

## FINAL

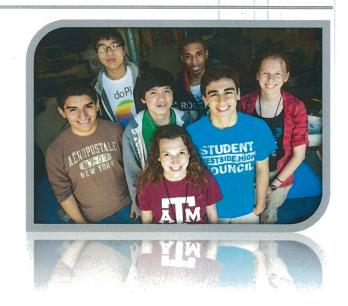
Approved by:

LaShonda Bilbo-Ervin, Principal



# BOOKER T. WASHINGTON HIGH SCHOOL

**JULY 29, 2014** 





## CONSTRUCTION AND FACILITY SERVICES FACILITIES PLANNING

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**BOOKER T. WASHINGTON HIGH SCHOOL** 



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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

#### **Booker T. Washington High School Guiding Principles:**

#### **Mission/Vision:**

Booker T. Washington High School and The High School for Engineering Professions educate students for a successful future through high academics and hard work. Inspired by our name sake, at Booker T. Washington HS and The High School for Engineering Professions success is evident through education, character, and integrity. We provide rigorous academics. We demonstrate positive values and seek wisdom in everything that we do.

#### Values:

#### Academics, Collaboration, Community and Excellence

Students will work on engaging and meaningful work that builds critical thinking skills and intelligence.

Students will exercise the ability to reason to directly affect positive behavior.

Students will persevere in order to reach their potential.



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#### **Executive Summary**

#### Overview:

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

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

#### **Educational Program Delivery:**

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

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

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



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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



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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

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

Flexibility is addressed in this educational program through providing:

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

#### Organization

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

#### **Learning Centers**

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

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

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



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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

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.

Offices in this area 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.

#### 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 areas, Career & Technical Education learning centers 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.



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#### 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-inprogress. 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. Restrooms should be provided near public area as well as near or in the neighborhoods.

#### **Technology**

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

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#### Accessibility

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

#### **Aesthetics**

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

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

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

#### Flexibility

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

#### Indoor and Outdoor Learning Environments

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

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



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#### University Interscholastic League (UIL)

HISD is proud of their involvement in UIL and meeting their minimum facility requirements for hosting meets should be a goal. In addition to athletic competitions, UIL sponsors other competitions including theatre, academics, debate, etc. Information on their requirements and programs is available at https://www.uiltexas.org/





## CAPACITY MODEL & SPACE REQUIREMENTS



HISD EDUCATIONAL SPECIFICATIONS BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014





	# Teaching Stations	Students per Teaching Station	Building Capacity	% Utilization	Program Capacity
Core Academic Learning Center (English/ESOL, Math, Social Studies, World Language, Health)	23	28	644	85%	547
Science Learning Center/Wet Lab	7	28	196	85%	167
Special Education Learning Center	3	12	36	85%	31
Career & Technical Education (Engineering A)	1	25	25	85%	21
Career & Technical Education (Engineering B)	1	25	25	85%	21
Career & Technical Education (Engineering C)	1	25	25	85%	21
Career & Technical Education (CAD)	1	25	25	85%	21
Career & Technical Education (Agriculture)	1	25	25	85%	21
Career & Technical Education (Construction)	1	25	25	85%	21
JROTC A	1	25	25	85%	21
JROTC B	1	25	25	85%	21
Visual Arts Learning Center	1	28	28	85%	24
Instrumental Music Learning Center	1	28	28	85%	24
Vocal Music Learning Center	1	28	28	85%	24
Drama/Communications Learning Center	1	28	28	85%	24
Gymnasium	2	32	64	85%	54
Auxiliary Gymnasium	1	32	32	85%	27
Total	48		1,284		1,091





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#### **Space Requirements Summary**

	Teaching Stations	Total
Core Academic Area	33	44,360
Career and Technical Education	6	14,253
JROTC	2	3,338
Childcare Center	0	3,040
Visual Arts	1	1,425
Performing Arts	3	14,526
Physical Education/Athletics	3	27,562
Welcome Center/Administration	0	9,420
Student Dining Commons/Food Service	0	11,643
Custodial/Maintenance	0	1,414
Total Net	48	130,981
Building Support		51,519
Total Gross		182,500





	Required Spaces				
Neighborhoods	Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
Learning Center	23	23	853	19,613	
Science Learning Center/Wet Lab	7	7	1,671	11,697	
Wet Lab Storage		4	183	733	
Learning Commons/Information Center		1	2,888	2,888	
Learning Commons/Extended Learning Areas		3	924	2,772	
Learning Commons Office/Work Room/ Storage		3	339	1,017	
Special Education Learning Center	3	3	914	2,743	
Kitchen/Restroom/Changing Room/Storage		1	248	248	
Restroom		2	78	155	
Special Education Job Training Room		1	761	761	
Small Group Room		6	97	582	
Storage		3	94	282	
IT Repair/Storage		1	869	869	
Total	33			44,360	

		Required	Spaces	
Career & Technical Education	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Career & Technical Education (Engineering)				
Engineering Lab A	1	1	2,690	2,690
Engineering Lab B	1	1	1,390	1,390
Tools Room (shared by A and B)		1	373	373
Storage (shared by A and B)		1	201	201
Engineering Lab C (HILZ)	1	1	1,794	1,794
Storage		1	115	115
Career & Technical Education (CAD)				
CAD Lab	1	1	1,373	1,373
Storage		1	199	199
Career & Technical Education (Agriculture)				
Agriculture Lab	1	1	1,800	1,800
Greenhouse		1	840	840
Storage		1	201	201
Career & Technical Education (Construction)				
Construction Lab	1	1	2,485	2,485
Finishing Room		1	296	296
Lumber Storage		1	297	297
Storage		1	199	199
Total	6	_		14,253



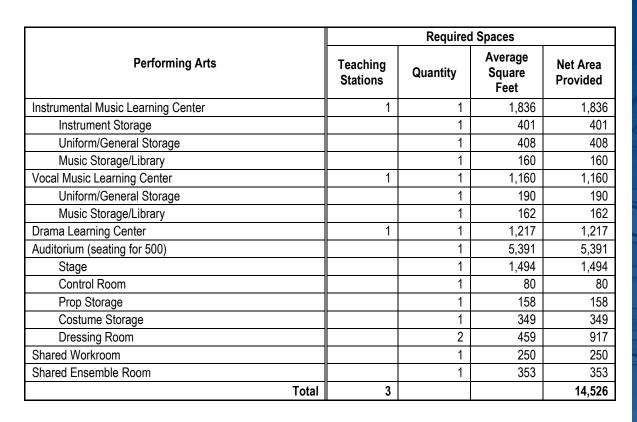


	Required Spaces				
JROTC - Army	Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
JROTC - Army					
Learning Center -Large	1	1	1,094	1,094	
Learning Center - Small	1	1	918	918	
Arms Storage		1	300	300	
Chair, Table & Target Storage		1	406	406	
Uniform, Drill Team, & Color Guard Storage		1	318	318	
Instructors Center		1	151	151	
Small Group Collaboration Area		1	151	151	
Total	2			3,338	

	Required Spaces				
Childcare Center	Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
Director Office		1	204	204	
Kitchen/Storage		1	167	167	
Student Restroom		2	111	221	
Staff Restroom		2	32	64	
Outdoor Storage		1	120	120	
New Mother's Room		1	78	78	
Infant Room		2	652	1,303	
Toddler/Preschool Learning Center		1	883	883	
Total	0			3,040	

	Required Spaces				
Visual Arts	Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
Visual Arts Learning Center	1	1	1,077	1,077	
Kiln Room		1	98	98	
Storage Room		1	250	250	
Total	1			1,425	





	Required Spaces				
Physical Education/Athletics	Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
PE/Athletics Lobby		1	1,321	1,321	
Concession		1	234	234	
Gymnasium (seating for average program capacity of school)	2	1	13,140	13,140	
Auxiliary Gymnasium (seating for 1/3 of program capacity of school)	1	1	5,791	5,791	
Weight Room		1	1,016	1,016	
Boys' Athletic Locker Room (60 football lockers & 200 half height lockers)		1	926	926	
Girls' Athletic Locker Room (200 half height lockers)		1	207	207	
Boys'/Girls' PE Locker Room		2	627	1,253	
Toilets/Showers		2	273	546	
Adult Toilet/Shower/Locker		2	137	274	
Athletic Director (Office B)		1	151	151	
Office (shared)		2	307	613	
Training Room		1	561	561	
Laundry		1	202	202	
PE Equipment Storage		1	671	671	
Athletic Equipment Storage		1	656	656	
Total	3	_		27,562	





		Required Spaces			
Administration/Guidance	Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
Administration					
Reception, Administration		1	595	595	
Office A		4	108	431	
Office C (Principal)		1	297	297	
Principal's Restroom		1	74	74	
Office B (AP)		2	146	291	
Conference Room, Main		1	295	295	
Conference Room, Small		1	174	174	
Storage		1	201	201	
Health Clinic		1	509	509	
Reception/Waiting		1	81	81	
Office A		1	100	100	
Restroom		1	73	73	
Guidance/Student Services					
Reception, Guidance		1	202	202	
Office B (Attendance, Registrar, Counselor)		5	127	633	
Conference Room, Small		1	198	198	
Records/File Room		1	201	201	
Administration/Guidance Workroom/Break Room		1	268	268	
Shared					
Professional Development/Data Center		1	319	319	
Teacher Work Center (Work Stations, Break Area, Copier, Conference Room)		3	1,253	3,759	
Office B (Itinerant)		3	127	381	
Multi-Use/Community Room		1	338	338	
Total	0			9,420	



	Required Spaces			
Food Service	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Kitchen Preparation Area		1	1,609	1,609
Serving Area		1	2,170	2,170
Dry Storage		1	495	495
Freezer		1	347	347
Cooler		1	246	246
Kitchen Manager's Office		1	121	121
Laundry/Custodial Area		1	108	108
Locker Room/Restroom		1	229	229
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		1	6,113	6,113
Dining Commons Storage		1	205	205
Total	0			11,643

	Required Spaces			
Custodial/Maintenance	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Receiving Entry		1	186	186
Office, Plant Engineer		1	86	86
Custodial/Maintenance Storage		1	290	290
Supply Storage		1	249	249
Custodial Closet		5	121	603
Total	0			1,414







## SITE



HISD EDUCATIONAL SPECIFICATIONS

BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014



## HISD EDUCATIONAL SPECIFICATIONS BOOKER T. WASHINGTON HIGH SCHOOL

#### **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.

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#### **Design Considerations**

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



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- Campus Master Plan should indicate fire lane with access to all areas of the campus. This shall not be a paved road. It is critical that the school building not be encircled by vehicle circulation.
- Determine which development standards will be required, as these may have different requirements.
- In planning fields include fencing such as backstops, outfield, dugouts, temporary fencing with the thought of providing multiple use of athletic fields.
- See Design Guidelines concerning irrigation.
- 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

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#### **BOOKER T. WASHINGTON HIGH SCHOOL**

#### Site

#### Future Expansion/T-Buildings Area

USERS:	ACTIVITIES:
Students	<ul> <li>Generally square area to accommodate six (6) temporary</li> </ul>
Faculty/staff	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

#### **BOOKER T. WASHINGTON HIGH SCHOOL**



#### Service Court/Access Drive/Dumpster

1 Recycling Bin (dumpster)

	·		
USERS:	ACTIVITIES:		
Maintenance Staff	School deliveries		
<ul> <li>Custodial Staff</li> </ul>	<ul> <li>Waste disposal bins (dumpsters)</li> </ul>		
<ul> <li>Food Service Staff</li> </ul>	<ul> <li>Meeting with parents, students and other visitors</li> </ul>		
	Placing phone calls		
<b>DESIGN CONSIDERATIONS:</b>			
<ul> <li>Locate in close proximity to</li> </ul>	Receiving Entry and Food Service		
<ul> <li>Area should be sited or shie</li> </ul>	Area should be sited or shielded so that a visual screen is created		
Consider turning radii and path of delivery vehicles			
<ul> <li>Provide drains at waste disp</li> </ul>	. To the distance at the total surpression of		
<b>FURNITURE, FIXTURES &amp; EQ</b>	UIPMENT:		
Contractor Furnished – Contractor Installed			
Screening			
Owner Furnished – Contractor Installed			
• None			
Owner Furnished – Owner Installed			
3 Waste Bins (dumpsters)	3 Waste Bins (dumpsters)		



**BOOKER T. WASHINGTON HIGH SCHOOL** 

#### **Site**

#### Bus Loop/Parking/Staging

Owner Furnished - Owner Installed

Bus	Bus Loop/Parking/Staging				
USI	ERS:	ACTIVITIES:			
•	Staff	Entry, exit and staging of buses			
•	Teachers	Overnight parking for buses/daytime parking for driver's			
•	Students	personal vehicles			
•	Parents				
	SIGN CONSIDERATIONS:				
		ne 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.				
	<ul> <li>Locate in close proximity to the main entrance, preferably near large assembly area within</li> </ul>				
	the school building and as a second priority, outdoor play area.				
	than the car loading area (with the exception of special needs children).				
	To the tarming radii or bacco oo tilat bacco carr alcortargo ara plottap etadorito militoat				
	having to cross roadways or back up.				
FUF	FURNITURE, FIXTURES & EQUIPMENT:				
Cor	Contractor Furnished – Contractor Installed				
•	• None				
Ow	Owner Furnished – Contractor Installed				
•	None				

#### **BOOKER T. WASHINGTON HIGH SCHOOL**

#### Site

#### Car Parking

USERS:	ACTIVITIES:
<ul> <li>Parents</li> <li>Students (High School)</li> <li>Community members</li> <li>Faculty/Staff</li> </ul>	<ul> <li>Parking for School Faculty and Staff plus 10%</li> <li>Parking for Guests – provide spaces equal to 1% of the student capacity or 10 spaces whichever is greater.</li> <li>Student parking at High Schools will likely not be possible due to the constraints of the site.</li> <li>Comply with quantities noted above or code requirements – whichever is greater</li> </ul>

#### **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





**BOOKER T. WASHINGTON HIGH SCHOOL** 

#### Site

#### Car Staging/Access

USERS:	AC	CTIVITIES:
Parents/Students	•	Safely discharge and pick-up students from private vehicles
DESIGN CONSIDERATIONS:		

- Accommodate at least 25 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



#### **BOOKER T. WASHINGTON HIGH SCHOOL**

#### **Site**

None

#### **Pedestrian Circulation**

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

#### **BOOKER T. WASHINGTON HIGH SCHOOL**

#### Site

#### Football/Soccer/Track (Existing)

USERS:	ACTIVITIES:
<ul><li>Faculty</li><li>PE Students</li><li>Athletic Teams</li><li>Community</li></ul>	<ul><li>Competing (Athletics)</li><li>Practicing (Athletics)</li><li>Physical Education classes</li></ul>

#### **DESIGN CONSIDERATIONS:**

- Provide a 225' x 360' layout for soccer and a 160'x360' layout for football all within a 400 meter, 8 lane track. As closely as possible, align the football/soccer field along a NW/SE axis. Additionally, provide for separate high jump, long jump, triple jump, pole vault, shot put and discus. Locate so that landing areas for shot put and discus are not on the football/soccer field.
- Provide space for future bleachers, concession/ticket stand, and scoreboard.
- Provide 4'-0" high perimeter fencing around the track.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- Permanently installed apparatus/infrastructure:
  - Banked track with two straight runs and two semicircular ends. The length of the straight sections and the curves shall be equal. A curb at grade shall mark the inner limits of the track. The curb shall be cut at regular intervals to allow for drainage. Track shall be rubberized with markings for:
    - a. 100 meter, straight start
    - b. 200 meter, straight start
    - c. 400 meter, curved start
    - d. 800 meter, curved start
    - e. 1600 meter, curved start
    - f. 3200 meter, waterfall start
    - g. 4 x 100 meter relay, staggered start plus exchange zone
    - h. 4 x 200 meter relay, stagger start plus exchange zone
    - i. 3200 meter relay, waterfall start plus exchange zone
    - j. 100 meter hurdles, straight start
    - k. 110 meter hurdles, straight start on apron
    - I. 300 meter intermediate hurdles, one curve staggered start
  - Rubberized runway, planting box, and landing pad space for pole vault
  - Rubberized runway and sandpit for long jump
  - Rubberized runway and sand pit for triple jump
  - Rubberized apron for high jump
  - Concrete throwing circle and cage for discus
  - Concrete putting circle for shot put.
  - Turtlebacked field with gooseneck goal posts for football
- Electrical stub outs from main facility for scoreboards and field lighting
- Underground drainage system with catch basins located outside of activity areas for safety of players.
- Irrigation system

#### Owner Furnished - Contractor Installed

None

#### Owner Furnished - Owner Installed

- Pole vault landing pad
- Soccer goals



**BOOKER T. WASHINGTON HIGH SCHOOL** 

#### Site

#### Baseball

USERS:	ACTIVITIES:		
<ul> <li>Faculty</li> </ul>	Competing (Athletics)		
Athletic Teams	Practicing (Athletics)		
Community			
<b>DESIGN CONSIDERATIONS:</b>			
<ul> <li>Provide 6'-0" high perimete</li> </ul>	r fencing and 12'-0" high backstop fencing with 6'-0" foul ball		
screen set at 45 degrees or	n top		
<ul> <li>Provide fencing for the "dug</li> </ul>	gout"		
<ul> <li>Include in planning future b</li> </ul>	<ul> <li>Include in planning future bleachers, adjacency to football/track concession stand, ticket</li> </ul>		
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, quick connects for infield			
Owner Furnished - Contracto	Owner Furnished – Contractor Installed		
• None			
Owner Furnished – Owner Ins	stalled		



#### **BOOKER T. WASHINGTON HIGH SCHOOL**

#### **Site**

#### Softhall

Solibali	
USERS:	ACTIVITIES:
Students (PE)	Learning the fundamentals of softball (PE)
<ul> <li>Faculty</li> </ul>	Competing
Athletic Teams	Practicing
Community	
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	
Owner Furnished – Contractor Installed	
• None	

Owner Furnished - Owner Installed

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Site**

None

# Playing/Practice Fields

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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Site**

# Basketball

USERS:	ACTIVITIES:	
Students (PE)	Learning the fundamentals of basketball	
Faculty	Practicing	
Athletic Teams	Exercising	
Community		
<b>DESIGN CONSIDERATIONS:</b>		
Provide 1 full basketball court on concrete surface with marking and 4 permanent goals		
Locate for ease of access for PE classes		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
Basketball court, markings and goal		
Owner Furnished – Contractor Installed		
• None		
Owner Furnished – Owner Installed		
None		

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# Site

# General

USERS:	ACTIVITIES:
• Parents	Access to school and its facilities
Students	
<ul> <li>Community members</li> </ul>	
Faculty/staff	
<b>DESIGN CONSIDERATIONS:</b>	

- 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
- Site lighting
- Flagpole
- Bike Racks
- Landscaping
- Irrigation system at front entrance

## Owner Furnished - Contractor Installed

None

## Owner Furnished – Owner Installed

Flags



**BOOKER T. WASHINGTON HIGH SCHOOL** 



# **NEIGHBORHOODS**



 $2^{\,}$  HISD EDUCATIONAL SPECIFICATIONS BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014



**BOOKER T. WASHINGTON HIGH SCHOOL** 

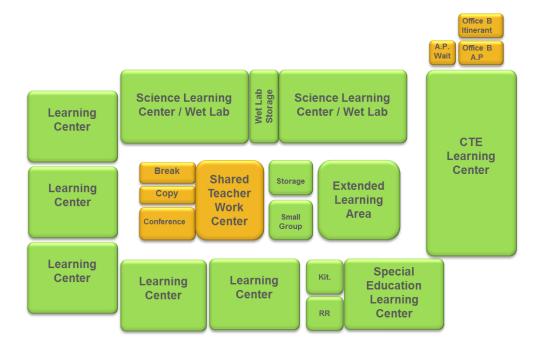
# Neighborhoods

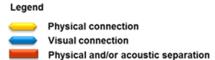
## Overview:

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

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

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





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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Space Requirements**

	Required Spaces			
Neighborhoods	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Learning Center	23	23	853	19,613
Science Learning Center/Wet Lab	7	7	1,671	11,697
Wet Lab Storage		4	183	733
Learning Commons/Information Center		1	2,888	2,888
Learning Commons/Extended Learning Areas		3	924	2,772
Learning Commons Office/Work Room/ Storage		3	339	1,017
Special Education Learning Center	3	3	914	2,743
Kitchen/Restroom/Changing Room/Storage		1	248	248
Restroom		2	78	155
Special Education Job Training Room		1	761	761
Small Group Room		6	97	582
Storage		3	94	282
IT Repair/Storage		1	869	869
Total	33			44,360



## **BOOKER T. WASHINGTON HIGH SCHOOL**

# Neighborhoods

# **Learning Center**

USERS:	ACTIVITIES:
<ul><li>Teachers</li><li>24 - 32 Students</li></ul>	<ul> <li>Mastering the core curriculum</li> <li>Mastering 21st Century learning skills</li> <li>Project-based learning</li> <li>Technology - based instruction</li> <li>Activities that stimulate inventive thinking, creativity and imagination</li> <li>Collaborative relationship building</li> <li>Demonstrations</li> <li>Working individually, in small groups and in large groups</li> </ul>

#### **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

- Presentation Cart
- Teacher stool
- Student Area
  - 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
- Clock
- Projector



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Neighborhoods**

Science Learning Center/Wet Lab

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

#### **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 7 of Learning Centers/Wet Labs at wall connecting with Prep Room
- Fixed science demonstration table with electrical, gas and water

#### Owner Furnished – Contractor Installed

- Paper towel dispensers
- Soap dispensers

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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# Neighborhoods

# Wet Lab/Storage

USERS:	ACTIVITIES:
<ul><li>Teacher</li><li>Staff/Faculty</li><li>Students</li></ul>	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
- 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

- 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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Neighborhoods**

Learning Commons/Information Center (Central)

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

#### **DESIGN CONSIDERATIONS:**

- Some of this square footage will be used in a centralized location for print materials. Some will be used to create extended learning areas (ELA's) for wireless research.
- Locate central to all neighborhoods

#### **FURNITURE, FIXTURES & EQUIPMENT:**

# Contractor Furnished - Contractor Installed

- Blinds for windows
- Display cases with glass shelving for student artwork and other displays. If possible provide at corners where bookcases may meet to avoid wasted space
- Network capabilities for access to programs and on-line card catalog

#### Owner Furnished - Contractor Installed

None

- Soft seating: chairs and tables for 10
- Clock
- 8 Tables
- 6 computer tables
- Printer table
- 38 chairs
- Provide charging stations and network connections to support 1:1 computing
- Projector
- Adjustable shelving for books. Locate tall shelving on room perimeter. Shelf units to be no wider than 36". Provide both 60-70"H (on perimeter only) and 42"H units. Perimeter units shall be detailed and coordinated with electrical to provide for outlets in the toe space. 42"H units should be double sided and on large casters.
- Circulation desk (modular, not fixed):
  - · 2 task chairs
  - Drawer/door base cabinets & low shelving behind circulation desk with work space for processing
  - Work station for computer terminals and printer. Provide grommets for wire managements
  - Multi-level check in/out counter
  - Book drop-off with depressible book truck



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Neighborhoods**

Learning Commons/Information Center – Extended Learning Centers (Distributed)

USERS:	ACTIVITIES:
<ul> <li>Students</li> <li>Faculty</li> <li>Staff</li> <li>Community members and parents for after school events</li> </ul>	<ul> <li>Reading</li> <li>Research</li> <li>Technology based instruction for large group and small group</li> <li>Provide meeting areas</li> </ul>

#### **DESIGN CONSIDERATIONS:**

- Some of the square footage for these spaces will be from the Learning Commons/Information Centers
- Provide charging stations and network connections to support 1:1 computing
- Should be visible from Learning Centers

## **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- Continuous marker surface on one wall
- Blinds for windows

#### Owner Furnished - Contractor Installed

None

- Tables
- Chairs
- · Soft seating
- Clock



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**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Neighborhoods**

# Learning Commons/Information Center – Office/Storage

USERS:	ACTIVITIES:	
<ul> <li>Media Specialist</li> </ul>	Paper work	
<ul> <li>Faculty</li> </ul>	Processing materials	
Staff	Laminating	
	<ul><li>Media Specialist</li><li>Faculty</li></ul>	

#### **DESIGN CONSIDERATIONS:**

None

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- Blinds for windows
- Casework:
  - Maximum LF of cabinets on 2 walls, including sink cabinet, drawer/door cabinets and wall-mounted door/shelf cabinets
  - Center island with large, shallow drawers for posters, drawer/door cabinets, and open shelving
- 4'x4' marker boards
- 4'x4' tack board

#### Owner Furnished - Contractor Installed

- Paper towel dispenser
- Soap dispenser

- 2 Double pedestal desk with center drawer & lock, 60" x 30"
- 2 task chairs, swivel, tilt, armless
- 2 tall stools
- 3 4-shelf bookcases, 60"h x 36"w x 12"d
- 2 4-drawer vertical files, letter size, lockable
- Teacher wardrobe cabinet: coat hook, shelving, 2 drawers, lockable
- 2 mobile book trucks



## **BOOKER T. WASHINGTON HIGH SCHOOL**

# Neighborhoods

# Special Education Learning Center

USERS:	ACTIVITIES:
<ul> <li>4-10 students</li> <li>Teacher</li> <li>Teacher Aide(s)</li> <li>Itinerant Staff (Psychologist, Social Worker, Therapist, etc.)</li> </ul>	<ul> <li>Project-based learning</li> <li>Physical therapy (PT)</li> <li>Occupational therapy (OT)- dressing, getting to work</li> <li>Social skills activities (appropriate social interaction skills, listening skills, etc.)</li> <li>Life skills activities (tooth brushing, personal care, career preparation, etc.)</li> </ul>

#### **DESIGN CONSIDERATIONS:**

None

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- Blinds for windows
- Mirrors on wall
- · Student Lift and Tracks
- 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

- Teacher package
- Student Area
  - 7 open front 18"x24" student desks
  - 18 student chairs
  - 1 rectangular table, 30"x60"
  - 3 computer tables, 30"x48"
  - 1 half-moon table, 36"x72"
- 2 18" seat height, 4 leg chairs
- 2 tall storage cabinets with adjustable shelving
- Shelving to practice stocking tasks
- Hanging rods to practice hanging/sorting clothes
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Shallow drawer cabinet (must accommodate 24" x 46" paper)
- Projector
- Clock



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# HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Neighborhoods**

Special Education Job Training Center

USERS:	ACTIVITIES:
<ul><li>20 students</li><li>Teacher</li><li>Teacher Aide(s)</li></ul>	<ul> <li>Project-based learning</li> <li>Occupational therapy (OT)- dressing, getting to work</li> <li>Job training center – (Stocking, bagging, janitorial tasks, hang and sort clothes)</li> </ul>

#### **DESIGN CONSIDERATIONS:**

None

#### **FURNITURE, FIXTURES & EQUIPMENT:**

# Contractor Furnished - Contractor Installed

- Blinds for windows
- Mirrors on wall
- · Student Lift and Tracks
- 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

- Teacher package
- Student Area
  - 20 open front 18"x24" student desks
  - 20 student chairs
  - 1 rectangular table, 30"x60"
  - 3 computer tables, 30"x48"
- 2 tall storage cabinets with adjustable shelving
- Shelving to practice stocking tasks
- Hanging rods to practice hanging/sorting clothes
- Projector
- Clock



**BOOKER T. WASHINGTON HIGH SCHOOL** 

Mobile student lift

# Neighborhoods Special Education – Restroom/Changing Room

Special Education – Restroom/Changing Room				
USERS:	ACTIVITIES:			
Students	Personal hygiene			
Teacher	Diapering			
<ul> <li>Teacher Aide(s)</li> </ul>	Catheterization			
Staff	Life skills activities (tooth brushing, personal care, career)			
	preparation, etc.)			
DESIGN CONSIDERATIONS:	DESIGN CONSIDERATIONS:			
	Continue lift and track to Restroom/Changing Room			
FURNITURE, FIXTURES & EQ	FURNITURE, FIXTURES & EQUIPMENT:			
Contractor Furnished – Contractor Installed				
	Wall mounted storage cabinet for changing supplies near changing table			
<u> </u>	Ceiling tracks for Student Lifts			
<ul> <li>Mirror above sink in restroo</li> </ul>	m			
Owner Furnished – Contracto	or Installed			
Paper towel dispenser				
Soap dispenser				
Toilet paper dispenser				
Owner Furnished – Owner Installed				



Maximum linear feet of 18"D, adjustable shelving in storage

**BOOKER T. WASHINGTON HIGH SCHOOL** 

**Neighborhoods**Special Education – Kitchen/Storage

Special Education – Kitchen/Storage			
USERS:	ACTIVITIES:		
Teacher	Breakfast and lunch preparation		
<ul> <li>Teacher Aide(s)</li> </ul>	<ul> <li>Staging meals before serving</li> </ul>		
	Cleaning equipment		
<b>DESIGN CONSIDERATIONS:</b>			
None			
<b>FURNITURE, FIXTURES &amp; EC</b>	QUIPMENT:		
Contractor Furnished – Cont	Contractor Furnished – Contractor Installed		
Refrigerator with ice maker			
Casework-handicapped accessible			
Sink cabinet			
Drawer/door base cabinets			
Door/shelf wall cabinets			
Owner Furnished – Contractor Installed			
Paper towel dispenser			
Owner Furnished – Owner Installed			

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# Neighborhoods

# Small Group Room

6 chairs

<u> </u>			
USERS:	ACTIVITIES:		
<ul><li>Teachers</li><li>Students</li></ul>	<ul><li>Group meetings and work</li><li>Individual study</li></ul>		
• Otudents	Testing		
DESIGN CONSIDERATION	ONS:		
None			
<b>FURNITURE, FIXTURES</b>	FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished -	Contractor Furnished – Contractor Installed		
Markable walls			
<ul> <li>Provide charging stations and network connections to support 1:1 computing</li> </ul>			
Owner Furnished – Contractor Installed			
• None			
Owner Furnished – Owner Installed			
6 person table	6 person table		



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# Neighborhoods

Storage

Clorage		
USERS:	ACTIVITIES:	
Faculty	Storing instructional materials and supplies	
<ul> <li>Teachers</li> </ul>	<ul> <li>Securing and charging mobile computer cart(s)</li> </ul>	
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		



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **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.

# OF SOLET

# HISD EDUCATIONAL SPECIFICATIONS

## **BOOKER T. WASHINGTON HIGH SCHOOL**

# **IT Support**

# Computer Repair and Storage

USERS:	ACTIVITIES:
<ul> <li>2 Computer Repair Technicians</li> <li>2-4 Student Helpers</li> <li>3 IT Contractors</li> </ul>	<ul> <li>Distributing computers</li> <li>Receiving computers needing repair</li> <li>Repairing computers</li> <li>Instructing students on the repair of computers</li> <li>Securely storing computers, bags and peripheral parts (cables, batteries, etc.)</li> <li>Conducting inventory</li> </ul>

#### **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:**

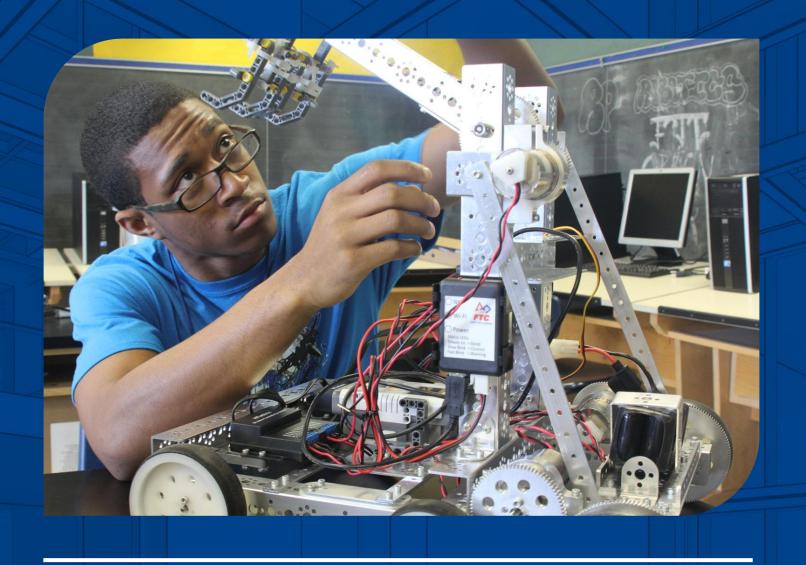
#### Contractor Furnished - Contractor Installed

- 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

- 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**



HISD EDUCATIONAL SPECIFICATIONS
BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **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:

**Agriculture, Food, and Natural Resources** – production, processing, marketing, distribution, financing and development of agricultural commodities and resources.

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

**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.



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Space Requirements**

	Required Spaces			
Career & Technical Education	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Career & Technical Education (Engineering)				
Engineering Lab A	1	1	2,690	2,690
Engineering Lab B	1	1	1,390	1,390
Tools Room (shared by A and B)		1	373	373
Storage (shared by A and B)		1	201	201
Engineering Lab C (HILZ)	1	1	1,794	1,794
Storage		1	115	115
Career & Technical Education (CAD)				
CAD Lab	1	1	1,373	1,373
Storage		1	199	199
Career & Technical Education (Agriculture)				
Agriculture Lab	1	1	1,800	1,800
Greenhouse		1	840	840
Storage		1	201	201
Career & Technical Education (Construction)				
Construction Lab	1	1	2,485	2,485
Finishing Room		1	296	296
Lumber Storage		1	297	297
Storage		1	199	199
Total	6			14,253

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-Engineering**

Aerospace/Alternative Energy/Engineering Labs

USERS:	ACTIVITIES:
Teacher     24-32 Students	<ul> <li>Project-based learning</li> <li>Technology-based instruction</li> <li>Activities that stimulate inventive thinking, creativity and imagination</li> <li>Collaborative relationship building</li> <li>Demonstrations</li> <li>Presentations</li> <li>Working individually, in small groups and in large groups</li> <li>Prototype construction</li> </ul>

#### **DESIGN CONSIDERATIONS:**

None

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished – Contractor Installed**

- · Blinds for windows
- 2 single sided fume hoods for student work
- Gas lines
- Air lines
- Nitrous oxide
- 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
- Board panels to hang hand tools
- Hydraulic mechanical lift for loving and lifting heavy projects

#### **Owner Furnished – Contractor Installed**

- Paper towel dispenser
- Soap dispenser

- Presentation Cart
- Teacher stool
- Student Area
  - 8 4- 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
- Power tools





**BOOKER T. WASHINGTON HIGH SCHOOL** 

36"W x 84"H lockable storage cabinet

# **Career and Technical Education-Engineering**

Tools Room

10013 1100111		
USERS:	ACTIVITIES:	
<ul> <li>Teacher</li> </ul>	Storing tools	
<ul> <li>Students</li> </ul>		
<b>DESIGN CONSIDERATIONS:</b>		
<ul> <li>Access directly from both lab</li> </ul>	OS .	
<b>FURNITURE, FIXTURES &amp; EQU</b>	IPMENT:	
Contractor Furnished – Contractor Installed		
None		
Owner Furnished – Contractor Installed		
• None		
Owner Furnished – Owner Installed		
18"D, adjustable height shelving		
• 24" D, adjustable height shelv	24" D, adjustable height shelving	
Pegboard on one wall		

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-Engineering**

**Engineering Storage** 

USERS:	ACTIVITIES:	
Teacher	Storing materials	
Students	Storing research	
DESIGN CONSIDERATIONS:		
Access directly from both labs		
<b>FURNITURE, FIXTURES &amp; EQUIP</b>	MENT:	
Contractor Furnished – Contractor Installed		
• None		
Owner Furnished – Contractor Installed		
• None		
Owner Furnished – Owner Installed		
Heavy duty adjustable shelving		
2- 4 drawer file cabinets		

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-CAD**

## **CAD Lab**

USERS:	ACTIVITIES:
<ul><li>Teachers</li><li>24-32 Students</li></ul>	<ul> <li>Project-based learning</li> <li>Technology-based instruction</li> <li>Demonstrations</li> <li>Working individually, in small groups and in large groups</li> </ul>
DECICAL CONCIDED ATIONS	

#### **DESIGN CONSIDERATIONS:**

None

#### **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

- Presentation Cart
- Stool
- Student Area
  - 30 -1 person computer tables
  - 30 task chairs
- 2 tall storage cabinets with adjustable shelving
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Projector
- Clock



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-CAD**

# **CAD Storage**

3		
USERS:	ACTIVITIES:	
Teacher	Storing materials	
<ul> <li>Students</li> </ul>	Storing research	
	Storing computers	
DESIGN CONSIDERATIONS:		
Access directly from CAD lab		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
None		
Owner Furnished – Contractor Installed		
None		
Owner Furnished – Owner Installed		
Heavy duty adjustable shelving		
2- 4 drawer file cabinets		

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-Agriculture**

# Agriculture Lab

USERS:	ACTIVITIES:
<ul><li>Teachers</li><li>24-32 Students</li></ul>	<ul> <li>Mastering the curriculum</li> <li>Mastering 21<sup>st</sup> Century learning skills</li> <li>Project-based learning</li> <li>Technology-based instruction</li> <li>Demonstrations</li> <li>Machine repair</li> <li>Horticulture</li> <li>Working individually, in small groups and in large groups</li> </ul>
DESIGN CONSIDERATION	ONS:

- Provide exterior door to allow access to exterior greenhouse.
- Provide overhead power drops

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- Blinds for windows
- Deep sink
- 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

- Paper towel dispenser
- Soap dispenser

- **Presentation Cart**
- Stool
- Student Area
  - 8-4 Student work tables
  - 30 Student stools
  - 6 Student chairs
- 2 tall storage cabinets with adjustable shelving
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Projector
- Clock



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-Agriculture**

Agriculture Storage

36"W x 84"H lockable storage cabinet

<u> </u>		
USERS:	ACTIVITIES:	
Teacher	Tool storage	
Students	<ul> <li>Material storage</li> </ul>	
DESIGN CONSIDERATIONS:		
Provide direct access from Agriculture Lab		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
None		
Owner Furnished – Contractor Installed		
• None		
Owner Furnished – Owner Installed		
18"D, adjustable height shelving		
24" D, adjustable height shelving		
Pegboard on one wall		



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-Agriculture**

# Greenhouse

USERS:	ACTIVITIES:	
<ul> <li>Teacher</li> </ul>	<ul> <li>Planting and harvesting</li> </ul>	
<ul> <li>Students</li> </ul>		
DESIGN CONSIDERATIONS:		
Provide free standing greenhouse with direct access from Agriculture Lab		
FURNITURE, FIXTURES & EQUIPMENT:		

- Contractor Furnished Contractor Installed
- Provide plumbing and electrical service
- · Ventilation and shading
- Permeable, hard surface floor

## Owner Furnished - Contractor Installed

None

- Potting benches
- Cold frames
- Tables

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-Construction**

# Construction Lab

USERS:	ACTIVITIES:
<ul><li>Teachers</li><li>24-32 Students</li></ul>	<ul> <li>Mastering the core curriculum</li> <li>Mastering 21st Century learning skills</li> <li>Project-based learning</li> <li>Technology-based instruction</li> <li>Activities that stimulate inventive thinking, creativity and imagination</li> <li>Collaborative relationship building</li> <li>Demonstrations, instruction and practice of carpentry, drywall, cabinet making, plumbing, electrical, HVAC, etc.</li> <li>Working individually, in small groups and in large groups</li> </ul>

#### **DESIGN CONSIDERATIONS:**

- Provide overhead door for ease of movement of materials to/from exterior covered area adjacent to drive/parking
- Provide sufficient clear space within room for flexible arrangement of student tables, power tools and work space

# FURNITURE, FIXTURES & EQUIPMENT:

#### **Contractor Furnished – Contractor Installed**

- Overhead power throughout space
- · Wall hooks near entry door for student aprons
- 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

- Presentation Cart
- Stool
- Student Area
  - 8-4 Student work tables
  - 30 Student stools
  - 6 Student chairs
- 2 tall storage cabinets with adjustable shelving
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Power tools with integral sawdust collection
- Projector
- Clock



# HISD EDUCATIONAL SPECIFICATIONS BOOKER T. WASHINGTON HIGH SCHOOL

# **Career and Technical Education-Construction**

# Finishing Room

USERS:	ACTIVITIES:
Teacher	Applying finishes to cabinets and furniture
<ul> <li>4-6 Students</li> </ul>	

#### **DESIGN CONSIDERATIONS:**

- Room should be organized into Spray/Finish area with spray booth, drying area and clearing station
- Provide direct access from Construction Lab
- Provide visual access to Construction Lab

#### **FURNITURE, FIXTURES & EQUIPMENT:**

## Contractor Furnished - Contractor Installed

- Deep sink
- Floor drain
- Spray booth

# Owner Furnished – Contractor Installed

- Paper towel dispenser
- Soap dispenser

- Adjustable height shelving
- 2 30x 60 work tables

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-Construction**

**Lumber Storage** 

USERS:	ACTIVITIES:			
Teacher	Storing and retrieving lumber, drywall, plywood, etc.			
Students				
DESIGN CONSIDERATIONS:				
<ul> <li>Provide direct access from C</li> </ul>	onstruction Lab			
<ul> <li>Provide overhead door</li> </ul>				
FURNITURE, FIXTURES & EQUIPMENT:				
Contractor Furnished – Contractor Installed				
Heavy duty racks for storing materials				
Owner Furnished – Contractor Installed				
• None				
Owner Furnished – Owner Installed				
None				



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Career and Technical Education-Construction**

**Construction Storage** 

Constituction Storage			
USERS:	ACTIVITIES:		
Teacher	Tool storage		
Students	Material storage		
DESIGN CONSIDERATIONS:			
<ul> <li>Provide direct access from Cor</li> </ul>	Provide direct access from Construction Lab		
FURNITURE, FIXTURES & EQUIPMENT:			
Contractor Furnished – Contractor Installed			
None			
Owner Furnished – Contractor Installed			
None			
Owner Furnished – Owner Installed			
Adjustable shelving			

- Hand tools
- Power tools



# **JROTC**



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**BOOKER T. WASHINGTON HIGH SCHOOL** 

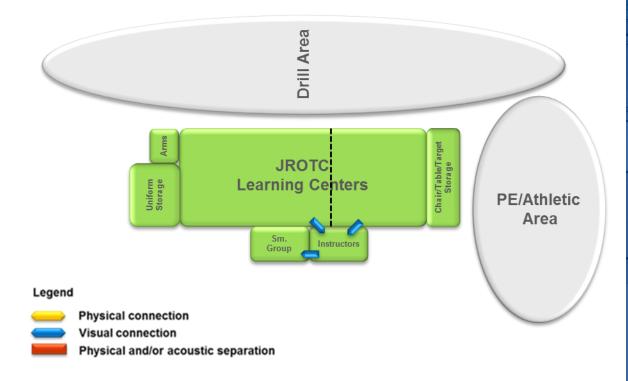
# **JROTC**

#### Overview:

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

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

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



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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Space Requirements**

		Required Spaces				
JROTC - Army	Teaching Stations	Quantity	Average Square Feet	Net Area Provided		
JROTC - Army						
Learning Center -Large	1	1	1,094	1,094		
Learning Center - Small	1	1	918	918		
Arms Storage		1	300	300		
Chair, Table & Target Storage		1	406	406		
Uniform, Drill Team, & Color Guard Storage		1	318	318		
Instructors Center		1	151	151		
Small Group Collaboration Area		1	151	151		
Total	2			3,338		



#### **BOOKER T. WASHINGTON HIGH SCHOOL**

# **JROTC**

#### Learning Center/Air Rifle Range

•	
USERS:	ACTIVITIES:
<ul><li>Students</li><li>Teachers</li><li>Volunteers/Mentors</li></ul>	<ul> <li>Lecturing</li> <li>Instruction on marching, physical training, and gun drills.         Practice for these activities will take place in the Gym and practice fields     </li> <li>Watching videos</li> <li>Target practice</li> </ul>

#### **DESIGN CONSIDERATIONS:**

- Provide operable partition dividing the space into two spaces. One space should be approximately eight feet longer to allow space for waiting marksmen when the spaces are serving as the Rifle Range.
- The overall length of the space with the partition fully open should be a minimum of 60 feet to allow for it to be used as the air rifle range.
- Permanently delineate eight 48" wide shooting lanes through the use of variation in the floor finish/color/pattern.
- Focused high intensity lighting is required at the target end of one of the Learning Centers.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished – Contractor Installed**

- Blinds for windows
- Shelf around the perimeter of the space near the ceiling for trophy display.
- Presentation Wall in each half of Learning Center
- 2 flag holders and map hooks
- Adjacent or Rear Wall of each half of Learning Center:
  - 2 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 8'x4' Marker Board

#### Owner Furnished - Contractor Installed

None

- Classroom Performance System
- 2 Presentation Carts
- 2 Teacher stools
- 32 2-person tables with folding legs
- 64 stackable chairs
- Targets and ammunition catch boxes
- 4 4-drawer lockable filing cabinets
- 4 tall storage cabinets with adjustable shelving
- 6 bookcases (height may be dependent on window sill height), with adjustable shelving
- 2 Projectors
- 2 Clocks





**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **JROTC**

Cadet Small Group Collaboration

Cadot Cirian Croup Condition		
USERS:	ACTIVITIES:	
6-8 Cadets	Preparing reports	
Cadet Leadership	Research	
	Small Group Instruction	
<b>DESIGN CONSIDERATIONS:</b>		
View to Learning Center an	ad Instructor Work Contor	

View to Learning Center and Instructor Work Center

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished – Contractor Installed

- 4'x4' marker board
- 4'x4' tack board

#### Owner Furnished - Contractor Installed

None

- Modular open office systems furniture with open over desk storage
- 8 Tilt swivel desk chairs on casters
- tall storage cabinet
- bookcase

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **JROTC**

#### **Instructors Center**

USERS:	ACTIVITIES:
Instructional staff	Preparing program plans     Proposing reports
	Preparing reports     Teacher supply storage
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#### **DESIGN CONSIDERATIONS:**

- View to Learning Center and Cadet Small Group Collaboration
- If unable to be located adjacent to PE area, add separate Restroom and Shower

#### FURNITURE, FIXTURES & EQUIPMENT:

#### Contractor Furnished - Contractor Installed

- 4'x4' marker board
- 4'x4' tack board
- Sink and overhead casework
- Full size Refrigerator

#### Owner Furnished - Contractor Installed

None

- 3 sets Modular open office systems furniture with keyed over desk storage and file drawers, each set separately keyed to a master.
- 3 Tilt swivel desk chairs on casters
- 3 guest chairs
- Bookcase





**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **JROTC**

## Uniform/Drill Team/Color Guard Storage

	<u> </u>
USERS:	ACTIVITIES:
Instructional Staff	<ul> <li>Storing materials, uniforms and books used in JROTC</li> </ul>
Students	programs

#### **DESIGN CONSIDERATIONS:**

- Adjacent to JROTC Instructors Office Center with easy access to JROTC Learning Center
- Provide sufficient space for three cadets to try on uniforms.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished - Contractor Installed**

- 32 linear feet of 2 high hanging rods with shelf above for long term storage.
- 2 duplex outlets on each wall
- Hollow metal door

#### Owner Furnished - Contractor Installed

• None

#### Owner Furnished - Owner Installed

- Maximum linear feet of heavy duty adjustable shelving on one wall for shoe, cap, and helmet storage
- 4 Lockable storage cabinets

70

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **JROTC**

# Arms/Weapons Storage

<u> </u>				
USERS:	ACTIVITIES:			
Instructional Staff	<ul> <li>Storing weapons, targets and ammunition used in JROTC instruction</li> </ul>			
<b>DESIGN CONSIDERATIONS:</b>				
	djacent to marksmen area of Learning Center			
<b>FURNITURE, FIXTURES &amp; EC</b>	FURNITURE, FIXTURES & EQUIPMENT:			
Contractor Furnished – Contractor Installed				
• None				
Owner Furnished – Contractor Installed				
• None				
Owner Furnished – Owner Installed				
Locking arms rack (approximately 2'x2' square) to store 55 weapons				
<ul> <li>Metal adjustable shelving f</li> </ul>	or storage of ammunition, supplies, etc.			



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **JROTC**

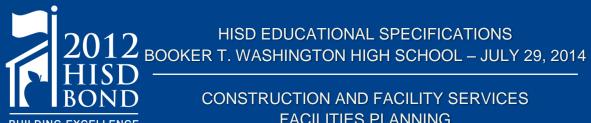
Chair/Table/Target Storage

orially raisto, ranger of	.5.495			
USERS: ACTIVITIES:				
<ul><li>Instructional Staff</li><li>Students</li></ul>	<ul> <li>Storing targets used in JROTC instruction</li> <li>Storing tables and chairs when Learning Centers are used as rifle range.</li> </ul>			
DESIGN CONSIDERATIONS	S:			
<ul> <li>Connected to Marksmen</li> </ul>	area of Learning Center			
FURNITURE, FIXTURES & EQUIPMENT:				
Contractor Furnished – Contractor Installed				
• None				
Owner Furnished – Contractor Installed				
• None				
Owner Furnished – Owner Installed				
Dolly for 64 chairs				
Polly for 22 tables				

- Dolly for 32 tables
- 8 Targets (space requirements are similar to folding tables)



# **CHILDCARE**





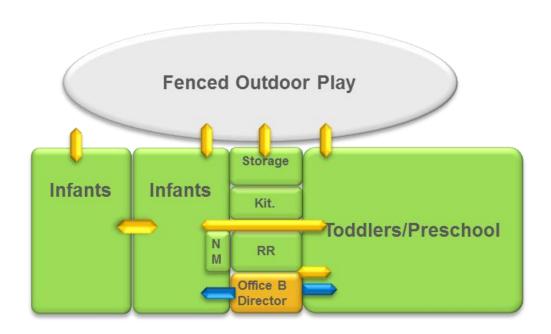
**BOOKER T. WASHINGTON HIGH SCHOOL** 



#### Overview:

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

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



# 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.



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Space Requirements**

	Required Spaces			
Childcare Center	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Director Office		1	204	204
Kitchen/Storage		1	167	167
Student Restroom		2	111	221
Staff Restroom		2	32	64
Outdoor Storage		1	120	120
New Mother's Room		1	78	78
Infant Room		2	652	1,303
Toddler/Preschool Learning Center		1	883	883
Total	0			3,040



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Childcare**

# Infant Care (6 weeks - 11 months old)

USERS:	ACTIVITIES:
<ul><li>8 caregivers</li><li>20 infants</li></ul>	<ul><li>Diapering</li><li>Sleeping</li><li>Nursing</li><li>Feeding</li></ul>

#### **DESIGN CONSIDERATIONS:**

- Provide visual and physical access to toddler/preschool room
- Separate infant care into two separate rooms for a maximum of 10 infants per room
- Use book shelves, storage cabinets and other furniture to create distinct areas to meet
   Texas requirements regarding maximum group size and so that children in one group do not freely mix with children in the other group.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished - Contractor Installed**

- 2 Hand washing sinks (adult height)
- Blinds for windows
- 4'x4' Tack Board
- 4'x8' Marker Board
- Tack Strips located 12" above marker/tack boards
- 2 flag holders and map hooks

#### Owner Furnished - Contractor Installed

- Paper towel dispenser
- Soap dispenser

- 20 cribs
- 2 diaper changing tables
- 4 Book shelf
- 4 Lockable storage cabinet
- 8 Teacher wardrobe cabinets: coat hook, shelving, 2 drawers, lockable
- 4 rocking chairs
- 2 30" x 60" table
- 8 chairs
- Microwave oven
- Small refrigerator
- Clock



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#### HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Childcare**

# Toddler/Preschool Learning Center

USERS:	ACTIVITIES:
8 caregivers     32 Toddlers/Preschoolers	<ul> <li>Playing</li> <li>Reading to Children</li> <li>Dining</li> <li>Playing</li> <li>Napping</li> </ul>
DEGIGNI GONGIDED ATIONS	· · · · · · · · · · · · · · · · · · ·

#### **DESIGN CONSIDERATIONS:**

Provide visual and physical connection to Infant room

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- 2 hand wash sinks (adult height)
- · Blinds for windows
- 4'x4' Tack Board
- 4'x8' Marker Board
- Tack Strips located 12" above marker/tack boards
- 2 flag holders and map hooks

#### Owner Furnished - Contractor Installed

None

- 6 round student tables
- 32 student chairs
- 4 Book shelves with adjustable shelves
- 4-Tall lockable storage cabinets with adjustable shelving
- 2-Teacher wardrobe cabinets: coat hook, shelving, 2 drawers, lockable
- Clock
- Educational rugs
- 32 nap mats
- 4 rocking chairs
- 2 30" x 60" table
- 4 adult chairs
- 32-student storage cubbies

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Childcare**

## **Student Restrooms**

Soap dispenser

ACTIVITIES:		
Personal hygiene		
DESIGN CONSIDERATIONS:		
Allow for supervision of children while in restroom		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
60" tall wall mirror		
Child height toilets		
Child height wall mounted sinks		
Owner Furnished – Contractor Installed		
Paper towel dispenser		

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#### HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Childcare**

Office B (Director)

USERS:	ACTIVITIES:
<ul><li>Director</li><li>Instructor</li><li>Caregivers</li><li>Parents</li></ul>	<ul> <li>Paper work</li> <li>Processing materials</li> <li>Filing</li> <li>Telephoning</li> <li>Ordering</li> </ul>

#### **DESIGN CONSIDERATIONS:**

• Centrally locate with visual access to infant and toddler/preschool rooms

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished - Contractor Installed**

- Blinds for internal and external windows
- 4'x4' marker board
- 4'x4' tack board

#### Owner Furnished - Contractor Installed

None

- 1 Double pedestal desk with center drawer & lock, 60" x 30"
- 1 task chairs, swivel, tilt, armless
- 1 4-shelf bookcases, 60"h x 36"w x 12"d
- 2 4-drawer vertical files, letter size, lockable
- 2 quest chairs
- Teacher wardrobe cabinet: coat hook, shelving, 2 drawers, lockable

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Childcare**

# Kitchen/Storage

USERS: ACTIVITIES:		
<ul><li>Teacher</li><li>Caregivers</li></ul>	<ul> <li>Breakfast and lunch preparation</li> <li>Staging meals before serving</li> <li>Storage of supplies</li> </ul>	
DESIGN CONSIDERATIONS:		
• None		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
Refrigerator with ice maker		
Casework-handicapped accessible		
Sink cabinet		
<ul> <li>Drawer/door base cabinets</li> </ul>		

#### Owner Furnished – Contractor Installed

Paper towel dispenser

• Door/shelf wall cabinets

Soap dispenser

- Maximum linear feet of 18"D, adjustable shelving
- Microwave oven(s)



**BOOKER T. WASHINGTON HIGH SCHOOL** 

1 – comfortable upholstered chair

1 – chair side table

# **Childcare**

New Mother's Room

USERS:	ACTIVITIES:	
Parents	Nursing	
DESIGN CONSIDERATION	NS:	
<ul> <li>Locate adjacent to chil</li> </ul>	dcare learning centers with easy access to rest of school	
<ul> <li>Provide visual access</li> </ul>	to learning centers	
<b>FURNITURE, FIXTURES</b>	& EQUIPMENT:	
Contractor Furnished – Contractor Installed		
Blinds for internal and external windows		
4'x4' tack board		
• 1- duplex outlet		
Owner Furnished – Contractor Installed		
• None		
Owner Furnished - Own	er Installed	

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Childcare**

# **Outdoor Storage**

USERS:	ACTIVITIES:	
Director	Storing instructional materials and supplies	
Teacher		
<ul> <li>Caregivers</li> </ul>		
DESIGN CONSIDERATIONS:		
Provide exterior access from fenced play area		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
• None		
Owner Furnished – Contractor Installed		
None		
Owner Furnished – Owner Installed		
Maximum LF of heavy-duty 18"D adjustable shelving		



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# **HISD EDUCATIONAL SPECIFICATIONS**

**BOOKER T. WASHINGTON HIGH SCHOOL** 



# **VISUAL ARTS**



HISD EDUCATIONAL SPECIFICATIONS
BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014



**BOOKER T. WASHINGTON HIGH SCHOOL** 

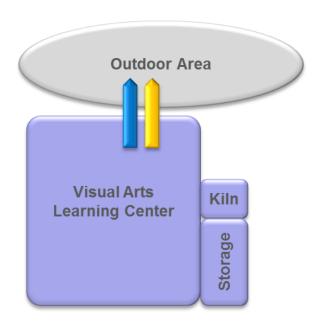
# **Visual Arts**

#### Overview:

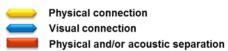
The arts are fundamental to communicating and understanding not only ourselves, but others. Through the arts we learn to appreciate and to create things of beauty. Important 21<sup>st</sup> Century skills enhanced by arts education include creativity, innovation, critical thinking, cooperative decision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

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

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



#### Legend



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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Space Requirements**

	Required Spaces			
Visual Arts	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Visual Arts Learning Center	1	1	1,077	1,077
Kiln Room		1	98	98
Storage Room		1	250	250
Total	1			1,425

#### **BOOKER T. WASHINGTON HIGH SCHOOL**

# **Visual Arts**

# Visual Arts Learning Center

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

#### **DESIGN CONSIDERATIONS:**

• Need area for arranging still lifes with track lighting.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished – Contractor Installed**

- Blinds for windows
- Presentation Wall
- 2 flag holders and map hooks
- Adjacent or Rear Wall of each half of Learning Center:
  - 2 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)
  - 1 8'x4' Marker Board
- Casework Side wall:
  - 2 sink cabinets with sink 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 dispenser
- Soap dispenser

- 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)
  - 2 computer tables, 30"x60"
- Projector
- 2 tall storage cabinets with adjustable shelving
- Portfolio cabinets
- Double-sided mobile drying rack
- 2 mobile paper racks
- 55-tray tote tray cabinet
- 3 bookcases (height may be dependent on window sill height), with adjustable shelving
- Shallow drawer cabinet (must accommodate 24" x 46" paper)



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Visual Arts**

Kiln Room

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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Visual Arts**

# Storage Room

Visual Arts Learning Center

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USERS:	ACTIVITIES:
Art teacher	Storing and maintaining art supplies.
<b>DESIGN CONSIDERATIONS:</b>	
None	
<b>FURNITURE, FIXTURES &amp; EQ</b>	UIPMENT:
Contractor Furnished – Contra	actor Installed
None	
Owner Furnished – Contracto	r Installed
None	
Owner Furnished – Owner Ins	talled
	adjustable height shelving – 50% 18" d, 25% 24" d, 25% 12" d.
<ul> <li>3-shelf mobile cart with rece</li> </ul>	essed top well for moving supplies between Art Storage and



**BOOKER T. WASHINGTON HIGH SCHOOL** 



# **PERFORMING ARTS**



HISD EDUCATIONAL SPECIFICATIONS
BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014
CONSTRUCTION AND FACILITY SERVICES



**BOOKER T. WASHINGTON HIGH SCHOOL** 

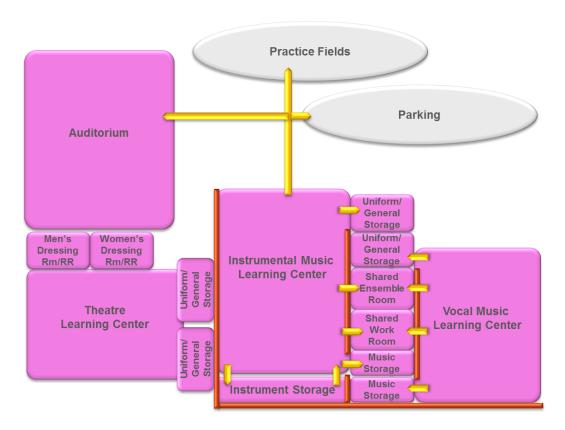
# **Performing Arts**

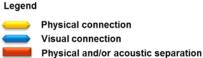
#### Overview:

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

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

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





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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Space Requirements**

Performing Arts		Required Spaces				
		Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
Instrumental Music Learning Center		1	1	1,836	1,836	
Instrument Storage			1	401	401	
Uniform/General Storage			1	408	408	
Music Storage/Library			1	160	160	
Vocal Music Learning Center		1	1	1,160	1,160	
Uniform/General Storage			1	190	190	
Music Storage/Library			1	162	162	
Drama Learning Center		1	1	1,217	1,217	
Auditorium (seating for 500)			1	5,391	5,391	
Stage			1	1,494	1,494	
Control Room			1	80	80	
Prop Storage			1	158	158	
Costume Storage			1	349	349	
Dressing Room			2	459	917	
Shared Workroom			1	250	250	
Shared Ensemble Room			1	353	353	
	Total	3			14,526	



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

# Instrumental Music Learning Center

5		
USERS:	ACTIVITIES:	
<ul> <li>Instrumental Music Instructors/Director(s)</li> <li>Students</li> </ul>	<ul> <li>Developing technical music skills through individual work, group work and performances</li> <li>Instrumental music theory instruction</li> <li>Orchestra Classes</li> <li>Recitals</li> <li>Meeting area for community</li> <li>Recording of performances</li> <li>Sectional usage</li> </ul>	

#### **DESIGN CONSIDERATIONS:**

- Size opening to allow for transporting piano, drums, etc.
- Provide acoustical treatments
- Perimeter walls of the entire music suite and the walls of the instructional spaces shall be min. STC-60. Other walls within the suite shall be min. STC-45.
- Sound-rated door should share the same rating as the walls.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

# Contractor Furnished - Contractor Installed

- Provide maximum LF of shelving above door height for display
- 2 marker boards, one with permanent music staff markings.
- 2 4'x4' tack boards

#### Owner Furnished - Contractor Installed

None

- 60 stackable posture chairs
- 60 music stands
- Music stand cart
- Instrumental music risers
- Small stand carts for risers
- Conductor's podium: double podium with rail
- Music folio cabinets
- Projector



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

# Instrumental Music Learning Center - Instrument Storage

USERS:	ACTIVITIES:	
<ul> <li>Instrumental Music Instructors/Director(s)</li> <li>Students</li> </ul>	Storing and retrieving orchestra instruments	

#### **DESIGN CONSIDERATIONS:**

- Size opening to allow for transporting piano, drums, etc.
- Perimeter walls of the entire music suite and the walls of the instructional spaces shall be min. STC-60. Other walls within the suite shall be min. STC-45.
- Sound-rated door should share the same rating as the walls.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- 4'x4' marker board
- 4'x4' tack board
- Maximum # of instrument storage cabinets, lockable, solid doors
- Deep utility sink for cleaning instruments

#### Owner Furnished – Contractor Installed

None

#### Owner Furnished - Owner Installed

None

Tenor Drum

Base Drum

# Average Distribution of Band Instruments (Wenger)

# Average Distribution of Orchestra Instruments (Wenger)

Instrument	Percent	Instrument	Percent
Piccolo	1%	Violin	25%
Oboe	3%	Viola	19%
Flute	12%	Cello	14%
Clarinet	24%	Double Bass	8%
Alto Clarinet	3%	Flute	3%
Bass Clarinet	3%	Clarinet	3%
Bassoon	4%	Trumpet	6%
Alto Sax	5%	Trombone	4%
Tenor Sax	1%	Tuba	1%
Baritone Sax	1%	French Horn	11%
Cornet/Trumpet	14%	Oboe	3%
French Horn	6%	Bassoon	3%
Baritone Horn	4%		100%
Trombone	6%		
Tuba	4%		
Snare Drum	6%		



2%

**BOOKER T. WASHINGTON HIGH SCHOOL** 

None

Performing Arts
Instrumental Music Learning Center – Uniform/General Storage

instrumental Music Learning Center – Uniform/General Storage		
USERS:	ACTIVITIES:	
Instrumental Music	Storing and retrieving uniforms	
Directors		
<ul> <li>Students</li> </ul>		
<b>DESIGN CONSIDERATIONS:</b>		
Perimeter walls of the entire	e music suite and the walls of the instructional spaces shall be min.	
STC-60. Other walls within the suite shall be min. STC-45.		
Sound-rated door should share the same rating as the walls.		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
4'x4' marker board		
4'x4' tack board		
Maximum LF of double hanging rods with shelving above		
Owner Furnished – Contractor Installed		
None		
Owner Furnished – Owner Installed		

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#### HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

Instrumental Music Learning Center - Music Storage/Library

<ul> <li>Instrumental Music         Directors</li> <li>Students</li> <li>Storing and sorting music</li> </ul>	USERS:	ACTIVITIES:
		Storing and sorting music

#### **DESIGN CONSIDERATIONS:**

- Perimeter walls of the entire music suite and the walls of the instructional spaces shall be min. STC-60. Other walls within the suite shall be min. STC-45.
- Sound-rated door should share the same rating as the walls.

#### **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 file cabinets for additional storage

#### Owner Furnished - Contractor Installed

None

- Music sorting cabinet
- 10 4-drawer vertical file cabinets
- 24"x36" table
- 2 chairs

#### **BOOKER T. WASHINGTON HIGH SCHOOL**

# **Performing Arts**

# Vocal Music Learning Center

USERS:	ACTIVITIES:
<ul> <li>Vocal Music Instructors/Director(s)</li> <li>Students</li> </ul>	<ul> <li>Developing technical music skills through individual work, group work and performances</li> <li>Choir/Vocal Classes</li> <li>Recitals</li> <li>Meeting area for community</li> <li>Recording of performances</li> <li>Vocal music theory instruction</li> <li>Sectional usage</li> </ul>
DECION CONCIDED ATIONS.	

#### **DESIGN CONSIDERATIONS:**

- Provide acoustical treatments.
- Perimeter walls of the entire music suite and the walls of the instructional spaces shall be min. STC-60. Other walls within the suite shall be min. STC-45.
- Sound-rated door should share the same rating as the walls.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished – Contractor Installed**

- Provide maximum LF of shelving above door height for display
- Provide 2 marker boards, one with permanent music staff markings.
- 2 4'x4' tack boards

#### Owner Furnished – Contractor Installed

- Paper towel dispenser
- Soap dispenser

- 50 stackable posture chairs
- 50 music stands
- Music stand cart
- Instrumental music risers
- Small stand carts for risers
- 1 Conductor's podium: double podium with rail
- 2 music folio cabinets
- Piano
- Projector



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# HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

None

Vocal Music Learning Center – Uniform/General Storage

Vocal Madie Esaithing Contor Children, Contoral Cardiago		
USERS:	ACTIVITIES:	
<ul> <li>Vocal Music Directors</li> </ul>	Storing and retrieving uniforms.	
<ul> <li>Students</li> </ul>		
DESIGN CONSIDERATIONS	<b>3:</b>	
	tire music suite and the walls of the instructional spaces shall be	
min. STC-60. Other walls	within the suite shall be min. STC-45.	
Sound-rated door should share the same rating as the walls.		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
4'x4' marker board		
4'x4' tack board		
Maximum LF of double hanging rods with shelving above		
Owner Furnished – Contractor Installed		
None		
Owner Furnished – Owner Installed		

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

Vocal Music Learning Center – Music Storage/Library

USERS:	ACTIVITIES:
Vocal Music Directors	Storing and sorting music.
Students	

#### **DESIGN CONSIDERATIONS:**

- Perimeter walls of the entire music suite and the walls of the instructional spaces shall be min. STC-60. Other walls within the suite shall be min. STC-45.
- Sound-rated door should share the same rating as the walls.

#### **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 file cabinets for additional storage

#### Owner Furnished - Contractor Installed

None

- Music sorting cabinet
- 10 4-drawer vertical file cabinets
- 24"x36" table
- 2 chairs





**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

#### **Shared Workroom**

USERS:	ACTIVITIES:	
Instrumental Music/ Vocal	Planning and sorting music for classes	
Music Directors	Grading	
Students	Meeting with students	
DECION CONCIDED ATIONS:		

#### **DESIGN CONSIDERATIONS:**

- Perimeter walls of the entire music suite and the walls of the instructional spaces shall be min. STC-60. Other walls within the suite shall be min. STC-45.
- Sound-rated door should share the same rating as the walls.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- 4'x4' marker board
- 4'x4' tack board

#### Owner Furnished - Contractor Installed

None

- 2 Double pedestal desk with center drawer & lock, 60" x 30"
- 2 Task chair, swivel, tilt, armless
- Guest chairs
- 4-shelf bookcase, 52"H x 36"W x 15"D
- 4-drawer vertical file, letter size, lockable

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

#### Shared Ensemble Room

USERS:	ACTIVITIES:	
<ul><li>Instrumental Music/Vocal Music Directors</li><li>Students</li></ul>	<ul><li> Group rehearsals and lessons</li><li> Sectionals</li></ul>	
DEGLENI GONGIDED ATIONS		

#### **DESIGN CONSIDERATIONS:**

- Provide acoustical treatments
- Perimeter walls of the entire music suite and the walls of the instructional spaces shall be min. STC-60. Other walls within the suite shall be min. STC-45.
- Sound-rated door should share the same rating as the walls.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished – Contractor Installed**

None

#### Owner Furnished - Contractor Installed

None

- 15 20 stackable posture chairs
- Chair storage cart
- 1 conductor's chair, music stand, podium



# HISD EDUCATIONAL SPECIFICATIONS BOOKER T. WASHINGTON HIGH SCHOOL

# **Performing Arts**

# **Drama Learning Center**

<ul> <li>Teacher</li> <li>Developing technical theatre skills through individual work</li> </ul>	USERS:
<ul> <li>Students</li> <li>Community</li> <li>Drama instruction</li> <li>Rehearsals</li> <li>Dance</li> <li>Meeting area for community</li> <li>Recording of performances</li> </ul>	Students

#### **DESIGN CONSIDERATIONS:**

- Size opening to allow for transporting sets, equipment, etc.
- Consider overhead door to Prop Storage and exterior for ease of set and equipment movement
- Provide acoustical treatments
- Perimeter walls of the entire performing arts suite and the walls of the instructional spaces shall be min. STC-60. Other walls within the suite shall be min. STC-45.
- Sound-rated door should share the same rating as the walls.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- Continuous mirrors on one wall from base to 8'-0" AFF
- Pull drapes in front of mirrors
- Pipe grid at ceiling with power for theatrical lighting
- Dimmer system for theatrical lights
- Sound system
- 1 4'x 12 marker board
- 2 4'x4' tack boards

#### Owner Furnished - Contractor Installed

None

- 12 2 student desks
- 24 student chairs
- Presentation Cart
- Teacher stool
- Portable ballet barre(s)
- Projector
- Clock
- 2 lockable double door storage units



**BOOKER T. WASHINGTON HIGH SCHOOL** 



#### **Auditorium**

USERS:	ACTIVITIES:	
<ul><li>Students</li><li>Teachers</li></ul>	<ul><li>Performances (school play, choir, orchestra, dance, etc)</li><li>Assemblies</li></ul>	
Parents	Graduation	
Community members	Seminars	
	Meetings     Other Community Events	
	Other Community Events	
	<ul> <li>Seating for audiences attending drama, theater and musical productions</li> </ul>	
DESIGN CONSIDERATIONS:		
None		
FURNITURE, FIXTURES & EQUIPMENT:		

#### **Contractor Furnished – Contractor Installed**

- Fixed, upholstered seats with arms
- Seats with movable tablet arms or back mounted flip-up writing surfaces

#### Owner Furnished – Contractor Installed

#### Owner Furnished - Owner Installed

Projector



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# **HISD EDUCATIONAL SPECIFICATIONS**

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

Auditorium – Control Room

Tall lockable 2-door storage cabinets

USERS:	ACTIVITIES:
Teacher	Control of lighting and sound systems,
Students	Controlling and creating of special effects
	Recording, taping and editing of performances
DESIGN CONSIDERATION	S:
None	
<b>FURNITURE, FIXTURES &amp;</b>	EQUIPMENT:
Contractor Furnished – Co	ntractor Installed
<ul> <li>4'x4' marker board</li> </ul>	
<ul> <li>4'x4' tack board</li> </ul>	
Owner Furnished - Contra	ctor Installed
None	
Owner Furnished – Owner	Installed
Chairs	
<ul> <li>30'x60" tables</li> </ul>	

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

# Auditorium - Stage

Additorium – Stage	
USERS:	ACTIVITIES:
<ul><li>Teacher</li><li>Students</li><li>Guests/Community</li></ul>	<ul> <li>Instrumental, choral and drama presentations by groups and individuals</li> <li>Dance and other physical activity presentations</li> <li>Public and school meetings requiring interaction between those on stage and those seated in the Auditorium</li> <li>Video presentation</li> <li>May be used as a classroom by the drama program</li> <li>Award ceremonies</li> <li>Assemblies</li> </ul>
DESIGN CONSIDERATIONS:	
<ul> <li>None</li> </ul>	
<b>FURNITURE, FIXTURES &amp; EQ</b>	UIPMENT:
Contractor Furnished – Contr	actor Installed
<ul> <li>Motorized projection screen</li> </ul>	
<ul> <li>Curtains at front, sides and</li> </ul>	back of stage. Back and side curtains to be black.
<ul> <li>Mirrors behind curtains on b</li> </ul>	pack of stage for potential use as a Dance Room
Owner Furnished - Contracto	
None	
Owner Furnished - Owner Ins	stalled

Lockable storage cabinets with adjustable shelving

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# Performing Arts

Auditorium – Costume	e Storage
USERS:	ACTIVITIES:
Students	Building and painting scenery and props
<ul> <li>Teachers</li> </ul>	<ul> <li>Set construction, paint and assembly using tools</li> </ul>
	<ul> <li>Storing and retrieving props and costumes</li> </ul>
	<ul> <li>Creating props and costumes</li> </ul>
DESIGN CONSIDERATIONS	
None	
<b>FURNITURE, FIXTURES &amp; E</b>	QUIPMENT:
Contractor Furnished – Con	tractor Installed
<ul> <li>4'x4' tack board</li> </ul>	
<ul> <li>4'x4' marker board</li> </ul>	
8'x8' pegboard	
Owner Furnished – Contract	or Installed
<ul> <li>Paper towel dispenser</li> </ul>	
<ul> <li>Soap dispenser</li> </ul>	
Owner Furnished – Owner Ir	nstalled
12 LF work bench	
<ul> <li>Lockable tool cabinet</li> </ul>	

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Performing Arts**

# Auditorium - Prop Storage

USERS:	ACTIVITIES:
<ul> <li>Students</li> </ul>	Storing and retrieving props and costumes
<ul> <li>Teachers</li> </ul>	
<b>DESIGN CONSIDERATIONS</b>	
None	
<b>FURNITURE, FIXTURES &amp; E</b>	QUIPMENT:
Contractor Furnished - Con	tractor Installed
<ul> <li>Maximum LF of heavy-duted 1/3 of rods single)</li> </ul>	ty adjustable shelving above rods on 3 walls (2/3 of rods double,
Owner Furnished - Contract	tor Installed
• None	

- Table
- Chair
- Maximum LF of heavy-duty adjustable shelving on walls beside door



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# Performing Arts Auditorium – Dressing Room

Chairs

Additional Drooding	, resin
USERS:	ACTIVITIES:
<ul> <li>Students</li> </ul>	Changing into costumes
	Applying makeup for performances
	Performance preparation
DESIGN CONSIDERATIONS	
None	
<b>FURNITURE, FIXTURES &amp; E</b>	EQUIPMENT:
Contractor Furnished – Cor	ntractor Installed
<ul> <li>Makeup counter continuo</li> </ul>	us on one wall
<ul> <li>Mirrors above makeup co</li> </ul>	punter
<ul> <li>Full length mirrors</li> </ul>	
3-tier locker units	
<ul> <li>12 LF of hanging rod</li> </ul>	
Owner Furnished – Contrac	tor Installed
<ul> <li>Paper towel dispenser</li> </ul>	
<ul> <li>Soap dispenser</li> </ul>	
Owner Furnished – Owner I	nstalled



# PHYSICAL EDUCATION/ATHLETICS



HISD EDUCATIONAL SPECIFICATIONS
BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014



**BOOKER T. WASHINGTON HIGH SCHOOL** 

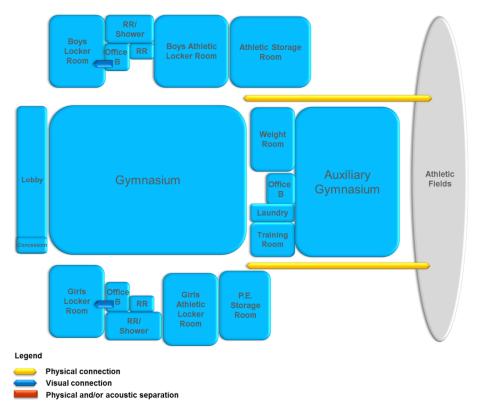


#### Overview:

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

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

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



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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Space Requirements**

	Required Spaces			
Physical Education/Athletics	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
PE/Athletics Lobby		1	1,321	1,321
Concession		1	234	234
Gymnasium (seating for average program capacity of school)	2	1	13,140	13,140
Auxiliary Gymnasium (seating for 1/3 of program capacity of school)	1	1	5,791	5,791
Weight Room		1	1,016	1,016
Boys' Athletic Locker Room (60 football lockers & 200 half height lockers)		1	926	926
Girls' Athletic Locker Room (200 half height lockers)		1	207	207
Boys'/Girls' PE Locker Room		2	627	1,253
Toilets/Showers		2	273	546
Adult Toilet/Shower/Locker		2	137	274
Athletic Director (Office B)		1	151	151
Office (shared)		2	307	613
Training Room		1	561	561
Laundry		1	202	202
PE Equipment Storage		1	671	671
Athletic Equipment Storage		1	656	656
Total	3			27,562



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Physical Education/Athletics**

# Lobby

USERS:	ACTIVITIES:
<ul> <li>Parents</li> </ul>	Transition/surge space for events held in Gymnasium
<ul> <li>Students</li> </ul>	Entering and exiting of events held in Gymnasium
<ul> <li>Community members</li> </ul>	Event attendee overflow
Faculty/staff	Small sitting area
	Greeting of attendees for events held in the Gymnasium
DECICAL CONCIDED ATIONS	

#### **DESIGN CONSIDERATIONS:**

- Consider shared lobby if applicable with floor plan
- Include concession area/stand in lobby with sink and refrigerator

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished - Contractor Installed

- · Locking wall storage cabinets in concession stand
- Counter for serving and roll up grille between lobby and concession stand

#### Owner Furnished - Contractor Installed

None

- Benches
- Wall mounted video display panels
- Refrigerator and freezer for concession stand



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### HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# P.E./Athletics

## Gymnasium

USERS:	ACTIVITIES:
PE Teachers/Coaches	Physical education classes and activities
<ul> <li>Students</li> </ul>	Athletic competitions
<ul> <li>Parents</li> </ul>	Sports: basketball, volleyball, gymnastics, cheerleading, drill
<ul> <li>Community Groups</li> </ul>	team, wresting, badminton
Staff	Fitness/health presentations
<ul> <li>Sports teams</li> </ul>	School assemblies
	Performances
	Graduation
	Community sports activities/events

#### **DESIGN CONSIDERATIONS:**

- Protect all devices and windows from damage by ball strikes
- Wall finish and any acoustic treatments must be capable of sustaining repeated ball strikes

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished – Contractor Installed

- 2 glass motorized, height adjustable, retractable backboards
- 4 fiberglass motorized, height adjustable, retractable backboards
- Telescoping bleachers to seat number indicated in space requirements. Provide separation between spectators and playing court with railings.
- Volleyball system to include poles and recessed floor sleeves
- Floor markings for basketball and volleyball
- · Continuous wall pads on end walls
- Motorized curtain to divide gym into 2 teaching areas
- Scoreboard/clock
- Sound system

#### Owner Furnished - Contractor Installed

None

- 2 30"x60" folding tables
- 6 Chairs
- Wrestling Mat



#### **BOOKER T. WASHINGTON HIGH SCHOOL**

# P.E./Athletics

# **Auxiliary Gymnasium**

USERS:	ACTIVITIES:
PE Teachers/Coaches	Physical education classes and activities
Students	Athletic competitions
<ul> <li>Parents</li> </ul>	Sports: basketball, volleyball, gymnastics, cheerleading,
Community	drill team, wrestling, badminton
	Fitness/health presentations
	School assemblies
	Performances
	Graduation
	Community sports activities/events

#### **DESIGN CONSIDERATIONS:**

- Protect all devices and windows from damage by ball strikes
- Wall finish and any acoustic treatments must be capable of sustaining repeated ball strikes

#### FURNITURE, FIXTURES & EQUIPMENT:

#### Contractor Furnished - Contractor Installed

- 2 glass, motorized, height adjustable, retractable backboards
- 4 fiberglass, motorized, height adjustable, retractable backboards
- Telescoping bleachers to seat number indicated in space requirements
- Volleyball system to include poles and recessed floor sleeves
- Floor markings for basketball and volleyball
- · Continuous wall pads on end walls
- Motorized curtain to divide gym into 2 teaching areas
- Scoreboard/clock
- Individual sound system

#### Owner Furnished - Contractor Installed

None

- 2 30"x60" folding tables
- 6 Chairs





**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **P.E./Athletics**

Weight/Fitness Room

Weight equipment and machines

Weight intess Room			
USERS:	ACTIVITIES:		
<ul> <li>Coaches</li> </ul>	Physical education classes		
<ul> <li>Teachers</li> </ul>	Weight training for students and staff		
• 20-32 students	Potential for community use		
<b>DESIGN CONSIDERATIONS:</b>	DESIGN CONSIDERATIONS:		
Provide interlocking rubber	tile floor over VCT or concrete floor (polished or stained)		
<b>FURNITURE, FIXTURES &amp; EQ</b>	UIPMENT:		
Contractor Furnished – Contractor Installed			
8' marker board with tack st	rip		
<ul> <li>4' tack boards</li> </ul>			
<ul> <li>Mirrors on one wall</li> </ul>			
Interlocking rubber tile floor			
Owner Furnished – Contracto	r Installed		
Paper towel dispenser			
Sanitizer dispenser	Sanitizer dispenser		
Owner Furnished – Owner Ins	stalled		

#### **BOOKER T. WASHINGTON HIGH SCHOOL**

# P.E./Athletics

## Boys Athletic Locker Room

USERS:	ACTIVITIES:
<ul><li>PE Teachers</li><li>Coaches</li></ul>	<ul> <li>Changing clothes before and after athletic activities</li> <li>Storing personal items during classes, practices or</li> </ul>
• Students	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

- 100 Large lockers (football)
- 140 lockers
- Benches
- 4'x4' marker board
- 4'x4' tack board
- Mirrors

#### Owner Furnished - Contractor Installed

- Paper towel dispenser
- Sanitizer dispenser

#### Owner Furnished - Owner Installed



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# **HISD EDUCATIONAL SPECIFICATIONS**

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **P.E./Athletics**

#### Girls Athletic Locker Room

Owner Furnished - Owner Installed

GIRIS Athletic Locker Room		
USERS:	ACTIVITIES:	
<ul> <li>PE Teachers</li> </ul>	Changing clothes before and after athletic activities	
<ul> <li>Coaches</li> </ul>	Storing personal items during classes, practices or	
Students	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		
175 lockers		
<ul> <li>Benches</li> </ul>	• Benches	
4'x4' marker board		
4'x4' tack board		
• Mirrors		
Owner Furnished – Contractor Installed		
Paper towel dispenser		
Sanitizer dispenser		

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **P.E./Athletics**

# Boys/Girls P.E. Locker Room

Owner Furnished – Owner Installed

Boys/Gills F.E. Locker Room	
USERS:	ACTIVITIES:
PE Teachers	Changing clothes
<ul> <li>Coaches</li> </ul>	<ul> <li>Storing personal items during classes, practices or</li> </ul>
<ul> <li>Students</li> </ul>	competitions
DESIGN CONSIDERATIONS:	
Design for air flow that will in the second control of the se	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	
110 number of 6:1 lockers	
• Benches	
4'x4' marker board	
4'x4' tack board	
• Mirrors	
Owner Furnished – Contractor Installed	
Paper towel dispenser	
Sanitizer dispenser	



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **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	
Toilet paper dispensers	
Owner Furnished – Owner Installed	
<ul> <li>Shower curtains</li> </ul>	



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **P.E./Athletics**

## Adult Toilet/Shower/Locker

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

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **P.E./Athletics**

Office B	
USERS:	ACTIVITIES:
Athletic Director and/or Coaches     Students	<ul> <li>Space for Athletic Director, coach and/or teachers to perform administrative tasks</li> <li>Secure storage for electronic equipment</li> <li>Area for filing of athletic program documents</li> </ul>
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"	
Credenza	

- Task chair
- 2 Guest chairs
- 36" conference table
- 2 4-shelf bookcases, 52"H x 36"W x 15"D
- 2 4-drawer vertical file, letter size, lockable

#### **BOOKER T. WASHINGTON HIGH SCHOOL**

# P.E./Athletics

# Office (Shared)

USERS:	ACTIVITIES:
Coaches/Teachers	Coach and teacher administrative tasks
Students	Changing clothes before and after physical education activities
	Storing personal items
<b>DESIGN CONSIDERATIONS:</b>	

None

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished – Contractor Installed**

- 4'x4' marker board
- 4'x4' tack board

#### Owner Furnished - Contractor Installed

None

- 2 Double pedestal desk with center drawer & lock, 60" x 30"
- 2 Task chair, swivel, tilt, armless
- 4 Guest chairs
- 4-shelf bookcase, 52"H x 36"W x 15"D
- 4-drawer vertical file, letter size, lockable



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### HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# P.E./Athletics

# Storage/Future Training Room

USERS:	ACTIVITIES:
Trainer	Administering First Aid
Student assistants	Taping of student athletes before/after athletic competitions
Coaches	Administering physical therapy
PE students	Training supply and equipment storage
Student athletes	
DECICAL CONCIDED ATIONS.	·

#### **DESIGN CONSIDERATIONS:**

• Space shall be used as storage room currently but utilities shall be roughed in to allow it to serve as a Training Room in the future.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished – Contractor Installed**

- 4'x4' marker board
- 4'x4' tack board
- Rough Ins for future counter and sink
- Rough In for Hydrotherapy whirlpool
- Floor drain
- Rough in for ice machine
- Small ice machine in accordance with Design Guidelines

#### Owner Furnished - Contractor Installed

- Paper towel dispenser (Future)
- Soap dispenser (Future)
- Sanitizer dispenser (Future)

- Microwave for heating pads (Future)
- Scale (Future)
- Exercise bicycle (Future)
- Taping table (36"Dx36"H) with drawer door cabinets below. (Future)
- Maximum 18" deep heavy duty shelving



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# P.E./Athletics

# Laundry

USERS:	ACTIVITIES:
PE Teachers/Coaches	Laundering of athletic team uniforms
Staff	<ul> <li>Laundering of cheerleading uniforms</li> </ul>
DECION CONCIDED ATIONS.	

#### **DESIGN CONSIDERATIONS:**

- Floor drain
- Floor sloped towards drain
- Exhaust to the exterior
- Emergency water shutoff valve

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### Contractor Furnished – Contractor Installed

- 8 LF of hanging rod (commercial grade)
- Commercial washer and dryer
- Wall mounted adjustable shelves
- Washer and dryer hook ups in the Laundry Room
- Plate on door.
- Single, deep utility sink

#### Owner Furnished – Contractor Installed

- Paper towel dispenser
- Soap dispenser

- 30"x 60" table
- 36"W tall shelf unit 24"D





**BOOKER T. WASHINGTON HIGH SCHOOL** 

# P.E./Athletics

## P.E. Equipment Storage

USERS:	ACTIVITIES:
PE Teachers/Coaches	Storing and retrieving equipment used for physical education
• Students	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

- 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.



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **P.E./Athletics**

# Athletic Equipment Storage

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



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# **HISD EDUCATIONAL SPECIFICATIONS**

**BOOKER T. WASHINGTON HIGH SCHOOL** 



## **ADMINISTRATION / GUIDANCE**



HISD EDUCATIONAL SPECIFICATIONS

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**BOOKER T. WASHINGTON HIGH SCHOOL** 

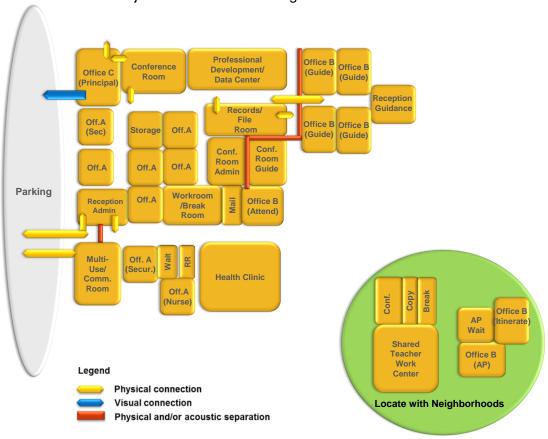


### Overview:

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.



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Space Requirements**

		Required Spaces			
Administration/Guidance	Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
Administration					
Reception, Administration		1	595	595	
Office A		4	108	431	
Office C (Principal)		1	297	297	
Principal's Restroom		1	74	74	
Office B (AP)		2	146	291	
Conference Room, Main		1	295	295	
Conference Room, Small		1	174	174	
Storage		1	201	201	
Health Clinic		1	509	509	
Reception/Waiting		1	81	81	
Office A		1	100	100	
Restroom		1	73	73	
Guidance/Student Services					
Reception, Guidance		1	202	202	
Office B (Attendance, Registrar, Counselor)		5	127	633	
Conference Room, Small		1	198	198	
Records/File Room		1	201	201	
Administration/Guidance Workroom/Break Room		1	268	268	
Shared					
Professional Development/Data Center		1	319	319	
Teacher Work Center (Work Stations, Break Area, Copier, Conference Room)		3	1,253	3,759	
Office B (Itinerant)		3	127	381	
Multi-Use/Community Room		1	338	338	
Total	0			9,420	



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

## Reception/Administration

USERS:	ACTIVITIES:
<ul><li>Parents</li><li>Students</li><li>Community members</li><li>Faculty/staff</li></ul>	<ul> <li>Greeting and welcoming people and directing them to the proper location or person</li> <li>Waiting/seating area for visitors, students, and staff members</li> <li>Controlling entrance to the school</li> </ul>

### **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

- 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).
  - 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





**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

### Office A

USERS:	ACTIVITIES:
Staff/Faculty	Assisting in administrative record keeping
Clerical Support Staff	Preparation of correspondence, reports and other
Students	administrative tasks
<ul> <li>Parents</li> </ul>	Private conferences
<b>DESIGN CONSIDERATIONS:</b>	
None	
ELIBAUTUBE ELVTUBEO A EG	AL HIPARTER IT

### **FURNITURE, FIXTURES & EQUIPMENT:**

### **Contractor Furnished – Contractor Installed**

- Blinds on windows
- 4'x4' marker board
- 4'x4' tack board

### Owner Furnished - Contractor Installed

None

- 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

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

## Office C (Principal)

USERS:	ACTIVITIES:
Principal	Conducting administrative duties
<ul> <li>Students</li> </ul>	Preparing correspondence and reports
<ul> <li>Parents</li> </ul>	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 large 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

- 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





**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Principal's Restroom

None

•			
USERS:	ACTIVITIES:		
Principal	Personal hygiene		
<ul> <li>Visitors</li> </ul>			
Staff			
<b>DESIGN CONSIDERATIONS:</b>			
None			
<b>FURNITURE, FIXTURES &amp; E</b>	FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed			
• Mirrors			
Owner Furnished – Contractor Installed			
Paper towel dispenser			
Soap dispenser			
Toilet paper dispenser			
Owner Furnished – Owner Installed			

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Office B (AP)

USERS:	ACTIVITIES:
Staff	Conducting administrative tasks
<ul> <li>Teachers</li> </ul>	Preparing correspondence and reports
Assistant Principal	Creating and documenting new and existing students
Students	Meeting with parents, students and other visitors
<ul> <li>Parents</li> </ul>	Placing phone cards
<b>DESIGN CONSIDERATIONS:</b>	

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

- 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





**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

## **AP** Waiting

USERS:	ACTIVITIES:
<ul><li>Parents</li><li>Students</li></ul>	<ul><li> Greeting and welcoming people</li><li> Waiting/seating area for visitors, students, and staff</li></ul>
<ul><li>Community members</li><li>Faculty/staff</li></ul>	members
DECION CONCIDED ATIONS	

### **DESIGN CONSIDERATIONS:**

• Should be located adjacent to Neighborhoods

### **FURNITURE, FIXTURES & EQUIPMENT:**

### Contractor Furnished - Contractor Installed

None

### Owner Furnished - Contractor Installed

None

- 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).
  - 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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Conference Room, Main

USERS:	ACTIVITIES:		
<ul> <li>Principal</li> <li>Staff/Faculty</li> <li>Parents/Students</li> <li>School Support Groups (PTO, etc.)</li> </ul>	<ul> <li>Meetings/Conferences between Faculty/Staff and Students, Parents and Community</li> </ul>		
<b>DESIGN CONSIDERATIONS:</b>			
<ul> <li>Provide direct access from F</li> </ul>	Principal's Office and secondary corridor.		
FURNITURE, FIXTURES & EQI			
Contractor Furnished – Contractor Installed			
Blinds on windows	Blinds on windows		
<ul> <li>Marker and tack board in ca</li> </ul>	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 projector			



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Conference Room, Small

Television and/or or projector

Conference Room, Sin	all		
USERS:	ACTIVITIES:		
Staff/Faculty     Departs	Meetings/Conferences between Faculty/Staff and Students,      Descripts and Community.		
Parents     Cabaal Support Course	Parents and Community		
School Support Groups     (PTO, etc.)			
(PTO, etc.)  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			
<ul> <li>6 Swivel, tilt armchairs</li> </ul>	6 Swivel, tilt armchairs		

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## Administration/Guidance

## Storage Room

USERS:	ACTIVITIES:	
Guidance Clerk	Storing office supplies	
<ul> <li>Counselors</li> </ul>	Storing educational materials	
<ul> <li>Administrators'</li> </ul>		
Office Staff		
<b>DESIGN CONSIDERATIONS:</b>		
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		



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Office A (Security Office)

USERS:	ACTIVITIES:
Security Officer	Administrative tasks
Staff/Faculty	Preparing correspondence and reports
Students	<ul> <li>Creating and documenting safety and security matters</li> </ul>
<ul> <li>Parents</li> </ul>	<ul> <li>Meeting with parents, students and other visitors</li> </ul>
DESIGN CONSIDERATION	9.

Locate near main entrance with full access and visibility to Lobby

### **FURNITURE, FIXTURES & EQUIPMENT:**

### **Contractor Furnished – Contractor Installed**

- Blinds on windows
- 4'x4' marker board
- 4'x4' tack board

### Owner Furnished - Contractor Installed

None

- 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

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Health Clinic - Reception/Waiting

Literature racks

HCEDC.	ACTIVITIES:	
USERS:	ACTIVITIES:	
School nurse	Waiting area for visitors, students, and staff members	
Staff		
Students		
<ul> <li>Parents</li> </ul>		
<ul> <li>Visitors</li> </ul>		
DESIGN CONSIDERATIONS:		
Visual connection between Nurses' Office and Waiting		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
• None		
Owner Furnished – Contractor Installed		
• None		
Owner Furnished – Owner Installed		
4 guest chairs		

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## HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

### Health Clinic

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

### **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
- Cubicle track and curtain

### Owner Furnished – Contractor Installed

- Paper towel dispenser
- Soap dispenser

- Cot/exam table
- · Adjustable height stool
- · Locking refrigerator with ice maker
- Biohazard disposable can
- Medical sharps waste disposal
- 2 guest chairs
- Defibrillator



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

### Health Clinic - Office A

USERS:	ACTIVITIES:
<ul><li>School nurse</li><li>Staff</li><li>Students</li><li>Parents</li><li>Visitors</li></ul>	<ul> <li>Consultation by nurse with students, parents and staff</li> <li>Record-keeping and paperwork</li> <li>Working with student health files</li> </ul>
DESIGN CONSIDERATIONS.	

### **DESIGN CONSIDERATIONS:**

Visual connection between Nurses' Office and Waiting

### **FURNITURE, FIXTURES & EQUIPMENT:**

### Contractor Furnished - Contractor Installed

- Blinds on windows
- 4'x4' marker board
- 4'x4' tack board

### Owner Furnished - Contractor Installed

- File cabinet
- Literature rack

- Double pedestal desk with center drawer & lock, 60" x 30"
- Credenza
- Task chair
- 2 guest chairs
- 4-shelf bookcases, 52"H x 36"W x 15"D
- 4-drawer vertical file, letter size, lockable





**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Health Clinic/Restroom

Owner Furnished - Owner Installed

None

USERS:	ACTIVITIES:
Staff     Students	<ul><li>Restroom activities</li><li>Hand Washing</li></ul>
<ul><li>Faculty</li><li>Visitors</li><li>DESIGN CONSIDERATIONS:</li></ul>	Personal hygiene
None	
FURNITURE, FIXTURES & EQU	JIPMENT:
Contractor Furnished – Contractor	or Installed
Mirror	
Toilet paper dispenser	
Toilet seat cover dispenser	
Coat hook	
Owner Furnished – Contractor Installed	
Paper towel dispenser	
Soap dispenser	

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

## Reception/Guidance

USERS:	ACTIVITIES:
<ul><li>Parents</li><li>Students</li><li>Community members</li><li>Faculty/staff</li></ul>	<ul> <li>Greeting and welcoming people and directing them to the proper location or person</li> <li>Waiting/seating area for visitors, students, and staff members</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	

None

### **FURNITURE, FIXTURES & EQUIPMENT:**

### Contractor Furnished - Contractor Installed

None

### Owner Furnished - Contractor Installed

- Modular reception desk with work station to include:
  - 30"D x 30'H x 4-6 LF work surface (section with reduced height for greeting children)
  - Include a transaction counter 1'D x 42"H with a maximum of 6" overlapping work surface
  - Rear work surface 30"D x 30"H
- Work surface should have lockable built-in storage below including a combination of 6"D and file drawers (at least 4) as well as cabinets with adjustable shelving

### Owner Furnished - Owner Installed

Task chairs



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### HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Office B (Attendance, Registrar, Officer)

USERS:	ACTIVITIES:
<ul> <li>Attendance Clerk, Registrar, Officer</li> <li>Staff</li> <li>Students</li> </ul>	<ul> <li>Administrative tasks</li> <li>Preparation of correspondence and reports</li> <li>Creating and documenting new and existing students</li> <li>Meeting with parents, students and other visitors</li> </ul>
<ul> <li>Parents</li> </ul>	

### **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

- 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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Conference Room/Small - Guidance/Student Services

USERS:	ACTIVITIES:
Staff/Faculty	Meetings/Conferences between Faculty/Staff and Students,
<ul> <li>Parents</li> </ul>	Parents and Community
<ul> <li>Visitors</li> </ul>	
<b>DESIGN CONSIDERATIONS</b>	S:
• None	
<b>FURNITURE, FIXTURES &amp; I</b>	EQUIPMENT:
Contractor Furnished - Co	ntractor Installed
Blinds on windows	
Marker and tack board in cabinet	
Owner Furnished - Contract	ctor Installed
• None	
Owner Furnished - Owner	nstalled
Credenza	
<ul> <li>Conference table for 6 per</li> </ul>	eople
6 Swivel, tilt armchairs	·
<ul> <li>Television and/or project</li> </ul>	or



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

### Records/File Room

USERS:	ACTIVITIES:
Guidance Clerk	Storing and retrieving student records
<ul> <li>Counselors</li> </ul>	
<ul> <li>Administrators</li> </ul>	

### **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

- 24"x36" table
- 2-door lockable storage cabinet
- Side chair
- 10 5-drawer vertical file cabinets



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

## Mail Pick Up

None

USERS:	ACTIVITIES:	
Faculty	Picking up mail	
Staff	Reading notices	
	Dropping off mail	
<b>DESIGN CONSIDERA</b>	TIONS:	
Provide in/out door	s 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		
Individual teacher/staff boxes for mail		
Owner Furnished – Contractor Installed		
None		
Owner Furnished - O	wner Installed	

# AGON UNION

## HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

### Workroom/Break Room

USERS:	ACTIVITIES:
Faculty	Copying
Staff	Collating
<ul> <li>Volunteers</li> </ul>	Preparing communications for mailing
<ul> <li>Parents</li> </ul>	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
- 100 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

- 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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Shared – Professional Development/Data Center

USERS:	ACTIVITIES:	
Teachers	Keeping track of student progress and activity	
<ul> <li>Administrators</li> </ul>	Professional teacher training, development and in services	
<b>DESIGN CONSIDERATIONS:</b>		
None		
<b>FURNITURE, FIXTURES &amp; EQ</b>	UIPMENT:	
Contractor Furnished – Contr	actor Installed	
2 walls continuous tackable surface		
2 walls continuous marker surface		
Owner Furnished – Contractor Installed		
None		
Owner Furnished – Owner Ins	stalled	
<ul> <li>24"x36" tables</li> </ul>		
2-door lockable storage cabinet		
Swivel, tilt chair		
5-drawer vertical file cabinets		
Television and/or projector		



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Shared - Teacher Work Center/Work Stations

USERS:	ACTIVITIES:
Teachers	<ul> <li>Preparing lesson plans</li> <li>Teacher supply storage</li> <li>Researching</li> <li>Meeting</li> </ul>
<b>DESIGN CONSIDERATIONS:</b>	<u> </u>

None

### **FURNITURE, FIXTURES & EQUIPMENT:**

### Contractor Furnished - Contractor Installed

- 4'x4' marker board
- 4'x4' tack board

### Owner Furnished - Contractor Installed

None

- 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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Shared – Teacher Work Center/Copier Room

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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Television and/or projector

Shared – Teacher Work Center/Conference Room

Shared – Teacher Work Center/Conference Room				
USERS:	ACTIVITIES:			
Teachers	Meetings			
	Collaboration			
DESIGN CONSIDERATIONS:				
None				
FURNITURE, FIXTURES & EQUIPMENT:				
Contractor Furnished – Contra	actor Installed			
4'x4' marker board				
4'x4' tack board				
Owner Furnished – Contracto	r Installed			
None				
Owner Furnished – Owner Installed				
Credenza				
Conference table for 6 people				
6 Swivel, tilt armchairs				

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Shared – Teacher Work Center/Break Area

USERS:	ACTIVITIES:			
<ul> <li>Teachers</li> </ul>	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				

# HISD EDUCATIONAL SPECIFICATIONS BOOKER T. WASHINGTON HIGH SCHOOL

## Administration/Guidance

Shared – Office B (Itinerant)

USERS:	ACTIVITIES:
Staff	Administrative tasks
Students	Preparation of correspondence and reports
Parents	Creating and documenting new and existing students
	Meeting with parents, students and other visitors
DECICAL CONCIDED ATIONS.	

### **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

- 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

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## Administration/Guidance

Shared - Multi-Use/Community Room

USERS:	ACTIVITIES:
<ul> <li>Community Members</li> <li>Principal</li> <li>Staff/Faculty</li> <li>Parents/Students</li> <li>School Support Groups (PTO, etc.)</li> </ul>	<ul> <li>Meetings/Conferences between Faculty/Staff and Students, Parents and Community</li> </ul>
DEGLOS CONCIDED ATIONS	

### **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

### Owner Furnished - Contractor Installed

None

- 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





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## **FOOD SERVICE**



HISD EDUCATIONAL SPECIFICATIONS
BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014
CONSTRUCTION AND FACILITY SERVICES



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **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.

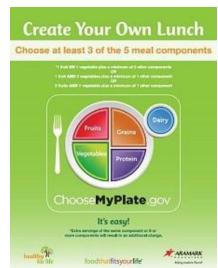
A state-of-the-art school cafeteria and operation can make a significant impact on student participation in the child nutrition program and thereby on student performance.

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:

### **BOOKER T. WASHINGTON HIGH SCHOOL**

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

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

### **Food Security and Emergency Preparedness**

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



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**

information.

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

**BOOKER T. WASHINGTON HIGH SCHOOL** 

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



#### **BOOKER T. WASHINGTON HIGH SCHOOL**

grease that accumulates in and above range filters and ducts.

#### **Increased Emphasis on Food Safety**

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

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

#### **Incorporation of Electro-Processors and Computers into Equipment**

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

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

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

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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

#### 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.

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#### 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.



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#### **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

#### **BOOKER T. WASHINGTON HIGH SCHOOL**

- double as a Mexican theme station (including fresh tortilla grilling and live action preparation of items) without major equipment change.
- d. The HISD Parent Advisory Committee recommends that small high schools be afforded full-service menu options with a cooking facility versus a noncooking satellite setup whenever possible.
- 3. The HISD Food Services Support Facility (FSSF) production model:
  - a. Specialized small equipment needs will be kept to a minimum as all HISD campuses are supplemented with prepared foods from the Food Service Support Facility.



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

- 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.

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#### **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.

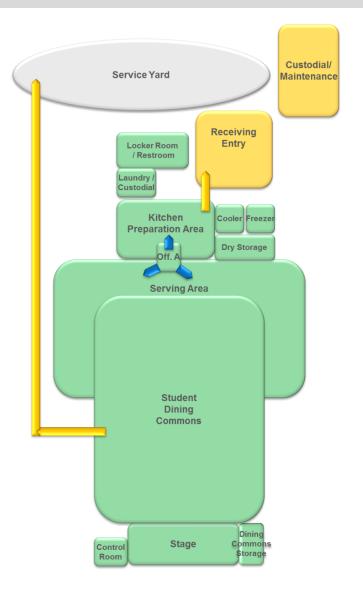
ARAMARK Capital Projects' design experts were also consulted for their expertise and validation of our plan direction. Their group connects resources, guides capital project innovations, and educates the company and its partners on ways to maximize investment value. They are responsible for ARAMARK's 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.

#### **BOOKER T. WASHINGTON HIGH SCHOOL**



Legend

Physical connection
Visual connection

Physical and/or acoustic separation

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

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	Required Spaces			
Food Service	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Kitchen Preparation Area		1	1,609	1,609
Serving Area		1	2,170	2,170
Dry Storage		1	495	495
Freezer		1	347	347
Cooler		1	246	246
Kitchen Manager's Office		1	121	121
Laundry/Custodial Area		1	108	108
Locker Room/Restroom		1	229	229
Student Dining Commons (seating for 1/3 of students at one time plus 200 for dining)		1	6,113	6,113
Dining Commons Storage		1	205	205
Total	0			11,643



#### **BOOKER T. WASHINGTON HIGH SCHOOL**

#### **Food Service**

## Kitchen Preparation Area

USERS:	ACTIVITIES:
<ul> <li>Manager</li> </ul>	Preparation of food
<ul> <li>Food Service Staff</li> </ul>	Cooking foods
	Staging meals before moving to serving lines
	Cleaning equipment, work surfaces and floors
DEGICAL CONCIDED ATION	

#### **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
  - 2- Steamer Electric w/stand
  - 1- 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)

#### **BOOKER T. WASHINGTON HIGH SCHOOL**

## **Food Service**

## Serving Area

USERS:	ACTIVITIES:
<ul><li>Kitchen Manager</li><li>Food Service Staff</li></ul>	<ul><li>Serving food</li><li>Receiving payment for food</li></ul>
Students	Receiving payment for food
Faculty	

#### **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
- 2- 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- Snack and Go
  - 5-5' Serving Unit Pan Flat
  - 4- 2' x 3' Flat Table
  - 2- Table Top Cold Unit
  - 2- 3' Hot Gravity Feed
  - 3- Cash Tables
- 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)





**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Food Service**

**Dry Storage** 

zij Giolago			
USERS:	ACTIVITIES:		
Food Service Staff	Storing dry food / supplies		
<b>DESIGN CONSIDERATIONS:</b>			
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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Food Service**

#### Freezer

USERS:	ACTIVITIES:
Food Service Staff	Storing frozen food
<b>DESIGN CONSIDERATIONS:</b>	

- 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





**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Food Service**

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

<ul> <li>Manager</li> <li>Filing out Food Service documentation</li> <li>Reviewing employee request</li> <li>Ordering supplies</li> <li>Counting cash</li> </ul>	USERS:	ACTIVITIES:
	Manager	<ul><li>Reviewing employee request</li><li>Ordering supplies</li><li>Counting cash</li></ul>

#### **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



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## HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Food Service**

Laundry / Custodial Area

USERS:	ACTIVITIES:	
Manager	Washing food prep clothes and aprons	
Food Service Staff	Drying food prep clothes and aprons	
	Storing cleaning supplies	
	Storing cleaning equipment	
	Cleaning mops	
DECION CONCIDED ATIONS		

#### **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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Food Service**

## Locker Room / Restroom

USERS:	ACTIVITIES:			
Kitchen Manager	Staff clothes changing			
Food Service Staff	Storing of personal items by Staff			
<b>DESIGN CONSIDERATIONS:</b>	· · · · · · · · · · · · · · · · · · ·			
<ul> <li>Provide floor drains with ea</li> </ul>	asy access clean-outs.			
<b>FURNITURE, FIXTURES &amp; E</b> (	QUIPMENT:			
Contractor Furnished – Cont	ractor Installed			
8-10 Lockers min.				
Coat Hooks	Coat Hooks			
Owner Furnished – Contract	or Installed			
<ul> <li>Paper towel dispenser</li> </ul>				
Soap dispenser				
Toilet paper dispenser				
Owner Furnished – Owner Installed				
Bench				
Clock	• Clock			



**BOOKER T. WASHINGTON HIGH SCHOOL** 

#### **Food Service**

**Student Dining Commons** 

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USERS:	ACTIVITIES:
<ul><li>Kitchen Manager</li><li>Food Service Staff</li><li>Students</li><li>Faculty</li></ul>	<ul><li>Eating</li><li>Student Assembly</li><li>Social Gathering</li></ul>
•	

#### **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
- Risers and operable wall from the auditorium

#### Owner Furnished - Contractor Installed

• Hand sanitizer dispenser

#### 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
- Projector
- Screen



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Food Service**

Student Dining Commons - Storage

USERS:	ACTIVITIES:			
<ul><li>Kitchen Manager</li><li>Food Service Staff</li><li>Students</li><li>Faculty</li></ul>	<ul> <li>Storing dining tables and chairs</li> <li>Storing dining room equipment</li> </ul>			
DESIGN CONSIDERATIONS	6:			
None				
<b>FURNITURE, FIXTURES &amp; I</b>	EQUIPMENT:			
Contractor Furnished – Contractor Installed				
None				
Owner Furnished – Contractor Installed				
None				
Owner Furnished – Owner Installed				
Cart for Chairs				
Cart for Tables	Cart for Tables			



**BOOKER T. WASHINGTON HIGH SCHOOL** 



## **CUSTODIAL / MAINTENANCE**



HISD EDUCATIONAL SPECIFICATIONS
BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014



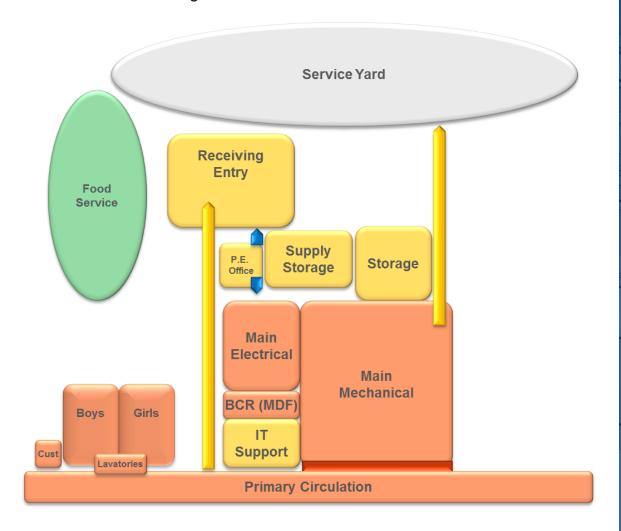
**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **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.



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Space Requirements**

		Required Spaces			
Custodial/Maintenance	Teaching Stations	Quantity	Average Square Feet	Net Area Provided	
Receiving Entry		1	186	186	
Office, Plant Engineer		1	86	86	
Custodial/Maintenance Storage		1	290	290	
Supply Storage		1	249	249	
Custodial Closet		5	121	603	
Total	0			1,414	

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Custodial / Maintenance**

## **Receiving Entry**

ACTIVITIES:
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 waste bins and recycle bin in Service Yard.
- Loading area is not to be a dock, but a curb.
- Provide doorbell that will be audible in kitchen.
- Provide window, peep hole or camera for visibility of persons making deliveries to those receiving deliveries.
- Provide bollards to prevent damage to buildings

#### FURNITURE, FIXTURES & EQUIPMENT:

#### **Contractor Furnished – Contractor Installed**

• None

#### Owner Furnished – Contractor Installed

None

#### Owner Furnished - Owner Installed





**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Custodial / Maintenance**

Plant Engineer's Office

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USERS:	ACTIVITIES:	
Plant Engineer	Office functions for Plant Engineer	
Custodial Staff	Repairing equipment using hand tools	
Maintenance Personnel	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

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Custodial / Maintenance**

## Storage

USERS:	ACTIVITIES:
Plant Engineer	Repairing equipment using hand tools
Custodial Staff	Storing miscellaneous building supplies
Maintenance Personnel	Storing building maintenance equipment
<b>DESIGN CONSIDERATIONS:</b>	

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

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**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Custodial / Maintenance**

Supply Storage

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



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Custodial / Maintenance**

## **IT Support**

Adjustable shelves

FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
None		
Owner Furnished – Contractor Installed		
None		
Owner Furnished – Owner Installed		
• 30 x 60 Table		
• 2 Chairs		



**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Custodial / Maintenance**

**Custodial Closet** 

USERS:	ACTIVITIES:	
Plant Engineer	Storing of Mops and Brooms	
Custodial Staff	Cleaning of mops and other custodial equipment	
<b>DESIGN CONSIDERATIONS</b>		
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**



HISD EDUCATIONAL SPECIFICATIONS
BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014



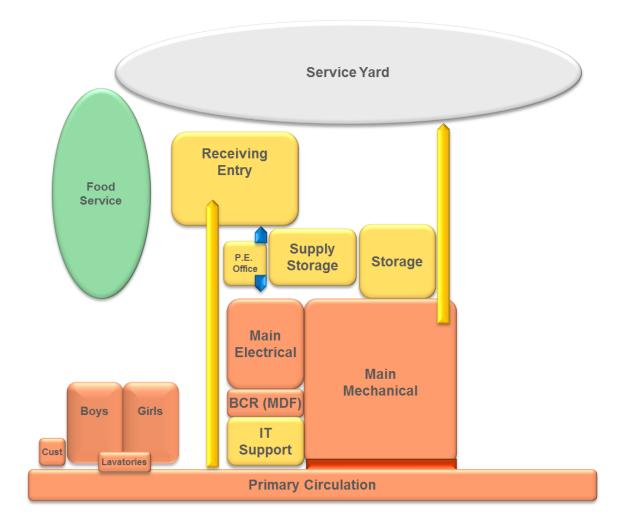
**BOOKER T. WASHINGTON HIGH SCHOOL** 

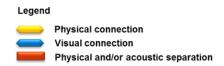


#### Overview:

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

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





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

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#### HISD EDUCATIONAL SPECIFICATIONS

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Building Support**

#### Corridors

USERS:	ACTIVITIES:
<ul><li>Students</li><li>Faculty</li><li>Staff</li></ul>	<ul> <li>Circulation of occupants</li> <li>Displaying awards, pictures, student work and school announcements</li> </ul>
<ul><li>Visitors</li></ul>	difficultients

#### **DESIGN CONSIDERATIONS:**

- Lockable display cases are encouraged for the displaying of awards, pictures, school announcements and student work.
- Decision on whether to provide student lockers as well as their size and location will be determined in conjunction with the PAT during the Schematic Design phase.
- Minimum corridor widths are:
- 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

**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Building Support**

## **Group Restrooms**

US	SERS:	AC	CTIVITIES:
•	Students	•	Personal hygiene
DE	SIGN CONSIDERATIONS:		

#### DESIGN CONSIDERATIONS

- No corridor doors
- Differentiate finishes between male and female restrooms to assist in identifying them
- Locate male and female restroom entrances remote from each other to alleviate the possibility of accidently entering the wrong facility.

#### **FURNITURE, FIXTURES & EQUIPMENT:**

#### **Contractor Furnished - Contractor Installed**

Mirrors (not above sinks)

#### Owner Furnished - Contractor Installed

- Paper towel dispensers
- Soap dispensers
- Toilet paper dispensers

#### Owner Furnished - Owner Installed





**BOOKER T. WASHINGTON HIGH SCHOOL** 

## **Building Support**

Single Restrooms

0		
USERS:	ACTIVITIES:	
Faculty	Personal hygiene	
<ul> <li>Visitors</li> </ul>		
DESIGN CONSIDERATIONS:		
None		
FURNITURE, FIXTURES & EQUIPMENT:		
Contractor Furnished – Contractor Installed		
• Mirrors		
Owner Furnished – Contractor Installed		
Paper towel dispenser		
Soap dispenser		
Toilet paper dispenser		
Owner Furnished – Owner Installed		



**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Building Support**

#### Main Mechanical

USERS:	ACTIVITIES:
Plant Operator	Mechanical Equipment which heats and cools school
Maintenance Staff	Repairing Mechanical Equipment
	Servicing Mechanical Equipment
<b>DESIGN CONSIDERATIONS:</b>	
Size doors to allow for rep	acement of equipment.
<b>FURNITURE, FIXTURES &amp; E</b> (	QUIPMENT:
Contractor Furnished – Conf	tractor Installed
Mechanical Equipment	
Owner Furnished - Contract	or Installed
None	
Owner Furnished – Owner In	stalled
None	





**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Building Support**

Main Electrical

USERS:	ACTIVITIES:
<ul><li>Plant Engineer</li><li>Maintenance Personnel</li></ul>	<ul> <li>Electrical Equipment for school's electrical needs</li> <li>Repairing Electrical Equipment</li> <li>Servicing Electrical Equipment</li> </ul>
DESIGN CONSIDERATIONS:	
Attempt to locate so not be	elow "wet" spaces.
<b>FURNITURE, FIXTURES &amp; E</b>	QUIPMENT:
Contractor Furnished – Con	tractor Installed
Electrical Equipment	
Owner Furnished - Contract	or Installed
None	
Owner Furnished – Owner Ir	nstalled
• None	



**BOOKER T. WASHINGTON HIGH SCHOOL** 

### **Building Support**

BCR - Building Communication Room (MDF)

FCR - Floor Communication Room (IDF)

USERS:	ACTIVITIES:
Plant Engineer	House IT equipment
IT Personnel	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

#### Owner Furnished - Owner Installed

- IT Racks
- IT Equipment





**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Building Support**

#### **Stairs**

None

USERS:	ACTIVITIES:
Students	Vertical circulation for building occupants
Faculty	
Staff	
Visitors	
<b>DESIGN CONSIDERATIONS:</b>	
<ul> <li>Visual supervision of stairs</li> </ul>	from corridors should be maintained
<ul> <li>Multiple staircases for stud</li> </ul>	lent circulation should be considered rather than a single
monumental stair	
FURNITURE, FIXTURES & E	
Contractor Furnished – Conf	tractor Installed
None	
Owner Furnished – Contract	or Installed
None	
Owner Furnished – Owner In	stalled

**BOOKER T. WASHINGTON HIGH SCHOOL** 

# **Building Support**

### Elevator

USERS:	ACTIVITIES:
Students	Vertical circulation for building occupants
Faculty	
Staff	
Visitors	
<b>DESIGN CONSIDERATIONS:</b>	
<ul> <li>Key operated only</li> </ul>	
<b>FURNITURE, FIXTURES &amp; E</b>	QUIPMENT:
Contractor Furnished – Conf	tractor Installed
None	
Owner Furnished – Contract	or Installed
None	
Owner Furnished – Owner In	stalled
None	





**BOOKER T. WASHINGTON HIGH SCHOOL** 





# FINISH & INFRASTRUTURE MATRIX



HISD EDUCATIONAL SPECIFICATIONS
BOOKER T. WASHINGTON HIGH SCHOOL – JULY 29, 2014





#### HISD BOOKER T. WASHINGTON HIGH SCHOOL EDUCATIONAL SPECIFICATIONS

#### **General Notes**

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

#### **Program Specific Notes**

- A. Continue flooring from corridor to front side of reception counter.
- B. Removable interlocking rubber tile floor designed for use in weight rooms shall be provided and installed by contractor over a permanent substrate.
- C. 2 duplex outlets located in casework apron at each student station
- D. One duplex and data located for wall mounted display monitor
- E. Locate one set of drinking fountains in adjacent corridor.
- F. Provide floor drain at emergency shower/eyewash station. 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.



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	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile Quarry Tile	Resinous	Resilient	СМU	Gypsum Wallboard	Ceramic Tile Glass Wall	Markable Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Alumin / Storefront	Hollow Metal	Wood, plastic laminate	Roll-up, exterior- insulated	Roll-up, interior door/grille	View Lite Interior	None	Daylighting	Exhaust to exterior	Fume/Exhaust Hood	Dust Collection System	Sink Natural Gas (double	outlet @ each)	Drinking rountain	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	ج \ <u>§</u>	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Buirt-in sireives	Microphone and Speaker System	Specialty	NOTES	
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Uniform / Drill Team / Color Guard Storage			κ										Х	х					х				Х								4												2			
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Student Restroom		Х		>	(	Х		Х	Х	Х	(				Х				Х							Х	Х				Х	Х	X	Κ											Х	Х			
Staff Restroom		Х		>	(	Х		Х	Х	Х	(			Х	Х				Х							Х	X				Х	Х	X	Κ											Х	Х			D
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Performing Arts																																									
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Uniform / General Storage			х			Х	х	(				Х				Х		Х		Х								2	1				1	1				Х			
Music Storage/ Library			х			Х	х	(				Х				Х		Х		Х								2	1				1	1				Х			
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Music Storage / Library			x			Х	x x	(				Х				Х		X		Х								2	1				1	1				Х			
Shared Workroom			x			Х	x x	(				Х				Х		X	Х									6	4 3	3 X			1	1					х		
Shared Ensemble Room			x			Х	х	(				Х				Х		Х	Х									X	x x	X			1	1					х		
Drama Learning Center			х			х	x x	(			Х	Х				Х		X			Х							X	x x	(			1	3 1					х		
Auditorium	x			X		Х	X X	(	Х		Х	Х	Х	>	(	Х		Х			Х							Х		Х	Х				Х		Х		x x	X	R
Control Room			Х			Х	X X	(	Х		Х	Х		>	(	Х		X										X	х	(			1	1		х	Х		х		
Stage		Х					X X	(			Х						Х	х										X	х	(											J
Dressing Room			х			Х	Х	(			Х	Х				Х												Х								Х			Х		
Prep./Costume Storage			х			Х	Х	(			Х	Х				Х																									
Prop Storage			X			Х	x x	(			Х	Х				Х		х																					1		





							FI	NISHES	5										OPENIN	IGS					н	VAC, F	PLUMBIN	NG AND	D ELEC	TRICAL							EQU	UIPMENT	TAND	O SPECI	AL SYST	EMS				
			-	FLOOR						PARTITION	IS			CEILIN	IG				DOORS		WINDO	ws	HV	AC		ı	PLUMBING				ELECTR	ICAL			Е	QUIPMI	ENT			BUILT-IN	NS		SPECIA	AL SYSTEM	MS	1
	Carpet	Wood	Polished or Stained Concrete	Sports	Ceramic Tile Quarry Tile	Resinous	Resilient	СМО		Ceramic tile		Folding Wall	Exposed Structure	Acoustical		Ceiling Height Min/Max	Hollow Metal	Wood, plastic laminate	Wood, prastic tarminate Roll-up, exterior- insulated Roll-up, interior door/grille	View Lite	Interior	Daylighting	Exhaust to exterior	Fume noou Dust Collection System	Sink	Natural Gas	Drinking fountain (dual height)	Eye wash/Shower	Floor drain	Duplex	Quad Data/Voice	Switching to Allow	Specialty	Lockers	Markerboard	Tackboard/Tackwall	Interactive Board	Projection Screen Base Cabinets with	Counters	Wall Cabinets	Tall Storage Cabinets Built-in Shelves	Phone		Microphone and Speaker System	Specialty	Notes
Physical Education / Athletics																																														
Physical Education / Athletics Lobby			Х				Х	Х	Х	>	(			Х		)	(			Х		Х					2			8	1	Х	Х			2			$\Box$			Х	(			D, R
Concession																																														
Gymnasium		Х						Х	Х				Х			23	Х			Х		Х								8	2 2	Х	X									Х	(	Х		E,Q,R
Auxiliary Gymnasium		Х						Х	Х				Х			23	Х			Х		Х								8	2 2	Х	X									Х	(	Х		E,Q,R
Weight Room			Х				Х	Х	Х					Х	10	)/12		X	X	Х	х									4	1 1	Х			1	2						Х	(			B,E,Q
Boys/Girls Athletic Locker Room			Х		Х	Х		Х	Х					Х				X	X		Х								Х	4	2			Х	1	2						Х	(			E
Boys/Girls P.E. Locker Rooms			Х		Х	Х		Х	Х					Х				X	X		Х								Х	4	2			Х	1	2						Х	(			E
Student Toilet / Showers			Х		Х	Х		Х	Х	Х					Х		Х				X				Х				Х																	
Adult Toilet / Shower / Locker			Х		Х	Х		Х	Х	Х					Х		Х				X				Х				Х					Х												
Office B -Athletic Director			Х				Х	Х	Х					Х				X	X	Х	Х	Х								4	1 2	Х			1	1						Х	(			
Office C (shared)			Х				Х	Х	Х					Х				X	x	Х		Х								8	1 2	Х			1	2						Х				
Training Room			Х		Х	Х		Х	Х					Х			X			Х	Х				1				Х	8	1 2	Х	Х		1	1		2	Χ .	Х		Х				E,Q
Laundry			Х		Х	Х		Х	Х					Х			X			Х	Х		Х		1				Х	1			Х								Х				Х	Q
P.E. Equipment Storage			Х				Х	Х	Х					Х			Х			Х	Х									1																
Athletic Equipment Storage			Х				Х	Х	Х					Х			X			Х	Х									1																





						FINISHES										OPENING	S					Н	VAC, PL	UMBIN	IG AND E	LECTRIC	AL					EQ	UIPMEN	T AND SP	ECIAL SYST	EMS			
		FLOO	OR				PAR	TITIONS			CEILIN	IG			DOORS			WIND	ows		HVAC		PLI	UMBING			ELE	CTRICAL			EQUIP	MENT		BU	LT-INS	SI	PECIAL SYSTEM	vis	
	Carpet	Concrete Polished or Stained Concrete Sports	Ceramic Tile	Quarry Tile Resinous	Resilient	СМО	Gypsum Wallboard Ceramic Tile	Glass Wall	Markable Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard Ceiling Height Min/Max	Alumin / Storefront	Hollow Metal	Wood, plastic laminate Roll-up, exterior-	insulated Roll-up, interior door/grille	View Lite Interior	None	Daylighting	Exhaust to exterior	Fume Hood Dust Collection System	Sink	Natural Gas	Drinking fountain	Eye wash/Shower Floor drain	Duplex	Ouad	Data / Voice Switching to Allow	Multiple Light Levels Specialty	Lockers	Markerboard	Interactive Board	Projection Screen	Counters Wall Cabinets	Tall Storage Cabinets	Phone	Microphone and Speaker System	Specialty	NOTES
Administration / Guidance																																							
Administration																																							
Reception, Administration	Х	X			Х	Х	Х	Х			Х		Х				х х		Х							7	2	4 X	(		>	(				Х		1	A, D
Office A	Х					Х	Х				Х				Х		Х		Х							4	1	2 X	(		1 1	L				Х			
Office C (Principal)	Х					Х	Х				Х				х		Х		Х							6	2	4 X	(		1 1	L				Х			D
Office B (A.P.)	х					Х	Х				Х				Х		Х		Х							4	1	2 X	(		1 1	L				Х			
A.P. Reception / Waiting	Х					Х	Х	Х			Х		Х				Х		Х							4	1	2 X	(		1	L				Х			
Main Conference Room	Х					Х	Х	Х	Х		Х		Х				Х		Х							6	2	4 X	(		1 1	L				Х			D
Small Conference Room	Х					Х	х	Х	Х		Х		Х				Х		Х							4	1	2 X	<		1 1	ı				Х			D
Storage		x			Х	Х	Х				Х				Х		Х	Х								1		1											
Health Clinic																																							
Waiting		x			Х	Х	х				Х		Х		х		х х		Х							4	1	2			1	ı				Х			
Health Clinic		X			Х	Х	х				Х				х		х х		Х			1			Х	6	1	2 X	(		1 1	L		Х Х		Х			K
Office A		X			Х	Х	х				Х				х		х х		Х							4	1	2 X	(		1 1	L				Х			
Restroom			Х	X		Х	х х					Х			х			Х				1			1	. 1													
Guidance / Student Services																																							
Reception / Guidance	Х					Х	х	Х			Х		Х				Х		Х							4	2	4			1	L				Х			
Office B (Counselor/Attendance/Registrar)	х					Х	х				х				х		Х		Х							4	1	2 X	<		1 1	L				Х			
Conference Room, Small	Х					Х	х	Х	Х		Х		Х				Х		Х							4	1	2 X	(		1 1	L				Х			
Records / File Room		X			Х	Х	х				Х				Х		Х	Х								1		1			1 1	L			х	Х			
Workroom / Break Room	Х	X			Х	Х	Х				Х				Х		Х		Х			1			Х	8	2	4	Х		1 1	L		х х	>	Х			Q
Shared																																							
Professional Development / Data Center	Х	X			Х	Х	Х		Х		Х				Х		Х		Х							6	2	4			1 2	2				Х			D
Teacher Work Center	Х	X			Х	Х	Х		Х		Х				Х		Х Х		Х			Х				Х	Х	X X	(		1 1	L		Х Х		Х			
Office B (Itinerant)	Х					Х	Х				Х				Х		Х		Х							6	2	4 X	(		1 1	L				Х			
Multi-use / Community Room	Х	X			Х	Х	Х	Х	Х		Х	9/1	0 X				Х		Х	$oxed{oxed}$			$oxedsymbol{oxed}$			8	4	8 >	(		2 3	1				Х			]





							FINISI	HES										0	PENING	S					HVA	AC, PLU	JMBING	AND EL	ECTRIC	AL					EQUIPM	ENT A	ND SPE	:CIAL S	YSTEM	IS		ļ	ı	
			FLOOI	R					PARTI	TIONS			CE	ILING				DOORS			WINDO	ws	HV	AC		PLUI	IMBING			ELECTRICAL			EQUI	JIPMENT			BUII	ILT-INS		SPE	ECIAL SYSTE	EMS	1	
	Carpet Wood	Concrete	Polished or Stained Concrete Sports	Ceramic Tile	Quarry Tile	Resinous	Kesillent Manufacturer's Panels		Ceramic Tile	Glass Wall	Markable Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max			Wood, plastic laminate Roll-up, exterior- insulated	Roll-up, interior door/grille	View Lite	Interior	Davlighting	Exhaust to exterior	lection Syst	Sink	Natural Gas (double outlet @ each)	Drinking fountain	Eye wasn/snower	Duplex	Quad Data / Voice Switching to Allow Multiple light Lavole	Specialty	Lockers	P.	Tackboard / Tackwall	Interactive Board Projection Screen	Base Cabinets with Counters	Counters Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone	Microphone and Speaker System	Specialty	NOTES	
Food Service																																												
Food Preparation																																											1	П
Cooler					Х	Х	Х						Mfr.			Mfr.																												
Freezer					Х	Х	Х						Mfr.			Mfr.					Х																							
Dry Storage					Х	Х		Х					Х				Х	Х		Χ	Х								Х														1	
Kitchen Manager's Office					Х	x 2	x	Х	Х	Х			Х				Х	Х		Χ	х х								2	2 2 X			X	Х						Х			1	
Food Prep. / Cook Line		Х			Х	Х			Х				Х				Х	X		Χ			X X		Х			Х	as re	quired for equip	t												1	
Laundry Area		Х			Х	Х		Х	Х				Х				Х	X		Χ	Х		х					Х	1	X													N,O	
Custodial		Х			Х	Х		Х	Х				Х				Х	X		Χ	Х		х		Х			Х	1														N,O	
Locker Room		Х		Х	Х	Х		Х	Х				Х				Х	Х			Х		Х		Х			Х	1	X		Х		Х						Х			<u> </u>	
Restroom		Х		Х	Х	Х		Х	Х				Х				Х	Х			Х		X	(			Х	Х	1														1	
Serving Area		Х			Х	Х		Х	Х				Х				Х	Х	Х	Χ	Х		Х		Х			Х	Х	X 1 per POS	;												<u> </u>	
Student Dining																																											<u> </u>	
Commons Area			х			,	х	Х			>	Х	Х	Х	16/20		Х	Х	Х	Χ	х	Х					Х		12	4 4 X			X 2	Х		$\perp$				Х			R	
Storage		Х	х			)	x	Х									Х	Х			х х								1							$\perp$							<u> </u>	
Control Room		Х	х			,	х	Х					Х	Х			Х	Х		Χ	х								4	3 4	Х					$\perp$							<u> </u>	
Stage	Х					)	x	Х					Х				х	Х											3	6 5	Х				Х								1	





								F	NISHES												OPEN	INGS							HVAC	, PLUM	BING A	ND ELE	ECTRIC	\L						E	QUIPN	IENT A	ID SPEC	IAL SYS	STEMS				
				FLOOR	2					P/	RTITIONS	5			CEILI	ING				DOORS				WINDOW	s	1	HVAC			PLUMB	ING			ELE	CTRICAL				EQUIP	MENT			BUILT-	-INS		SPECIA	AL SYSTEMS	IS	ļ
Custodial / Maintenance	Carpet	Wood	Concrete Polished or Stained	Concrete	Ceramic Tile	Quarry Tile	Resinous	Resilient	СМО	Gypsum Wallboard	Glass Wall	Markable Wall	Folding Wall	Exposed Structure	Acoustical	Gypsum Board	Ceiling Height Min/Max	Alumin / Storefront	Hollow Metal	Wood, plastic laminate Roll-up, exterior-	insulated Roll-up, interior	door/grille View Lite	Interior	None	Daylight Exposure	Exhaust to exterior	Fume Hood	Dust Collection System	Sink Natural Gas	Drinking fountain	Eye wash/Shower	Floor drain	Duplex	Quad	8 .	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Interactive Board	Projection Screen	Base Cabinets w/ Counters	Wall Cabinets	Tall Storage Cabinets	Built-In Shelves	Phone	Microphone and Speaker System	Specialty	Notes
Receiving Entry			х						Х						Х	1	6/20		х	)	x	Х						Т			Х	Х	4		1		Т					T				Х			
Plant Engineer Office			Х					Χ	Х	х					Х				х			Х	Х		Х								4		2	Х			1 1	L									
Custodial / Maintenance Storage		2	х х					Х	Х	х					Х				Х			Х		Х								Х	6		1				1 1										
Supply Storage																																																	
IT Support			Х					Х	Х	х					Х				Х			Х		Х	Х								12	4	6				1 1	L									
Custodial Closets		)	х		Х		Х		Х						Х	Х			Х	х				Х								Х	1																N





							F	INISHES											OP	ENINGS						н	VAC, PI	UMBIN	IG AND	ELECT	RICAL							EQU	IPMEN	ΙΤ ΑΝΓ	D SPECIA	AL SYST	EMS				
				FLOOR					P	ARTITIONS	i			CEILING	G			DO	OORS			WINDOWS	s	н	VAC		Pi	UMBING				ELECTRI	ICAL			EQI	JIPMENT				BUILT-IN:	15		SPECIA	AL SYSTEMS	IS	
	Carpet	Wood	Concrete Polished or Stained Concrete	Sports	Ceramic Tile	Quarry me	Resilient	СМО	Gypsum Wallboard	Ceramic Tile Glass Wall	Markable Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Celling Height Min/Max Alumin / Storefront	Hollow Metal	Wood, plastic laminate	Roll-up, exterior- insulated	Roll-up, interior door/grille	nterior	None	Daylighting	Exhaust to exterior	Fume Hood Dust Collection System	Sink	Natural Gas	Drinking fountain	Eye wash/Shower	Floor drain	Duplex	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	_	Tackboard / Tackwall	Interactive Board	Projection Screen Base Cabinets with	Counters	Wall Cabinets Tall Storage Cabinets	nuilt-in Shelves	Built-in Sheives	Phone	Microphone and Speaker System	Specialty	NOTES
Building Support			<u> </u>				_					_	_							_ 0, ,						, ,,	_	_	_				, 0, _	, , ,	_							Ī					
Corridors			Х Х				Х	Х	Х	Х		Х	Х	Х		Х	Х	Х		X )	(	Х	Х					Х			х х						Х							Х	Х		
Student Restrooms			Х		Х	Х		Х	Х	Х					х		No I	Doors							Х	Х				х	х х	X												Х	Х		
Adult Restrooms			Х		Х	Х		Х	Х	Х				Х	х			Х							Х	Х				х	х х	X												Х	Χ		
Stair, Main / Open			х х				Х	Х	Х	Х			Х	Х	Х		Х			)	(		Х																								
Stair, Exit			х х				Х	Х					Х		х		Х			)	(		Х																								
Mechanical Room			Х					Х					Х									Х									1	. 2															
Electrical Room			Х				Х	Х	Х				Х									Х									1																
Building Data Room			Х				Х	Х	х	Х			х									х																									-
Elevator							х	Х					Mft St	andard	i							х																									3
Elevator Machine Room			х				х	х					х	х			х	x			х																							х	Х		