HOUSTON INDEPENDENT SCHOOL DISTRICT

HISD EDUCATIONAL SPECIFICATIONS

FINAL

Approved by:

Steven Gourrier, Principal

SOUTH EARLY COLLEGE HIGH SCHOOL

MAY 15, 2014

2012 HISD BOND
BUILDING EXCELLENCE

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

HOUSTON INDEPENDENT SCHOOL DISTRICT

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Guiding Principles

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

South Early College High School's Guiding Principles:

I. All students will have access to technology, and all instructional activities (from in-class instruction, labs, instructional materials, study groups, tutoring and peer tutoring) will be supported by technology.

II. The school will be colorful, open and flexible, creating learning spaces that are exciting, fun and nurturing for all learners.

III. Since students learn differently, we will support all learning styles.

IV. We believe in independent learning that creates communities of trust.

V. We will promote personal and academic excellence in all students, developing future leaders for the community and workplace.

Executive Summary

Overview:

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

This Educational Specification evolved through a collaborative process with each school and its Project Advisory Team (PAT). It was developed by exploring program requirements of High Schools with consideration for extensive flexibility to address multiple approaches to the delivery of education with evolving pedagogies. Since new and renovated buildings are expected to serve multiple generations of learners, spaces must be planned to respond to changing program delivery strategies over time without "bricks and mortar" changes to the building. This educational specification has been prepared to provide spaces in a variety of sizes, interior zoning to enhance after-hours use, and a rich infrastructure to support current and emerging approaches to educational program delivery.

Educational Program Delivery:

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

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

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

Eight Ways of Learning:

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

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

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

Technology

Technology is an essential tool for learning in today's schools. Computers are used for instruction in the core subjects as well as word processing, data analysis, and presentation development. Computers and projection devices are found in classrooms as well as labs. HISD has embarked upon a program that will lead to each student having their own laptop or tablet. All spaces in the facility must be designed to support this 1:1 initiative.

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Flexibility

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

Flexibility is addressed in this educational program through providing:

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

Organization

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

Learning Centers

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

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

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

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

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

Program Area Overview

Administration/Guidance

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

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

Neighborhoods

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

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

Learning Commons

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

Visual Arts

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

Performing Arts

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

Physical Education

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

Food Services

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

Building Support – Corridors and Common Spaces

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

Technology

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

Accessibility

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

Aesthetics

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

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

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

Flexibility

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

Indoor and Outdoor Learning Environments

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

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

CAPACITY MODEL & SPACE REQUIREMENTS

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Capacity Model

	# Teaching Stations	Students per Teaching Station	Building Capacity	% Utilization	Program Capacity
Learning Center (English, Math, Social Studies, World Language, ESOL, Health)	9	28	252	85%	214
Science Wet Lab	3	28	84	85%	71
Career Technical Education (CTE)	3	28	84	85%	71
Visual Arts Wet Lab	1	28	28	85%	24
Multipurpose Activity Room	1	32	32	85%	27
Total	**17**		**480**		**408**

Space Requirements Summary

	Teaching Stations	Total Provided Square Feet
Core Academic Area	12	17,918
Career Technical Education (CTE)	3	5,402
Visual Arts	1	1,398
Physical Education/Athletics	1	5,941
Welcome Center/Administration Space Requirements	0	4,851
Food Service Space Requirements	0	5,878
Custodial/Maintenance Space Requirements	0	886
IT Support	0	806
Total Net	**17**	**42,274**
Building Support		15,496
Total Gross		**57,770**

Space Requirements

Neighborhoods	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Learning Center	9	9	865	7,785
Science Learning Center/Wet Lab	3	3	1,649	4,947
Wet Lab Storage		2	150	300
Learning Commons/Information Center		4	589	2,356
Learning Commons/Information Center Storage/Extended Learning Areas		4	188	752
Small Group Room		4	120	480
Storage		2	246	492
IT Repair and Storage Room w/ Transaction Counter		1	806	806
Total	**12**			**17,918**

Career Technical Education (CTE)	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
CTE Artificial Intelligence/Robotics Lab	1	1	1,804	1,804
CTE Computer Technology	1	1	1,799	1,799
CTE Software Engineering	1	1	1,799	1,799
Total	**3**			**5,402**

Visual Arts	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Visual Arts Wet Lab	1	1	1,195	1,195
Storage Room		1	203	203
Kiln Room		1	80	80
Total	**1**			**1,398**

Physical Education/Athletics	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Multipurpose Activity Room	1	1	3,658	3,658
Boys'/Girls' PE Locker Room		2	699	1,398
Toilets/Showers		2	100	200
Adult Toilet/Shower/Locker		2	104	208
Office (shared)		1	181	181
PE Equipment Storage		1	296	296
Total	**1**			**5,941**

Administration/Guidance	Provided Spaces			
	Teaching Stations(s)	Quantity	Average Square Footage	Net Area Provided
Administration				
Reception, Administration		1	350	350
Office A (Secretary/Registrar)		2	104	208
Office C (Principal)		1	250	250
Principal's Restroom		1	58	58
Office B (AP)		1	126	126
Office B (Itinerant/AP)		2	126	252
AP Reception/Waiting		1	101	101
Conference Room, Main		1	253	253
Conference Room, Small		1	155	155
Storage		1	142	142
Health Clinic		1	218	218
Restroom		1	44	44
Guidance/Student Services				
Office B (Attendance, Counselor)		2	123	246
Conference Room, Small		1	151	151
Records/File Room		1	127	127
Administration/Guidance Workroom		1	138	138
Mail Pick Up Room		1	77	77
Shared				
Professional Development/Data Center		1	252	252
Teacher Work Center (Work Stations, Copier, Conference Room, Break Area)		2	721	1,442
Multi-use/Community Room		1	261	261
Total	**0**			**4,851**

Food Service	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Kitchen Preparation Area (under discussion with HISD Food Service)		1	883	883
Serving Area		1	1,216	1,216
Dry Storage		1	158	158
Freezer		1	188	188
Cooler		1	166	166
Kitchen Manager's Office		1	99	99
Laundry/Custodial Area		1	0	0
Locker Room/Restroom		1	140	140
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		1	2,941	2,941
Dining Commons Storage		1	87	87
Total	**0**			**5,878**

Custodial/Maintenance	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Receiving Entry		1	129	129
Office, Plant Engineer		1	156	156
Custodial/Maintenance Storage		1	203	203
Supply Storage		1	198	198
IT Support				0
Custodial Closet		2	100	200
Total	**0**			**886**

SITE

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Site Overview

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

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

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

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

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

To manage transitional capacity the school system has elected to utilize temporary classroom units (T-Buildings). In planning new school construction and in site planning on existing campuses, space should be identified to site six of these units and accommodations made for their future utility hookups.

Design Considerations

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

- In planning fields include fencing such as backstops, outfield, dugouts, temporary fencing with the thought of providing multiple use of athletic fields.
- See Design Guidelines concerning irrigation.
- Follow standards published by National Federation of State High School Associates for guide to proper athletic field orientation, sizes and markings:
  National Federation of State High School Associations
  PO Box 361246
  Indianapolis, IN 46236-5324
  1-800-776-3462

Site

Future T-Buildings Area

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

Site

Service Court/Access Drive/Dumpster

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

Site

Bus Loop/Parking/Staging

USERS:	ACTIVITIES:
• Staff • Teachers • Students • Parents	• Entry, exit and staging of up to 10 buses • Overnight parking for up to10 buses/daytime parking for driver's personal vehicles
DESIGN CONSIDERATIONS:	
• The designated loading zone shall provide a minimum of 60 inches wide by 240 inches long clear floor area adjacent to the vehicle pull-up space with the long dimension parallel to the vehicle direction of travel. • Locate in close proximity to the main entrance, preferably near large assembly area within the school building and as a second priority, outdoor play area. • Provide a convenient, covered, accessible loading area for buses that is closer to the school than the car loading area (with the exception of special needs children). • HISD uses buses which have a capacity of up to 40 students. Consider the turning radii of buses so that buses can discharge and pickup students without having to cross roadways or back up.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• None	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Site

Car Parking

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

Site

Car Staging/Access

USERS:	ACTIVITIES:
• Parents/Students	• Safely discharge and pick-up students from private vehicles

DESIGN CONSIDERATIONS:

- Accommodate cars
- The designated loading zone shall provide a minimum of 60 inches wide by 240 inches long clear floor area adjacent to the vehicle pull-up space with the long dimension parallel to the vehicle direction of travel.
- Locate near the main entrance but so as not to interfere with bus loading.

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

- None

Owner Furnished – Contractor Installed

- None

Owner Furnished – Owner Installed

- None

Site

Pedestrian Circulation

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

Site

Baseball *(Consider for Future Site Plan Development)*

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

Site

Softball *(Consider for Future Site Plan Development)*

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

Site

Playing/Practice Fields *(Consider for Future Site Plan Development)*

USERS:	ACTIVITIES:
• Students (PE) • Faculty • Athletic Teams • Community	• PE Classes • Athletic practices •
DESIGN CONSIDERATIONS:	
• Provide __ fields • Each field to be approximately 160’ x 360’ • Fields should be relatively level but sloped to drain without need of underground drainage • Locate for ease of access for PE classes	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Irrigation system	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Site

General

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

NEIGHBORHOODS

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

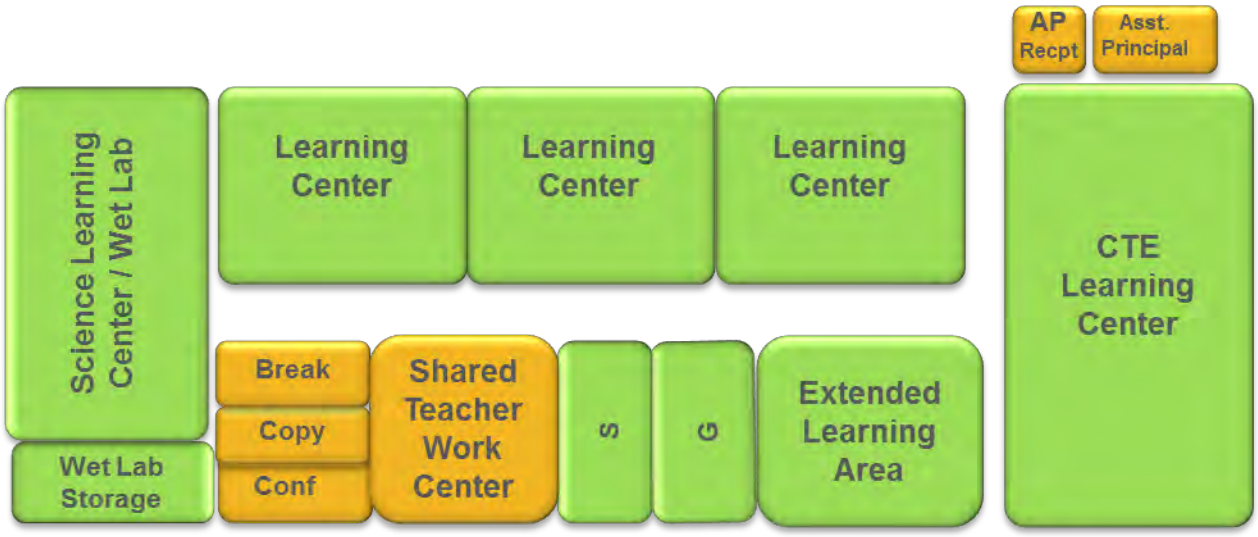
Neighborhoods

Overview:

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

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

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



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

Space Requirements

Neighborhoods	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Learning Center	9	9	865	7,785
Science Learning Center/Wet Lab	3	3	1,649	4,947
Wet Lab Storage		2	150	300
Learning Commons/Information Center		4	589	2,356
Learning Commons/Information Center Storage/Extended Learning Areas		4	188	752
Small Group Room		4	120	480
Storage		2	246	492
IT Repair and Storage Room w/ Transaction Counter		1	806	806
Total	**12**			**17,918**

Neighborhoods

Learning Center

USERS:	ACTIVITIES:
• Teachers • 24 - 32 Students	• Mastering the core curriculum • Mastering 21st Century learning skills • Project-based learning • Technology - based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
• Operable partitions are permitted in this area.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	

• Blinds for windows
• Presentation Wall
• 2 flag holders and map hooks
• Adjacent or Rear Wall:
  • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  • 1 – 8'x4' Marker Board	

Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	

• Presentation Cart
• Teacher stool
  • 30 Student tables
  • 30 Student chairs
• 2 tall storage cabinets with adjustable shelving
• 3 bookcases (height may be dependent on window sill height), with adjustable shelving
• Projector
• Clock	

Neighborhoods

Science Learning Center/Wet Lab

USERS:	ACTIVITIES:
• Teacher • Staff/Faculty • 28 Students	• Lecture, labs, computer work • Technology-based instruction • Chemical, physical and biological experimentation • Collaborative relationship building • Working individually, in small groups, and in large groups • Mastering 21st Century learning skills • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups

DESIGN CONSIDERATIONS:

- Emergency utility shut-off
- Power and Data in apron of casework
- One station in each lab to be handicapped accessible

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

- Blinds for windows
- Presentation Wall
- 2 Flag holders and map hooks
- Adjacent or Rear Wall:
  - 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 – 8'x4' Marker Board
- Casework – Side wall:
  - Sink cabinets and drawer/door cabinets
  - Drying racks above sinks
  - Door/shelf cabinets above sinks
- Safety station(s) (number determined by code) including eyewash, body drench shower
- Goggle cabinet with UV light for disinfecting
- Fume hood in all of the Learning Centers/Wet Labs at wall connecting with Prep Room
- Fixed science demonstration table with gas and water.

Owner Furnished – Contractor Installed

- Paper towel dispensers
- Soap dispensers

Owner Furnished – Owner Installed

- 14 – 2-person tables with chemical resistant epoxy tops
- 29 adjustable height stools
- 2 tall storage cabinets with adjustable shelving
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Shallow drawer cabinet (must accommodate 24" x 46" paper)
- Projector
- Clock
- Large Periodic Table Chart and other large wall charts (provide clear wall space and tack boards to hang additional material)

Neighborhoods

Wet Lab Storage

USERS:	ACTIVITIES:
• Teacher • Staff/Faculty • Students	• Teacher preparation and clean-up for lab exercises
DESIGN CONSIDERATIONS:	
• If more than one fume hood, locate to minimize the visual connection from one classroom to another.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Refrigerator/freezer with small ice maker, not self-defrosting so that temperature will be constant • Double Door Refrigerator that is at least 32” deep, 74 ½” high, 70”wide to be located in storage room near Biology wet lab similar to the example below. • http://www.bushrefrigeration.com/floral-display-coolers-for-sale/powers-fs70gd-70-wide-refrigerated-floral-cooler-with-two-sliding-glass-doors • Casework on one wall with chemical resistant countertop, drawer/door base cabinets, and open shelf wall cabinets • Drying rack mounted above sink • Fire rated chemical storage cabinet • Residential dishwasher with permanently attached sign stating: Thoroughly rinse all acid containing items before placing in dishwasher	
Owner Furnished – Contractor Installed	
• Paper towel dispenser • Soap dispenser	
Owner Furnished – Owner Installed	
• 2 tall work stools • Maximum linear feet of 12”D, adjustable height wooden shelving with rim guards on wall facing casework • 36”W x 84”H lockable storage cabinet	

Neighborhoods

Learning Commons/Information Center

USERS:	ACTIVITIES:
• Students • Faculty • Staff • Community members and parents for after school events	• Learning hub to provide effective using of information and ideas for students and faculty • Circulation of materials and resources in the format of print, digital and multi-media etc. • Reading • Research • Technology based instruction for large group and small group • Provide meeting areas • Processing new media

DESIGN CONSIDERATIONS:

- Some of this square footage will be used in a centralized location for print materials. Some, will be used electronic learning areas (ELA's) for wireless research.

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

- Blinds for windows
- Approximately 700 LF of 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. 42"H units should be on large casters. Typically both single-sided and double-sided units will be used. (Can be furniture. Locate in distributed Learning Commons in a manner that allows for flexibility.)
- Display cases with glass shelving for student artwork and other displays. If possible provide at corners where bookcases may meet to avoid wasted space
- Circulation desk (modular, not fixed): (Exclude if Learning commons is distributed)
  - Drawer/door base cabinets & low shelving behind circulation desk with work space for processing
  - Work station for computer terminals and printer. Provide grommets for wire managements (Can be furniture and not case work)
  - Multi-level check in/out counter
  - Book drop-off with depressible book truck
- Network capabilities for access to programs and on-line card catalog
- Provide charging stations and network connectivity to support 1:1 computing

Owner Furnished – Contractor Installed

- None

Owner Furnished – Owner Installed

- 10 - Tables
- 6 computer tables
- Printer table
- 52 chairs
- 2 task chairs for circulation desk
- Soft seating
- Clock
- Projector

Neighborhoods

Learning Commons/Information Center –Storage

USERS:	ACTIVITIES:
• Media Specialist • Faculty • Staff	• Storing and retrieving materials and supplies
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x4' marker board • 4'x4' tack board	
Owner Furnished – Contractor Installed	
• Paper towel dispenser • Soap dispenser	
Owner Furnished – Owner Installed	
• Maximum LF of heavy duty adjustable shelves	

Neighborhoods

Small Group Room

USERS:	ACTIVITIES:
• Teachers • Students	• Group meetings and work • Individual study • Testing
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x8' marker board • 4'x8' tack board • Provide charging stations and network connectivity to support 1:1 computing	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• 6 person table • 6 chairs	

Neighborhoods

Storage

USERS:	ACTIVITIES:
• Faculty • Teachers	• Storing instructional materials and supplies • Securing and charging mobile computer cart(s)
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x4' tack board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Maximum LF of heavy-duty 18"D adjustable shelving	

IT Support

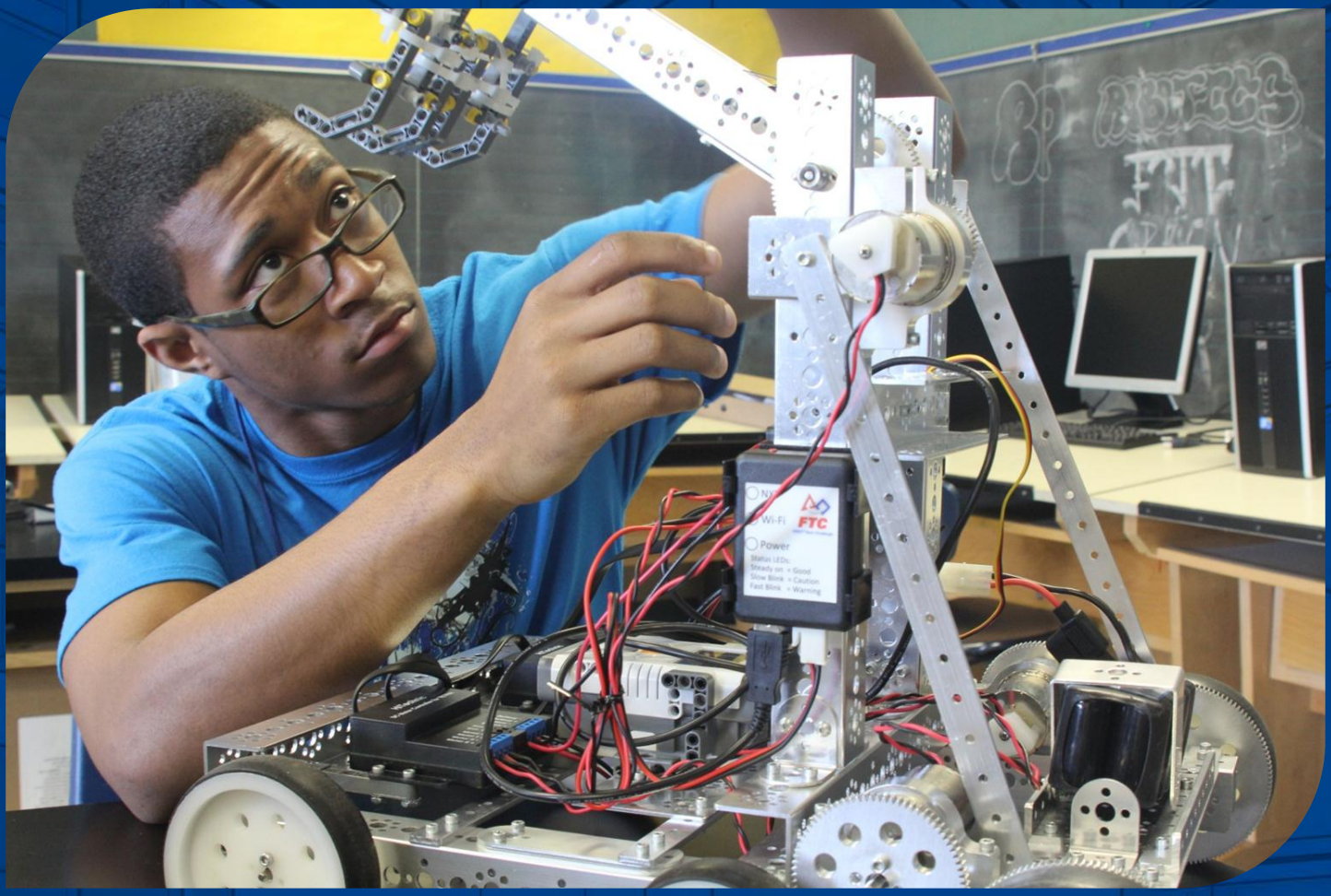
Overview:

HISD is in the early stages of an initiative which when completed will provide each learner and high school learner with a laptop. In order to support this initiative, secure space for device repair and storage are to be provided. The spaces should be finished similar to Learning Centers so that if at some time in the future, the spaces are no longer needed for IT support, they can become teaching stations.

IT Support

Computer Repair and Storage

USERS:	ACTIVITIES:
• 2 Computer Repair Technicians • 2-4 Student Helpers • 3 IT Contractors	• Distributing computers • Receiving computers needing repair • Repairing computers • Instructing students on the repair of computers • Securely storing computers, bags and peripheral parts (cables, batteries, etc.) • Conducting inventory
DESIGN CONSIDERATIONS:	
• Locate on first floor of multi-story buildings • Provide badge access at doorway into space • Provide surveillance cameras focused on entry to room as well as internal computer storage • This space should have no windows	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Voice, Power and Data outlets located along perimeter at bench height • 1-4'x8' Marker Board • 1-4'x4' Tack Board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• 12 Modular work benches • 6 task chairs • 1 bookcase (height may be dependent on window sill height), with adjustable shelving • Modular reception desk • Clock • Tall lockable storage cabinet similar to Tennsco #782MGY • Adjustable Shelving • 4 wire bin shelving to hold bins similar to Quantum #QUS954B • Antistatic mats	



CAREER AND TECHNICAL EDUCATION

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

Career and Technical Education

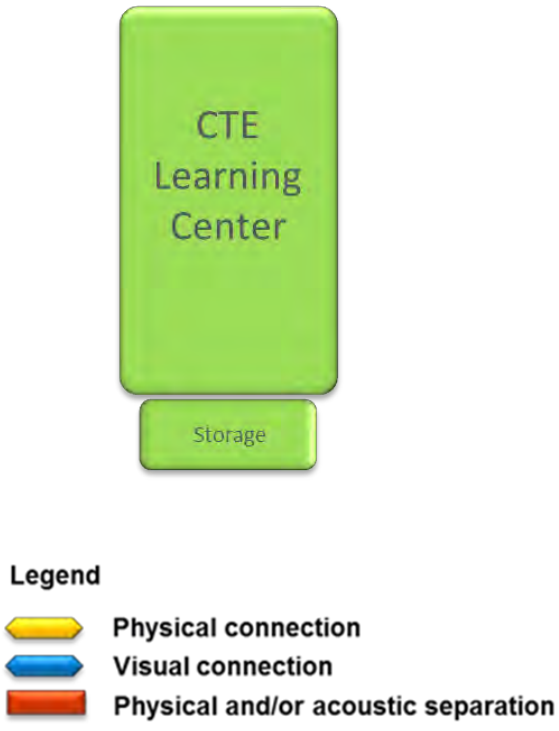
Overview:

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

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

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

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



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Space Requirements

Career Technical Education (CTE)	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
CTE Artificial Intelligence/Robotics Lab	1	1	1,804	1,804
CTE Computer Technology	1	1	1,799	1,799
CTE Software Engineering	1	1	1,799	1,799
Total	**3**			**5,402**

Career and Technical Education-Computer Technology

Computer Technology Learning Center

USERS:	ACTIVITIES:
• Teachers • Students	• Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Keyboarding • Learning and practicing computer skills and software programs • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
• Provide power and data on the perimeter of the room	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	

• Blinds for windows
• Presentation Wall
• 2 flag holders and map hooks
• Adjacent or Rear Wall:
  • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  • 1 – 8'x4' Marker Board
  • Tack Strips located 12" above marker/tack boards	

Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Presentation Cart • Teacher stool • 12 - two student tables • 24 - task chairs • Projector • Clock	

Career and Technical Education-Software Engineering Lab

Software Engineering Lab

USERS:	ACTIVITIES:
• Teachers • Students	• Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Keyboarding • Learning and practicing computer skills and software programs • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
• Provide power and data on the perimeter of the room	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	

• Blinds for windows
• Presentation Wall
• 2 flag holders and map hooks
• Adjacent or Rear Wall:
  • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  • 1 – 8'x4' Marker Board
  • Tack Strips located 12" above marker/tack boards	

Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Presentation Cart • Teacher stool • 12 - two student tables • 24 - task chairs • Projector • Clock	

Career and Technical Education-Artificial Intelligence/Robotics Lab

Artificial Intelligence/Robotics Lab

USERS:	ACTIVITIES:
• Teacher • Students	• Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups

DESIGN CONSIDERATIONS:

- Include one double door in corridor for easy entrance and exit of large projects and equipment.
- Increase the electricity load in this lab to accommodate small to medium hand tools and equipment
- Properly ventilate this lab to quickly exhaust dust and fumes from activity.

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

- Blinds for windows
- Deep sink
- Pegboard or other method of displaying projects located above door head height around perimeter of room
- Provide power overhead – 220 volt and 120 volt
- Presentation Wall
- 2 flag holders and map hooks
- Adjacent or Rear Wall:
  - 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 – 8'x4' Marker Board
- Tack Strips located 12" above marker/tack boards

Owner Furnished – Contractor Installed

- Paper towel dispenser
- Soap dispenser

Owner Furnished – Owner Installed

- Presentation Cart
- Teacher stool
- Student Area
  - 8 – 4- Student tables
  - 30 Student chairs
  - 4 large workbenches to support construction with parts storage below
- 2 tall storage cabinets with adjustable shelving
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Clock
- Projector
- SECHS and HCC to provide an equipment cut sheet

VISUAL ARTS

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

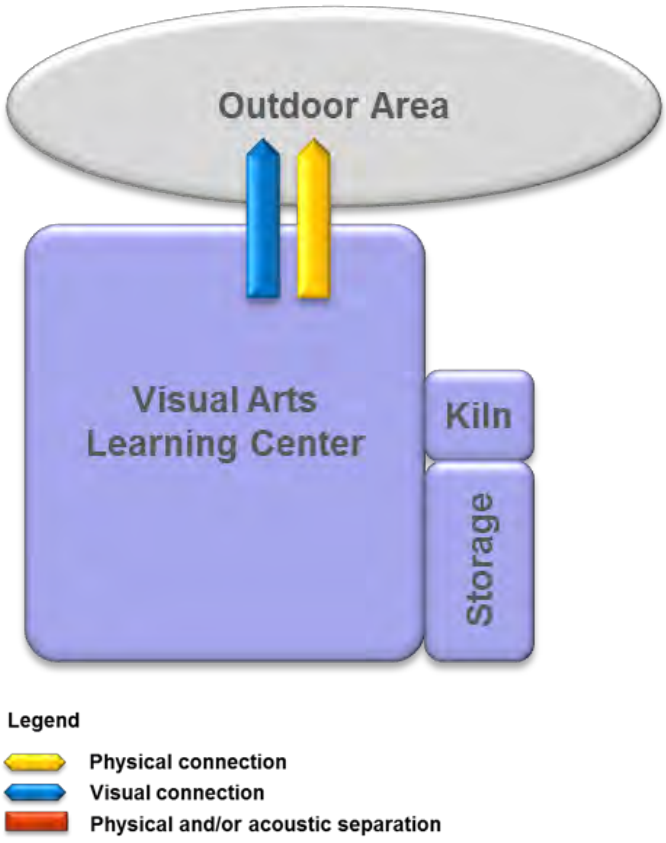
Visual Arts

Overview:

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

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

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



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

Space Requirements

Visual Arts	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Visual Arts Wet Lab	1	1	1,195	1,195
Storage Room		1	203	203
Kiln Room		1	80	80
Total	**1**			**1,398**

Visual Arts

Visual Arts Learning Center

USERS:	ACTIVITIES:
• Teachers • 28 Students	• Creative individual and group activities • Learning/researching art history/artist • Discussions on Art criticism • Learning/practicing drawing, painting, embossed prints, ceramics, sculptures, etc.

DESIGN CONSIDERATIONS:

- Need area for arranging still life with track lighting.
- Northern exposure desirable.
- Display cases inside art room and visible from corridor

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

- Presentation Wall
- 2 flag holders and map hooks
- Blinds for windows
- Presentation Wall
- 2 flag holders and map hooks
- Adjacent or Rear Wall:
  - 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 – 8'x4' Marker Board
- Casework – Side wall:
  - Sink cabinet – with sinks projecting from front edge of casework to allow access from 3 sides
- Door/shelf cabinets above sink
- Shelving above marker boards and windows for project display
- 1 wall with continuous tackable surface

Owner Furnished – Contractor Installed

- Paper towel dispensers
- Soap dispensers

Owner Furnished – Owner Installed

- Teacher demonstration table, 30"x60", adjustable height, with chemical resistant top
- Tall teacher stool
- Student Area:
  - 24 student adjustable height stools
  - 7 art tables, 42"x60", with chemical resistant tops (1 to be used for still life set-up)
- Projector
- 2 tall storage cabinets with adjustable shelving
- Portfolio cabinets
- Double-sided mobile drying rack
- 2 mobile paper racks
- 55-tray tote tray cabinet
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Shallow drawer cabinet (must accommodate 24" x 46" paper)
- Clock

Visual Arts

Storage Room

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

Visual Arts

Kiln Room

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

PHYSICAL EDUCATION / ATHLETICS

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

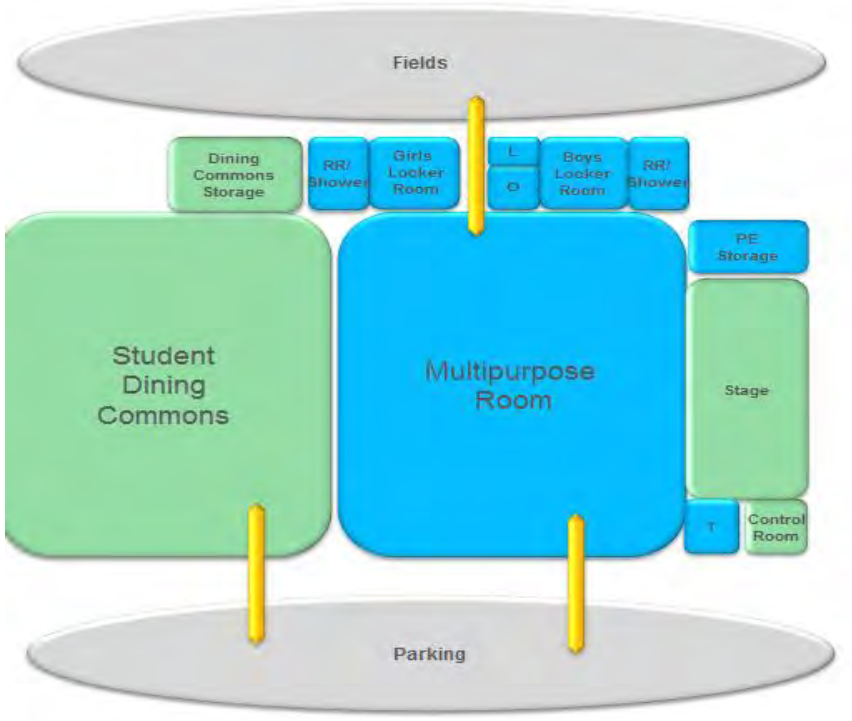
HOUSTON INDEPENDENT SCHOOL DISTRICT

Physical Education

Overview:

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

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



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

Space Requirements

Physical Education/Athletics	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Multipurpose Activity Room	1	1	3,658	3,658
Boys'/Girls' PE Locker Room		2	699	1,398
Toilets/Showers		2	100	200
Adult Toilet/Shower/Locker		2	104	208
Office (shared)		1	181	181
PE Equipment Storage		1	296	296
Total	**1**			**5,941**

Physical Education/Athletics

Multipurpose Activity Learning Center

USERS:	ACTIVITIES:
• Parents • Students • Community members • Faculty/staff	• Physical education classes and activities • Athletic competitions • Sports: basketball, volleyball, gymnastics, cheerleading, drill/dance team, wrestling, badminton • Fitness/health presentations • School assemblies • Performances • Graduation • Community sports activities/events
DESIGN CONSIDERATIONS:	
• Locate adjacent to and separate from dining with a operable partition	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 2 fiberglass, motorized, height adjustable, retractable backboards • Continuous wall pads on end walls	
Owner Furnished – Contractor Installed	
• Clock	
Owner Furnished – Owner Installed	
• 1 30”x60” folding table • 3 Chairs • Sound system	

P.E./Athletics

Boys/Girls P.E. Locker Room

USERS:	ACTIVITIES:
• PE Teachers • Coaches • Students	• Changing clothes • Storing personal items during classes, practices or competitions
DESIGN CONSIDERATIONS:	
• Design for air flow that will maintain consistent temperature and humidity level • Provide clear view for passive supervision (no tall lockers blocking line of sight)	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 35 6:1 lockers • Benches • 4'x4' marker board • 4'x4' tack board • Mirrors	
Owner Furnished – Contractor Installed	
• Paper towel dispenser • Sanitizer dispenser	
Owner Furnished – Owner Installed	
• None	

P.E./Athletics

Student Toilet/Showers

USERS:	ACTIVITIES:
• Students	• Restroom and bathing
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Mirrors	
Owner Furnished – Contractor Installed	
• Paper towel dispensers • Soap dispensers	
Owner Furnished – Owner Installed	
• Shower curtains	

P.E./Athletics

Adult Toilet/Shower/Locker

USERS:	ACTIVITIES:
• Coaches/Teachers	• Restroom and bathing
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Mirrors • 2 high lockers	
Owner Furnished – Contractor Installed	
• Paper towel dispenser • Soap dispenser	
Owner Furnished – Owner Installed	
• Shower curtain	

P.E./Athletics

Office (Shared)

USERS:	ACTIVITIES:
• Coaches/Teachers • Students	• Coach and teacher administrative tasks • Changing clothes before and after physical education activities • Storing personal items
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x4' marker board • 4'x4' tack board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• 1 Double pedestal desk with center drawer & lock, 60" x 30" • Task chair, swivel, tilt, armless • 2 Guest chairs • 2 4-shelf bookcase, 52"H x 36"W x 15"D • 2 4-drawer vertical file, letter size, lockable	

P.E./Athletics

P.E. Equipment Storage

USERS:	ACTIVITIES:
• PE Teachers/Coaches • Students	• Storing and retrieving equipment used for physical education classes
DESIGN CONSIDERATIONS:	
• Floors need to be level and transition strip should be low profile to allow for easy movement of heavy equipment on carts.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• None	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Heavy-duty adjustable shelving on 3 walls. Lower shelf 24”D. Upper shelves to ceiling 18”D. Locate bottom shelf on 2 walls 48” AFF for ball carts and mats. • Provide pegboard on 1 wall for hanging jump ropes, hula hoops, etc.	

ADMINISTRATION / GUIDANCE

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

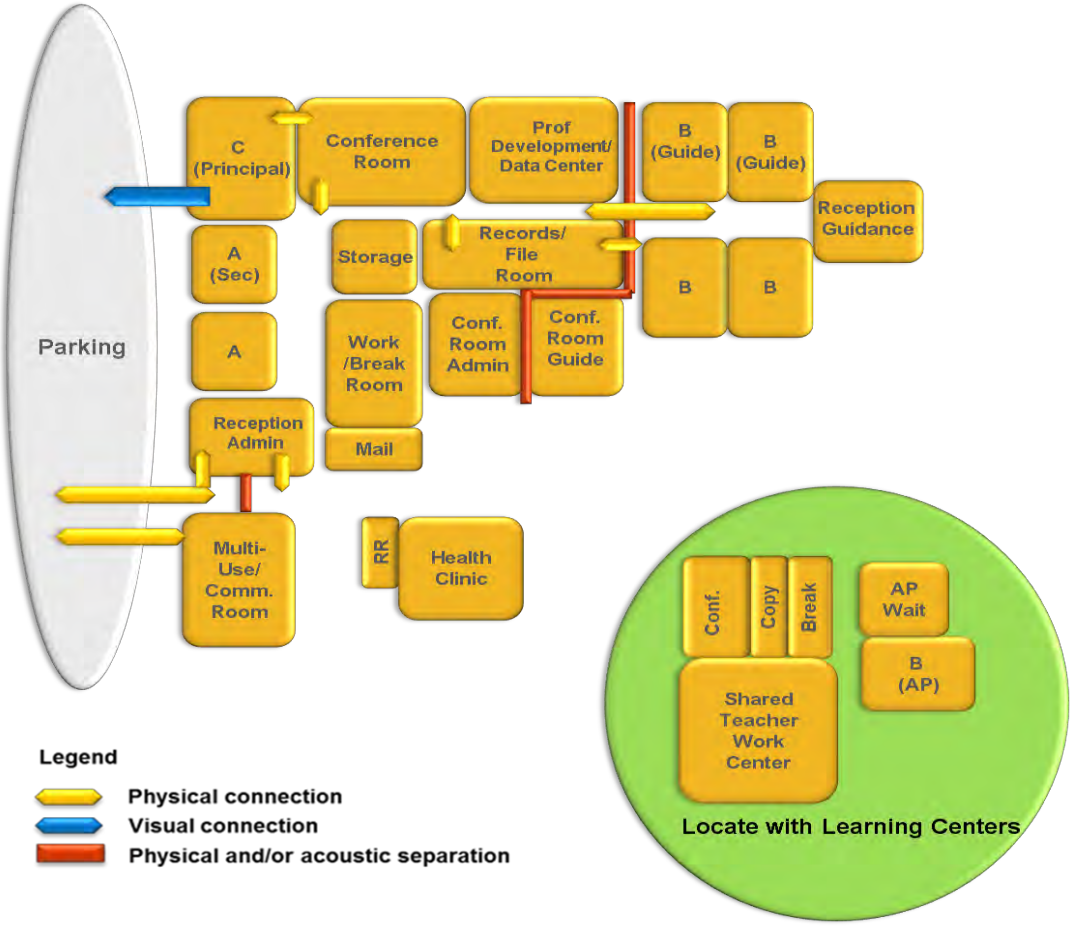
Administration/Guidance

Overview:

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

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

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



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

Space Requirements

Administration/Guidance	Provided Spaces			
	Teaching Stations(s)	Quantity	Average Square Footage	Net Area Provided
Administration				
Reception, Administration		1	350	350
Office A (Secretary/Registrar)		2	104	208
Office C (Principal)		1	250	250
Principal's Restroom		1	58	58
Office B (AP)		1	126	126
Office B (Itinerant/AP)		2	126	252
AP Reception/Waiting		1	101	101
Conference Room, Main		1	253	253
Conference Room, Small		1	155	155
Storage		1	142	142
Health Clinic		1	218	218
Restroom		1	44	44
Guidance/Student Services				
Office B (Attendance, Counselor)		2	123	246
Conference Room, Small		1	151	151
Records/File Room		1	127	127
Administration/Guidance Workroom		1	138	138
Mail Pick Up Room		1	77	77
Shared				
Professional Development/Data Center		1	252	252
Teacher Work Center (Work Stations, Copier, Conference Room, Break Area)		2	721	1,442
Multi-use/Community Room		1	261	261
Total	**0**			**4,851**

Administration/Guidance

Reception, Administration

USERS:	ACTIVITIES:
• Parents • Students • Community members • Faculty/staff	• Greeting and welcoming people and directing them to the proper location or person • Waiting/seating area for visitors, students, and staff members • Controlling entrance to the school
DESIGN CONSIDERATIONS:	
• All visitors must pass through reception to enter school • Use modular furniture for the circulation desk. A portion shall be at height to meet accessibility requirements.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• None	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	

• Modular reception desk with work stations to include:
  • 30”D x 30’H x 10-12 LF work surface (section with reduced height for greeting children/ ADA compliance).
  • Half of the reception desk should have a transaction counter 1’D x 42”H with a maximum of 6” overlapping work surface
  • Rear work surface 30”D x 30”H
• Work surfaces should have lockable built-in storage below including a combination of 6”D and file drawers (at least 4) as well as cabinets with adjustable shelving2 Task chairs
• Guest chairs
• Side tables
• Video Display	

Administration/Guidance

Office A

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

Administration/Guidance

Office C (Principal)

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

Administration/Guidance

Principal's Restroom

USERS:	ACTIVITIES:
• Principal • Visitors • Staff	• Personal hygiene •
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Mirrors	
Owner Furnished – Contractor Installed	
• Paper towel dispenser • Soap dispenser	
Owner Furnished – Owner Installed	
• None	

Administration/Guidance

Office B (AP)

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

Administration/Guidance

AP Waiting

USERS:	ACTIVITIES:
• Parents • Students • Community members • Faculty/staff	• Greeting and welcoming people • Waiting/seating area for visitors, students, and staff members
DESIGN CONSIDERATIONS:	
• Should be located adjacent to Neighborhoods	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• None	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	

• Modular reception desk with work stations to include:
  • 30”D x 30’H x 10-12 LF work surface (section with reduced height for greeting children/ ADA compliance).
  • Half of the reception desk should have a transaction counter 1’D x 42”H with a maximum of 6” overlapping work surface Rear work surface 30”D x 30”H
  • Work surfaces should have lockable built-in storage below including a combination of 6”D and file drawers (at least 4) as well as cabinets with adjustable shelving2 Task chairs
• Guest chairs
• Side tables	

Administration/Guidance

Conference Room, Main

USERS:	ACTIVITIES:
• Principal • Staff/Faculty • Parents/Students • School Support Groups (PTO, etc.)	• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Blinds on windows • Marker and tack board in cabinet	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Credenza • Conference table for 12 people • 12 Swivel, tilt armchairs • Television and/or electronic whiteboard	

Administration/Guidance

Conference Room, Small

USERS:	ACTIVITIES:
• Staff/Faculty • Parents • School Support Groups (PTO, etc.)	• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS:	
• Provide direct access from Principal's Office and secondary corridor.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Blinds on windows • Marker and tack board in cabinet	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Credenza • Conference table for 6 people • 6 Swivel, tilt armchairs • Television and/or electronic whiteboard	

Administration/Guidance

Storage Room

USERS:	ACTIVITIES:
• Guidance Clerk • Counselors • Administrators' • Office Staff	• Storing office supplies • Storing educational materials
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• None	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Maximum LF of heavy duty adjustable shelving	

Administration/Guidance

Health Clinic

USERS:	ACTIVITIES:
• School nurse • Staff • Students • Parents	• Treating ill or hurt students • Conducting medical exams/screening • Dispensing medications • Waiting area for ill students prior to being picked up
DESIGN CONSIDERATIONS:	
• Visual connection between Nurses' Office and Clinic	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Blinds on all windows • Sink cabinet with single deep sink • 4 LF of Drawer/door cabinets – lockable • 6 LF Door/shelf wall cabinets	
Owner Furnished – Contractor Installed	
• Paper towel dispenser • Soap dispenser	
Owner Furnished – Owner Installed	
• Cot/exam table • Adjustable height stool • Locking refrigerator with ice maker • Biohazard disposable can • Medical sharps waste disposal • 2 guest chairs • Defibrillator	

Administration/Guidance

Health Clinic - Restroom

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

Administration/Guidance

Office B (Attendance, Registrar, Officer)

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

Administration/Guidance

Conference Room, Small – Guidance/Student Services

USERS:	ACTIVITIES:
• Staff/Faculty • Parents • Visitors	• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Blinds on windows • Marker and tack board in cabinet	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Credenza • Conference table for 6 people • 6 Swivel, tilt armchairs	

Administration/Guidance

Records/File Room

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

Administration/Guidance

Workroom/Break Room

USERS:	ACTIVITIES:
• Faculty • Staff • Volunteers • Parents	• Copying • Collating • Preparing communications for mailing • Laminating, book making, poster making • General office work • Storing and retrieving supplies • Mail delivery and retrieval
DESIGN CONSIDERATIONS:	
• Mail slots should open directly to mail pick up room.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Blinds on windows • 4'x4' marker board • 4'x4' tack board • 12"W x 9"H x 12"D pass through mail slots with 24"D adjustable shelving below for packages • Approximately 10 LF of casework with countertop, sink cabinet, drawer/door base cabinets and door/shelf wall cabinets • Large counter (standing height) in the middle of the space for sorting (with a stack of flat file drawers and drawer/door cabinets).	
Owner Furnished – Contractor Installed	
• Paper towel dispenser • Soap dispenser	
Owner Furnished – Owner Installed	
• 36" x 72" work tables • 6 Lounge chairs • Refrigerator with icemaker • 8 Chairs • 2 - 42" square tables • Vending machines – 2 drink & 1 snack (vendor provided) • Microwaves/Oven • Copier	

Administration/Guidance

Mail Pick Up

USERS:	ACTIVITIES:
• Faculty • Staff	• Picking up mail • Reading notices • Dropping off mail
DESIGN CONSIDERATIONS:	
• Provide in/out doors off of secondary corridor. • Mailboxes provide separation between this space and workroom/break room.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x8' tack board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Administration/Guidance

Shared – Professional Development/Data Center

USERS:	ACTIVITIES:
• Teachers • Administrators	• Keeping track of student progress and activity • Professional teacher training, development and in services
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 2 walls continuous tackable surface • 2 walls continuous marker surface	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• 24”x36” tables • 2-door lockable storage cabinet • Swivel, tilt chair • 5-drawer vertical file cabinets • Television and/or Electronic marker Board	

Administration/Guidance

Shared – Teacher Work Center, Work Stations

USERS:	ACTIVITIES:
• Teachers	• Preparing lesson plans • Teacher supply storage • Researching • Meeting
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x4' marker board • 4'x4' tack board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Modular open office systems furniture with keyed over desk storage and file drawers, each set separately keyed to a master. • Tilt swivel desk chairs on casters	

Administration/Guidance

Shared – Teacher Work Center, Copier Room

USERS:	ACTIVITIES:
• Teachers	• Preparing lesson documents • Teacher supply storage
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x4' marker board • 4'x4' tack board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Copier • Tall double door storage cabinet	

Administration/Guidance

Shared – Teacher Work Center, Conference Room

USERS:	ACTIVITIES:
• Teachers	• Meetings • Collaboration
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x4' marker board • 4'x4' tack board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Credenza • Conference table for 6 people • 6 Swivel, tilt armchairs • Television and/or electronic whiteboard	

Administration/Guidance

Shared – Teacher Work Center, Break Area

USERS:	ACTIVITIES:
• Teachers	• Lounging • Eating
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4'x4' marker board • 4'x4' tack board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Chairs • Tables	

Administration/Guidance

Shared – Office B (Itinerant)

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

Administration/Guidance

Shared – Multi-Use/Community Room

USERS:	ACTIVITIES:
• Community Members • Principal • Staff/Faculty • Parents/Students • School Support Groups (PTO, etc.)	• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Approximately 6’ LF casework including, sink cabinet, door base and wall cabinet • Blinds on windows • Marker board • Tack board • Provide charging stations and network connectivity to support 1:1 computing	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• 2 door locking storage cabinet • Computer work tables • Task chairs • Modular tables for easy rearrangement depending on room use (18” x 48”) • Stackable chairs • Electronic whiteboard	

FOOD SERVICE

2012 HISD BOND
BUILDING EXCELLENCE

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SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

Food Service

Overview:

School Food Service Trends

Source: National Food Service Management Institute

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

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

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

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

Key Considerations in Designing a Successful School Food Operation and Cafeteria

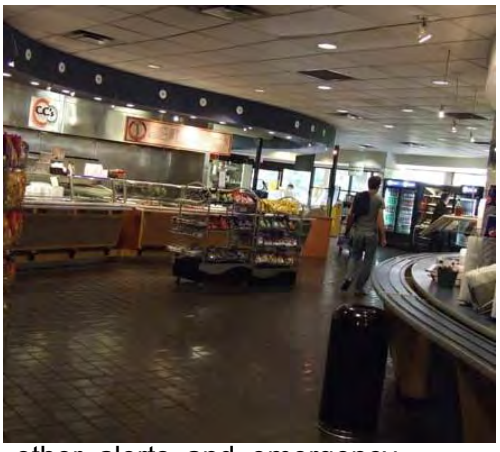
Increased Emphasis on Health and Wellness

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

Increased Emphasis on Health and Wellness (continued)

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

Food Security and Emergency Preparedness



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

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

Alternate Food Production Systems

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

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

Smaller and More Mobile Equipment

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

Equipment with New or Blended Technologies

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

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

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

Labor-Saving Options

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

Better Ventilation

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

grease that accumulates in and above range filters and ducts.

Increased Emphasis on Food Safety

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

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

Incorporation of Electro-Processors and Computers into Equipment

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

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

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

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

More Colorful and/or Less Expensive Construction Materials

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

Environmentally Friendly Equipment

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

Consumer Trends

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

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

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

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

Service Trends

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

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

Food Court Concepts

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

Alternative Service Points

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

Speed Lines

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

Kiosks and Food Carts

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

Exhibition-Style Cooking

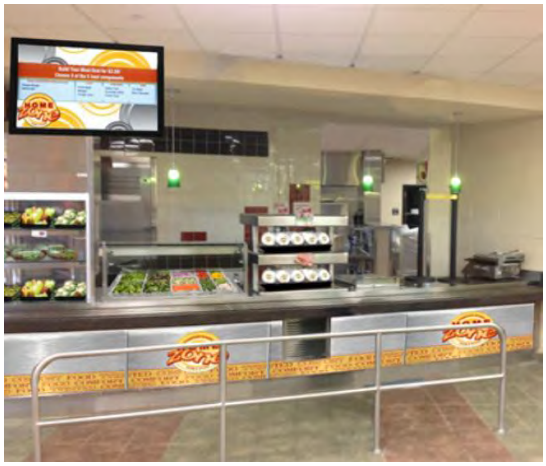
Some form of display cooking or custom assembly of food right in front of the customer's view adds to a preferred perception of quality and freshness. Savvy students of all ages are catching on to the resurgence of *"fresh is best."* Television cooking channels also continue to push this approach as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

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

Critical Needs List

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

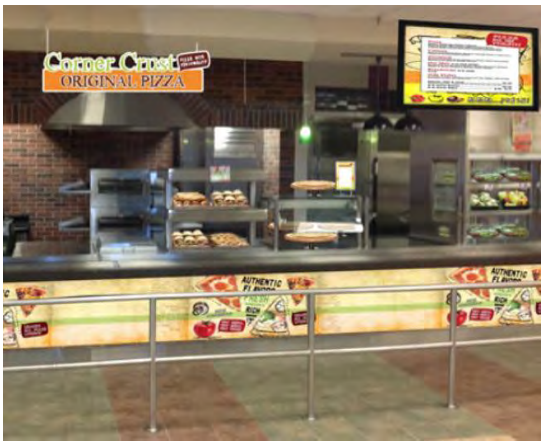
1. Key regulatory considerations/National School Lunch Program requirements:
   a. HISD should continue offering a large variety of fresh fruit and vegetables with every meal. Adequate and refrigerated merchandising space is needed on each service line.
   b. The POS (point-of-sale) units must be located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



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

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

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



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

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

ARAMARK Marketing and Design Services Engagement

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

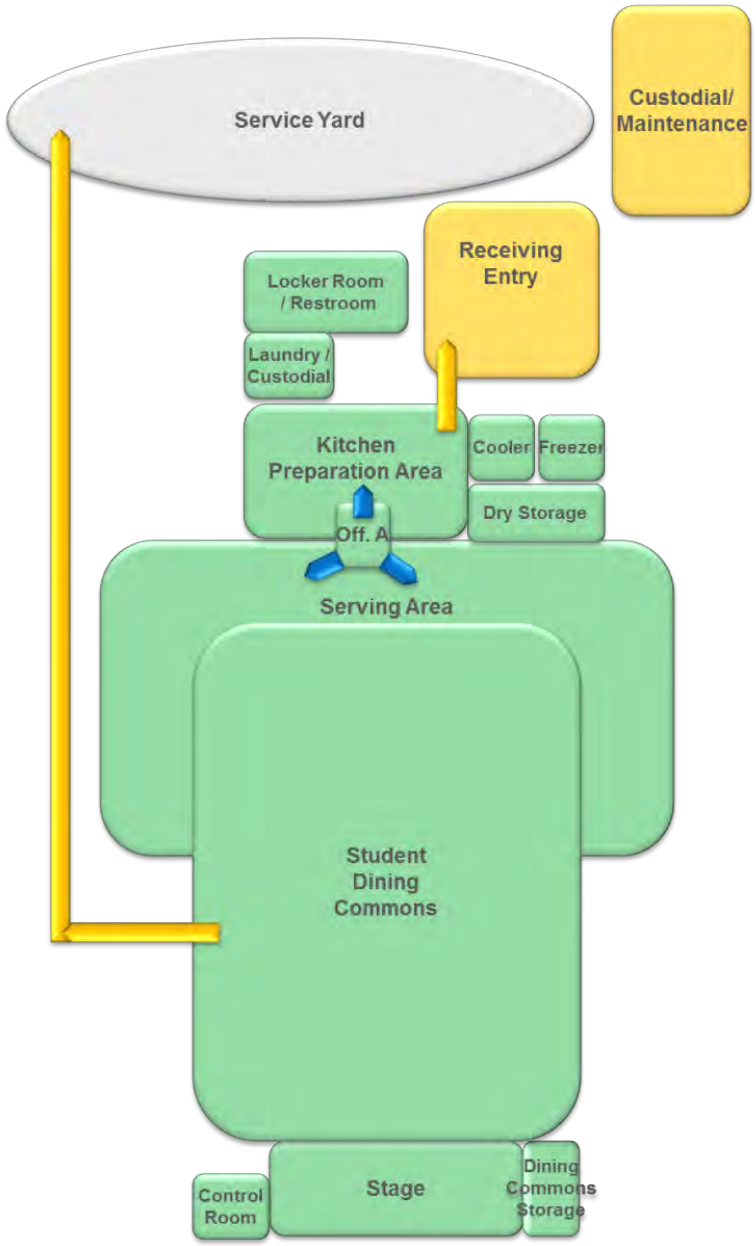
John and Rick monitor the latest research from education organizations, K–12 publications, industry experts, and agencies to stay abreast of K–12 legislation, regulations, and food and customer trends. Providing their expertise and support to more than 400 school district partners across the country,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

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

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

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

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



Legend

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

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

Space Requirements

Food Service	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Kitchen Preparation Area (under discussion with HISD Food Service)		1	883	883
Serving Area		1	1,216	1,216
Dry Storage		1	158	158
Freezer		1	188	188
Cooler		1	166	166
Kitchen Manager's Office		1	99	99
Laundry/Custodial Area		1	0	0
Locker Room/Restroom		1	140	140
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		1	2,941	2,941
Dining Commons Storage		1	87	87
Total	**0**			**5,878**

Food Service

Kitchen Preparation Area

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

DESIGN CONSIDERATIONS:

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

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

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

Owner Furnished – Contractor Installed

- Soap Dispensers
- Paper Towel Dispensers

Owner Furnished – Owner Installed

- Clock(s)

Food Service

Serving Area

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

DESIGN CONSIDERATIONS:

- Equipment is based on a minimum of 3 lunch periods.
- Serving will be in a food court design – number of stations dependent upon school capacity.
- If more than four stations, one station to be separate from kitchen so it can be used by school organizations after hours.
- Doorbell at receiving should be audible in Serving Area.
- Provide a minimum of 4'-0" wide doors.

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

- 2- Traditional (Standard Serving Lines)
  - 1 – Cold Display Merchandiser, 3' min.
  - 2- 3' Serving Unit Pan Flat
  - 1- 5' Serving Unit Pan Hot
  - 1- 3' Serving Unit Pan Cold
  - 1- Cold Tier Hot/Frost
  - 1- Cash Table
- 1- Specialty Line
  - 2- Cold Tier Hot/Frost
  - 1- 2' Serving Unit Pan Cold
  - 1- 3' Serving Unit Pan Flat
  - 1- 4' Serving Unit Pan Hot
  - 1- 3' Serving Unit Pan Cold
  - 1- 2' Serving Unit Pan Flat
  - 1- Cash Table
- 1- Heated Cabinet, 2 Door, pass thru preferred
- 1- Refrigerator, 1 door, pass thru preferred
- Back Counter, as needed
- Multi-fold Hand Towel Dispensers
- Soap Dispensers
- Electronic Display (Menus) – One for each serving line

Owner Furnished – Contractor Installed

- None

Owner Furnished – Owner Installed

- Point Of Sale (POS) Units – One for each serving line
- Adjustable height stools – One for each serving line
- Clock(s)

Food Service

Dry Storage

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

DESIGN CONSIDERATIONS:

- Locate Dry Storage near Kitchen Preparation Area
- Locate Dry Storage for easy access to Receiving Entry
- Provide security camera to monitor entrance
- Provide a minimum of 4’ - 0” wide doors.

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

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

Owner Furnished – Contractor Installed

- None

Owner Furnished – Owner Installed

- None

Food Service

Freezer

USERS:	ACTIVITIES:
• Food Service Staff	• Storing frozen food
DESIGN CONSIDERATIONS:	
• Locate freezer near Kitchen Preparation Area and have it open from Cooler. • Enter freezer through cooler • Locate for easy access to Receiving Entry • Provide computerized remote monitoring system. • Provide a minimum of 4' - 0" wide door	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 1- Walk-in Freezer – TN-078, walk thru evenly spaced, min. 400 sq. ft. • 2- Dunnage Racks, (Vented cold storage) • Cold Storage Shelving, vented, number as needed.	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Food Service

Cooler

USERS:	ACTIVITIES:
• Food Service Staff	• Storing cold foods • Defrosting frozen food
DESIGN CONSIDERATIONS:	
• Locate cooler near Kitchen Preparation Area and have it open into both Prep and Freezer • Locate cooler/freezer for easy access to Receiving Entry. • Provide computerized remote monitoring system • Provide a minimum of 4' - 0" wide doors.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 1- Walk-in Cooler, walk thru evenly spaced, min. 400 sq. ft. • 2- Dunnage Racks, (Vented Cold Storage) • Cold Storage Shelving, vented, number as needed	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Food Service

Office A (Kitchen's Manager's Office)

USERS:	ACTIVITIES:
• Manager	• Filing out Food Service documentation • Reviewing employee request • Ordering supplies • Counting cash •
DESIGN CONSIDERATIONS:	
• Locate manager's office in a central location to allow visibility into kitchen prep area, service line holding area and receiving. • Provide window, peep hole or camera for visibility of person receiving deliveries. • Provide windows above 3' to below ceiling on all sides. • Doorbell at receiving should be audible in Kitchen Manager's Office and Kitchen Preparation Area. • If camera is provided it needs to be monitored through the computer system in the office. • Combination safe should be secured to the building in a non- visible space in the office. • Provide minimum of 4' wide doors.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 1- Combination Safe • 4' x 4' marker board • 4' x 4' tack board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Desk • 1- Task Chair • 1- Guest Chair • File Cabinet • Bookcase • Blinds • Clock • Printer • Computer • Trash cans	

Food Service

Laundry / Custodial Area

USERS:	ACTIVITIES:
• Manager • Food Service Staff	• Washing food prep clothes and aprons • Drying food prep clothes and aprons • Storing cleaning supplies • Storing cleaning equipment • Cleaning mops
DESIGN CONSIDERATIONS:	
• Provide sufficient ventilation to prevent fumes from cleaners from damaging mother boards in washer and dryer. Alternatively, provide separate rooms for	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 1- Washer • 1- Dryer • Shelving, composite, as needed • Mop/Broom Rack • Mop Sink	
Owner Furnished – Contractor Installed	
• Paper Towel Dispenser	
Owner Furnished – Owner Installed	
• None	

Food Service

Locker Room / Restroom

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

Food Service

Student Dining Commons

USERS:	ACTIVITIES:
• Kitchen Manager • Food Service Staff • Students • Faculty	• Eating • Student Assembly • Social Gathering
DESIGN CONSIDERATIONS:	
• Provide access from Dining Commons to dumpster area without going through Kitchen Prep. • Include drinking fountains in the Dining Commons per code • Provide area for future addition of vending machines	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4’ x 8’ Tack board(s) • Connections for projectors • Sound System, to balance sound throughout the room • Electronic Display • Charging stations, as needed	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Tables and chairs for 1/3 of the program capacity plus 200 for dining • Size and shape of tables should be varied to prevent an institutional appearance • Clock	

Food Service

Student Dining Commons – Storage

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

CUSTODIAL / MAINTENANCE

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

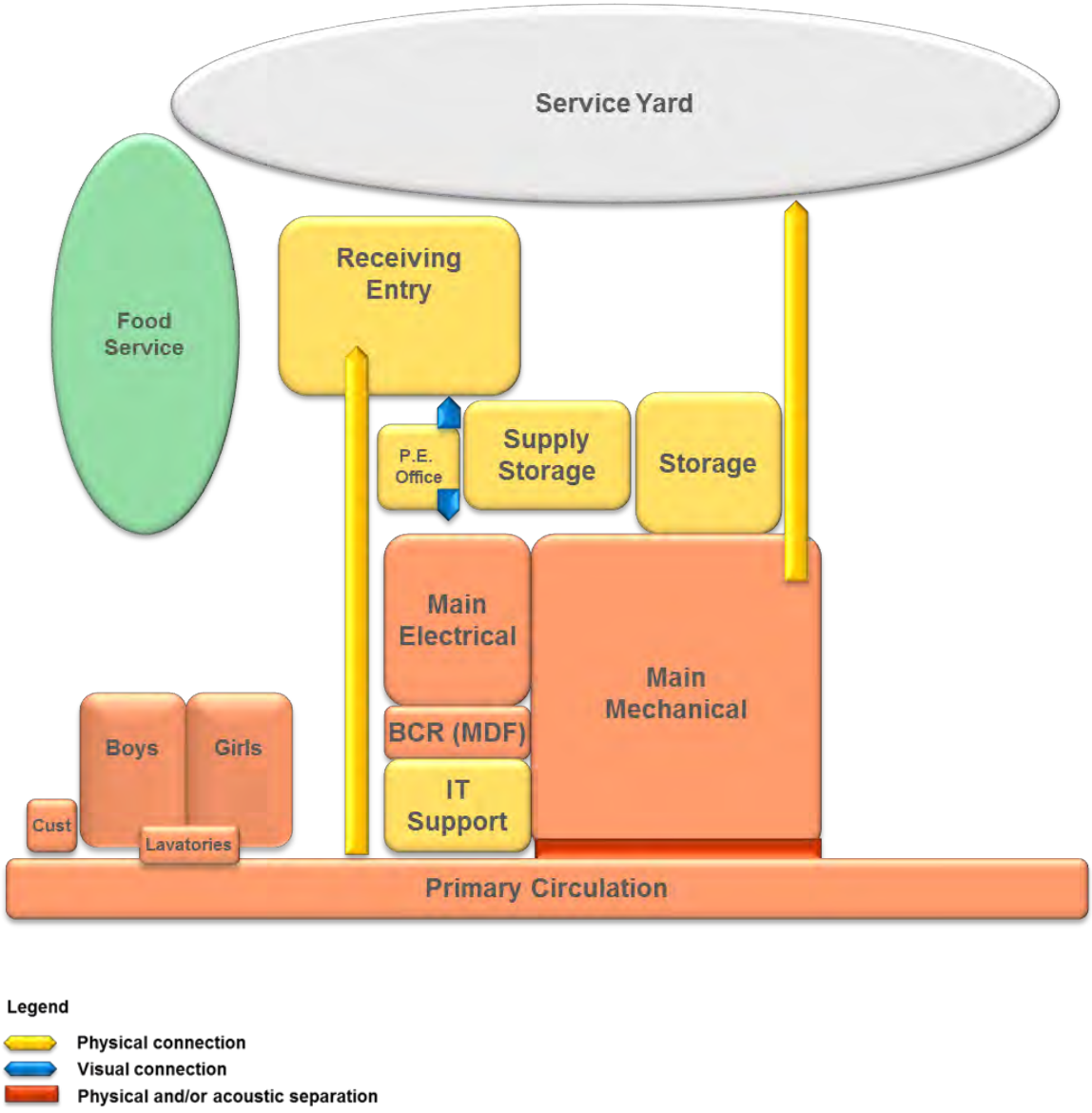
HOUSTON INDEPENDENT SCHOOL DISTRICT

Custodial / Maintenance

Overview:

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

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



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

Space Requirements

Custodial/Maintenance	Provided Spaces			
	Teaching Station(s)	Quantity	Average Square Footage	Net Area Provided
Receiving Entry		1	129	129
Office, Plant Engineer		1	156	156
Custodial/Maintenance Storage		1	203	203
Supply Storage		1	198	198
IT Support				0
Custodial Closet		2	100	200
Total	**0**			**886**

Custodial / Maintenance

Receiving Entry

USERS:	ACTIVITIES:
• Plant Operator • Maintenance Staff • Custodial Staff • Kitchen Staff • Delivery Personnel	• Filing out documentation for receipt of goods • Receiving miscellaneous school supplies • Receiving equipment • Receiving food deliveries • Disposal of school & food service waste
DESIGN CONSIDERATIONS:	
• Provide space for a minimum of 3 waste bins and 1 recycle bin in Service Yard. • Loading area is not to be a dock, but a curb. • Provide doorbell that will be audible in kitchen. • Provide window, peep hole or camera for visibility of persons making deliveries to those receiving deliveries.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• None	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Custodial / Maintenance

Plant Engineer's Office

USERS:	ACTIVITIES:
• Plant Engineer • Custodial Staff • Maintenance Personnel	• Office functions for Plant Engineer • Repairing equipment using hand tools • Scheduling of custodial staff • Reviewing staff requests
DESIGN CONSIDERATIONS:	
• View to Receiving Entry	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 4' x 4' Tack board • 4'x4' Marker board	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Desk • Filing cabinet • Task chair • Guest chair • Bookcase	

Custodial / Maintenance

Storage

USERS:	ACTIVITIES:
• Plant Engineer • Custodial Staff • Maintenance Personnel	• Repairing equipment using hand tools • Storing miscellaneous building supplies • Storing building maintenance equipment
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• 3 locking cages to secure equipment/supplies	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• 30” x 48” table • 2- Chairs • 3 tall deep heavy duty shelf units • Maximum LF of 24” D x 84” H x 16’ L heavy duty open adjustable shelving on perimeter	

:

Custodial / Maintenance

Supply Storage

USERS:	ACTIVITIES:
• Plant Engineer • Custodial Staff	• Storing miscellaneous school supplies • Storing school furniture • Storing school equipment
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• None	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Adjustable metal shelving	

Custodial / Maintenance

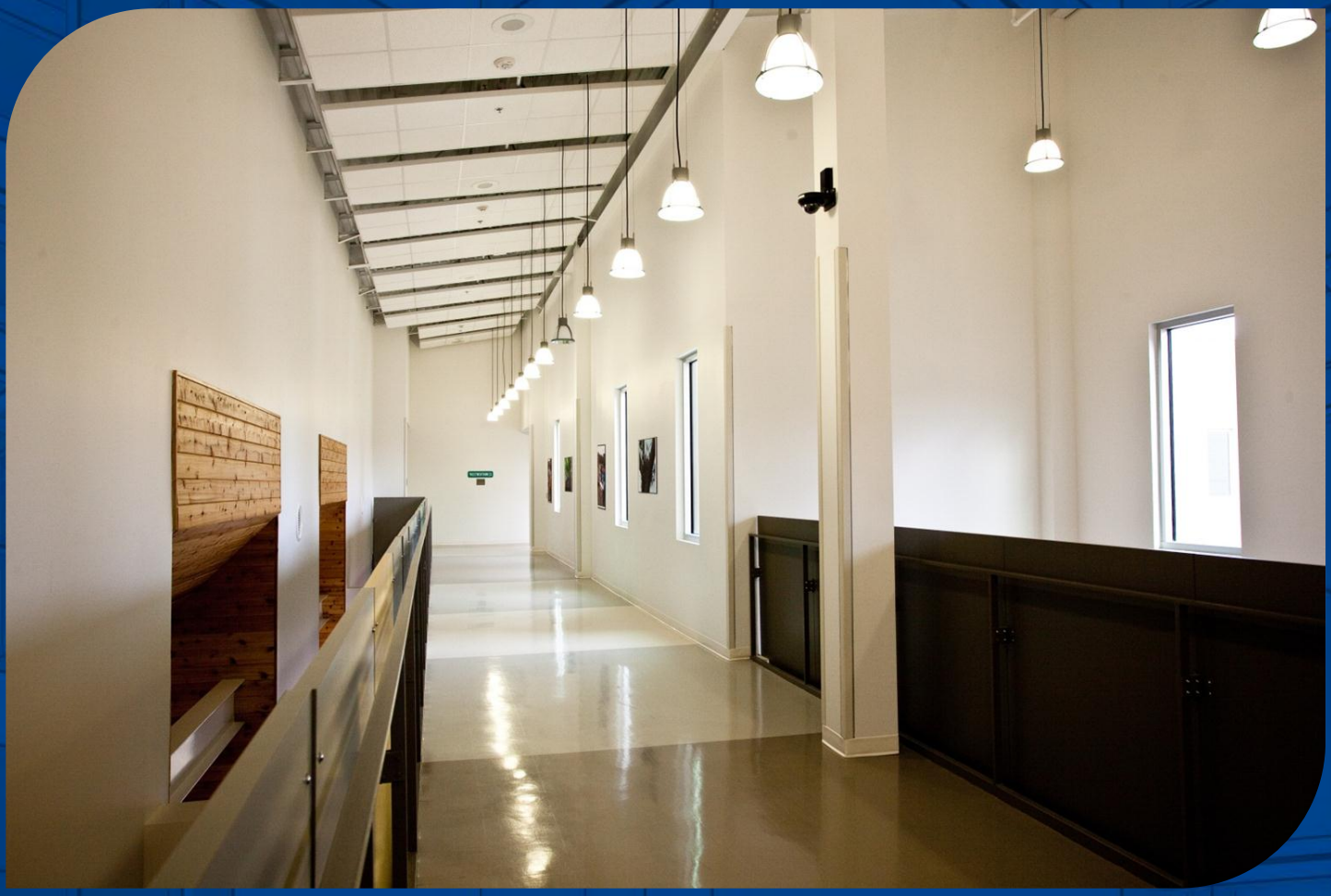
IT Support

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

Custodial / Maintenance

Custodial Closet

USERS:	ACTIVITIES:
• Plant Engineer • Custodial Staff	• Storing of Mops and Brooms • Cleaning of mops and other custodial equipment
DESIGN CONSIDERATIONS:	
• Locate throughout school	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Mop Sink • Mop and Broom Rack	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• Metal shelving unit	



BUILDING SUPPORT

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

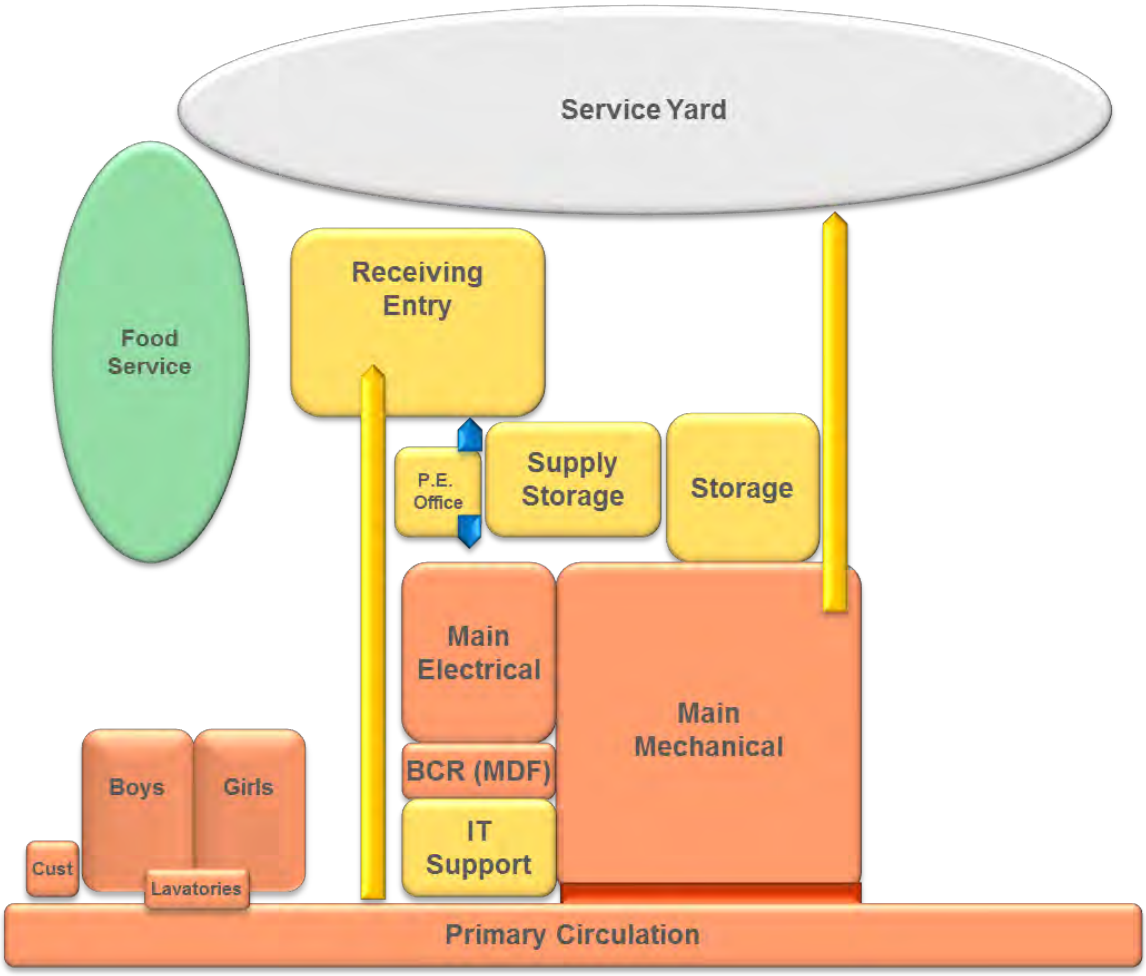
HOUSTON INDEPENDENT SCHOOL DISTRICT

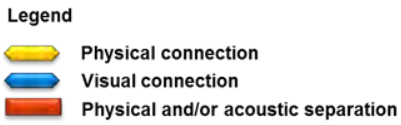
Building Support

Overview:

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

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





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Building Support

Corridors

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

DESIGN CONSIDERATIONS:

- Lockable display cases are encouraged for the displaying of awards, pictures, school announcements and student work.
- Minimum corridor widths are:
  - Serving more than two classrooms: 8’ - 0”
  - Serving more than eight classrooms: 9’ - 0”
  - Major corridor: 12’-0”
  - Lockers along one wall: add 2’-0”
  - Lockers along two walls: add 3’-0”

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished – Contractor Installed

- Lockable display cabinets
- Tack board / Tack wall

Owner Furnished – Contractor Installed

- None

Owner Furnished – Owner Installed

- None

Building Support

Group Restrooms

USERS:	ACTIVITIES:
• Students	• Personal hygiene
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Mirrors (not above sinks)	
Owner Furnished – Contractor Installed	
• Paper towel dispensers • Soap dispensers	
Owner Furnished – Owner Installed	
• None	

Building Support

Single Restrooms

USERS:	ACTIVITIES:
• Faculty • Visitors	• Personal hygiene
DESIGN CONSIDERATIONS:	
• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Mirrors	
Owner Furnished – Contractor Installed	
• Paper towel dispensers • Soap dispensers	
Owner Furnished – Owner Installed	
• None	

Building Support

Main Mechanical

USERS:	ACTIVITIES:
• Plant Operator • Maintenance Staff	• Mechanical Equipment which heats and cools school • Repairing Mechanical Equipment • Servicing Mechanical Equipment
DESIGN CONSIDERATIONS:	
• Size doors to allow for replacement of equipment.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Mechanical Equipment	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Building Support

Main Electrical

USERS:	ACTIVITIES:
• Plant Engineer • Maintenance Personnel	• Electrical Equipment for school's electrical needs • Repairing Electrical Equipment • Servicing Electrical Equipment
DESIGN CONSIDERATIONS:	
• Attempt to locate so not below "wet" spaces.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Electrical Equipment	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Building Support

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

USERS:	ACTIVITIES:
• Plant Engineer • IT Personnel	• House IT equipment • House mission critical equipment (i.e. fire alarm, burglar alarm, intercom)
DESIGN CONSIDERATIONS:	
• Maintain a temperature of 40 degrees in the BCR. • Locate FCRs so that serve an area within a 190 foot radius.	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• Fire Rated Plywood on a minimum of 3 walls • Fire alarm • Intrusion alarm	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• IT Racks • IT Equipment	

Building Support

Stairs

USERS:	ACTIVITIES:
• Students • Faculty • Staff • Visitors	• Vertical circulation for building occupants
DESIGN CONSIDERATIONS:	
• Visual supervision of stairs from corridors should be maintained • Multiple staircases for student circulation should be considered rather than a single monumental stair	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
• None	
Owner Furnished – Contractor Installed	
• None	
Owner Furnished – Owner Installed	
• None	

Building Support

Elevator

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

FINISH, FENESTRATION & INFRASTRUCTURE MATRIX

2012 HISD BOND
BUILDING EXCELLENCE

HISD EDUCATIONAL SPECIFICATIONS
SOUTH EARLY COLLEGE HIGH SCHOOL – MAY 15, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING

HOUSTON INDEPENDENT SCHOOL DISTRICT

General Notes

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

Program Specific Notes

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

	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	Markerble Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior glass	Roll-up, interior grille	View Lite	Interior	None	Daylighting	Exhaust to exterior	Fume/Exhaust Hood	Dust Collection System	Sink	Natural Gas (double outlet @ each)	Drinking fountain	Eye wash & Shower	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone	Sound System and microphone	Specialty	
Neighborhoods																																																					
Learning Center				X					X	X	X		X	X	X		X		9/10	X		X	X		X			X														2	3	1						X				
Science Learning Center/Wet Lab				X					X	X	X		X	X			X		9/10	X		X			X			X	X		8	8		1	X	16		10	X			2	3	1		X	X	X	X	X			C,F,G
Wet Lab Storage				X					X	X	X						X		8			X			X		X		X	X		1	1		1	X	4	1	1				1	1			X	X	X	X	X			
Learning Commons/Extended Learning Area	X			X						X	X		X	X	X	X	X		12/16	X		X	X		X	X		X						2 charging areas with 3 quads e			X				1	1	1						X				D
Learning Commons/Extended Learning Area Storage				X					X	X	X						X		8			X			X		X																											
Small Group Room	X			X						X	X		X				X		9/10	X		X			X	X											4		1	X			1	1						X				
Storage				X					X	X	X						X		8			X			X		X											2										X					

	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	Markable Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior non-insulated	Roll-up, interior grille	View Lite	Interior	None	Daylight Exposure	Exhaust to exterior	Fume Hood	Dust Collection System	Sink	Natural Gas	Drinking fountain	Eye wash	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone	Sound System and microphone	Specialty	
Career and Technical Education																																																						
Computer Technology Learning Center				X					X		X		X	X			X		9			X			X	X		X							12	6	6	X			2	3	1						X			T
Software Engineering Lab				X					X		X		X	X			X		9			X			X	X		X							12	6	6	X			2	3	1						X			T
Artificial Intelligence/Robotics lab				X					X		X		X	X			X		10/12			X			X	X		X	X		1			X	X	12	6	6	X			2	3	1						X			S, T

	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	Markerwall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior non-insulated	Roll-up, interior grille	View Lite	Interior	None	Daylight Exposure	Exhaust to exterior	Fume Hood	Dust Collection System	Sink	Natural Gas	Drinking fountain	Eye wash	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone	Sound System and microphone	Specialty	
Visual Arts																																																						
Visual Arts Learning Center				X					X		X		X	X			X		10/12			X			X			X				2				X	8	4	6	X			2	3	1		X	X		X	X				P
Storage Room				X					X		X						X					X			X		X																						X					H
Kiln Room				X					X		X						X					X			X		X		X		X						1															X		Q

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

	FINISHES																				OPENINGS									HVAC, PLUMBING AND ELECTRICAL														EQUIPMENT AND SPECIAL SYSTEMS												
	FLOOR									PARTITIONS						CEILING				DOORS						WINDOWS			HVAC			PLUMBING					ELECTRICAL					EQUIPMENT				BUILT-INS				SPECIAL SYSTEMS				
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Administration / Guidance																																																					
Administration																																																					
Main Reception	X			X					X	X	X		X				X			X					X	X		X									7	2	4	X				X					X			A, D
Office A	X									X	X						X					X			X			X									4	1	2	X			1	1					X			
Office C (Principal)	X									X	X						X					X			X			X									6	2	4	X			1	1					X			D
Principal's Restroom						X		X		X	X	X						X				X					X				1				1																	
Office B (A.P.)	X									X	X						X					X			X			X									4	1	2	X			1	1					X			
A.P. Reception / Waiting	X									X	X		X				X			X					X			X									4	1	2	X				1					X			
Main Conference Room	X									X	X		X				X			X					X			X									6	2	4	X			1	1					X			D
Small Conference Room	X									X	X		X				X			X					X			X									4	1	2	X			1	1					X			D
Storage				X					X	X	X						X					X			X		X									1		1														
Health Clinic																																																				
Restroom						X		X		X	X	X						X					X			X						1				1	1															
Guidance / Student Services																																																				
Office B (Counselor/Attendance/Registrar/Officer)	X									X	X						X					X			X			X									4	1	2	X			1	1					X			
Conference Room, Small	X									X	X		X				X			X					X			X									4	1	2	X			1	1					X			
Records / File Room				X					X	X	X						X					X			X		X									1		1				1	1				X	X			
Workroom / Break Room	X			X					X	X	X						X					X			X			X			1				X	8	2	4		X		1	1			X	X		X	X			Q
Mail Room				X					X	X	X						X								X			X							X	2		1					1								
Shared																																																				
Professional Development / Data Center	X			X					X	X	X						X					X			X			X									6	2	4				1	2					X			D
Teacher Work Center	X			X					X	X	X						X					X			X	X		X			X					X	X	X	X			1	1			X	X			X			
Office B (Itinerant)	X									X	X						X					X			X			X									6	2	4	X			1	1					X			
Multi-use / Community Room	X			X					X	X	X		X				X		9/10	X					X			X									8	4	8	X			2	3	1					X		

	FINISHES																				OPENINGS									HVAC, PLUMBING AND ELECTRICAL														EQUIPMENT AND SPECIAL SYSTEMS												
	FLOOR									PARTITIONS						CEILING				DOORS						WINDOWS			HVAC			PLUMBING					ELECTRICAL					EQUIPMENT					BUILT-INS				SPECIAL SYSTEMS				
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	Manufacturer's Panels	CMU or GWB	Ceramic Tile or FRP	Glass Wall	Markerbl;e Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	Aluminum	Hollow Metal	Wood, plastic laminate	Roll-up, interior glass	Roll-up, interior grille	View Lite	Interior	None	Daylighting	Exhaust to exterior	Fume/Exhaust Hood	Dust Collection System	Sink	Natural Gas (double outlet @ each)	Drinking fountain	Eye wash & Shower	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone	Sound System and microphone	Specialty	NOTES
Food Service																																																						
Food Preparation																																																					
Cooler							X	X		X							Mfr.				Mfr.																																			
Freezer							X	X		X							Mfr.				Mfr.						X																												
Dry Storage							X	X			X						X					X	X				X										X																	
Kitchen Manager's Office							X	X	X		X	X	X				X					X	X			X	X	X									2	2	2	X			X	X							X			
Food Prep. / Cook Line			X				X	X				X					X					X	X						X	X		X				X	as required for equipt																
Laundry Area			X				X	X			X	X					X					X	X				X		X							X	1			X													N,O
Custodial			X				X	X			X	X					X					X	X				X		X		X					X	1																N,O
Locker Room			X			X	X	X			X	X					X					X	X				X		X		X					X	1			X		X									X		
Restroom			X			X	X	X			X	X					X					X	X				X			X			X			X	1																
Serving Area			X				X	X			X	X					X					X	X		X		X		X			X				X	X	X	1 per POS															
Student Dining																																																					
Commons Area				X					X		X				X	X	X	X	16/20		X	X		X	X	X		X					X				12	4	4	X			X	X							X			R
Storage			X	X					X		X										X	X				X	X									1																
Stage		X							X		X						X				X	X														3	6	5		X				X									

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

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