

# HISD EDUCATIONAL SPECIFICATIONS



**FINAL**

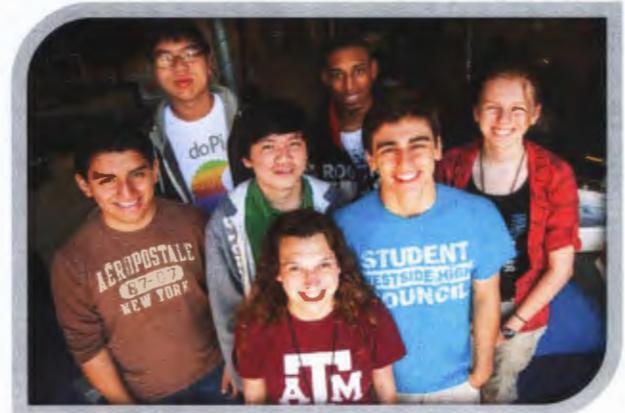
Approved by:

Edward "Dale" Mitchell, Principal



# WALTRIP HIGH SCHOOL

**JULY 23, 2014**



**CONSTRUCTION AND FACILITY SERVICES  
FACILITIES PLANNING**

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## **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.*

### **Waltrip High School's Guiding Principles**

- **Learning in the 21<sup>st</sup> Century is collaborative, experiential and student-centered, using state of the art technology while honoring the traditions of comprehensive learning.**
- **A supportive environment of trust, safety and flexibility enhances citizenship, service and leadership opportunities and interpersonal relationships of students, faculty and staff.**
- **Waltrip HS is welcoming for students of all interests and is prepared to offer comprehensive education to prepare the student for the college or career of their choice.**
- **The student-centered learning experience, paired with high expectations, develops the students' knowledge and skills and provides an inclusive collaboration among the community, student, faculty and staff.**



## Executive Summary

### Overview:

College and career readiness is a key priority for HISD and by working closely with college partners and area businesses the students are prepared for post-secondary success. They participate in rigorous core academic courses as well as specialized courses in career-focused areas that integrate learning and work world experiences. The 2012 bond program is grounded by the promise to provide 21<sup>st</sup> 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 High Schools with consideration for extensive flexibility to address multiple approaches to the delivery of education with evolving pedagogies. Since new and renovated buildings are expected to serve multiple generations of learners, spaces must be planned to respond to changing program delivery strategies over time without “bricks and mortar” changes to the building. This educational specification has been prepared to provide spaces in a variety of sizes, interior zoning to enhance after-hours use, and a rich infrastructure to support current and emerging approaches to educational program delivery.

### 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.





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### Eight Ways of Learning:

<b>Children who are highly:</b>	<b>Think</b>	<b>Love</b>	<b>Need</b>
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, 2<sup>nd</sup> 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

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

Flexibility is addressed in this educational program through providing:

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

### Organization

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

### Learning Centers

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

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

Science Learning Centers/Wet Labs will have perimeter counters and sinks with tables that can be configured for individual activities, small group clusters, lab stations or





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moved back to the edges of the room for experimentation that requires free movement. Each Science Learning Center/Wet Lab will contain a sink for every 4 students and a demonstration table for teacher demonstration of experiments.

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

## Program Area Overview

### Administration/Guidance

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

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

### Neighborhoods

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

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

### Learning Commons

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



### Visual Arts

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

### Performing Arts

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

### Physical Education

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

### Food Services

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

### Building Support – Corridors and Common Spaces

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

### Technology

The facility should contain the latest in technology and be wired and wireless for voice, video and data throughout the building. The program design is intended to bring information to each student, and computer technology will be distributed in every classroom. 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.





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### Accessibility

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

### Aesthetics

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

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

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

### Flexibility

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

### Indoor and Outdoor Learning Environments

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



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# CAPACITY MODEL & SPACE REQUIREMENTS



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## Capacity Model

	# Teaching Stations	Students per Teaching Station	Building Capacity	% Utilization	Program Capacity
Core Academic Learning Center (English, Math, Social Studies, World Language, ESOL, Health)	44	28	1232	85%	1,047
Science Learning Center/Wet Lab	12	28	336	85%	286
Special Education Learning Center	2	12	24	85%	20
Teaching Stations Specific to Program (Existing = CTE, ROTC, Health)	11	28	308	85%	262
Visual Arts Learning Center	2	28	56	85%	48
Theatre Arts Learning Center	1	28	28	85%	24
Dance	1	50	50	85%	43
Instrumental Music Learning Center	2	28	56	85%	48
Vocal Music Learning Center	1	28	28	85%	24
Gymnasium	2	32	64	85%	54
Auxiliary Gymnasium	2	32	64	85%	54
<b>Total</b>	<b>80</b>		<b>2,246</b>		<b>1,909</b>





## Space Requirements Summary

	Summary of Provided Spaces	
	Teaching Stations	Total
Core Academic Area	57	72,106
Space Allocation Specific to Program	10	21,967
JROTC	2	3,116
Visual Arts	2	3,108
Performing Arts	5	32,654
Physical Education/Athletics	4	36,886
Welcome Center/Administration	0	13,375
Student Dining/Food Service	0	17,263
Custodial/Maintenance	0	3,600
Childcare	0	0
<b>Total Net</b>	<b>80</b>	<b>204,075</b>
Building Support		62,560
<b>Total Gross</b>		<b>266,635</b>



## Space Requirements

Neighborhoods	Provided Spaces	
	Teaching Stations	Net Area
Learning Center	43	35,046
Science Learning Center/Wet Lab	12	19,699
Wet Lab Storage		1,689
Flex Lab		1,479
Learning Commons/Information Center/Extended Learning Area		7,519
Extended Learning / Café		1,142
Storage		116
Office/Workroom		703
Special Education Learning Center	2	1,656
Kitchen/Restroom/Changing Room/Storage		435
Small Group Room		1,926
Storage		696
<b>Total</b>	<b>57</b>	<b>72,106</b>





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CTE	Provided Spaces	
	Teaching Stations	Net Area
CTE: Arch Construction Trades	1	2,363
Storage		290
Finishing Room		263
CTE: Robotics	1	2,045
Storage		658
CTE STEM Geographic Information Systems	1	1,546
CTE STEM Geographic Information Systems - Computer Programming	1	765
CTE STEM Architecture and Engineering	1	2,051
Storage		486
Office		0
Shared Extended Learning (w/Robotics)		236
Shared Office (with Robotics)		302
CTE Auto Technology	1	468
Auto Workshop		3,329
Storage		190
Office		114
Locker Rooms		377
Support		0
CTE: Law Enforcement	2	2,776
Storage		481
CTE Health Sciences	2	2,802
Storage		360
Restroom		65
<b>Total</b>	<b>10</b>	<b>21,967</b>

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Junior ROTC	Provided Spaces	
	Teaching Stations	Net Area
JROTC Learning Center (Large)	1	969
JROTC Learning Center (Small)	1	890
JROTC Arms/Weapons Storage		292
JROTC Uniform/Drill Team/Color Guard Storage		367
JROTC Chair/T able/T arget Storage		257
JROTC Small Group Collaboration		124
JROTC Instructors Center		120
Adult Toilet/Shower/Locker		97
<b>Total</b>	<b>2</b>	<b>3,116</b>

Visual Arts	Provided Spaces	
	Teaching Stations	Net Area
Visual Arts Learning Center	2	2,375
Kiln Room		113
Storage Room		620
<b>Total</b>	<b>2</b>	<b>3,108</b>



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Performing Arts	Provided Spaces	
	Teaching Stations	Net Area
Instrumental Music Learning Center - Band Hall	2	4,228
Instrument Storage		536
Sound Room		147
Percussion Storage		346
Color guard Storage Room		529
Uniform/General Storage		1,228
Music Storage/Library		265
Practice Rooms		524
Exterior Storage		417
Misc Storage		350
Stairs		339
Vestibule		128
Office		135
Vocal Music	1	1,268
Uniform/General Storage		180
Office		92
Music Storage/Library		32
Shared Ensemble Room		1,015
Drama Learning Center (Black Box)	1	1,193
Prop and Costume Storage		503
Control Booth		92
Work Area (Shared)		42
Dance/Drill Team Learning Center	1	1,981
Shared Office		150
Costume Storage		38
General Storage		130
Dance Locker room/RR		456
Banner Storage		38
Auditorium (980 seats) - Existing spaces shown below to remain.		8,679
Stage		2,806
Control Room		258
Dressing Rooms/RR		652
Mezzanine		875
Storage		350
Storage and Catwalk Access		1,700
Staging		952
<b>Total</b>	<b>5</b>	<b>32,654</b>

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Physical Education/Athletics	Provided Spaces	
	Teaching Stations	Net Area
PE/Athletics Lobby (include family restroom with changing table)		1,569
Gymnasium (seating for average program capacity of school)	2	12,909
Auxiliary Gymnasium	2	7,570
Athletics Learning Center		994
Weight/Fitness Room		2,470
Boys' Athletic Locker Room		1,760
Girls' Athletic Locker Room		585
Athletic Toilets/Showers		2,174
Girls PE Locker Room		493
Boys PE		382
Adult Toilet/Shower/Locker		194
Office B		180
Office (Shared)		628
Training Room		207
Laundry		170
PE Equipment Storage		1,300
Athletic Equipment Storage		1,222
Concession area		196
Swimming Pool		1,883
<b>Total</b>	<b>4</b>	<b>36,886</b>



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Administration/Guidance	Provided Spaces	
	Teaching Stations	Net Area
Administration		
Reception, Administration		503
Office A		560
Office C (Principal)		248
Principal's Restroom		56
Office B (AP)		492
AP Reception/Waiting		112
Conference Room, Main		482
Conference Room, Small		151
Storage		157
Office A (Security Office)		93
Health Clinic		
Reception/Waiting		230
Health Clinic		273
Office A		106
Restroom		40
Guidance/Student Services		
Reception, Guidance		822
Office B (Attendance, Registrar, Counselor)		699
Conference Room, Small		174
Conference Room Storage		14
Records/File Room		249
Administration/Guidance Workroom/Break Room		301
Magnet Coordinator		126
Magnet Clerk		64
Mail Room		105
Bookroom		661
Shared Spaces		
Professional Development/Data Center		358
Teacher Work Center		3,025
Office B (Itinerant) (4 for District Staff)		952
Multi-use/Community Room (Include unisex restroom)		298
Multi-use/Community Room Storage		40
Computer Repair/Storage		415
Corporate Meeting		1,243
Corporate Meeting Storage		150
Concessions		176
<b>Total</b>	<b>0</b>	<b>13,375</b>

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Food Service	Provided Spaces	
	Teaching Stations	Net Area
Kitchen Preparation Area		4,926
Serving Area		859
Dry Storage		265
Freezer		
Cooler		
Kitchen Manager's Office		
Laundry/Custodial Area		105
Locker Room/Restroom		370
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		10,572
Stage		
Control Room		
Dining Commons Storage		
Vending		166
<b>Total</b>	<b>0</b>	<b>17,263</b>

Custodial/Maintenance	Provided Spaces	
	Teaching Stations	Net Area
Receiving Entry		
Office, Plant Engineer		2,139
Custodial/Maintenance Storage		639
Supply Storage		
IT Support		
Custodial Closet		822
<b>Total</b>	<b>0</b>	<b>3,600</b>





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## SITE





## 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.

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- 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





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### Site

#### Future T-Buildings/Addition Area

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



## Site

### Service Court/Access Drive/Dumpster

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





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL

### Site

#### Bus Loop/Parking/Staging

<b>USERS:</b> <ul style="list-style-type: none"><li>• Staff</li><li>• Teachers</li><li>• Students</li><li>• Parents</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Entry, exit and staging of buses</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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).</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• None</li></ul>	



## Site Car Parking

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students (High School)</li> <li>• Community members</li> <li>• Faculty/Staff</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Parking to meet code requirements or as shown below, whichever is greater.</li> <li>• Parking for School Faculty and Staff plus 10%</li> <li>• Parking for Guests – provide spaces equal to 1% of the student capacity or 10 spaces whichever is greater.</li> <li>• Student parking at High Schools will likely not be possible due to the constraints of the site.</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• Separate car parking from bus traffic and car drop-off/pickup</li> <li>• Car drop-off/pickup should not interfere with traffic flow to car parking</li> <li>• 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.</li> <li>• 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</li> <li>• Locate 15 of the staff spaces near the Service Court for use by the Maintenance, Custodial and Food Service Staff</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Consecutively numbered spaces</li> <li>• “Visitor” spaces</li> <li>• 6 “Reserved” spaces</li> </ul>	





## Site

### Car Staging/Access

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>Parents/Students</li></ul>	<ul style="list-style-type: none"><li>Safely discharge and pick-up students from private vehicles</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>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.</li><li>Locate near the main entrance but so as not to interfere with bus loading.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>None</li></ul>	



## Site

### Pedestrian Circulation

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• Staff/Faculty</li> <li>• Parents</li> <li>• Students</li> <li>• Community</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p>	
<ul style="list-style-type: none"> <li>• Provide permanent walkways where anticipated foot traffic would destroy vegetation or where required for ADA compliant access</li> <li>• Provide minimum 10'-0" wide walkways to and at Bus Staging</li> <li>• Provide minimum 6'-0" wide walkways to and at Car Staging</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p>	
<ul style="list-style-type: none"> <li>• None</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL

### Site

#### Baseball

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



## Site Softball

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





## Site

### Playing/Practice Fields

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Students (PE)</li><li>• Faculty</li><li>• Athletic Teams</li><li>• Community</li></ul>	<ul style="list-style-type: none"><li>• PE Classes</li><li>• Athletic practices (Football, Soccer, etc.)</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide minimum of 2 fields</li><li>• Each field to be approximately 160' x 360'</li><li>• Fields should be relatively level but sloped to drain without need of underground drainage</li><li>• Locate for ease of access for PE classes</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Irrigation system</li></ul>	



## Site

### Basketball/JROTC

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Students (PE)</li><li>• Faculty</li><li>• Athletic Teams</li><li>• Community</li></ul>	<ul style="list-style-type: none"><li>• Learning the fundamentals of basketball</li><li>• Practicing</li><li>• Exercising</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide 1 full basketball court on concrete surface with marking and 4 permanent goals</li><li>• Locate for ease of access for PE classes</li><li>• Locate on 100 x 100 JROTC drill pad</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Basketball court, markings and goal</li><li>• JROTC drill markings</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL

### Site General

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



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# NEIGHBORHOODS





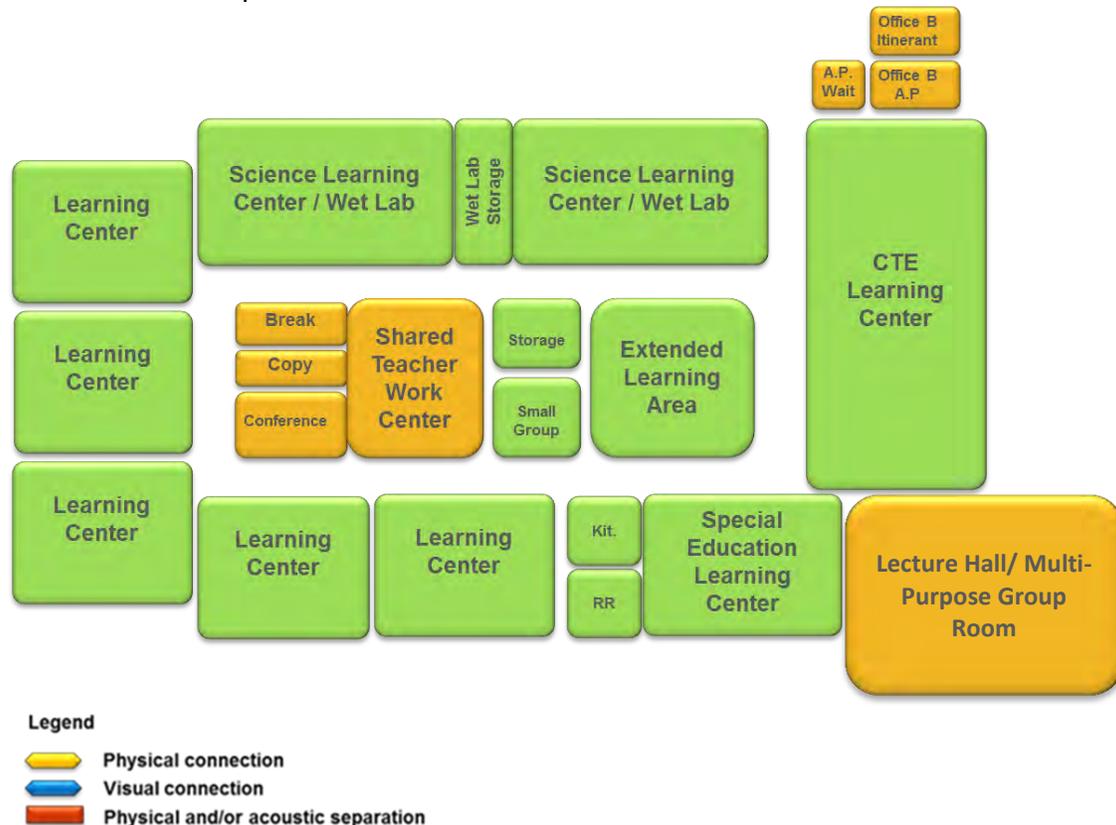
## Neighborhoods

### Overview:

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

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

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



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





## Space Requirements

Neighborhoods	Provided Spaces	
	Teaching Stations	Net Area
Learning Center	43	35,046
Science Learning Center/Wet Lab	12	19,699
Wet Lab Storage		1,689
Flex Lab		1,479
Learning Commons/Information Center/Extended Learning Area		7,519
Extended Learning / Café		1,142
Storage		116
Office/Workroom		703
Special Education Learning Center	2	1,656
Kitchen/Restroom/Changing Room/Storage		435
Small Group Room		1,926
Storage		696
<b>Total</b>	<b>57</b>	<b>72,106</b>



## Neighborhoods

### Learning Center

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Teachers</li> <li>• 24 - 30 Students</li> </ul>	<ul style="list-style-type: none"> <li>• Mastering the core curriculum</li> <li>• Mastering 21st Century learning skills</li> <li>• Project-based learning</li> <li>• Technology - based instruction</li> <li>• Activities that stimulate inventive thinking, creativity and imagination</li> <li>• Collaborative relationship building</li> <li>• Demonstrations</li> <li>• Working individually, in small groups and in large groups</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Operable partitions are permitted in this area.</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Presentation Wall:             <ul style="list-style-type: none"> <li>• 1 - 4'x4' Tack Board</li> <li>• 1 – 8'x4' Marker Board</li> <li>• Tack Strips located 12" above marker/tack boards</li> <li>• 2 flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall:             <ul style="list-style-type: none"> <li>• 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> <li>• 1 – 8'x4' Marker Board</li> </ul> </li> <li>• Presentation Cart</li> <li>• Teacher stool</li> <li>• Student Area:             <ul style="list-style-type: none"> <li>• 28 Student tables</li> <li>• 28 Student chairs</li> <li>• 3 computer tables, 30"x60"</li> </ul> </li> <li>• 2 tall storage cabinets with adjustable shelving</li> <li>• 3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• Electronic Whiteboard mounted on presentation wall adjacent to and at same height as marker board</li> <li>• Clock</li> </ul>	





## Neighborhoods

### Science Learning Center/Wet Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Staff/Faculty</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, labs, computer work</li> <li>• Technology-based instruction</li> <li>• Chemical, physical and biological experimentation</li> <li>• Collaborative relationship building</li> <li>• Working individually, in small groups, and in large groups</li> <li>• Mastering 21st Century learning skills</li> <li>• Project-based learning</li> <li>• Technology-based instruction</li> <li>• Activities that stimulate inventive thinking, creativity and imagination</li> <li>• Collaborative relationship building</li> <li>• Demonstrations</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Emergency utility shut-off</li> <li>• Power and Data in apron of casework</li> <li>• One station in each lab to be handicapped accessible</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Presentation Wall: (all items at appropriate height for age group) <ul style="list-style-type: none"> <li>• 1 - 4'x4' Tack Board</li> <li>• 1 – 8'x4' Marker Board</li> <li>• Tack Strips located 12" above marker/tack boards</li> <li>• 2 - flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall: <ul style="list-style-type: none"> <li>• 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> <li>• 1 – 8'x4' Marker Board</li> </ul> </li> <li>• Casework – Side wall: <ul style="list-style-type: none"> <li>• Sink cabinets and drawer/door cabinets</li> <li>• Drying racks above sinks</li> <li>• Door/shelf cabinets above sinks</li> </ul> </li> <li>• Safety station(s) (number determined by code) including eyewash, body drench shower, fire blanket, fire extinguisher</li> <li>• Goggle cabinet with UV light for disinfecting</li> <li>• Fume hood in Learning Centers/Wet Labs at wall connecting with Prep Room</li> <li>• Portable science demonstration table with gas and water</li> <li>• Paper towel dispensers</li> <li>• Soap dispensers</li> <li>• 7 – 4-person tables with chemical resistant epoxy tops</li> <li>• 29 adjustable height stools</li> <li>• 3 computer tables, 30"x60"</li> <li>• 2 tall storage cabinets with adjustable shelving</li> <li>• 3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• Shallow drawer cabinet (must accommodate 24" x 46" paper)</li> <li>• Electronic Whiteboard</li> <li>• Clock</li> <li>• Large Periodic Table Chart and other large wall charts (provide clear wall space and tack boards to hang additional material)</li> <li>• Water distiller system to make distilled water</li> </ul>	



## Neighborhoods

### Wet Lab Storage

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





## Neighborhoods

### Flex Lab – Grad Lab

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>Teachers</li> <li>24-30 Students</li> </ul>	<ul style="list-style-type: none"> <li>Mastering the core curriculum</li> <li>Mastering 21st Century learning skills</li> <li>Project-based learning</li> <li>Technology-based instruction</li> <li>Activities that stimulate inventive thinking, creativity and imagination</li> <li>Collaborative relationship building</li> <li>Demonstrations</li> <li>Working individually, in small groups and in large groups</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>Blinds for windows</li> <li>Presentation Wall:             <ul style="list-style-type: none"> <li>1 - 4'x4' Tack Board</li> <li>1 – 8'x4' Marker Board</li> <li>Tack Strips located 12” above marker/tack boards</li> <li>2 flag holders and map hooks</li> </ul> </li> <li>Adjacent or Rear Wall:             <ul style="list-style-type: none"> <li>2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> <li>1 – 8'x4' Marker Board</li> </ul> </li> <li>Presentation Cart</li> <li>Stool</li> <li>Student Area:             <ul style="list-style-type: none"> <li>28 Student tables</li> <li>28 Student chairs</li> <li>3 computer tables, 30”x60”</li> </ul> </li> <li>2 tall storage cabinets with adjustable shelving</li> <li>3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>Electronic Whiteboard</li> <li>Clock</li> <li>Phone</li> </ul>	



## Neighborhoods

### Learning Commons/Information Center

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Staff</li> <li>• Community members and parents for after school events</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Learning hub to provide effective use of information and ideas for students and faculty</li> <li>• Circulation of materials and resources in the format of print, digital and multi-media etc.</li> <li>• Reading</li> <li>• Research</li> <li>• Technology based instruction for large group and small group</li> <li>• Meetings</li> <li>• Processing new media</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Adjustable shelving for books. 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.</li> <li>• 8 Tables</li> <li>• 6 computer tables</li> <li>• Printer table</li> <li>• 38 chairs</li> <li>• Display cases with glass shelving for student artwork and other displays. If possible provide at corners where bookcases may meet to avoid wasted space</li> <li>• Circulation desk (modular, not fixed):             <ul style="list-style-type: none"> <li>• 2 task chairs</li> <li>• Drawer/door base cabinets &amp; low shelving behind circulation desk with work space for processing</li> <li>• Work station for computer terminals and printer.</li> <li>• Provide grommets for wire management.</li> <li>• Multi-level check in/out counter</li> <li>• Book drop-off with depressible book truck</li> </ul> </li> <li>• Network capabilities for access to programs and on-line card catalog</li> <li>• Soft seating: chairs and tables for 10</li> <li>• Clock</li> </ul>	





## Neighborhoods

### Learning Commons/Information Center – Extended Learning Center

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



## Neighborhoods

### Learning Commons/Information Center – Office/Storage

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





## Neighborhoods

### Special Education Learning Center

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• 4-10 students</li> <li>• Teacher</li> <li>• Teacher Aide(s)</li> <li>• Itinerant Staff (Psychologist, Social Worker, Therapist, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Project-based learning</li> <li>• Physical therapy (PT)</li> <li>• Occupational therapy (OT)</li> <li>• Social skills activities (appropriate social interaction skills, listening skills, etc.)</li> <li>• Life skills activities (tooth brushing, personal care, career preparation, etc.)</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Student Lift and Tracks</li> <li>• Presentation Wall: (all items at appropriate height for age group)             <ul style="list-style-type: none"> <li>• 1 - 4'x4' Tack Board</li> <li>• 1 - 8'x4' Marker Board</li> <li>• Tack Strips located 12" above marker/tack boards</li> <li>• 2 flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall:             <ul style="list-style-type: none"> <li>• 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> <li>• 1 - 8'x4' Marker Board</li> </ul> </li> <li>• Teacher package</li> <li>• Student Area             <ul style="list-style-type: none"> <li>• 7 open front 18"x24" student desks</li> <li>• 18 student chairs</li> <li>• 1 rectangular table, 30"x60"</li> <li>• 3 computer tables, 30"x48"</li> <li>• 1 half-moon table, 36"x72"</li> </ul> </li> <li>• 2 - 18" seat height, 4 leg chairs</li> <li>• 2 tall storage cabinets with adjustable shelving</li> <li>• 3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• Shallow drawer cabinet (must accommodate 24" x 46" paper)</li> <li>• Electronic Whiteboard</li> <li>• Clock</li> </ul>	



## Neighborhoods

### Special Education – Restroom/Changing Room

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





## Neighborhoods

### Special Education – Kitchen/Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Teacher Aide(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast and lunch preparation</li> <li>• Staging meals before serving</li> <li>• Cleaning equipment</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Refrigerator with ice maker</li> <li>• Casework-handicapped accessible             <ul style="list-style-type: none"> <li>• Sink cabinet</li> <li>• Drawer/door base cabinets</li> </ul> </li> <li>• Door/shelf wall cabinets</li> <li>• Paper towel dispenser</li> <li>• Maximum linear feet of 18”D, adjustable shelving in storage</li> </ul>	



## Neighborhoods

### Small Group Room

<b>USERS:</b> <ul style="list-style-type: none"><li>• Teachers</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Group meetings and work</li><li>• Individual study</li><li>• Testing</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 4'x8' marker board</li><li>• 4'x8' tack board</li><li>• 6 person table</li><li>• 6 chairs</li></ul>	

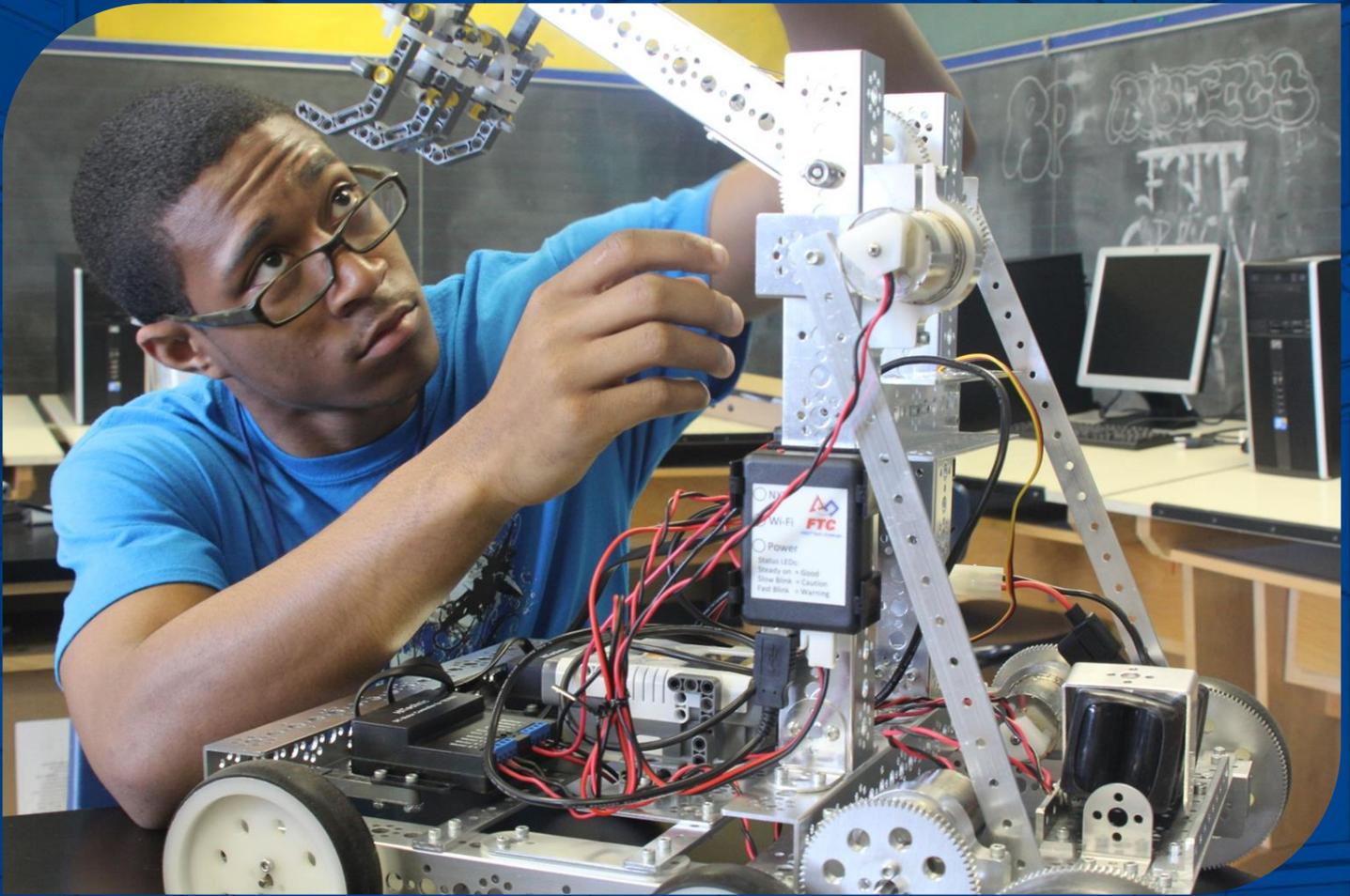




## Neighborhoods

### Storage

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



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# CAREER AND TECHNICAL EDUCATION



HISD EDUCATIONAL SPECIFICATIONS  
WALTRIP HIGH SCHOOL – JULY 23, 2014

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CONSTRUCTION AND FACILITY SERVICES  
FACILITIES PLANNING







## Career and Technical Education

### Overview:

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

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

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

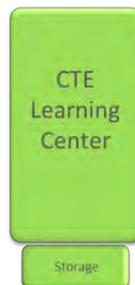
**STEM: Geographic Information Systems** – (GIS) design, development, support, and management of hardware, software, multimedia and systems-integration services.

**Law Enforcement** – planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.

**STEM: Robotics** – Robotics - planning, managing and providing scientific research and professional and technical services including laboratory testing and research & development.

**Transportation: Auto Maintenance**– Auto Technology, mobile equipment and facility maintenance.

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



#### 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

## Space Requirements

CTE	Provided Spaces	
	Teaching Stations	Net Area
CTE: Arch Construction Trades	1	2,363
Storage		290
Finishing Room		263
CTE: Robotics	1	2,045
Storage		658
CTE STEM Geographic Information Systems	1	1,546
CTE STEM Geographic Information Systems - Computer Programming	1	765
CTE STEM Architecture and Engineering	1	2,051
Storage		486
Office		0
Shared Extended Learning (w/Robotics)		236
Shared Office (with Robotics)		302
CTE Auto Technology	1	468
Auto Workshop		3,329
Storage		190
Office		114
Locker Rooms		377
Support		0
CTE: Law Enforcement	2	2,776
Storage		481
CTE Health Sciences	2	2,802
Storage		360
Restroom		65
<b>Total</b>	<b>10</b>	<b>21,967</b>



## Career and Technical Education-Engineering Engineering Labs

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Students</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Project-based learning</li> <li>• Technology-based instruction</li> <li>• Activities that stimulate inventive thinking, creativity and imagination</li> <li>• Collaborative relationship building</li> <li>• Demonstrations</li> <li>• Working individually, in small groups and in large groups</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• 2 – single sided fume hoods for student work</li> <li>• Deep sink</li> <li>• Pegboard or other method of displaying projects located above door head height around perimeter of room</li> <li>• Provide power overhead – 220 volt and 120 volt</li> <li>• Presentation Wall: <ul style="list-style-type: none"> <li>• 1 - 4'x4' Tack Board</li> <li>• 1 – 8'x4' Marker Board</li> <li>• Tack Strips located 12" above marker/tack boards</li> <li>• 2 flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall: <ul style="list-style-type: none"> <li>• 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> </ul> </li> <li>• 1 – 8'x4' Marker Board</li> <li>• Paper towel dispenser</li> <li>• Soap dispenser</li> <li>• Presentation Cart</li> <li>• Teacher stool</li> <li>• Student Area <ul style="list-style-type: none"> <li>• 8 – 4- Student tables</li> <li>• 30 Student chairs</li> <li>• 3 - computer tables, 30"x60"</li> </ul> </li> <li>• 2 tall storage cabinets with adjustable shelving</li> <li>• 3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• Electronic Whiteboard mounted on presentation wall adjacent to and at same height as marker board</li> <li>• Clock</li> </ul>	





## **Career and Technical Education-Engineering**

### **Tools Room**

<b>USERS:</b> <ul style="list-style-type: none"><li>• Teacher</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Storing tools</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Access directly from both labs</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 18"D, adjustable height shelving</li><li>• 24" D, adjustable height shelving</li><li>• Pegboard on one wall</li><li>• 36"W x 84"H lockable storage cabinet</li></ul>	



## Career and Technical Education-Engineering Engineering Storage

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





## **Career and Technical Education- Architecture/Construction Technology**

### **Construction Lab**

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



## Career and Technical Education- Architecture/Construction

### Finishing Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Teacher</li> <li>• 4-6 Students</li> </ul>	<ul style="list-style-type: none"> <li>• Applying finishes to cabinets and furniture</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Room should be organized into Spray/Finish area with spray booth, drying area and clearing station</li> <li>• Provide direct access from Construction Lab</li> <li>• Provide visual access to Construction Lab</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Deep sink</li> <li>• Floor drain</li> <li>• Spray booth</li> <li>• Paper towel dispenser</li> <li>• Soap dispenser</li> <li>• Adjustable height shelving</li> <li>• 2 – 30x 60 work tables</li> </ul>	





## Career and Technical Education-Construction

### Lumber Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>• Teacher</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Storing and retrieving lumber, drywall, plywood, etc.</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Provide direct access from Construction Lab</li><li>• Provide overhead door</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• Heavy duty racks for storing materials</li></ul>	



## Career and Technical Education-Construction

### Construction Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Teacher</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Tool storage</li><li>• Material storage</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide direct access from Construction Lab</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Adjustable shelving</li><li>• Hand tools</li><li>• Power tools</li></ul>	



### Career and Technical Education-Health Science

#### Health Science Learning Centers

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Staff/Faculty</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, labs, computer work</li> <li>• Technology-based instruction</li> <li>• Chemical, physical and biological experimentation</li> <li>• Collaborative relationship building</li> <li>• Working individually, in small groups, and in large groups</li> <li>• Mastering 21st Century learning skills</li> <li>• Project-based learning</li> <li>• Technology-based instruction</li> <li>• Activities that stimulate inventive thinking, creativity and imagination</li> <li>• Collaborative relationship building</li> <li>• Demonstrations</li> <li>• Working individually, in small groups and in large groups</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Emergency utility shut-off</li> <li>• Power and Data in apron of casework</li> <li>• One station in each lab to be handicapped accessible</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Presentation Wall: (all items at appropriate height for age group)                             <ul style="list-style-type: none"> <li>• 1 - 4'x4' Tack Board</li> <li>• 1 – 8'x4' Marker Board</li> <li>• Tack Strips located 12" above marker/tack boards</li> <li>• 2 - flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall:                             <ul style="list-style-type: none"> <li>• 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> <li>• 1 – 8'x4' Marker Board</li> </ul> </li> <li>• Casework – Side wall:                             <ul style="list-style-type: none"> <li>• Sink cabinets and drawer/door cabinets</li> <li>• Drying racks above sinks</li> <li>• Door/shelf cabinets above sinks</li> </ul> </li> <li>• Safety station(s) (number determined by code) including eyewash, body drench shower</li> <li>• Goggles cabinet with UV light for disinfecting</li> <li>• Fume hood at wall connecting with Storage/Prep Room</li> <li>• Fixed science demonstration table with gas and water</li> <li>• Hand washing sink</li> <li>• 2 paper towel dispensers</li> <li>• 2 soap dispensers</li> <li>• 14 – 2-person tables with chemical resistant epoxy tops</li> <li>• 29 adjustable height stools</li> <li>• 3 - computer tables, 30"x60"</li> <li>• 2 tall storage cabinets with adjustable shelving</li> <li>• 3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• Shallow drawer cabinet (must accommodate 24" x 46" paper)</li> <li>• Electronic Whiteboard</li> <li>• Clock</li> <li>• Large Periodic Table Chart and other large wall charts (provide clear wall space and tack boards to hang additional material)</li> </ul>	



## Career and Technical Education-Health Science Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Staff/Faculty</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher preparation and clean-up for lab exercises</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Fume hood to be double sided.</li> <li>• Storage should be accessible to both learning centers.</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Refrigerator/freezer with small ice maker, not self-defrosting so that temperature will be constant</li> <li>• Casework on one wall with chemical resistant countertop, drawer/door base cabinets, and open shelf wall cabinets</li> <li>• Drying rack mounted above sink</li> <li>• Fire rated chemical storage cabinet</li> <li>• Residential dishwasher with permanently attached sign stating: <b><i>Thoroughly rinse all acid containing items before placing in dishwasher</i></b></li> <li>• Paper towel dispenser</li> <li>• Soap dispenser</li> <li>• 2 tall work stools</li> <li>• Maximum linear feet of 12"D, adjustable height wooden shelving with rim guards on wall facing casework</li> <li>• 36"W x 84"H lockable storage cabinet</li> </ul>	





**Career and Technical Education-GIS**  
 GIS Learning Center

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



## Career and Technical Education-GIS

### Software Engineering Lab

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





## **Career and Technical Education-Artificial Intelligence/Robotics Lab**

### **Artificial Intelligence/Robotics Lab**

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Students</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Project-based learning</li> <li>• Technology-based instruction</li> <li>• Activities that stimulate inventive thinking, creativity and imagination</li> <li>• Collaborative relationship building</li> <li>• Demonstrations</li> <li>• Working individually, in small groups and in large groups</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• Include one double door with removable mullion in corridor for easy entrance and exit of large projects and equipment.</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Deep sink</li> <li>• Pegboard or other method of displaying projects located above door head height around perimeter of room</li> <li>• Provide power overhead – 220 volt and 120 volt</li> <li>• Presentation Wall:             <ul style="list-style-type: none"> <li>• 1 - 4'x4' Tack Board</li> <li>• 1 – 8'x4' Marker Board</li> <li>• Tack Strips located 12" above marker/tack boards</li> <li>• 2 flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall:             <ul style="list-style-type: none"> <li>• 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> </ul> </li> <li>• 1 – 8'x4' Marker Board</li> <li>• Paper towel dispenser</li> <li>• Soap dispenser</li> <li>• Presentation Cart</li> <li>• Teacher stool</li> <li>• Student Area             <ul style="list-style-type: none"> <li>• 8 – 4- Student tables</li> <li>• 30 Student chairs</li> <li>• 3 - computer tables, 30"x60"</li> <li>• 4 large workbenches to support construction with parts storage below</li> </ul> </li> <li>• 2 tall storage cabinets with adjustable shelving</li> <li>• 3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• Electronic Whiteboard mounted on presentation wall adjacent to and at same height as marker board</li> <li>• Clock</li> </ul>	



## Career and Technical Education- Artificial Intelligence/Robotics Storage

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





## **Career and Technical Education - Law, Public Safety, Corrections, Security**

### **Law Enforcement Learning Center**

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



## Career and Technical Education - Law, Public Safety, Corrections, Security

### Law Enforcement Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Teachers</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Storing materials and supplies</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Directly accessible from Learning Center</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Adjustable 12" and 18" deep shelving</li></ul>	





## Career and Technical Education

### Auto Technology

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Teachers</li> <li>• 24-32 Students</li> </ul>	<ul style="list-style-type: none"> <li>• Project-based learning</li> <li>• Technology-based instruction</li> <li>• Demonstrations</li> <li>• Working individually, in small groups and in large groups</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Presentation Wall:             <ul style="list-style-type: none"> <li>• 1 - 4'x4' Tack Board</li> <li>• 1 – 8'x4' Marker Board</li> <li>• Tack Strips located 12" above marker/tack boards</li> <li>• 2 flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall:             <ul style="list-style-type: none"> <li>• 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> <li>• 1 – 8'x4' Marker Board</li> </ul> </li> <li>• Overhead track with hoist for moving large equipment</li> <li>• Lift to raise cars for repair</li> <li>• Presentation Cart</li> <li>• Stool</li> <li>• Student Area:             <ul style="list-style-type: none"> <li>• 30 -1 person computer tables</li> <li>• 30 task chairs</li> </ul> </li> <li>• 2 tall storage cabinets with adjustable shelving</li> <li>• 3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• 6 tool cabinets</li> <li>• 4 work tables</li> <li>• Electronic Whiteboard</li> <li>• Clock</li> </ul>	



## Career and Technical Education

### Auto Technology – Tools/Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>• Teacher</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Storing materials</li><li>• Storing tools</li><li>• Storing equipment</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Access directly from Auto lab</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 18”D, adjustable height shelving</li><li>• 24” D, adjustable height shelving</li><li>• Pegboard on one wall</li><li>• 36”W x 84”H lockable storage cabinet</li><li>• Heavy duty adjustable shelving</li><li>• 2 tool cabinets</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL





# JROTC





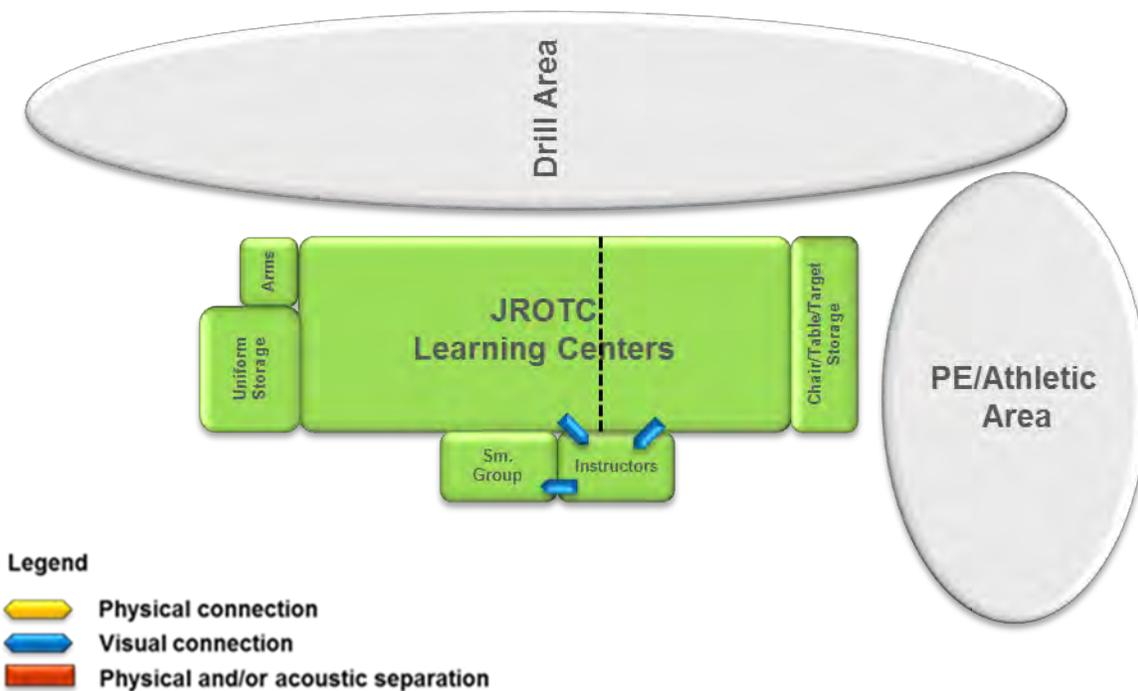
## JROTC

### Overview:

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

The program must have access to adequate interior drill, student and staff changing and showering and laundry facilities as well as outside paved space 100' x 100' with perimeter striping for inspections, physical training and practice space for competitive drill teams. Therefore, it is recommended that the JROTC suite be located adjacent to the PE/Athletic area and share the spaces as needed. If sharing of facilities is not possible, then separate facilities will need to be included for JROTC use.

Provide display case (for trophy and awards) and bulletin board (for Chain of Command) in corridor adjacent to Learning Centers.



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



## Space Requirements

Junior ROTC	Provided Spaces	
	Teaching Stations	Net Area
JROTC Learning Center (Large)	1	969
JROTC Learning Center (Small)	1	890
JROTC Arms/Weapons Storage		292
JROTC Uniform/Drill Team/Color Guard Storage		367
JROTC Chair/T able/T arget Storage		257
JROTC Small Group Collaboration		124
JROTC Instructors Center		120
Adult Toilet/Shower/Locker		97
<b>Total</b>	<b>2</b>	<b>3,116</b>



## JROTC

### Learning Center/Air Rifle Range

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Volunteers/Mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Lecturing</li> <li>• Instruction on marching, physical training, and gun drills. Practice for these activities will take place in the Gym and practice fields</li> <li>• Watching videos</li> <li>• Target practice</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Provide operable partition dividing the space into two spaces. One space should be approximately eight feet longer to allow space for waiting marksmen when the spaces are serving as the Rifle Range.</li> <li>• The overall length of the space with the partition fully open should be a minimum of 60 feet to allow for it to be used as the air rifle range.</li> <li>• Permanently delineate five 48" wide shooting lanes through the use of variation in the floor finish/color/pattern.</li> <li>• Focused high intensity lighting is required at the target end of one of the Learning Centers.</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Shelf around the perimeter of the space near the ceiling for trophy display.</li> <li>• Presentation Wall in each half of Learning Center:                             <ul style="list-style-type: none"> <li>• 1 - 4'x4' Tack Board</li> <li>• 1 – 8'x4' Marker Board</li> <li>• Tack Strips located 12" above marker/tack boards</li> <li>• 2 flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall of each half of Learning Center:                             <ul style="list-style-type: none"> <li>• 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)</li> <li>• 1 – 8'x4' Marker Board</li> </ul> </li> <li>• Classroom Performance System</li> <li>• 2 - Presentation Carts</li> <li>• 2 - Teacher stools</li> <li>• 32 – 2-person tables with folding legs</li> <li>• 64 stackable chairs</li> <li>• Targets and ammunition catch boxes</li> <li>• 4 – 4-drawer lockable filing cabinets</li> <li>• 4 - tall storage cabinets with adjustable shelving</li> <li>• 6 - bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• 2 - Electronic Whiteboards mounted on presentation wall adjacent to and at same height as marker board</li> <li>• 2 Clocks</li> </ul>	





## **JROTC**

### **Cadet Small Group Collaboration**

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



## JROTC

### Instructors Center

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





## JROTC

### Uniform/Drill Team/Color Guard Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Instructional Staff</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Storing materials, uniforms and books used in JROTC programs</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Adjacent to JROTC Instructors Office Center with easy access to JROTC Learning Center</li> <li>• Provide sufficient space for three cadets to try on uniforms.</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• 32 linear feet of 2 high hanging rods with shelf above for long term storage.</li> <li>• 2 - duplex outlets on each wall</li> <li>• Hollow metal door</li> <li>• Maximum linear feet of heavy duty adjustable shelving on one wall for shoe, cap, and helmet storage</li> <li>• 4 Lockable storage cabinets</li> </ul>	



## JROTC

### Arms/Weapons Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Instructional Staff</li></ul>	<ul style="list-style-type: none"><li>• Storing weapons, targets and ammunition used in JROTC instruction</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Connected (preferred) or adjacent to marksmen area of Learning Center</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• 8- Locking arms rack (approximately 2'x2' square) to store 96 weapons, wall mounted</li><li>• Metal adjustable shelving for storage of ammunition, supplies, etc.</li></ul>	





## **JROTC**

### **Chair/Table/Target Storage**

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



# VISUAL ARTS





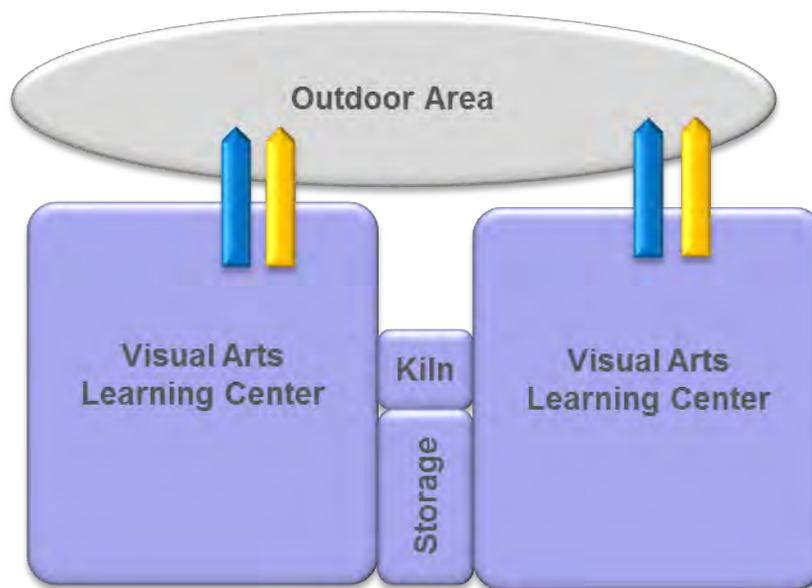
## Visual Arts

### Overview:

The arts are fundamental to communicating and understanding not only ourselves, but others. Through the arts we learn to appreciate and to create things of beauty. Important 21<sup>st</sup> 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:

- Meet the state and federal requirements
- 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.



## Space Requirements

Visual Arts	Provided Spaces	
	Teaching Stations	Net Area
Visual Arts Learning Center	2	2,375
Kiln Room		113
Storage Room		620
<b>Total</b>	<b>2</b>	<b>3,108</b>



## Visual Arts

### Visual Arts Learning Center

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Students</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Creative individual and group activities</li> <li>• Learning/researching art history/artist</li> <li>• Discussions on Art criticism</li> <li>• Learning/practicing drawing, painting, embossed prints, ceramics, sculptures, etc.</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• Need area for arranging still life with track lighting.</li> <li>• Northern exposure desirable.</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Presentation Wall: (all items at appropriate height for age group):             <ul style="list-style-type: none"> <li>• 4'x4' marker boards (one on each side of Electronic Whiteboard)</li> <li>• 24' tack strip located 12" above marker/tack boards</li> <li>• Flag holders and map hooks</li> </ul> </li> <li>• Adjacent or Rear Wall: (all items at appropriate height for age group):             <ul style="list-style-type: none"> <li>• 8' marker board with tack strip</li> <li>• 4' tack boards</li> </ul> </li> <li>• Casework – Side wall:             <ul style="list-style-type: none"> <li>• Sink cabinet – with sink projecting from front edge of casework to allow access from 3 sides</li> </ul> </li> <li>• Door/shelf cabinets above sink</li> <li>• Shelving above marker boards and windows for project display</li> <li>• 1 wall with continuous tackable surface</li> <li>• Paper towel dispenser</li> <li>• Soap dispenser</li> <li>• Teacher demonstration table, 30"x60", adjustable height, with chemical resistant top</li> <li>• Tall teacher stool</li> <li>• Student Area:             <ul style="list-style-type: none"> <li>• 35 student adjustable height stools</li> <li>• 8 art tables, 42"x60", with chemical resistant tops (1 to be used for still life set-up)</li> <li>• 2 computer tables, 30"x60"</li> </ul> </li> <li>• Electronic Whiteboard</li> <li>• 2 tall storage cabinets with adjustable shelving</li> <li>• Portfolio cabinets</li> <li>• Double-sided mobile drying rack</li> <li>• 2 mobile paper racks</li> <li>• 55-tray tote tray cabinet</li> <li>• 3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>• Shallow drawer cabinet (must accommodate 24" x 46" paper)</li> </ul>	





## Visual Arts

### Kiln Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Art teacher</li></ul>	<ul style="list-style-type: none"><li>• Storing greenware.</li><li>• Firing items in kiln.</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Electric kiln</li><li>• Greenware cabinet with doors</li></ul>	



## Visual Arts

### Storage Room

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





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL





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# PERFORMING ARTS



HISD EDUCATIONAL SPECIFICATIONS  
WALTRIP HIGH SCHOOL – JULY 23, 2014

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CONSTRUCTION AND FACILITY SERVICES  
FACILITIES PLANNING





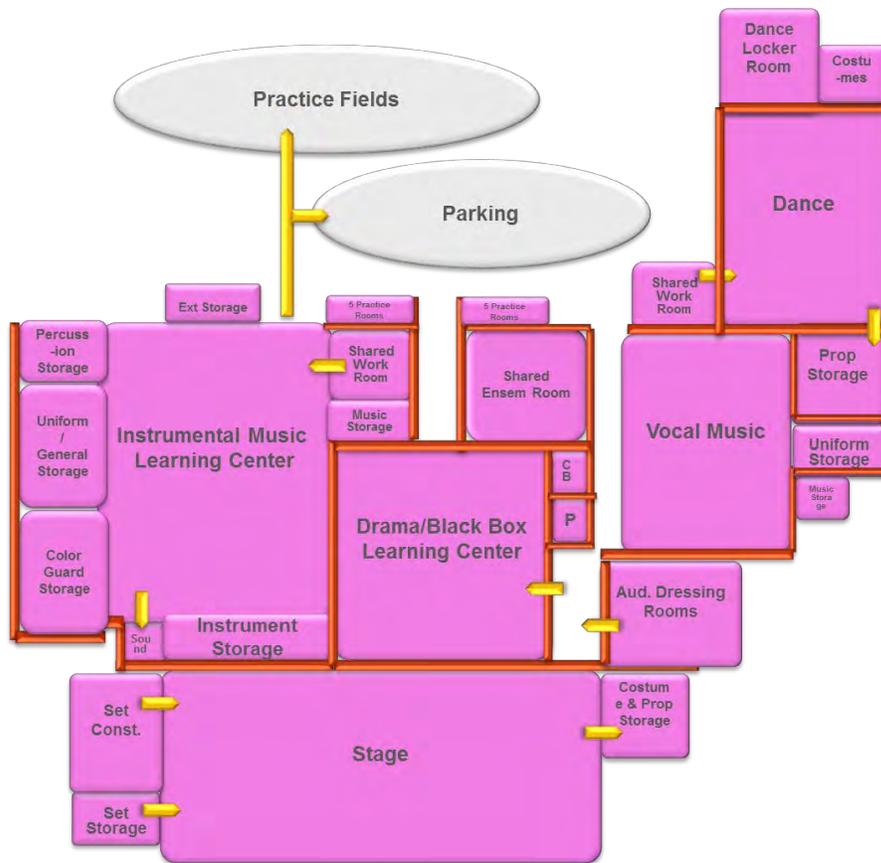


## Performing Arts

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 21<sup>st</sup> Century skills enhanced by arts education include creativity, innovation, critical thinking, cooperative decision making, leadership, and capacity of problem-posing and solving. Performing Arts learning centers should:

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

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



**Legend**

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

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





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL

### Space Requirements

Performing Arts	Provided Spaces	
	Teaching Stations	Net Area
Instrumental Music Learning Center - Band Hall	2	4,228
Instrument Storage		536
Sound Room		147
Percussion Storage		346
Color guard Storage Room		529
Uniform/General Storage		1,228
Music Storage/Library		265
Practice Rooms		524
Exterior Storage		417
Misc Storage		350
Stairs		339
Vestibule		128
Office		135
Vocal Music	1	1,268
Uniform/General Storage		180
Office		92
Music Storage/Library		32
Shared Ensemble Room		1,015
Drama Learning Center (Black Box)	1	1,193
Prop and Costume Storage		503
Control Booth		92
Work Area (Shared)		42
Dance/Drill Team Learning Center	1	1,981
Shared Office		150
Costume Storage		38
General Storage		130
Dance Locker room/RR		456
Banner Storage		38
Auditorium (980 seats) - Existing spaces shown below to remain.		8,679
Stage		2,806
Control Room		258
Dressing Rooms/RR		652
Mezzanine		875
Storage		350
Storage and Catwalk Access		1,700
Staging		952
<b>Total</b>	<b>5</b>	<b>32,654</b>



## Performing Arts

### Instrumental Music Learning Center

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Instrumental Music</li> <li>• Instructors/Director(s)</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Developing technical music skills through individual work, group work and performances</li> <li>• Instrumental music theory instruction</li> <li>• Orchestra Classes</li> <li>• Recitals</li> <li>• Meeting area for community</li> <li>• Recording of performances</li> <li>• Sectional usage</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Size opening to allow for transporting piano, drums, etc.</li> <li>• Provide acoustical treatments</li> <li>• Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li> <li>• Sound-rated door should share the same rating as the walls.</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Provide maximum LF of shelving above door height for display</li> <li>• 2 marker boards, one with permanent music staff markings.</li> <li>• Sound system – playback and record</li> <li>• 2 - 4'x4' tack boards</li> <li>• 60 posture chairs with retractable tablet arms</li> <li>• 60 music stands</li> <li>• Music stand cart</li> <li>• Instrumental music risers</li> <li>• Small stand carts for risers</li> <li>• Conductor's podium: double podium with rail</li> <li>• Music folio cabinets</li> <li>• Electronic white board</li> </ul>	





## Performing Arts

### Instrumental Music Learning Center – Instrument Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>Instrumental Music Instructors/Director(s)</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Storing and retrieving orchestra instruments</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>Size opening to allow for transporting piano, drums, etc.</li> <li>Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li> <li>Sound-rated door should share the same rating as the walls.</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>4'x4' marker board</li> <li>4'x4' tack board</li> <li>Maximum # of instrument storage cabinets, lockable, solid doors</li> <li>Deep utility sink for cleaning instruments</li> </ul>	

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

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

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

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



## Performing Arts

### Sound Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Teachers</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Sound recording.</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate with direct access to Instrumental Music Learning Center</li><li>• Provide acoustic separation from adjacent spaces</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• 2 computer desks</li><li>• 72" x 30" table</li><li>• 2 chairs</li></ul>	





## Performing Arts

### Instrumental Music Learning Center – Percussion Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>Instrumental Music Directors</li><li>Percussion Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>Storing and retrieving percussion instruments</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>Provide acoustic separation from adjacent spaces</li><li>Sound-rated door should share the same rating as the walls.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>4'x4' marker board</li><li>4'x4' tack board</li></ul>	



## Performing Arts

### Instrumental Music Learning Center – Color Guard Storage Room

<b>USERS:</b> <ul style="list-style-type: none"><li>Instrumental Music Directors</li><li>Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>Storing and retrieving uniforms</li><li>Storing and retrieving flags and other materials</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>4'x4' marker board</li><li>4'x4' tack board</li><li>Maximum LF of double hanging rods with shelving above</li></ul>	





## Performing Arts

### Instrumental Music Learning Center – Uniform/General Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>Instrumental Music Directors</li><li>Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>Storing and retrieving uniforms</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>Perimeter walls of the entire music suite and the walls of the instructional spaces shall be min. sound rated.</li><li>Sound-rated door should share the same rating as the walls.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>4'x4' marker board</li><li>4'x4' tack board</li><li>Maximum LF of double hanging rods with shelving above</li></ul>	



## Performing Arts

### Instrumental Music Learning Center – Music Storage/Library

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Instrumental Music Directors</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Storing and sorting music</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li><li>• Sound-rated door should share the same rating as the walls.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Music sorting cabinet</li><li>• Music storage cabinets</li><li>• 24"x36" table</li><li>• 2 chairs</li></ul>	





## Performing Arts

### Practice Rooms (1 student/2 student)

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Music Instructors/Director(s)</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Developing technical music skills through individual work</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate some with direct access to Learning Centers to allow visual supervision from instructors</li><li>• Consider pre-manufactured isolation rooms located within the Learning Centers</li><li>• Locate others in a location that will allow them to be shared by all instructors</li><li>• Size opening to allow for transporting piano, drums, etc.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• 1 or 2 stackable posture chairs depending on size of room</li><li>• 1 music stand</li><li>• 1 upright piano</li></ul>	



## Performing Arts

### Exterior Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>Instrumental Music Directors</li><li>Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>Storing and retrieving stands, equipment, sound equipment and other items needed for performances and practices.</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>Provide oversized openings to the exterior and into Instrumental Music Learning Center – Band Hall.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>4'x4' marker board</li><li>4'x4' tack board</li><li>Maximum LF of double hanging rods with shelving above</li></ul>	





## **Performing Arts**

### Misc. Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>Instrumental Music Directors</li><li>Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>Storing and retrieving miscellaneous materials</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>Provide oversized openings to the exterior and into Instrumental Music Learning Center – Band Hall.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>4'x4' marker board</li><li>4'x4' tack board</li><li>Maximum LF of double hanging rods with shelving above</li></ul>	



## Performing Arts

### Vocal Music Learning Center

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>Vocal Music Instructors/Director(s)</li> <li>Students</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>Developing technical music skills through individual work, group work and performances</li> <li>Choir/Vocal Classes</li> <li>Recitals</li> <li>Meeting area for community</li> <li>Recording of performances</li> <li>Vocal music theory instruction</li> <li>Sectional usage</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>Provide acoustical treatments.</li> <li>Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li> <li>Sound-rated door should share the same rating as the walls.</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Provide maximum LF of shelving above door height for display</li> <li>Provide 2 marker boards, one with permanent music staff markings.</li> <li>Sound system – playback and record</li> <li>2 - 4'x4' tack boards</li> <li>Paper towel dispenser</li> <li>Soap dispenser</li> <li>50 posture chairs with retractable tablet arms</li> <li>Seated music risers</li> <li>2 music folio cabinets</li> <li>Upright piano</li> </ul>	





## Performing Arts

### Vocal Music Learning Center – Uniform/General Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>• Vocal Music Directors</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Storing and retrieving uniforms.</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li><li>• Sound-rated door should share the same rating as the walls.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Maximum LF of double hanging rods with shelving above</li></ul>	



## Performing Arts

### Vocal Music Learning Center – Music Storage/Library

<b>USERS:</b> <ul style="list-style-type: none"><li>• Vocal Music Directors</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Storing and sorting music.</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li><li>• Sound-rated door should share the same rating as the walls.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Music sorting cabinet</li><li>• Music storage cabinet(s)</li><li>• 24"x36" table</li><li>• 2 chairs</li></ul>	





## Performing Arts

### Shared Workroom

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>Instrumental Music/ Vocal Music Directors</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Planning and sorting music for classes</li> <li>Grading</li> <li>Meeting with students</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li> <li>Sound-rated door should share the same rating as the walls.</li> <li>Provide visual connection to Learning Centers</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>4'x4' marker board</li> <li>4'x4' tack board</li> <li>Double pedestal desks with center drawer &amp; lock, 60" x 30"</li> <li>Task chairs, swivel, tilt, armless</li> <li>Guest chairs</li> <li>4-shelf bookcase, 52"H x 36"W x 15"D</li> <li>4-drawer vertical file, letter size, lockable</li> </ul>	



## Performing Arts

### Shared Ensemble Room

<b>USERS:</b> <ul style="list-style-type: none"><li>• Instrumental Music/Vocal Music Directors</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Group rehearsals and lessons</li><li>• Sectionals</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Provide acoustical treatments</li><li>• Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li><li>• Sound-rated door should share the same rating as the walls.</li><li>• Sound system - playback</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 15 – 20 stackable posture chairs</li><li>• 1 conductor's chair, music stand, podium</li></ul>	





## Performing Arts

### Drama Learning Center/Black Box

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Students</li> <li>• Community</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Developing technical theatre skills through individual work, group work and performances</li> <li>• Drama instruction</li> <li>• Performances</li> <li>• Rehearsals</li> <li>• Dance</li> <li>• Meeting area for community</li> <li>• Recording of performances</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• Size opening to allow for transporting sets, equipment, etc.</li> <li>• Consider overhead door to Prop Storage and exterior for ease of set and equipment movement</li> <li>• Provide acoustical treatments</li> <li>• Perimeter walls of the entire performing arts suite and the walls of the instructional spaces shall be sound rated.</li> <li>• Sound-rated door should share the same rating as the walls.</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Retractable risers which provide stable platform for portable chairs</li> <li>• Catwalk around perimeter of room – approximately 4’ wide</li> <li>• Drapes hung from catwalk</li> <li>• Continuous mirrors on one wall from base to 8’-0” AFF</li> <li>• Additional drapes in front of mirrors</li> <li>• Pipe grid with power for theatrical lighting</li> <li>• Dimmer system for theatrical lights</li> <li>• Sound system</li> <li>• All interior finishes to be black</li> <li>• 2 - 4’x4’ tack boards, locate near entrance</li> <li>• Projection screen mounted in ceiling</li> <li>• Chairs</li> <li>• Presentation Cart</li> <li>• Teacher stool</li> <li>• Portable ballet barrel(s)</li> <li>• Clock</li> <li>• 2 lockable double door storage units</li> </ul>	



## Performing Arts

### Drama Learning Center – Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Drama Instructor</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Storing props</li><li>• Storing costumes.</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Perimeter walls of the entire music suite and the walls of the instructional spaces shall be sound rated.</li><li>• Sound-rated door should share the same rating as the walls.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Heavy duty adjustable storage on 2-3 walls</li></ul>	





## Performing Arts

### Drama Learning Center –Control Booth

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Drama/Theater/Vocal/Music Directors</li> <li>• Students</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Control of lighting and sound systems,</li> <li>• Controlling and creating of special effects</li> <li>• Recording, taping and editing of performances</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Locate adjacent to workroom</li> <li>• Provide operable window to performance space</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Light board</li> <li>• Sound board</li> <li>• 4'x4' marker board</li> <li>• 4'x4' tack board</li> <li>• 2 Chairs</li> <li>• 30'x60" tables</li> <li>• Tall lockable 2-door storage cabinets</li> </ul>	



## Performing Arts

### Dance/ Drill Team Learning Center

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Dance/Drill Team</li><li>• Directors</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Dance and Drill Team practice and performances</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate close to auditorium.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Acoustical treatment</li><li>• Wood dance floor</li><li>• Mirrors</li><li>• Ballet Barre</li><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Stackable chairs</li></ul>	





## **Performing Arts –Dance Room**

### **Dance Locker Room**

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Dance/Drill Team</li><li>• Directors</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Changing clothes for dance and physical education classes</li><li>• Storing personal items during classes, practices or competitions</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Maximum number of lockers that will fit</li><li>• Lockers with hanging hooks inside</li><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Benches for seating while changing</li></ul>	



## Performing Arts –Dance Room

### Costume Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Dance/Drill Team Directors</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Storing and retrieving costumes used for drill and dance team activities</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Double tiered rod and shelf on all walls</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL





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# PHYSICAL EDUCATION / ATHLETICS



HISD EDUCATIONAL SPECIFICATIONS  
WALTRIP HIGH SCHOOL – JULY 23, 2014

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CONSTRUCTION AND FACILITY SERVICES  
FACILITIES PLANNING







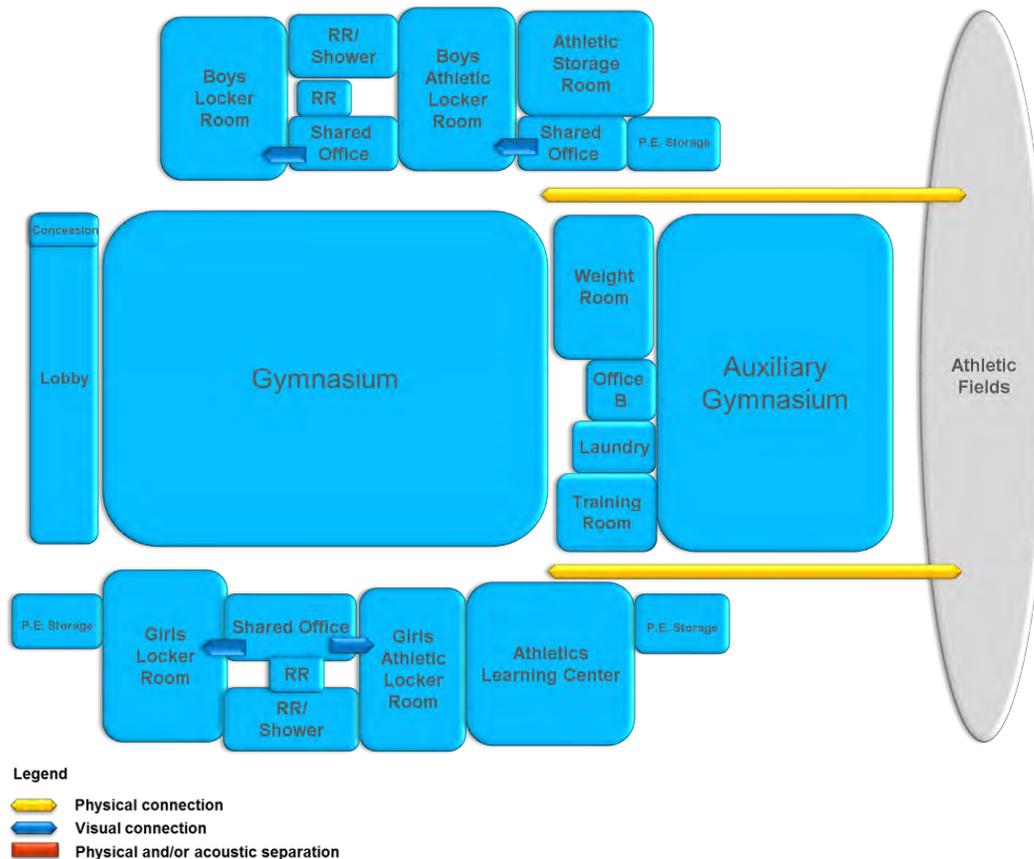
## Physical Education/Athletics

### Overview:

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

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

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



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



## Space Requirements

Physical Education/Athletics	Provided Spaces	
	Teaching Stations	Net Area
PE/Athletics Lobby (include family restroom with changing table)		1,569
Gymnasium (seating for average program capacity of school)	2	12,909
Auxiliary Gymnasium	2	7,570
Athletics Learning Center		994
Weight/Fitness Room		2,470
Boys' Athletic Locker Room		1,760
Girls' Athletic Locker Room		585
Athletic Toilets/Showers		2,174
Girls PE Locker Room		493
Boys PE		382
Adult Toilet/Shower/Locker		194
Office B		180
Office (Shared)		628
Training Room		207
Laundry		170
PE Equipment Storage		1,300
Athletic Equipment Storage		1,222
Concession area		196
Swimming Pool		1,883
<b>Total</b>	<b>4</b>	<b>36,886</b>



## Physical Education/Athletics

### Lobby

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





**P.E./Athletics**  
**Gymnasium**

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



## P.E./Athletics

### Auxiliary Gymnasium

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





## **P.E./Athletics**

### **Weight/Fitness Room**

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



## P.E./Athletics

### Athletics Learning Center

<b>USERS:</b> <ul style="list-style-type: none"><li>• PE Teachers/Coaches</li><li>• Students</li><li>• Parents</li><li>• Community Groups</li><li>• Staff</li><li>• Sports teams</li><li>•</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Physical education classes and activities</li><li>• Fitness/health presentations</li><li>• Viewing game films</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Provide flexible lecture style seating.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• Flexible lecture style seating for 75 students</li><li>• Ceiling mounted projector and screen</li><li>• Moveable podium</li></ul>	





## **P.E./Athletics**

### **Boys Athletic Locker Room**

<b>USERS:</b> <ul style="list-style-type: none"><li>• PE Teachers</li><li>• Coaches</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Changing clothes before and after athletic activities</li><li>• Storing personal items during classes, practices or competitions</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Design for air flow that will maintain consistent temperature and humidity level.</li><li>• Provide clear view for passive supervision (no tall lockers blocking line of sight).</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 100 large lockers (football)</li><li>• 50 double lockers</li><li>• Benches</li><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Mirrors</li><li>• Paper towel dispenser</li><li>• Sanitizer dispenser</li></ul>	



## P.E./Athletics

### Girls Athletic Locker Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• PE Teachers</li><li>• Coaches</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Changing clothes before and after athletic activities</li><li>• Storing personal items during classes, practices or competitions</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Design for air flow that will maintain consistent temperature and humidity level.</li><li>• Provide clear view for passive supervision (no tall lockers blocking line of sight).</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• 150 double lockers</li><li>• Benches</li><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Mirrors</li><li>• Paper towel dispenser</li><li>• Sanitizer dispenser</li></ul>	





## **P.E./Athletics**

### **Boys/Girls P.E. Locker Room**

<b>USERS:</b> <ul style="list-style-type: none"><li>• PE Teachers</li><li>• Coaches</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Changing clothes</li><li>• Storing personal items during classes, practices or competitions</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Design for air flow that will maintain consistent temperature and humidity level</li><li>• Provide clear view for passive supervision (no tall lockers blocking line of sight)</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 200, 6:1 lockers</li><li>• Benches</li><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Mirrors</li><li>• Paper towel dispenser</li><li>• Sanitizer dispenser</li></ul>	



## P.E./Athletics

### Student Toilet/Showers

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





## **P.E./Athletics**

### **Adult Toilet/Shower/Locker**

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Coaches/Teachers</li></ul>	<ul style="list-style-type: none"><li>• Restroom and bathing</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Mirrors</li><li>• 2 full height lockers</li><li>• Paper towel dispenser</li><li>• Soap dispenser</li><li>• Shower curtain</li></ul>	



## P.E./Athletics

### Office B

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





## **P.E./Athletics**

Office (Shared)

<b>USERS:</b> <ul style="list-style-type: none"><li>• Coaches/Teachers</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Coach and teacher administrative tasks</li><li>• Changing clothes before and after physical education activities</li><li>• Storing personal items</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• 2 Double pedestal desks with center drawer &amp; lock, 60" x 30"</li><li>• 2 Task chairs, swivel, tilt, armless</li><li>• 4 Guest chairs</li><li>• 2 4-shelf bookcases, 52"H x 36"W x 15"D</li><li>• 2 4-drawer vertical files, letter size, lockable</li></ul>	



## P.E./Athletics

### Training Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Trainer</li> <li>• Student assistants</li> <li>• Coaches</li> <li>• PE students</li> <li>• Student athletes</li> </ul>	<ul style="list-style-type: none"> <li>• Administering First Aid</li> <li>• Taping of student athletes before/after athletic competitions</li> <li>• Administering physical therapy</li> <li>• Training supply and equipment storage</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• 4'x4' marker board</li> <li>• 4'x4' tack board</li> <li>• 8 LF casework with countertop, sink cabinet, drawer/door base cabinets, shelf/door wall cabinets</li> <li>• Hydrotherapy whirlpool(s) (larger schools)</li> <li>• Whirlpool bench</li> <li>• Floor drain</li> <li>• Paper towel dispenser</li> <li>• Soap dispenser</li> <li>• Sanitizer dispenser</li> <li>• Small ice machine in accordance with Design Guidelines</li> <li>• Microwave for heating pads</li> <li>• Scale</li> <li>• Exercise bicycle</li> <li>• Taping table (36"Dx36"H) with drawer door cabinets below.</li> </ul>	





## **P.E./Athletics**

### **Laundry**

<b>USERS:</b> <ul style="list-style-type: none"><li>• PE Teachers and Coaches</li><li>• Staff</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Laundering of athletic team uniforms</li><li>• Laundering of cheerleading uniforms</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Floor drain</li><li>• Floor sloped towards drain</li><li>• Exhaust to the exterior</li><li>• Emergency water shutoff valve</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 8 LF of hanging rod (commercial grade)</li><li>• Commercial washer and dryer</li><li>• Wall mounted adjustable shelves</li><li>• Washer and dryer hook ups in the Laundry Room</li><li>• Plate on door.</li><li>• Single, deep utility sink</li><li>• Paper towel dispenser</li><li>• Soap dispenser</li><li>• 30"x 60" table</li><li>• 36"W tall shelf unit – 24"D</li></ul>	



## P.E./Athletics

### P.E. Equipment Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>• PE Teachers/Coaches</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Storing and retrieving equipment used for physical education classes</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Floors need to be level and transition strip should be low profile to allow for easy movement of heavy equipment on carts.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 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.</li><li>• Provide pegboard on 1 wall for hanging jump ropes, hula hoops, etc.</li></ul>	





## **P.E./Athletics**

### **Athletic Equipment Storage**

<b>USERS:</b> <ul style="list-style-type: none"><li>• Coaches/Teachers</li><li>• Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Storing and retrieving equipment used for athletic programs</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Floors need to be level and transition strip should be low profile to allow for easy movement of heavy equipment on carts</li><li>• Provide exterior access 4-0' door.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 4'x4' marker board</li><li>• 4'x4' tack board</li><li>• Provide lockable cages to secure team equipment and uniforms</li><li>• 36"Wx60"H heavy-duty, adjustable shelf unit in each cage</li><li>• Heavy-duty adjustable 18" shelving on walls beside door</li></ul>	



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## ADMINISTRATION / GUIDANCE





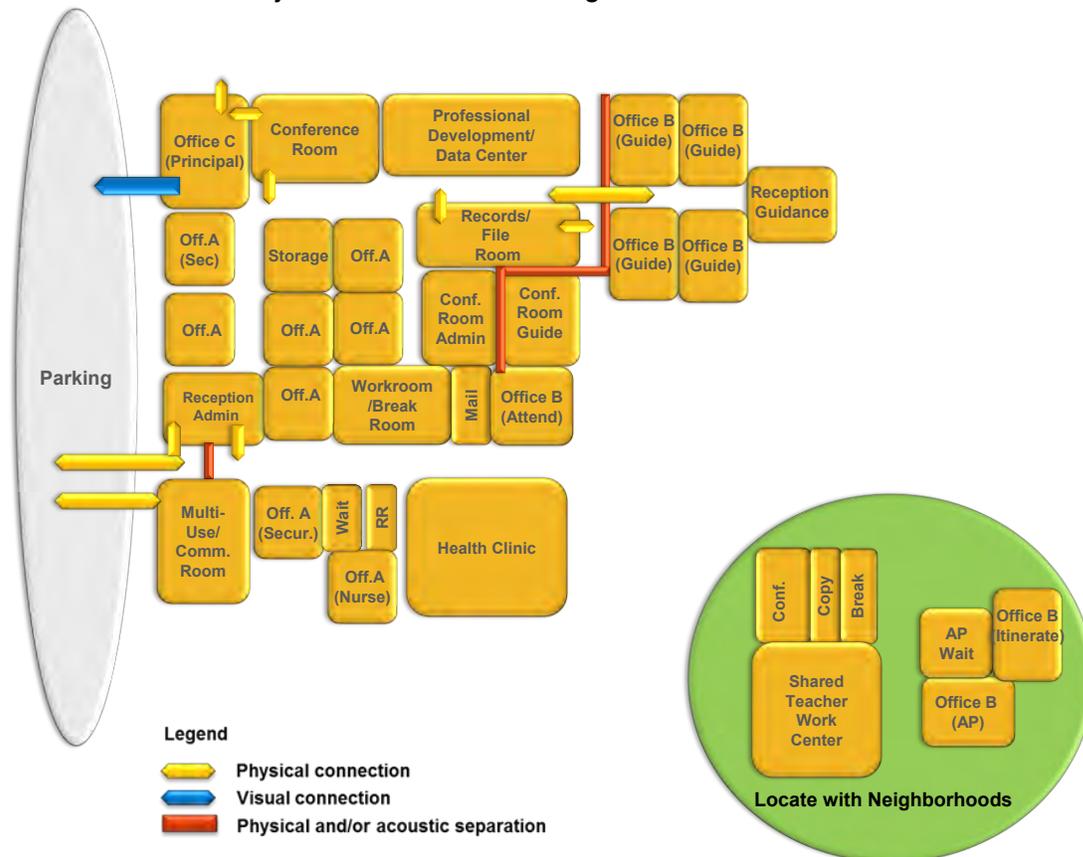
## Administration/Guidance

### Overview:

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

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

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



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





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL

### Space Requirements

Administration/Guidance	Provided Spaces	
	Teaching Stations	Net Area
Administration		
Reception, Administration		503
Office A		560
Office C (Principal)		248
Principal's Restroom		56
Office B (AP)		492
AP Reception/Waiting		112
Conference Room, Main		482
Conference Room, Small		151
Storage		157
Office A (Security Office)		93
Health Clinic		
Reception/Waiting		230
Health Clinic		273
Office A		106
Restroom		40
Guidance/Student Services		
Reception, Guidance		822
Office B (Attendance, Registrar, Counselor)		699
Conference Room, Small		174
Conference Room Storage		14
Records/File Room		249
Administration/Guidance Workroom/Break Room		301
Magnet Coordinator		126
Magnet Clerk		64
Mail Room		105
Bookroom		661
Shared Spaces		
Professional Development/Data Center		358
Teacher Work Center		3,025
Office B (Itinerant) (4 for District Staff)		952
Multi-use/Community Room (Include unisex restroom)		298
Multi-use/Community Room Storage		40
Computer Repair/Storage		415
Corporate Meeting		1,243
Corporate Meeting Storage		150
Concessions		176
<b>Total</b>	<b>0</b>	<b>13,375</b>



## Administration/Guidance

### Reception, Administration

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





## Administration/Guidance

### Office A

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



## Administration/Guidance

### Office C (Principal)

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





## Administration/Guidance

### Principal's Restroom

<b>USERS:</b> <ul style="list-style-type: none"><li>• Principal</li><li>• Visitors</li><li>• Staff</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Personal hygiene</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• Mirrors</li><li>• Paper towel dispensers</li><li>• Soap dispensers</li><li>• Toilet paper dispenser</li></ul>	



## Administration/Guidance

### Office B (AP)

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





## Administration/Guidance

### AP Waiting

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Community members</li> <li>• Faculty/staff</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting and welcoming people</li> <li>• Waiting/seating area for visitors, students, and staff members</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Should be located adjacent to Neighborhoods</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Modular reception desk with work stations to include:             <ul style="list-style-type: none"> <li>• 30”D x 30”H x 10-12 LF work surface (section with reduced height for greeting children/ ADA compliance).</li> <li>• Half of the reception desk should have a transaction counter 1’D x 42”H with a maximum of 6” overlapping work surface</li> <li>• Rear work surface 30”D x 30”H</li> </ul> </li> <li>• 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</li> <li>• 2 task chairs</li> <li>• 4 guest chairs</li> <li>• Side tables</li> </ul>	



## Administration/Guidance

### Conference Room, Main

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





## Administration/Guidance

### Conference Room, Small

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



## Administration/Guidance

### Storage Room

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





## Administration/Guidance

### Office A

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



## Administration/Guidance

### Health Clinic – Reception/Waiting

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





## Administration/Guidance

### Health Clinic

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



## Administration/Guidance

### Health Clinic – Office A

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





## **Administration/Guidance**

### **Health Clinic - Restroom**

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



## Administration/Guidance

### Reception, Guidance

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Community members</li> <li>• Faculty/staff</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting and welcoming people and directing them to the proper location or person</li> <li>• Waiting/seating area for visitors, students, and staff members</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Modular reception desk with work station to include:             <ul style="list-style-type: none"> <li>• 30”D x 30”H x 4-6 LF work surface (section with reduced height for greeting children)</li> <li>• Include a transaction counter 1’D x 42”H with a maximum of 6” overlapping work surface</li> <li>• Rear work surface 30”D x 30”H</li> <li>• Work surface should have lockable built-in storage below including a combination of 6”D and file drawers (at least 4) as well as cabinets with adjustable shelving</li> </ul> </li> <li>• Task chair</li> <li>• 2 guest chairs</li> </ul>	





## Administration/Guidance

### Office B

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



## Administration/Guidance

### Conference Room, Small – Guidance/Student Services

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





## Administration/Guidance

### Records/File Room

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



## Administration/Guidance

### Mail Pick Up

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





## Administration/Guidance

### Workroom/Break Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Staff</li> <li>• Volunteers</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Copying</li> <li>• Collating</li> <li>• Preparing communications for mailing</li> <li>• Laminating, book making, poster making</li> <li>• General office work</li> <li>• Storing and retrieving supplies</li> <li>• Mail delivery and retrieval</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>• Mail slots should open directly to mail pick up room.</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Blinds on windows</li> <li>• 4'x4' marker board</li> <li>• 4'x4' tack board</li> <li>• 80 12"W x 9"H x 12"D pass through mail slots with 24"D adjustable shelving below for packages</li> <li>• Approximately 10 LF of casework with countertop, sink cabinet, drawer/door base cabinets and door/shelf wall cabinets</li> <li>• Large counter (standing height) in the middle of the space for sorting (with a stack of flat file drawers and drawer/door cabinets).</li> <li>• Paper towel dispenser</li> <li>• Soap dispenser</li> <li>• 36" x 72" work tables</li> <li>• 6 Lounge chairs</li> <li>• Refrigerator with icemaker</li> <li>• 8 Chairs</li> <li>• 2 - 42" square tables</li> <li>• Vending machines – 2 drink &amp; 1 snack (vendor provided)</li> <li>• Microwaves/Oven</li> <li>• Copier</li> </ul>	



## Administration/Guidance

### Bookroom

<b>USERS:</b> <ul style="list-style-type: none"><li>• Faculty</li><li>• Staff</li><li>• Volunteers</li><li>• Parents</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Storing and retrieving books</li><li>• Distribution of course materials</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• Maximum lineal feet of shelving on perimeter</li><li>• Bookcases, 52"H x 36"W x 15"D. Maximize number within center of room</li></ul>	





## **Administration/Guidance**

Shared – Professional Development/Data Center

<b>USERS:</b> <ul style="list-style-type: none"><li>• Teachers</li><li>• Administrators</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Keeping track of student progress and activity</li><li>• Professional teacher training, development and in services</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• None</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• 2 walls continuous tackable surface</li><li>• 2 walls continuous marker surface</li><li>• 4- 24"x36" tables</li><li>• 2- 2-door lockable storage cabinet</li><li>• 16 - Swivel, tilt chair</li><li>• 2 -5-drawer vertical file cabinets</li><li>• Television and/or Electronic marker Board</li></ul>	



## Administration/Guidance

Shared – Teacher Work Center, Work Stations

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





## **Administration/Guidance**

Shared – Teacher Work Center, Copier Room

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



## Administration/Guidance

Shared – Teacher Work Center, Conference Room

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





## Administration/Guidance

Shared – Office B (Itinerant)

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



## Administration/Guidance

### Shared – Multi-Use/Community Room

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• Community Members</li> <li>• Principal</li> <li>• Staff/Faculty</li> <li>• Parents/Students</li> <li>• School Support Groups (PTO, etc.)</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Meetings/Conferences between Faculty/Staff and Students, Parents and Community</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p>	
<ul style="list-style-type: none"> <li>• None</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p>	
<ul style="list-style-type: none"> <li>• Approximately 6' LF casework including, sink cabinet, door base and wall cabinet</li> <li>• Blinds on windows</li> <li>• Marker board</li> <li>• Tack board</li> <li>• 2 door locking storage cabinet</li> <li>• 4 computer work tables</li> <li>• 4 task chairs</li> <li>• 8 modular tables for easy rearrangement depending on room use (18" x 48")</li> <li>• 20 stackable chairs</li> <li>• Electronic whiteboard</li> </ul>	





## **ADMINISTRATION/GUIDANCE**

### **Computer Storage/Repair**

<p><b>USERS:</b></p> <ul style="list-style-type: none"> <li>• 2 Computer Repair Technicians</li> <li>• 2-4 Students</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Distributing computers for Power Up</li> <li>• Receiving computers needing repair</li> <li>• Repairing computers</li> <li>• Instructing students on the repair of computers</li> <li>• Securely storing computers, bags and peripheral parts (cables, batteries, etc.)</li> <li>• Conducting inventory</li> </ul>
<p><b>DESIGN CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• Locate on first floor of multi story buildings</li> <li>• Locate for easy access by students</li> <li>• Provide badge access at doorway into space</li> <li>• Provide surveillance cameras focused on entry to room as well as internal computer storage</li> <li>• This space should have no windows</li> <li>• Provide oversize door opening</li> </ul>	
<p><b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Voice, Power and Data outlets located along perimeter at bench height</li> <li>• Marker Board</li> <li>• Tack Board</li> <li>• 12 Modular work benches</li> <li>• 4 folding tables</li> <li>• 6 task chairs</li> <li>• 1 bookcase (height may be dependent on window sill height), with adjustable shelving</li> <li>• Modular reception desk</li> <li>• Clock</li> <li>• Tall storage cabinets similar to Tennesco #7824MGY</li> <li>• 4 – wire bin shelving similar to Quantum #QUS954BLMetal storage shelving</li> <li>• Adjustable Shelving</li> <li>• Antistatic mats</li> </ul>	



## Administration/Guidance

### Corporate Meeting Room

<b>USERS:</b> <ul style="list-style-type: none"><li>• Corporate Sponsors</li><li>• Principal</li><li>• Staff/Faculty</li><li>• Parents/Students</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Meetings/Conferences between Corporate Sponsors and Faculty/Staff and Students</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Locate within Neighborhoods</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• Blinds on windows</li><li>• Marker and tack board in cabinet</li><li>• Credenza</li><li>• Conference table for 12 people</li><li>• 12 Swivel, tilt armchairs</li><li>• Television and/or electronic whiteboard</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL





# FOOD SERVICE





## Food Service

### Overview:

### School Food Service Trends

**Source:** National Food Service Management Institute

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

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

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

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

### Key Considerations in Designing a Successful School Food Operation and Cafeteria

#### Increased Emphasis on Health and Wellness

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



### Increased Emphasis on Health and Wellness (continued)

- Dining areas should be clean, attractive, well lighted, and well maintained and should provide adequate 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*

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

- d. The HISD Parent Advisory Committee recommends that small high schools be afforded full-service menu options with a cooking facility versus a non-cooking satellite setup whenever possible.

### 3. The HISD Food Services Support Facility (FSSF) production model:

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



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



### **ARAMARK Marketing and Design Services Engagement**

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

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

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

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

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

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







## Food Service Space Requirements

Food Service	Provided Spaces	
	Teaching Stations	Net Area
Kitchen Preparation Area		4,926
Serving Area		859
Dry Storage		265
Freezer		
Cooler		
Kitchen Manager's Office		
Laundry/Custodial Area		105
Locker Room/Restroom		370
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		10,572
Stage		
Control Room		
Dining Commons Storage		
Vending		166
<b>Total</b>	<b>0</b>	<b>17,263</b>



### Food Service

#### Kitchen Preparation Area

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



## Food Service

### Serving Area

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





## Food Service

### Dry Storage

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



## Food Service

### Freezer

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





## Food Service

### Cooler

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



## Food Service

### Office A (Kitchen's Manager's Office)

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





## **Food Service**

### **Laundry / Custodial Area**

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



## Food Service

### Locker Room / Restroom

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





## **Food Service**

### **Student Dining Commons**

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Kitchen Manager</li><li>• Food Service Staff</li><li>• Students</li><li>• Faculty</li></ul>	<ul style="list-style-type: none"><li>• Eating</li><li>• Student Assembly</li><li>• Social Gathering</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide access from Dining Commons to dumpster area without going through Kitchen Prep.</li><li>• Include drinking fountains in the Dining Commons</li><li>• Locate in a central location with visibility to connecting wings or neighborhoods.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Ceiling mounted projector</li><li>• Sound System</li><li>• Electronic Display</li><li>• Tables and chairs for 1/3 of the program capacity plus 200 for dining</li><li>• Size and shape of tables should be varied to prevent an institutional appearance</li><li>• Clock</li></ul>	



## Food Service

### Student Dining Commons – Storage

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





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL





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# CUSTODIAL / MAINTENANCE



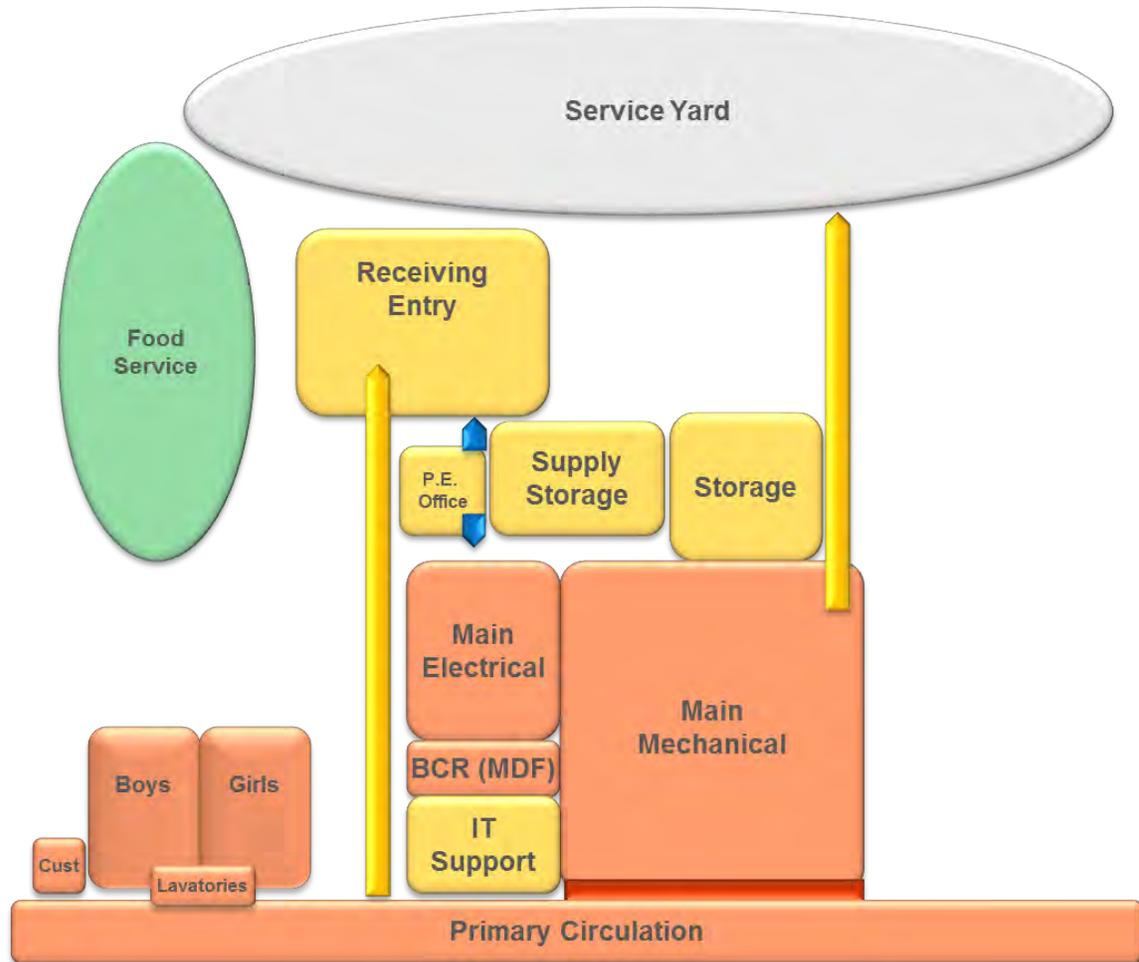


## Custodial / Maintenance

### Overview:

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

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



#### Legend

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

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



## **Custodial / Maintenance**

### Space Requirements

<b>Custodial/Maintenance</b>	<b>Provided Spaces</b>	
	<b>Teaching Stations</b>	<b>Net Area</b>
Receiving Entry		
Office, Plant Engineer		2,139
Custodial/Maintenance Storage		639
Supply Storage		
IT Support		
Custodial Closet		822
<b>Total</b>	<b>0</b>	<b>3,600</b>



## Custodial / Maintenance

### Receiving Entry

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





## **Custodial / Maintenance**

### Plant Engineer's Office

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Plant Engineer</li><li>• Custodial Staff</li><li>• Maintenance Personnel</li></ul>	<ul style="list-style-type: none"><li>• Office functions for Plant Engineer</li><li>• Repairing equipment using hand tools</li><li>• Scheduling of custodial staff</li><li>• Reviewing staff requests</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• View to Receiving Entry</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Desk</li><li>• Filing cabinet</li><li>• Task chair</li><li>• Guest chair</li><li>• Bookcase</li></ul>	



## Custodial / Maintenance Storage

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





## **Custodial / Maintenance**

### Supply Storage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Plant Engineer</li><li>• Custodial Staff</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Storing miscellaneous school supplies</li><li>• Storing school furniture</li><li>• Storing school equipment</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Adjustable metal shelving</li></ul>	



## Custodial / Maintenance

### IT Support

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

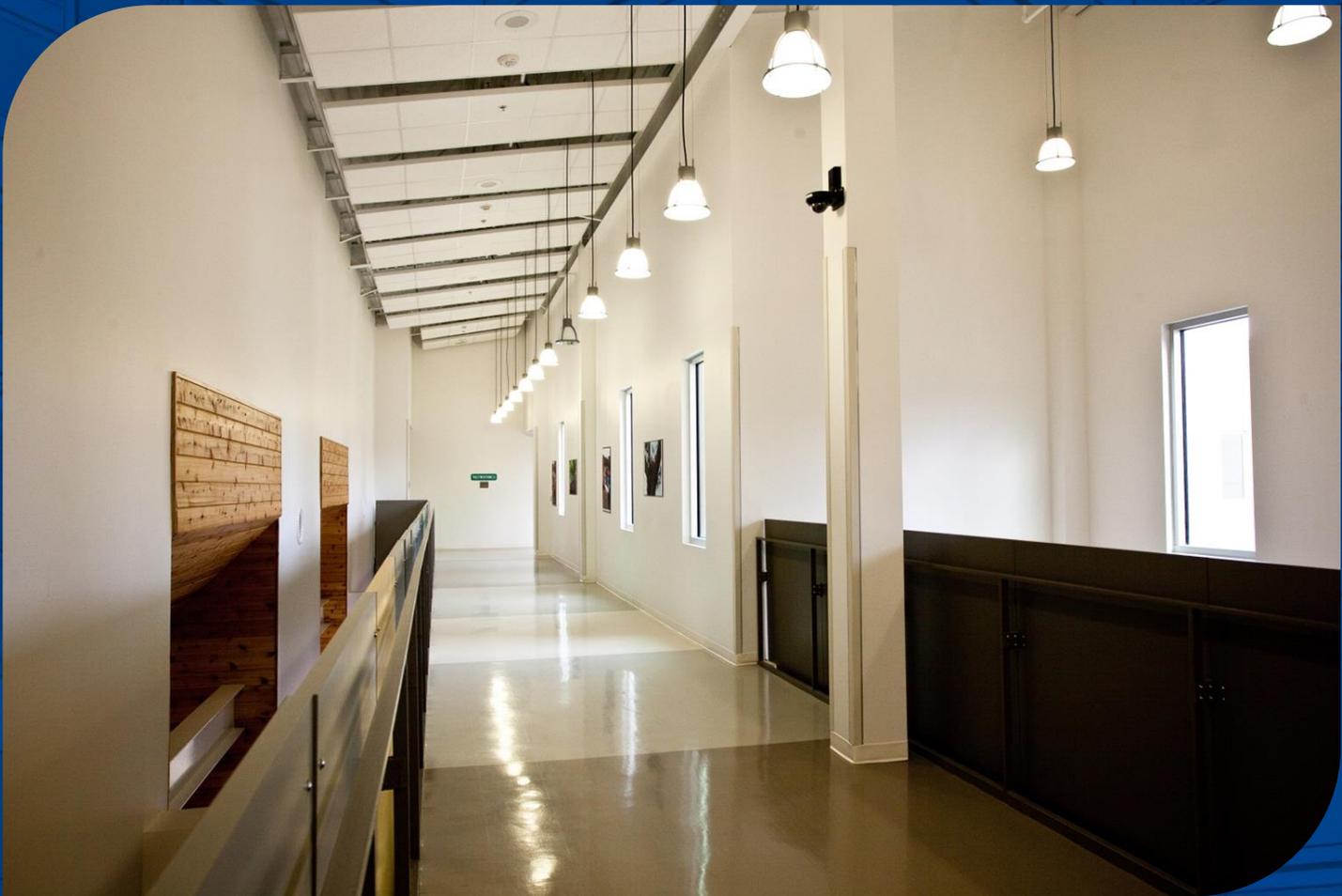




## **Custodial / Maintenance**

### **Custodial Closet**

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



# BUILDING SUPPORT



HISD EDUCATIONAL SPECIFICATIONS  
WALTRIP HIGH SCHOOL – JULY 23, 2014

CONSTRUCTION AND FACILITY SERVICES  
FACILITIES PLANNING





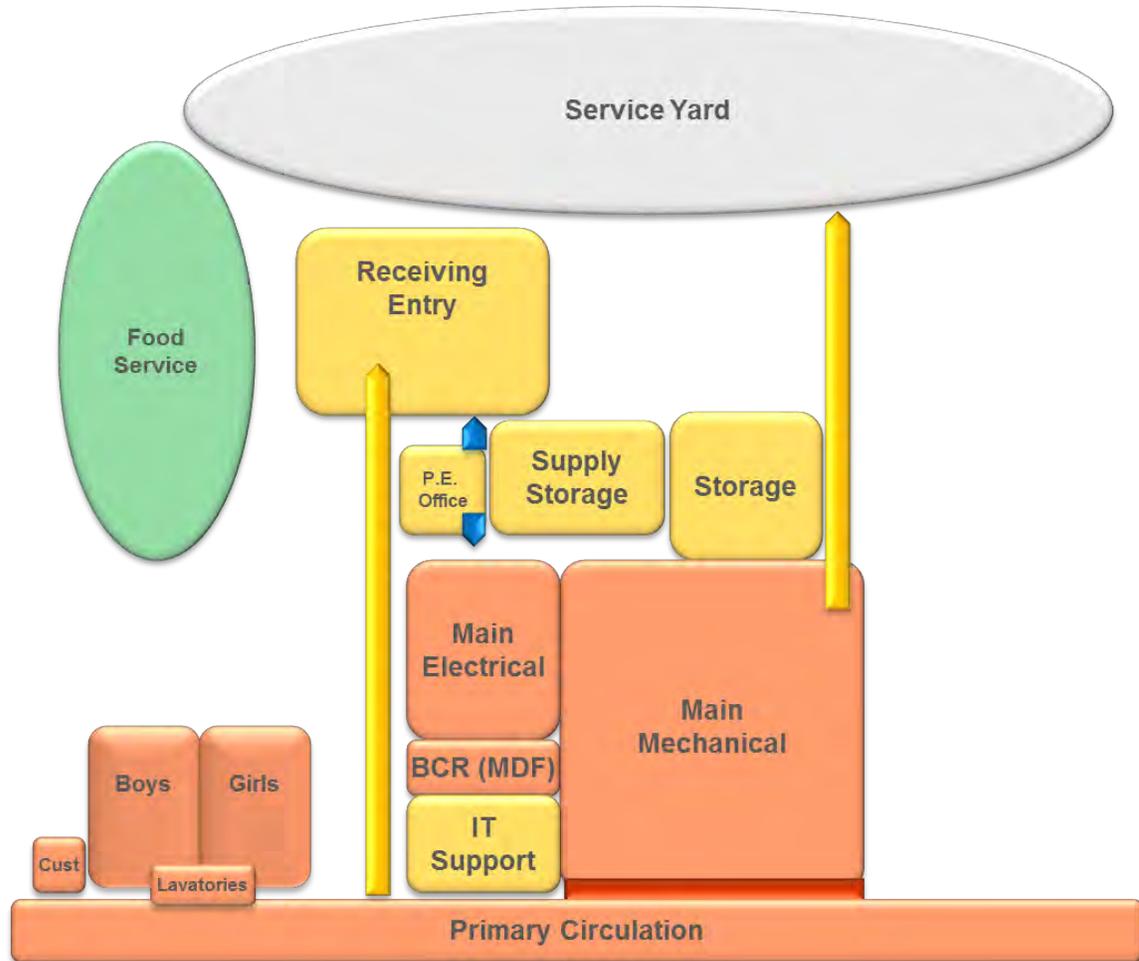


## Building Support

### Overview:

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

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



#### Legend

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

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





## Building Support

### Corridors

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



## Building Support

### Group Restrooms

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Personal hygiene</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• No corridor doors</li><li>• Differentiate finishes between male and female restrooms to assist in identifying them</li><li>• Locate male and female restrooms to alleviate the possibility of accidentally entering the wrong facility.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Mirrors (locate so that they are not above sinks)</li><li>• Paper towel dispensers</li><li>• Soap dispensers</li><li>• Toilet paper dispensers</li></ul>	





## **Building Support**

### **Single Restrooms**

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



## Building Support

### Main Mechanical

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





## **Building Support**

### Main Electrical

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



## Building Support

BCR - Building Communication Room (MDF)

FCR - Floor Communication Room (IDF)

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Plant Engineer</li><li>• IT Personnel</li></ul>	<ul style="list-style-type: none"><li>• House IT equipment</li><li>• House mission critical equipment (i.e. fire alarm, burglar alarm, intercom)</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Maintain a temperature of 40 degrees in the BCR.</li><li>• Locate FCRs so that serve an area within a 190 foot radius.</li><li>• In a multi-story building, FCRs shall be stacked.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Fire Rated Plywood on a minimum of 3 walls</li><li>• Fire alarm</li><li>• Intrusion alarm</li><li>• IT Racks</li><li>• IT Equipment</li></ul>	





## **Building Support**

### **Stairs**

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



## Building Support

### Elevator

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





# HISD EDUCATIONAL SPECIFICATIONS

## WALTRIP HIGH SCHOOL





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# EDUCATIONAL SPECIFICATIONS MATRIX



HISD EDUCATIONAL SPECIFICATIONS  
WALTRIP HIGH SCHOOL – JULY 23, 2014

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CONSTRUCTION AND FACILITY SERVICES  
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### 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 santized 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 use of large tackable wall surfaces where tackboard is noted.
- G14. Data drops noted on the matrix do not include wireless access or video display connections. See Design Guidelines for number and locations of drops for these devices.

### Program Specific Notes

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

















