBER 11, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING





Administration/Guidance

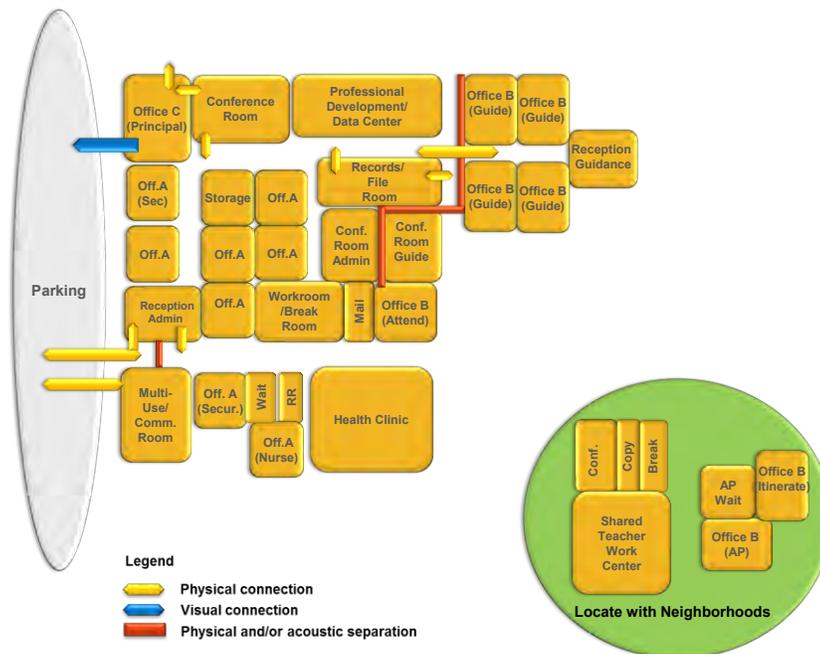
Overview:

These facilities are most community member's first introduction to the School. As such, they must not only be inviting, professional and businesslike but also serve as the secure checkpoint prior to visitors entering the school.

The Administration/Guidance facilities should:

- Provide a secure entrance
- Provide privacy for confidential discussions
- Store student and financial records
- Serve as the communications hub of the school
- Provide a readily accessible location for the School Clinic
- Provide spaces for receiving and distributing incoming mail and packages

The entrance to the Administration suite shall be located adjacent to the front door of the school. It should be located adjacent to but separate from Guidance. Guidance should be readily accessible to Students and easy to find by Parents but should not be perceived as being part of Administration. Satellite Administration and Guidance offices should be located adjacent to the various neighborhoods.



The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



Administration/Guidance Space Requirements

Administration/Guidance	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Administration				
Reception, Administration		1	537	537
Office A		5	124	622
Office C (Principal)		1	266	266
Principal's Restroom		1	50	50
Principal Secretary				
Office B (AP)		4	125	500
AP Reception/Waiting		4	190	760
Conference Room, Main		2	257	513
Conference Room, Small		1	151	151
Office A (Security)		1	101	101
Security Holding Area				
Registrar				
Registrar Storage				
Health Clinic & Houston Area Community Services (HACS)				
Reception/Waiting		1	161	161
Office A		1	100	100
Restroom		1	96	96
Cot Room		1	319	319
Exam Room		2	121	242
Procedure Room		1	225	225
Storage				
BioHazard				
Restroom - Large				
Guidance/Student Services				
Reception, Guidance		1	463	463
Office B (Attendance, Registrar, Counselor)		6	125	750
Conference Room, Small		1	152	152
Records/File Room		1	250	250
Workroom/Break Room		1	347	347
Mail Room		0		0
Shared				
Professional Development/Data Center		1	490	490
Teacher Work Center		1	902	902
Toilet				
Neighborhood Teacher Work Centers		8	470	3,760
Neighborhood Teacher Storage		8	154	1,232
Office B (Itinerant)		4	125	500
College Access				
Multi-use/Community Room		1	301	301
Computer Repair/Storage Room		1	799	799
Total				14,589



Administration/Guidance

Reception, Administration

<p>USERS:</p> <ul style="list-style-type: none"> • Parents • Students • Community members • Faculty/staff 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Greeting and welcoming people and directing them to the proper location or person • Waiting/seating area for visitors, students, and staff members • Controlling entrance to the school
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • All visitors must pass through reception to enter school • Use modular furniture for the circulation desk. A portion shall be at height to meet accessibility requirements. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Modular reception desk with work stations to include: <ul style="list-style-type: none"> • 30”D x 30’H x 10-12 LF work surface (section with reduced height for greeting children/ ADA compliance). • Half of the reception desk should have a transaction counter 1’D x 42”H with a maximum of 6” overlapping work surface • Rear work surface 30”D x 30”H • Work surfaces should have lockable built-in storage below including a combination of 6”D and file drawers (at least 4) as well as cabinets with adjustable shelving • 2 Task chairs • Guest chairs • Side tables • Video Display 	





Administration/Guidance

Office A

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Staff/Faculty • Clerical Support Staff • Students • Parents 	<ul style="list-style-type: none"> • Assisting in administrative record keeping • Preparation of correspondence, reports and other administrative tasks • Private conferences
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • 2 guest chairs • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	



Administration/Guidance

Office C (Principal)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Principal • Students • Parents 	<ul style="list-style-type: none"> • Conducting administrative duties • Preparing correspondence and reports • Meeting with parents, students and other visitors • Placing phone calls
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate with view to school entry drive. • Locate so Principal can leave Administration Suite without being seen from reception. • Should have direct access to large conference room 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Credenza • Task chair • 4 guest chairs • 48" conference table • Video Display • 2 - 4-shelf bookcases, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	





Administration/Guidance

Office B (AP)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Staff • Teachers • Assistant Principal • Students • Parents 	<ul style="list-style-type: none"> • Conducting administrative tasks • Preparing correspondence and reports • Creating and documenting new and existing students • Meeting with parents, students and other visitors • Placing phone cards
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate with neighborhoods 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • 4 guest chairs • 36" conference table • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	



Administration/Guidance

AP Reception / Waiting

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Parents • Students • Community members • Faculty/staff 	<ul style="list-style-type: none"> • Greeting and welcoming people • Waiting/seating area for visitors, students, and staff members
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Should be located adjacent to Neighborhoods 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Modular reception desk with work stations to include: <ul style="list-style-type: none"> • 30"D x 30"H x 10-12 LF work surface (section with reduced height for greeting children/ ADA compliance). • Half of the reception desk should have a transaction counter 1'D x 42"H with a maximum of 6" overlapping work surface • Rear work surface 30"D x 30"H • Work surfaces should have lockable built-in storage below including a combination of 6"D and file drawers (at least 4) as well as cabinets with adjustable shelving • 2 Task chairs • Guest chairs • Side tables 	





Administration/Guidance

Conference Room, Main

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Principal • Staff/Faculty • Parents/Students • School Support Groups (PTO, etc.) 	<ul style="list-style-type: none"> • Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide direct access from Principal's Office and secondary corridor. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • Marker and tack board in cabinet • Credenza • Conference table for 12 people • 12 Swivel, tilt armchairs • Television and/or Presentation board 	



Administration/Guidance

Conference Room, Small

USERS: <ul style="list-style-type: none">• Staff/Faculty• Parents• School Support Groups (PTO, etc.)	ACTIVITIES: <ul style="list-style-type: none">• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Blinds on windows• Marker and tack board in cabinet• Credenza• Conference table for 6 people• 6 Swivel, tilt armchairs• Television and/or Presentation board	





Administration/Guidance

Storage Room

USERS: <ul style="list-style-type: none">• Guidance Clerk• Counselors• Administrators'• Office Staff	ACTIVITIES: <ul style="list-style-type: none">• Storing office supplies• Storing educational materials
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Maximum LF of heavy duty adjustable shelving	



Administration/Guidance

Office A (Security Office)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Police Officers • Security Guards • Staff/Faculty • Students • Parents 	<ul style="list-style-type: none"> • Administrative tasks • Preparing correspondence and reports • Creating and documenting safety and security matters • Meeting with parents, students and other visitors
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate near main entrance with full access and visibility to Lobby 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • 2 guest chairs • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	





Administration/Guidance

Health Clinic & Houston Area Community Services (HACS) –
 Reception/Waiting

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • School nurse • Staff • Students • Parents • Visitors 	<ul style="list-style-type: none"> • Waiting area for visitors, students, and staff members
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Visual connection between Nurses' Office and Waiting 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 4 guest chairs • Literature racks 	



Administration/Guidance

Health Clinic – Office A

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • School nurse • Staff • Students • Parents • Visitors 	<ul style="list-style-type: none"> • Consultation by nurse with students, parents and staff • Record-keeping and paperwork • Working with student health files
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Visual connection between Nurses' Office and Waiting 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • File cabinet • Literature rack • Double pedestal desk with center drawer & lock, 60" x 30" • Credenza • Task chair • 2 guest chairs • 4-shelf bookcases, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	





Administration/Guidance

Health Clinic - Restroom

USERS: <ul style="list-style-type: none">• Staff• Students• Faculty• Visitors	ACTIVITIES: <ul style="list-style-type: none">• Restroom activities• Hand Washing• Personal hygiene
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Mirror• Toilet paper dispenser• Toilet seat cover dispenser• Coat hook• Paper towel dispenser• Soap dispenser	



Administration/Guidance

Health Clinic Cot Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • School nurse • Staff • Students • Parents 	<ul style="list-style-type: none"> • Treating ill or hurt students • Conducting medical exams/screening • Dispensing medications • Waiting area for ill students prior to being picked up
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Visual connection between Nurses' Office and Clinic 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on all windows • Sink cabinet with single deep sink • 4 LF of Drawer/door cabinets – lockable • 6 LF Door/shelf wall cabinets • Paper towel dispenser • Soap dispenser • Cot/exam table • Adjustable height stool • Locking refrigerator with ice maker • Biohazard disposable can • Medical sharps waste disposal • 2 guest chairs • Defibrillator 	





Administration/Guidance

Health Clinic/ HACS Exam Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • School nurse • Staff • Students • Parents • HACS Staff 	<ul style="list-style-type: none"> • Treating ill or hurt students • Conducting medical exams/screening • Dispensing medications • Waiting area for ill students prior to being picked up
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Visual connection between Nurses' Office and Clinic 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on all windows • Sink cabinet with single deep sink • 4 LF of Drawer/door cabinets – lockable • 6 LF Door/shelf wall cabinets • Paper towel dispenser • Soap dispenser • Cot/exam table • Adjustable height stool • Locking refrigerator with ice maker • Biohazard disposable can • Medical sharps waste disposal • 2 guest chairs • Defibrillator 	



Administration/Guidance

Health Clinic/HACS Procedure Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • School nurse • Staff • Students • Parents • HACS Staff 	<ul style="list-style-type: none"> • Treating ill or hurt students • Conducting medical exams/screening • Dispensing medications
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Visual connection between Nurses' Office and Clinic 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on all windows • Sink cabinet with single deep sink • 4 LF of Drawer/door cabinets – lockable • 6 LF Door/shelf wall cabinets • Paper towel dispenser • Soap dispenser • Cot/exam table • Adjustable height stool • Locking refrigerator with ice maker • Biohazard disposable can • Medical sharps waste disposal • 2 guest chairs • Defibrillator 	





Administration/Guidance

Reception, Guidance

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Parents • Students • Community members • Faculty/staff 	<ul style="list-style-type: none"> • Greeting and welcoming people and directing them to the proper location or person • Waiting/seating area for visitors, students, and staff members
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Modular reception desk with work station to include: <ul style="list-style-type: none"> • 30”D x 30”H x 4-6 LF work surface (section with reduced height for greeting children) • Include a transaction counter 1”D x 42”H with a maximum of 6” overlapping work surface • Rear work surface 30”D x 30”H • Work surface should have lockable built-in storage below including a combination of 6”D and file drawers (at least 4) as well as cabinets with adjustable shelving • Task chair 	



Administration/Guidance

Office B (Attendance, Registrar, Officer)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Attendance Clerk, Registrar, Officer • Staff • Students • Parents 	<ul style="list-style-type: none"> • Administrative tasks • Preparation of correspondence and reports • Creating and documenting new and existing students • Meeting with parents, students and other visitors
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • 2 Guest chairs • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	





Administration/Guidance

Conference Room, Small – Guidance/Student Services

USERS: <ul style="list-style-type: none">• Staff/Faculty• Parents• Visitors	ACTIVITIES: <ul style="list-style-type: none">• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Blinds on windows• Marker and tack board in cabinet• Credenza• Conference table for 6 people• 6 Swivel, tilt armchairs	



Administration/Guidance

Records/File Room

USERS: <ul style="list-style-type: none">• Guidance Clerk• Counselors• Administrators	ACTIVITIES: <ul style="list-style-type: none">• Storing and retrieving student records
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Room should be treated as a 1 hour fire-rated enclosure.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Maximum LF of heavy-duty, adjustable, wall-mounted shelving above filing cabinets for additional storage• 24"x36" table• 2-door lockable storage cabinet• Side chair• 10 - 5-drawer vertical file cabinets	





Administration/Guidance

Workroom/Break Room

<p>USERS:</p> <ul style="list-style-type: none"> • Faculty • Staff • Volunteers • Parents 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Copying • Collating • Preparing communications for mailing • Laminating, book making, poster making • General office work • Storing and retrieving supplies • Mail delivery and retrieval
<p>DESIGN CONSIDERATIONS:</p>	
<ul style="list-style-type: none"> • Mail slots should open directly to mail pick up room. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p>	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • 12"W x 9"H x 12"D pass through mail slots with 24"D adjustable shelving below for packages – provide one per staff member plus 10% • Approximately 10 LF of casework with countertop, sink cabinet, drawer/door base cabinets and door/shelf wall cabinets • Large counter (standing height) in the middle of the space for sorting (with a stack of flat file drawers and drawer/door cabinets). • Paper towel dispenser • Soap dispenser • 36" x 72" work tables • 6 Lounge chairs • Refrigerator with icemaker • 8 Chairs • 2 - 42" square tables • Vending machines – 2 drink & 1 snack (vendor provided) • Microwaves/Oven • Copier 	



Administration/Guidance

Mail Room

USERS: <ul style="list-style-type: none">• Faculty• Staff	ACTIVITIES: <ul style="list-style-type: none">• Picking up mail• Reading notices• Dropping off mail
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Provide in/out doors off of secondary corridor.• Mailboxes provide separation between this space and workroom/break room.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x8' tack board	





Administration/Guidance

Shared – Professional Development/Data Center

USERS: <ul style="list-style-type: none">• Teachers• Administrators	ACTIVITIES: <ul style="list-style-type: none">• Keeping track of student progress and activity• Professional teacher training, development and in services
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 2 walls continuous tackable surface• 2 walls continuous marker surface• 6 - 24"x36" tables• 2-door lockable storage cabinet• 18 - Swivel, tilt chairs• 2 -5-drawer vertical file cabinets• Television and/or Electronic marker Board	



Administration/Guidance

Shared – Teacher Work Center, Work Stations

USERS: <ul style="list-style-type: none">• Teachers	ACTIVITIES: <ul style="list-style-type: none">• Preparing lesson plans• Teacher supply storage• Researching• Meeting
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Modular open office systems furniture with keyed over desk storage and file drawers, each set separately keyed to a master.• Tilt swivel desk chairs on casters	





Administration/Guidance

Shared – Teacher Work Center, Copier Room

USERS: <ul style="list-style-type: none">• Teachers	ACTIVITIES: <ul style="list-style-type: none">• Preparing lesson documents• Teacher supply storage
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Copier• Tall double door storage cabinet	



Administration/Guidance

Shared – Teacher Work Center, Conference Room

USERS: <ul style="list-style-type: none">• Teachers	ACTIVITIES: <ul style="list-style-type: none">• Meetings• Collaboration
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Credenza• Conference table for 6 people• 6 Swivel, tilt armchairs• Television and/or Presentation board	





Administration/Guidance

Shared – Teacher Work Center, Break Area

USERS: <ul style="list-style-type: none">• Teachers	ACTIVITIES: <ul style="list-style-type: none">• Lounging• Eating
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Chairs• Tables	



Administration/Guidance

Shared – Office B (Itinerant)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Staff • Students • Parents 	<ul style="list-style-type: none"> • Administrative tasks • Preparation of correspondence and reports • Creating and documenting new and existing students • Meeting with parents, students and other visitors
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate with Neighborhoods, Office B (AP) and Teacher Work Centers. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • Double pedestal desk with center drawer & lock, 60" x 30" • Task chair • 2 Guest chairs • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable 	





Administration/Guidance

Shared – Multi-Use/Community Room

<p>USERS:</p> <ul style="list-style-type: none"> • Community Members • Principal • Staff/Faculty • Parents/Students • School Support Groups (PTO, etc.) 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Meetings/Conferences between Faculty/Staff and Students, Parents and Community
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • None 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Approximately 6' LF casework including, sink cabinet, door base and wall cabinet • Blinds on windows • Marker board • Tack board • 2 door locking storage cabinet • 2 - computer tables • 10 modular tables for easy rearrangement depending on room use (18" x 48") • 20 stackable chairs • Presentation board 	



FOOD SERVICE



Food Service

Overview:

School Food Service Trends

Source: National Food Service Management Institute

Purchasing food service equipment and/or planning new and renovated school nutrition facilities can be one of the most challenging projects for school administrators. Success with these projects can be achieved by communicating with professionals in the industries of school food and nutrition, engineering, and architecture.

There are many aspects that need to be considered. When you take into account the rapidly changing architecture technology, the constantly evolving school food nutrition requirements, and student preferences, it is essential to design school cafeterias that are functionally sound, financially and operationally efficient, and student relevant.

A state-of-the-art school cafeteria and operation can make a significant impact on student participation in the child nutrition program and thereby on student performance.

Furthermore, with the increase in the number of summer or after-school feeding programs across the country, and especially in urban settings, school cafeterias are evolving into areas for community centers, parent open houses, and other common meeting places, acting as living rooms for the broader community we serve.

Key Considerations in Designing a Successful School Food Operation and Cafeteria

Increased Emphasis on Health and Wellness

- The Healthy, Hunger-Free Kids Act of 2010, championed by First Lady Michelle Obama and signed by President Obama, authorizes funding and sets policy for the United States Department of Agriculture (USDA) core child nutrition programs, including the National School Lunch Program and National School Breakfast Program. Through this Act, the USDA made the first major changes in school meals in 15 years to help ensure a healthier generation of children. These changes are intended to significantly benefit the long-term well-being and success of today's students.
- Even prior to the Healthy, Hunger-Free Kids Act of 2010, during the Child Nutrition and WIC Reauthorization Act of 2004, and in addition to wellness policies on food and nutrition education, there were ramifications and policies focusing on the food environment, food service operations, and even food service equipment and design. For example, local policies might suggest the following in regard to the eating environment:



Increased Emphasis on Health and Wellness (continued)

- Dining areas should be clean, attractive, well lighted, and well maintained and should provide adequate time and space to eat meals.
- Dining areas should be designed to minimize the amount of time that students spend waiting in line.
- Safe drinking water and convenient access to facilities for hand washing and oral hygiene should be available during all meal periods.
- Dining areas should consider additional wellness messaging in their design, such as the need for signage or demonstrations that incorporate wellness education.
- The increased emphasis on healthy methods of cooking has also changed the types of equipment that used to be standard in food service kitchens. For example, instead of deep- fat fryers that once were included in kitchen preparation areas, steamers and convection ovens are now a more suitable replacement.

Food Security and Emergency Preparedness

Food security and emergency preparedness are very real issues for today's school nutrition programs. Crisis management may include having a plan in place in case of lockdown of a school building. Such a crisis may require schools to plan food to accommodate a different number of students, particularly for centralized or satellite operations. Security planning may include additional locking, camera, or communication systems, such as phone tree networks, or an NOAA radio which was originally used to transmit weather-related information, but can also be used to communicate other alerts and emergency information.



Emergency planning for natural disasters is also receiving renewed attention, both from the standpoint of planning for evacuation and for sheltering in place. The idea of sheltering in place as a response to an emergency situation may mean that schools must contend with the possibility that a major incident might necessitate keeping students at school for longer periods of time, such as days rather than hours. The use of schools for emergency shelters for both students and residents of the community has also become a priority planning issue with disasters such as Hurricane Katrina.

Alternate Food Production Systems

Labor shortages are not new, but continue to be a concern across the entire food service industry, including schools. To answer this problem, some large school districts such as HISD have switched to centralized production facilities. Although high school kitchen designs tend to focus more on fresh on-site cooking, often in view of the customer service area, many high-use items can be prepared in the central location and supplied to the school campus to eliminate preparation time and deliver consistent, safe products for menu incorporation. This method reduces equipment, inventory, and storage needs in school sites. In most cases, it can reduce



overall labor or, at a minimum, redirect labor to a front-of-the-house customer focus. This is especially critical with older student customers.

Smaller and More Mobile Equipment

Newer equipment trends include a focus on smaller equipment and more mobile units, particularly for self-service areas such as salad, deli, or fruit and vegetable bars. Smaller and more mobile equipment offers the maximum flexibility to accommodate daily, as well as long-term menu needs. In addition, smaller, more mobile equipment also allows the service of food in schools in non-traditional locations.

Equipment with New or Blended Technologies

Cooking equipment with multiple or blended cooking options has become more common. Blended cooking equipment offers efficient and faster cooking. Examples include:

- Combi-ovens which offer the opportunity to cook with or without steam
- Central cooking units or “mono-blocks” may include gas burners, induction cooking plates, electric solid tops, wok ports, etc.
- Combined convection and microwave systems
- Combined lightwave and microwave ovens

Combination technology is now being found in other areas besides cooking equipment. Blixers or combination blenders and mixers are a more versatile and powerful option in food preparation. Conversely, more specialized equipment is also popular. Although not as commonly purchased in schools, bagel mixers, pizza ovens, and specialty coffee equipment have become popular in commercial restaurants.

Labor-Saving Options

Automation of equipment has already been used as one solution to the labor shortage in quick service restaurants. While schools may not be able to take advantage of this solution as completely as other segments of the food service industry, purchasing equipment that enables labor savings is one way to combat the labor shortage. Options that schools have installed include self-cleaning or descaling systems on certain types of equipment such as steamers, or water washing hoods that can be pre-set to wash when they are not being used. A trend toward manufacturing equipment with built-in maintenance operations is being observed across the board for many types of equipment. As it becomes a value-added feature, it may also reduce warranty cost.

Better Ventilation

Newer technology in ventilation systems allows for more comfortable work environments. Newer technologies include ventless hoods and cooking equipment that have been developed to allow the use of equipment outside of a ventilation hood; an example would be some specialty steamers. Local regulations should be followed in regard to the use of these; however, some schools have profited from the expanded cooking area. Less equipment underneath the hood might also be considered energy saving as it decreases the load on the heating, ventilation, and air conditioning (HVAC) systems. Due to increasing energy costs, the goal to minimize ventilation needs is also a trend for the future. In addition, ultraviolet hoods are now available for cleaning



grease that accumulates in and above range filters and ducts.

Increased Emphasis on Food Safety

Implementation of HACCP (Hazard Analysis Critical Control Point)-based Standard Operating Procedures is required in all areas of the school food service operation shown below:

- Improved chilling of foods with smallwares and refrigeration equipment
- Better temperature tracking with faster and more convenient types of thermometers (for example, thermocouple and infrared thermometers) as well as more efficient documentation systems
- Decreased cross-contamination with equipment and supplies using color-coded methodology
- Greater availability of equipment that meets HACCP standards
- More effective hot- and cold-holding of foods
- Greater emphasis on equipment that is easy to clean and sanitize, as well as more effective, easier-to-use cleaning supplies
- Equipment systems that are integrated into computerized smart systems for better tracking and efficiency

Incorporation of Electro-Processors and Computers into Equipment

The use of electro-processor-based controls from electro-mechanical controls has become the standard. Electro-processor-based controls may be seen as digital read outs, touch pads, and other computer programming options. As these controls have become more reliable and multi- functional, they also have become smaller.

This enhancement results in a smaller piece of equipment with the same or greater production capacity. Programmable equipment can also result in significant energy savings if it is used to adjust equipment settings during periods when the equipment is not needed. It has been used extensively for heating, ventilation, and air conditioning systems, but is also possible in other areas.

Computer technology also includes computer monitored freezer alarms that will dial the central office or designated manager's home phone if the temperature falls to a certain level. Food loss can be avoided and food safety maintained with the proper use of these alarm systems. Computers can even be used to track defrost cycles and how long the freezer doors remain open.

Smart kitchens are one of the latest trends that make a great deal of sense in light of today's energy concerns. In a smart kitchen, equipment is hooked up to modems to remotely monitor temperature changes, malfunctions, and data related to food safety, as well as data related to food quality. Smart systems are a wave of the future for efficiency, quality, and control, but require greater investment to start. Examples of equipment that could be hooked up to smart systems include warewashers, blast chillers, walk-in and other refrigerators, and cooking equipment, as well as heating, ventilation, and air conditioning systems.



More Colorful and/or Less Expensive Construction Materials

Construction materials have also evolved. Although stainless steel will continue to be viewed as one of the most durable materials, newer materials are being developed that are attractive and less expensive, yet still very practical. Some of these materials even incorporate additional benefits, such as antimicrobial properties. Examples range from colorful porcelain or enamel on equipment surfaces to the use of new materials such as silicone for smallwares. Silicone bakeware offers unique properties for insulation, but is considerably more expensive than metal bakeware and is not as likely to be used in volume preparation. Color-coded cutting boards, utensils, and plastic boxes offer food safety protection through their ability to identify their separate use for different food products, such as poultry, beef, and vegetables, thus minimizing the risk of cross-contamination.

Environmentally Friendly Equipment

Manufacturers are adapting equipment to meet growing environmental concerns. These concerns include energy use, air quality, water quality, and water use. Other environmental trends include reflective window glass, products made from recyclable materials, or energy-saving equipment. For example, air-cooled ice machines may be selected over water-cooled ice machines.

Consumer Trends

Changing lifestyles have affected the way we serve food in school cafeterias. There are many factors that contribute to this:

- **Changing Lifestyles:** Students are clearly more savvy and sophisticated in their tastes and desires for food service. Students have higher expectations resulting from their dining out experiences. Their expectations demand a wider variety of foods, better quality, increased food service choices, and an enhanced dining atmosphere. Students expect what they see in retail food courts or restaurants.
- **Dining Environments:** Student demands include more variety including “ethnic” menu items that are served in retail-like environments that offer convenience. Historical “scramble” or “single line serving” systems are not sufficient to satisfy the needs of these increasingly demanding and savvy students. There also is an increasing requirement to focus on the student as a “customer” instead of as a “captive audience.”
- **Convenience:** Speed of service is a significant determining factor in the success of the food service operation as students simply do not want to wait in line. As a result, multiple service points are becoming the norm in new school cafeteria designs. Nationally, students have 22 minutes on average to pick up their food and eat. Most students prefer to spend this time eating and socializing with their friends rather than waiting in line.

According to the student ViewPOINT™ survey conducted by ARAMARK Education in 2012 among 42,000 students across the country:

- *Of the students who skip lunch or do not eat at the cafeteria, 53 percent of them stated that long lines are the main reason why they do not eat at the cafeteria one or more days in a week.*
- *Eighty percent of the students stated that shorter lines or line speed is an important factor when they decide whether or not to get lunch at school.*

Service Trends

The trends being observed in new school food service programs include a blend of self-service and multiple points of employee service with greater showcasing of food. This includes more open kitchen/preparation areas allowing for some part of the food preparation to be seen and appreciated by the student customer. Rounding out this trend is the food service operations' use of school kitchens to prepare meals for non-student populations. If a school program provides meals to groups outside of the school population or is considering it in the next five years, there may be an additional set of customer expectations to address in the purchase of food service equipment.

A guiding principle when making equipment purchasing decisions should be flexibility to meet future needs of the changing customer base. This will allow operations to handle incoming fads and long-term trends while maintaining operational viability.

Food Court Concepts

The food court design has been an extremely popular trend where students select from various specialty stations, such as burger bars, deli stations, and taco bars. This allows the students to wait only at the stations of their choice and go to different stations depending on their preference for the day. These kiosks or stations should consider providing standard pieces of equipment in each station so flexibility is retained when menus are redesigned as student tastes change.

Alternative Service Points

Quick service walk-up windows are being offered in some schools with positive outcomes. These service points can be in addition to the food court concept as an alternative point of service for the student population to be able to “grab and go.” Schools also feel that the window service allows additional opportunities beyond the normal meal service periods. Clubs, for example, may use the windows after hours to sell concessions for different events at the school.

Speed Lines

Speed lines provide a fast system where multiple points of service are offered. Foods may include pre-wrapped products such as fresh salads, bagged lunches, breakfast meals, or other grab-and-go healthy options. Lines are often double-sided and the focus is on efficient movement for students on the go.

Kiosks and Food Carts

Kiosks offer food for faster service at small, mobile, free-standing carts. This increases and/or diversifies the number of service locations offered. It also enables higher participation as we are able to take more options to the students in places such as hallways, entrances, and gymnasiums.



Exhibition-Style Cooking

Some form of display cooking or custom assembly of food right in front of the customer's view adds to a preferred perception of quality and freshness. Savvy students of all ages are catching on to the resurgence of "fresh is best." Television cooking channels also continue to push this approach as well as increasing the popularity of cooking "from scratch."

In order to meet customer demand for freshness, high schools may choose to include exhibition-style cooking at some service points. Panini grills, conduction cook tops, woks, grill/broilers, and pizza impinge (conveyor) ovens are often incorporated in cooking areas behind the service stations. Given the high volume of typical school lunch period customer traffic, these stations are limited to certain service points and are incorporated into serving areas offering more traditional speed-of-service and grab-and-go stations to meet volume demands. They serve to pique customer interest and sales and should be versatile to meet changing student preferences.

Critical Needs List

Following site visits to a number of Texas schools a broader group of HISD Food Services/ARAMARK operations and support services senior team members reviewed the findings and discussed key local considerations for an HISD facility. The group included leaders from maintenance, quality control, operations, warehouse and distribution, marketing, and administrative staffs. The following five factors were determined to be the critical drivers to successfully achieving HISD's food service's end goal:

1. Key regulatory considerations/National School Lunch Program requirements:
 - a. HISD should continue offering a large variety of fresh fruit and vegetables with every meal. Adequate and refrigerated merchandising space is needed on each service line.
 - b. The POS (point-of-sale) units must be located at the end of the serving line after all food and beverages have been served in order to comply with NSLP regulations.
 - c. To comply with NSLP potable water access regulations, water fountains must be located in the dining area.
2. Changing trends in menus:
 - a. Student ViewPOINT surveys conducted over the last three years in all HISD middle and high schools show the consumer preference to continue popular build-your-own style serving options for our students.
 - b. Relevant concepts and environments where students want to eat must be offered.
 - c. Serving lines need mobile serving equipment and versatile cooking equipment to change menu theme with consumer preference. For example, this could include a grill station that can



Home Zone Concept

Traditional and fresh fare; build-your-own meal as you like it

HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL

double as a Mexican theme station (including fresh tortilla grilling and live action preparation of items) without major equipment change.

- d. The HISD Parent Advisory Committee recommends that small high schools be afforded full-service menu options with a cooking facility versus a non-cooking satellite setup whenever possible.
3. The HISD Food Services Support Facility (FSSF) production model:
 - a. Specialized small equipment needs will be kept to a minimum as all HISD campuses are supplemented with prepared foods from the Food Service Support Facility.
 - b. Storage space needs are significantly less than the NFSMI standard as the FSSF warehouse and production center controls the product delivery schedule and menuing. Inventory levels in HISD campuses are tightly controlled.
 - c. With the production facility supplementing food production, site staffing should meet service model requirements with the majority of staff assigned to the serving line area for speed of service at an average of 17 students per minute.
 4. Design by enrollment:
 - a. The size and number of serving areas should adjust and vary with enrollment. À la carte serveries were deemed necessary at all campuses, with smaller locations serving less enrollment receiving smaller à la carte serving areas.
 5. Equipment considerations:
 - a. Equipment quantities will adjust with enrollment size, although the type of equipment would be standard for most school models.
 - b. Walk-in freezers should open into coolers to temper air.
 - c. Cook lines should be separated in larger kitchens to manage the work flow of traffic efficiently and to avoid unsafe conditions.



Corner Crust Original Pizza & Pasta
Made fresh and daily: pizza, salads, calzones, and made-to-order pasta



ARAMARK Marketing and Design Services Engagement

ARAMARK regional and national marketing representatives were engaged to discuss consumer trends in dining and service concepts to ensure that the proposed cafeterias for HISD 2012 Bond High Schools would be in line with cutting-edge marketing trends. John Kandemir, Vice President of ARAMARK Education Marketing, and Rick Ward, Regional Marketing Director, were consulted for their expertise in consumer trends and operational design to meet consumer expectations.

John and Rick monitor the latest research from education organizations, K–12 publications, industry experts, and agencies to stay abreast of K–12 legislation, regulations, and food and customer trends. Providing their expertise and support to more than 400 school district partners across the country, they complement their research with a proprietary ViewPOINT Survey to provide an integrated 360-degree view of the K–12 environment that delivers insight for school-specific improvements and innovation. The local HISD ViewPOINT Survey results were considered in developing this document.

ARAMARK Capital Projects' design experts were also consulted for their expertise and validation of our plan direction. Their group connects resources, guides capital project innovations, and educates the company and its partners on ways to maximize investment value. They are responsible for ARAMARK's creation and management of dining concepts, facility design standards, and managing our network of equipment and smallwares relationships. The Associate Vice President of Project Development, Michael Bolanos; Director of Project Execution, Bill Miller; and Project Agent, Mark Bond, were specifically consulted in our planning.

Last year they supported more than 500 facility and food concept design projects throughout ARAMARK. The K–12 district partners made up over 200 of these projects, including the concept development of the 75 new build-your-own service lines recently installed in HISD high schools. Their expertise, feedback, and support have been invaluable in the development of the enclosed plan.

The facilities described on subsequent pages provide for the preparation and serving of food to the students, staff and faculty. The Dining Commons serves not only as a place for eating but also a location used by the school for assemblies and student performances.

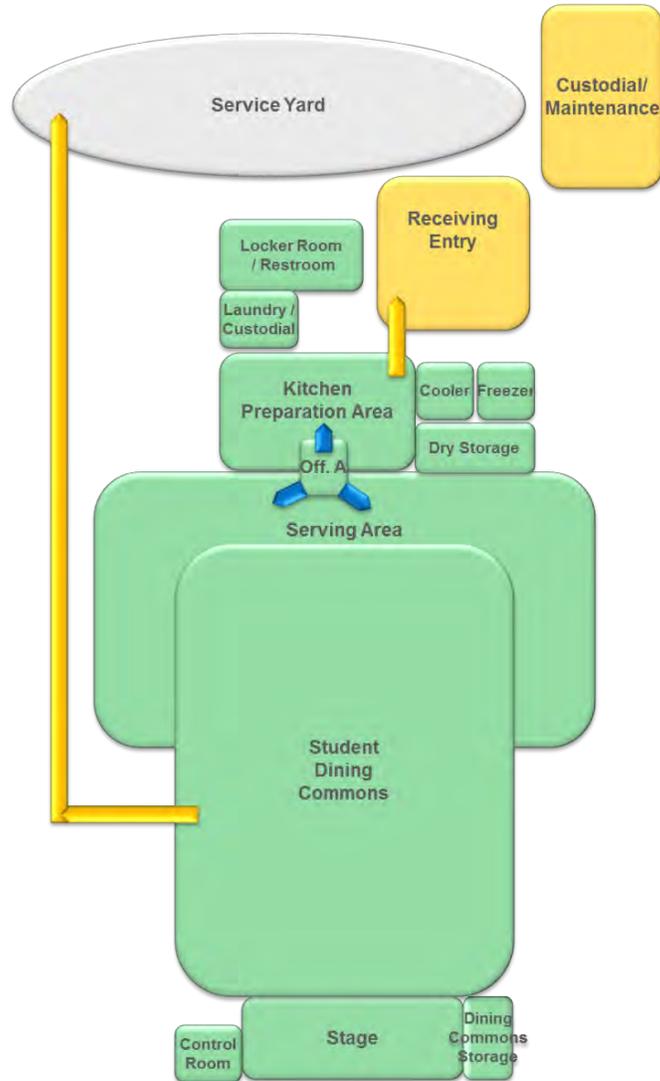
These facilities should be located in close proximity to the Custodial/ Maintenance area so that the receiving area can be shared.





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL



Legend

-  Physical connection
-  Visual connection
-  Physical and/or acoustic separation

The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



Food Service

Space Requirements

Food Service	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Kitchen Preparation Area		1	1,570	1,570
Serving Area		1	2,237	2,237
Dry Storage		1	350	350
Freezer		1	277	277
Cooler		1	277	277
Kitchen Manager's Office		1	81	81
Laundry/Custodial Area		2	46	91
Locker Room/Restroom		2	56	112
Student Dining Commons (seating for 1/3 of students at one		1	10,609	10,609
Dining Commons Storage		1	357	357
Total				15,961



Food Service

Kitchen Preparation Area

<p>USERS:</p> <ul style="list-style-type: none"> • Manager • Food Service Staff 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Preparation of food • Cooking foods • Staging meals before moving to serving lines • Cleaning equipment, work surfaces and floors
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Equipment shall be located under two exhaust hoods located in close proximity to serving areas. • Doorbell at receiving should be audible in Food Preparation Area. • Allow space to store Utility Carts. • Provide a minimum of 4' - 0" wide doors. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Markerboard • Tackboard <p>The kitchen equipment listed below is representative of the needs for a large high school. This list will be customized for each project in consultation with HISD Food Services during the Design Phase.</p> <ul style="list-style-type: none"> • 3 – Cooklines: <ul style="list-style-type: none"> • Vent Hood , minimum 18 feet • Fire Protection System • 1 ea.–Range • 2 ea.–Oven, Gas, Double Convection • 1 ea.–Two Compartment Forced Convection Steamer • 1 ea.–Fill Faucet adjacent to range • 1 – Fire System • 1-Electric Can Opener • 2-Manual Can Openers • 1 at each cooking area -Two Compartment Sink w/Disposer • 2 - Disposers • 8 - Utility Carts • 1 - 2'x6' Slicing Table • 3 - Stainless Steel Work Table • 1 - Fill Faucet by each range • Clock • 1 - Ice Machine • 1 - Ice Storage Bin • 8 - Dolly, Milk Case • See code requirements for quantity -Camcarts, for Food boxes and Trays, sheet pans • 8 - Rack, Bun • Shelving, Solid – As needed • Tables, Work – as needed • 2 - Table, Baker's w/ Bins (8') • Small Wares Package • Soap Dispensers • Paper Towel Dispensers • Clock(s) 	



Food Service

Serving Area

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Kitchen Manager • Food Service Staff • Students • Faculty 	<ul style="list-style-type: none"> • Serving food • Receiving payment for food
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Equipment is based on a minimum of 3 lunch periods. • Serving will be in a food court design – number of stations dependent upon school capacity. • If more than four stations, one station to be separate from kitchen so it can be used by school organizations after hours. • Doorbell at receiving should be audible in Serving Area. • Provide a minimum of 4'-0" wide doors. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<p>The kitchen equipment listed below is representative of the needs for a large high school. This list will be customized for each project in consultation with HISD Food Services during the Design Phase.</p> <ul style="list-style-type: none"> • 6- Utility Distribution Systems <ul style="list-style-type: none"> • 2- Salad Bar • 2 ea. -Serving Unit Cold 3 Pan Size w/ Double Tier Display <ul style="list-style-type: none"> • 2 ea. -Serving Unit 3 Pan Unit Flat Unit • 1 ea. -Serving Unit Hot 5 Pan Size w/ Single Tier Serving Shelf • 1 ea. -Serving Unit Cold 5 Pan • 1 ea. -3' Cash Table • 3- Serving Areas for other than salad <ul style="list-style-type: none"> • 2 ea. -Serving Unit 4 Pan Unit Flat Unit • 2 ea. -Serving Unit Cold 4 Pan Size w/ Double Tier Display • 2 ea. -Serving Unit Hot 4 Pan Size w/ Single Tier Serving Shelf • 1 ea. -5' Cash Register • 1 ea. -Serving Unit 3 Pan Unit Flat Unit • 3 - Drop Front Milk Cooler • 1 - Snack Bar Counter • Tray/Silverware/Napkin Stands • 2 - Refrigerated Drop-in, Three Pan • 3 - Pass Through Refrigerator – 1 dr. • 1 - Pass Through Refrigerator – 2 dr. • 3 - Pass Through Heated Cabinet – 2 dr. • Multi-fold Hand Towel Dispensers • Soap Dispensers • 1 - Two Sided Grill • 2 - Round Cooker Warmers • Electronic Display (Menus) • 6- Point Of Sale (POS) Units • Adjustable height stools • Clock(s) 	





Food Service

Dry Storage

USERS: <ul style="list-style-type: none">• Food Service Staff	ACTIVITIES: <ul style="list-style-type: none">• Storing dry food / supplies
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Locate Dry Storage near Kitchen Preparation Area• Locate Dry Storage for easy access to Receiving Entry• Provide security camera to monitor entrance• Provide a minimum of 4' - 0" wide doors.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 1 - Can Rack – gravity fed• Maximum LF of 24" D adjustable shelving with first shelf at least 6" from finish floor• 2 - dunnage racks	



Food Service

Freezer

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Food Service Staff	<ul style="list-style-type: none">• Storing frozen food
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate freezer near Kitchen Preparation Area and have it open from Cooler.• Locate cooler/freezer for easy access to Receiving Entry.• Provide computerized remote monitoring system.• Provide a minimum of 4' - 0" wide door	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Walk-in Freezer – TN-078• Maximum LF of 20" – 24" Shelving	





Food Service

Cooler

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Food Service Staff	<ul style="list-style-type: none">• Storing cold foods• Defrosting frozen food
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate cooler near Kitchen Preparation Area and have it open into both Prep and Freezer• Locate cooler/freezer for easy access to Receiving Entry.• Provide a minimum of 4' - 0" wide doors.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Maximum LF of 20" – 24" shelving	



Food Service

Office A (Kitchen's Manager's Office)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Manager 	<ul style="list-style-type: none"> • Filing out Food Service documentation • Reviewing employee request • Ordering supplies • Counting cash •
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate manager's office in a central location to allow visibility into kitchen prep area, service line holding area and receiving. • Provide windows above 3' to below ceiling on all sides. Bookcase below windows on one side. • Doorbell at receiving should be audible in Kitchen Manager's Office and Kitchen Preparation Area. • If camera is provided it needs to be monitored through the computer system in the office. • Combination safe should be secured to the building in a non- visible space in the office.. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 4' x 4' marker board • 4' x 4' tack board • Combination Safe • Desk • Task Chair • Guest Chair • File Cabinet • Bookcase • Blinds Clock 	





Food Service

Laundry / Custodial Area

USERS: <ul style="list-style-type: none">• Manager• Food Service Staff	ACTIVITIES: <ul style="list-style-type: none">• Washing food prep clothes and aprons• Drying food prep clothes and aprons• Storing cleaning supplies• Storing cleaning equipment• Cleaning mops
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Provide sufficient ventilation to prevent fumes from cleaners from damaging mother boards in washer and dryer. Alternatively, provide separate rooms for	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Washer• Dryer• Wall-mounted adjustable shelving above washer and dryer• Mop/Broom Rack• Mop Sink• Plastic Shelving• Paper Towel Dispenser	



Food Service

Locker Room / Restroom

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Kitchen Manager• Food Service Staff	<ul style="list-style-type: none">• Staff clothes changing• Storing of personal items by Staff
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide floor drains with easy access clean-outs.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Lockers (15 - 20 minimum)• Coat Hooks• Paper towel dispenser• Soap dispenser• Toilet paper dispenser• Bench• Clock	





Food Service

Student Dining Commons

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Kitchen Manager• Food Service Staff• Students• Faculty	<ul style="list-style-type: none">• Eating• Student Assembly• Social Gathering
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide access from Dining Commons to dumpster area without going through Kitchen Prep.• Include drinking fountains in the Dining Commons	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4' x 8' Tack board(s)• Ceiling mounted projector• Sound System• Electronic Display• Tables and chairs for 1/3 of the program capacity plus 200 for dining• Size and shape of tables should be varied to prevent an institutional appearance• Clock	



Food Service

Student Dining Commons – Stage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students• Faculty	<ul style="list-style-type: none">• Student Performances• School Assemblies• Drama Rehearsals• Dance Rehearsals
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide stage lighting with control board.• Provide outlets and microphone plugs at the top step.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Motorized Projection Screen• Curtains – front, sides and back• Mirrors behind curtains on back wall of stage for potential use as a dance rehearsal area	





Food Service

Student Dining Commons – Control Room

USERS: <ul style="list-style-type: none">• Students• Faculty	ACTIVITIES: <ul style="list-style-type: none">• Controlling stage lighting• Controlling sound system• Storing A/V Equipment for stage
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4' x 4' Markerboard• 4' x 4' tack board• Chairs• 30" x 60" table• Tall lockable 2-door cabinets	



Food Service

Student Dining Commons – Storage

USERS: <ul style="list-style-type: none">• Kitchen Manager• Food Service Staff• Students• Faculty	ACTIVITIES: <ul style="list-style-type: none">• Storing dining tables and chairs• Storing dining room equipment
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Cart for Chairs• Cart for Tables	





HISD EDUCATIONAL SPECIFICATIONS

MILBY HIGH SCHOOL





CUSTODIAL / MAINTENANCE

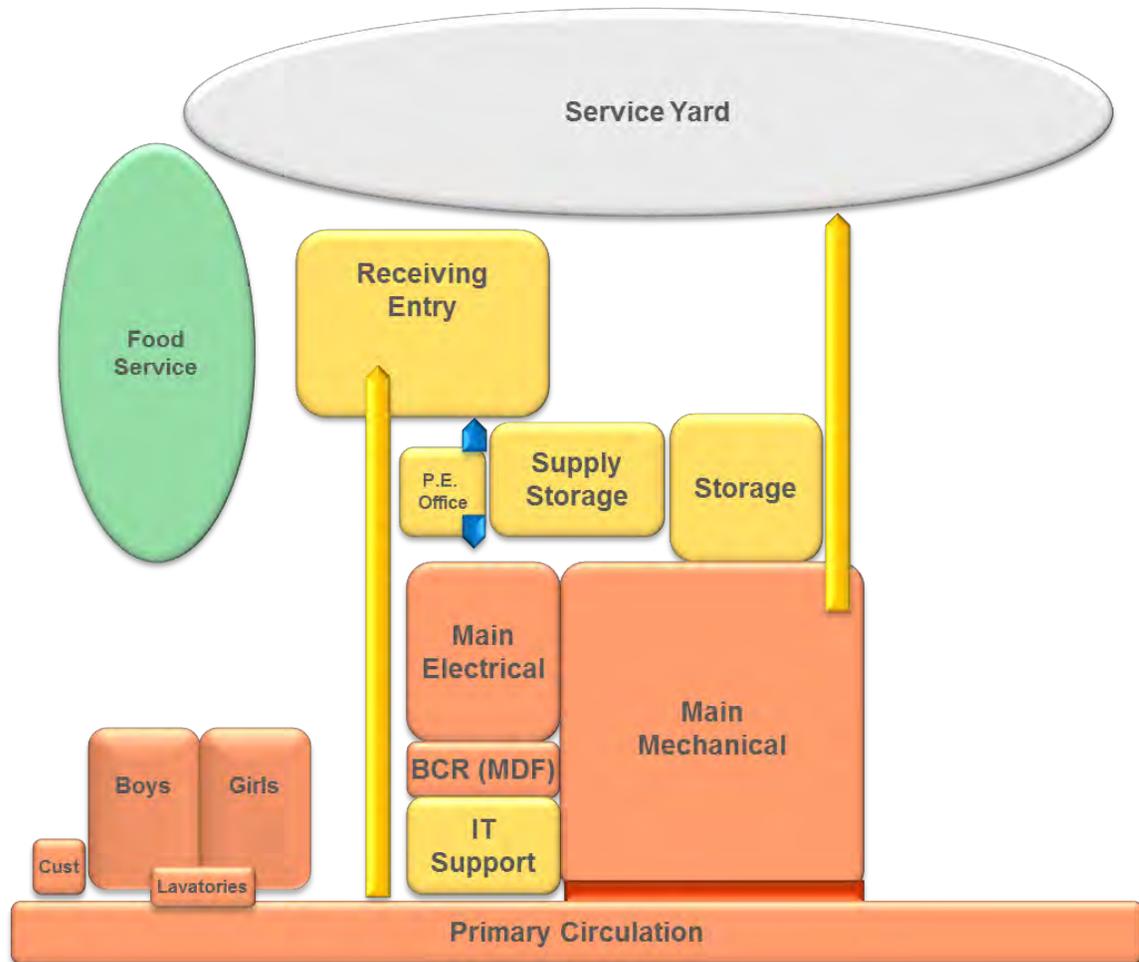


Custodial / Maintenance

Overview:

These facilities provide for the cleaning and maintenance of the facility and include not only spaces dispersed throughout the school, but also central facilities for receiving, inventorying and storing supplies and equipment.

The centralized facilities should be located in close proximity to the Food Service area so that the receiving area can be shared.



Legend

-  Physical connection
-  Visual connection
-  Physical and/or acoustic separation

The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.





Custodial / Maintenance

Space Requirements

Custodial / Maintenance	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Receiving Entry		1	174	174
Office, Plant Engineer		1	80	80
Custodial/Maintenance Storage/Toilet		1	889	889
IT Support		1	248	248
Custodial Closet		7	100	700
Total				2,091



Custodial / Maintenance

Receiving Entry

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Plant Operator • Maintenance Staff • Custodial Staff • Kitchen Staff • Delivery Personnel 	<ul style="list-style-type: none"> • Filing out documentation for receipt of goods • Receiving miscellaneous school supplies • Receiving equipment • Receiving food deliveries • Disposal of school & food service waste
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide space for a minimum of ____ waste bins and ____ recycle bin in Service Yard. • Loading area is not to be a dock, but a curb. • Provide doorbell that will be audible in kitchen. • Provide window, peep hole or camera for visibility of persons making deliveries to those receiving deliveries. • Provide bollards to prevent damage to buildings. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • None 	





Custodial / Maintenance

Plant Engineer's Office

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Plant Engineer• Custodial Staff• Maintenance Personnel	<ul style="list-style-type: none">• Office functions for Plant Engineer• Repairing equipment using hand tools• Scheduling of custodial staff• Reviewing staff requests
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• View to receiving entry	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4' x 4' Tack board• 4'x4' Marker board• Desk• Filing cabinet• Task chair• Guest chair• Bookcase	



Custodial / Maintenance

Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Plant Engineer Custodial Staff Maintenance Personnel 	<ul style="list-style-type: none"> Repairing equipment using hand tools Storing miscellaneous building supplies Storing building maintenance equipment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 3 locking cages to secure equipment/supplies 30" x 48" table 2- Chairs 3 tall deep heavy duty shelf units Maximum LF of 24" D x 84" H x 16' L heavy duty open adjustable shelving on perimeter 	

:





Custodial / Maintenance

Supply Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Plant Engineer• Custodial Staff	<ul style="list-style-type: none">• Storing miscellaneous school supplies• Storing school furniture• Storing school equipment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Custodial Staff	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Adjustable metal shelving	



Custodial / Maintenance

IT Support

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• IT Personnel• Plant Operator	<ul style="list-style-type: none">• Store IT equipment• Repair IT devices
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 30 x 60 Table• 2 Chairs• Adjustable shelves	

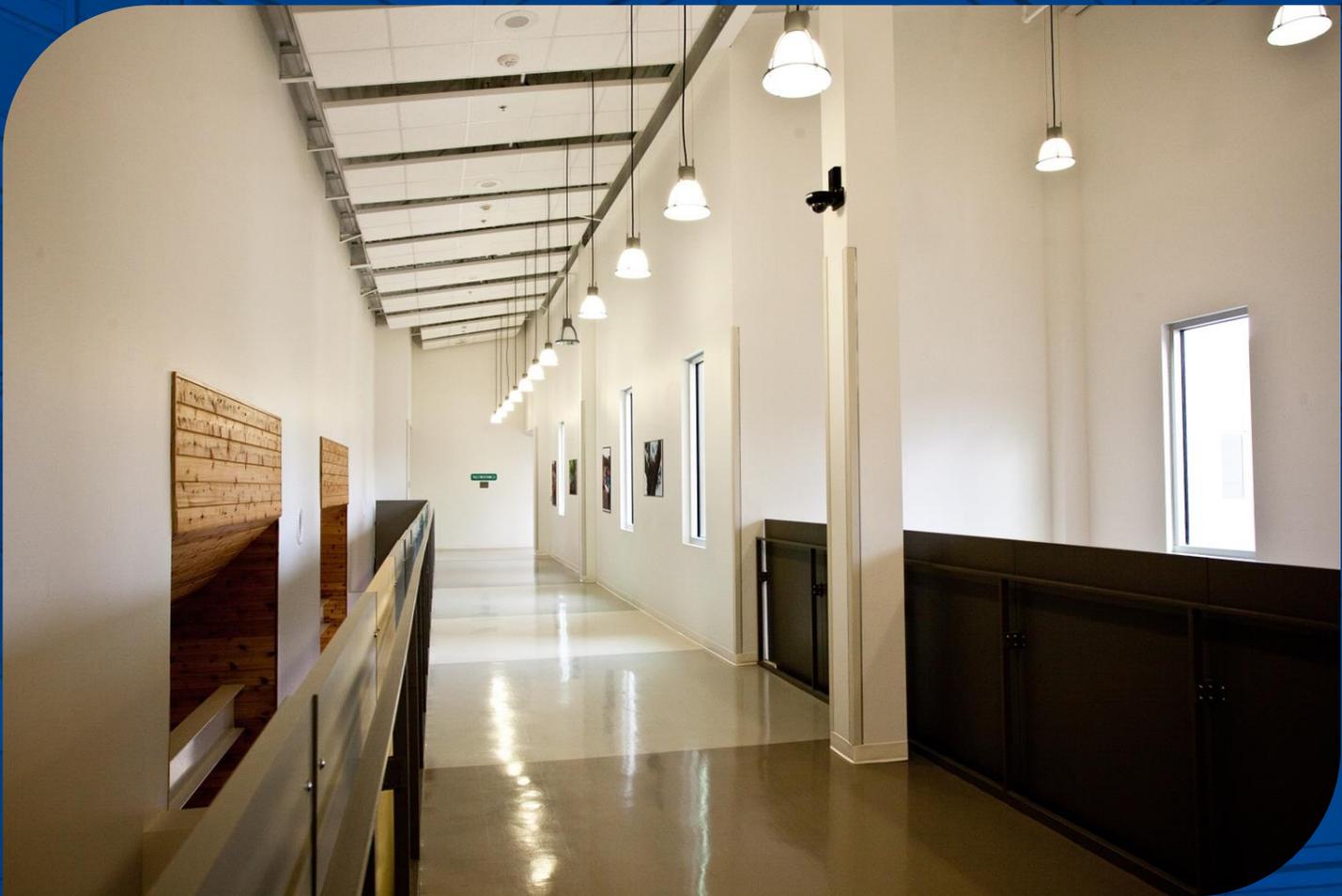




Custodial / Maintenance

Custodial Closet

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Plant Engineer• Custodial Staff	<ul style="list-style-type: none">• Storing of Mops and Brooms• Cleaning of mops and other custodial equipment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate throughout school	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mop Sink• Mop and Broom Rack• Metal shelving unit	



BUILDING SUPPORT



HISD EDUCATIONAL SPECIFICATIONS
HSPVA – DECEMBER 22, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING



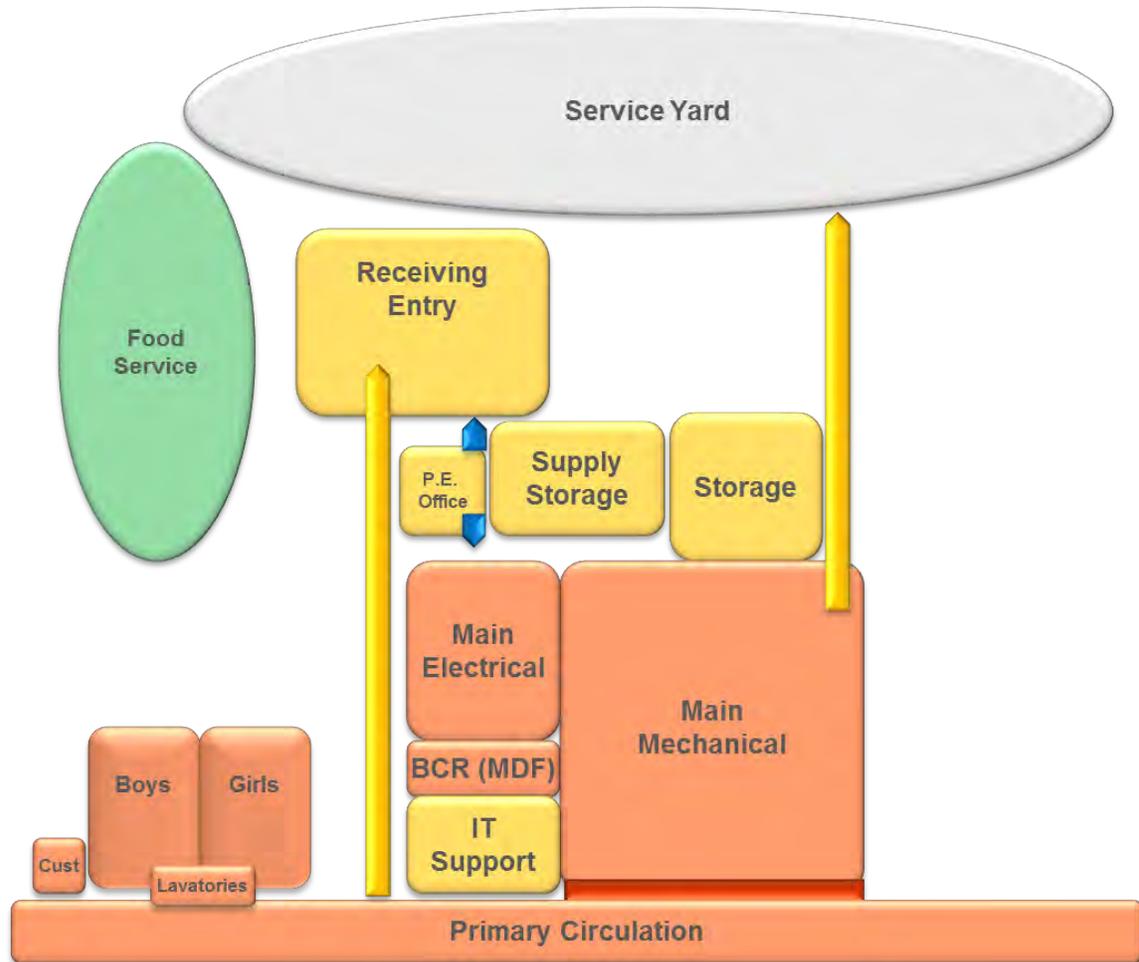


Building Support

Overview:

These facilities provide for centralized building services including electrical and mechanical necessary for the operations of the building, but also service areas that are located throughout the building.

The centralized facilities should be located in close proximity to the Food Service area so that the receiving area can be shared.



Legend

-  Physical connection
-  Visual connection
-  Physical and/or acoustic separation

The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



Building Support

Security Vestibule

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Parents• Students• Community members• Faculty/staff	<ul style="list-style-type: none">• Controlling entrance to the school
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• All visitors must enter the school through a secure vestibule to gain access into the main administrative reception area before being allowed into the school.• Provide electric locks (operable from the reception desk) for doors into and out of the reception area.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Aiphone	



Building Support

Corridors

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students • Faculty • Staff • Visitors 	<ul style="list-style-type: none"> • Circulation of occupants • Displaying awards, pictures, student work and school announcements
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Lockable display cases are encouraged for the displaying of awards, pictures, school announcements and student work. • Decision on whether to provide student lockers as well as their size and location will be determined in conjunction with the PAT during the Schematic Design phase. • Minimum corridor widths are: <ul style="list-style-type: none"> • Serving more than two classrooms: 8'-0" • Serving more than eight classrooms: 9'-0" • Major corridor: 12'-0" • Lockers along one wall: add 2'-0" • Lockers along two walls: add 3'-0" 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Lockable display cabinets • Tack board / Tack wall 	





Building Support

Group Restrooms

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students	<ul style="list-style-type: none">• Personal hygiene
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors (not above sinks)• Paper towel dispensers• Soap dispensers	



Building Support

Single Restrooms

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Faculty• Visitors	<ul style="list-style-type: none">• Personal hygiene
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors• Paper towel dispensers• Soap dispensers	





Building Support

Main Mechanical

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Plant Operator• Maintenance Staff	<ul style="list-style-type: none">• Mechanical Equipment which heats and cools school• Repairing Mechanical Equipment• Servicing Mechanical Equipment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size doors to allow for replacement of equipment.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mechanical Equipment	



Building Support

Main Electrical

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Plant Engineer• Maintenance Personnel	<ul style="list-style-type: none">• Electrical Equipment for school's electrical needs• Repairing Electrical Equipment• Servicing Electrical Equipment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Attempt to locate so not below "wet" spaces.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Electrical Equipment	





Building Support

BCR - Building Communication Room (MDF)

FCR - Floor Communication Room (IDF)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Plant Engineer• IT Personnel	<ul style="list-style-type: none">• House IT equipment• House mission critical equipment (i.e. fire alarm, burglar alarm, intercom)
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Maintain a temperature of 40 degrees in the BCR.• Locate FCRs so that serve an area within a 190 foot radius.• In multi-story facilities, locate FCRs so that they stack vertically.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Fire Rated Plywood on a minimum of 3 walls• Fire alarm• Burglar alarm• Intercom system• IT Racks• IT Equipment	



Building Support

Stairs

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students• Faculty• Staff• Visitors	<ul style="list-style-type: none">• Vertical circulation for building occupants
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Visual supervision of stairs from corridors should be maintained• Multiple staircases for student circulation should be considered rather than a single monumental stair	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• None	





Building Support

Elevator

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students• Faculty• Staff• Visitors	<ul style="list-style-type: none">• Vertical circulation for building occupants
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Key operated only	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• None	



CHILDCARE

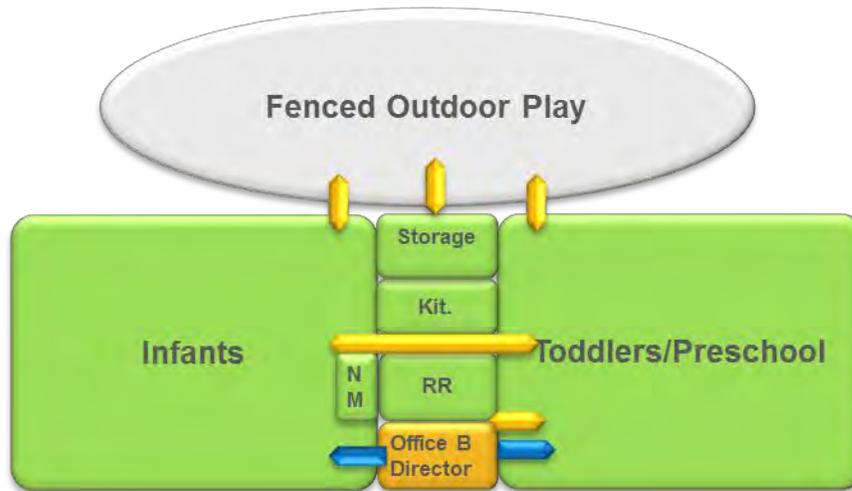


Childcare

Overview:

In order to provide a safe environment for the children of students and staff, a childcare facility will be included in the school. Facilities will be designed to meet the most current minimum standards for Child-Care Centers published by the Texas Department of Family and Protective Services.

The two learning centers should be constructed similar so that they can be used by either infants or toddlers/preschoolers as the population requires. Only the furniture should differ.



Legend

- Physical connection
- Visual connection
- Physical and/or acoustic separation

The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the Design Team.



Childcare
 Space Requirements

Child Care Center	HISD Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Sq. Ft.	Net Area
Director Office		1	160	160
Kitchen/Storage		1	263	263
Student Restrooms		2	80	160
Staff Restrooms		2	54	107
Outdoor Storage		1	111	111
New Mother's Room		1	79	79
Infant Room		1	753	753
Toddler/Preschool Learning Center		1	902	902
Total				2,535



Childcare

Office B (Director)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Director • Instructor • Caregivers • Parents 	<ul style="list-style-type: none"> • Paper work • Processing materials • Filing • Telephoning • Ordering
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Centrally locate with visual access to infant and toddler/preschool rooms 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for internal and external windows • Marker board • Tack board • 1 - Double pedestal desk with center drawer & lock, 60" x 30" • 1 - task chairs, swivel, tilt, armless • 1 - 4-shelf bookcases, 60"h x 36"w x 12"d • 2 - 4-drawer vertical files, letter size, lockable • 2 - guest chairs • Teacher wardrobe cabinet: coat hook, shelving, 2 drawers, lockable 	





Childcare

Kitchen/Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• Caregivers	<ul style="list-style-type: none">• Breakfast and lunch preparation• Staging meals before serving• Storage of supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Refrigerator with ice maker• Casework-handicapped accessible<ul style="list-style-type: none">• Sink cabinet• Drawer/door base cabinets• Door/shelf wall cabinets• Paper towel dispenser• Soap dispenser• Maximum linear feet of 18"D, adjustable shelving• Microwave oven(s)	



Childcare

Student Restrooms

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Toddlers• Pre-schoolers	<ul style="list-style-type: none">• Personal hygiene
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 60" tall wall mirror• Child height toilets• Child height wall mounted sinks• Paper towel dispenser• Soap dispenser	





Childcare

Staff Restrooms

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Faculty• Visitors	<ul style="list-style-type: none">• Personal hygiene
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors• Paper towel dispensers• Soap dispensers	



Childcare

Outdoor Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Director• Teacher• Caregivers	<ul style="list-style-type: none">• Storing instructional materials and supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide exterior access from fenced play area	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Maximum LF of heavy-duty 18"D adjustable shelving	





Childcare

New Mother's Room

USERS: <ul style="list-style-type: none">• Students• Parents• Visitors	ACTIVITIES: <ul style="list-style-type: none">• Diapering• Sleeping• Nursing• Feeding
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Locate near main entrance with full access and visibility to Lobby	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Blinds on windows• 4'x4' marker board• 4'x4' tack board• 1 diaper changing tables• 1 Book shelf• 1 rocking chairs	



Childcare

Infant Care (6 weeks – 11 months old)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 5 caregivers • 20 infants 	<ul style="list-style-type: none"> • Diapering • Sleeping • Nursing • Feeding
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide visual and physical access to toddler/preschool room • Use book shelves, storage cabinets and other furniture to create distinct areas to meet Texas requirements regarding maximum group size and so that children in one group do not freely mix with children in the other group. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 2 - Hand washing sinks (adult height) • Blinds for windows • 4'x4' Tack Board • 4'x8' Marker Board • Tack Strips located 12" above marker/tack boards • 2 - flag holders and map hooks • Paper towel dispenser • Soap dispenser • 32 cribs • 2 diaper changing tables • 4 Book shelf • 4 - Lockable storage cabinet • 8 - Teacher wardrobe cabinets: coat hook, shelving, 2 drawers, lockable • 4 rocking chairs • 2 - 30" x 60" table • 8 chairs • Microwave oven • Small refrigerator • Clock 	





Childcare

Toddler/Preschool Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 5 caregivers • 20 Toddlers/Preschoolers 	<ul style="list-style-type: none"> • Playing • Reading to Children • Dining • Playing • Napping
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide visual and physical connection to Infant room 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 2 – hand wash sinks (adult height) • Blinds for windows • 4’x4’ Tack Board • 4’x8’ Marker Board • Tack Strips located 12” above marker/tack boards • 2 - flag holders and map hooks • 6 - round student tables • 32 - student chairs • 4 - Book shelves with adjustable shelves • 4-Tall lockable storage cabinets with adjustable shelving • 2-Teacher wardrobe cabinets: coat hook, shelving, 2 drawers, lockable • Clock • Educational rugs • 32 nap mats • 4 - rocking chairs • 2 - 30” x 60” table • 4 - adult chairs • 32-student storage cubbies 	



EDUCATIONAL SPECIFICATIONS MATRIX



HISD EDUCATIONAL SPECIFICATIONS
MILBY HIGH SCHOOL – NOVEMBER 11, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING



**General Notes**

- G1. Provide base as appropriate for flooring material, for concrete provide flexible base.
- G2. Provide acoustical wall treatment as appropriate for all open, tall and / or noise producing spaces.
- G3. All materials should be easily sanitized and long wearing.
- G4. Ceiling Heights shall be 9'-0" minimum, 10'-0" maximum, unless noted otherwise on Matrix
- G5. Terrazzo may be used as a floor finish in high traffic areas if project can bear the additional cost.
- G6. Use of carpet in non office areas must be approved by HISD.
- G7. The use of flexible furniture/equipment is encouraged. Built-in casework and shelving should be minimized-generally casework should only be provided where a sink is required.
- G8. All windows in spaces that are occupied on a regular basis shall receive shades or blinds.
- G9. All spaces to which a student may go shall have a visual connection (fixed window, door light or sidelight) to the adjacent space or circulation.
- G10. All spaces shown to receive an electronic whiteboard/projector by Owner should have blocking installed in the wall by the Contractor. The projector is integral to the board.
- G11. Provide acoustical wall treatment as appropriate for all open, tall and/or noise producing spaces.
- G12. Not Used
- G13. Consider the use of large tackable wall surfaces where tackboard is noted.
- G14. Data drops noted on the matrix do not include wireless access or video display connections. See Design Guidelines for number and locations of drops for these devices.

Program Specific Notes

- A. Continue flooring from corridor to front side of reception counter.
- B. Removable interlocking rubber tile floor designed for use in weight rooms shall be provided and installed by contractor over a permanent substrate.
- C. Two duplex outlets located in casework apron at each student station
- D. One duplex and data located for wall mounted display monitor
- E. Locate one set of drinking fountains in adjacent corridor.
- F. Provide floor drain at emergency shower/eyewash station. Provide acid resistant piping and neutralization.
- G. Provide system noted with an * if required for specific curriculum.
- H. Provide lockable storage, including one ventilated cabinet for paints and thinners. Coordinate mechanical for proper ventilation.
- I. Provide large deep sink for cleaning instruments.
- J. Provide large electrically operated, projection screen with projector
- K. Install an eye wash station at sink.
- L. Provide drinking fountain in or near treatment area.
- M. Wall and ceiling finishes of walk-in are by the manufacturer. Floor to match the floor in food preparation area
- N. Provide mop sink in Custodial area.
- O. Provide washer and dryer connections and sufficient ventilation in Laundry area.
- P. Plaster Traps at art sinks
- Q. Coordinate HVAC/Plumbing/Electrical requirements with equipment
- R. Provide permanent speaker system
- S. Provide double door with removable mullion at corridor.
- T. Provide electrical and data outlets as required by equipment layout.

