

# HISD EDUCATIONAL SPECIFICATIONS



**FINAL**

Approved by:

A blue ink signature of Lori Frodine.

Lori Frodine, Principal



## PARKER ELEMENTARY SCHOOL

**DECEMBER 1, 2014**





PROJECT ADVISORY TEAM EDUCATIONAL SPECIFICATION APPROVAL  
Parker Elementary School  
Date

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# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### 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.*

#### **Parker Elementary School's Guiding Principles:**

**Academics:** Parker Elementary's mission is to develop knowledge and character one child at a time. Our facility will be a student-centered learning environment that creates critical thinkers, problem solvers, and life-long learners. Academics will be enhanced by adaptable learning areas where students can learn cooperatively and independently to achieve their goals.

**Music:** Parker Elementary's Music Academy cultivates and nurtures the development of creativity through music. Drawing on support from family, a legacy of musical excellence, and the vibrant arts community we build a foundation that endures throughout students' lives.

**Collaboration:** Parker Elementary celebrates interdisciplinary learning through authentic experiences. Teachers, students, and parents unite to prepare students for success in the ever-changing global community.

**Community:** Parker Elementary students reflect the diverse population of Houston, Texas. As a premier magnet school, our facility will serve as a cultural centerpiece for musical performances that strengthen our community.



## Executive Summary

### Overview:

Parker Elementary is Houston's original music magnet school. The school prides itself at cultivating and nurturing each child through music. The school was named a Grammy Signature School in 2002, an honor that is typically reserved for high schools. The goal of the Houston Independent School District is to ensure that every student has access to a rigorous instructional program required for college and career readiness. The effort begins at the Elementary School. Students at Parker participate in rigorous core academic courses as well as exploring courses in the area of music. 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 Parker's Project Advisory Team (PAT). It was developed by exploring program requirements of Elementary Schools with consideration for extensive flexibility to address multiple approaches to the delivery of education with evolving pedagogies. Since new and renovated buildings are expected to serve multiple generations of learners, spaces must be planned to respond to changing program delivery strategies over time without "bricks and mortar" changes to the building. This educational specification has been prepared to provide spaces in a variety of sizes, interior zoning to enhance after-hours use, and a rich infrastructure to support current and emerging approaches to educational program delivery. This document includes descriptions of each space in the facility, the activities anticipated within and the furniture, fixtures and equipment (FF&E) expected to be needed. Final decisions on the FF&E for each space will be confirmed in conjunction with the facility's users once construction is underway.

### Educational Program Delivery:

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

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

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



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

### Learning Centers

The focus of this Ed Spec for all grade levels is to create flexible and dynamic learning centers that support 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. Technology will be folded into the teaching and learning experience in a very seamless fashion.







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

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

## Program Area Overview

### Administration/Guidance

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

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

### Neighborhoods

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

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

### Learning Commons

The Learning Commons serves a dual role. Its traditional role is a library and a place to conduct research. Its new role is to serve as a technology and information base center. In this new role, it houses a transparent voice/video/data network that runs throughout the entire building. This area is changing from a “depository of books” to a “technology information center.” It is not projected that the library functions will discontinue; rather digital technology will enhance voice, video, and data communications within the school,





among district facilities, and with distance learning resources. To that end, a portion of the Learning Commons will be included in each Neighborhood as an Extended Learning Area for electronic research, project collaboration, etc.

### Performing Arts

Design, flexibility, and acoustics should be especially considered when planning these spaces. The Music spaces will be located adjacent to the Multipurpose Room and Performance Hall.

### Physical Education

A variety of indoor and outdoor areas are required to support school physical education programs. Outdoor physical education teaching areas should be located near the indoor PE/Multipurpose Room. This space should be located immediately adjacent to the Dining Commons and share an operable partition. This will allow maximum flexibility to configure the two areas for large or small groups, performances, lectures, meetings, etc. Physical education facilities should be designed and constructed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities. This will be accomplished by locating an entrance near the PE/Multipurpose Room with lockable doors to control access to the rest of the building.

### Food Services

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

### Building Support – Corridors and Common Spaces

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

### Technology

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

### Accessibility

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



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### Aesthetics

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

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

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

### Flexibility

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

### Indoor and Outdoor Learning Environments

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

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



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# CAPACITY MODEL & SPACE REQUIREMENTS







## Capacity Model

	# Teaching Stations	Students per Teaching Station	Program Capacity
Pre-Kindergarten Learning Centers	3	22	66
Kindergarten Learning Centers	6	22	132
Grade 1 Learning Centers	6	22	132
Grades 2 - 5 Learning Center	23	22	506
Wet Lab/Learning Center	0	22	0
Self Contained Learning Centers	2	12	24
<b>Total</b>	<b>40</b>		<b>860</b>

## Space Requirements Summary

	Teaching Stations	Total
Core Academic Area	40	46,303
Performing Arts	0	16,800
Physical Education/Athletics	0	2,330
Welcome Center/Administration Space Requirements	0	5,304
Food Service Space Requirements	0	7,530
Custodial/Maintenance Space Requirements	0	843
<b>Total Net</b>	<b>40</b>	<b>79,110</b>
Building Support		34,479
<b>Total Gross</b>		<b>113,589</b>



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### Space Requirements

Neighborhoods	Required	Provided Spaces		
	Teaching Station(s)	Quantity	Ave. S.F.	Net Area
Learning Centers				
Pre-Kindergarten Learning Centers (individual restroom)	3	3	1,101	3,303
Kindergarten Learning Centers (individual restroom)	6	6	1,100	6,602
Grade 1 Learning Center	6	6	845	5,067
Grades 2 - 5 Learning Center	23	23	842	19,374
Small Group Room		6	152	909
Resource Rooms		1	1,294	1,294
Self-Contained Learning Center	2	2	880	1,760
Restroom/Changing Room		1	368	368
Testing/Speech/Hearing		2	150	300
Wet Lab (Science & Art Learning Center) - 1 sink for teacher's use		1	1,101	1,101
Wet Lab Storage/Accessery Space		1	150	150
Flex Lab (Computer Lab) (30 student computers) (all screens visible to teacher)		1	1,101	1,101
Computer Storage		2	75	150
Learning Commons/Information Center		1	2,930	2,930
Learning Commons/Information Center Storage		1	80	80
Learning Commons Extended Learning Areas		7	168	1,176
Storage		6	106	638
<b>Total</b>	<b>40</b>			<b>46,303</b>



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Performing Arts	Provided Spaces			
	Teaching Stations	Quantity	Ave. S.F.	Net Area
String Learning Center, Violin (up to 35 students)		3	841	2,522
Practice Room (Single)		3	52	156
String Learning Center, Cello (up to 35 students)		1	902	902
Practice Room (Ensemble)		1	300	300
String Storage		1	422	422
Band Learning Centers (up to 75 students)		2	1,510	3,019
Instrument Storage		2	204	407
Practice Room (Single)		2	65	130
Chorus Learning Centers (between 40-80 students)		1	1,001	1,001
Guitar Learning Center (35 students)		1	898	898
Piano Learning Center (15 students with pianos, plus 1 for teacher)		1	978	978
Performance Hall (300 fixed seat min., 500 total seat maximum)		1	3,016	3,016
Performance Hall Balcony Seating		1	621	621
Stage (for 100 students w/instruments)		1	2,006	2,006
Storage (risers, stands, etc...)		1	422	422
<b>Total</b>	<b>0</b>			<b>16,800</b>

Physical Education	Provided Spaces			
	Teaching Stations	Quantity	Ave. S.F.	Net Area
Multipurpose Activity Room - not attached to dining commons, no operable wall		1	2,031	2,031
PE Equipment Storage		1	153	153
PE Office		1	146	146
<b>Total</b>	<b>0</b>			<b>2,330</b>



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## PARKER ELEMENTARY SCHOOL

Administration	Required	Provided Spaces		
	Teaching Station	Quantity	Ave. S.F.	Net Area
Administration				
Reception, Administration		1	528	528
Office A (Registrar/Secretary) (include small safe)		2	100	200
Office C (Principal)		1	200	200
Principal's Restroom		1	44	44
Conference Room, Small (connect with Principal's Office)		1	176	176
Office B (Magnet Coordinator) locate near small conference room		1	126	126
Office B (Magnet Clerk) (Locate with Magnet Coordinator )		1	126	126
Office B (Assistant Principal/Counselor/Itinerant)		3	126	378
Testing Storage/Checkout Room (Locate in Counselor's office, must be lockable, not on Grand Master)		1	79	79
Conference Room, Main (edge of Administration, adjacent to a main corridor, 12-16 people)		1	251	251
Data Room (protected, accessible for teachers and staff only, include workstation with scanner)		1	250	250
Records/File Room		1	203	203
Administration Workroom/Break Room		1	300	300
Mail Pick Up Area		1	0	0
Storage, Administration (in Administration)		1	101	101
Storage, Administration (Back of House)		1	100	100
Storage, Textbook		1	330	330
Health Clinic		1	294	294
Clinic Office A		1	79	79
Clinic Restroom		1	61	61
Storage Room		1	52	52
Shared				
Teacher Lunch Room (near Dining Commons)		1	577	577
New Mother's Room (accessible from corridor, small refrigerator)		1	57	57
After School/(locate centrally)		1	104	104
School Store (near main entrance) with Dutch door		1	202	202
Multi-use/Community Room		1	392	392
Unisex Restroom		1	44	44
Storage Closet		1	50	50
<b>Total</b>	<b>0</b>			<b>5,304</b>

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Food Service	Provided Spaces			
	Teaching Stations	Quantity	Ave. S.F.	Net Area
Kitchen Preparation Area		1	886	886
Kitchen Serving Area		1	525	525
Kitchen Dry Storage		1	225	225
Kitchen Freezer		1	175	175
Kitchen Cooler		1	150	150
Kitchen Manager's Office		1	98	98
Kitchen Laundry/Custodial Area		1	95	95
Kitchen Locker Room/Restroom		1	116	116
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		1	4,950	4,950
Spical Events Storage		1	110	110
Dining Commons Storage		1	200	200
<b>Total</b>	<b>0</b>			<b>7,530</b>

Custodial/Maintenance	Required	Provided Spaces		
	Teaching Station(s)	Quantity	Ave. S.F.	Net Area
Receiving Entry		1	200	200
Office, Plant Operator		1	73	73
Custodial/Maintenance Storage (include cages for securing equipment)		1	300	300
Custodial Closet		2	77	154
Custodial Locker Room/Restroom		1	116	116
<b>Total</b>	<b>0</b>			<b>843</b>





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL





## 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.



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### 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.



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### Site

#### Future T-Buildings Area

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Students</li><li>• Faculty/staff</li></ul>	<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>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Maintenance Staff</li><li>• Custodial Staff</li><li>• Food Service Staff</li></ul>	<ul style="list-style-type: none"><li>• School deliveries</li><li>• Waste disposal bins (dumpsters)</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>• 2 Waste Bins (dumpsters)</li><li>• 1 Recycling Bin (dumpster)</li></ul>	





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### Site

#### Bus Loop/Parking/Staging

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Staff</li><li>• Teachers</li><li>• Students</li><li>• Parents</li></ul>	<ul style="list-style-type: none"><li>• Entry, exit and staging of up to 8 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

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>• Parents</li> <li>• Community members</li> <li>• Faculty/Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Parking for Guests – provide spaces equal to 1% of the student capacity or 10 spaces whichever is greater.</li> <li>• Comply with quantities noted above or code requirements – whichever is greater</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<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 10 of the staff spaces near the Service Court for use by the Maintenance, Custodial and Food Service Staff</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Consecutively numbered spaces</li> <li>• “Visitor” spaces as required above</li> <li>• 4 “Reserved” spaces</li> </ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### 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>• Accommodate 20 cars</li><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

<b>USERS:</b> <ul style="list-style-type: none"><li>• Staff/Faculty</li><li>• Parents</li><li>• Students</li><li>• Community</li></ul>	<b>ACTIVITIES:</b> <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>
<b>DESIGN CONSIDERATIONS:</b> <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>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b> <ul style="list-style-type: none"><li>• None</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Site

#### Grassy Play Areas

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





### Site

#### Paved Play Area

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Students</li><li>• Faculty</li><li>• Community</li></ul>	<ul style="list-style-type: none"><li>• Learning the fundamentals of sports</li><li>• Practicing</li><li>• Exercising</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide two areas each 56' x 60'</li><li>• Designate one area for K-2, the other for 3-5 and locate near appropriate learning areas.</li><li>• Paint surfaces with shapes, patterns and configurations for games and activities, including basketball.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Basketball court, markings and adjustable height goals</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Site

#### Playground Equipment Areas

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Students</li><li>• Faculty</li></ul>	<ul style="list-style-type: none"><li>• Playing</li><li>• Outdoor Learning Activities</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide 1 each for Pre-K, K-2 and 3-5</li><li>• Pre-K area to be located immediately adjacent to Pre-K learning and shall be enclosed by fencing.</li><li>• Playground areas for other grade levels shall be located near the grade level learning centers they serve as well as the grassy play areas.</li><li>• Playground equipment should not reduce down the required space called for in the section called Grassy Play Areas listed above.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Playground Equipment appropriate to age level</li></ul>	



## 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>• 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>• Landscaping and irrigation at entry</li><li>• Flags</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL





# NEIGHBORHOODS





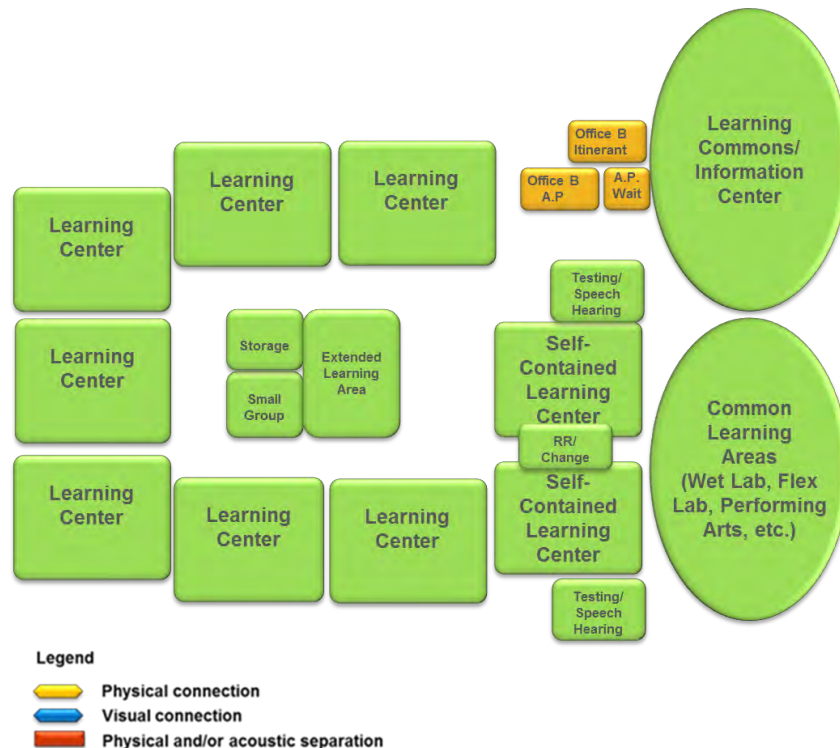
## Neighborhoods

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



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



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Space Requirements

Neighborhoods	Required	Provided Spaces		
	Teaching Station(s)	Quantity	Ave. S.F.	Net Area
Learning Centers				
Pre-Kindergarten Learning Centers (individual restroom)	3	3	1,101	3,303
Kindergarten Learning Centers (individual restroom)	6	6	1,100	6,602
Grade 1 Learning Center	6	6	845	5,067
Grades 2 - 5 Learning Center	23	23	842	19,374
Small Group Room		6	152	909
Resource Rooms		1	1,294	1,294
Self-Contained Learning Center	2	2	880	1,760
Restroom/Changing Room		1	368	368
Testing/Speech/Hearing		2	150	300
Wet Lab (Science & Art Learning Center) - 1 sink for teacher's use		1	1,101	1,101
Wet Lab Storage/Accessery Space		1	150	150
Flex Lab (Computer Lab) (30 student computers) (all screens visible to teacher)		1	1,101	1,101
Computer Storage		2	75	150
Learning Commons/Information Center		1	2,930	2,930
Learning Commons/Information Center Storage		1	80	80
Learning Commons Extended Learning Areas		7	168	1,176
Storage		6	106	638
<b>Total</b>	<b>40</b>			<b>46,303</b>





## Neighborhoods

### Pre – Kindergarten Learning Center

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>Teachers</li> <li>22 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>Working individually, in small groups and in large groups</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>An individual student restroom shall be provided in this space</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>Blinds for windows</li> <li>Upper and lower cabinets with sink</li> <li>Presentation Wall: <ul style="list-style-type: none"> <li>1 - 4'x4' Tack Board</li> <li>1 – 8'x4' Marker Board, extended to floor</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, extended to floor</li> </ul> </li> <li>Paper Towel Dispenser</li> <li>Soap Dispenser</li> <li>Toilet paper dispenser</li> <li>Presentation Cart</li> <li>Teacher Desk</li> <li>Teacher Chair with wheels</li> <li>6 four student desks (storage below writing surface)</li> <li>30 Student chairs</li> <li>3 - computer tables, 30"x60"</li> <li>1 Kidney table</li> <li>24 student cubbies on casters – 2 high - 12" deep x 12" wide x 18" high (needs to be tall open locker type)</li> <li>2 tall storage cabinets with adjustable shelving - Lockable</li> <li>3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>Presentation board mounted on presentation wall adjacent to and at same height as marker board, height adjustable</li> <li>Speakers</li> <li>Clock</li> </ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Neighborhoods

#### Kindergarten Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> <li>Teachers</li> <li>22 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>Working individually, in small groups and in large groups</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>An individual student restroom shall be provided in this space</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>Blinds for windows</li> <li>Upper and lower cabinets with sink</li> <li>Presentation Wall: <ul style="list-style-type: none"> <li>1 - 4'x4' Tack Board</li> <li>1 - 8'x4' Marker Board, extended to floor</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, extended to floor</li> </ul> </li> <li>Paper Towel Dispenser</li> <li>Soap Dispenser</li> <li>Toilet paper dispenser</li> <li>Presentation Cart</li> <li>Teacher stool</li> <li>Teacher Desk</li> <li>Teacher Chair</li> <li>6 four student desks (storage below writing surface)</li> <li>30 Student chairs</li> <li>3 - computer tables, 30"x60"</li> <li>1 Kidney table</li> <li>24 student cubbies on casters – 2 high - 12" deep x 12" wide x 18" high (need to be tall open locker type)</li> <li>2 tall storage cabinets with adjustable shelving - Lockable</li> <li>3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>Presentation board mounted on presentation wall adjacent to and at same height as marker board, height adjustable</li> <li>Speakers</li> <li>Clock</li> </ul>	



## Neighborhoods

### Grades 1-5 Learning Center

USERS:		ACTIVITIES:
<ul style="list-style-type: none"> <li>Teachers</li> <li>22 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>Working individually, in small groups and in large groups</li> </ul>
DESIGN CONSIDERATIONS:		
<ul style="list-style-type: none"> <li>Operable partitions are permitted in this area.</li> </ul>		
FURNITURE, FIXTURES & EQUIPMENT:		
<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>Teacher desk</li> <li>2 Teacher chairs with wheels</li> <li>24 single student desks with storage under writing surface</li> <li>34 Student chairs</li> <li>3 - computer tables, 30"x60"</li> <li>1 Kidney table</li> <li>26 student cubbies on casters –Tall open double locker type. Large enough for back pack and coat storage</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>Presentation board mounted on presentation wall adjacent to and at same height as marker board, height adjustable</li> <li>Speaker</li> <li>1 vertical file cabinet</li> <li>Clock</li> </ul>		





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Neighborhoods

#### Small Group 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>• Group meetings and work</li><li>• Individual study</li><li>• Testing</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide phone connection.</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

### Resource Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>Teachers</li></ul>	<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>Distribute Resource Rooms throughout building within Neighborhoods.</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>None</li><li>6 person table</li><li>6 chairs</li></ul>	







# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Neighborhoods

#### Self-Contained Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> <li>• 4-12 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>• Provide divider wall in center of one learning center. (Provide one without the divider wall)</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>• Blinds for windows</li> <li>• Upper and lower cabinets</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>• Soap Dispensers</li> <li>• Paper Towel Dispensers</li> <li>• Presentation cart</li> <li>• 2- Teacher stools</li> <li>• 2- Teacher desks</li> <li>• 2- Teacher chairs</li> <li>• 12 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 kidney table</li> <li>• 12 student cubbies on casters —Tall open double locker type. Large enough for pack back and coat storage</li> <li>• 2 - 18" seat height 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>• Microwave (for PALS classroom only)</li> <li>• Refrigerator/Freezer with icemaker (for PALS classroom only)</li> <li>• Presentation board, height adjustable</li> <li>• Clock</li> </ul>	



## Neighborhoods

### Self-Contained Learning Center – 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>• Located in PALS classroom only</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>• Soap Dispensers</li> <li>• Paper Towel Dispensers</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> <li>• Washer/Dryer</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Neighborhoods

#### Self-Contained Learning Center – Testing/Speech/Hearing

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Teachers</li><li>• Speech Therapists</li><li>• Hearing specialists</li><li>• Students</li><li>• Parents</li></ul>	<ul style="list-style-type: none"><li>• Individual student testing</li><li>• Individual work</li><li>• Therapy</li><li>• Hearing analysis</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide sound isolation from Learning Center</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Student Desk</li><li>• Student Chair</li><li>• 48" Round table</li><li>• 4 chairs</li></ul>	



## Neighborhoods

### Wet Lab – Science/Art Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> <li>Teacher</li> <li>Staff/Faculty</li> <li>30 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>Art Demonstrations</li> </ul>
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> <li>Power and Data in apron of casework</li> <li>Casework to be at Grade 4 height</li> <li>Provide a view and access to the outdoors, Northern exposure preferred, for possible future use as a Visual Arts Learning Center.</li> <li>Add 2 electrical outlets (on floor) by each student tables, and teacher desk. Add ports by teacher desk.</li> </ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<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>Casework – Side walls: <ul style="list-style-type: none"> <li>4 Sink cabinets and drawer/door cabinets</li> <li>Drying racks above sinks</li> <li>Door/shelf cabinets above sinks</li> </ul> </li> <li>Eyewash station(s) (number determined by code)</li> <li>Goggle cabinet with UV light for disinfecting</li> <li>Projector</li> <li>2 paper towel dispensers</li> <li>2 soap dispensers</li> <li>Portable demonstration station</li> <li>15 - 2 person black top science/art tables.</li> <li>30-adjustable height stools</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>Presentation board</li> <li>Clock</li> <li>Teacher desk and teacher chair with storage</li> <li>Glass front equipment wall storage unit with doors.</li> <li>Cubbies for students</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Neighborhoods

#### Wet Lab Storage/ Accessory Space

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>• Teacher preparation and clean-up for lab exercises</li><li>• Storage of large kits and other supplies</li><li>• Science box storage</li><li>• Storage of visual arts supplies</li></ul>
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"><li>• Directly accessible from Wet Lab</li><li>• Door to hallway</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"><li>• 12 linear feet of upper and lower casework with sink</li><li>• Drying rack over sink</li><li>• Paper towel dispenser</li><li>• Soap dispenser</li><li>• Maximum linear feet of 12" and 18" D, adjustable height wooden shelving with rim guards on wall facing casework</li><li>• 36"W x 84"H lockable storage cabinet</li><li>• Refrigerator</li><li>• Tall Rolling cart for equipment storage</li></ul>	





## Neighborhoods

### Flex / Computer Lab

<b>USERS:</b>		<b>ACTIVITIES:</b>
<ul style="list-style-type: none"> <li>Teachers</li> <li>30 Students</li> </ul>		<ul style="list-style-type: none"> <li>Mastering the core curriculum</li> <li>Mastering 21st Century learning skills</li> <li>Technology-based instruction</li> <li>Demonstrations</li> <li>Working individually and in small groups</li> <li>Keyboarding</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>		
<ul style="list-style-type: none"> <li>Locate power and data along perimeter and center of room, sufficient for space to be used as a computer lab</li> <li>Locate adjacent to Learning Commons</li> <li>Provide separate/additional cooling system</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>Sink</li> <li>Paper towel dispenser</li> <li>Soap dispenser</li> <li>Presentation Cart</li> <li>1 Teacher Chair on wheels</li> <li>5 – computer tables, (6 Students per table)</li> <li>30 Student chairs with storage below</li> <li>2 tall storage cabinets with adjustable shelving (lockable)</li> <li>3 bookcases (height may be dependent on window sill height), with adjustable shelving</li> <li>Presentation board</li> <li>Clock</li> <li>Teacher desk</li> <li>Teacher stool</li> <li>Projector</li> </ul>		



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Neighborhoods

#### Flex Lab / Computer Lab

<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>• Storage of computers and peripherals</li><li>• Storage of general supplies</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Directly accessible to Flex Lab</li><li>• Sufficient power to recharge computer/tablet carts (lockable doors)</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• 12"D, adjustable height shelving on one wall</li><li>• 36"W x 84"H lockable storage cabinet</li><li>• 4-6 drawers for storage</li></ul>	



## Neighborhoods

### Learning Commons/Information Center

USERS:	ACTIVITIES:
<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>• Learning hub to provide effective using 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>• Provide meeting areas</li> <li>• Processing new media</li> </ul>
DESIGN CONSIDERATIONS:	
<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> <li>• Utilize wall ledge areas for computers</li> <li>• Locate close to Flex Lab</li> <li>• Locate close to restroom</li> </ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<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 – Four student tables (round)</li> <li>• 6 computer tables (with lockable storage)</li> <li>• Printer table</li> <li>• 56 (32+24) 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 to be located in the center of the Learning Commons (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. Provide grommets for wire managements</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>• Presentation board</li> <li>• Projector</li> <li>• 12 – computers</li> <li>• Soft seating: chairs and tables for 6</li> <li>• Clock</li> <li>• Atlas/ Map Table 30" wide, with 4 pull out shelves</li> </ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Neighborhoods

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

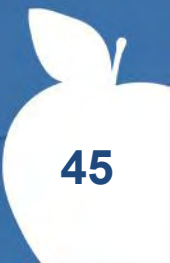
USERS:	ACTIVITIES:
<ul style="list-style-type: none"><li>• Students</li><li>• Faculty</li><li>• Staff</li><li>• Community members and parents for after school events</li></ul>	<ul style="list-style-type: none"><li>• Reading</li><li>• Research</li><li>• Technology based instruction for large group and 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>• Provide charging stations and network access to support 1:1 computing to support</li><li>• Tables</li><li>• Chairs</li><li>• Soft seating</li><li>• Clock</li></ul>	



## Neighborhoods

### Learning Commons/Information Center 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>• Storage</li><li>• Laminating</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Directly accessible from Learning Commons</li><li>• Provide visual supervision of Learning Commons</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Blinds for windows</li><li>• Maximum LF of cabinets on 1 walls, drawer/door cabinets and wall-mounted door/shelf cabinets</li><li>• 2 - 4-shelf bookcases, 60"h x 36"w x 12"d</li><li>• 2 - 4-drawer vertical files, letter size, lockable</li><li>• 2 mobile book trucks</li></ul>	







# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### 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>• Provide sufficient power to charge computer/tablet carts</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Maximum LF of heavy-duty 18"D adjustable shelving</li></ul>	



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## PERFORMING ARTS





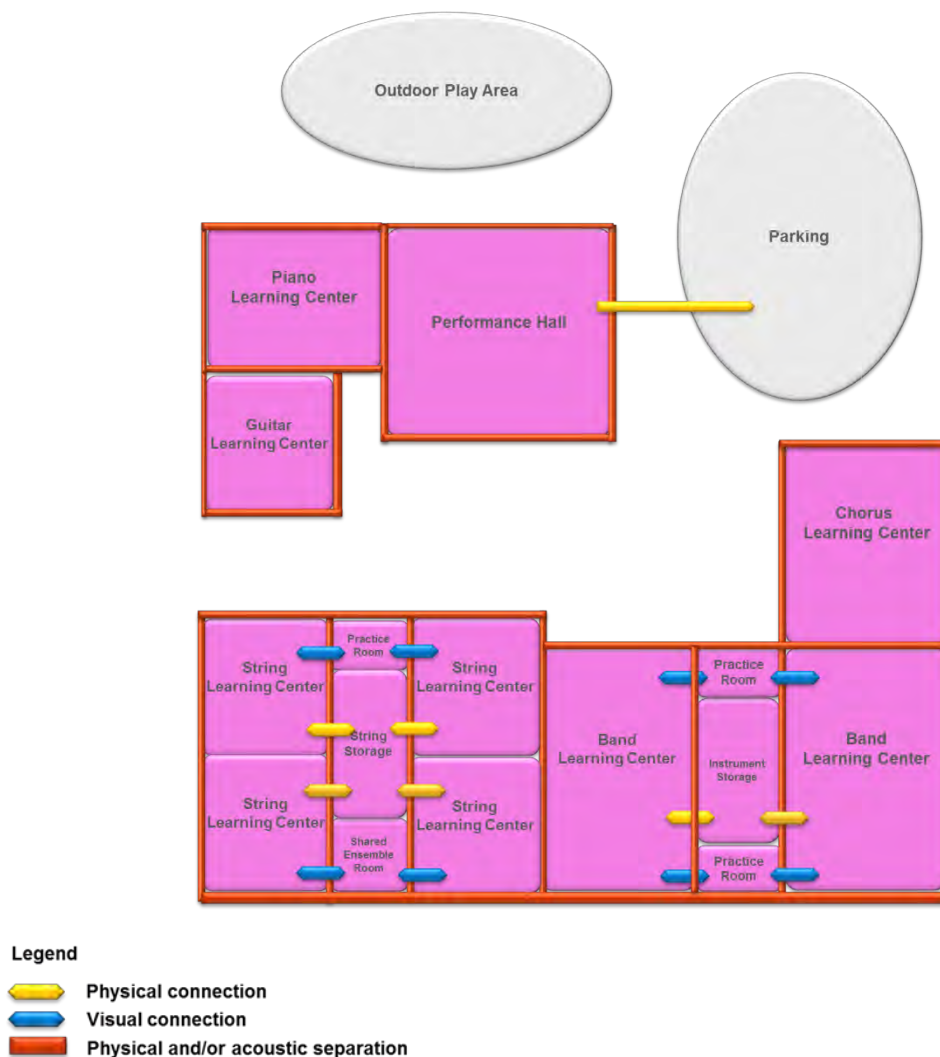
## Performing Arts

### Overview:

The arts are fundamental to communicating and understanding not only ourselves, but others. Through performing arts students build a value system in which they learn self-discipline and responsibility. Important 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.



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



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Space Requirements

Performing Arts	Provided Spaces			
	Teaching Stations	Quantity	Ave. S.F.	Net Area
String Learning Center, Violin (up to 35 students)		3	841	2,522
Practice Room (Single)		3	52	156
String Learning Center, Cello (up to 35 students)		1	902	902
Practice Room (Ensemble)		1	300	300
String Storage		1	422	422
Band Learning Centers (up to 75 students)		2	1,510	3,019
Instrument Storage		2	204	407
Practice Room (Single)		2	65	130
Chorus Learning Centers (between 40-80 students)		1	1,001	1,001
Guitar Learning Center (35 students)		1	898	898
Piano Learning Center (15 students with pianos, plus 1 for teacher)		1	978	978
Performance Hall (300 fixed seat min., 500 total seat maximum)		1	3,016	3,016
Performance Hall Balcony Seating		1	621	621
Stage (for 100 students w/instruments)		1	2,006	2,006
Storage (risers, stands, etc...)		1	422	422
<b>Total</b>	<b>0</b>			<b>16,800</b>





## Performing Arts

### String Instrument Learning Center (Violin)

<b>USERS:</b> <ul style="list-style-type: none"> <li>• Music Instructors/Director(s)</li> <li>• 35 Violin Students</li> </ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"> <li>• Developing technical music skills through individual work, group work and performances</li> <li>• String Instrument Classes</li> <li>• Meeting area for community</li> <li>• Recording of performances</li> <li>• Music theory instruction</li> </ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"> <li>• Provide acoustical treatments to prevent transmission of sound from String Instrument Learning Center to adjacent learning centers.</li> <li>• Provide visual and physical access to practice rooms from String Instrument Learning Center</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 2 marker boards, one with permanent music staff markings.</li> <li>• 2 - 4'x4' tack boards</li> <li>• LF heavy duty adjustable wall mounted shelving above file cabinets</li> <li>• Wenger instrument storage</li> <li>• Teacher's desk</li> <li>• Teacher's chair</li> <li>• 3 Four drawer filing cabinets</li> <li>• Piano</li> <li>• Radio</li> <li>• Presentation board</li> <li>• Sound System with speakers (able to play CDs and iPod)</li> <li>• Clock</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Performing Arts

#### String Instrument Learning Center (Cello)

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Music Instructors/Director(s)</li><li>• 35 Cello Students</li></ul>	<ul style="list-style-type: none"><li>• Developing technical music skills through individual work, group work and performances</li><li>• Cello Instrument Classes</li><li>• Meeting area for community</li><li>• Recording of performances</li><li>• Music theory instruction</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide acoustical treatments to prevent transmission of sound from the String Instrument Learning Center to adjacent learning centers.</li><li>• Provide visual and physical access to practice room and ensemble room from String Instrument Learning Center (Cello)</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 2 marker boards, one with permanent music staff markings.</li><li>• 2 - 4'x4' tack boards</li><li>• Wenger instrument storage</li><li>• Teacher's desk</li><li>• Teacher's chair</li><li>• 3 Four drawer filing cabinets</li><li>• Piano</li><li>• Radio</li><li>• Presentation board</li><li>• Sound System with speakers (able to play CDs and iPod)</li><li>• Clock</li></ul>	



## Performing Arts

### String Learning Center – String Instrument Storage

<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 string instruments</li><li>• Sheet music storage</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate near String 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>• Maximum LF of heavy-duty, adjustable, wall-mounted shelving above file cabinets for additional storage</li><li>• Instrument Storage (either shelving or free standing cabinets)</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Performing Arts

#### Band Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"><li>• Music Instructors/Director(s)</li><li>• 75 Students</li></ul>	<ul style="list-style-type: none"><li>• Developing technical music skills through individual work, group work and performances</li><li>• String Instrument Classes</li><li>• Recitals</li><li>• Recording of performances</li><li>• Music theory instruction</li></ul>
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"><li>• Provide acoustical treatments to prevent transmission of sound from the Band Learning Center to the adjacent learning centers.</li><li>• Sound-rated door should share the same rating as the walls.</li><li>• Provide visual and physical access to practice rooms from Band Learning Center.</li><li>• Provide wide or double doors with no stile for instruments to pass through.</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"><li>• Provide 2 marker boards, one with permanent music staff markings.</li><li>• 2 - 4'x4' tack boards</li><li>• Sink (in only 1 Band Learning Center)</li><li>• Wenger cabinet instrument storage</li><li>• Paper towel dispenser</li><li>• Soap dispenser</li><li>• 75 stackable posture chairs in 1 room and 65 chairs in second Band Learning Center</li><li>• Instrumental music risers – Flexible, (Flipforms by Wenger)</li><li>• 60 music stands &amp; cart</li><li>• 2 – tables for 10 laptop computers (one room only)</li><li>• Teacher's desk</li><li>• Teacher's chair</li><li>• 1 Conductor's podium: double podium with rail</li><li>• 5 music folio cabinets</li><li>• Piano</li><li>• Presentation board, height adjustable</li><li>• Sound System with speakers (able to play CDs and iPod)</li><li>• Microphone</li><li>• Clock</li></ul>	



## Performing Arts

### Band Learning Center – Instrument 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 instruments</li></ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"><li>• Provide acoustical treatments to prevent transmission on sound from the Band Learning Center to adjacent learning centers.</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>• Maximum LF of heavy-duty, adjustable, wall-mounted shelving above file cabinets for additional storage</li><li>• Music sorting cabinet</li><li>• 3 qty - 4-drawer vertical file cabinets</li><li>• 2 chairs</li><li>• Instrument Storage (either shelving or free standing cabinets)</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Performing Arts - Music

Practice Rooms (1 student/2 student)

USERS:	ACTIVITIES:
<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>
DESIGN CONSIDERATIONS:	
<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>• Size opening to allow for transporting large instruments; i.e. drums, etc.</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<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>	

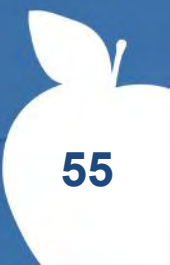




## Performing Arts - Music

### Small Ensemble 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 group work and performances</li><li>Sectional usage</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>Locate with direct access from Learning Centers to allow visual supervision from 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>Marker board with music staff</li><li>Tack board</li><li>5-10 stackable posture chairs</li><li>5-10 music stands</li><li>1 upright piano</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Performing Arts

#### Chorus Learning Center

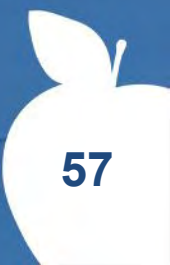
USERS:	ACTIVITIES:
<ul style="list-style-type: none"><li>• Music Instructors/Director(s)</li><li>• 40-80 Students</li></ul>	<ul style="list-style-type: none"><li>• Developing technical music skills through individual work, group work and performances</li><li>• Choral Classes</li><li>• Recitals</li><li>• Meeting area for community</li><li>• Recording of performances</li><li>• Music theory instruction</li></ul>
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"><li>• Provide acoustical treatments to prevent transmission of sound from the Chorus Learning Center to adjacent learning centers.</li><li>• Sound-rated door should share the same rating as the walls.</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"><li>• Provide 2 marker boards, one with permanent music staff markings.</li><li>• 2 - 4'x4' tack boards</li><li>• Paper towel dispenser</li><li>• Soap dispenser</li><li>• 80 stackable posture chairs</li><li>• Instrumental music risers – Flexible, (Flipforms by Wenger)</li><li>• Teacher's desk</li><li>• Teacher's chair</li><li>• 5- file cabinets</li><li>• 2 music folio cabinets</li><li>• 1 upright Piano</li><li>• Presentation board, height adjustable</li><li>• Sound System with speakers (able to play CDs and iPod)</li><li>• Microphone</li><li>• Clock</li></ul>	



## Performing Arts

### Guitar Learning Center

<b>USERS:</b> <ul style="list-style-type: none"> <li>• Music Instructors/Director(s)</li> <li>• 35 Students</li> </ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"> <li>• Developing technical music skills through individual work, group work and performances</li> <li>• Guitar Classes</li> <li>• Recitals</li> <li>• Meeting area for community</li> <li>• Recording of performances</li> <li>• Music theory instruction</li> </ul>
<b>DESIGN CONSIDERATIONS:</b> <ul style="list-style-type: none"> <li>• Provide acoustical treatments to prevent transmission of sound from the Guitar Learning Center to adjacent learning centers.</li> <li>• Provide acoustical treatments suitable for recording within this space.</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 2 marker boards, one with permanent music staff markings.</li> <li>• 2 - 4'x4' tack boards</li> <li>• 35 stackable posture chairs</li> <li>• 5- Wenger storage cabinets, lockable</li> <li>• 2- book shelves for music books</li> <li>• Teacher's desk</li> <li>• Teacher's chair</li> <li>• Presentation board, height adjustable</li> <li>• 35- small music stands</li> <li>• Piano</li> <li>• Radio</li> <li>• Sound System with speakers (able to play CDs and iPod)</li> <li>• Microphone</li> <li>• Clock</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Performing Arts

#### Piano Learning Center

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Music Instructors/Director(s)</li><li>• 15 Students</li></ul>	<ul style="list-style-type: none"><li>• Developing technical music skills through individual work, group work and performances</li><li>• Piano Classes</li><li>• Recitals</li><li>• Meeting area for community</li><li>• Recording of performances</li><li>• Music theory instruction</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide acoustical treatments to prevent transmission of sound from Piano Learning Center to adjacent learning centers.</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 2 marker boards, one with permanent music staff markings.</li><li>• 2 - 4'x4' tack boards</li><li>• 30 stackable chairs</li><li>• 3 – filing cabinets</li><li>• Teacher's desk</li><li>• Teacher's chair</li><li>• 1 Conductor's podium: double podium with rail</li><li>• 2 music folio cabinets</li><li>• 16 Pianos, electric</li><li>• Presentation board, height adjustable</li><li>• Sound System with speakers (able to play CDs and iPod)</li><li>• 2- bookshelves</li><li>• Clock</li></ul>	



## Performing Arts

### Performance Hall

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• 500 audience members</li><li>• Music Instructors</li><li>• Teachers</li><li>• Students</li><li>• Community</li></ul>	<ul style="list-style-type: none"><li>• Performances (school plays, choir, orchestra, bands, etc)</li><li>• Assemblies</li><li>• Seminars</li><li>• Meetings</li><li>• Other Community Events</li><li>• Seating for audiences attending musical productions</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Size openings to allow for transporting sets, equipment, etc.</li><li>• HVAC should be in a separate room for noise control.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Acoustical treatment</li><li>• Projector</li><li>• Sound system</li><li>• Lighting system</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Performing Arts

#### Performance Hall – Stage

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Music Directors</li><li>• Teachers</li><li>• 100 Students w/instruments</li><li>• Community</li></ul>	<ul style="list-style-type: none"><li>• Instrumental, and choral presentations by groups and individuals</li><li>• Public and school meetings requiring interaction between those on stage and those seated in the Auditorium</li><li>• Video presentation</li><li>• Award ceremonies</li><li>• Assemblies</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Provide space for 100 students with instruments on stage.</li><li>• Fly loft with rigging</li><li>• Locate adjacent to or near stage storage</li><li>• HVAC should be in a separate room for noise control</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Acoustical treatment</li><li>• Motorized projection screen</li><li>• Rigging for front, sides, and back curtains</li><li>• Sound system</li><li>• Lighting system</li></ul>	





## Performing Arts

### Performance Hall - Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> <li>• Music Directors</li> <li>• Teachers</li> <li>• Students</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Storing and retrieving props</li> <li>• Storage for portable choir risers with handrails</li> <li>• Storage of Grand Piano/Piano</li> <li>• Storing and retrieving stage and musical equipment</li> </ul>
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> <li>• Provide flooring which will allow equipment carts to move easily from this room to stage and other areas</li> <li>• Provide direct access to Auditorium</li> <li>• Provide separate temperature controls if needed to adjust temperature for piano or other items that may be stored in this room.</li> <li>• Provide space for variable secure storage</li> </ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> <li>• 4'x4' marker board</li> <li>• 4'x4' tack board</li> <li>• 8'x8' pegboard</li> <li>• Maximum LF of heavy-duty adjustable shelving above rods on 3 walls (2/3 of rods double, 1/3 of rods single)</li> <li>• Table</li> <li>• Chair</li> <li>• Maximum LF of heavy-duty adjustable shelving on walls beside door</li> <li>• 12 LF work bench</li> <li>• Lockable tool cabinet</li> <li>• Lockable storage cabinets with adjustable shelving</li> <li>• 1 Baby Grand Piano</li> <li>• 100 stackable chairs</li> <li>• 50 music stands</li> <li>• Choir risers</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Performing Arts

#### Control Room

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



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# PHYSICAL EDUCATION / ATHLETICS



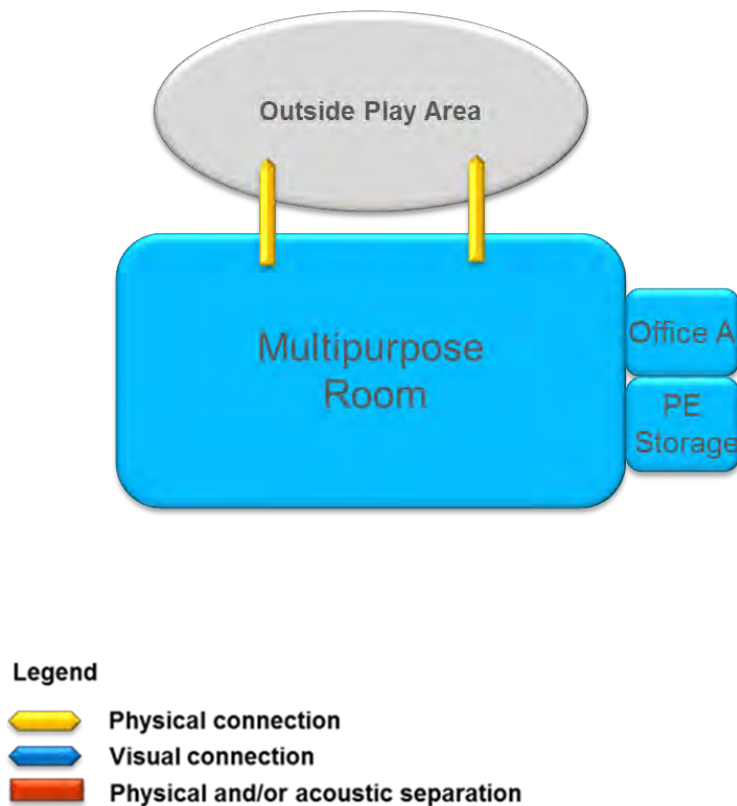


## Physical Education

### Overview

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

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



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



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Space Requirements

Physical Education	Provided Spaces			
	Teaching Stations	Quantity	Ave. S.F.	Net Area
Multipurpose Activity Room - not attached to dining commons, no operable wall		1	2,031	2,031
PE Equipment Storage		1	153	153
PE Office		1	146	146
Total	0			2,330





## Physical Education

### Multipurpose Room

USERS:	ACTIVITIES:
<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>• Fitness/health presentations</li><li>• Sports activities/events</li><li>• Community meetings</li></ul>
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"><li>• Access to outdoor play area</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"><li>• 2 backboards (Wall mounted, adjustable height basketball backboards)</li><li>• Floor markings for: basketball and/ or volleyball, also include a large 33 ft diameter circle in center of floor</li><li>• Continuous pads on end walls</li><li>• Wall padding</li><li>• Sound proof ceiling tiles</li><li>• Water fountains</li><li>• Speakers (2 at front and 2 at rear )</li><li>• Clock</li><li>• Overhead projector (ceiling mounted)</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Physical Education

#### Office A

<b>USERS:</b> <ul style="list-style-type: none"><li>• Staff/Faculty</li><li>• PE Teachers</li></ul>	<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>• Lesson preparation and evaluation</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>• 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>• 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>	



## Physical Education

### P.E. Equipment Storage

<b>USERS:</b> <ul style="list-style-type: none"><li>• Staff/Faculty</li><li>• Clerical Support Staff</li><li>• Students</li><li>• Parents</li><li>• PE Teachers</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>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL





## ADMINISTRATION / GUIDANCE







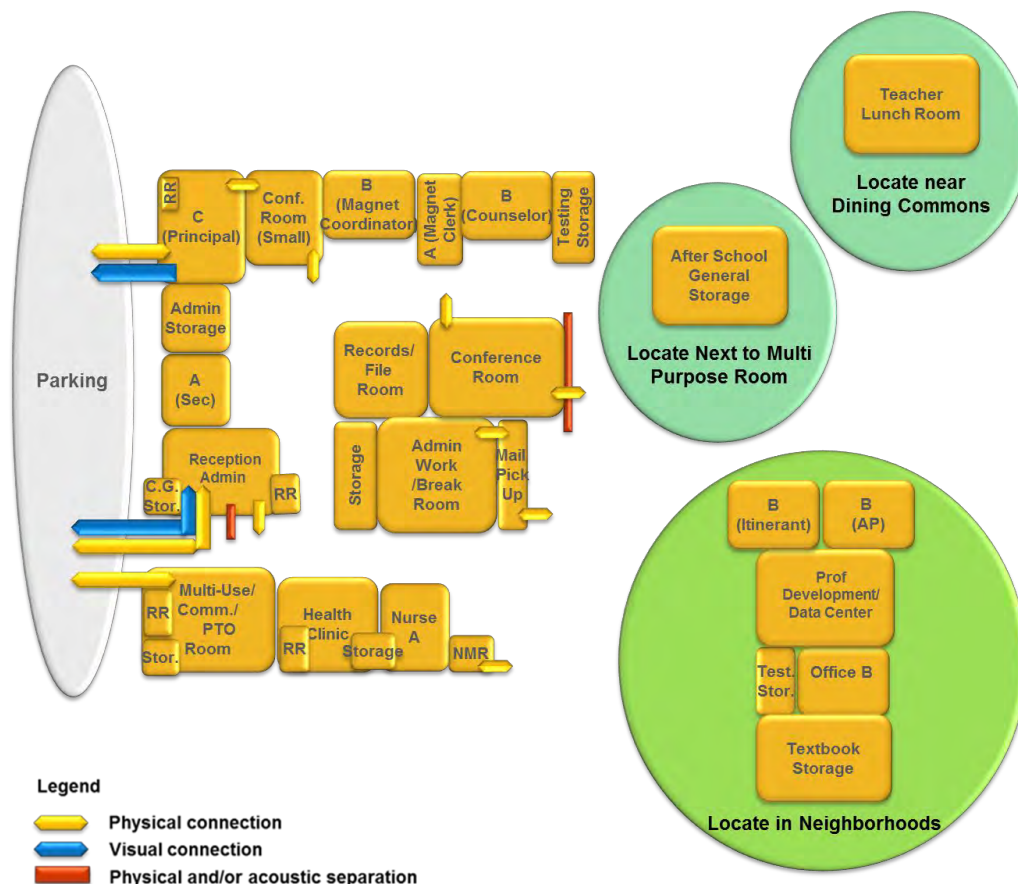
## Administration

### Overview:

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

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

The entrance to the Administration suite shall be located adjacent to the front door of the school. Satellite Administration offices should be located adjacent to the various neighborhoods.



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



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Space Requirements

Administration	Required	Provided Spaces		
	Teaching Station	Quantity	Ave. S.F.	Net Area
Administration				
Reception, Administration		1	528	528
Office A (Registrar/Secretary) (include small safe)		2	100	200
Office C (Principal)		1	200	200
Principal's Restroom		1	44	44
Conference Room, Small (connect with Principal's Office)		1	176	176
Office B (Magnet Coordinator) locate near small conference room		1	126	126
Office B (Magnet Clerk) (Locate with Magnet Coordinator )		1	126	126
Office B (Assistant Principal/Counselor/Itinerant)		3	126	378
Testing Storage/Checkout Room (Locate in Counselor's office, must be lockable, not on Grand Master)		1	79	79
Conference Room, Main (edge of Administration, adjacent to a main corridor, 12-16 people)		1	251	251
Data Room (protected, accessible for teachers and staff only, include workstation with scanner)		1	250	250
Records/File Room		1	203	203
Administration Workroom/Break Room		1	300	300
Mail Pick Up Area		1	0	0
Storage, Administration (in Administration)		1	101	101
Storage, Administration (Back of House)		1	100	100
Storage, Textbook		1	330	330
Health Clinic		1	294	294
Clinic Office A		1	79	79
Clinic Restroom		1	61	61
Storage Room		1	52	52
Shared				
Teacher Lunch Room (near Dining Commons)		1	577	577
New Mother's Room (accessible from corridor, small refrigerator)		1	57	57
After School/(locate centrally)		1	104	104
School Store (near main entrance) with Dutch door		1	202	202
Multi-use/Community Room		1	392	392
Unisex Restroom		1	44	44
Storage Closet		1	50	50
<b>Total</b>	<b>0</b>			<b>5,304</b>



## Administration

### Reception, Administration

USERS:	ACTIVITIES:
<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. Provide 3 work stations at the reception desk.</li> <li>• Provide Unisex family restroom off of reception area.</li> <li>• Provide solid metal roll up security grille at reception with panic button.</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>• Guest chairs and sofa</li> <li>• Side tables</li> <li>• Video Display at least 55" screen</li> <li>• Wall mounted rack for flyers and notices</li> <li>• Clock</li> <li>• Round Table for 4</li> <li>• 4 chairs</li> <li>• 2 additional work stations</li> <li>• 3 office chairs on wheels</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Office A (Registrar/Secretary)

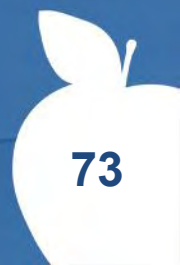
<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Staff/Faculty</li><li>• Clerical Support Staff</li><li>• Students</li><li>• Parents</li></ul>	<ul style="list-style-type: none"><li>• Assisting in administrative record keeping</li><li>• Preparation of correspondence, reports and 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>• 2 guest chairs</li><li>• Pedestal desk with lockable drawers</li><li>• 4-shelf bookcase, 52"H x 36"W x 15"D</li><li>• 4-drawer lateral file, legal size, lockable</li><li>• Swivel chair</li><li>• Small safe –secured to wall or floor (in secretary office only)</li></ul>	



### Administration

#### 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 small 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 lateral file, letter size, lockable</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Principal's Restroom

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Principal</li><li>• Visitors</li><li>• Staff</li></ul>	<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><li>• None</li></ul>	

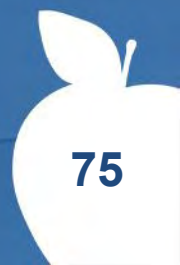




### Administration

#### Office B (Magnet Coordinator / Magnet Clerk)

<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 AP with neighborhoods.</li> <li>• Locate Magnet Coordinator near small conference room &amp; Magnet Clerks</li> <li>• Provide small safe in Magnet Clerk office</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>• Credenza</li> <li>• 4-shelf bookcase, 52"H x 36"W x 15"D</li> <li>• 4-drawer lateral file, legal size, lockable</li> <li>• Small safe to be located in Magnet Clerk office</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Office B (Assistant Principal / Counselor /Itinerant)

USERS:	ACTIVITIES:
<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>• Greeting and welcoming people</li><li>• Waiting/seating area for visitors, students, and staff members</li><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 Counselor adjacent to testing room storage</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>• Credenza</li><li>• 4-shelf bookcase, 52"H x 36"W x 15"D</li><li>• 4-drawer lateral file, legal size, lockable</li></ul>	



## Administration

### 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>• Locate centrally</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 – 16 people</li><li>• 12 -16 Swivel, tilt armchairs</li><li>• Television and Presentation board</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### 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>• Provide direct access from Principal's Office</li><li>• Locate near Magnet Coordinator</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>• Electronic display and/or Presentation board</li></ul>	



## Administration

### Data Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Teachers</li><li>• Administrators</li></ul>	<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>• Locate on second floor</li><li>• Room must be protected, accessible by teachers and staff only</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• 1 walls continuous tackable surface</li><li>• 2 walls continuous marker surface</li><li>• 1 – large conference table</li><li>• 10 - Swivel, tilt, chairs</li><li>• 1 - 2-door lockable storage cabinet</li><li>• 1 -5-drawer lateral file cabinets</li><li>• Television and/or Electronic marker Board</li><li>• Workstation with scanner</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Testing Storage/Checkout Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• GT Clerk</li><li>• Counselors</li><li>• Administrators</li></ul>	<ul style="list-style-type: none"><li>• Storing and retrieving testing materials</li><li>• Checking and Returning out testing materials</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate adjacent to the Counselor Office</li><li>• Must be lockable and not on Grand Master</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

### 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><li>• Install power outlets</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 lateral file cabinets</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Workroom/Break Room

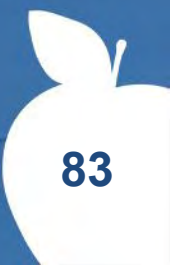
USERS:	ACTIVITIES:
<ul style="list-style-type: none"><li>• Faculty</li><li>• Staff</li><li>• Volunteers</li><li>• Parents</li></ul>	<ul style="list-style-type: none"><li>• Copying</li><li>• Collating</li><li>• Preparing communications for mailing</li><li>• Laminating, book making, poster making</li><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>• 65 - 14"W x 9"H x 18"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" folding work table</li><li>• 4 Chairs</li><li>• 2- 18" x 32" rectangular tables</li><li>• Copier</li><li>• Large paper cutter</li><li>• Lamination machine</li><li>• Computer</li><li>• 2- Printers</li><li>• 2- small computer desks</li></ul>	



## Administration

### Mail Pick Up

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Faculty</li><li>• Staff</li></ul>	<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>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Storage Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Guidance Clerk</li><li>• Counselors</li><li>• Administrators'</li><li>• Office Staff</li></ul>	<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>• Provide power outlet for computer charging</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

### Textbook Storage Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Guidance Clerk</li><li>• Counselors</li><li>• Administrators'</li><li>• Office Staff</li></ul>	<ul style="list-style-type: none"><li>• Storing textbooks</li><li>• Storing educational materials</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate near elevator on the 1<sup>st</sup> floor</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Maximum LF of heavy duty adjustable shelving along wall and interior tall shelving racks (6 shelves per unit)</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Health Clinic

USERS:	ACTIVITIES:
<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><li>• Hallway access</li><li>• Close to school reception area.</li><li>• Provide hot water faucet out of reach of children</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>• Mirror</li><li>• 2 Cot/exam table</li><li>• Adjustable height stool</li><li>• Locking refrigerator with ice maker</li><li>• Biohazard disposal can</li><li>• Medical sharps waste disposal</li><li>• 5 guest chairs</li><li>• Defibrillator</li><li>• Stackable washer/dryer</li><li>• Clock</li></ul>	

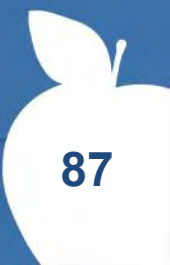




## Administration

### 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 Health Clinic</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>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Health Clinic - Restroom

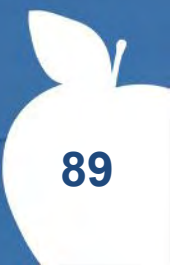
<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Staff</li><li>• Students</li><li>• Faculty</li><li>• Visitors</li></ul>	<ul style="list-style-type: none"><li>• Restroom activities</li><li>• Hand Washing</li><li>• Personal hygiene</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: 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><li>• None</li></ul>	



## Administration

### Health Clinic Storage Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Guidance Clerk</li><li>• Nurse</li></ul>	<ul style="list-style-type: none"><li>• Storing medical supplies</li><li>• Storing medicine</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 L F of heavy duty adjustable shelving</li><li>• Lockable medicine storage</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Shared – Teacher Lunch Area

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>Teachers</li></ul>	<ul style="list-style-type: none"><li>Lounging</li><li>Eating</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>Locate near Dining Commons</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</li><li>Upper &amp; lower cabinets</li><li>Soap dispensers</li><li>Towel dispensers</li><li>Chairs (12)</li><li>Tables (large)</li><li>Vending machines – 2 drink &amp; 1 snack (vendor provided)</li><li>Refrigerator with ice maker</li><li>Microwave</li><li>Sofa/ Soft seating</li><li>Clock</li></ul>	



## Administration

### Shared – New Mother's Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Parents</li><li>• Teachers/Staff</li></ul>	<ul style="list-style-type: none"><li>• Nursing</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 internal and external windows.</li><li>• 4'x4' tack board</li><li>• 1 – duplex outlet</li><li>• 1 – comfortable upholstered chair</li><li>• 1 – small refrigerator</li><li>• 1 – wall mounted magazine rack</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Shared General/After School Storage Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Guidance Clerk</li><li>• Counselors</li><li>• Administrators'</li><li>• Office Staff</li><li>• After School Staff</li></ul>	<ul style="list-style-type: none"><li>• Storing supplies</li><li>• Storing after school program materials</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate centrally</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

#### Shared –School Store

<b>USERS:</b>	<b>ACTIVITIES:</b>
<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>	<ul style="list-style-type: none"> <li>Storefront for school store and Accelerated Reader Program</li> <li>Work area for PTO programs and events</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"> <li>Provide Dutch door at entry</li> <li>Locate near front entry</li> <li>Provide lateral shelving on 2 walls</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>Blinds on windows</li> <li>Marker board</li> <li>Tack board</li> <li>Lateral shelving</li> <li>2 door locking storage cabinet</li> <li>2 - 4 modular tables for easy rearrangement depending on room use (18" x 48")</li> <li>Safe – wall or floor mounted</li> <li>2 18" depth glass display cabinets under roll up window (accessible inside, facing outward, lockable. This area is a separate lockable space within to provide PTO storage space) (AR store and school store items)</li> <li>Maximum LF of heavy-duty, adjustable, wall-mounted shelving on one wall (floor to ceiling)</li> <li>Exterior- facing roll-up serving window in rear of the room</li> </ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Shared – Multi-Use/Community Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<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>	<ul style="list-style-type: none"><li>• Meetings/Conferences between Faculty/Staff and Students, Parents and Community</li><li>• Work area for PTO programs and events</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate near front entry</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Approximately 10 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>• Paper towel dispenser</li><li>• Soap dispenser</li><li>• 2 door locking storage cabinet</li><li>• 3, 30 x 60 computer work tables</li><li>• 8 task chairs</li><li>• 2 - 4 modular tables for easy rearrangement depending on room use (18" x 48")</li><li>• 8 stackable chairs</li><li>• 2 18" depth glass display cabinets under roll up window (accessible inside, facing outward, lockable. This area is a separate lockable space within to provide PTO storage area) (AR store and school store items)</li><li>• Maximum LF of heavy-duty, adjustable, wall-mounted shelving on one wall (floor to ceiling)</li><li>• Ice Maker</li><li>• Exterior- facing roll-up serving window in rear of the room</li></ul>	



## Administration

### Shared – Multi-Use/Community Room – Storage Room

<b>USERS:</b>	<b>ACTIVITIES:</b>
<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>	<ul style="list-style-type: none"><li>• Storing PTO supplies</li><li>• Storing school store supplies</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate inside of Multi-Use/Community room. Locate close to exterior door.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Maximum LF of heavy duty adjustable shelving</li></ul>	



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Administration

#### Shared – Multi-Use/Community Room – Unisex Restroom

<b>USERS:</b>	<b>ACTIVITIES:</b>
<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>	<ul style="list-style-type: none"><li>• Personal hygiene</li></ul>
<b>DESIGN CONSIDERATIONS:</b>	
<ul style="list-style-type: none"><li>• Locate inside of Multi-Use/Community room.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Plumbing fixtures</li><li>• Mirror above sink</li><li>• Paper towel dispenser</li><li>• Soap dispenser</li><li>• Toilet paper dispenser</li><li>• Maximum LF of heavy duty adjustable shelving</li></ul>	



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## 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:





# HISD EDUCATIONAL SPECIFICATIONS

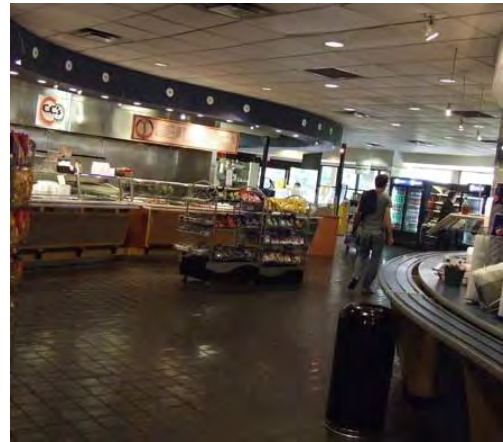
## PARKER ELEMENTARY SCHOOL

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

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

### Food Security and Emergency Preparedness

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



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

### Alternate Food Production Systems

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



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

### **Smaller and More Mobile Equipment**

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

### **Equipment with New or Blended Technologies**

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

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

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

### **Labor-Saving Options**

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

### **Better Ventilation**

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





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

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.*



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Service Trends

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

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

### Food Court Concepts

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

### Alternative Service Points

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

### Speed Lines

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

### Kiosks and Food Carts

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





### Exhibition-Style Cooking

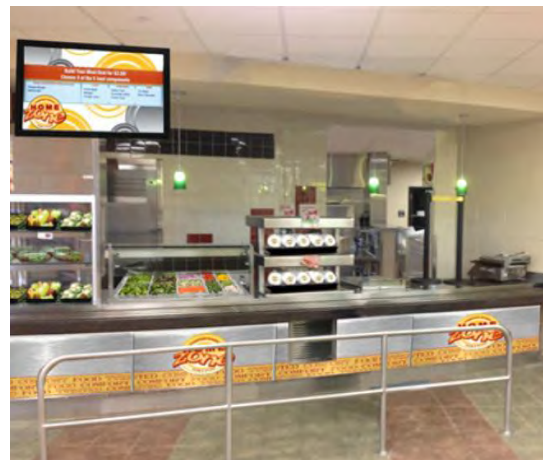
Some form of display cooking or custom assembly of food right in front of the customer's view adds to a preferred perception of quality and freshness. Savvy students of all ages are catching on to the resurgence of *"fresh is best."* Television cooking channels also continue to push this approach as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

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

### Critical Needs List

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

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



**Home Zone Concept**

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

# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

- double as a Mexican theme station (including fresh tortilla grilling and live action preparation of items) without major equipment change.
- d. The HISD Parent Advisory Committee recommends that small high schools be afforded full-service menu options with a cooking facility versus a non-cooking satellite setup whenever possible.
3. The HISD Food Services Support Facility (FSSF) production model:
- 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.
  - 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.
  - 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:
- 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:
- Equipment quantities will adjust with enrollment size, although the type of equipment would be standard for most school models.
  - Walk-in freezers should open into coolers to temper air.
  - Cook lines should be separated in larger kitchens to manage the work flow of traffic efficiently and to avoid unsafe conditions.



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



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

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

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

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

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

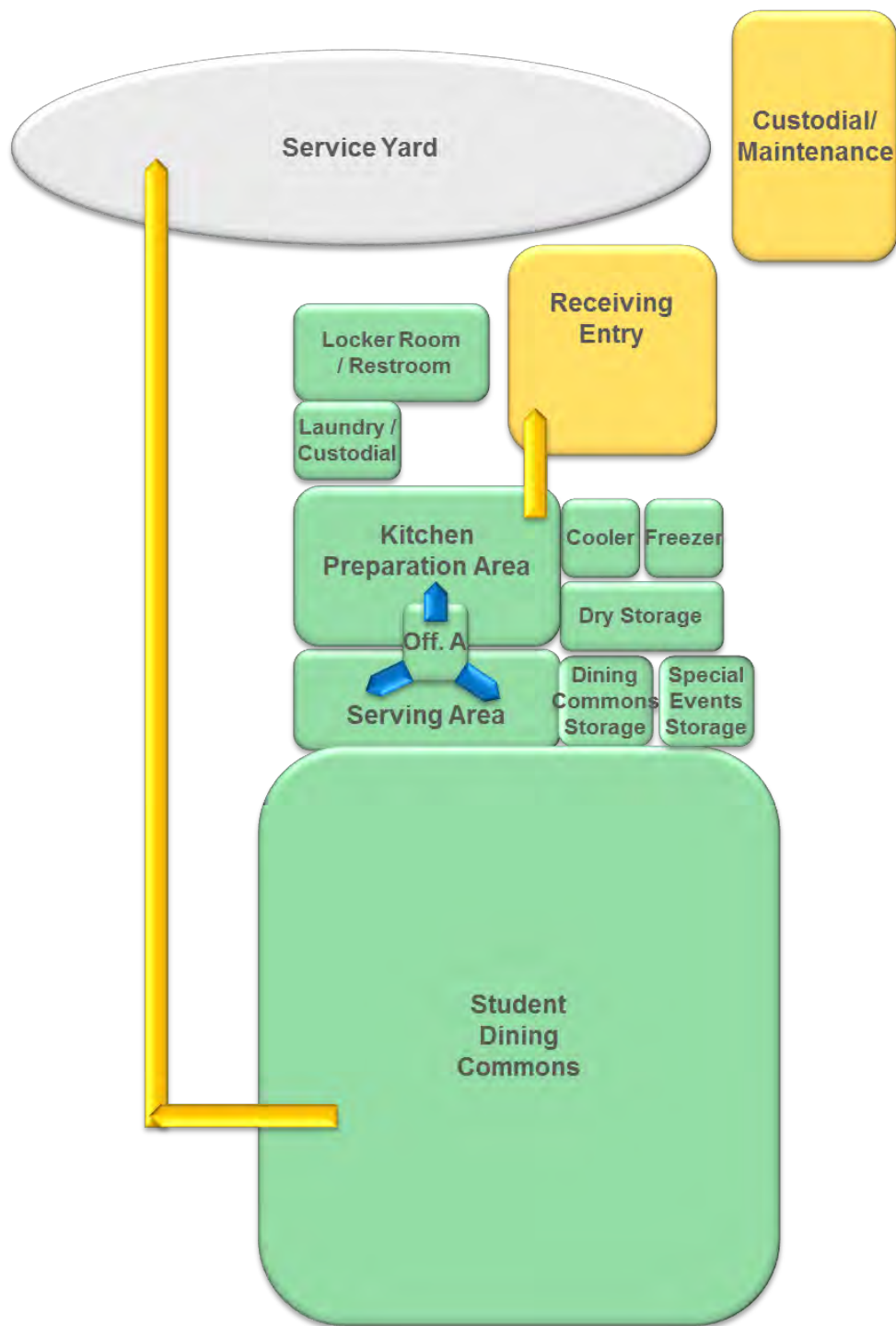
The facilities described on subsequent pages provide for the preparation and serving of food to the students, staff and faculty. The Dining Commons serves not only as a place for eating but also a location used by the school for assemblies and student performances.

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



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL



### Legend

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

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



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL



### Space Requirements

Food Service	Provided Spaces			
	Teaching Stations	Quantity	Ave. S.F.	Net Area
Kitchen Preparation Area		1	886	886
Kitchen Serving Area		1	525	525
Kitchen Dry Storage		1	225	225
Kitchen Freezer		1	175	175
Kitchen Cooler		1	150	150
Kitchen Manager's Office		1	98	98
Kitchen Laundry/Custodial Area		1	95	95
Kitchen Locker Room/Restroom		1	116	116
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		1	4,950	4,950
Spical Events Storage		1	110	110
Dining Commons Storage		1	200	200
<b>Total</b>	<b>0</b>			<b>7,530</b>



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Food Service

#### Kitchen Preparation Area

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Manager</li><li>• Food Service Staff</li></ul>	<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><li>• Provide window, peep hole or camera for visibility of persons making deliveries to those receiving deliveries.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Markerboard</li><li>• Tackboard</li><li>• Cookline:<ul style="list-style-type: none"><li>• Vent Hood</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>• 1-Manual Can Openers</li><li>• 1 Two Compartment Sink w/Disposer</li><li>• Disposer</li><li>• 3 - Utility Carts</li><li>• 1 - 2'x6' Slicing Table</li><li>• 2 - Stainless Steel Work Table</li><li>• 1 - Ice Machine</li><li>• 1 - Ice Storage Bin</li><li>• 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>• 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

USERS:	ACTIVITIES:
<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>
DESIGN CONSIDERATIONS:	
<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><li>• 2 Serving Lines</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"><li>• 1 - Drop Front Milk Cooler</li><li>• Tray/Silverware/Napkin Stands</li><li>• Refrigerated Drop-in, 3-4 Pan</li><li>• Hot Drop-in, 3-4 Pan</li><li>• 1 - Pass Through Refrigerator – 2 dr.</li><li>• 2 - Pass Through Heated Cabinet – 2 dr.</li><li>• Multi-fold Hand Towel Dispensers</li><li>• Soap Dispensers</li><li>• Electronic Display (Menus)</li><li>• 2- Point Of Sale (POS) Units</li><li>• 2- Adjustable height stools</li><li>• Clock(s)</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Food Service

#### Dry Storage

<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 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>Enter freezer through cooler</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>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### 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)

USERS:	ACTIVITIES:
<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.</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>• 4' x 4' marker board</li><li>• 4' x 4' tack board</li><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>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Food Service

#### Laundry / Custodial Area

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Manager</li><li>• Food Service Staff</li></ul>	<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 cleaners from damaging mother boards in washer and dryer. Alternatively, provide separate rooms for washer/dryer and the custodial area (mop sink).</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 (6)</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>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Food Service

#### Student Dining Commons

USERS:	ACTIVITIES:
<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>
DESIGN CONSIDERATIONS:	
<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>• Provide area for future addition of vending machines</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"><li>• 4' x 8' Tack board(s)</li><li>• Connections for projectors</li><li>• Sound System, to balance sound throughout the room</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><li>• 400 stackable chairs</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL





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## CUSTODIAL / MAINTENANCE





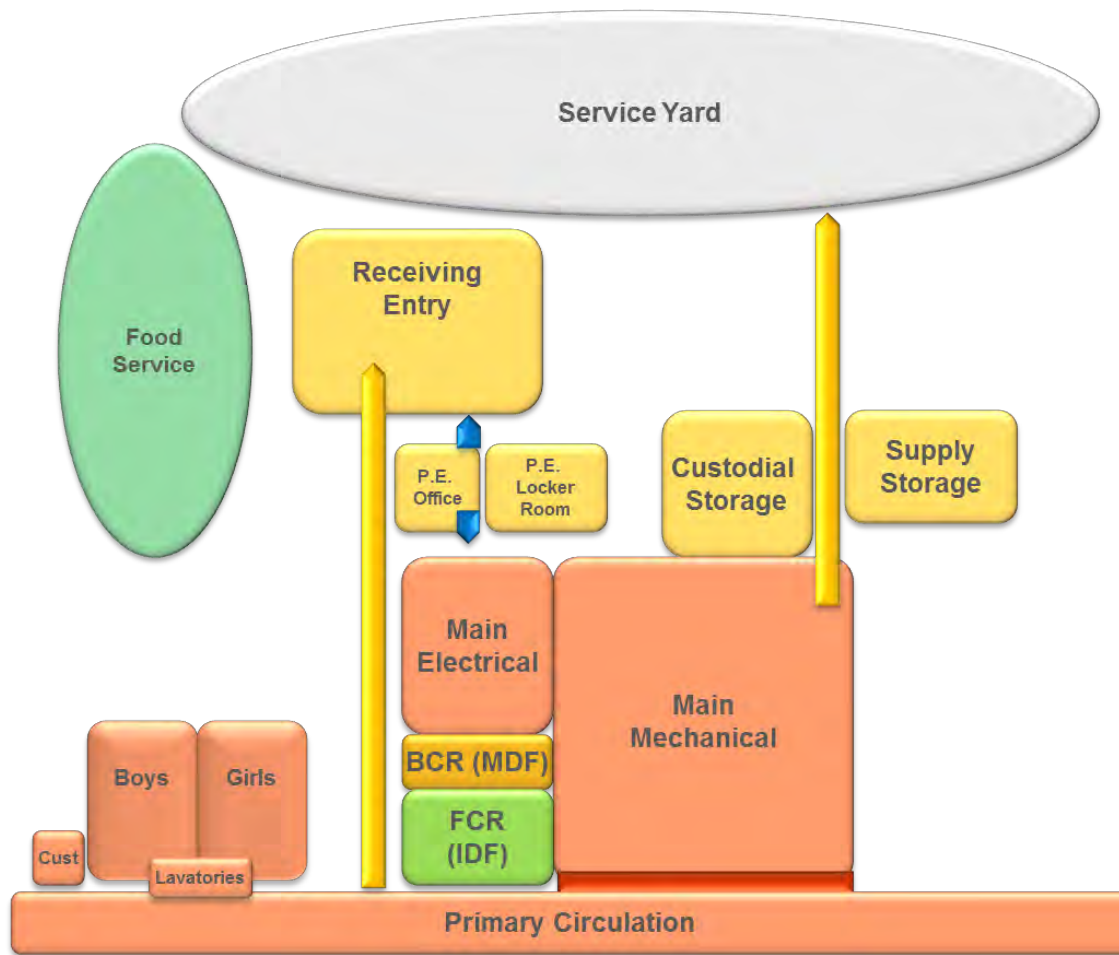


## Custodial / Maintenance

### 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.



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Space Requirements

Custodial/Maintenance	Required	Provided Spaces		
	Teaching Station(s)	Quantity	Ave. S.F.	Net Area
Receiving Entry		1	200	200
Office, Plant Operator		1	73	73
Custodial/Maintenance Storage (include cages for securing equipment)		1	300	300
Custodial Closet		2	77	154
Custodial Locker Room/Restroom		1	116	116
Total	0			843



## Custodial / Maintenance

### Receiving Entry

USERS:	ACTIVITIES:
<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 bin 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></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• None</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Custodial / Maintenance

#### Plant Engineer's Office

USERS:	ACTIVITIES:
<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>• 4' x 4' Tack board</li><li>• 4'x4' Marker board</li><li>• Desk</li><li>• Filing cabinet</li><li>• Task chair</li><li>• Guest chair</li><li>• Bookcase</li></ul>	



## Custodial / Maintenance

### Storage

USERS:	ACTIVITIES:
<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>• 3 locking cages to secure equipment/supplies</li><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>	

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# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Custodial / Maintenance

#### Custodial Closet

USERS:	ACTIVITIES:
<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>
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"><li>• Locate throughout school – 1 on each floor</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"><li>• Mop Sink</li><li>• Mop and Broom Rack</li><li>• Metal shelving unit</li></ul>	





## Custodial / Maintenance

### Locker Room / Restroom

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Plant Engineer</li><li>• Custodial Staff</li><li>• Maintenance 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 (5-8 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>	

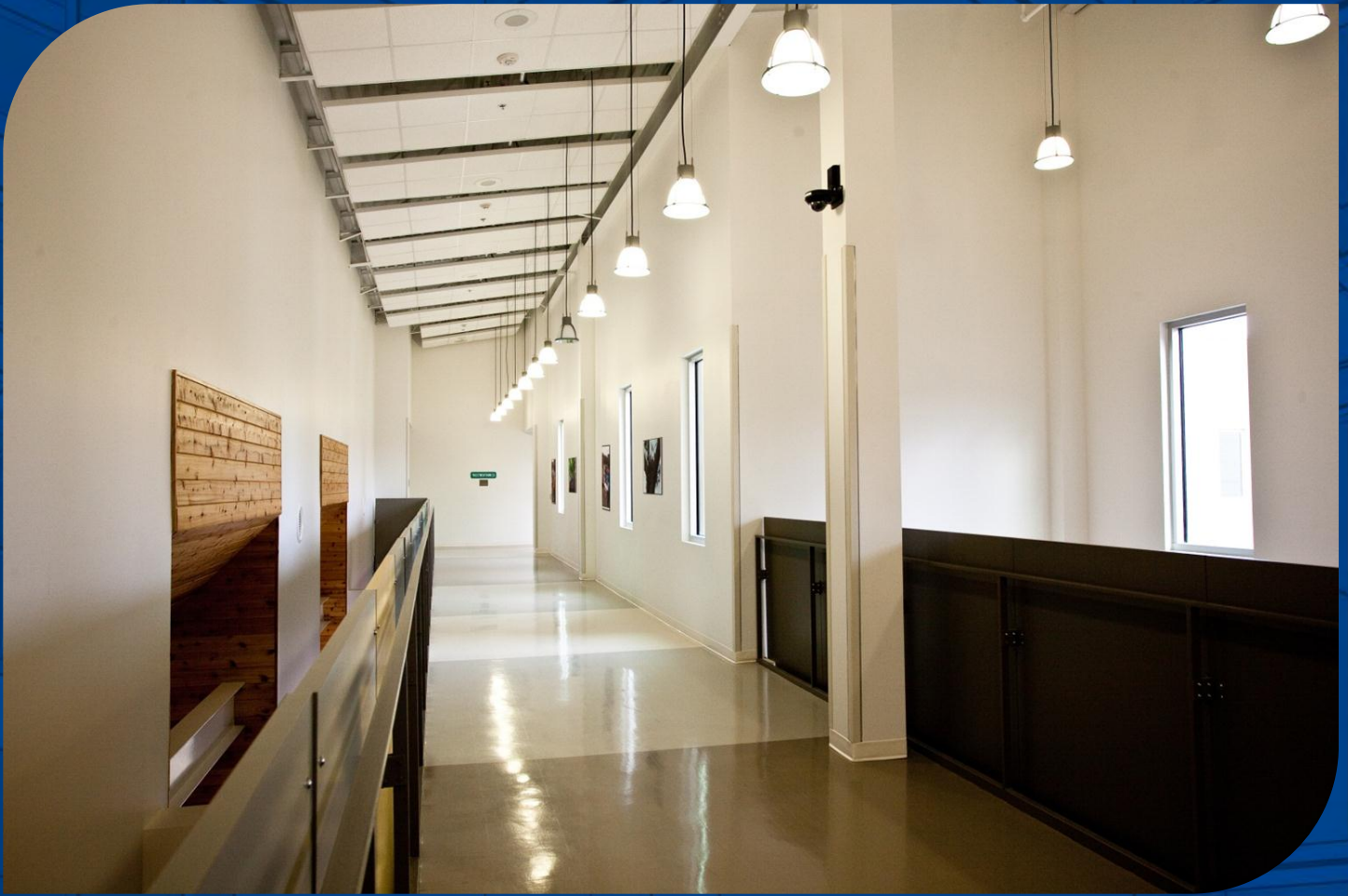




# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL





# BUILDING SUPPORT



HISD EDUCATIONAL SPECIFICATIONS  
PARKER ELEMENTARY SCHOOL – DECEMBER 1, 2014

CONSTRUCTION AND FACILITY SERVICES  
FACILITIES PLANNING





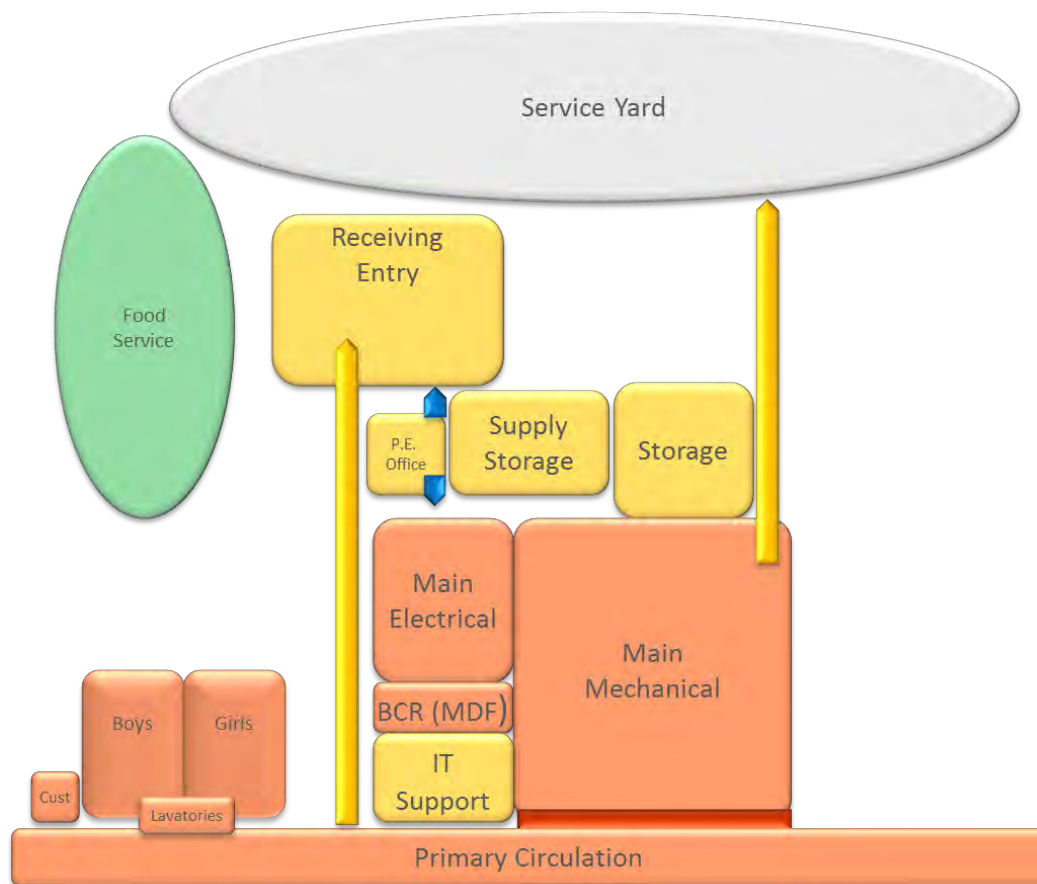


## Building Support

### 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.



# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Building Support

#### Corridors

USERS:	ACTIVITIES:
<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>• Minimum corridor widths are:</li><li>• Serving more than two classrooms: 8'-0"</li><li>• Serving more than eight classrooms: 9'-0"</li><li>• Major corridor: 12'-0"</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Lockable display cabinets – Some shallow, some deeper.</li><li>• Tack board / Tack wall – As much as possible – continuous tackable surface on upper part of the wall</li><li>• Water fountains in corridors or at entry of each of the group restrooms</li><li>• Clocks</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 doors at entrance to these spaces.</li><li>• Mirrors and sinks should be located outside of toilet area.</li></ul>	
<b>FURNITURE, FIXTURES &amp; EQUIPMENT:</b>	
<ul style="list-style-type: none"><li>• Mirrors (not above sinks)</li><li>• Paper towel dispensers</li><li>• Soap dispensers</li><li>• Toilet paper dispenser</li></ul>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Building Support

#### Single Restrooms

<b>USERS:</b>	<b>ACTIVITIES:</b>
<ul style="list-style-type: none"><li>• Faculty</li><li>• Visitors</li></ul>	<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>	



## 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 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>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### 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)

USERS:	ACTIVITIES:
<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>
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"><li>• None</li><li>• In multistory buildings FCR is required to stack.</li></ul>	
FURNITURE, FIXTURES & EQUIPMENT:	
<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>	





# HISD EDUCATIONAL SPECIFICATIONS

## PARKER ELEMENTARY SCHOOL

### Building Support

#### Stairs

USERS:	ACTIVITIES:
<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>
DESIGN CONSIDERATIONS:	
<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>	
FURNITURE, FIXTURES & EQUIPMENT:	
<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

## PARKER ELEMENTARY SCHOOL





# FINISH, FENESTRATION & INFRASTRUTURE MATRIX



**General Notes**

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

**Program Specific Notes**

- A. Continue flooring from corridor to front side of reception counter.
- B. Not used.
- C. 2 duplex outlets located in casework apron at each student station
- D. One duplex and data located for wall mounted display monitor
- E. Locate one set of drinking fountains in adjacent corridor.
- F. Provide floor drain at emergency shower/eyewash station.
- G. Provide system noted with an \* if required for specific curriculum.
- H. Not used.
- I. Provide large deep sink for cleaning instruments.
- J. Provide large electrically operated, projection screen with projector
- K. Install an eye wash station at sink.
- L. Provide drinking fountain in or near treatment area.
- M. Wall and ceiling finishes of walk-in are by the manufacturer. Floor to match the floor in food preparation area
- N. Provide mop sink in Custodial area.
- O. Provide washer and dryer connections and sufficient ventilation in Laundry area.
- P. Plaster Traps at art sinks
- Q. Coordinate HVAC/Plumbing/Electrical requirements with equipment
- R. Provide permanent speaker system
- S. Provide restroom with appropriate fixtures for age served.
- T. Provide stage curtains.
- U. Furnish and install coat hook on door.
- V. Provide pass through mail slots and built in work table in center of room.



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





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Physical Education / Athletics



FINISH, FENESTRATION & INFRASTRUCTURE MATRIX

PARKER ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS (DRAFT)



	FINISHES																			OPENINGS							HVAC, PLUMBING AND ELECTRICAL											EQUIPMENT AND SPECIAL SYSTEMS										NOTES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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