HOUSTON INDEPENDENT SCHOOL DISTRICT

HISD EDUCATIONAL SPECIFICATIONS

FINAL

Approved By:

James Metoyer, Elementary School Office 2 Director

MARK WHITE ELEMENTARY SCHOOL

NOVEMBER 6, 2014

2012 HISD BOND
BUILDING EXCELLENCE

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING
Customer Focused . . . . . Always Responsive
3200 Center Street • Houston, TX 77007-5909

TABLE OF CONTENTS

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.

Mark White Elementary School's Guiding Principles:

CULTURE – The Mark White Elementary school will encompass the culture of the surrounding community to incite a sense of place for each student.

SAFE – The Mark White Elementary School will be a secure environment that provides the utmost security and supervision for the teachers, students and staff.

FACILITATES LEARNING – The Mark White Elementary School will facilitate learning in all aspects of the design. Every space in the building will provide opportunities for the student to learn and develop.

FLEXIBLE – All learning spaces in Mark White Elementary School need to be able to adapt to the ever changing demands of the 21st century. Furniture, fixtures and curriculum must be able to evolve with the building.

ENGAGING – The Mark White Elementary School will give the students an environment where they are engaged in learning upon entry into the building. The environment will spark invigorating exchanges of information, dialogue and education.

Executive Summary

Overview:

The goal of the Houston Independent School District is to ensure that every student has access to a rigorous instructional program required for college and career readiness. The effort begins at the Elementary School. Students participate in rigorous core academic courses as well as exploring courses in 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 each school and its Project Advisory Team (PAT). It was developed by exploring program requirements of Elementary 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.

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 Elementary level, spaces are increasingly organized in pods or 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, and Administration, creating personalized, smaller Neighborhoods within the larger facility. A major consideration in planning adjacencies of spaces within an Elementary School is the appropriate degree of separation among the younger and older students. This educational specification calls for grade levels to be grouped by age: PK, K and Grade 1; Grades 2-3; and Grades 4-5. These groups share spaces such as Art, Music, the Learning Commons, PE/Multi-Purpose Room, and Dining. The organization of the grade level classrooms related to age of students does not preclude the potential for older students mentoring younger students. Older students can serve as strong role models and mentors for the younger children, and the building should support whatever degree of combination or separation of ages that the school operator believes is appropriate.

Learning Centers

The focus of this Ed Spec for all grade levels 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. Technology will be folded into the teaching and learning experience in a very seamless fashion.

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.

A variety of spaces have been included to support exploratory learning options, such as art, music, world language, and physical education. Each of these spaces will be configured to provide maximum flexibility in movable furnishings, fixtures, and equipment with acoustics, plumbing, etc., to support the intended primary uses.

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, or on multi-grade groupings. The learning communities should be located near the Learning Commons and away from noisy spaces such as the Gymnasium and Dining. 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 Music spaces will be located adjacent to the PE/Multipurpose Room and Dining Commons.

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 PE/Multipurpose Room. This space should be located immediately adjacent to the Dining Commons and share an operable partition. This will allow maximum flexibility to configure the two areas for large or small groups, performances, lectures, meetings, etc. 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 PE/Multipurpose Room 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 distributed to every learning 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.

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 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

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

Capacity Model

	# Teaching Stations	Students per Teaching Station	Program Capacity
Pre-Kindergarten Learning Centers	3	22	66
Kindergarten Learning Centers	5	22	110
Grade 1-2 Learning Centers	10	22	220
Grades 3-4 Learning Center	10	22	220
Grades 5 Learning Center	5	22	110
Wet Lab/Learning Center	1	22	22
Self-Contained Learning Centers	1	12	12
Total	**35**		**760**

Space Requirements Summary

	Teaching Stations	Total
Core Academic Area	35	41,891
Visual Arts	0	1,208
Performing Arts	0	1,139
Physical Education/Athletics	0	4,074
Welcome Center/Administration Space Requirements	0	5,104
Food Service Space Requirements	0	7,100
Custodial/Maintenance Space Requirements	0	734
Total Net	**35**	**61,250**
Building Support		24,906
Total Gross		**86,156**

Space Requirements

Neighborhoods	Provided Spaces			
	Teaching Stations	Quantity	Ave. S.F.	Net Area
Learning Centers				
Pre-Kindergarten Learning Centers (individual restroom)	3	3	1,092	3,275
Kindergarten Learning Centers (individual restroom)	5	5	1,091	5,456
Grade 1-2 Learning Center	10	10	861	8,607
Grades 3-4 Learning Center	10	10	886	8,862
Grades 5 Learning Center	5	5	912	4,561
Small Group Room		3	95	284
Self-Contained Learning Center	1	1	839	839
Restroom/Changing Room		1	300	300
Testing/Speech/Hearing		1	150	150
Wet Lab (Learning Center)	1	1	1,029	1,029
Wet Lab (Resource)		1	1,123	1,123
Wet Lab Storage (shelving for large kits)		1	151	151
Flex/ Computer Lab (30 student computers, all screens visible to teacher)		1	1,020	1,020
Computer Storage		1	134	134
Learning Commons/Information Center		1	5,898	5,898
Storage		1	202	202
Total	**35**			**41,891**

Visual Arts	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Visual Arts Wet Lab Learning Center		1	978	978
Kiln Room		1	79	79
Storage Room		1	151	151
Total	**0**			**1,208**

Performing Arts	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Music Learning Center (locate behind stage with physical connection)		1	993	993
Music Storage/Library		1	146	146
Total	**0**			**1,139**

Physical Education	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Multipurpose Activity Room		1	2,976	2,976
Stage		1	783	783
Office A		1	94	94
PE Equipment Storage		1	221	221
Total	**0**			**4,074**

Administration	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Administration				
Reception, Administration		1	481	481
Office A (Registrar/Secretary) (include small safe)		2	127	253
Office C (Principal)		1	204	204
Principal's Restroom		1	64	64
Office B (Assistant Principal)		1	125	125
Office B (GT Clerk) (Locate with AP)		1	131	131
Office B (Itinerant - near Clinic)		1	108	108
Conference Room, Main (edge of Administration, adjacent to a main corridor, 12-16 people)		1	347	347
Conference Room, Small (connect with Principal's Office)		1	180	180
Records/File Room		1	174	174
Administration Workroom/Break Room		1	241	241
Mail Pick Up Area		1	50	50
Storage - Administration		1	243	243
Storage - Textbook (could be on 2nd floor, adjacent to GT Clerk)		1	341	341
Health Clinic		1	289	289
Health Clinic - Office A		1	73	73
Health Clinic - Restroom		1	61	61
Health Clinic - Storage Room		1		48
Shared				
Professional Development/Data Room (protected, accessible for teachers and staff only, include workstation with scanner)		1	250	250
Testing Storage/Checkout Room (Located in Admin area, connect with Data Room, must be lockable, not on Grand Master)		1	101	101
Teacher Lunch Room (near Dining Commons)		1	529	529
New Mother's Room (accessible from corridor, small refrigerator)		1	46	46
Teacher Planning		2	132	264
After School/General Storage (locate centrally, roll up window into corridor with counter)		1	97	97
Multi-use/Community Room		1	330	330
Storage Closet		1	74	74
Total	**0**			**5,104**

Food Service	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Kitchen Preparation Area		1	885	885
Kitchen Serving Area		1	535	535
Kitchen Dry Storage		1	252	252
Kitchen Freezer		1	237	237
Kitchen Cooler		1	176	176
Kitchen Manager's Office		1	71	71
Kitchen Laundry/Custodial Area		1	75	75
Kitchen Locker Room/Restroom		1	100	100
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		1	4,474	4,474
Special Events Storage		1	99	99
Dining Commons Storage		1	196	196
Total	**0**			**7,100**

Custodial/Maintenance	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Receiving Entry		1	208	208
Office, Plant Operator		1	96	96
Custodial/Maintenance Storage (include cages for securing equipment)		1	215	215
IT Support		1	100	100
Custodial Closet		2	38	75
Custodial Locker Room/Restroom		1	40	40
Total	**0**			**734**

SITE

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

Site

Space Requirements

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 of these units 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.

- 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

Site

Future T-Buildings Area

USERS:	ACTIVITIES:
• Students • Faculty/staff	• Generally square area to accommodate six (6) temporary buildings.

DESIGN CONSIDERATIONS:

- 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:

- 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:
• Maintenance Staff • Custodial Staff • Food Service Staff	• School deliveries • Waste disposal bins (dumpsters) • Meeting with parents, students and other visitors • Placing phone calls
DESIGN CONSIDERATIONS:	
• 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:	
• Screening • 2 Waste Bins (dumpsters) • 1 Recycling Bin (dumpster)	

Site

Bus Loop/Parking/Staging

USERS:	ACTIVITIES:
• Staff • Teachers • Students • Parents	• Entry, exit and staging of up to 8 to 10 daycare vans
DESIGN CONSIDERATIONS:	
• 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:	
• None	

Site

Car Parking

USERS:	ACTIVITIES:
• Parents • Community members • Faculty/Staff	• 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.
DESIGN CONSIDERATIONS:	
• 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 10 of the staff spaces near the Service Court for use by the Maintenance, Custodial and Food Service Staff	
FURNITURE, FIXTURES & EQUIPMENT:	
• Consecutively numbered spaces • “Visitor” spaces • 4 “Reserved” spaces	

Site

Car Staging/Access

USERS:	ACTIVITIES:
• Parents/Students	• Safely discharge and pick-up students from private vehicles
DESIGN CONSIDERATIONS:	
• Accommodate 10-15 cars • 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:	
• None	

Site

Pedestrian Circulation

USERS:	ACTIVITIES:
• Staff/Faculty • Parents • Students • Community	• 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:	
• 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:	
• None	

Site

Grassy Play Areas

USERS:	ACTIVITIES:
• Students • Faculty • Community	• Recess • PE • Free Play • Outdoor Learning Activities
DESIGN CONSIDERATIONS:	
• Provide an outdoor instructional area of approximately 1000 square feet for shared use. • Provide 3 areas approximately 8000 square feet each for K-1, 2-3, 4-5. • Provide 1 area approximately 1000 square feet for Pre-K. • Areas should be relatively level but sloped to drain without need of underground drainage. • Provide measurable space for distance running. • Locate for ease of access from learning spaces	
FURNITURE, FIXTURES & EQUIPMENT:	
• None	

Site

Paved Play Area

USERS:	ACTIVITIES:
• Students • Faculty • Community	• Learning the fundamentals of sports • Practicing • Exercising
DESIGN CONSIDERATIONS:	
• Provide two areas each 56' x 60' • Designate one area for K-2, the other for 3-5 and locate near appropriate learning areas. • Paint surfaces shall with shapes, patterns and configurations for games and activities, including basketball.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Basketball court, markings and adjustable height goals	

Site

Playground Equipment Areas

USERS:	ACTIVITIES:
• Students • Faculty	• Playing • Outdoor Learning Activities
DESIGN CONSIDERATIONS:	
• Provide 1 each for Pre-K, K-2 and 3-5 • Pre-K area to be located immediately adjacent to Pre-K learning and shall be enclosed by fencing. • Playground areas for other grade levels shall be located near the grade level learning centers they serve as well as the grassy play areas.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Playground Equipment appropriate to age level	

Site

General

USERS:	ACTIVITIES:
• Parents • Students • Community members • Faculty/staff	• Access to school and its facilities

DESIGN CONSIDERATIONS:

- All exterior signage, fencing, and railings should be included in design documents
- 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

FURNITURE, FIXTURES & EQUIPMENT:

- Marquee sign, directional and traffic Signage, fencing and railings
- Site lighting
- Flagpole
- Bike Racks
- Landscaping and irrigation at entry
- Flags

NEIGHBORHOODS

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

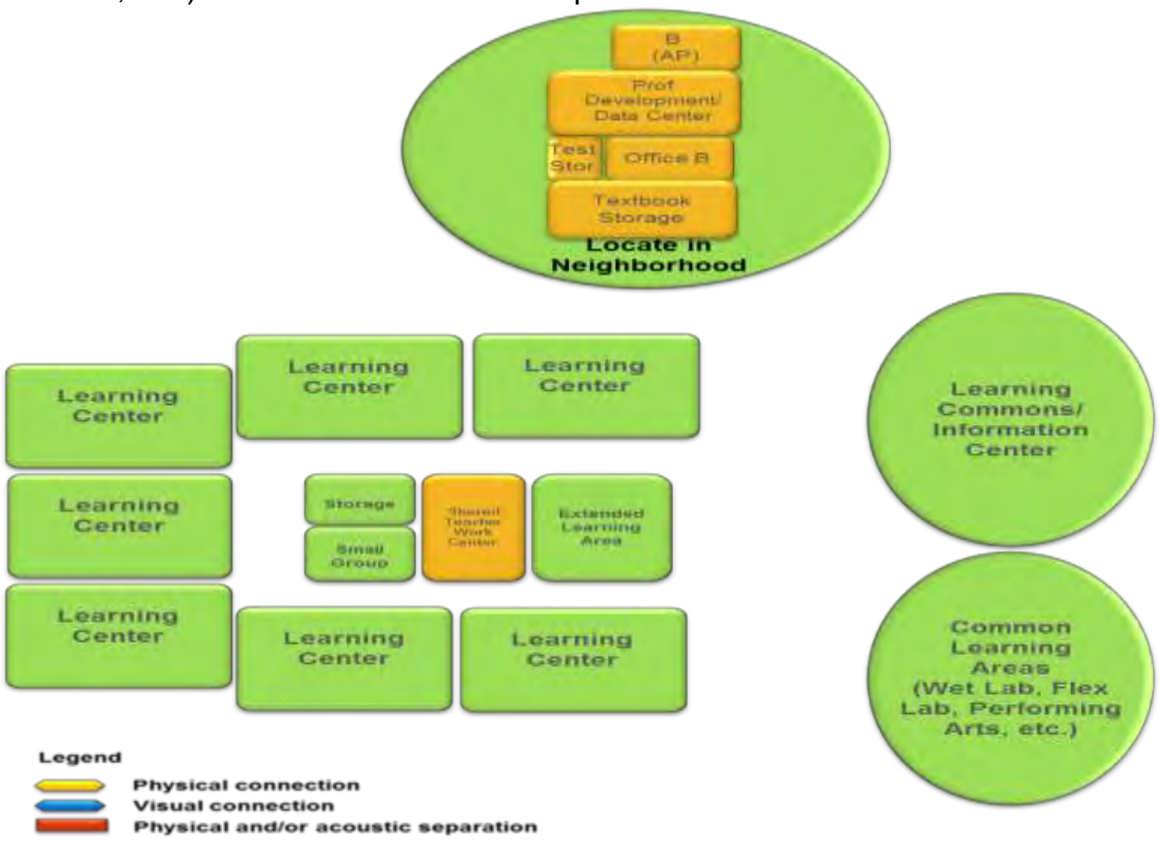
Neighborhoods

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, Grade Level Learning Centers, Shared Teacher Planning area, and storage. The neighborhoods will be arranged adjacent to common learning areas (Wet Lab, Flex Lab, etc.) as well as Assistant Principal's office.



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

Neighborhoods

Space Requirements

Neighborhoods	Provided Spaces			
	Teaching Stations	Quantity	Ave. S.F.	Net Area
Learning Centers				
Pre-Kindergarten Learning Centers (individual restroom)	3	3	1,092	3,275
Kindergarten Learning Centers (individual restroom)	5	5	1,091	5,456
Grade 1-2 Learning Center	10	10	861	8,607
Grades 3-4 Learning Center	10	10	886	8,862
Grades 5 Learning Center	5	5	912	4,561
Small Group Room		3	95	284
Self-Contained Learning Center	1	1	839	839
Restroom/Changing Room		1	300	300
Testing/Speech/Hearing		1	150	150
Wet Lab (Learning Center)	1	1	1,029	1,029
Wet Lab (Resource)		1	1,123	1,123
Wet Lab Storage (shelving for large kits)		1	151	151
Flex/ Computer Lab (30 student computers, all screens visible to teacher)		1	1,020	1,020
Computer Storage		1	134	134
Learning Commons/Information Center		1	5,898	5,898
Storage		1	202	202
Total	**35**			**41,891**

Neighborhoods

Pre – Kindergarten Learning Center

USERS:	ACTIVITIES:
• Teachers • 22-24 Students	• 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 • Working individually, in small groups and in large groups

DESIGN CONSIDERATIONS:

- An individual student restroom shall be provided in this space

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds for windows
- 12 linear feet of upper and lower cabinets with sink
- Presentation Wall:
  - 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:
  - 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 – 8'x4' Marker Board (mount @ height for Pre-K)
- Hand Dryer
- Soap Dispenser
- Toilet paper dispenser
- Presentation Cart
- Teacher Desk
- Teacher Chair with wheels
- 4-6 - Student tables (4-6 student capacity, combination of shapes)
- 30 Student chairs
- 3 - computer tables, 30"x60"
- 1 Kidney table
- Kitchen play furniture
- Play areas
- Educational carpet / throw rugs
- 24 student cubbies on casters – needs to be tall open locker type with double hooks
- 2 tall storage cabinets with adjustable shelving - Lockable
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Presentation board (adjustable height) mounted on presentation wall adjacent to and at same height as marker board
- Clock

Neighborhoods

Kindergarten Learning Center

USERS:	ACTIVITIES:
• Teachers • 22-24 Students	• 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 • Working individually, in small groups and in large groups

DESIGN CONSIDERATIONS:

- An individual student restroom shall be provided in this space

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds for windows
- 12 linear feet of upper and lower cabinets with sink
- Presentation Wall:
  - 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:
  - 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 – 8'x4' Marker Board (mount @ height for Kindergarten)
- Paper Towel Dispenser
- Soap Dispenser
- Toilet paper dispenser
- Presentation Cart
- Teacher stool
- Teacher Desk
- Teacher Chair with wheels
- 4-6 - Student tables (4-6 student capacity, combination of shapes)
- 30 Student chairs
- 3 - computer tables, 30"x60"
- 1 Kidney table
- Kitchen play furniture
- Play areas
- Educational carpet / throw rugs
- 34 student cubbies on casters – need to be tall open locker type with double hooks
- 2 tall storage cabinets with adjustable shelving - Lockable
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Presentation board (adjustable height) mounted on presentation wall adjacent to and at same height as marker board
- Clock

Neighborhoods

Grades 1-2 Learning Center

USERS:	ACTIVITIES:
• Teachers • 22-24 Students	• 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 • Working individually, in small groups and in large groups

DESIGN CONSIDERATIONS:

- Operable partitions are permitted in this area.

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds for windows
- 12 linear feet of upper and lower cabinets with sink
- Presentation Wall:
  - 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:
  - 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 – 8'x4' Marker Board
- Presentation cart
- Teacher stool
- Teacher desk
- 2 Teacher chairs with wheels
- 24 single student desks with storage under writing surface
- 28 Student chairs
- 3 - computer tables, 30"x60"
- 1 Kidney table
- 24 student cubbies on casters –Tall open double locker type. Large enough for back pack and coat storage
- 2 tall storage cabinets with adjustable shelving that are lockable
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Presentation board (adjustable height) mounted on presentation wall adjacent to and at same height as marker board
- Clock

Neighborhoods

Grades 3-5 Learning Center

USERS:	ACTIVITIES:
• Teachers • 22-24 Students	• 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 • Working individually, in small groups and in large groups

DESIGN CONSIDERATIONS:

- Operable partitions are permitted in this area.

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds for windows
- 12 linear feet of upper and lower cabinets with sink
- Presentation Wall:
  - 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:
  - 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 – 8'x4' Marker Board
- Presentation cart
- Teacher stool
- Teacher desk
- 2 Teacher chairs with wheels
- 24 single student desks with storage under writing surface
- 28 Student chairs
- 3 - computer tables, 30"x60"
- 1 Kidney table
- 24 student cubbies on casters –Tall open double locker type. Large enough for back pack and coat storage
- 2 tall storage cabinets with adjustable shelving that are lockable
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Presentation board (adjustable height) mounted on presentation wall adjacent to and at same height as marker board
- Clock

Neighborhoods

Small Group Room

USERS:	ACTIVITIES:
• Teachers • Students	• Group meetings and work • Individual study • Testing
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x8' marker board • 4'x8' tack board • 6 person table • 6 chairs	

Neighborhoods

Self-Contained Learning Center

USERS:	ACTIVITIES:
• 4-12 students • Teacher • Teacher Aide(s) • Itinerant Staff (Psychologist, Social Worker, Therapist, etc.)	• 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.)

DESIGN CONSIDERATIONS:

- None

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds for windows
- 16 linear feet of upper and lower cabinets with sink
- Student Lift and Tracks
- Presentation Wall: (all items at appropriate height for age group):
  - 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:
  - 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 – 8'x4' Marker Board
- Soap Dispensers
- Paper Towel Dispensers
- Presentation cart
- Teacher stool
- Teacher desk
- Teacher chair with wheels
- 12 open front 18"x24" student desks
- 18 student chairs
- 1 rectangular table, 30"x60"
- 3 computer tables, 30"x48"
- 1 kidney table
- 12 student cubbies on casters –-Tall open double locker type. Large enough for pack back and coat storage
- 2 - 18" seat height chairs
- 2 tall storage cabinets with adjustable shelving
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Microwave
- Refrigerator/Freezer with icemaker
- Presentation board (adjustable height)
- Clock

Neighborhoods

Self-Contained Learning Center – Restroom/Changing Room

USERS:	ACTIVITIES:
• Students • Teacher • Teacher Aide(s) • Staff	• Personal hygiene • Diapering • Catheterization • Life skills activities (tooth brushing, personal care, career preparation, etc.)
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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 • Washer/Dryer	

Neighborhoods

Self-Contained Learning Center – Testing/Speech/Hearing

USERS:	ACTIVITIES:
• Teachers • Speech Therapists • Hearing specialists • Students • Parents	• Individual student testing • Individual work • Therapy • Hearing analysis
DESIGN CONSIDERATIONS:	
• Provide sound isolation from Learning Center	
FURNITURE, FIXTURES & EQUIPMENT:	
• Student Desk • Student Chair • 48” Round table • 4 chairs	

Neighborhoods

Wet Lab (Learning Center / Resource)

USERS:	ACTIVITIES:
• Teacher • Staff/Faculty • 30 Students	• 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

DESIGN CONSIDERATIONS:

- Power and Data in apron of casework
- Casework to be at Grade 4 height
- Outdoor Access to hose bib and patio
- Add 2 electrical outlets (on floor) by each student tables, computer tables and teacher desk. Add ports by teacher desk.

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds for windows
- Presentation Wall: (all items at appropriate height for age group):
  - 1 - 4'x4' Tack Board
  - 1 – 8'x4' Marker Board
  - Tack Strips located 12" above marker/tack boards
  - 2 - flag holders and map hooks
- Casework – Side walls:
  - 4 Sink cabinets and drawer/door cabinets
  - Drying racks above sinks
  - Door/shelf cabinets above sinks
- Eyewash station(s) (number determined by code)
- Goggle cabinet with UV light for disinfecting
- Overhead mounted projector
- 2 paper towel dispensers
- 2 soap dispensers
- Portable demonstration station
- 6 - 6 person black top science tables.
- 30 adjustable height 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 (adjustable height)
- Clock
- Glass front equipment wall storage unit with doors.
- Extra table (24x36 or Small round table)

Neighborhoods

Wet Lab Storage

USERS:	ACTIVITIES:
• Teacher • Staff/Faculty • Students	• Teacher preparation and clean-up for lab exercises • Storage of large kits and other supplies • Science box storage
DESIGN CONSIDERATIONS:	
• Directly accessible from Wet Labs • Door to hallway • Provide location for storing large science kits on adjustable shelving	
FURNITURE, FIXTURES & EQUIPMENT:	
• 12 linear feet of upper and lower casework with sink • Drying rack over sink • Paper towel dispenser • Soap dispenser • Maximum linear feet of 12”and 18” D, adjustable height wooden shelving with rim guards on wall facing casework • 36”W x 84”H lockable storage cabinet • Refrigerator • Tall Rolling cart for equipment storage	

Neighborhoods

Flex Lab – (Computer Lab)

USERS:	ACTIVITIES:
• Teachers • 30 Students	• Mastering the core curriculum • Mastering 21st Century learning skills • Technology-based instruction • Demonstrations • Working individually and in small groups • Keyboarding
DESIGN CONSIDERATIONS:	
• Locate power and data along perimeter sufficient for space to be used as a computer lab • Locate adjacent to Learning Commons • Configure so that all student computer screens are visible to the teacher.	
FURNITURE, FIXTURES & EQUIPMENT:	

• Blinds for windows
• Presentation Wall:
  • 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
• 1 Teacher Chair on wheels
• 5 – computer tables (6 Students per table)
• 30 - Student chairs with storage below
• 2 tall storage cabinets with adjustable shelving (lockable)
• 3 bookcases (height may be dependent on window sill height), with adjustable shelving
• Presentation board (adjustable height)
• Clock
• Teacher Table
• Teacher stool	

Neighborhoods

Flex Lab Computer Storage

USERS:	ACTIVITIES:
• Teacher • Staff/Faculty • Students	• Storage of computers and peripherals • Storage of supplies
DESIGN CONSIDERATIONS:	
• Directly accessible to Flex Lab • Sufficient power to recharge computer/tablet carts • Lockable door	
FURNITURE, FIXTURES & EQUIPMENT:	
• 18”D, adjustable height shelving on one wall • 36”W x 84”H lockable storage cabinet	

Neighborhoods

Learning Commons/Information Center

USERS:	ACTIVITIES:
• Students • Faculty • Staff • Community members and parents for after school events	• 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:

- 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.
- Utilize wall ledge areas for computers
- Locate close to restroom

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds for windows
- Adjustable shelving for books (No less than 800 LF). 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 – Four student tables (round)
- 6 computer tables (with lockable storage)
- Printer table
- 56 (32+24) 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):
  - 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
- Electric White board
- Large Screen with projector
- Soft seating: chairs and tables for 18
- Clock
- Atlas/ Map Table 30" wide, with 4 pull out shelves

Neighborhoods

Learning Commons/Information Center – Extended Learning Center

USERS:	ACTIVITIES:
• Students • Faculty • Staff • Community members and parents for after school events	• Reading • Research • Technology based instruction for large group and small group • Provide meeting areas
DESIGN CONSIDERATIONS:	
• Some of the square footage for these spaces will be from the Learning Commons/Information Center.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Continuous marker surface on one wall • Blinds for windows • Provide charging stations and network access to support 1:1 computing to support • Tables • Chairs • Soft seating • Clock	

Neighborhoods

Learning Commons/Information Center Storage

USERS:	ACTIVITIES:
• Media Specialist • Faculty • Staff	• Storage • Laminating
DESIGN CONSIDERATIONS:	
• Directly accessible from Learning Commons • Provide visual supervision of Learning Commons	
FURNITURE, FIXTURES & EQUIPMENT:	
• Blinds for windows • Maximum LF of cabinets on 1 walls, drawer/door cabinets and wall-mounted door/shelf cabinets • 4'x4' marker board • 4'x4' tack board • 2 - 4-shelf bookcases, 60"h x 36"w x 12"d • 2 - 4-drawer vertical files, letter size, lockable • 2 mobile book trucks • Laminating machine • Large paper cutter	

Neighborhoods

Storage

USERS:	ACTIVITIES:
• Faculty • Teachers	• Storing instructional materials and supplies • Securing and charging mobile computer cart(s)
DESIGN CONSIDERATIONS:	
• Provide sufficient power to charge computer/tablet carts. • Lockable door	
FURNITURE, FIXTURES & EQUIPMENT:	
• 4'x4' tack board • Maximum LF of heavy-duty 18"D adjustable shelving	

VISUAL ARTS

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

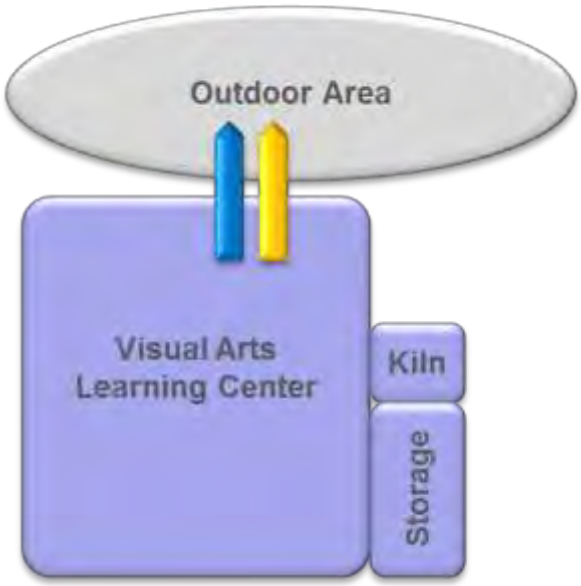
Visual Arts

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	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Visual Arts Wet Lab Learning Center		1	978	978
Kiln Room		1	79	79
Storage Room		1	151	151
Total	**0**			**1,208**

Visual Arts

Visual Arts Wet Lab Learning Center

USERS:	ACTIVITIES:
• Teachers • Students	• Creative individual and group activities • Learning/researching art history/artist • Discussions on Art criticism • Learning/practicing drawing, painting, embossed prints, ceramics, sculptures, etc

DESIGN CONSIDERATIONS:

- Need area for arranging still lifes with track lighting.
- Outdoor Access
- Northern exposure preferred

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds for windows
- Presentation Wall: (all items at appropriate height for age group)
  - 4'x4' marker boards (one on each side of Presentation board (adjustable height))
  - 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)
  - 8' marker board with tack strip
  - 4' tack boards
- Casework – Side wall:
  - Sink cabinet – with sink projecting from front edge of casework to allow access from 3 sides
- Door/shelf cabinets above sink (Large Deep sinks with Gooseneck Faucets)
- 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
  - 32 student adjustable height stools
  - 8 art tables, 42"x60", with chemical resistant tops (1 to be used for still life set-up)
  - 2 computer tables, 30"x60"
- Presentation board (adjustable height)
- 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)
- Display cabinets for hallway

Visual Arts

Kiln Room

USERS:	ACTIVITIES:
• Art teacher	• Storing greenware. • Firing items in kiln.
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• Electric kiln • Greenware cabinet with doors	

Visual Arts

Storage Room

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

PERFORMING ARTS

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

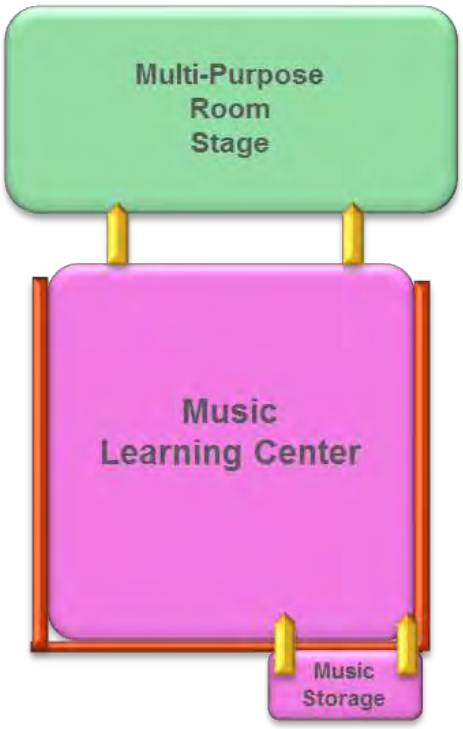
Performing Arts

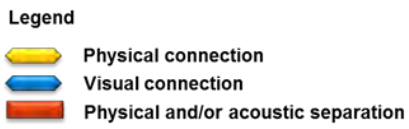
Overview:

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.





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	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Music Learning Center (locate behind stage with physical connection)		1	993	993
Music Storage/Library		1	146	146
Total	**0**			**1,139**

Performing Arts

Music Learning Center

USERS:	ACTIVITIES:
• Music Instructors/Director(s) • Students	• Developing technical music skills through individual work, group work and performances • Choir/Vocal Classes • Recitals • Meeting area for community • Recording of performances • Music theory instruction

DESIGN CONSIDERATIONS:

- Provide acoustical treatments.
- Provide acoustical separation of perimeter walls of the entire music suite and the walls of the instructional spaces to block out musical sound transmission.
- Sound-rated door should share the same rating as the walls.
- Located adjacent to Multipurpose Room with physical connection to the stage.

FURNITURE, FIXTURES & EQUIPMENT:

- Provide 2 marker boards, one with permanent music staff markings.
- 2 - 4'x4' tack boards
- Sink
- Paper towel dispenser
- Soap dispenser
- 30 stackable posture chairs
- Instrumental music risers – Flexible, (Flipforms by Wenger)
- Small stand carts for risers
- Teacher's desk
- Teacher's chair
- 1 Conductor's podium: double podium with rail
- 2 music folio cabinets
- Piano
- Radio
- Sound System with speakers (able to play CDs and IPod)
- Microphone
- Clock

Performing Arts

Music Learning Center – Music Storage/Library

USERS:	ACTIVITIES:
• Instrumental Music Directors • Students	• Storing and sorting music

DESIGN CONSIDERATIONS:

- Provide acoustical separation of perimeter walls of the entire music suite and the walls of the instructional spaces to block out musical sound transmission.
- Sound-rated door should share the same rating as the walls.

FURNITURE, FIXTURES & EQUIPMENT:

- 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
- 3 qty - 4-drawer vertical file cabinets
- 24"x36" table
- 2 chairs
- Instrument Storage (either shelving or free standing cabinets)
- Hanging rod for costume and prop storage
- Cabinets for costume and prop storage

PHYSICAL EDUCATION

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

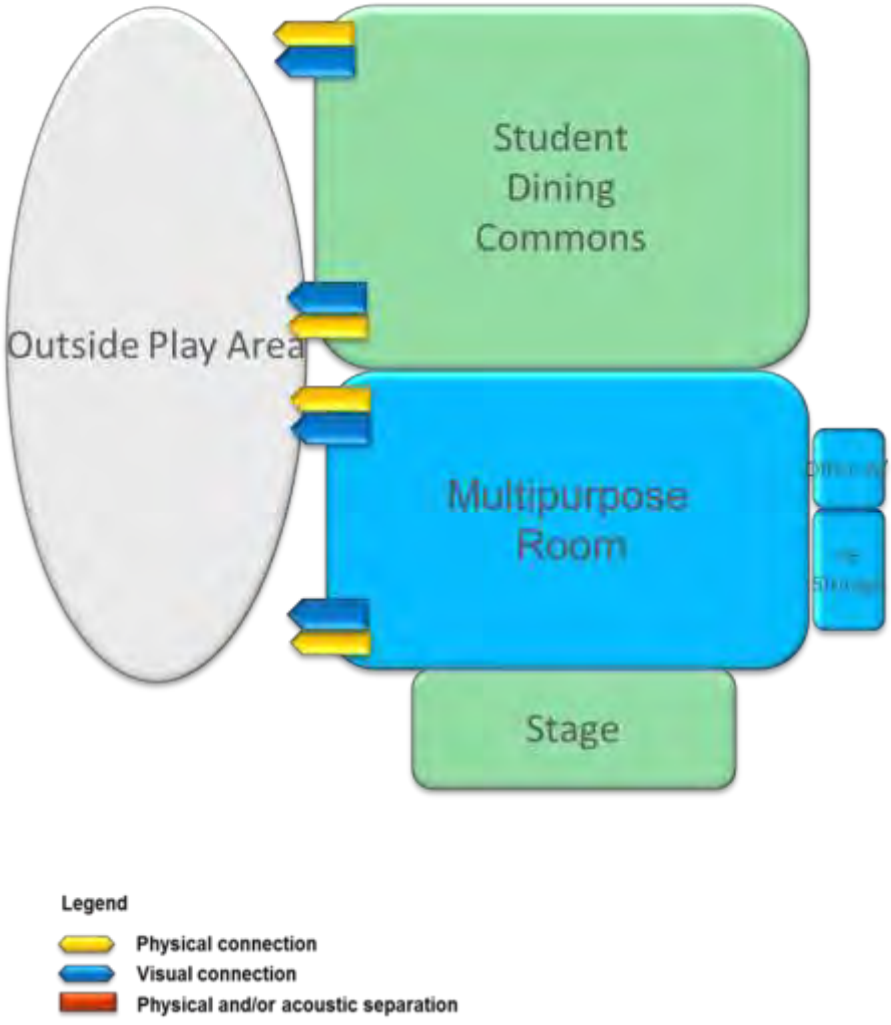
HOUSTON INDEPENDENT SCHOOL DISTRICT

Physical Education

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 programs focus on personal fitness through participation in leisure and lifetime activity that lead to self-responsibility, teamwork, sportsmanship, and leadership.

Community use and involvement with the Physical Education program 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

Space Requirements

Physical Education	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Multipurpose Activity Room		1	2,976	2,976
Stage		1	783	783
Office A		1	94	94
PE Equipment Storage		1	221	221
Total	**0**			**4,074**

Physical Education

Multipurpose Activity Room

USERS:	ACTIVITIES:
• PE Teachers/Coaches • Students • Parents • Community Groups • Staff • Sports teams	• Physical education classes and activities • Fitness/health presentations • School assemblies • Performances • Community sports activities/events
DESIGN CONSIDERATIONS:	
• Locate adjacent to and separate from dining with an operable partition. • Access to outdoor play area	
FURNITURE, FIXTURES & EQUIPMENT:	
• 2 backboards (Wall mounted, adjustable height basketball backboards) • Floor markings for: basketball and volleyball, also include a large 33 ft diameter circle in center of floor • Continuous pads on end walls • Wall padding • Sound proof tiles • Water fountains • Stage lighting on ceiling • Speakers (2 at front and 2 at rear) • Connections for projector • Sound System, to balance sound throughout the room • Electronic Display • Clock • Overhead projector (ceiling mounted)	

Physical Education

Stage

USERS:	ACTIVITIES:
• Students • Faculty • Parents • Community	• Student Performances • School Assemblies • Drama Rehearsals • Dance Rehearsals • Community Meetings

DESIGN CONSIDERATIONS:

- Locate close to Music Learning Center with connecting hallway
- Provide acoustical treatment
- Provide stage lighting with control board
- Provide outlets and microphone plugs in the apron of top step

FURNITURE, FIXTURES & EQUIPMENT:

- Motorized Projection Screen
- Curtains – front, sides and back
- Mirrors behind curtains on back wall of stage for potential use as a dance room
- Lighting for stage
- Microphones
- Podium
- No wall padding
- Consider under stage storage for risers
- Sound system with controls
- Risers- consider under stage storage for risers

Physical Education

Office A

USERS:	ACTIVITIES:
• Staff/Faculty • Clerical Support Staff • Students • Parents • PE Teachers	• Lesson preparation and evaluation • Preparation of correspondence, reports and other administrative tasks • Private conferences
DESIGN CONSIDERATIONS:	
• Floors need to be level and transition strip should be low profile to allow for easy movement of heavy equipment on carts.	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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	

P.E./Athletics

P.E. Equipment Storage

USERS:	ACTIVITIES:
• PE Teachers/Coaches • Students	• Storing and retrieving equipment used for physical education classes
DESIGN CONSIDERATIONS:	
• Floors need to be level and transition strip should be low profile to allow for easy movement of heavy equipment on carts.	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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.	

ADMINISTRATION

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

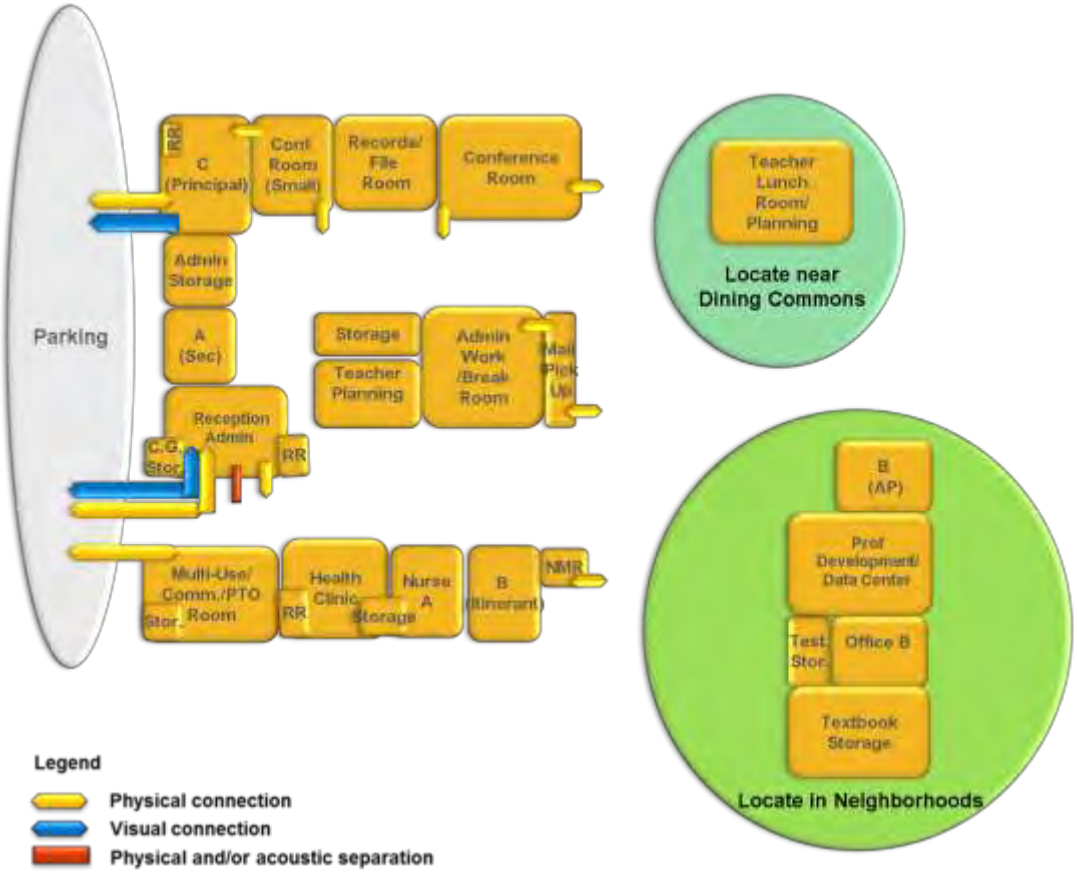
Administration

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.

- 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. Satellite Administration 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

Space Requirements

Administration	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Administration				
Reception, Administration		1	481	481
Office A (Registrar/Secretary) (include small safe)		2	127	253
Office C (Principal)		1	204	204
Principal's Restroom		1	64	64
Office B (Assistant Principal)		1	125	125
Office B (GT Clerk) (Locate with AP)		1	131	131
Office B (Itinerant - near Clinic)		1	108	108
Conference Room, Main (edge of Administration, adjacent to a main corridor, 12-16 people)		1	347	347
Conference Room, Small (connect with Principal's Office)		1	180	180
Records/File Room		1	174	174
Administration Workroom/Break Room		1	241	241
Mail Pick Up Area		1	50	50
Storage - Administration		1	243	243
Storage - Textbook (could be on 2nd floor, adjacent to GT Clerk)		1	341	341
Health Clinic		1	289	289
Health Clinic - Office A		1	73	73
Health Clinic - Restroom		1	61	61
Health Clinic - Storage Room		1		48
Shared				
Professional Development/Data Room (protected, accessible for teachers and staff only, include workstation with scanner)		1	250	250
Testing Storage/Checkout Room (Located in Admin area, connect with Data Room, must be lockable, not on Grand Master)		1	101	101
Teacher Lunch Room (near Dining Commons)		1	529	529
New Mother's Room (accessible from corridor, small refrigerator)		1	46	46
Teacher Planning		2	132	264
After School/General Storage (locate centrally, roll up window into corridor with counter)		1	97	97
Multi-use/Community Room		1	330	330
Storage Closet		1	74	74
Total	**0**			**5,104**

Administration

Reception, Administration

USERS:	ACTIVITIES:
• Parents • Students • Community members • Faculty/staff	• 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

DESIGN CONSIDERATIONS:

- 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.
- Provide Unisex family restroom off of reception area.
- Provide solid metal roll up security grille at reception with panic button.

FURNITURE, FIXTURES & EQUIPMENT:

- Modular reception desk with work stations to include:
  - 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
- Guest chairs and sofa
- Side tables
- Video Display at least 55” screen
- Wall mounted rack for flyers and notices
- Clock
- Round Table for 4
- 4 chairs
- 2 additional work stations
- 3 office chairs on wheels
- Copier

Administration

Office A (Registrar/Secretary)

USERS:	ACTIVITIES:
• Staff/Faculty • Clerical Support Staff • Students • Parents	• Assisting in administrative record keeping • Preparation of correspondence, reports and other administrative tasks • Private conferences
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• Blinds on windows • 4'x4' marker board • 4'x4' tack board • 4 guest chairs • 36" round table • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable • Small safe –secured to wall or floor	

Administration

Office C (Principal)

USERS:	ACTIVITIES:
• Principal • Students • Parents	• Conducting administrative duties • Preparing correspondence and reports • Meeting with parents, students and other visitors • Placing phone calls
DESIGN CONSIDERATIONS:	
• Locate with view to school entry drive. • Locate so Principal can leave Administration Suite without being seen from reception. • Should have direct access to small conference room	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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

Principal's Restroom

USERS:	ACTIVITIES:
• Principal • Visitors • Staff	• Personal hygiene
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• Mirrors • Paper towel dispensers • Soap dispensers • Toilet paper dispenser	

Administration

Office B (Assistant Principal, AP)

USERS:	ACTIVITIES:
• Staff • Teachers • Assistant Principal • Students • Parents	• Conducting administrative tasks • Preparing correspondence and reports • Creating and documenting new and existing students • Meeting with parents, students and other visitors • Placing phone calls
DESIGN CONSIDERATIONS:	
• Locate with neighborhoods	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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 • Credenza • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable	

Administration

Office B (Counselor/ GT Clerk)

USERS:	ACTIVITIES:
• Staff • Teachers • Assistant Principal • Students • Parents	• Greeting and welcoming people • Waiting/seating area for visitors, students, and staff members • Conducting administrative tasks • Preparing correspondence and reports • Creating and documenting new and existing students • Meeting with parents, students and other visitors • Placing phone calls
DESIGN CONSIDERATIONS:	
• Locate near Assistant Principal • Locate adjacent to testing room storage and textbook storage room	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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 • Credenza • 4-shelf bookcase, 52"H x 36"W x 15"D • 4-drawer vertical file, letter size, lockable	

Administration

Office B (Itinerant)

USERS:	ACTIVITIES:
• Staff • Students • Parents	• Administrative tasks • Preparation of correspondence and reports • Creating and documenting new and existing students • Meeting with parents, students and other visitors
DESIGN CONSIDERATIONS:	
• Locate by administration offices and near Clinic	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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

Conference Room, Main

USERS:	ACTIVITIES:
• Principal • Staff/Faculty • Parents/Students • School Support Groups (PTO, etc.)	• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS:	
• Locate on the edge of Administration Suite, adjacent to a main corridor	
FURNITURE, FIXTURES & EQUIPMENT:	
• Blinds on windows • Marker and tack board in cabinet • Credenza • Conference table for 12 – 16 people • 12 -16 Swivel, tilt armchairs • Television and Presentation board (adjustable height)	

Administration

Conference Room, Small

USERS:	ACTIVITIES:
• Staff/Faculty • Parents • School Support Groups (PTO, etc.)	• Meetings/Conferences between Faculty/Staff and Students, Parents and Community

DESIGN CONSIDERATIONS:

- Provide direct access from Principal's Office

FURNITURE, FIXTURES & EQUIPMENT:

- Blinds on windows
- Marker and tack board in cabinet
- Credenza
- Conference table for 6 people
- 6 Swivel, tilt armchairs
- Electronic display and/or Presentation board (adjustable height)

Administration

Records/File Room

USERS:	ACTIVITIES:
• Guidance Clerk • Counselors • Administrators	• Storing and retrieving student records
DESIGN CONSIDERATIONS:	
• Room should be treated as a 1 hour fire-rated enclosure. • Install power outlets	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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

Workroom/Break Room

USERS:	ACTIVITIES:
• Faculty • Staff • Volunteers • Parents	• Copying • Collating • Preparing communications for mailing • Laminating, book making, poster making • General office work • Storing and retrieving supplies • Mail delivery and retrieval
DESIGN CONSIDERATIONS:	
• Mail slots should open directly to mail pick up room.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Blinds on windows • 4'x4' marker board • 4'x4' tack board • 65 - 14"W x 9"H x 18"D pass through mail slots with hinges at the bottom with 24"D adjustable shelving below for packages • 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" folding work table • Refrigerator with icemaker • 4 Chairs • 2- 18" x 32" rectangular tables • Microwave • Copier • Coffee maker • Large paper cutter • Lamination machine • Computer • Printer • 1 small computer desk	

Administration

Mail Pick Up

USERS:	ACTIVITIES:
• Faculty • Staff	• Picking up mail • Reading notices • Dropping off mail
DESIGN CONSIDERATIONS:	
• Provide in/out doors off of secondary corridor. • Mailboxes provide separation between this space and workroom/break room.	
FURNITURE, FIXTURES & EQUIPMENT:	
• 4'x8' tack board	

Administration

Storage - Administration

USERS:	ACTIVITIES:
• Guidance Clerk • Counselors • Administrators' • Office Staff	• Storing office supplies • Storing educational materials
DESIGN CONSIDERATIONS:	
• Provide power outlet for computer charging	
FURNITURE, FIXTURES & EQUIPMENT:	
• Maximum LF of heavy duty adjustable shelving	

Administration

Storage Room - Textbook

USERS:	ACTIVITIES:
• Guidance Clerk • Counselors • Administrators' • Office Staff	• Storing textbooks • Storing educational materials
DESIGN CONSIDERATIONS:	
• Locate near Counselor/ GT Clerk and AP	
FURNITURE, FIXTURES & EQUIPMENT:	
• Maximum LF of heavy duty adjustable shelving along wall and interior tall shelving racks (6 shelves per unit)	

Administration

Health Clinic

USERS:	ACTIVITIES:
• School nurse • Staff • Students • Parents	• Treating ill or hurt students • Conducting medical exams/screening • Dispensing medications • Waiting area for ill students prior to being picked up

DESIGN CONSIDERATIONS:

- Visual connection between Nurses' Office and Clinic
- Hallway access
- Close to school reception area.

FURNITURE, FIXTURES & EQUIPMENT:

- 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
- 2 Cot/exam table
- Adjustable height stool
- Locking refrigerator with ice maker
- Biohazard disposal can
- Medical sharps waste disposal
- 2 guest chairs
- Defibrillator
- Stackable washer/dryer
- Clock

Administration

Health Clinic – Office A

USERS:	ACTIVITIES:
• School nurse • Staff • Students • Parents • Visitors	• Consultation by nurse with students, parents and staff • Record-keeping and paperwork • Working with student health files
DESIGN CONSIDERATIONS:	
• Visual connection between Nurses' Office and Health Clinic	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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

Health Clinic - Restroom

USERS:	ACTIVITIES:
• Staff • Students • Faculty • Visitors	• Restroom activities • Hand Washing • Personal hygiene
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• Mirror • Toilet paper dispenser • Toilet seat cover dispenser • Coat hook • Paper towel dispenser • Soap dispenser	

Administration

Health Clinic - Storage Room

USERS:	ACTIVITIES:
• Guidance Clerk • Nurse	• Storing medical supplies • Storing medicine
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• Maximum L F of heavy duty adjustable shelving • Lockable medicine storage	

Administration

Shared – Professional Development/Data Room

USERS:	ACTIVITIES:
• Teachers • Administrators	• Keeping track of student progress and activity • Professional teacher training, development and in services
DESIGN CONSIDERATIONS:	
• Locate near AP • Room must be protected, accessible by teachers and staff only	
FURNITURE, FIXTURES & EQUIPMENT:	
• 2 walls continuous tackable surface • 2 walls continuous marker surface • 1 – large conference table • 10 - Swivel, tilt, chairs • 1 - 2-door lockable storage cabinet • 1 -5-drawer vertical file cabinets • Television and/or Electronic marker Board • Workstation with scanner	

Administration

Shared - Testing Storage/Checkout Room

USERS:	ACTIVITIES:
• GT Clerk • Counselors • Administrators	• Storing and retrieving testing materials • Checking and Returning out testing materials
DESIGN CONSIDERATIONS:	
• Locate adjacent to the Data Room and AP • Must be lockable and not on Grand Master	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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

Shared – Teacher Lunch Room/ Planning

USERS:	ACTIVITIES:
• Teachers	• Lounging • Eating • Meetings • Collaboration • Preparing lesson documents • Teacher supply storage
DESIGN CONSIDERATIONS:	
• Locate near Dining Commons	
FURNITURE, FIXTURES & EQUIPMENT:	
• 4'x4' marker board • 4'x4' tack board • Sink • Upper & lower cabinets • Soap dispensers • Towel dispensers • Chairs (12) • Tables (large) • Vending machines – 2 drink & 1 snack (vendor provided) • Refrigerator with ice maker • Microwave • Sofa/ Soft seating • Clock • Television and/or Presentation board (adjustable height) • Table • Cabinet • Copier	

Administration

Shared – New Mother's Room

USERS:	ACTIVITIES:
• Parents • Teachers/Staff	• Nursing
DESIGN CONSIDERATIONS:	
• Locate near or accessible to main corridor.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Blinds for internal and external windows. • 4'x4' tack board • 1 – duplex outlet • 1 – comfortable upholstered chair • 1 – chair side table • 1 – small refrigerator • 1 – wall mounted magazine rack	

Administration

Shared – Teacher Planning

USERS:	ACTIVITIES:
• Principal • Staff/Faculty • Volunteers	• Copying • Collating • Preparing communications for mailing • Laminating, book making, poster making • General office work • Storing and retrieving supplies • Mail delivery and retrieval
DESIGN CONSIDERATIONS:	
• Mail slots should open directly to mail pick up room.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Blinds on windows • 4'x4' marker board • 4'x4' tack board • 65 - 14"W x 9"H x 18"D pass through mail slots with hinges at the bottom with 24"D adjustable shelving below for packages • 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" folding work table • Refrigerator with icemaker • 4 Chairs • 2- 18" x 32" rectangular tables • Microwave • Copier • Coffee maker • Large paper cutter • Lamination machine • Computer • Printer • 1 small computer desk	

Administration

Shared – After School / General Storage

USERS:	ACTIVITIES:
• Community Members • Principal • Staff/Faculty • Parents/Students • School Support Groups (PTO, etc.)	• Storefront for school store and Accelerated Reader Program • Work area for PTO programs and events
DESIGN CONSIDERATIONS:	
• Room needs to have a Roll Up Window into corridor with counter top and an exterior facing roll up window • Locate near front entry	
FURNITURE, FIXTURES & EQUIPMENT:	
• Approximately 10 LF casework including, sink cabinet, door base and wall cabinet • Blinds on windows • Marker board • Tack board • Paper towel dispenser • Soap dispenser • 2 door locking storage cabinet • 8 task chairs • 2 - 4 modular tables for easy rearrangement depending on room use (18” x 48”) • 8 stackable chairs • Safe – wall or floor mounted • Sink • 2 18” depth glass display cabinets under roll up window (accessible inside, facing outward, lockable. This area is a separate lockable space within to PTO storage room) (AR store and school store items) • Maximum LF of heavy-duty, adjustable, wall-mounted shelving on one wall (floor to ceiling) • Ice Maker • Exterior- facing roll-up serving window in rear of the room	

Administration

Shared – Multi-Use/Community Room

USERS:	ACTIVITIES:
• Community Members • Principal • Staff/Faculty • Parents/Students • School Support Groups (PTO, etc.)	• Meetings/Conferences between Faculty/Staff and Students, Parents and Community • Work area for PTO programs and events
DESIGN CONSIDERATIONS:	
• Locate near front entry	
FURNITURE, FIXTURES & EQUIPMENT:	
• Approximately 10 LF casework • Blinds on windows • Marker board • Tack board • Paper towel dispenser • Soap dispenser • 2 door locking storage cabinet • 3, 30 x 60 computer work tables • 8 task chairs • 2 - 4 modular tables for easy rearrangement depending on room use (18” x 48”) • 8 stackable chairs • Safe – wall or floor mounted • Sink	

Administration

Shared – Multi-Use/Community Room – Storage Room

USERS:	ACTIVITIES:
• Community Members • Principal • Staff/Faculty • Parents/Students • School Support Groups (PTO, etc.)	• Storing PTO supplies
DESIGN CONSIDERATIONS:	
• Locate inside of Multi-Use/Community room. Locate close to exterior door.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Maximum LF of heavy duty adjustable shelving	

FOOD SERVICE

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

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

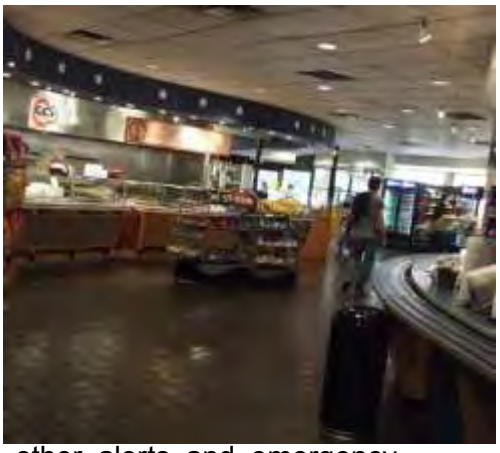
- The Healthy, Hunger-Free Kids Act of 2010, championed by First Lady Michelle Obama and signed by President Obama, authorizes funding and sets policy for the United States Department of Agriculture (USDA) core child nutrition programs, including the National School Lunch Program and National School 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

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.

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

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.

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.

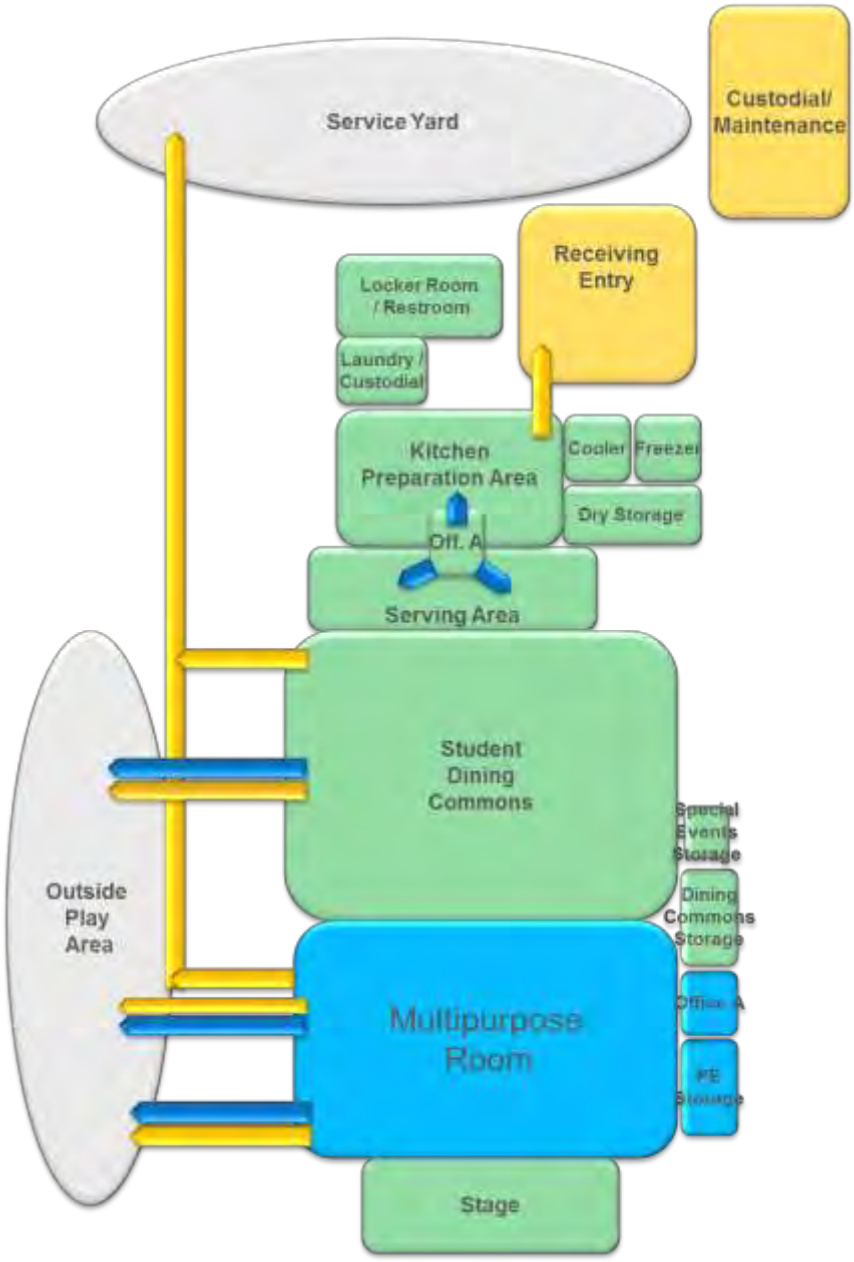
John and Rick monitor the latest research from education organizations, K–12 publications, industry experts, and agencies to stay abreast of K–12 legislation, regulations, and food and customer trends. Providing their expertise and support to more than 400 school district partners across the country, 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.



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	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Kitchen Preparation Area		1	885	885
Kitchen Serving Area		1	535	535
Kitchen Dry Storage		1	252	252
Kitchen Freezer		1	237	237
Kitchen Cooler		1	176	176
Kitchen Manager's Office		1	71	71
Kitchen Laundry/Custodial Area		1	75	75
Kitchen Locker Room/Restroom		1	100	100
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		1	4,474	4,474
Special Events Storage		1	99	99
Dining Commons Storage		1	196	196
Total	**0**			**7,100**

Food Service

Kitchen Preparation Area

USERS:	ACTIVITIES:
• Manager • Food Service Staff	• Preparation of food • Cooking foods • Staging meals before moving to serving lines • Cleaning equipment, work surfaces and floors

DESIGN CONSIDERATIONS:

- Equipment shall be located under two exhaust hoods located in close proximity to serving areas.
- Gas line to be exposed with additional electric circuit for expansion.
- Fire protection system – add one floor sink and water connection under each hood.
- Doorbell at receiving should be audible in Food Preparation Area.
- Allow space to store Utility Carts.
- Provide a minimum of 4’ - 0” wide doors.
- Provide window, peep hole or camera for visibility of persons making deliveries to those receiving deliveries.

FURNITURE, FIXTURES & EQUIPMENT:

- Markerboard
- Tackboard
- Cookline:
  - 2- Vent Hoods, 15’ min. size each
  - Fire Protection System
  - 2- Convection ovens, double
  - 1- Oven
  - 1- Steamer Electric w/stand
  - 1- Two comp. sink w/disposal
  - 1- Disposal
  - 4- work tables min., number as needed
  - 8- Pan Racks (Bun rack)
  - 1- Three compartment sink w/shelf
  - Mobile Utensil shelf, number as needed
  - 1- Ice machine w/bin
  - 8- Utility Carts
  - 8- Dolly, Milk Case
  - 8- Camcarts (1 cart for every 100 students)
  - Small Wares package(s), as needed
  - 2- Manual Can openers
  - 1- Commercial Blender
- Soap Dispensers
- 10” Worktable w/ utility rack located in front of cook line, number as needed
- Paper Towel Dispensers
- Clock(s)

Food Service

Serving Area

USERS:	ACTIVITIES:
• Kitchen Manager • Food Service Staff • Students • Faculty	• Serving food • Receiving payment for food

DESIGN CONSIDERATIONS:

- 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:

- 2- Traditional (Standard Serving Lines)
  - 1 - Drop Front Milk Cooler
  - 2- 3' Serving Unit Pan Flat
  - 1- 5' Serving Unit Pan Hot
  - 1- 3' Serving Unit Pan Cold
  - 1- Cold Tier Hot/Frost
  - 1- Cash Table
- 1- Heated Cabinet, 2 Door
- 1- Refrigerator, 1 door
- Back Counter, as needed
- Multi-fold Hand Towel Dispensers
- Soap Dispensers
- 2- Electronic Display (Menus)
- 2- Point Of Sale (POS) Units
- 2- Adjustable height stools
- Clock(s)

Food Service

Dry Storage

USERS:	ACTIVITIES:
• Food Service Staff	• Storing dry food / supplies

DESIGN CONSIDERATIONS:

- 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:

- 2 - Can Racks – gravity fed
- Dry Storage Shelving, solid, as needed
- Dunnage Racks, solid, as needed

Food Service

Freezer

USERS:	ACTIVITIES:
• Food Service Staff	• Storing frozen food
DESIGN CONSIDERATIONS:	
• Locate freezer near Kitchen Preparation Area and have it open from Cooler. • Enter freezer through cooler • Locate for easy access to Receiving Entry • Provide computerized remote monitoring system. • Provide a minimum of 4’ - 0” wide door	
FURNITURE, FIXTURES & EQUIPMENT:	
• 1- Walk-in Freezer – TN-078, walk thru evenly spaced, min. 400 sq. ft. • 2- Dunnage Racks, (Vented cold storage) • Cold Storage Shelving, vented, number as needed.	

Food Service

Cooler

USERS:	ACTIVITIES:
• Food Service Staff	• Storing cold foods • Defrosting frozen food
DESIGN CONSIDERATIONS:	
• 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 computerized remote monitoring system • Provide a minimum of 4’ - 0” wide doors.	
FURNITURE, FIXTURES & EQUIPMENT:	
• 1- Walk-in Cooler, walk thru evenly spaced, min. 400 sq. ft. • 2- Dunnage Racks, (Vented Cold Storage) • Cold Storage Shelving, vented, number as needed	

Food Service

Office A (Kitchen's Manager's Office)

USERS:	ACTIVITIES:
• Manager	• Filing out Food Service documentation • Reviewing employee request • Ordering supplies • Counting cash •

DESIGN CONSIDERATIONS:

- Locate manager's office in a central location to allow visibility into kitchen prep area, service line holding area and receiving.
- Provide window, peep hole or camera for visibility of person receiving deliveries.
- Provide windows above 3' to below ceiling on all sides.
- 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.
- Provide minimum of 4' wide doors.

FURNITURE, FIXTURES & EQUIPMENT:

- 1- Combination Safe
- 4' x 4' marker board
- 4' x 4' tack board
- Desk
- 1- Task Chair
- 1- Guest Chair
- File Cabinet
- Bookcase
- Blinds
- Clock
- Printer
- Computer
- Trash cans

Food Service

Laundry / Custodial Area

USERS:	ACTIVITIES:
• Manager • Food Service Staff	• Washing food prep clothes and aprons • Drying food prep clothes and aprons • Storing cleaning supplies • Storing cleaning equipment • Cleaning mops
DESIGN CONSIDERATIONS:	
• Provide sufficient ventilation to prevent fumes from cleaners from damaging mother boards in washer and dryer. Alternatively, provide separate rooms for	
FURNITURE, FIXTURES & EQUIPMENT:	
• 1- Washer • 1- Dryer • Shelving, composite, as needed • Mop/Broom Rack • Mop Sink • Paper Towel Dispenser	

Food Service

Locker Room / Restroom

USERS:	ACTIVITIES:
• Kitchen Manager • Food Service Staff	• Staff clothes changing • Storing of personal items by Staff
DESIGN CONSIDERATIONS:	
• Provide floor drains with easy access clean-outs.	
FURNITURE, FIXTURES & EQUIPMENT:	
• 8-10 Lockers min. • Coat Hooks • Paper towel dispenser • Soap dispenser • Toilet paper dispenser • Bench • Clock	

Food Service

Student Dining Commons

USERS:	ACTIVITIES:
• Kitchen Manager • Food Service Staff • Students • Faculty	• Eating • Student Assembly • Social Gathering

DESIGN CONSIDERATIONS:

- Provide access from Dining Commons to dumpster area without going through Kitchen Prep.
- Include drinking fountains in the Dining Commons per code
- Provide area for future addition of vending machines

FURNITURE, FIXTURES & EQUIPMENT:

- 4’ x 8’ Tack board(s)
- Connections for projectors
- Sound System, to balance sound throughout the room
- Electronic Display
- Charging stations, as needed
- 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 – Storage

USERS:	ACTIVITIES:
• Kitchen Manager • Food Service Staff • Students • Faculty	• Storing dining tables and chairs • Storing dining room equipment
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• Cart for Chairs • Cart for Tables • 400 stackable chairs	

CUSTODIAL / MAINTENANCE

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

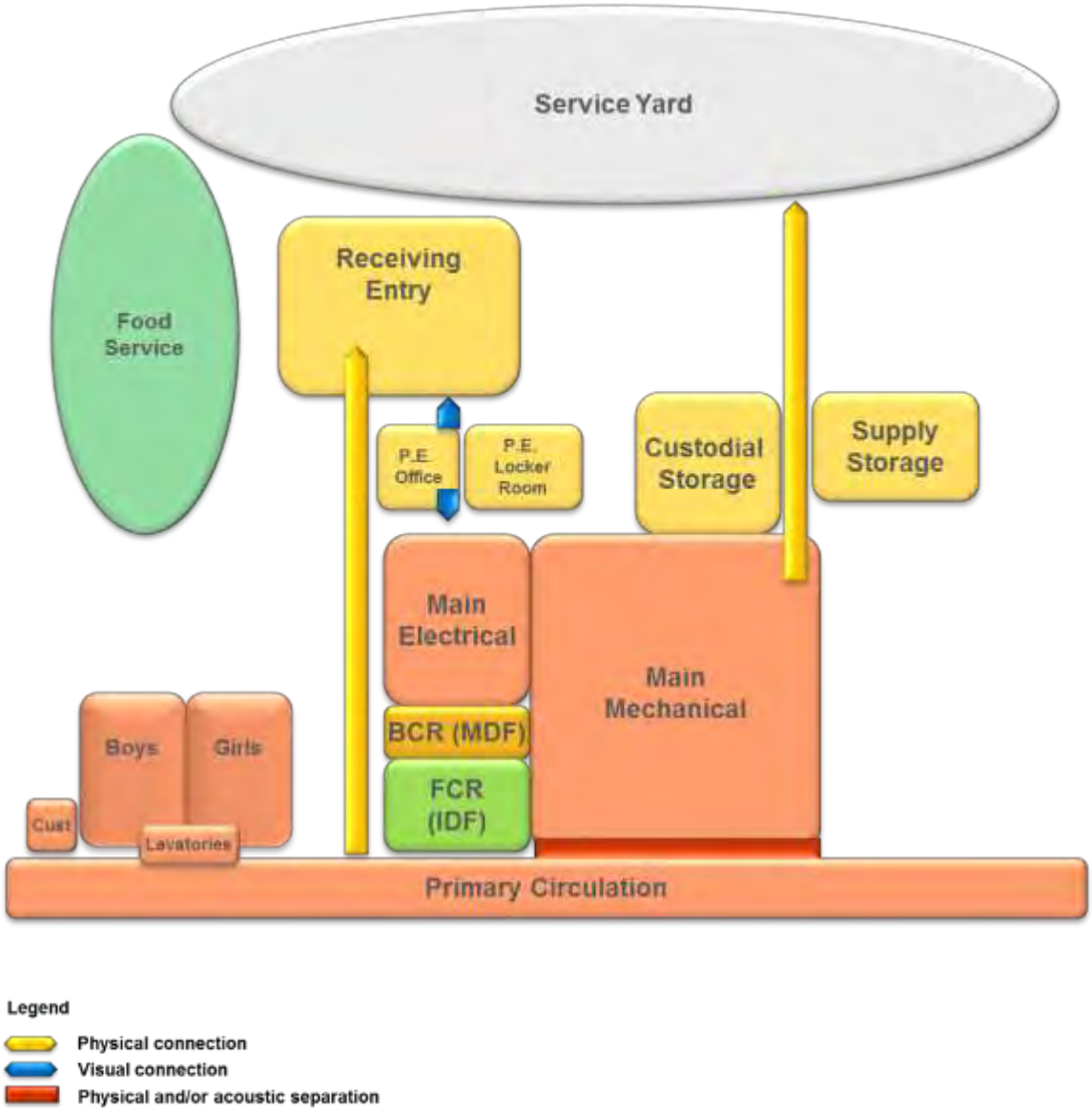
HOUSTON INDEPENDENT SCHOOL DISTRICT

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.



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	Provided Spaces			
	Quantity	Quantity	Ave. S.F.	Net Area
Receiving Entry		1	208	208
Office, Plant Operator		1	96	96
Custodial/Maintenance Storage (include cages for securing equipment)		1	215	215
IT Support		1	100	100
Custodial Closet		2	38	75
Custodial Locker Room/Restroom		1	40	40
Total	**0**			**734**

Custodial / Maintenance

Receiving Entry

USERS:	ACTIVITIES:
• Plant Operator • Maintenance Staff • Custodial Staff • Kitchen Staff • Delivery Personnel	• Filing out documentation for receipt of goods • Receiving miscellaneous school supplies • Receiving equipment • Receiving food deliveries • Disposal of school & food service waste
DESIGN CONSIDERATIONS:	
• None	
• Provide space for waste bins and a 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 and camera for visibility of persons making deliveries to those receiving deliveries.	
FURNITURE, FIXTURES & EQUIPMENT:	
• None	

Custodial / Maintenance

Plant Engineer's Office

USERS:	ACTIVITIES:
• Plant Engineer • Custodial Staff • Maintenance Personnel	• Office functions for Plant Engineer • Repairing equipment using hand tools • Scheduling of custodial staff • Reviewing staff requests
DESIGN CONSIDERATIONS:	
• View to Receiving Entry	
FURNITURE, FIXTURES & EQUIPMENT:	
• 4' x 4' Tack board • 4'x4' Marker board • Desk • Filing cabinet • Task chair • Guest chair • Bookcase	

Custodial / Maintenance

Storage

USERS:	ACTIVITIES:
• Plant Engineer • Custodial Staff • Maintenance Personnel	• Repairing equipment using hand tools • Storing miscellaneous building supplies • Storing building maintenance equipment
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• 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

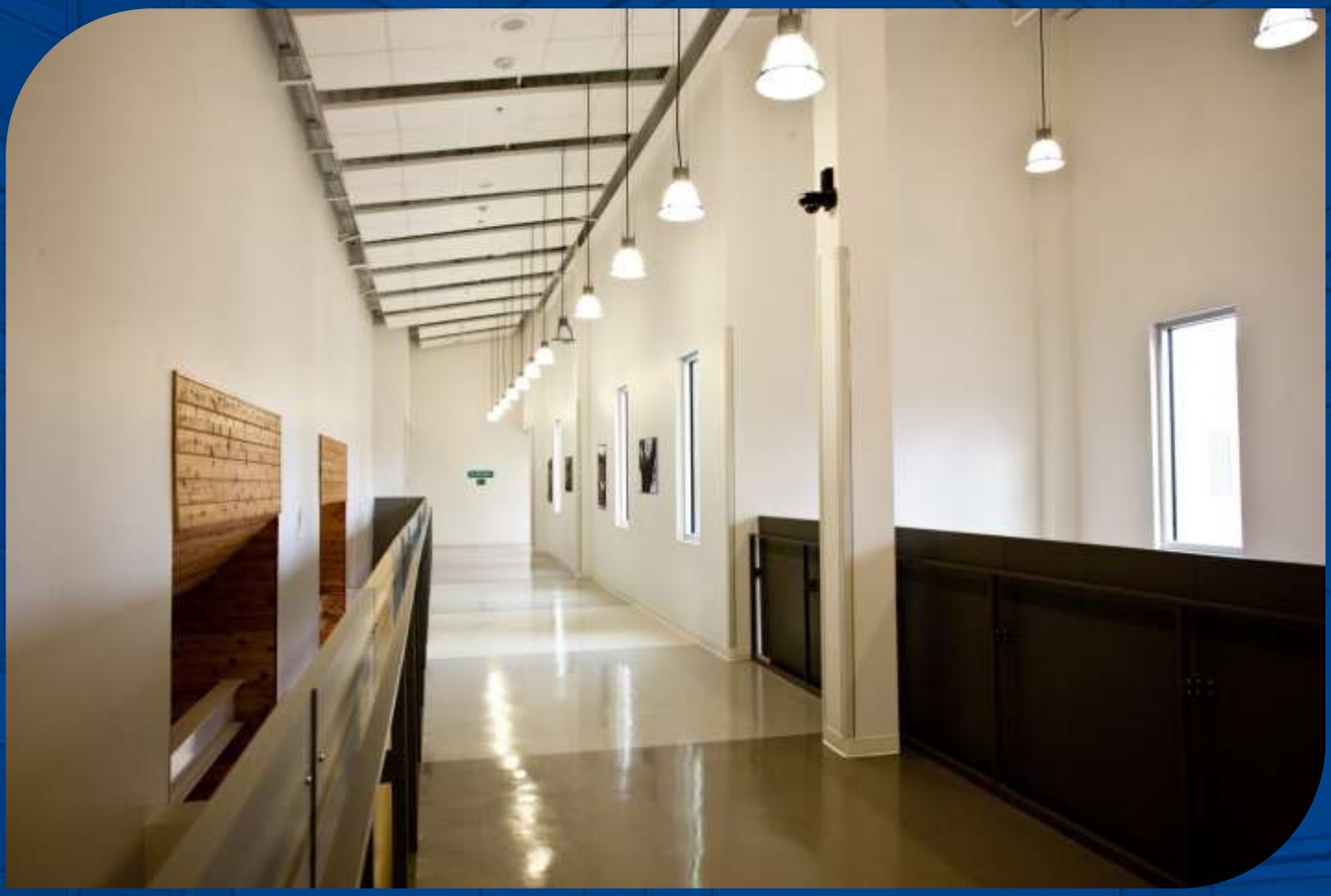
IT Support

USERS:	ACTIVITIES:
• IT Personnel • Plant Operator	• Store IT equipment • Repair IT devices
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• 30 x 60 Table • 2 Chairs • Adjustable shelves	

Custodial / Maintenance

Custodial Closet

USERS:	ACTIVITIES:
• Plant Engineer • Custodial Staff	• Storing of Mops and Brooms • Cleaning of mops and other custodial equipment
DESIGN CONSIDERATIONS:	
• Locate throughout school – 1 on each floor	
FURNITURE, FIXTURES & EQUIPMENT:	
• Mop Sink • Mop and Broom Rack • Metal shelving unit • 2 custodial carts • 2 heavy duty dollies	



BUILDING SUPPORT

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

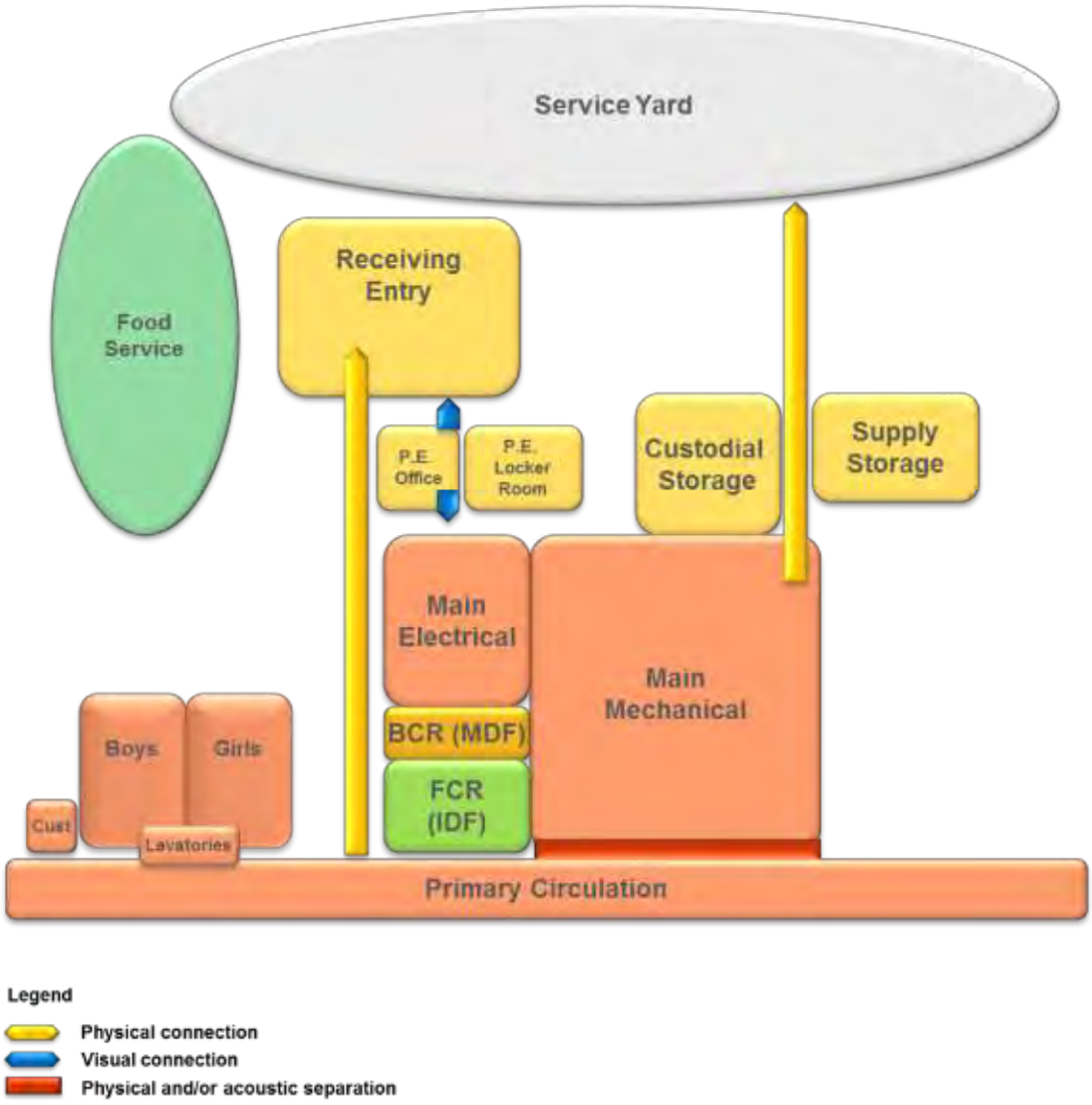
HOUSTON INDEPENDENT SCHOOL DISTRICT

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.



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

Building Support

Corridors

USERS:	ACTIVITIES:
• Students • Faculty • Staff • Visitors	• Circulation of occupants • Displaying awards, pictures, student work and school announcements

DESIGN CONSIDERATIONS:

- Lockable display cases are encouraged for the displaying of awards, pictures, school announcements and student work. (Moderate usage not excessive amount of cases)
- Minimum corridor widths are:
- Serving more than two classrooms: 8’-0”
- Serving more than eight classrooms: 9’-0”
- Major corridor: 12’-0”
- Consider “cut out” spaces for seating to maximize corridor usage and minimize dead space

FURNITURE, FIXTURES & EQUIPMENT:

- Lockable display cabinets – Some shallow, some deeper.
- Tack board / Tack wall – As much as possible – continuous tackable surface on upper part of the wall
- Water fountains in corridors or at entry of each of the group restrooms
- Clocks

Building Support

Group Restrooms

USERS:	ACTIVITIES:
• Students	• Personal hygiene
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• Mirrors (not above sinks) • Paper towel dispensers – (for teachers and main office) • Hand dryers (student restrooms and P.E. locker rooms) • Soap dispensers • Toilet paper dispenser	

Building Support

Single Restrooms

USERS:	ACTIVITIES:
• Faculty • Visitors	• Personal hygiene
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
• Mirrors • Paper towel dispensers – (for teachers and main office) • Hand dryers (student restrooms and P.E. locker rooms) • Soap dispensers • Toilet paper dispenser	

Building Support

Main Mechanical

USERS:	ACTIVITIES:
• Plant Operator • Maintenance Staff	• Mechanical Equipment which heats and cools school • Repairing Mechanical Equipment • Servicing Mechanical Equipment
DESIGN CONSIDERATIONS:	
• Size doors to allow for replacement of equipment.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Mechanical Equipment	

Building Support

Main Electrical

USERS:	ACTIVITIES:
• Plant Engineer • Maintenance Personnel	• Electrical Equipment for school's electrical needs • Repairing Electrical Equipment • Servicing Electrical Equipment
DESIGN CONSIDERATIONS:	
• Attempt to locate so not below "wet" spaces.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Electrical Equipment	

Building Support

BCR - Building Communication Room (MDF)
FCR - Floor Communication Room (IDF)

USERS:	ACTIVITIES:
• Plant Engineer • IT Personnel	• House IT equipment • House mission critical equipment (i.e. fire alarm, burglar alarm, intercom)
DESIGN CONSIDERATIONS:	
• Maintain a temperature of 40 degrees in the BCR. • Locate FCRs so that serve an area within a 190 foot radius.	
FURNITURE, FIXTURES & EQUIPMENT:	
• Fire Rated Plywood on a minimum of 3 walls • Fire alarm • Intrusion alarm • IT Racks • IT Equipment	

Building Support

Stairs

USERS:	ACTIVITIES:
• Students • Faculty • Staff • Visitors	• Vertical circulation for building occupants
DESIGN CONSIDERATIONS:	
• 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:	
• None	

Building Support

Elevator

USERS:	ACTIVITIES:
• Students • Faculty • Staff • Visitors	• Vertical circulation for building occupants
DESIGN CONSIDERATIONS:	
• Key operated only	
FURNITURE, FIXTURES & EQUIPMENT:	
• None	

FINISH, FENESTRATION & INFRASTRUCTURE MATRIX

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
MARK WHITE ELEMENTARY SCHOOL – NOVEMBER 6, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

General Notes

G1. Provide base as appropriate for flooring material.
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. Not used.
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.
G. Provide system noted with an * if required for specific curriculum.
H. Not used.
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 restroom with appropriate fixtures for age served.
T. Provide stage curtains.
U. Furnish and install coat hook on door.
V. Provide pass through mail slots and built in work table in center of room.

	FINISHES																		OPENINGS										HVAC, PLUMBING AND ELECTRICAL																EQUIPMENT AND SPECIAL SYSTEMS															
	FLOOR									PARTITIONS						CEILING				DOORS						WINDOWS			HVAC			PLUMBING					ELECTRICAL					EQUIPMENT					BUILT-INS				SPECIAL SYSTEMS					
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile	Glass Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior glass	Roll-up, interior grille	View Lite	Interior	None	Daylighting	Exhaust to exterior	Fume/Exhaust Hood	Dust Collection System	Sink	Natural Gas (double outlet @ each)	Drinking fountain	Eye wash & Shower	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone				Specialty	NOTES
Neighborhoods																																																							
Pre-Kindergarten Learning Center				X					X	X	X		X	X		X		9/10	X		X	X		X			X									8	3	6	X			2	3	1						X				S
Kindergarten Learning Center				X					X	X	X		X	X		X		9/10	X		X	X		X			X									8	3	6	X			2	3	1						X				S
Learning Center (Grades 1-5)				X					X	X	X		X	X		X		9/10	X		X	X		X			X									8	3	6	X			2	3	1						X				
Small Group Room	X			X						X	X		X			X		9/10	X		X			X	X											4		1	X			1	1							X				
Self Contained Learning Center				X					X	X	X		X			X		9/10	X		X	X		X	X		X			1					8	1	6	X			2	3	1						X				G
Kitchen				X					X	X	X					X		8			X			X	X	X	X			1				X	3		1				1	1			X	X	X		X				
Restroom						X				X	X	X					X	8			X					X			X	1				X	1		1								X							
Changing Room (Shower Area)						X				X	X	X					X	8			X					X			X	1				X	1		1								X							
Storage				X					X	X	X					X		8			X			X		X									1																	
Wet Lab (Learning Center & Resource Center)				X					X	X	X		X			X		9/10	X		X			X			X	X		8	8		1	X	16		10	X			2	3	1		X	X	X	X	X				C,F,G
Wet Lab Storage				X					X	X	X					X		8			X			X		X		X		1	1		1	X	4	1	1				1	1			X	X	X	X	X				
Flex Lab (Computer Lab)				X					X	X	X					X		9/10	X		X	X		X			X			X					8	*	*	X			2	3	1		*	*	*	*	X				G
Storage				X					X	X	X					X		8			X			X		X									8																	
Learning Commons/Information Center	X			X						X	X		X	X	X	X		12/16	X		X	X		X	X		X						2 charging areas with 3 quads each				X			1	1	1						X				D
Storage				X					X	X	X					X		8			X			X		X																										
Office / Workroom	X			X					X	X	X					X		8			X			X	X					1					4	1	2				1	1			X	X			X				
Storage				X					X	X	X					X		8			X			X		X									2												X					

	FLOOR									PARTITIONS					CEILING				DOORS						WINDOWS			HVAC			PLUMBING					ELECTRICAL					EQUIPMENT					BUILT-INS				SPECIAL SYSTEMS				
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile	Glass Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior non-insulated	Roll-up, interior grille	View Lite	Interior	None	Daylight Exposure	Exhaust to exterior	Fume Hood	Dust Collection System	Sink	Natural Gas	Drinking fountain (dual height)	Eye wash	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone			Specialty	NOTES
Arts																																																					
Visual Arts Learning Center				X					X		X		X			X		10/12			X			X			X				2				X	8	4	6	X			2	3	1		X	X		X	X				P
Kiln Room				X					X		X					X					X			X		X		X							1				X		X	X								X	Q
Storage Room				X					X		X					X					X			X		X									1												X				H

	FINISHES																			OPENINGS							HVAC, PLUMBING AND ELECTRICAL												EQUIPMENT AND SPECIAL SYSTEMS													
	FLOOR									PARTITIONS					CEILING				DOORS						WINDOWS			HVAC			PLUMBING					ELECTRICAL					EQUIPMENT					BUILT-INS				SPECIAL SYSTEMS					
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic tile	Glass Wall	Folding Wall	Exposed Structure	Acoustical	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior non-insulated	Roll-up, interior grille	View Lite	Interior	None	Daylighting	Exhaust to exterior	Fume Hood	Dust Collection System	Sink	Natural Gas	Drinking fountain (dual height)	Eye Wash	Floor drain	Duplex	Quad	Data/Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard/Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone	Sound System and microphone		Specialty	NOTES
Physical Education / Athletics																																																					
Multi-Purpose Activity Learning Center					X					X	X			X		X		16/23			X			X			X									8	3	6	X				2							X				R
Stage		X								X	X					X	X								X										8		4	X					X						X				T
Office A				X					X	X	X					X					X			X	X		X									4	1	2	X			1	1							X				
P.E. Equipment Storage				X					X	X	X					X				X				X												1																	

	FINISHES																			OPENINGS									HVAC, PLUMBING AND ELECTRICAL															EQUIPMENT AND SPECIAL SYSTEMS												
	FLOOR									PARTITIONS							CEILING				DOORS						WINDOWS			HVAC			PLUMBING					ELECTRICAL					EQUIPMENT					BUILT-INS				SPECIAL SYSTEMS			
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile	Glass Wall	Markable Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Alum. Storefront	Hollow Metal	Wood, plastic laminate	Roll-up, interior non-insulated	Roll-up, interior grille	View Lite	Interior	None	Daylighting	Exhaust to exterior	Fume Hood	Dust Collection System	Sink	Natural Gas	Drinking fountain	Eye wash	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone		Specialty	NOTES
Administration / Guidance																																																					
Administration																																																					
Main Reception	X			X					X	X	X		X				X			X				X	X		X									7	2	4	X				X					X			A, D
Office A- Registrar/Secretary	X									X	X						X					X		X			X									4	1	2	X				1					X			
Office C (Principal)	X									X	X						X					X		X			X									4	1	2	X									X			D
Restroom				X		X				X	X	X					X					X				X				X				X	1														X	
Office B (A.P.)	X									X	X						X					X		X			X									4	1	2	X									X			
Office B (Counselor/ GT Clerk / Itinerant)	X									X	X						X					X		X			X									4	1	2	X									X			
A.P. Reception / Waiting	X									X	X		X				X			X				X			X									4	1	2	X				1					X			
Main Conference Room	X									X	X		X				X			X				X			X									6	2	4	X									X			D
Small Conference Room	X									X	X		X				X			X				X			X									4	1	2	X									X			D
Records / File Room				X					X	X	X						X					X		X		X									1		1									X			X		
Administration Workroom/ Breakroom	X			X					X	X	X						X					X		X			X				1				X	8	2	4		X		1	1			X	X		X	X			Q, V
Mail Pickup Area				X					X	X	X						X							X			X							X	2		1					1							X			
Storage - Administration				X					X	X	X						X					X		X		X									1		1														
Storage -Textbook				X					X	X	X						X					X		X		X									1		1														
Health Clinic																																																				
Health Clinic				X					X	X	X						X					X		X	X		X				1			1		6	1	2	X				1					X	X			X			K, L
Office A				X					X	X	X						X					X		X	X		X							1		4	1	2	X					1				X			
Restroom						X		X		X	X	X						X				X				X					1			1		1													U	
Storage Room				X					X	X	X						X					X		X		X									1		1														
Shared																																																			
Professional Development / Data Center	X			X					X	X	X		X	X			X					X		X	X		X									6	2	4	X				2					X			D
Testing Storage/Checkout Room				X					X	X	X						X					X		X		X									1		1														
Teacher Lunch Room (near Dining Commons)	X			X				X	X	X	X		X	X			X					X		X			X				1					8	2	2	X	X		1	1				X	X		X	X		Q
New Mother Room	X			X					X	X	X						X					X		X	X		X									2		1	X				1									X		
Teacher Planning	X			X					X	X	X		X	X			X		9/10	X		X		X			X				1					8	4	4	X				1				X	X			X		
After School/General Storage	X			X					X	X	X		X	X			X		9/10	X		X		X			X				1					8	4	4	X				1				X	X			X		
Multi-use / Community Room	X			X					X	X	X		X	X			X		9/10	X		X		X			X				1					8	4	4	X				1				X	X			X		
Storage Closet				X					X	X	X						X			X		X		X		**X**									1		1														

	FINISHES																			OPENINGS										HVAC, PLUMBING AND ELECTRICAL														EQUIPMENT AND SPECIAL SYSTEMS													NOTES
	FLOOR									PARTITIONS					CEILING				DOORS						WINDOWS			HVAC			PLUMBING				ELECTRICAL					EQUIPMENT					BUILT-INS				SPECIAL SYSTEMS					
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	Manufacturer's Panels	CMU or GWB	Ceramic Tile or FRP	Glass Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior glass	Roll-up, interior grille	View Lite	Interior	None	Daylighting	Exhaust to exterior	Fume/Exhaust Hood	Dust Collection System	Sink	Natural Gas (double outlet @ each)	Drinking fountain	Eye wash & Shower	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone				Specialty	
Food Service																																																					
Food Preparation																																																					
Food Prep. / Cook Line			X				X	X				X				X				X	X							X	X		X					as required for equipment																
Serving Area			X				X	X			X	X				X				X	X		X					X			X					X	X	1 per POS															
Dry Storage							X	X			X					X				X	X					X										X																	
Freezer							X	X		X						Mfr.			Mfr.							X																													
Cooler							X	X		X						Mfr.			Mfr.																																					
Kitchen Manager's Office							X	X	X		X	X	X			X				X	X			X	X	X										2	2	2	X			X	X									X				
Laundry Area/Custodial Area			X				X	X			X	X				X				X	X					X								X	1			X																N,O
Locker Room/Restroom			X			X	X	X			X	X				X				X	X					X			X				X	1			X		X		X									X				
Student Dining																																																					
Commons Area				X					X		X			X	X	X	X	16/20		X	X		X	X	X		X					X			12	4	4	X			X	X									X				R
Special Events Storage			X	X					X		X									X	X				X	X									1																		
Dining Commons Storage			X	X					X		X									X	X				X	X									1																		

	FINISHES																			OPENINGS										HVAC, PLUMBING AND ELECTRICAL														EQUIPMENT AND SPECIAL SYSTEMS															
	FLOOR									PARTITIONS						CEILING				DOORS						WINDOWS			HVAC			PLUMBING				ELECTRICAL					EQUIPMENT					BUILT-INS				SPECIAL SYSTEMS					
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile or FRP	Glass Wall	Folding Wall	Exposed Structure	Acoustical	Gypsum Board	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior non-insulated	Roll-up, interior grille	View Lite	Interior	None	Daylight Exposure	Exhaust to exterior	Fume Hood	Dust Collection System	Sink	Natural Gas	Drinking fountain	Eye wash	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard	Interactive Board	Projection Screen	Base Cabinets w/ Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone				Specialty	Notes
Custodial / Maintenance																																																						
Receiving Entry			X							X						X		16/20		X		X		X										X	X	4		1												X				
Office, Plant Engineer				X					X	X	X					X				X				X	X		X									4	2	2	X			1	1										
Custodial / Maintenance Storage			X	X					X	X	X					X				X				X	X									X	6		1				1	1										
IT Support				X					X	X	X					X				X				X	X	X									12	4	6				1	1										
Custodial Closets			X			X		X		X						X	X			X	X				X									X	1																	N

	FINISHES																			OPENINGS												HVAC, PLUMBING AND ELECTRICAL															EQUIPMENT AND SPECIAL SYSTEMS															
	FLOOR									PARTITIONS						CEILING				DOORS						WINDOWS				HVAC			PLUMBING					ELECTRICAL					EQUIPMENT					BUILT-INS				SPECIAL SYSTEMS														
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile	Glass Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior non-insulated	Roll-up, interior grille	View Lite	Interior	None	Operable	Daylighting	Exhaust to exterior	Fume Hood	Dust Collection System	Sink	Natural Gas	Drinking fountain	Eye wash	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone				Specialty	NOTES
Building Support																																																								
Corridors			X	X					X	X	X		X	X	X	X			X	X	X		X	X		X							X			X	X					X								X	X			
Student Restrooms			X			X		X		X	X		X				X			No Doors							X			X	X			X			X	X	X	X								X	X			
Adult Restrooms			X			X		X		X	X		X			X	X				X						X			X	X			X			X	X	X	X								X	X			
Mechanical Room			X							X					X											X											1	2															
Electrical Room			X						X	X	X				X											X											1	2															
Building & Floor Communication Rooms (BCR, FCR)			X						X	X	X		X		X											X																												
Stair, Main / Open			X	X					X	X	X		X		X	X	X			X				X			X																												
Stair, Exit			X	X					X	X					X		X			X				X			X																												
Elevator (If Necessary)									X	X					Mft Standard											X																															3
Elevator Machine Room			X						X	X					X	X				X	X				X																															