


HISD EDUCATIONAL SPECIFICATIONS

FINAL

Approved by:



Scott Allen, Principal

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

DECEMBER 22, 2014



**CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING**

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GUIDING PRINCIPLES

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

1. Learning in the 21st century is collaborative, experiential, and student-centered, using cutting-edge resources while honoring the historic traditions of the fine arts.
2. The supportive environment of trust, safety, and flexibility enhances creativity, independence, self-discipline, and the interpersonal relationships of administrators, staff, and students.
3. HSPVA serves as a beacon of creativity, drawing support from its family, its traditions, and the extended arts community, guiding our students as they go on to contribute responsibly and thoughtfully to creative endeavors in our city and around the world.
4. The student centered learning environment provides for both communal and personal introspective activities, which facilitate the generating, reflecting and sharing of ideas and the presentation of student performances and art work, as well as the collaboration between arts, academics and the community.
5. The progressive, process oriented curriculum and instruction, paired with high expectations develops students' knowledge and skills preparing them to be creative problem solvers in a competitive, artistic and academic world.



Executive Summary

Overview:

The High School for the Performing and Visual Arts (HSPVA) was founded on the principle that gifted young artists need highly specialized and rigorous training in the arts to be prepared for the intense competition they will meet in colleges, conservatories, and the professional arts world. This philosophy is in line with HISD's determination to make every student college and career ready by working closely with college partners, area businesses, and leaders in their respective industries. HSPVA made a dramatic departure from the traditional comprehensive programs by adding the correlation of the arts with academics, rather than treating either as isolated disciplines. Students spend three hours every day in rigorous focused study in one art discipline with the balance of the day's study in academics. The 2012 bond program is grounded by the promise to provide 21st century learning environments for our students.

This Educational Specification evolved through a collaborative process with HSPVA 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 and the arts 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:

<i>Children who are highly:</i>	<i>Think</i>	<i>Love</i>	<i>Need</i>
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 and art subjects as well as word processing, data analysis, and presentation development. Computers and projection devices are found in classrooms as well as labs. HISD has embarked upon a program that will lead to each student having their own laptop or tablet. All spaces in the facility must be designed to support this 1:1 initiative.

Flexibility

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

Flexibility is addressed in this educational program through providing:

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

Organization

At the High School level, spaces are increasingly organized in houses, schools-within-schools or small learning communities. Essentially these concepts are similar. They all include learning centers and teacher support areas located together with Theatre, Dance, Music, Visual Arts, Creative Writing and Administration, creating personalized, smaller Neighborhoods within the larger facility.

Learning Centers

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

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

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



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

Program Area Overview

Administration/Guidance

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

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

Neighborhoods

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

The neighborhoods can be organized based on individual grade levels, multi-grade groupings, or departmental groupings.

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.

Creative Writing

The Creative Writing Learning Center will be configured to support short story, creative nonfiction, poetry, playwriting and screenwriting using multiple mediums as well as projects that support the writing. This area should be located near the library and in close proximity to outdoor spaces that the students can use for inspiration. Students will enhance their writing skills through courses in acting, digital storytelling, publishing and editing.



Visual Arts

The Visual Arts Learning Centers will be configured to support 2-dimensional activities and 3-dimensional creations, dirty spaces and clean spaces. Space will be provided both within the classrooms, technical laboratories and in storage room for access to materials and storage of work-in-progress. Configuration will provide as much display space as possible to showcase student work within the room and in display cases visible from the corridors throughout the building.

Music

Acoustical design and controls shall be provided to assure proper acoustics within the spaces and to provide separation between the other music facilities as well as other program areas. Design, flexibility, and acoustics should be especially considered when planning these spaces. Instrumental Music/Vocal Music will be grouped together. Spaces for rehearsals as well as instructional spaces will be provided so that students receive highly specialized and rigorous musical training, fostering an appreciation for the arts. Storage areas, ensemble rooms, practice rooms, and teacher work centers will connect with the larger spaces and be shared when feasible.

Dance

Design, flexibility, and height requirements should be especially considered when planning these spaces. The Dance square footage will be grouped together. Storage areas, dressing rooms/showers, lockers, weight/fitness center, and teacher areas will be located in close proximity to the larger dance studio spaces. Display locations should be located throughout the space to house dance photography exhibits. Acoustical design and controls shall be provided to assure proper acoustics within the spaces and to provide separation from other program areas.

Theatre

Design, flexibility, and acoustics should be especially considered when planning the theatrical spaces. The Theatre Black Box Learning Center should be designed and constructed with a focus on community access during non-school hours, since performances are open to the public. This space will serve as a Learning Center for the Theatre Department during school hours. Supporting spaces for the Theatre Department include a Drama Movement Center, Design Lab & Media Center as well as costume and scene shops, storage, etc.

Shared Spaces

Design, flexibility, and acoustics should be especially considered when planning the spaces, such as the Auditorium, the Mini-Theatre and the Recital Hall. Each of these spaces should be designed and constructed with a focus on community access during non-school hours, since performances are open to the public while maintaining the security of the remainder of the facility.



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Food Services

The Dining Commons is planned as a flexible space that can accommodate student dining, performances, meetings, and other events. The current space is an integral part of the culture at HSPVA. The new facility shall serve a similar role.

Building Support – Corridors and Common Spaces

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

Technology

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

Accessibility

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

Aesthetics

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

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

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



Flexibility

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

Indoor and Outdoor Learning Environments

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

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



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CAPACITY MODEL & SPACE REQUIREMENTS



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Capacity Model:

	# Teaching Stations	Students per Teaching Station	Building Capacity	% Utilization	Program Capacity
Learning Center (English, Math, Social Studies, World Language, ESOL, Health)	18	28	504	65%	328
Science Wet Lab	4	28	112	65%	73
Creative Writing	2	28	56	65%	36
Visual Arts					
Large Studio	1	24	24	65%	16
Woodworking Lab	0	24	0	65%	0
Printmaking Lab	0	24	0	65%	0
Ceramics Lab	0	24	0	65%	0
Multipurpose Lab	1	24	24	65%	16
Digital Photography Learning Center	0	24	0	65%	0
Digital Desktop Learning Center	0	24	0	65%	0
Ninth Grade Studio	1	24	24	65%	16
Music					
Band/Orchestra	1	24	24	65%	16
Jazz Room	1	24	24	65%	16
Mariachi Room	1	24	24	65%	16
Piano/Keyboard Classroom	1	24	24	65%	16
Choir Learning Center	1	24	24	65%	16
Voice/Pop Choir/Handbells Learning Center	1	24	24	65%	16
Music Theory/Academic Learning Center	1	24	24	65%	16
Music Theory/Music Production Learning Center	1	24	24	65%	16
Dance					
Dance Studio	3	28	84	65%	55
Tap Dance Studio	1	28	28	65%	18
Theatre					
Black Box Learning Center	1	28	28	65%	18
Drama Movement, Rehearsal Learning Center	1	28	28	65%	18
Total	41		1,104		718



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Space Requirements:

	Total Teaching Stations	Total Square Feet
Core Academic Area	18	24,493
Creative Writing	2	3,630
Visual Arts	3	15,494
Music	8	14,610
Dance	4	9,311
Resource Area (Journalism, Yearbook, etc.)	2	9,520
Shared Spaces	0	25,076
Welcome Center/Administration	0	4,785
Food Service	0	5,994
Custodial/Maintenance	0	2,273
Total Net	37	115,186
Building Support		55,439
Total Gross		170,625

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Space Details:

Neighborhoods	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Square Feet	Net Area
Learning Center	18	18	764	13,749
Wet Lab	3	3	1,412	4,237
Wet Lab	1	1	902	902
Wet Lab Storage		3	99	297
Learning Commons/Information Center (Centralized)				
Learning Commons/Information Center Reading/Stacks Room		1	1,346	1,346
Resource Area (Journalism, Yearbook, etc.)		1	244	244
Learning Commons/Information Center Office		1	115	115
Learning Commons/Information Center Workroom		1	108	108
Learning Commons/Information Center Storage		1	208	208
Learning Commons/Information Center Extended Learning Areas/Lecture Hall/Testing/Multi-Purpose		varies		1,768
Small Group Room		5	79	395
Teacher Work Center /Conference		1	826	826
Storage		varies		298
Total	22			24,493

Creative Writing	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Creative Writing/Multipurpose Learning Center	2	2	705	1,410
Resource Room: Elective		1	524	524
Technology Room		1	571	571
Resource/Archive/Reading/Storage Center		1	575	575
Storage Center		1	135	135
Teacher Work Center (4 work stations)		1	415	415
Total	2			3,630



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Visual Arts	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Gallery (Large)		1	609	609
Gallery (Small)		1	307	307
Gallery Prep Room/Storage		2	171	342
Pocket Gallery (included in Building Support)		1	0	0
Information Vestibule (included in Building Support)				0
Art Collection Storage Room				0
Studio - Large	1	2	817	1,633
Metals Lab		1	900	900
Storage Room		0		0
Woodworking Lab		1	900	900
Materials and Tool Storage Room		1	190	190
Finishing/Fabricating Room (shared with Metals and Woodworking Labs)		1	794	794
Printmaking Lab		1	789	789
Darkroom		1	146	146
Ceramics Lab		1	824	824
Kiln Room		1	158	158
Multipurpose Lab	1	1	1,206	1,206
Storage Room		1	223	223
Digital Photography Learning Center		1	610	610
Digital Desktop Learning Center		1	571	571
Sound Recording Room		0		0
Digital Print Room (shared with Digital Photography and Digital Desktop Learning Centers)		1	407	407
Storage Room (shared with Digital Photography and Digital Desktop Learning Centers)		1	222	222
Ninth Grade Studio	1	1	977	977
		0		
Visual Art Student Lockers		2	480	959
Visual Arts Storage/Art Barn		2	127	253
Teacher Work Center (9 work stations)		1	909	909
Outdoor Sculpture Garden (public/perhaps on the street or in common areas)	0			
Outdoor Covered Work Area - Metals, Woodworking, Ceramics		1	665	665
Outdoor Covered Work Area - Printmaking, Painting, Drawing		1	900	900
Total	3			15,494

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Music	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Band/Orchestra Learning Center (80 students)	1	1	2,628	2,628
Large Ensemble Learning Center (Percussion Room/Storage) - 15 students		1	465	465
Instrument Storage/Repair		1	391	391
Instrumental Music Storage/Library (Band/Orchestra)		1	279	279
Office (1 for band, 1 for orchestra)		2	105	209
Jazz Learning Center (30 students)	1	1	1,094	1,094
Office (1 teacher)		1	83	83
Mariachi Learning Center (30 students)	1	1	1,138	1,138
Office (1 teacher)		1	80	80
Piano/Keyboard Learning Center (12 upright & 2 grand Piano Classroom)	1	1	1,085	1,085
Office (2 teachers - Piano & Vocal)		2	51	101
Harp Rehearsal/Storage (5 students)		1	241	241
Instrumental Uniform Storage		1	231	231
Instrumental Music Storage/Library		1	254	254
Instrumental Music Practice Room - 1 person		5	66	332
Instrumental Music Practice Room - 2 person		5	87	435
Small Ensemble Learning Center (Instrumental, Sectional,		1	289	289
Choir Learning Center (65 students)	1	1	1,193	1,193
Office (1 teacher, 2 adjunct)		2	75	150
Voice/Pop Choir/Handbells Learning Center (25 students)	1	1	745	745
Large Ensemble Learning Center (Choir Sectional/Chamber Choir)		1	730	730
Choir Uniform Storage		1	190	190
Choir Music Storage/Library		1	327	327
Choir Practice Room - 1 person		3	77	231
Choir Practice Room - 2 person		3	33	100
Music Theory/Academic Learning Center	1	1	809	809
Music Theory/Music Production Learning Center	1	1	800	800
Office (1 teacher)		1	0	0
Teacher Work Center (9 work stations)		1	0	0
Total	8			14,610

Dance	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Dance Studio	3	3	1,830	5,491
Dance Storage		1	57	57
Tap Dance Learning Center	1	1	1,584	1,584
Media Storage		1	112	112
Laundry		1	76	76
Boys' Locker Room		1	347	347
Boys' Toilets/Shower		1	0	0
Girls' Locker Room		1	866	866
Girls' Toilets/Shower		1	0	0
Teacher Work Center (4 work stations)		1	518	518
Faculty Lockers/Toilets/Shower		2	130	260
Total	4			9,311



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Theatre	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Black Box Learning Center (50x50 flexible space for 200 seats)	1	1	2,350	2,350
Black Box Control Booth		1	297	297
Drama Movement, Rehearsal Learning Center/Able to Divide	1	1	1,332	1,332
Design Lab & Media Center - Script Library		1	856	856
Scene Shop		1	1,456	1,456
General Storage		1	0	0
Stage & Scene Storage & General Storage		4	150	601
Prop & Furniture Storage		1	580	580
Costume Lab & Shop/Laundry		1	1,071	1,071
Costume/General Storage		2	168	336
Teacher Work Center (6 work stations)		1	641	641
Total	2			9,520

Shared Spaces	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Auditorium (800 seats) Denney		1	6,216	6,216
Stage (50x50 proscenium to back wall not counting		1	4,151	4,151
Orchestra Pit		1	1,100	1,100
Control Room		1	500	500
Lobby		1	1,233	1,233
Mini-Theater (200 seats)		1	1,900	1,900
Stage (30x30 plus 14' wing space each side)		1	1,643	1,643
Control Room		1	329	329
Recital Hall (150 seats)		1	2,522	2,522
Piano Storage		2	183	366
Recital Hall Stage (40x30 no wings/floor level)		1	0	0
Control Room		1	329	329
Lighting Lab/Sound and Light Storage		1	734	734
Recording Studio		1	440	440
Recording Studio Sound Booth		1	0	0
Dressing/Makeup (30 students)		2	460	919
Student Toilets/Showers/Lockers		4	234	934
General Storage		2	255	510
Ticket Booth		1	76	76
Concession Stand/Storage		1	262	262
Fitness Center		1	912	912
Total	0			25,076

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Administration/Guidance	Summary of Provided Spaces			
	Teaching Station	Qty	SF	Net Area
Administration				
Reception, Administration		2	210	420
Office A		4	94	375
Office C (Principal)		1	235	235
Principal's Restroom		1	65	65
Office B (AP)		2	117	233
AP Reception/Waiting		0		0
Conference Room, Main		1	331	331
Conference Room, Small		1	181	181
Storage (Office, Testing, Magnet)		2	166	332
Health Clinic		1	200	200
Office A (Nurse)		1	98	98
Restroom		1	50	50
Guidance/Student Services				0
Reception, Guidance				0
Office B (Attendance, Registrar, Counselor)		6	106	636
Conference Room, Small		0		0
Records/File Room		1	167	167
Administration/Guidance Workroom/Break Room		1		228
Shared				0
Office B (Itinerant)		2	177	354
Multi-use/Community Room		1	221	221
Computer Repair/Storage Room		1	659	659
0	0			4,785

Food Service	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Kitchen Preparation Area		1	662	662
Serving Area		1	1,210	1,210
Dry Storage		1	152	152
Freezer		1	132	132
Cooler		1	120	120
Kitchen Manager's Office		1	69	69
Laundry/Custodial Area		2	12	24
Locker Room/Restroom		1	50	50
Student Dining Commons (same as existing)		1	3,410	3,410
Dining Commons Storage		1	165	165
Total	0			5,994

Custodial / Maintenance	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Receiving Entry		1	400	400
Office, Plant Engineer		1	163	163
Custodial/Maintenance Storage		1	332	332
Supply Storage		1	1,053	1,053
IT Support		1	0	0
Custodial Closet		5	65	325
Total	0			2,273



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SITE



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 areas will accommodate field exercises in academic programs such as science and art, unstructured play and social events. Group sizes will range from whole class grouping, small groups and individuals.



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Design Considerations

- The outdoor areas shall accommodate outdoor learning activities.
- In developing a Campus Master Plan, consideration should be given to:
 - Future enhancements such as amphitheaters, picnic tables, gardens for vegetables, wildflowers, and butterflies; sundials, etc.
 - Fire department access 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.
 - Security of life and property when designing the exterior lighting system.
 - Ways in which the community may use and upgrade the facilities.
- 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 areas.
- 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.
- 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.
- Provision of 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.
- Screen noise producing areas from instructional areas.
- Determine which development standards will be required, as these may have different requirements.
- See Design Guidelines concerning irrigation.



Site

Service Court/Access Drive/Dumpster

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Maintenance Staff• Custodial Staff• Food Service Staff	<ul style="list-style-type: none">• School deliveries• Waste disposal bins (dumpsters)
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate in close proximity to Receiving Entry and Food Service• Area should be sited or shielded so that a visual screen is created• Consider turning radii and path of delivery vehicles• Provide drains at waste disposal bins	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Screening• 2 Waste Bins (dumpsters)• 1 Recycling Bin (dumpster)	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Site

Bus Loop/Parking/Staging

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Staff• Teachers• Students• Parents	<ul style="list-style-type: none">• Entry, exit and staging of buses
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide space for the staging of 22 buses.• The designated loading zone shall provide a minimum of 60 inches wide by 240 inches long clear floor area adjacent to the vehicle pull-up space with the long dimension parallel to the vehicle direction of travel.• Locate in close proximity to the main entrance, preferably near large assembly area within the school building and as a second priority, outdoor play area.• Provide a convenient, covered, accessible loading area for buses that is closer to the school than the car loading area (with the exception of special needs children).• Consider the turning radii of buses so that buses can discharge and pickup students without having to cross roadways or back up.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• None	



Site

Car Parking

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Parents • Students (High School) • Community members • Faculty/Staff 	<ul style="list-style-type: none"> • Parking to meet code requirements or as shown below, whichever is greater. • Parking for School Faculty and Staff plus 10% • Parking for Guests – provide spaces equal to 1% of the student capacity or 10 spaces whichever is greater. • Student parking at High Schools will likely not be possible due to the constraints of the site. Student parking will be at a minimum due to the Downtown location of the site.
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • Consecutively numbered spaces • “Visitor” spaces • 6 “Reserved” spaces 	



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Site

Car Staging/Access

USERS:	ACTIVITIES:
<ul style="list-style-type: none">Parents/Students	<ul style="list-style-type: none">Safely discharge and pick-up students from private vehicles
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">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:	
<ul style="list-style-type: none">None	

HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS



Site

Pedestrian Circulation

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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Site

General

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Parents• Students• Community members• Faculty/staff	<ul style="list-style-type: none">• Access to school and its facilities
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• 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:	
<ul style="list-style-type: none">• Marquee sign, directional and traffic Signage, fencing and railings• Site lighting• Flagpole• Bike Racks• Landscaping• Irrigation system at front entrance• Flags	



NEIGHBORHOODS



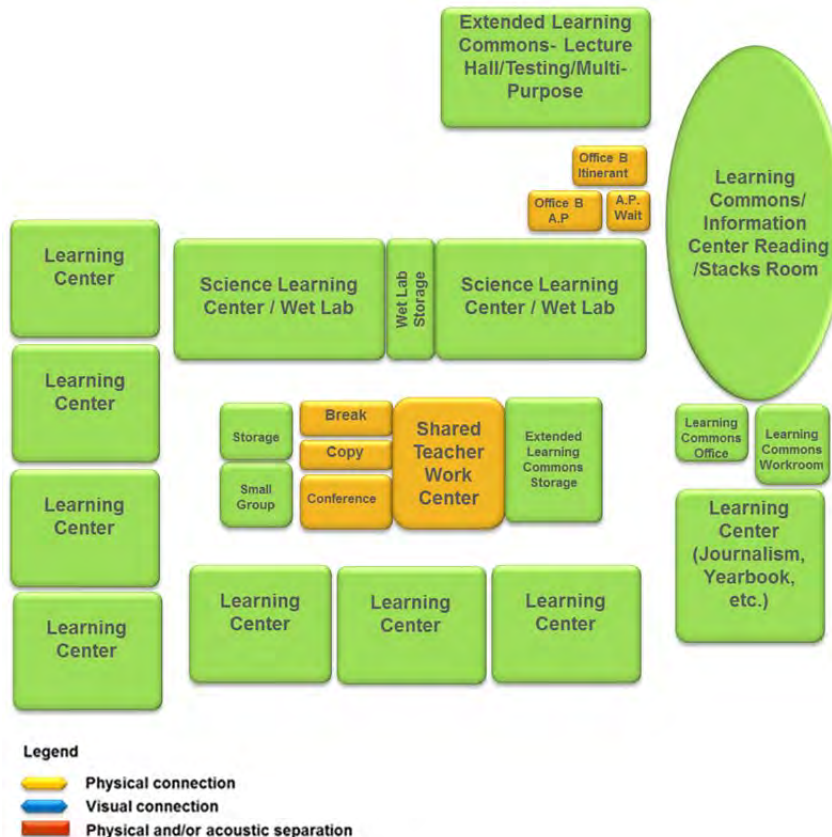
Neighborhoods

Overview:

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

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

Each neighborhood will include collaborative spaces for students and faculty, Core Academic Learning Centers, and Science (or other flex) Lab 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.



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Neighborhoods

Space Requirements

Neighborhoods	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Ave. Square Feet	Net Area
Learning Center	18	18	764	13,749
Wet Lab	3	3	1,412	4,237
Wet Lab	1	1	902	902
Wet Lab Storage		3	99	297
Learning Commons/Information Center (Centralized)				
Learning Commons/Information Center Reading/Stacks Room		1	1,346	1,346
Resource Area (Journalism, Yearbook, etc.)		1	244	244
Learning Commons/Information Center Office		1	115	115
Learning Commons/Information Center Workroom		1	108	108
Learning Commons/Information Center Storage		1	208	208
Learning Commons/Information Center Extended Learning Areas/Lecture Hall/Testing/Multi-Purpose		varies		1,768
Small Group Room		5	79	395
Teacher Work Center /Conference		1	826	826
Storage		varies		298
Total	22			24,493



Neighborhoods

Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 26 Students 	<ul style="list-style-type: none"> • Mastering the core curriculum • Mastering 21st Century learning skills • Project-based learning • Technology - based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Operable partitions are permitted in this area. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 4' x 12' Marker Board • Presentation Cart • Teacher stool • 26 Student tables • 26 Student chairs • 2 Computer tables • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Projector • Clock 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Neighborhoods

Science Learning Center/Wet Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Teacher Staff/Faculty Students 	<ul style="list-style-type: none"> Lecture, labs, computer work Technology-based instruction Chemical, physical and biological experimentation Collaborative relationship building Working individually, in small groups, and in large groups Mastering 21st Century learning skills Project-based learning Technology-based instruction Activities that stimulate inventive thinking, creativity and imagination Collaborative relationship building Demonstrations
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Emergency utility shut-off Power and Data in apron of casework One station in each lab to be handicapped accessible 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Blinds for windows Presentation Wall: (all items at appropriate height for age group) 2 - flag holders and map hooks Adjacent or Rear Wall: <ul style="list-style-type: none"> 2 - 2'x4' Tack Boards (one on each side of 8'x4' Marker Board) 1 - 8'x4' Marker Board Casework – Side wall: <ul style="list-style-type: none"> 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 1/2 of Learning Centers/Wet Labs at wall connecting with Prep Room Fixed science demonstration table with gas and water 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) 	



Neighborhoods

Wet Lab Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Staff/Faculty • Students 	<ul style="list-style-type: none"> • Teacher preparation and clean-up for lab exercises
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • If more than one fume hood, locate to minimize the visual connection from one classroom to another. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 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 • 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 	





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Neighborhoods

Learning Commons/Information Center

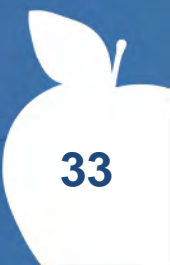
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students• Faculty• Staff• Community members and parents for after school events	<ul style="list-style-type: none">• Learning hub to provide effective using of information and ideas for students and faculty• Circulation of materials and resources in the format of print, digital and multi-media etc.• Reading• Research• Technology based instruction for large group and small group• Provide meeting areas• Processing new media
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• 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.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Display cases with glass shelving for student artwork and other displays. If possible provide at corners where bookcases may meet to avoid wasted space• Circulation desk (fixed, not modular):<ul style="list-style-type: none">• 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• 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.• 8 Tables• 2 task chairs• 6 computer tables• Printer table• 38 chairs• Soft seating: chairs and tables for 10• Clock• Network capabilities for access to programs and on-line card catalog	



Neighborhoods

Learning Commons/Information Center (Extended Learning Areas)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students • Faculty • Staff • Community members and parents for after school events 	<ul style="list-style-type: none"> • Reading • Research • Technology based instruction for large group and small group • Provide meeting areas
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • 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. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 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 • Circulation desk (modular, not fixed): <ul style="list-style-type: none"> • 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 • 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. • 8 Tables • 2 task chairs • 6 computer tables • Printer table • 38 chairs • Soft seating: chairs and tables for 10 • Clock • Network capabilities for access to programs and on-line card catalog 	





HISD EDUCATIONAL SPECIFICATIONS

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Neighborhoods

Learning Commons/Information Center – Office

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Media Specialist• Faculty• Staff	<ul style="list-style-type: none">• Paper work• Research
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 1 Double pedestal desk with center drawer & lock, 60" x 30"• 1 task chairs, swivel, tilt, armless	



Neighborhoods

Learning Commons/Information Center – Workroom

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Media Specialist • Faculty • Staff 	<ul style="list-style-type: none"> • Paper work • Processing materials • Laminating
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Casework: <ul style="list-style-type: none"> • 9'-0" LF of millwork countertop on 1 wall with double sink, 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 • 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 • Copy machine 	





HISD EDUCATIONAL SPECIFICATIONS

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Neighborhoods

Learning Commons/Information Center – Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Media Specialist• Faculty• Staff	<ul style="list-style-type: none">• Storage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Adjustable shelving	



Neighborhoods

Learning Commons/Information Center Extended Learning
Areas/Lecture Hall/Testing/Multi-Purpose

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students• Faculty• Staff• Community members and parents for after school events	<ul style="list-style-type: none">• Reading• Research• Technology based instruction for large group and small group• Provide meeting areas• PTO meetings• Lunch break area
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Some of the square footage for these spaces will be from the Learning Commons/Information Center.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 1- 4'x12' markerboard• 2- 4'x4' tackboards• Tables• Chairs• Soft seating• Clock	



HISD EDUCATIONAL SPECIFICATIONS

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Neighborhoods

Small Group Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Group meetings and work• Individual study• Testing
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 6 person table• 6 chairs	



Neighborhoods

Shared – Teacher Work Center / Conference

USERS:	ACTIVITIES:
<ul style="list-style-type: none">Teachers	<ul style="list-style-type: none">Preparing lesson plansTeacher supply storageResearchingMeeting
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">Provide private conference room	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">4'x4' marker board4'x4' tack board15 LF countertop with sink, base & upper cabinets4- 6' long tablesTilt swivel desk chairs on castersUnder counter refrigeratorMicrowaveClock	





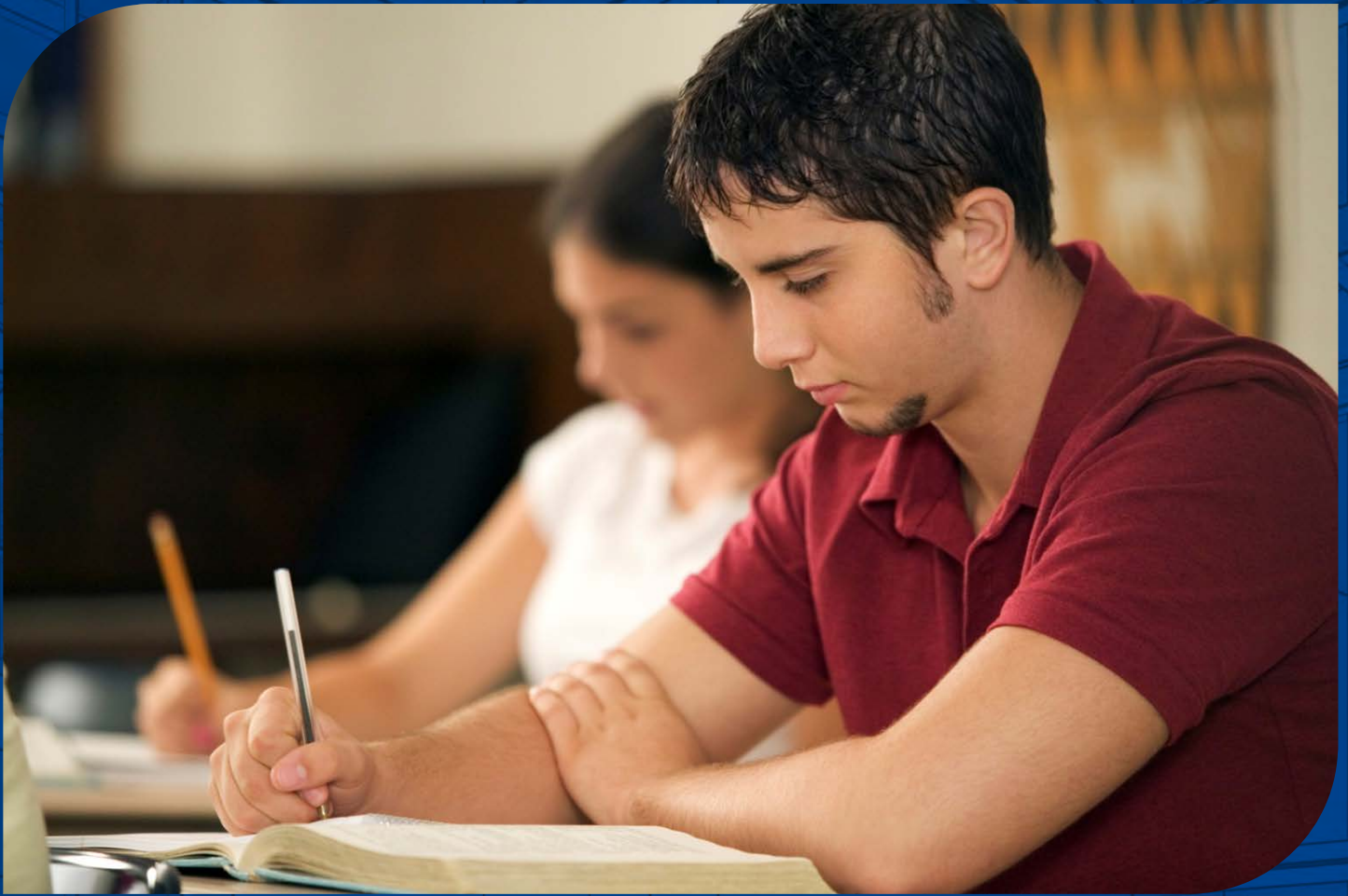
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Neighborhoods

Storage

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



CREATIVE WRITING



Creative Writing

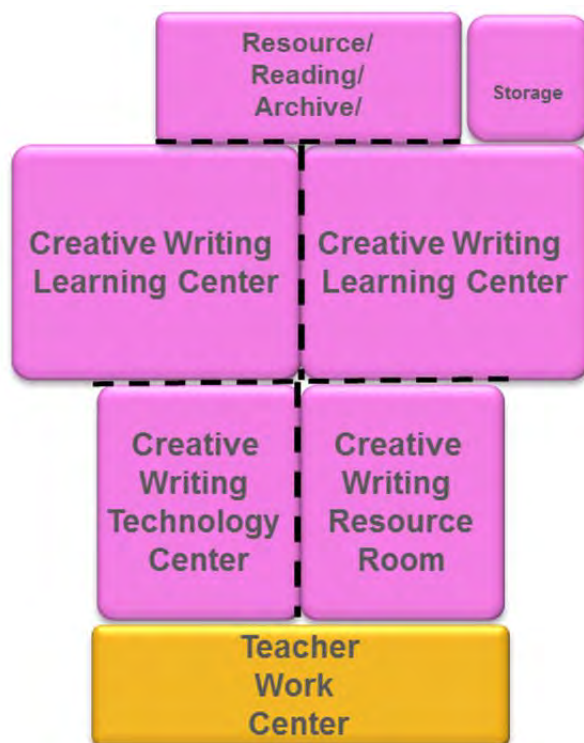
Overview:

The HSPVA Creative Writing Program provides extensive training in various genres of writing, including the short story, creative nonfiction, poetry, playwriting and screenwriting. Its students have the opportunity to develop their unique voices through the writing, critiquing, revising and reading of various genres. The students work and produce their writing in a variety of individual, group, performance, and publishing formats.

The philosophy of the Creative Writing Program is to provide a program that

- Teaches the craft of writing and encourages creative thinking,
- Expects students to write in a variety of genres as they develop their voices,
- Enhances the students' abilities to think critically about a piece of writing,
- Studies writing throughout history in order to expand their own writing,
- Provides a safe environment in which the students can develop their talent,
- Requires integrity and honesty in their work and in communication with each other
- Teaches and expects responsibility and high moral conduct,
- Reminds students to go out and notice the world so that they can use it brilliantly in their work,

allowing the program to grow as it produces students who are creative, conscientious, and productive members of the community.



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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Creative Writing

Space Requirements

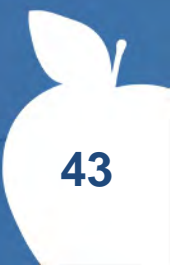
Creative Writing	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Creative Writing/Multipurpose Learning Center	2	2	705	1,410
Resource Room: Elective		1	524	524
Technology Room		1	571	571
Resource/Archive/Reading/Storage Center		1	575	575
Storage Center		1	135	135
Teacher Work Center (4 work stations)		1	415	415
Total	2			3,630



Creative Writing

Creative Writing Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Teachers 24 Students 	<ul style="list-style-type: none"> Activities that stimulate inventive thinking, creativity and imagination Collaborative relationship building Working individually, in small groups and in large groups Writing
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Provide operable partition between the two Learning Centers, as well as the Resource Room and Technology Center Provide power and data on the perimeter of the room 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Blinds for windows Presentation Wall: Adjacent or Rear Wall: <ul style="list-style-type: none"> 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) 1 - 4'x12' Marker Board Presentation Cart Teacher stool 12 - two student tables 24 - task chairs Projector Letter press Clock 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Creative Writing

Storage

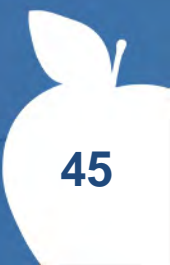
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storing materials and supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Directly accessible from one of the Learning Centers	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x 4' Tack Board• Adjustable 18" and 24" deep shelving, leave space at floor for cases of paper	



Creative Writing

Creative Writing Resource Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 16 Students • Guest Speakers 	<ul style="list-style-type: none"> • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Working individually, in small groups and in large groups • Writing • Making Paper • Storage of Senior Books
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide operable partitions to Learning Center and Technology Center 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Utility sink • Presentation Wall • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Presentation Cart • Teacher stool • 4- Four person tables • 16 - task chairs • • Paper cutter • Tall storage cabinets • Bookcases • Projector • Printer • Clock 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Creative Writing

Creative Writing Technology Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">Teachers24 Students	<ul style="list-style-type: none">Activities that stimulate inventive thinking, creativity and imaginationCollaborative relationship buildingWorking individually, in small groups and in large groupsCreate literary magazineProduce digital poems and storiesDesign and create websitesRecord podcastsWriting
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">Provide operable partitions to Learning Center and Resource CenterInclude a small room to be used to record podcasts by one or two students at a time.Locate power and data along perimeter of room	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">Blinds for windowsPresentation Wall:2 flag holders and map hooksAdjacent or Rear Wall:<ul style="list-style-type: none">2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board)1 - 8'x4' Marker BoardPresentation CartTeacher stool12 - two student tables24 - task chairsProjectorLetter pressClock	



Creative Writing

Resource/Archive/Reading

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• 10 Students	<ul style="list-style-type: none">• Small group workshops• Individual silent reading• Guest speakers• Student readings and open mikes
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate adjacent to the Learning Centers and divisible from them with an operable partition.• Provide visibility into Teacher Work Center.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Utility sink• Blinds for windows• 1 - 4'x4' Tack Board• Tack Strips located 12" above marker/tack boards• 2 flag holders and map hooks• Presentation Cart• Teacher stool• 3 tables• 10 chairs• Projector• Clock	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Creative Writing

Teacher Work Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 4 Teachers	<ul style="list-style-type: none">• Preparing lesson plans• Teacher supply storage• Researching• Meeting
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Include conference room in the space for conferences.• Provide visibility into Resource / Archive / Reading Room.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 9' counter top with sink base and upper cabinets• 4'x4' marker board• 4'x4' tack board• 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• Conference table• Conference chairs• Under counter refrigerator	



VISUAL ARTS



Visual Arts

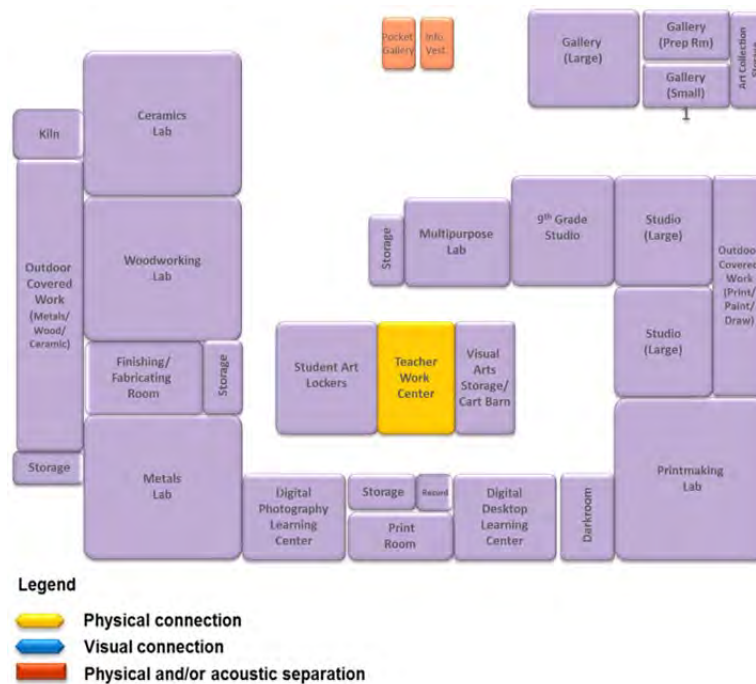
Overview:

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

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

The mission of the HSPVA's Visual Arts Department program is to provide a solid foundation in the visual arts and to build a broad-based fine arts experience with an emphasis on idea/concept development, problem-solving, and critical thinking. This approach requires visual arts students to develop critical thinking skills, to enhance their technical skills, and to experience and explore an extensive variety of arts-related media. Growth within the art area will require hard work and extraordinary commitment and dedication.

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



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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Space Requirements

Visual Arts	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Gallery (Large)		1	609	609
Gallery (Small)		1	307	307
Gallery Prep Room/Storage		2	171	342
Pocket Gallery (included in Building Support)		1	0	0
Information Vestibule (included in Building Support)				0
Art Collection Storage Room				0
Studio - Large	1	2	817	1,633
Metals Lab		1	900	900
Storage Room		0		0
Woodworking Lab		1	900	900
Materials and Tool Storage Room		1	190	190
Finishing/Fabricating Room (shared with Metals and Woodworking Labs)		1	794	794
Printmaking Lab		1	789	789
Darkroom		1	146	146
Ceramics Lab		1	824	824
Kiln Room		1	158	158
Multipurpose Lab	1	1	1,206	1,206
Storage Room		1	223	223
Digital Photography Learning Center		1	610	610
Digital Desktop Learning Center		1	571	571
Sound Recording Room		0		0
Digital Print Room (shared with Digital Photography and Digital Desktop Learning Centers)		1	407	407
Storage Room (shared with Digital Photography and Digital Desktop Learning Centers)		1	222	222
Ninth Grade Studio	1	1	977	977
		0		
Visual Art Student Lockers		2	480	959
Visual Arts Storage/Art Barn		2	127	253
Teacher Work Center (9 work stations)		1	909	909
Outdoor Sculpture Garden (public/perhaps on the street or in common areas)	0			
Outdoor Covered Work Area - Metals, Woodworking, Ceramics		1	665	665
Outdoor Covered Work Area - Printmaking, Painting, Drawing		1	900	900
Total	3			15,494



Visual Arts

Gallery (Large)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • Students • Public 	<ul style="list-style-type: none"> • Displaying of art work • Show videos • Performances
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Adjacent to Small Gallery, and Prep /Storage • Provide plywood backing underneath all GWB walls • Keep wall space clear of switches, sensors, etc. • Provide power outlets at ceiling and low on walls and concentrate to maximize wall space • Locate adjacent to Lobby and Small Gallery • Consider need to easily repaint display surfaces – floor base is an issue • Provide double wide doors to allow movement of large pieces • Interconnect Large and Small Galleries with sliding or pivoting partitions which also serve as display space • Exposed ceiling with display truss system • Glass to lobby while maximizing display space 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Track lighting • Infrastructure for ceiling mounted projector-centered on main display wall. Inputs to be located in the Gallery. 	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Gallery (Small)

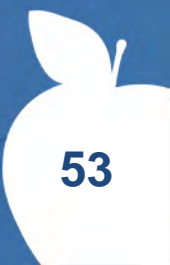
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students• Public	<ul style="list-style-type: none">• Displaying of art work• Show videos• Performances
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Adjacent to Large Gallery, and Prep /Storage• Provide plywood backing underneath all GWB walls• Keep wall space clear of switches, sensors, etc.• Provide power outlets at ceiling and low on walls and concentrate to maximize wall space• Locate adjacent to Lobby and Small Gallery• Consider need to easily repaint display surfaces – floor base is an issue• Provide double wide doors to allow movement of large pieces• Interconnect Large and Small Galleries with sliding or pivoting partitions which also serve as display space• Exposed ceiling with display truss system• Glass to lobby while maximizing display space	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Track lighting• Infrastructure for ceiling mounted projector-centered on main display wall. Inputs to be located in the Gallery.	



Visual Arts

Gallery Prep and Storage Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Teachers Students 	<ul style="list-style-type: none"> Preparing and repairing art work to be shown Receiving and storing art work from within the school as well as outside sources Input for Gallery projector Storing pedestals, flats, carts, tools and equipment Painting and preparing pedestals and display walls Storing packing materials
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Adjacent to Gallery Consider methods to store art pedestals 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Large deep sink with sediment trap. Secured storage for computer/projector connection. Tool carts 20" x 32" 4 ladders 24" x 24" each 24 pedestals- variable sizes paints brushes tools hardware cart packing materials light bulbs Rack to hang buckets and rollers Tall storage cabinets 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Pocket Gallery

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students• Public	<ul style="list-style-type: none">• Displaying of art work• Critiques• Media presentation
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Located throughout facility• Provide plywood backing underneath all GWB walls• Keep wall space clear of switches, sensors, etc.• Provide power outlets at ceiling and low on walls and concentrate to maximize wall space• Consider need to easily repaint display surfaces – floor base is an issue	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Track lighting	



Visual Arts

Information Vestibule

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students• Public	<ul style="list-style-type: none">• Dissemination of Information• Displaying of art work• Critiques• Media presentation
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Located near Visual Arts Teacher Work Center• Provide plywood backing underneath some GWB walls• Keep wall space clear of switches, sensors, etc.• Provide power outlets at ceiling and low on walls and concentrate to maximize wall space• Consider need to easily repaint display surfaces – floor base is an issue	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Track lighting• Literature racks• Soft Seating• Video Display	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Art Collection Storage Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">Teachers	<ul style="list-style-type: none">Store and protect HSPVA's art collectionStore and protect archived materials
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">Adjacent to Visual Arts Teacher CenterConsider methods to store art – both flat pieces and small sculpturesClimate controlled	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">TBD	



Visual Arts

Studio - Large

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 2 Teachers • 26 Students 	<ul style="list-style-type: none"> • Creative individual and group activities • Critique • Drawing, painting • Presentations
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Need area for arranging still life with track lighting • Northern exposure desirable-clerestory windows – no low windows • Locate studios away from industrial spaces to prevent exposure to dust • Provide operable partitions between two Studios. Partitions need to be able to display art work • Provide floor space (4' x 13') for storing easels • Locate near digital studios • Provide direct access to outdoor area • Provide double door access 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Window shades that will darken room for presentations • 2 - Utility Sinks (large enough and with appropriate faucets to fill 5 gallon buckets) with sediment traps– consider trough type sink with flexible faucet • Open shelf above sink • Continuous tackable surface on all available walls – floor to ceiling with plywood backing underneath GWB • Pendant and ambient lighting • Ceiling mounted reel type electrical outlets • Paper towel dispensers • Soap dispensers • Flexible teacher demonstration table, 30"x60", adjustable height, with chemical resistant top • Tall teacher stool • 26 student adjustable height stools • 13 art tables, 42"x60" • Model stand 6' x 8' • Shelving • 2 tall storage cabinets with adjustable shelving • 2 36" x 48" counter flat file • 2 Double-sided mobile drying rack – 36" x 49" • 2 mobile paper racks – 24" x 38" • 2 paint bucket racks – 21"x27" • Drying rack – 36" x 49" • 5 mobile walls on wheels – 8' long by 6' tall • 2 mobile cabinets – 38" x 50" x 84" • 3 cabinets – 38"x50"x84" (still life, mixed media, matte board) • 2 - 54" x 48" paper cutter and tables for each • 2- Carts – 24" x 36" • Vertical storage for large paintings-in-progress • 25 Easels (Total parking space when not in use 4' x 13') 	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Metals Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Teachers 24-32 Students 	<ul style="list-style-type: none"> Mastering core curriculum & 21st Century learning skills Project-based & Technology-based learning Collaborative relationship building Demonstrations, instruction and practice of welding metal sculpture, etc. individually and in small groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Provide overhead door for ease of movement of materials to/from exterior covered area adjacent to drive/parking Provide crane for lifting large tools Provide sufficient clear space within room for flexible arrangement of student tables, power tools and work space Provide double personnel door to exterior covered area Address need to transport 5'x10' long steel plates, 12' long materials, and bottled gas Locate with visual and direct access to Finishing/Fabrication Room Provide clearstory while maximizing wall space Provide ample ventilation. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Blinds for windows Overhead power throughout space Safety station(s) (number determined by code) including eyewash, body drench shower Goggle cabinet with UV light for disinfecting Central compressor system (separate from wood shop) Rail crane (services all industrial labs and exterior covered area) 1- Lockable cage for tools 	
<ul style="list-style-type: none"> 4 steel work tables – 4'x8" & 15 Student stools 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 2 plasma cutters with cart – 39" x30" 3 welding machines – 48"x18" each Welding machine cart 39" x 30" 2 oxygen carts – 26"x20" each Chop saw and cart – 24"x51" 2 rolling clamp racks 36"x30" each 2 rolling compressors- 42"x24" Metal break – 65"x27" Slip roll – 39"x27" 2 anvils – 18"x12" 4 vice stands – 29"x20" Grinder – 19"x19" Beverly shear – 16"x20" English wheel – 60"x60" Iron man – 60"x60" Metal storage carts – 96"x48", 34"x216" Welding tool cart – 48"x24" Drill press – 30" x18" Clock 	



Visual Arts

Woodworking Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Teachers 12-20 Students 	<ul style="list-style-type: none"> Demonstrations, instruction and practice of woodworking Working individually and in small groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Provide overhead door for ease of movement of materials to/from exterior covered area adjacent to drive/parking Provide crane for lifting large tools Provide sufficient clear space within room for flexible arrangement of student tables, power tools and work space Provide double personnel door to exterior covered area Address need to transport 12' long materials Locate with visual and direct access to Finishing/Fabrication Room Provide clearstory while maximizing wall space Provide ample ventilation 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Blinds for windows Overhead power throughout space Safety station(s) (number determined by code) including eyewash, body drench shower Goggle cabinet with UV light for disinfecting Central compressor system (separate from metals shop) Rail crane (services all industrial labs and exterior covered area) 1- Lockable cage for tools 6 student work tables – 4'x8" 20 Student stools 2 tall storage cabinets with adjustable shelving – 24"x36" Bandsaws – one 22"x18" and one 48" x 18" Extension table – 48"x31" Miter saw – 48"x 178" Table saw without feed tables – 9'x7' Drum sander – 21"x21" 2- Drill press – 30"x16" 3- Scroll Saws 36"x16" Shop vac – 24"x20" 2 nail carts – 16"x36" each Tool sharpener – 24"x34"each Portable Air Filter 29" x 37" Dust Collector 38"x32" Tormex Sharpener 24"x34" Welding Tools Cart 48" x 24" Moulding Storage Rack 34" x 16" Rolling tool box – 24"x34" 2 materials storage cabinets – 24"x36" each Panel saw – 30"x168" Belt sander – 24"x24" Clock 	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Finishing / Fabricating Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• 12-20 Students	<ul style="list-style-type: none">• Assembling sculptures• Working with shop tools presentations and demonstrations• Applying finishes to art work• Plaster work
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide overhead door for ease of movement of materials to/from exterior covered area• Provide double personnel door to exterior covered area• Address need to transport 5'x10' long steel plates, 12' long materials, and bottled gas• Locate with visual and direct access to Metals and Woodworking Labs• Exhaust system• Provide clearstory while maximizing wall space	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Blinds for windows• Overhead power throughout space• 2 - Utility Sinks with sediment traps – consider trough type sink with flexible faucet• Floor drain(s)• Goggle cabinet with UV light for disinfecting• Rail crane (services all industrial labs and exterior covered area)• Paper towel dispensers• Soap dispensers• 8 Work benches – 30"x60"• Adjustable height shelving• 3 vertical lumber storage racks – 48"x48"• Portable air filter – 29"x37"• 3 30"x72" tables with chemical resistant tops• 4 plaster bins – 30" diameter• Clock• Tall storage cabinets	



Visual Arts

Printmaking Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 1 Teacher • 24 Students 	<ul style="list-style-type: none"> • Creative individual and group activities • Critique • Drawing, painting • Presentations
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Northern exposure desirable-clerestory windows – no low windows • Locate studios away from industrial spaces to prevent exposure to dust. • Locate near Digital Photography and Desktop Learning Centers • Provide direct access to outdoor area and Darkroom • Provide double door access 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Window shades that will darken room for presentations • 1 – Utility sink with sediment trap– consider trough type sink with flexible faucet • 1 shallow soaking sink – 26"x38"x5"d with powerwash faucet and sediment trap • Open shelf above sink • Presentation Wall • Continuous tackable surface on all available walls – floor to ceiling • Track and ambient lighting • Ceiling mounted reel type electrical outlets • Paper towel dispensers • Soap dispensers • Flexible teacher demonstration table, 30"x60", adjustable height, with chemical resistant top • Tall teacher stool • 25 student chairs • 25 art tables, 24" x 36" • 2 mobile cabinets 38"x50"x84" • 2 double side mobile drying rack – 36"x49" • 2 carts – 26"x36" • Paper cutter – 54"x48" • Silk screen and tray storage cabinet • 2 Flat files – 32"x48" • Paper prep table – 4'x5' • 3 presses – 84"x34" each • Plate cutter – 48"x36" • Documenting stand – 22"x24" • Inking table – 36"x96" • Book Press – 20"x24" • Drying rack – 36"x49" • Projector • Tall storage cabinets 	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Darkroom

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• 2-3 Students	<ul style="list-style-type: none">• Creative individual activities• Photo-silk screen processing• Chemical photography processing• Washing out screens
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate adjacent to Printmaking• Locate away from industrial spaces to prevent exposure to dust.• Provide light tight door• Provide ventilation	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Long developers sink for print/book presses• Door/shelf cabinets below sink• Shelving above sink• Pressure washer• Paper towel dispenser• Soap dispenser• 2-24" x 24" Enlarger• 40"x40" Vacuform• Timer• Safelight	



Visual Arts

Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• Students	<ul style="list-style-type: none">• Storing and retrieving visual art materials such as metals, plaster, etc.
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide overhead door for direct access from Lab	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Heavy duty racks for storing materials• Tripod storage 36" x 16"• Cord hooks 24" wide to ceiling• Mobile computer cart for laptops 22"x42"• 2 Printer carts 20" x 16" each• Filing Cabinet 18" x 28"	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Ceramics Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• 24 Students	<ul style="list-style-type: none">• Creative individual and group activities• Learning/researching art history/artist• Ceramic and Process Studies• Learning/practicing ceramics, sculptures, etc.
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Floor Drains• Provide clearstory while maximizing wall space• Shares Kiln Room with Outdoor Sculpture Garden	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Double entry doors without center post• 2- Utility sinks with sediment traps– consider trough type sinks with flexible faucets• Open shelf above sink• Continuous tackable surface on all available walls, full wall coverage from floor to ceiling• 2- 4'x4' tack• Flag holders and map hooks• Shelving above marker boards and windows for project display• Casework with open storage below adjustable shelving below• Paper towel dispensers• Soap dispensers• 2 wheels for throwing 16" x 24"• Clay Cart 18" x 40"• 2 work tables 4' x 8'• Slab Roller 32" x 76"• Greenware Cart 37" x 72"• Wall Mounted Extruder (needs Reinforced Wall-lined with plywood. (requires 4' x 4' area clear around it)• 24 student adjustable height stools• 2 tall storage cabinets with adjustable shelving• Projector• Adjustable shelving	

HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS



Visual Arts

Kiln Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Art teacher	<ul style="list-style-type: none">• Storing greenware.• Firing items in kiln.
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide 2' minimum clearance around each kiln	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none">• 2 – 48" diameter electric kilns• Greenware cabinet with doors• Kiln shelf cart 23" x 15"• 2 Kiln Furniture Shelves 14: x 4' each• Wall mounted Extruder 4' x 4' area clear	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Multipurpose Lab

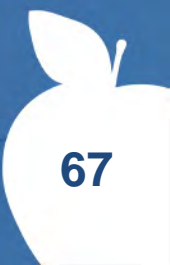
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students• Guest artists/speakers• Parents• Public•	<ul style="list-style-type: none">• Studio Classes• Performance Art / Installation Art• Video, Animation, Film Presentations• Guest Lectures• Art History Classes• Guest Speakers/Presentations• Documenting Area for 2D & 3D• Critiques
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate away from industrial labs to prevent exposure to dust• Access to covered, outdoor work area is preferable• Double Entry door s	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 1-Utility sink with sediment trap– consider trough type sink with flexible faucet• Open shelf above sink• Provide plywood backing underneath GWB walls• Provide ceiling and low wall outlets.• Track lighting and regular ambient lighting• 1- 4'x4' marker board• 1- 8'x4' marker board• Ceiling mounted electrical outlet reels• Window shades that will darken room for presentations• Folding tables• Folding chairs• Projector	



Visual Arts

Digital Photography Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 24 students • teachers 	<ul style="list-style-type: none"> • Mastering digital art curriculum through the use of laptops and tablets or the equivalent (for future technology) • Photoshop and photography classes • In-class demonstrations of equipment • Photo-shoots with cameras and tripods, backdrops • Graphic design and digital illustration (and traditional illustration) • Video projection • Critiques
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate adjacent to the Digital Desktop Learning Center • Clerestory windows only 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 6 ceiling mounted electric reels • 2- 4'x4' tack boards • 1-Utility sink with sediment trap– consider trough type sink with flexible faucet • Provide plywood backing underneath one GWB wall • Paper towel dispenser • Soap dispenser • Light table- 48x28Teacher computer island- 48x30 • 2 Flat files for photos- 48x24 • 7 tables- 72x30 • 12 desktop computers w/tables • Metal shelves for inks 36" x 18" • computer cart-43x26 • drying rack- • 2 mobile cabinets for illustration supplies • 24 student chairs • 1 teacher chair • Projector • Presentation cart • 2 Printing stations 48" x 24" each • Scanner station 93" x 20" 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Digital Desktop Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 16 Students• Teacher	<ul style="list-style-type: none">• Digital video projects• Digital animation projects• Projection for teacher demonstrations
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate adjacent to the Digital Photography Learning Center• Arrange room so that instructor can monitor all computer screens from a single point	
FURNITURE, FIXTURES & EQUIPMENT	
<ul style="list-style-type: none">• Blackout shades.• 2- 4'x4' tack boards• 16 student chairs• 1 teacher stool• 16 computer tables• 16 Mac desktops• Presentation cart• 6 tables - 72x30• 2 flat files - 48x24• Adjustable metal shelves - 36x18• Ink cabinet 36" x 18"• Cutting board table 60" x 24"• Projector• Teaching projector station 48" x 30"	



Visual Arts

Sound Recording

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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Digital Print Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 12 Students• Teachers	<ul style="list-style-type: none">• Printing digital photos for illustration and graphics• Printing for printmaking and our upperclassmen projects (Conceptual Concerns)• Printing photography for our annual fundraiser• Scanning digital media• Storing photographic paper and inks• Recycling area photographic paper and used ink cartridges• Shelving area for drying prints
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide direct access to the Digital Photography Learning and Digital Desktop Learning Centers.• Locate in close proximity to Visual Arts Large Studios and Printmaking to allow for collaboration.• Provide double doors wide enough to roll flat files in and out• Provide continuous tackable partitions	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Blinds for windows• 12' marker board with tack strip• 2 - 4' tack boards• 2 mobile flat files- 48x28• locked metal cabinet and shelves for inks-36x18• 6 computer tables• 6 student chairs• 6 printing stations- 48"x24" each (for printers and scanners)• cutting board table- for 2 cutting boards- 60"x24"	



Visual Arts

9th Grade Studio

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 2 Teachers • 25 Students 	<ul style="list-style-type: none"> • Creative individual and group activities • Critique • Drawing, painting, mixed media, 3-D design • Teacher presentations
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Need area for arranging still life with track lighting • Northern exposure desirable – provide clerestory windows or low windows • Locate studios away from industrial spaces to prevent exposure to dust • Provide access to covered outdoor area • Provide oversized door access 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Window shades that will darken room for presentations • 2- Utility Sinks (large enough and with appropriate faucets to fill 5 gallon buckets) with sediment traps– consider trough type sink with flexible faucet • Open shelf above sink • Continuous tackable surface on all available walls – floor to ceiling with plywood backing underneath GWB • Track and ambient lighting and/or pendant lighting • Ceiling mounted reel type electrical outlets • Paper towel dispensers • Soap dispensers • Flexible teacher demonstration table, 30"x60", adjustable height, with chemical resistant top • Tall teacher stool • 25 student adjustable height stools • 25 art tables, 24"x36" • Shelving • 2 36" x 48" counter flat file • 2 Double-sided mobile drying rack – 36" x 49" • 1 paint bucket racks – 21"x27" • 2 mobile cabinets – 38" x 50" x 84" • 2 cabinets – 38"x50"x84" (still life, matte board) • 1 - 54" x 48" paper cutter and tables for each • Carts – 24" x 36" • 1 paint bucket rack – 21"x27" • Tall storage cabinets 	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Visual Art Student Lockers

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storing personal items during classes, practices or competitions• Storing art projects
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Design for air flow that will maintain consistent temperature and humidity level• Locate outside of studios but with good visual supervision from them• Lockers should have separate spaces within the lockers for art boards (vertical and horizontal spaces), back packs and miscellaneous supplies	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 182 large lockers (art projects/portfolios) - 18"w X 16"h X 39"d• 141 student lockers – 12"w X 40"h X 39"d	



Visual Arts

Visual Arts Storage/Cart Barn

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storing teacher material carts• Storing supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate adjacent to Visual Arts Teacher Work Center• Consider secured oversized door(s) to provide immediate access to individual carts without the need to move other carts	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Outlets to power equipment• 8 – 3 shelf mobile carts with recessed top well - 26"x30"• 1 computer cart – 43"x26"• 1 tool cart – 20"x32"• 3 audio-visual/prINTER carts – 26"x30"• 2 mobile paint carts – 18"x24"• 1 Paint cart – 26" x 30"• Parts rack – 19"x14"• Maximum linear feet of heavy-duty adjustable shelving – 25% - 12" deep, 50%-18" deep, 25%-24"deep	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Shared -Teacher Work Center, Work Stations

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 4 Full time Teachers• Visiting Teachers / Lecturers• Visiting Artist	<ul style="list-style-type: none">• Meetings• Collaboration with other teachers• Presentations/collaborations - community members (opportunities)• Conferences with parents, academic teachers, students• Small student group meetings• Art Guild Meetings• Reference Library (books, dvds, media)• Backup media Equipment• Evaluating Auditions, collating of materials
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Include private conference room in the space• 10'-6" counter with sink base cabinet and over counter cabinets• 4'x4' marker board• 4'x4' tack board• Provide clearstory while maximizing wall space	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• 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• Conference table and chairs• Tall storage cabinets• Refrigerator for chemicals 30"x36"• 2 Documenting Carts 24"x36" each• 3 Printers 24" x 36" each• Flat Files 36" x 48"• 4 Desk/Workspaces 6' x 8'• 5 File Cabinets• Work table	



Visual Arts

Outdoor Sculpture Garden

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Community• Students• Teachers• Visiting Artist	<ul style="list-style-type: none">• Display of student work
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate in public area near entrance(s)	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Crushed granite over permeable soil over drainage system	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Visual Arts

Outdoor Covered Work Area: Metals/Woodworking/Ceramics

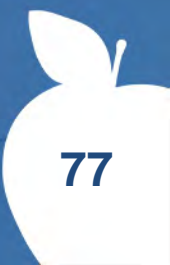
USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 2 Teachers • 25 Students 	<ul style="list-style-type: none"> • Assembling sculptures • Working with shop tools • Presentations and demonstrations • Applying finishes to art work • Plaster work
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide overhead door access to industrial labs and finishing room 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Utility Sink with sediment trap– consider trough type sink with flexible faucet • Safety station(s) including eyewash, body drench shower • Floor drain(s) • Fenced area around shop equipment • Ceiling mounted reel type electrical outlets • Paper towel dispensers • Soap dispensers • Hanging bucket rack – 48"x16" • 3 flat carts – 30"x60"each • 2 flat carts – 24"x48" each • Heavy duty racks • Metal parts bin-40"x40" • 4 Metal tables – 97"x49" each • 4 Vice Stnads 29" x 20" each • 2 Anvils 18" x 12" each • Metal Breaks 56"x27" and 39" x 27" • 3 Lumber Storage Vertical Racks 48"x48" each • Lumber Storage Horizontal Racks 53" x 144" • Panel Saw 30" x 168" • Belt Sander 24" x 24" • Grinder 19" x 19" • Compressor Stationary 24" Diameter • Saw bed extension supports 18"x 18" • Beverly Shear 60" x 20" • Dust Collector 38" x 32" • Metal Parts Bin 40" x 40" • 2-36" diameter floor fans • 3 wet clay bins – 24" diameter each • 2 wheel barrows – 60"x26" each • 3 art tables with chemical resistant tops – 42"x60" • Bottle rack for acetylene, oxygen, etc. 48"x32" • Horizontal lumber storage rack – 53"x144" • Heavy duty adjustable shelving • Shop equipment 	



Visual Arts

Outdoor Covered Work Area: Printmaking/Painting/Drawing

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 2 Teachers • 25 Students 	<ul style="list-style-type: none"> • Construction of art work • Assembly of mixed media pieces • Working with shop tools • Presentations and demonstrations • Applying finishes to art work • Preparing canvases for paintings
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Adjacent to Printmaking, Painting and Drawing Learning Centers 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Utility Sink with sediment trap– consider trough type sink with flexible faucet • Hose bibs • Floor drain(s) • Fenced area around shop equipment • Ceiling mounted reel type electrical outlets • Paper towel dispensers • Soap dispensers • Hanging bucket rack – 48"x16" • 1 flat carts – 30"x60"each • Heavy duty racks • Metal parts bin-40"x40" • 1-36" diameter floor fans • 3 art tables with chemical resistant tops – 42"x60" • 4 flammable materials cabinets – 24"x36", 24"x18", 18"x18" (2) 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS



PERFORMING ARTS



Performing Arts – Music

Overview:

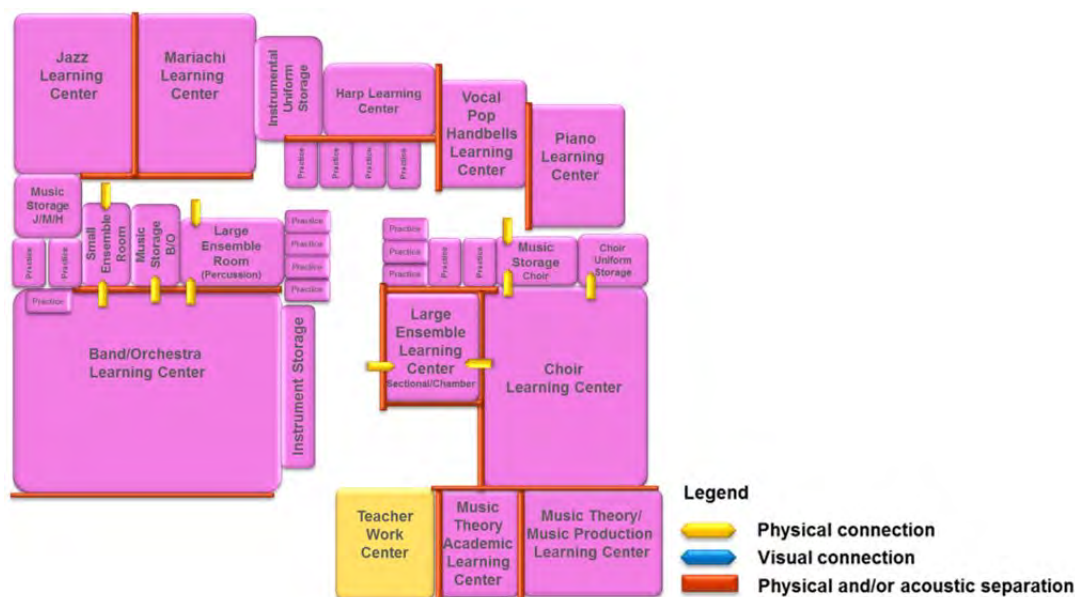
The arts are fundamental to communicating and understanding not only ourselves, but others. Through performing arts, students build a value system in which they learn self-discipline and responsibility. Important 21st Century skills enhanced by arts education include creativity, innovation, critical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

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

The mission of the HSPVA Music Department is to provide students highly specialized and rigorous musical training, fostering an appreciation for the arts, guiding them on their journey towards graduation and post-graduation studies as future performers and arts advocates.

The HSPVA Music Department's primary aim is to promote to a maximum degree the musical intelligence and potential of each student. They develop this potential through active participation in large and small ensembles, group and individual technical instruction, and interaction with performing artists. In addition to the development of musical skills, students learn positive, professional work ethics, becoming responsible citizens.

The Performing Arts Learning Centers should be located convenient to shared performance spaces. It is expected that an acoustical designer will engineer the spaces to maintain appropriate reverberation times as well as acoustical separation between the various music spaces and the remainder of the school.



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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts – Music

Space Requirements

Music	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Band/Orchestra Learning Center (80 students)	1	1	2,628	2,628
Large Ensemble Learning Center (Percussion Room/Storage) - 15 students		1	465	465
Instrument Storage/Repair		1	391	391
Instrumental Music Storage/Library (Band/Orchestra)		1	279	279
Office (1 for band, 1 for orchestra)		2	105	209
Jazz Learning Center (30 students)	1	1	1,094	1,094
Office (1 teacher)		1	83	83
Mariachi Learning Center (30 students)	1	1	1,138	1,138
Office (1 teacher)		1	80	80
Piano/Keyboard Learning Center (12 upright & 2 grand Piano Classroom)	1	1	1,085	1,085
Office (2 teachers - Piano & Vocal)		2	51	101
Harp Rehearsal/Storage (5 students)		1	241	241
Instrumental Uniform Storage		1	231	231
Instrumental Music Storage/Library		1	254	254
Instrumental Music Practice Room - 1 person		5	66	332
Instrumental Music Practice Room - 2 person		5	87	435
Small Ensemble Learning Center (Instrumental, Sectional, Choir Learning Center (65 students)	1	1	1,193	1,193
Office (1 teacher , 2 adjunct)		2	75	150
Voice/Pop Choir/Handbells Learning Center (25 students)	1	1	745	745
Large Ensemble Learning Center (Choir Sectional/Chamber Choir)		1	730	730
Choir Uniform Storage		1	190	190
Choir Music Storage/Library		1	327	327
Choir Practice Room - 1 person		3	77	231
Choir Practice Room - 2 person		3	33	100
Music Theory/Academic Learning Center	1	1	809	809
Music Theory/Music Production Learning Center	1	1	800	800
Office (1 teacher)		1	0	0
Teacher Work Center (9 work stations)		1	0	0
Total	8			14,610



Performing Arts - Music

Band / Orchestra Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Instrumental Music Instructors/Director(s) 80 Students 	<ul style="list-style-type: none"> Developing technical music skills through individual work, group work and performances Instrumental music theory instruction Orchestra & Band Classes Meeting area for community Recording of rehearsals Sectional usage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Size opening to allow for transporting piano, drums, harps, etc. Flat floor Must accommodate combined orchestra and chorus rehearsals (approx. 180 students & grand piano - ½ orchestra and ½ chorus) Locate adjacent to Instrument Storage/Repair Locate near big performance stage and the Vocal Learning Center 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Provide maximum LF of shelving above door height for display 2 marker boards, one with permanent music staff markings 2 - 4'x4' tack boards Record and playback sound system w/ permanently installed microphones and speakers 80 posture chairs 80 music stands Instrumental music risers Conductor's podium: double podium with rail Music folio cabinets – 125-150 sets Electronic white board 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Instrument Storage/Repair

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Instrumental Music• Instructors/Director(s)• Students	<ul style="list-style-type: none">• Storing and retrieving orchestra & band instruments• Repair of instruments
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size opening(s) to allow for transporting piano, drums, etc.• Locate close to performance spaces	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Instrument storage cabinets, lockable, with solid doors – see count below• Deep utility sink for cleaning instruments• Tool and supply storage cabinets including one with thin drawers for instrument tools• Workbench	

Provide storage cabinets for:

- 8 Tubas
- 6 Euphoniums
- 10 Trombones
- 14 French Horns
- 16 Trumpets
- 3 Baritone Saxophones
- 4 Tenor saxophones
- 8 Alto saxophones
- 6 Bassoons
- 6 Bass Clarinets
- 1 Contrabass Clarinet
- 2 Alto Clarinets
- 24 B flat Clarinets
- 2 E flat Clarinets
- 3 English Horns
- 5 Oboes
- 24 Flutes
- 30 Violins
- 14 Violas
- 12 Cellos
- 8 Bases



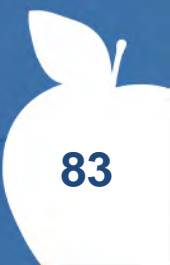
Performing Arts - Music

Large Ensemble Learning Center – Percussion Room / Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Instrumental Music Instructors/Director(s) Students 	<ul style="list-style-type: none"> Storing and retrieving percussion instruments Percussion practice
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Locate with direct connection to Band / Orchestra Learning Center Size opening(s) to allow for transporting piano, drums, etc. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> 1 marker board with permanent music staff markings 1 - 4'x4' tack boards Instrument storage cabinets as appropriate 	

The following percussion instruments will be stored in this room:

- 1 Celesta
- 1 Set of Chimes
- 1 Set of Crotales
- 4 Marimbas
- 10 Snare Drums – Various Sizes
- 2 Sets of Tympani (8)
- 2 Vibraphones
- 3 Xylophones
- Windchimes
- 1 Bell Tree
- 1 Complete Drum Kit/Set
- 2 Sets of Concert Toms (8)
- 4 Floor Toms
- 2 Drum Kit Bass Drums
- 3 Tam Tams with Stands
- 1 Concert Bass Drum with Stand
- Bongos with Stand
- 6 Pair of Crash Cymbals
- 4 Suspended Cymbals with Stands
- 2 Concert Snare Stands
- 2 Drum Kit Snare Stands





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Jazz Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Instrumental Music Instructors/Director(s)• 30 Students	<ul style="list-style-type: none">• Developing technical music skills through individual work, group work and performances• Instrumental music theory instruction• Jazz Classes• Recording of rehearsals• Sectional usage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size opening to allow for transporting piano, drums, etc.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Record and playback sound system w/ permanently installed microphones and speaker• Provide shelving and tackboard(s) above door height for display as needed• 1- 8' x 4' marker board• 2 - 4'x4' tack boards• 30 posture chairs with folding tablet arms• 30 music stands• Instrumental music risers• Music folio cabinet• Projector	



Performing Arts - Music

Mariachi Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Instrumental Music Instructors/Director(s)• 30 Students	<ul style="list-style-type: none">• Developing technical music skills through individual work, group work and performances• Instrumental music theory instruction• Mariachi Classes• Meeting area for community• Recording of performances• Sectional usage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size opening to allow for transporting piano, drums, etc.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Record and playback sound system w/ permanently installed microphones and speakers• Provide shelving and tackboard(s) above door height for display as needed• 1- 8' x 4' marker board• 2 - 4'x4' tack boards• 30 posture chairs with folding tablet arms• 30 music stands• Music folio cabinet• Projector	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Harp Rehearsal/Storage Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Instrumental Music• Instructors/Director(s)• 5 Students	<ul style="list-style-type: none">• Storing and retrieving harps• Developing technical music skills through individual work, group work and performances• Rehearsal space for 6 harps – 5 students + instructor
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size opening to allow for transporting harps• Locate close to performance area	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 1 marker board with permanent music staff markings• 2 - 4'x4' tack boards• 5 stools• 5 stands• Music folio cabinet• Tall storage cabinet• Director's stool and stand	



Performing Arts - Music

Piano/Keyboard Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Instrumental Music Instructors/Director(s)• Students	<ul style="list-style-type: none">• Developing technical music skills through individual work and group work• Piano Instruction
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size opening to allow for transporting Baby Grand Pianos• Locate adjacent to learning center or other space that can be used for lectures• Floor to be carpeted	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Playback sound system w/ permanently installed speakers• 1 marker board with permanent music staff markings• 2 - 4'x4' tack boards• Projector• 12 upright and 2 grand pianos• Piano benches• 4 lateral file cabinets• 3 book cases	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Instrumental Uniform Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">Instrumental Music DirectorsStudents	<ul style="list-style-type: none">Storing and retrieving uniforms (orchestra/band formals and tuxedos, mariachi uniforms and sombreros)
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">Locate convenient to Learning Centers and shared performance spacesProvide storage space for tuxedos, gowns on rolling uniform racks.Provide storage space for mariachi hats.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">4'x4' marker board4'x4' tack boardMaximum LF of double hanging rods with shelving above4 Rolling uniform racks	



Performing Arts - Music

Instrumental Music Storage/Library

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Instrumental Music Directors• Students	<ul style="list-style-type: none">• Storing and sorting music
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Consider high density storage option in lieu of OF/OI file cabinets	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Maximum LF of heavy-duty, adjustable, wall-mounted shelving above file cabinets for additional storage• Music sorting cabinet• 20 – Four drawer vertical file cabinets for Band/Orchestra• 12 – Four drawer vertical file cabinets for Jazz, Mariachi, Handbells• 24"x36" table• 2 chairs• 1 Copy/prINTER	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Choir Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Vocal Music Instructors/Director(s)• 70 Students	<ul style="list-style-type: none">• Developing technical music skills through individual work, group work and performances• Choir Classes• Meeting area for community• Recording of performances• Vocal music theory instruction• Sectional usage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size opening(s) to allow for transporting Grand Piano• Locate near performance areas (theater)	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Record and playback sound system w/ permanently installed microphones and speakers• Provide maximum LF of shelving above door height for display• Provide 2 marker boards, one with permanent music staff markings to be located entire length of wall across from choir position• Drinking fountain• 1 - 4'x4' tack boards• 70 posture chairs with folding tablet arms• 4 music stands• Choral seated music risers• Grand Piano• Clock	



Performing Arts - Music

Large Ensemble Learning Center (Choir Sectional/Chamber Choir)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Vocal Music Instructors/Director(s)• 33 Students	<ul style="list-style-type: none">• Developing technical music skills through individual work, group work and performances• Sectional usage• Chamber choir usage• Voice Instruction
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate with direct access from Choir Learning Center to allow visual supervision by instructors• Size opening(s) to allow for transporting piano• Provide acoustical treatments	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Provide 2 marker boards, one with permanent music staff markings to be located entire length of wall across from students' position• Provide shelving and tackboard(s) above door height for display• 33 posture chairs with folding tablet arms• 1 - Upright Piano	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Vocal Music Learning Center/Shared – Voice/Pop Choir/Handbells

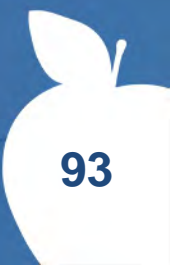
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Vocal Music• Instructors/Director(s)• Students	<ul style="list-style-type: none">• Developing technical music skills through individual work, group work and performances• Pop choir/ handbell usage• Vocal Classes• Rehearsals
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size opening(s) to allow for transporting piano, drums, etc.• Room should adjoin Choral Learning Center	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none">• Provide shelving and tackboard(s) above door height for display• 1 marker board with permanent music staff markings.• 2 - 4'x4' tack boards• Provide mirrored wall with curtain• Drinking fountain• Playback sound system w/ permanently installed speakers• 40 posture chairs with foldable tablet arms• Upright Piano• Tables (for handbells)• Clock	



Performing Arts - Music

Music Theory/Academic Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Vocal Music• Instructors/Director(s)• 28 Students	<ul style="list-style-type: none">• Developing technical music skills through individual work, group work and performances• Music Theory instruction• Archiving of videos• Sound editing• Publishing• Composition
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate for convenient access from all Music Learning Centers• Provide audio/visual connections	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 1 marker board with permanent music staff markings• 2 - 4'x4' tack boards• Playback sound system w/ permanently installed speakers• 28 student desks• 28 student chairs• Computer access• Keyboard• MIDI workstations• Projector• Clock	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Music Theory/ Music Production Learning Center

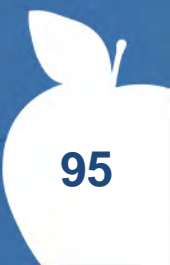
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 1 Vocal Music Instructors/Director(s)• 28 Students	<ul style="list-style-type: none">• Developing technical music skills through individual work, group work and performances• Writing music• Music Theory instruction• Music publishing and technology
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 1 marker board with permanent music staff markings• 2 - 4'x4' tack boards• Playback sound system w/ permanently installed speakers• Projector• 29 Keyboards• 29 small computer workstations• 29 adjustable height stools• Clock	



Performing Arts - Music

Choir Uniform Storage

USERS: <ul style="list-style-type: none">• Vocal Music Directors• Students	ACTIVITIES: <ul style="list-style-type: none">• Storing and retrieving uniforms
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Maximum LF of double hanging rods with shelving above• 4 Rolling racks	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Choir Music Storage/Library

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Vocal Music Directors• Students	<ul style="list-style-type: none">• Storing and sorting music
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate convenient to vocal music learning centers	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Music Library Storage System to store 3,000 titles – 50 per title (to serve 10 choral ensembles)• Counter height storage unit with drawers and cabinets below	



Performing Arts - Music

Teacher Work Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 9 Full time Teachers• Part time Teachers• Visiting Teachers/Lecturers• Visiting Artist	<ul style="list-style-type: none">• Preparing lesson plans• Teacher supply storage• Researching• Meeting
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Include enclosed conference room• Consider multiple work centers so that they can be near each of the large learning centers and one for Theory/piano faculty	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 6' counter with sink base cabinet and over counter cabinets• 4'x4' marker board• 4'x4' tack board• Modular open office systems furniture with keyed over desk storage and file drawers, each set separately keyed to a master• Under counter refrigerator• 9-Tilt swivel desk chairs on casters• Conference Table• Six conference chairs	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Music

Practice Rooms (1 student/2 student)

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



Performing Arts - Music

Small Ensemble Learning Center (Instrumental, Sectional, Jazz Rhythm)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Instrumental Music Instructors/Director(s)• 6 Students	<ul style="list-style-type: none">• Developing technical music skills through group work and performances• Sectional usage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate with direct access from Learning Centers to allow visual supervision from instructors• Size opening to allow for transporting piano, drums, etc.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Marker board with music staff• 4' x 4' Tack board• 5-10 stackable posture chairs• 5-10 music stands• 1 upright piano	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS



PERFORMING ARTS - DANCE



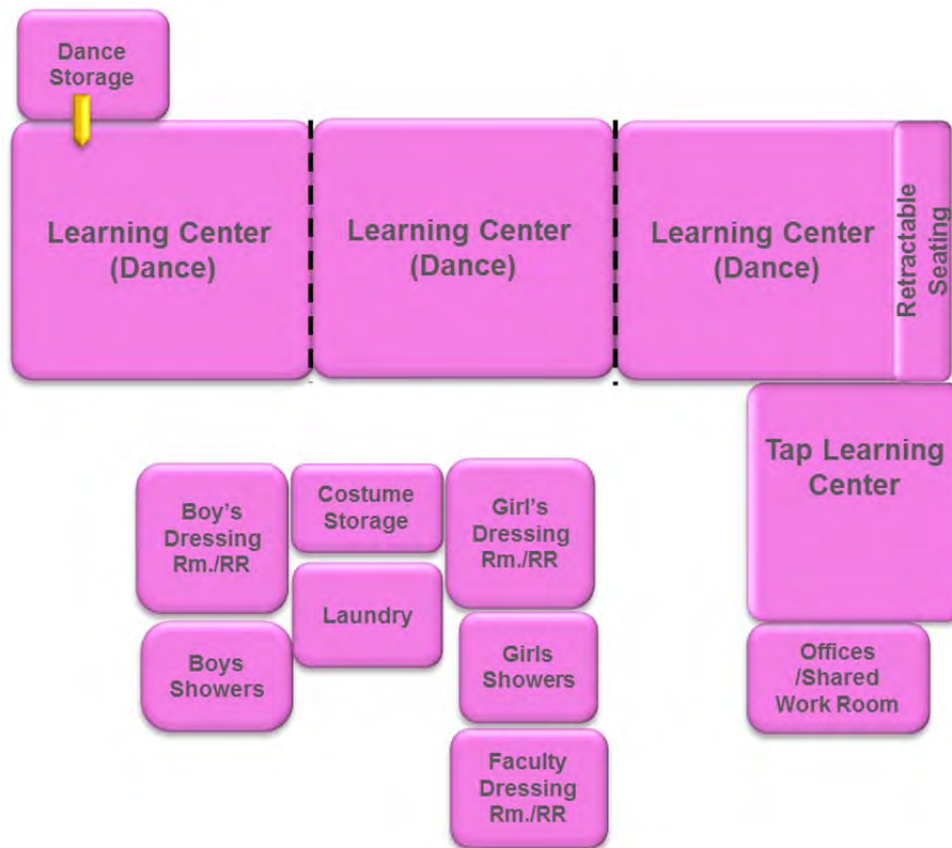
Performing Arts- Dance

Overview:

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

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

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



Legend

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

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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts- Dance

Space Requirements

Dance	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Dance Studio	3	3	1,830	5,491
Dance Storage		1	57	57
Tap Dance Learning Center	1	1	1,584	1,584
Media Storage		1	112	112
Laundry		1	76	76
Boys' Locker Room		1	347	347
Boys' Toilets/Showers		1	0	0
Girls' Locker Room		1	866	866
Girls' Toilets/Showers		1	0	0
Teacher Work Center (4 work stations)		1	518	518
Faculty Lockers/Toilets/Showers		2	130	260
Total	4			9,311



Performing Arts- Dance

Dance Studio

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Dance Instructors • Dance Students (up to 60 with Guest Instructor for Master Classes) • Parents • Community Groups • Guest Choreographers 	<ul style="list-style-type: none"> • Ballet classes • Modern Dance • Jazz Dance • Repertory • Pointe • Dance performances • Dance Composition
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide separate temperature controls. • Provide operable partitions between the 3 spaces • Provide lighting and sound control station at stage right or stage left of one center • Provide display space for photos in corridor near this space • Provide ability to darken room 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Telescoping bleachers to seat number indicated in space requirements • Black Grand drapes, cycloramas and secondary drapes to hide all mirrors during performances • Three sets of lighting grids w/light tree capacity (pipe battens for hanging lights; 3 parallel pipes; arbors for side lighting) • Wall bars • Mirrors on one wall with double barre on the opposite • Projection Screen • Floor similar to Roscoe permanent installed Ballet and Modern Dance floor over basket weave sprung floor • Light grid • Cyclorama • Grand Piano • 2-Upright Pianos • Projector • Recording system 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts- Dance

Dance Studio Storage (Light Board, sound towers)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Students	<ul style="list-style-type: none">• Storage for portable sound tower• Storage for light board• Storage for prop storage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Adjacent to Dance Studio used as stage	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 36 chairs with desk arms• 4 sound systems rolling for studios	



Performing Arts- Dance

Tap Dance Studio & Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Dance Instructors• 50 Dance Students• Guest Choreographers	<ul style="list-style-type: none">• Tap classes• Repertory• Pointe• Jazz Dance• Modern Dance• Lectures• Dance History• Composition• Photography
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide separate temperature controls.• Provide library space within classroom• Provide storage space for chairs• Provide ability to darken the room.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors on 1 wall w/curtain• Roscoe or Harlequin Tap Dance Permanent Installed tap dance flooring• Projection Screen• 50 student chairs• Tables• Piano• 3 sewing machines• Portable tap floor• Projector	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Dance

Costume/General Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Dance Directors• Students	<ul style="list-style-type: none">• Storing and retrieving costumes• Storing materials and supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide separate temperature controls.• Locate close to Locker rooms.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Maximum LF of double hanging rods with shelving above• 3- Wall mounted ironing boards• Adjustable metal shelving• 4 rolling racks• 16 clothing racks• 6 rolling storage shelves (metal racks)• 1 small rolling storage shelf	



Performing Arts- Dance

Laundry

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Dance Instructors• Staff• Dance Students	<ul style="list-style-type: none">• Laundering of dance costumes• Laundering of dance costumes• Dyeing costumes
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Emergency water shutoff valve	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 8 LF of hanging rod (commercial grade)• Wall mounted adjustable shelves• Washer and dryer connections with floor drain• Counter with single, deep utility sink and close to washer for dyeing• Paper towel dispenser• Soap dispenser• Residential washer and dryer• 30"x 60" table• 36"W tall shelf unit – 24"D	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts- Dance

Boys Locker/Dressing Room

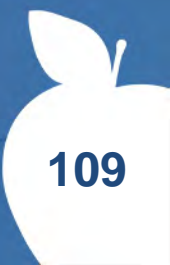
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Dance Instructors• Students	<ul style="list-style-type: none">• Changing clothes before and after dance activities• Storing personal items during classes, rehearsals and performances• Pre-performance dressing
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide adjustable thermostats that will maintain consistent temperature and humidity level.• Provide clear view for passive supervision (no tall lockers blocking line of sight).	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 20 large lockers (dance) (40"h, 24"w, 22"d w/ shelf in upper 1/3, w/mirrors on interior of doors)• Benches• Paper towel dispenser• Soap dispenser	



Performing Arts- Dance

Girls Locker Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Dance Instructors• Students	<ul style="list-style-type: none">• Changing clothes before and after dance activities• Storing personal items during classes, rehearsals and performances• Pre-performance dressing
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide adjustable thermostats that will maintain consistent temperature and humidity level.• Provide clear view for passive supervision (no tall lockers blocking line of sight).	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 110 large lockers (dance) (40"h, 24"w, 22"d w/ shelf in upper 1/3, w/mirrors on interior of doors)• Benches• Paper towel dispenser• Soap dispenser	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts- Dance

Student Toilet/Showers

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students	<ul style="list-style-type: none">• Restroom• Showering• Personal hygiene
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Partition wet room from dressing area• Provide 2 individual showers with dressing “nooks”	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors• 4 toilets for each student area• Sinks with counter space• 2- Full length mirrors; mirror at sinks• Paper towel dispensers• Soap dispensers• Shower curtains	



Performing Arts - Dance

Shared -Teacher Work Center, Work Stations

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 2 Teachers• 1 Visiting Teachers / Lecturers	<ul style="list-style-type: none">• Preparing lesson plans• Teacher supply storage• Researching• Meeting
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: 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• Storage cabinets	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts- Dance

Faculty Lockers /Showers/Restrooms

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Dance Director• Dance Instructors• Visiting Instructors	<ul style="list-style-type: none">• Restroom• Showering• Personal hygiene• Storing clothing and personal items
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide direct access from Teacher work center• Provide separate male and female dressing rooms; wet room partitioned from dressing area• Provide 1 shower for adult males and 1 for adult female	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors, 2.5' to 3' wide• Lockers (dance) (40"h, 24"w, 22"d w/ shelf in upper 1/3, w/mirrors on interior of doors), 2 male lockers and 6 female lockers in respective areas• Paper towel dispensers• Soap dispensers• Shower curtains• 1 – portable dressing table with make-up vanity• Shelving units	



PERFORMING ARTS - THEATRE



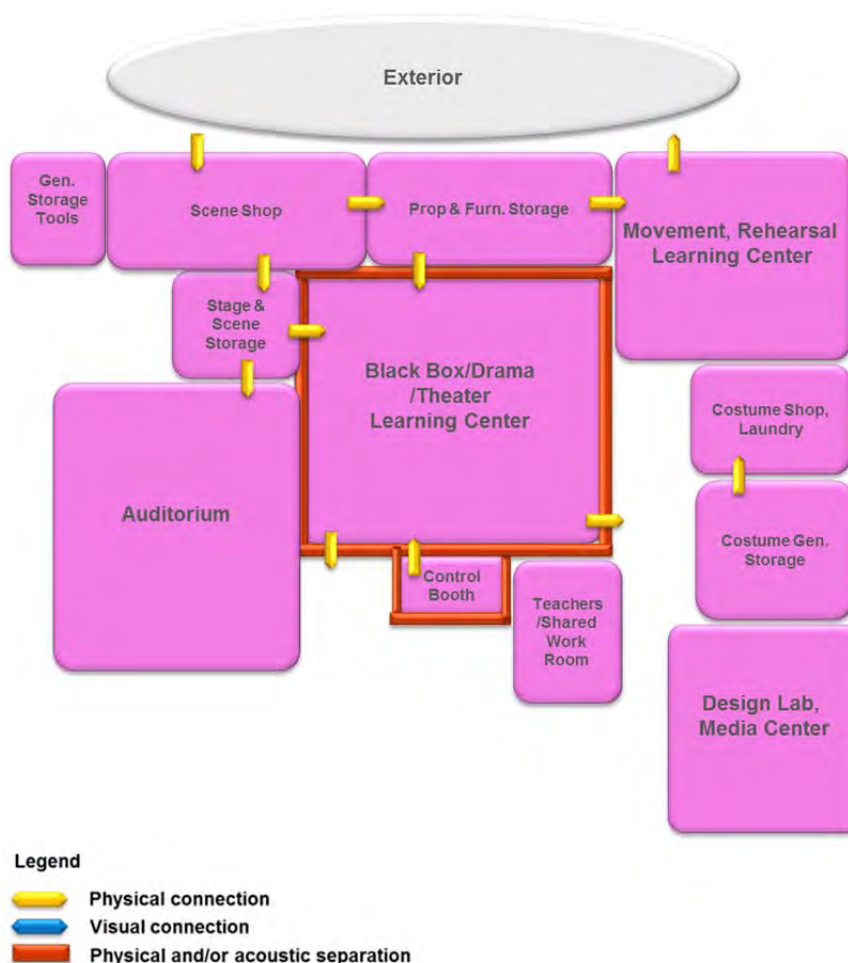
Performing Arts – Theatre

Overview:

The arts are fundamental to communicating and understanding not only ourselves, but others. The mission of HSPVA's Theatre Department is to give the theatre arts student a diverse foundation of rigorous theatrical training while nurturing the artistic spirit, which will ultimately allow the student to thrive in a competitive professional world. Important 21st Century skills enhanced by arts education include creativity, innovation, critical thinking, cooperative decision making, leadership, and capacity of problem-posing and solving. Performing Arts learning centers should:

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

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



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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts – Theatre

Space Requirements

Theatre	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Black Box Learning Center (50x50 flexible space for 200 seats)	1	1	2,350	2,350
Black Box Control Booth		1	297	297
Drama Movement, Rehearsal Learning Center/Able to Divide	1	1	1,332	1,332
Design Lab & Media Center - Script Library		1	856	856
Scene Shop		1	1,456	1,456
General Storage		1	0	0
Stage & Scene Storage & General Storage		4	150	601
Prop & Furniture Storage		1	580	580
Costume Lab & Shop/Laundry		1	1,071	1,071
Costume/General Storage		2	168	336
Teacher Work Center (6 work stations)		1	641	641
Total	2			9,520



Performing Arts - Theatre

Drama – Black Box Learning Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> 1 Drama/Theatre Director 35 Students 	<ul style="list-style-type: none"> Lecture, demonstration, instruction and practicum relevant to all areas of technical theatre and performance. Application of technical theatre, to include scene building, theatre lighting, costume and prop building All forms of theatrical rehearsal and performance
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Size openings to allow for transporting sets, equipment, etc. Room size to be a minimum of 50' x 50' Provide catwalk w/tension grid with 8' clearance above grid floor to ceiling Provide light lock for total black-out All electrical in room will be controlled from the lighting booth. Dimmer racks are to be located in a separate room. Provide egress at each corner of the room Locate HVAC equipment in a separate room for noise control 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Acoustical treatment Provide partial (black) wood floor over a sprung floor system Tension grid at 20' minimum above finished floor with 2nd floor access to grid. Provide garage door leading into Scene Shop. Provide flexible lighting battens for lighting Provide architectural lighting system that is separate from the rest of the building Provide rigging including a flexible masking system for soft goods (curtains) Movable audience seating to accommodate 200 people Study portable risers or platforms to accommodate changing the floor level for audience or performing areas 	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Theatre

Sound/Lighting Control booth – Black Box

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 1 Drama/Theatre Instructors• 6-8 Students	<ul style="list-style-type: none">• Control of lighting and sound systems,• Controlling and creating of special effects• Recording, taping and editing of performances• Teaching /learning area for lighting and sound systems
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Booth should be at least 30' long, to include room for light board, sound board, two spot operators and possible filming, as well as a separate room that is connected that has all the amps and dimmer racks.• Locate near dimmer rack and amp room	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Sound system• Lighting system• 2 lockable double door storage units• Chairs• 30'x60" tables• Tall lockable 2-door storage cabinets	



Performing Arts - Theatre

Drama Movement, Rehearsal Learning Center (Musical Theatre/Dance)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • 25-36 Students • Community 	<ul style="list-style-type: none"> • Developing technical theatre skills through individual work, group work and performances • Drama instruction • Rehearsals • Dance • Meeting area for community • Recording of performances
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide operable partition to divide the room into 2 equal parts • Size openings to allow for transporting sets, equipment, etc. • Water fountain should be located outside in the hallway • Provide natural light 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Continuous mirrors on long wall from base to 8'-0" AFF with windows above • Dimmer system for theatrical lights • 1 - 4'x 8' marker board • Projector System • 3" basket weave spring floor w/Marley type surface • Pull drapes in front of mirrors • Sound system • Presentation Cart • Teacher stool • Ballet barre(s) • Clock • 1 lockable double door storage unit 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Theatre

Design Lab & Media Center –Script Library

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Theatre Instructors• 20 Students	<ul style="list-style-type: none">• Storing and sorting scripts.• Building and painting of model sets• Model studies• Manual Drafting• Laptop Computer lab for design programs
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate near the Theatre Teacher Work Center• Must accommodate 20 computers• Must have deep wash sink w/sediment trap• Fixed projector	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Script sorting cabinet• 10 - 4-drawer vertical file cabinets• 24"x36" table• 20 chairs• 20 laptops• Lockable 24' long adjustable shelving	



Performing Arts - Theatre

Scene Shop

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Teachers 16 Students 	<ul style="list-style-type: none"> Constructing Scene Props Project-based learning Technology-based instruction Activities that stimulate inventive thinking, creativity and imagination Collaborative relationship building Demonstrations, instruction and guidance in constructing scenes Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Provide oversized doors for ease of movement of materials and scenes. Provide sufficient clear space within room for flexible arrangement of student tables, power tools and work space Space should equal stage size Provide direct access to storage Maximize wall space on one wall for painting drops Provide lockable tool storage area with spray booth within this area. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Presentation Wall <ul style="list-style-type: none"> 1 - 4'x4' Tack Boards Deep sink with sediment trap Presentation Cart Stool Student Area <ul style="list-style-type: none"> 2 – 5x10 rolling work tables w/storage underneath. Provide four casters on two sides to allow vertical and horizontal storage capabilities. 2 tall storage cabinets with adjustable shelving 3 bookcases (height may be dependent on window sill height), with adjustable shelving Wall hooks near entry door for student aprons Power tools with integral sawdust collection Stationary Electrical needs for tools, spray booth, table saw, panel saw, miter saw, air compressor, multiple drills, band saw, and flexible stations to plug in other tools Clock 	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts – Theatre

General Storage / Tool Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• 20 Students	<ul style="list-style-type: none">• Tool storage• Material storage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide direct access from Scene Shop• Provide overhead door or double doors w/removable center bar• Provide ceiling hung outlets throughout space• Provide a minimum of 10' high ceiling• Provide secure tool storage behind a lockable chain link partition• Provide spray booth for furniture-sized pieces in this area.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Sink within tool storage area• Adjustable shelving• Hand tools• Power tools• Pegboard walls• Rolling carts• Work table	



Performing Arts - Theatre

Stage and Scene Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• Students	<ul style="list-style-type: none">• Storing and retrieving scenes• Storing technology carts with equipment for classes• Storing specialty tables• Storing full and complete U.I.L. One Act Play set (stairs, flats, doors, windows, platforms, etc.)• Storing 4'x8' sheet good rack lumber storage rolling racks• Storing various stick lumber (2x4, 2x6, 2x8, 1x4, etc.)• Storing of various metal goods (20' long x 2' wide)
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide direct access from Scene Shop, Auditorium and Black Box• Provide overhead door	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• None	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Theatre

Prop & Furniture Storage

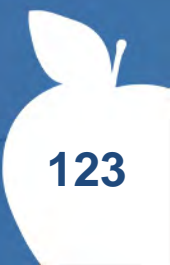
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Theatre Instructors• Students	<ul style="list-style-type: none">• Storing and sorting props
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate adjacent to the Auditorium• Provide oversized door for transporting props and furniture• Room to be 31' in one direction	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 24"x36" table• 2 chairs	



Performing Arts - Theatre

Costume Lab & Shop/Laundry

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Teachers 20-25 Students 	<ul style="list-style-type: none"> Sewing and repairing of costumes Cleaning of costumes Project-based learning Activities that stimulate inventive thinking, creativity and imagination Collaborative relationship building Demonstrations, instruction and guidance in costume construction Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Provide sufficient clear space within room for flexible arrangement of 3 cutting tables, 8 sewing machines, hanging space for costumes and laundry area and 6 to 8 dressing forms Provide sufficient power on 1-2 exterior walls to power sewing machines, surgers, etc. Provide natural lighting Provide open shelving for storing fabric 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Ceiling mounted electrical reels throughout space Deep utility sink with sediment trap Hand wash sink 3 Changing Stations Presentation Wall: <ul style="list-style-type: none"> Adjustable shelving Adjacent or Rear Wall: <ul style="list-style-type: none"> 1 - 4'x4' Tack Board 1 - 8'x4' Marker Board Residential Washer and dryer Presentation Cart Stool Student Area <ul style="list-style-type: none"> 8-4 Student work tables 15 - Student stools 2 tall secure storage cabinets with adjustable shelving Tall mirrors Projector Dye station (VAT) 12 Sewing machines Clock 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Performing Arts - Theatre

Costume/General Storage

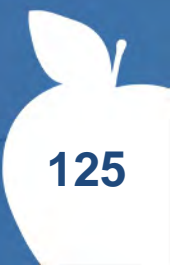
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama Directors• Students	<ul style="list-style-type: none">• Storing and sorting costumes• Hanging clothes on rods
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide oversized door• Direct access to costume shop• Consider high density storage solutions	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Maximum L.F. of double hung rods• Heavy duty adjustable shelving for accessory storage	



Performing Arts - Theatre

Shared -Teacher Work Center, Work Stations

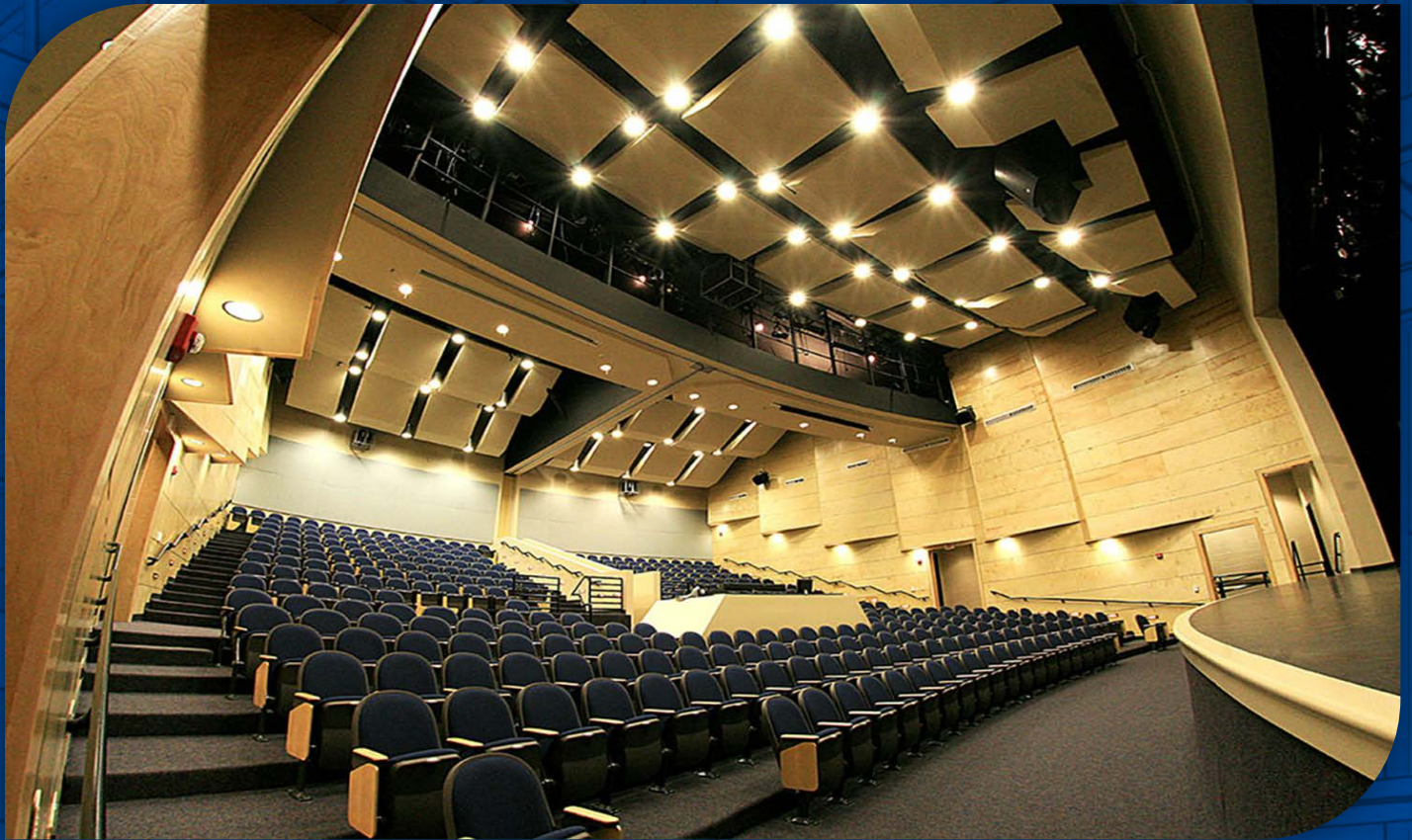
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• Visiting Teachers / Lecturers• Visiting Artist	<ul style="list-style-type: none">• Preparing lesson plans• Teacher supply storage• Researching• Meeting
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Include conference room in the space for conferences with parents and guest artists.• Must accommodate a staff of 6 instructional members.• Provide shelving throughout space.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 6 LF casework with sink and over counter cabinets• 6- desk• 6- Tilt swivel desk chairs on casters• Under counter refrigerator• Printer/copy machine	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS



SHARED SPACES



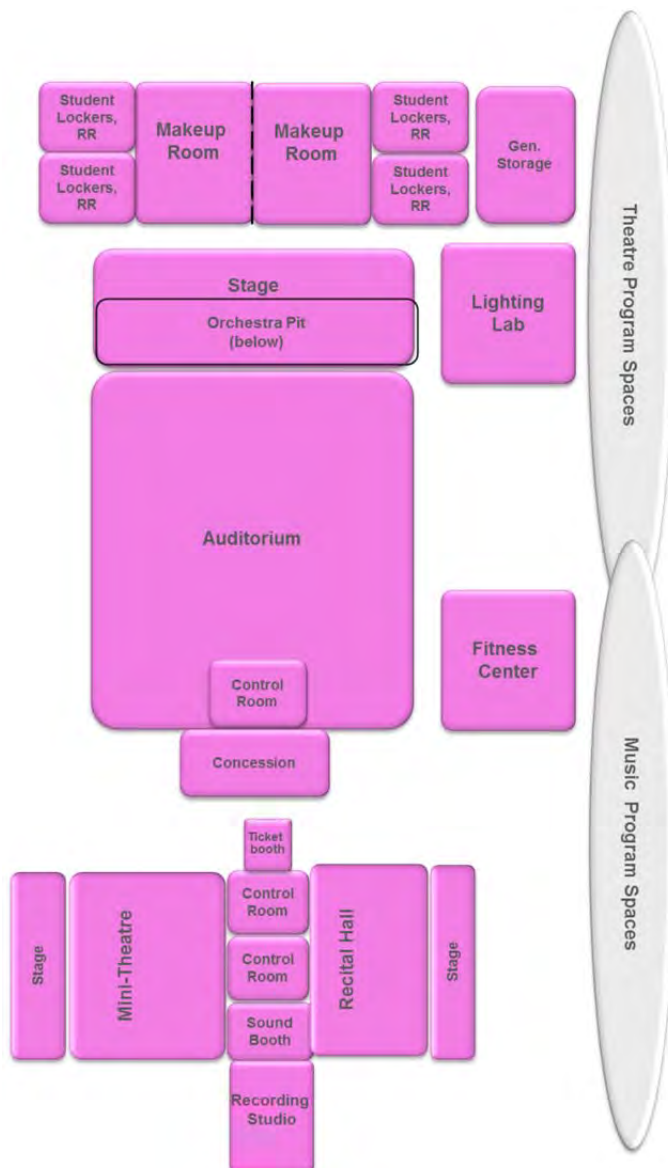
Shared Spaces

Overview:

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

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

The shared performing arts facilities should be located adjacent to the performing arts learning spaces and be in proximity to the Visual Arts to encourage collaboration.



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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces Space Requirements

Shared Spaces	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Auditorium (800 seats) Denney		1	6,216	6,216
Stage (50x50 proscenium to back wall not counting		1	4,151	4,151
Orchestra Pit		1	1,100	1,100
Control Room		1	500	500
Lobby		1	1,233	1,233
Mini-Theater (200 seats)		1	1,900	1,900
Stage (30x30 plus 14' wing space each side)		1	1,643	1,643
Control Room		1	329	329
Recital Hall (150 seats)		1	2,522	2,522
Piano Storage		2	183	366
Recital Hall Stage (40x30 no wings/floor level)		1	0	0
Control Room		1	329	329
Lighting Lab/Sound and Light Storage		1	734	734
Recording Studio		1	440	440
Recording Studio Sound Booth		1	0	0
Dressing/Makeup (30 students)		2	460	919
Student Toilets/Shower/Lockers		4	234	934
General Storage		2	255	510
Ticket Booth		1	76	76
Concession Stand/Storage		1	262	262
Fitness Center		1	912	912
Total	0			25,076



Shared Spaces

Auditorium

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 800 audience members• Drama/Theatre Instructors• Vocal/Music Instructors• Dance Instructor• Students• Community	<ul style="list-style-type: none">• Performances (school plays, choir, orchestra, bands, dance, etc.)• Assemblies• Graduation• Seminars• Meetings• Other Community Events• Seating for audiences attending drama, theatre and musical productions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size openings to allow for transporting sets, equipment, etc.• HVAC should be in a separate room for noise control.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Acoustical treatment• Fixed, upholstered seats with arms• Sound systems	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

Auditorium – Stage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theatre Directors• Students• Community• Guest Artist• Mini-Masters• Guest Speakers	<ul style="list-style-type: none">• Instrumental, choral and drama presentations by groups and individuals• Dance and other physical activity presentations• Public and school meetings requiring interaction between those on stage and those seated in the Auditorium• Video presentation• May be used as a classroom by the drama program• Award ceremonies• Assemblies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide space for 100-200 students on stage.• Full fly loft with electrical rigging• On stage space should be 50'x50', not including a front apron or backstage wing space• Locate adjacent to scene shop with oversize door(s) between• Locate adjacent to or near stage storage with oversize door(s) between• HVAC should be in a separate room for noise control	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Acoustical treatment• Motorized projection screen• Rigging	



Shared Spaces

Auditorium – Orchestra Pit

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Orchestra Directors• Band Directors• 80 Students	<ul style="list-style-type: none">• Instrumental accompaniment for performances• Staging of instruments and musicians for instrumental accompaniment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide space for full orchestra in pit(800' minimum) with a 8' minimum ceiling height• Provide walk-in area from under the stage into the pit.• Provide access from a hallway that connects to a freight / large elevator• Provide an oversized door for moving large equipment into orchestra pit.• Provide hydraulic pit cover that lowers to become front of pit floor• Provide trap door, accessible below	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Acoustical treatment	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

Auditorium – Control Room

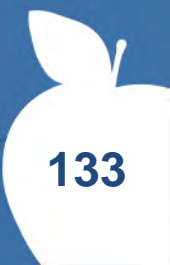
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theatre Instructors• Vocal/Music Instructors• Dance Instructor• 8 Students	<ul style="list-style-type: none">• Control of lighting and sound systems,• Controlling and creating of special effects• Recording, taping and editing of performances
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide direct access to stage for light adjustment• Provide dimmer racks and amp racks in isolated room that is sound proof to not disturb crew during performance but accessible in case of problems• Dimmer rack/Amp Rack room and booth need separate control of air conditioning as to not overheat the equipment• Provide spotlight operator positions• Provide filming / recording position	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Sound system• Lighting system• Chairs• Tall lockable 2-door storage cabinets	



Shared Spaces

Mini-Theatre

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 188 Audience Members • Drama/Theatre Instructors • Vocal/Music Instructors • Dance Instructor • Students • Community 	<ul style="list-style-type: none"> • Performances (school plays, choir, orchestra, bands, dance, etc.) • Assemblies • Graduation • Seminars • Meetings • Other Community Events • Seating for audiences attending drama, theatre and musical productions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • 188 Retractable Seats • Size openings to allow for transporting sets, equipment, baby grand piano, etc. • Provide a flat stage floor (not raised) • In addition to theatre lights provide sufficient lighting for testing purposes 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Acoustical treatment • Retractable seats • Tables & chairs for 150 students to take AP test 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

Mini-Theatre – Stage

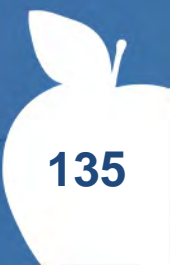
USERS: <ul style="list-style-type: none">• Music Directors• Students• Community	ACTIVITIES: <ul style="list-style-type: none">• Instrumental, choral and drama presentations by groups and individuals• Dance and other physical activity presentations• Public and school meetings requiring interaction between those on stage and those seated in the Mini-Theatre• Video presentation• May be used as a classroom by the music program• Award ceremonies
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Provide space for full Mariachi Band or 42 piece orchestra• Stage should be a minimum of 40' wide x 30' deep, not counting backstage wing space• Provide a minimum of 16' of wing space backstage and on both sides• Provide catwalk accessible for lighting from the front of house batten• Booth/Stage should have a fixed projector for the motorized projector screen• Provide oversize door(s) for transporting piano, drums, etc. with access to Mini-Theatre stage storage room• Backstage doors must open onto the stage• HVAC should be in a separate room for noise control	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Acoustical treatment including adjustable method for differing performances• Provide adjustable acoustic curtains• Manual, counter-balance fly system• Projector• Motorized projection screen	



Shared Spaces

Mini-Theatre – Control Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Drama/Theatre Instructors • Vocal/Music Instructors • Dance Instructor • Students 	<ul style="list-style-type: none"> • Control of lighting and sound systems, • Controlling and creating of special effects • Recording, taping and editing of performances
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide room for 8-10 students to receive instruction on lighting and sound maintenance. • Size openings to allow for transporting sets, equipment, etc. • Provide direct access to stage and to front of house catwalk for light adjustment • Provide spotlight operator positions • Provide filming / recording position 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Sound system • Lighting system • Chairs • 30'x60" tables • Tall lockable 2-door storage cabinets 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

Recital Hall

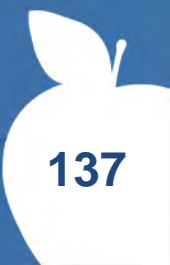
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• 140 Audience Member• Drama/Theatre Instructors• Vocal/Music Instructors• Dance Instructor• Students• Community	<ul style="list-style-type: none">• Performances (school plays, choir, orchestra, bands, dance, etc.)• Assemblies• Lectures• Seminars• Meetings• Other Community Events• Seating for audiences attending drama, theatre and musical productions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide raked house (audience seating)• Size openings to allow for transporting sets, equipment, baby grand piano, etc.• Consider overhead door to Prop Storage and exterior for ease of set and equipment movement• Provide a flat stage floor (not raised)• HVAC should be in a separate room for noise control.• Adjustable temperature control for instrument needs.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Acoustical treatment• Tables & chairs for 150 students to take AP test• 2 Grand Pianos	



Shared Spaces

Recital Hall – Stage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Music Directors • Students • Community 	<ul style="list-style-type: none"> • Instrumental, choral and drama presentations by groups and individuals • Dance and other physical activity presentations • Public and school meetings requiring interaction between those on stage and those seated in the Mini-Theatre • Video presentation • May be used as a classroom by the music program • Award ceremonies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide space for full Mariachi Band or 42 piece orchestra • Stage should be a minimum of 40' wide x 30' deep, not counting backstage wing space • Provide a minimum of 16' of wing space backstage and on both sides • Provide catwalk accessible for lighting from the front of house batten • Booth/Stage should have a fixed projector for the motorized projector screen • No fly system is needed • Backstage doors must open onto the stage • Stage battens for lighting instruments • HVAC should be in a separate room for noise control • Locate near a piano storage area. 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Acoustical treatment • Motorized projection screen 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

Recital Hall – Control Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theatre Instructors• Vocal/Music Instructors• Dance Instructor• Students	<ul style="list-style-type: none">• Control of lighting and sound systems,• Controlling and creating of special effects• Recording, taping and editing of performances
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide direct access to stage and to front of house catwalk for light adjustment• Provide dimmer racks and amp racks in isolated room that is sound proof to not disturb crew during performance but accessible in case of problems• Dimmer rack/Amp Rack room and booth need separate control of air conditioning as to not overheat the equipment• Provide spotlight operator positions• Provide filming / recording position	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Sound system• Lighting system• Chairs• 30'x60" tables• Tall lockable 2-door storage cabinets	



Shared Spaces

Lighting Lab/Sound and Light Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• Students (30)	<ul style="list-style-type: none">• Instruction on setting up, adjusting and repairing theatre lighting• Storage for all sound and light materials for the building
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide room for 8-10 students to receive instruction on lighting maintenance• Oversize door• Need space to hand 60 – 70 lighting instruments• Provide acoustical wall panels• Piping grid @ a height of 10'• Locate near shared spaces	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Lighting system• Horizontal pipe batten rails for instrument storage• 2 lockable double door storage units• Portable lighting control panel• Utility sink	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

Recording Studio – Studio

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Vocal/Music Instructors• Students	<ul style="list-style-type: none">• Performances for Recording, taping and editing materials
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate adjacent to and accessible to Mini-Theatre and one other performance space• Provide acoustical wall panels	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Chairs• 30'x60" tables• Tall lockable 2-door storage cabinets• Permanent record and playback system	



Shared Spaces

Recording Studio – Sound Booth

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Vocal/Music Instructors• Students	<ul style="list-style-type: none">• Recording, taping and editing of performances
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate adjacent to and accessible to Mini-Theatre and one other studio space.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Permanent recording and playback system• Chairs• 30'x60" tables• Tall lockable 2-door storage cabinets	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

Dressing / Makeup Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theatre Directors• 30- Students• Community	<ul style="list-style-type: none">• Applying makeup for performances• Performance preparation• Green Room
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide space for 15-20 students minimum in each Dressing / Makeup Room.• Separate two rooms with operable wall for makeup classes.• Locate near and provide voice communication system with Auditorium and Black Box.• Provide location for washer and dryer accessible from both Dressing/Makeup Rooms.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Makeup counter continuous on one wall• Mirrors above makeup counter• Full length mirrors• Paper towel dispenser• Soap dispenser• Chairs• Washer• Dryer	



Shared Spaces

Student Toilet/Showers/Lockers

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students	<ul style="list-style-type: none">• Restroom• Showering• Personal hygiene• Storing of personal items• Changing into costumes
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Paper towel dispensers• Soap dispensers	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none">• 44 double tier locker units for boys• 45 double tier locker units for girls• Shower curtains• Benches	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

General Storage

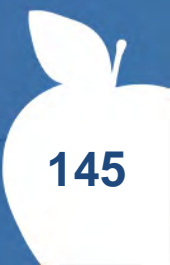
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theatre Directors• Students• Community	<ul style="list-style-type: none">• Storing and retrieving props and costumes• Storing portable tap dance flooring on rolling cart (3.5'x8').• Storage for portable choir risers with handrails• Storage of Grand Piano• Storage of orchestra shell, if not flown• Storing and retrieving stage and musical equipment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide flooring which will allow roll equipment carts to move easily from this room to stage and other areas• Provide direct access to Auditorium, Mini-Theatre & Recital Hall• Provide separate temperature controls• Provide secure storage for Harpsichord• Provide overhead door access to mini-theatre and recital hall• Provide extra space for variable secure storage• Locate adjacent to Recital Hall	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Table• Chair• Maximum LF of heavy-duty adjustable shelving on walls beside door• 12 LF work bench• Lockable tool cabinet• Lockable storage cabinets with adjustable shelving• 2 Baby Grand Pianos• 45 stackable chairs• 30 music stands• Harpsichord	



Shared Spaces

Ticket Booth

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theatre Directors• Students• Community/Volunteers	<ul style="list-style-type: none">• Selling tickets for performances or other events held in auditorium• Potential use as school store
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Transaction counter in front of roll-up window with shelves below counter• Paper towel dispenser• Soap dispenser• Heavy duty table in center of room, if room is wide enough	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Shared Spaces

Concession Stand/Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Drama/Theatre Directors• Students• Community/Volunteers	<ul style="list-style-type: none">• Selling and serving food items during events• Potential use as school store
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Refrigerator• Undercounter ice maker• Microwave ovens• 2 walls: 24"Dx36"H drawer/open shelf base cabinets with one sink cabinet• 12"Dx30"H shelf cabinets above base cabinets• Paper towel dispenser• Soap dispenser• Heavy duty table in center of room, if room is wide enough	



Shared Spaces

Fitness Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teachers• 30-35 students	<ul style="list-style-type: none">• Weight training for dance students and staff• Potential Pilates class with guest instructor
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors on one wall• Free weights• Weight machines• Tread mills• TV, wall mounted	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS



ADMINISTRATION / GUIDANCE



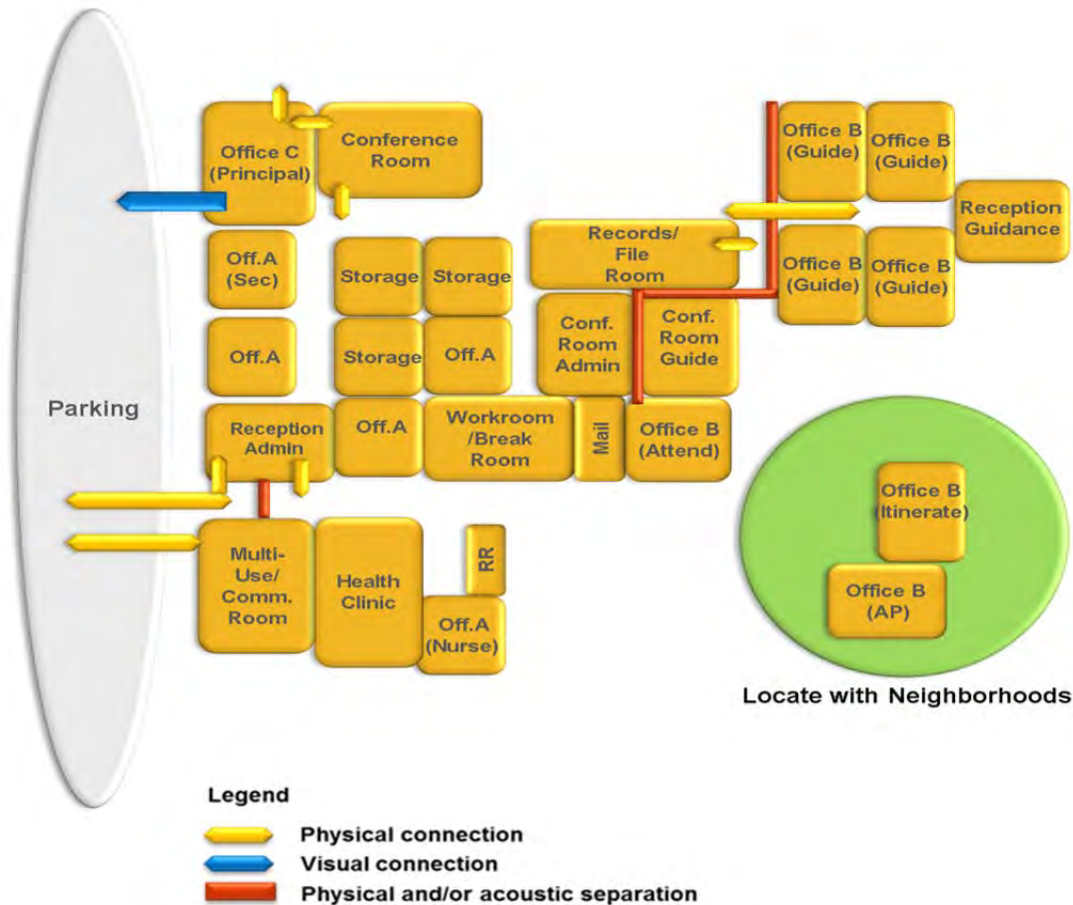
Administration/Guidance

Overview:

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

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

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



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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Administration/Guidance

Space Requirements

Administration/Guidance	Summary of Provided Spaces			
	Teaching Station	Qty	SF	Net Area
Administration				
Reception, Administration		2	210	420
Office A		4	94	375
Office C (Principal)		1	235	235
Principal's Restroom		1	65	65
Office B (AP)		2	117	233
AP Reception/Waiting		0		0
Conference Room, Main		1	331	331
Conference Room, Small		1	181	181
Storage (Office, Testing, Magnet)		2	166	332
Health Clinic		1	200	200
Office A (Nurse)		1	98	98
Restroom		1	50	50
Guidance/Student Services				0
Reception, Guidance				0
Office B (Attendance, Registrar, Counselor)		6	106	636
Conference Room, Small		0		0
Records/File Room		1	167	167
Administration/Guidance Workroom/Break Room		1		228
Shared				0
Office B (Itinerant)		2	177	354
Multi-use/Community Room		1	221	221
Computer Repair/Storage Room		1	659	659
0	0			4,785



Administration/Guidance

Reception, Administration

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Parents • Students • Community members • Faculty/staff 	<ul style="list-style-type: none"> • Greeting and welcoming people and directing them to the proper location or person • Waiting/seating area for visitors, students, and staff members • Controlling entrance to the school
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • All visitors must pass through reception to enter school • Use modular furniture for the circulation desk. A portion shall be at height to meet accessibility requirements. • Provide built-in reception desk with 30"D x 30"H x 10-12 LF work surface (section with reduced height for greeting children/ ADA compliance). <ul style="list-style-type: none"> • Half of the reception desk should have a transaction counter 1'D x 42"H • Rear work surface 30"D x 30"H 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Modular reception desk with work stations to include: • Work surfaces should have lockable built-in storage below including a combination of 6"D and file drawers (at least 4) as well as cabinets with adjustable shelving • 2 Task chairs • Guest chairs • Side tables • Video Display 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Administration/Guidance

Office A

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



Administration/Guidance

Office C (Principal)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Principal• Students• Parents	<ul style="list-style-type: none">• Conducting administrative duties• Preparing correspondence and reports• Meeting with parents, students and other visitors• Placing phone calls
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• 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:	
<ul style="list-style-type: none">• 4'x4' marker board• 4'x4' tack board• Double pedestal desk with center drawer & lock, 60" x 30"• Credenza• Task chair• 4 guest chairs• 48" conference table• Video Display• 2 - 4-shelf bookcases, 52"H x 36"W x 15"D• 4-drawer vertical file, letter size, lockable	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Administration/Guidance

Principal's Restroom

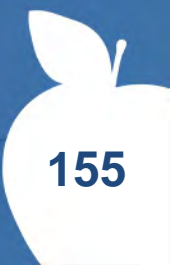
USERS: <ul style="list-style-type: none">• Principal• Visitors• Staff	ACTIVITIES: <ul style="list-style-type: none">• Personal hygiene
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Mirrors• Paper towel dispensers•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



Administration/Guidance

Office B (AP)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Staff • Teachers • Assistant Principal • Students • Parents 	<ul style="list-style-type: none"> • Conducting administrative tasks • Preparing correspondence and reports • Creating and documenting new and existing students • Meeting with parents, students and other visitors • Placing phone cards
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate with neighborhoods 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on windows • 4'x4' marker board • 4'x4' tack board • 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 	





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Administration/Guidance

Conference Room, Main

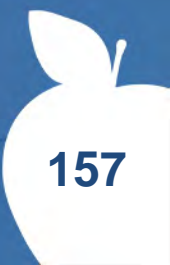
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Principal• Staff/Faculty• Parents/Students• School Support Groups (PTO, etc.)	<ul style="list-style-type: none">• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">•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



Administration/Guidance

Conference Room, Small

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





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Administration/Guidance

Storage (Office, Testing, Magnet)

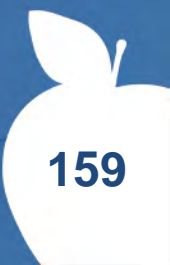
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Guidance Clerk• Counselors• Administrators'• Office Staff	<ul style="list-style-type: none">• Storing office supplies• Storing educational materials
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: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



Administration/Guidance

Health Clinic

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • School nurse • Staff • Students • Parents 	<ul style="list-style-type: none"> • Treating ill or hurt students • Conducting medical exams/screening • Dispensing medications • Waiting area for ill students prior to being picked up
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Visual connection between Nurses' Office and Clinic 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds on all windows • Sink cabinet with single deep sink • 7 LF of Drawer/door cabinets – lockable • 10'-6" Door/shelf wall cabinets • Paper towel dispenser • Soap dispenser • 4 Cot/exam tables • Adjustable height stool • Locking refrigerator with ice maker • Biohazard disposable can • Medical sharps waste disposal • 2 guest chairs • Defibrillator 	





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Administration/Guidance

Health Clinic – Office A

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



Administration/Guidance

Health Clinic - Restroom

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





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Administration/Guidance

Reception, Guidance

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Parents• Students• Community members• Faculty/staff	<ul style="list-style-type: none">• Greeting and welcoming people and directing them to the proper location or person• Waiting/seating area for visitors, students, and staff members
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Modular reception desk with work station to include:<ul style="list-style-type: none">• 30"D x 30'H x 4-6 LF work surface (section with reduced height for ADA compliance)• 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• Task chair	



Administration/Guidance

Office B (Attendance, Registrar, Officer)

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



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Administration/Guidance

Conference Room, Small – Guidance/Student Services

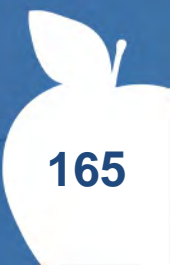
USERS: <ul style="list-style-type: none">• Staff/Faculty• Parents• Visitors	ACTIVITIES: <ul style="list-style-type: none">• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: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



Administration/Guidance

Records/File Room

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





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Administration/Guidance

Workroom/Break Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Faculty• Staff• Volunteers• Parents	<ul style="list-style-type: none">• Copying• Collating• Preparing communications for mailing• Laminating, book making, poster making• General office work• Storing and retrieving supplies• Mail delivery and retrieval
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Mail slots should open directly to mail pick up room.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Blinds on windows• 4'x4' marker board• 4'x4' tack board• 12"W x 9"H x 12"D pass through mail slots with 24"D adjustable shelving below for packages• Approximately 10 LF of casework with countertop, sink cabinet, drawer/door base cabinets and door/shelf wall cabinets• 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	



Administration/Guidance

Shared – Office B (Itinerant)

USERS: <ul style="list-style-type: none">• Staff• Students• Parents	ACTIVITIES: <ul style="list-style-type: none">• Administrative tasks• Preparation of correspondence and reports• Creating and documenting new and existing students• Meeting with parents, students and other visitors
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Locate with Neighborhoods, Office B (AP) and Teacher Work Centers.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Blinds on windows• 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	



HISD EDUCATIONAL SPECIFICATIONS

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Administration/Guidance

Shared – Multi-Use/Community Room

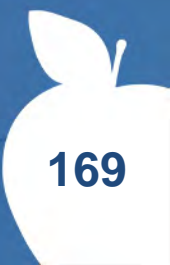
USERS: <ul style="list-style-type: none">• Community Members• Principal• Staff/Faculty• Parents/Students• School Support Groups (PTO, etc.)	ACTIVITIES: <ul style="list-style-type: none">• Meetings/Conferences between Faculty/Staff and Students, Parents and Community
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Approximately 6' LF casework including, sink cabinet, door base and wall cabinet• Blinds on windows• Marker board• Tack board• 2 door locking storage cabinet• Computer work tables• Task chairs• Modular tables for easy rearrangement depending on room use (18" x 48")• Stackable chairs• Projector	



Administration/Guidance

Computer Repair

USERS: <ul style="list-style-type: none"> • 2 Computer Repair Technicians • 3 IT Contractors 	ACTIVITIES: <ul style="list-style-type: none"> • Distributing computers for Power Up • Receiving computers needing repair • Repairing computers • Securely storing computers, bags and peripheral parts (cables, batteries, etc.) • Conducting inventory
DESIGN CONSIDERATIONS: <ul style="list-style-type: none"> • Locate on first floor of multi-story buildings • Locate for easy access by students • 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 • Provide oversize door opening 	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none"> • Voice, Power and Data outlets located along perimeter at bench height • 1- 4'x8' Marker Board • 1- 4'x4' Tack Board • 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 #7824MGY • Adjustable Shelving • 4 – wire bin shelving to hold bins similar to Quantum #QUS954BL • Antistatic mats 	





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FOOD SERVICE



Food Service

Overview:

School Food Service Trends

Source: National Food Service Management Institute

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

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

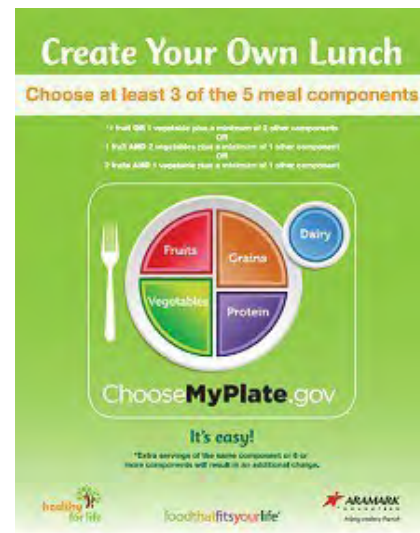
A state-of-the-art school cafeteria and operation can make a significant impact on student participation in the child nutrition program and thereby on student performance.

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

Key Considerations in Designing a Successful School Food Operation and Cafeteria

Increased Emphasis on Health and Wellness

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





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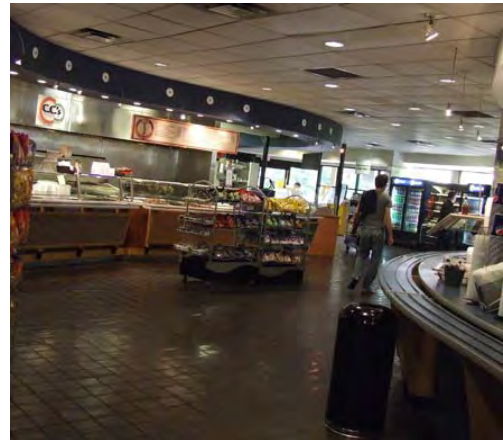
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Increased Emphasis on Health and Wellness (continued)

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

Food Security and Emergency Preparedness

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



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

Alternate Food Production Systems

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



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

Smaller and More Mobile Equipment

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

Equipment with New or Blended Technologies

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

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

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

Labor-Saving Options

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

Better Ventilation

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



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grease that accumulates in and above range filters and ducts.

Increased Emphasis on Food Safety

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

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

Incorporation of Electro-Processors and Computers into Equipment

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

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

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

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



More Colorful and/or Less Expensive Construction Materials

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

Environmentally Friendly Equipment

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

Consumer Trends

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

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

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

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



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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.



Exhibition-Style Cooking

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

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

Critical Needs List

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

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



Home Zone Concept

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

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

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



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



ARAMARK Marketing and Design Services Engagement

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

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

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

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

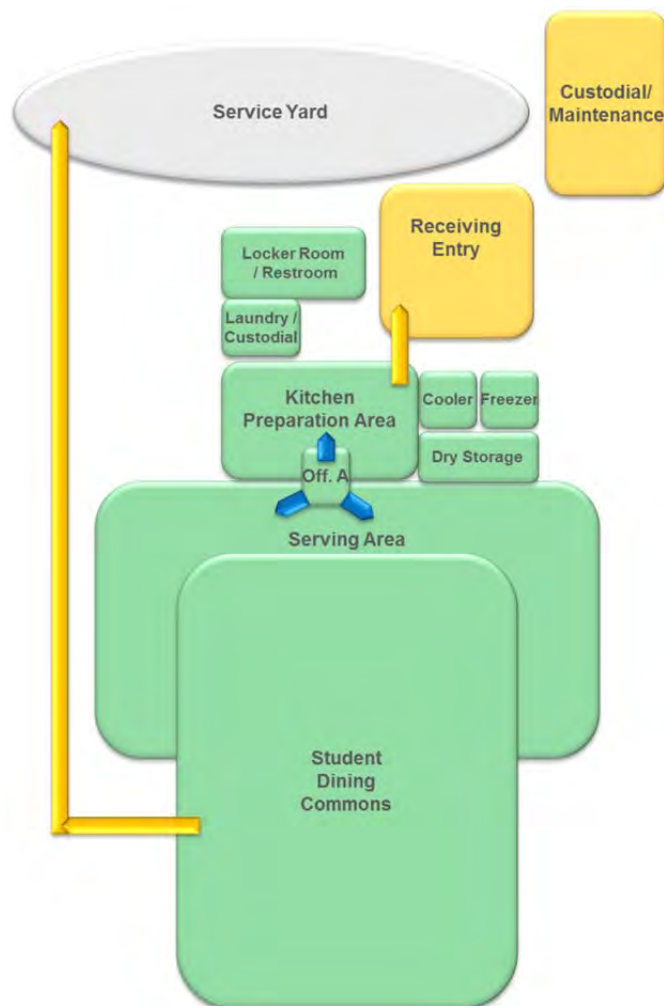
The facilities described on subsequent pages provide for the preparation and serving of food to the students, staff and faculty. The Dining Commons serves not only as a place for eating but also a location used by the school for assemblies and student performances.

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



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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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Food Service

Space Requirements

Food Service	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Kitchen Preparation Area		1	662	662
Serving Area		1	1,210	1,210
Dry Storage		1	152	152
Freezer		1	132	132
Cooler		1	120	120
Kitchen Manager's Office		1	69	69
Laundry/Custodial Area		2	12	24
Locker Room/Restroom		1	50	50
Student Dining Commons (same as existing)		1	3,410	3,410
Dining Commons Storage		1	165	165
Total	0			5,994





HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Food Service

Kitchen Preparation Area

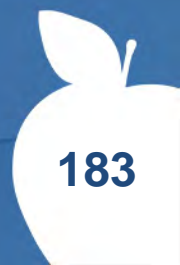
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Manager• Food Service Staff	<ul style="list-style-type: none">• Preparation of food• Cooking foods• Staging meals before moving to serving lines• Cleaning equipment, work surfaces and floors
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• 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:	
<ul style="list-style-type: none">• Markerboard• Tackboard• Cookline:<ul style="list-style-type: none">• 2- Vent Hoods, 15' min. size each• Fire Protection System• 2- Convection ovens, double• 1- 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• Soap Dispensers• Paper Towel Dispensers• Clock(s)	



Food Service

Serving Area

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Kitchen Manager • Food Service Staff • Students • Faculty 	<ul style="list-style-type: none"> • Serving food • Receiving payment for food
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • 2- Traditional (Standard Serving Lines) <ul style="list-style-type: none"> • 1 – Cold Display Merchandiser, 3' min. • 2- 3' Serving Unit Pan Flat • 1- 5' Serving Unit Pan Hot • 1- 3' Serving Unit Pan Cold • 1- Cold Tier Hot/Frost • 1- Cash Table • 1- Specialty Line <ul style="list-style-type: none"> • 2- Cold Tier Hot/Frost • 1- 2' Serving Unit Pan Cold • 1- 3' Serving Unit Pan Flat • 1- 4' Serving Unit Pan Hot • 1- 3' Serving Unit Pan Cold • 1- 2' Serving Unit Pan Flat • 1- Cash Table • 1- Heated Cabinet, 2 Door, pass thru preferred • 1- Refrigerator, 1 door, pass thru preferred • Back Counter, as needed • Multi-fold Hand Towel Dispensers • Soap Dispensers • 3- Electronic Display (Menus) • 3- Point Of Sale (POS) Units • 3- Adjustable height stools • Clock(s) 	





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Food Service

Dry Storage

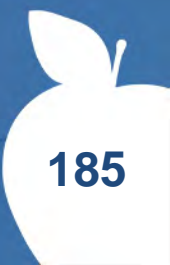
USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Food Service Staff	<ul style="list-style-type: none">• Storing dry food / supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate Dry Storage near Kitchen Preparation Area• Locate Dry Storage for easy access to Receiving Entry• Provide security camera to monitor entrance• Provide a minimum of 4' - 0" wide doors.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 2 - Can Racks – gravity fed• Dry Storage Shelving, solid, as needed• Dunnage Racks, solid, as needed	



Food Service

Freezer

USERS:	ACTIVITIES:
<ul style="list-style-type: none">Food Service Staff	<ul style="list-style-type: none">Storing frozen food
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">Locate freezer near Kitchen Preparation Area and have it open from Cooler.Enter freezer through coolerLocate for easy access to Receiving EntryProvide computerized remote monitoring system.Provide a minimum of 4' - 0" wide door	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">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.	





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Food Service

Cooler

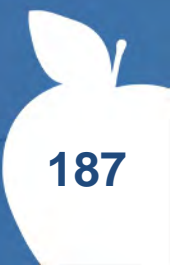
USERS:	ACTIVITIES:
<ul style="list-style-type: none">Food Service Staff	<ul style="list-style-type: none">Storing cold foodsDefrosting frozen food
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">Locate cooler near Kitchen Preparation Area and have it open into both Prep and FreezerLocate cooler/freezer for easy access to Receiving Entry.Provide computerized remote monitoring systemProvide a minimum of 4' - 0" wide doors.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">1- Walk-in Cooler, walk thru evenly spaced, min. 400 sq. ft.2- Dunnage Racks, (Vented Cold Storage)Cold Storage Shelving, vented, number as needed	



Food Service

Office A (Kitchen's Manager's Office)

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Manager 	<ul style="list-style-type: none"> • Filing out Food Service documentation • Reviewing employee request • Ordering supplies • Counting cash •
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • 1- Combination Safe • 4' x 4' marker board • 4' x 4' tack board • Desk • 1- Task Chair • 1- Guest Chair • File Cabinet • Bookcase • Blinds • Clock • Printer • Computer • Trash cans 	





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Food Service

Laundry / Custodial Area

USERS: <ul style="list-style-type: none">• Manager• Food Service Staff	ACTIVITIES: <ul style="list-style-type: none">• Washing food prep clothes and aprons• Drying food prep clothes and aprons• Storing cleaning supplies• Storing cleaning equipment• Cleaning mops
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Provide sufficient ventilation to prevent fumes from cleaners from damaging mother boards in washer and dryer. Alternatively, provide separate rooms for	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 1- Washer• 1- Dryer• Mop Sink• Paper Towel Dispenser	



Food Service

Locker Room / Restroom

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Kitchen Manager• Food Service Staff	<ul style="list-style-type: none">• Staff clothes changing• Storing of personal items by Staff
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide floor drains with easy access clean-outs.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 25 Lockers min.• Coat Hooks• Paper towel dispenser• Soap dispenser• Toilet paper dispenser• Bench• Clock	





HISD EDUCATIONAL SPECIFICATIONS

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Food Service

Student Dining Commons

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Kitchen Manager• Food Service Staff• Students• Faculty	<ul style="list-style-type: none">• Eating• Student Assembly• Social Gathering
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide access from Dining Commons to dumpster area without going through Kitchen Prep.• Include drinking fountains in or near to the Dining Commons per code• Provide area for future addition of vending machines	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• TV, wall mounted• Charging stations, as needed• Tables and chairs for 1/3 of the program capacity plus 200 for dining• Size and shape of tables should be varied to prevent an institutional appearance• Clock	



Food Service

Student Dining Commons – Storage

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





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CUSTODIAL / MAINTENANCE

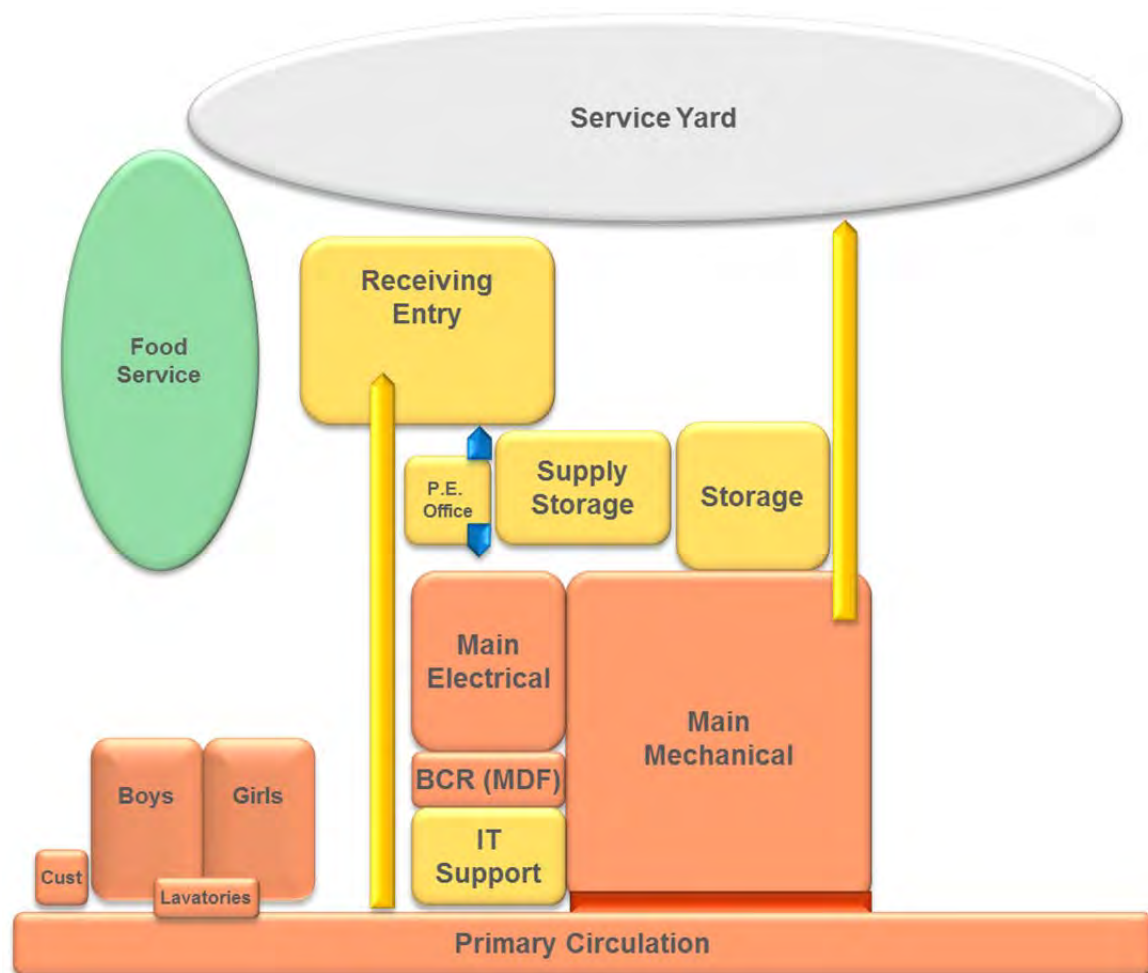


Custodial / Maintenance

Overview:

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

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



Legend

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

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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Custodial / Maintenance

Space Requirements

Custodial / Maintenance	Summary of Provided Spaces			
	Teaching Station(s)	Quantity	Square Feet	Net Area
Receiving Entry		1	400	400
Office, Plant Engineer		1	163	163
Custodial/Maintenance Storage		1	332	332
Supply Storage		1	1,053	1,053
IT Support		1	0	0
Custodial Closet		5	65	325
Total	0			2,273



Custodial / Maintenance

Receiving Entry

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Plant Operator • Maintenance Staff • Custodial Staff • Kitchen Staff • Delivery Personnel 	<ul style="list-style-type: none"> • Filing out documentation for receipt of goods • Receiving miscellaneous school supplies • Receiving equipment • Receiving food deliveries • Disposal of school & food service waste
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide space for a minimum of 1 waste bins and 1 recycle bin in Service Yard. • Loading area is not to be a dock, but a 16" high curb. • Provide doorbell at entry to receiving area 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:	
<ul style="list-style-type: none"> • None 	





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Custodial / Maintenance

Plant Engineer's Office

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Plant Engineer• Custodial Staff• Maintenance Personnel	<ul style="list-style-type: none">• Office functions for Plant Engineer• Repairing equipment using hand tools• Scheduling of custodial staff• Reviewing staff requests
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• View to Receiving Entry	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• 4' x 4' Tack board• 4'x4' Marker board• Desk• Filing cabinet• Task chair• Guest chair• Bookcase	

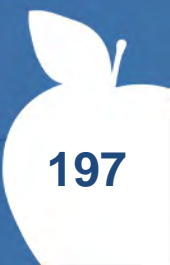


Custodial / Maintenance

Storage

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

:





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Custodial / Maintenance

Supply Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Plant Engineer• Custodial Staff	<ul style="list-style-type: none">• Storing miscellaneous school supplies• Storing school furniture• Storing school equipment
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Adjustable metal shelving	



Custodial / Maintenance

IT Support

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





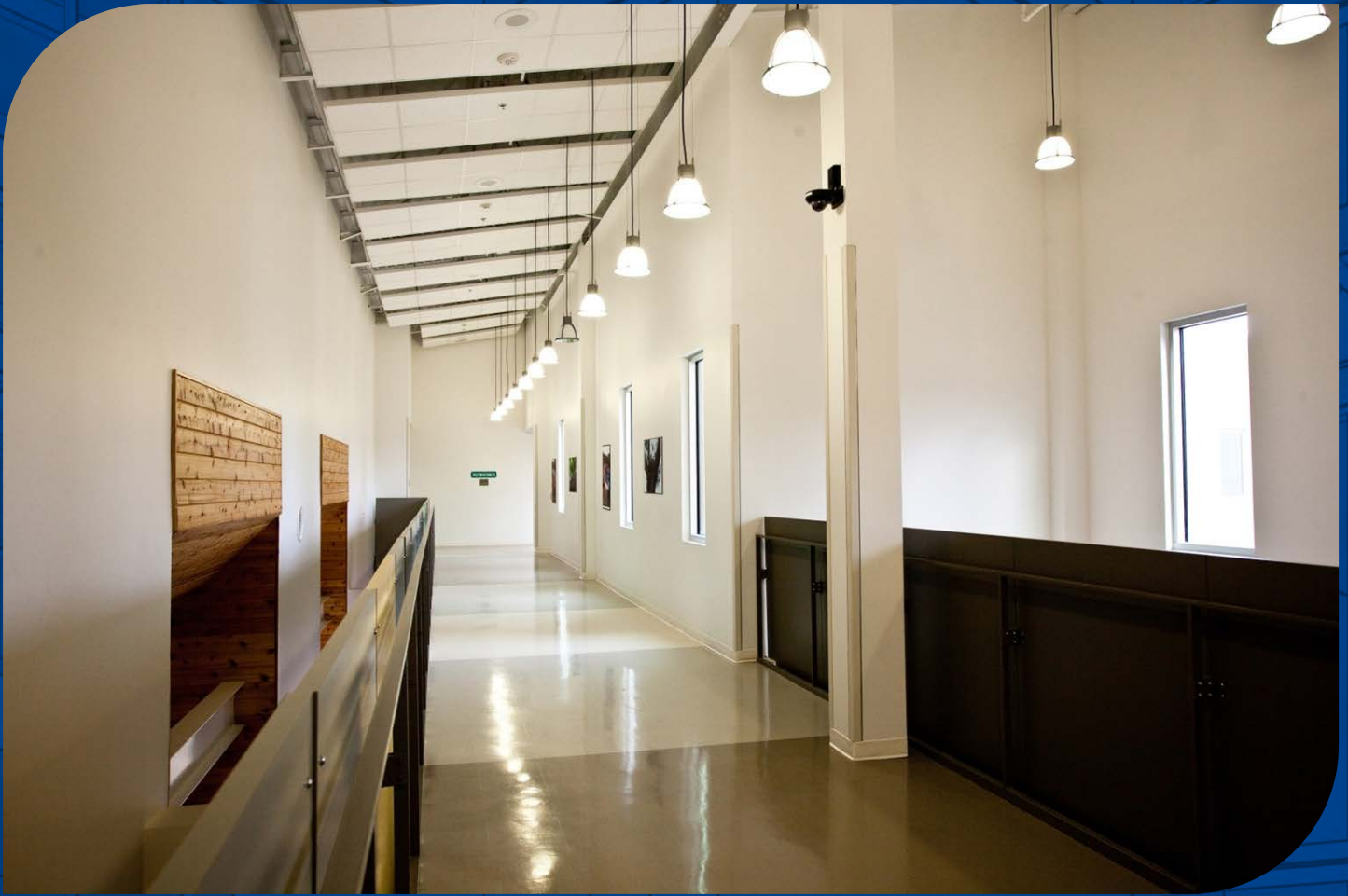
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Custodial / Maintenance

Custodial Closet

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



BUILDING SUPPORT



HISD EDUCATIONAL SPECIFICATIONS
HSPVA – DECEMBER 22, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING



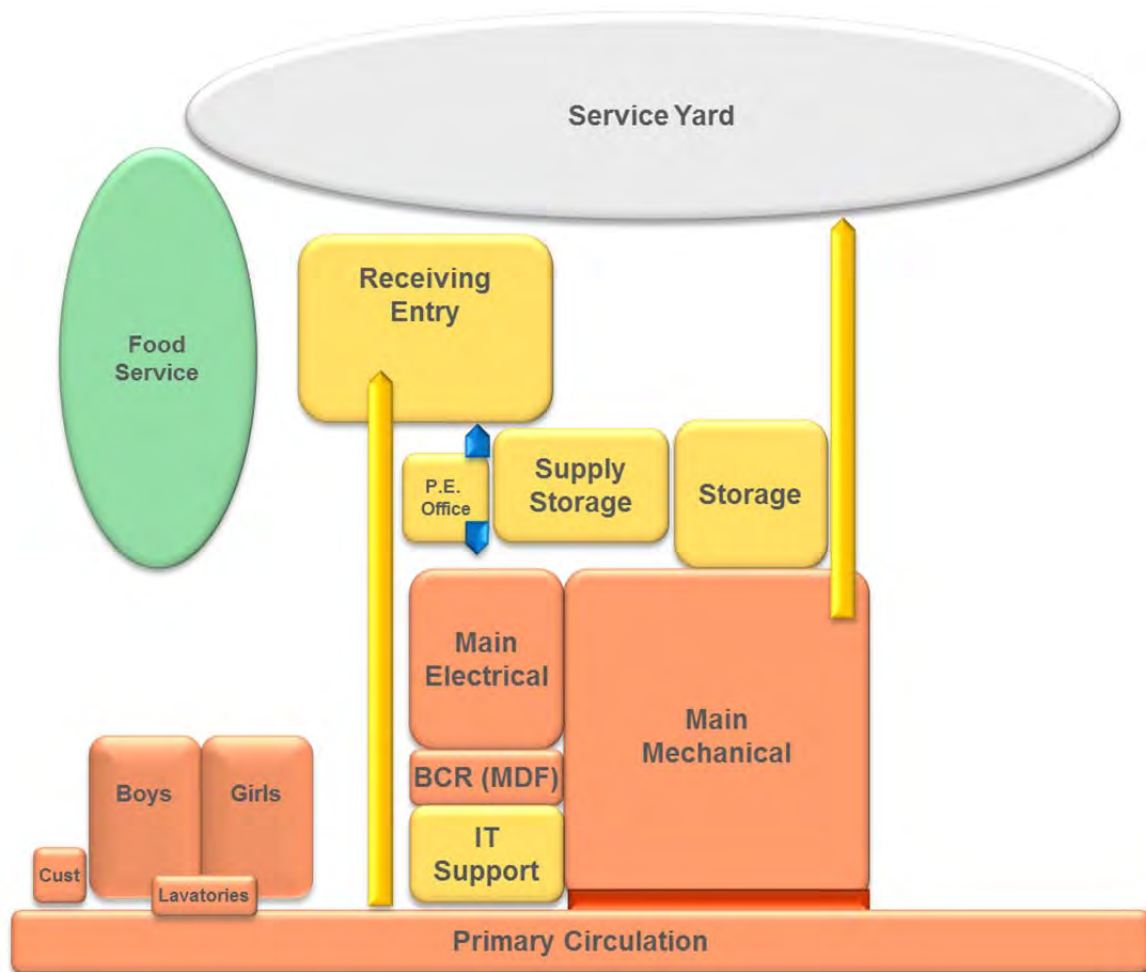


Building Support

Overview:

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

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



Legend

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

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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Building Support

Space Requirements

	Total Teaching Stations	Total Square Feet
Core Academic Area	18	24,493
Creative Writing	2	3,630
Visual Arts	3	15,494
Music	8	14,610
Dance	4	9,311
Resource Area (Journalism, Yearbook, etc.)	2	9,520
Shared Spaces	0	25,076
Welcome Center/Administration	0	4,785
Food Service	0	5,994
Custodial/Maintenance	0	2,273
Total Net	37	115,186
Building Support		55,439
Total Gross		170,625



Building Support

Corridors

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students• Faculty• Staff• Visitors	<ul style="list-style-type: none">• Circulation of occupants• Displaying awards, pictures, student work and school announcements
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Lockable display cases are encouraged for the displaying of awards, pictures, school announcements and student work.• Minimum corridor widths are:<ul style="list-style-type: none">• 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:	
<ul style="list-style-type: none">• Lockable display cabinets• Tack board / Tack wall	



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Building Support

Group Restrooms

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students	<ul style="list-style-type: none">• Personal hygiene
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Design for privacy without the need for doors	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors (not above sinks)• Paper towel dispensers• Soap dispensers	



Building Support

Single Restrooms

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



HISD EDUCATIONAL SPECIFICATIONS

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Building Support

Main Mechanical

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



Building Support

Main Electrical

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



HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Building Support

BCR - Building Communication Room (MDF)

FCR - Floor Communication Room (IDF)

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



Building Support

Stairs

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



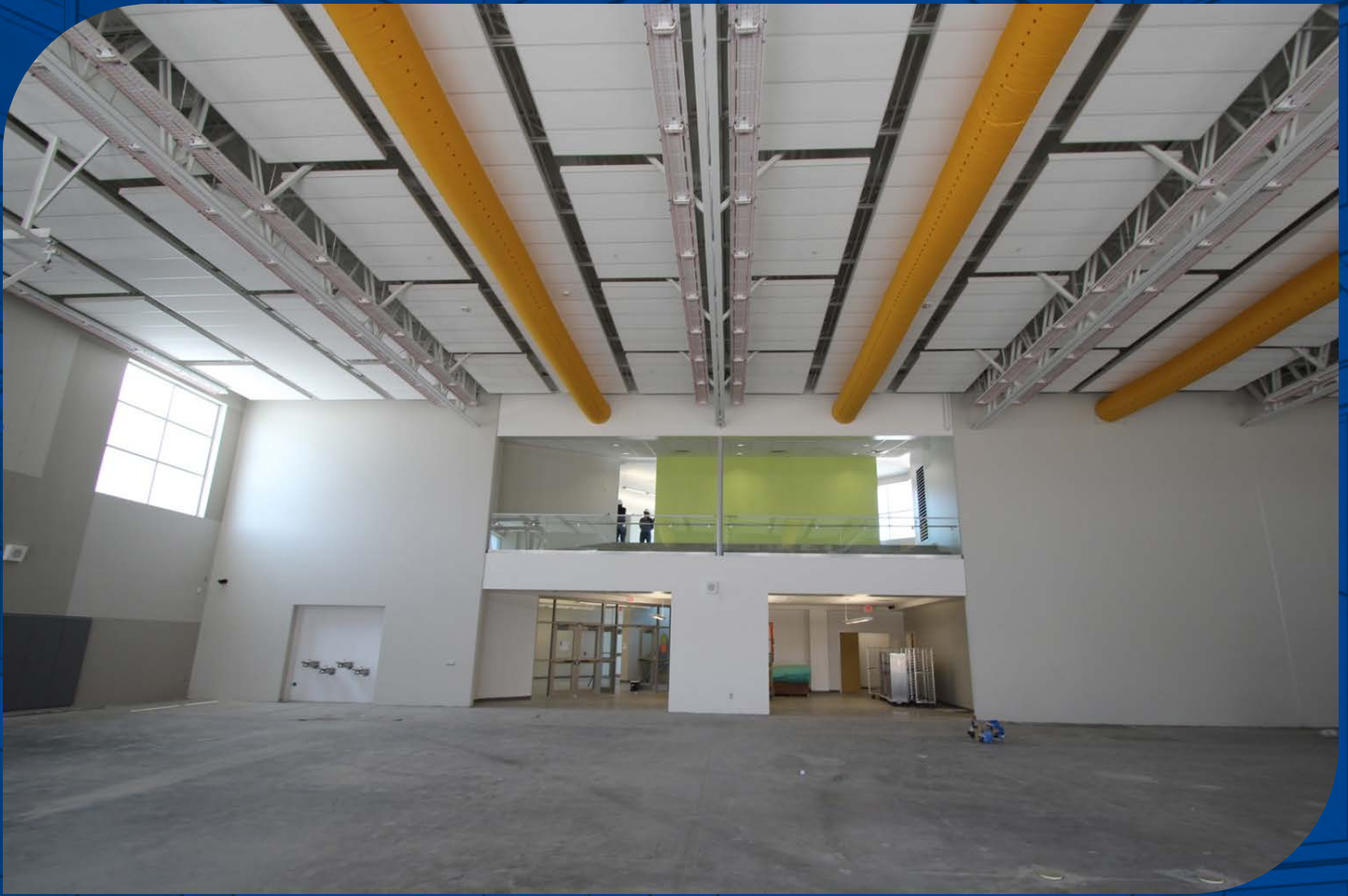
HISD EDUCATIONAL SPECIFICATIONS

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS

Building Support

Elevator

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



EDUCATIONAL SPECIFICATIONS MATRIX



HISD EDUCATIONAL SPECIFICATIONS
HSPVA – DECEMBER 22, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING





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 santized and long wearing.
- G4. Ceiling Heights shall be 9'-0" minimum, 10'-0" maximum, unless noted otherwise on Matrix
- G5. Terrazzo may be used as a floor finish in high traffic areas if project can bear the additional cost.
- G6. Use of carpet in non office areas must be approved by HISD.
- G7. The use of flexible furniture/equipment is encouraged. Built-in casework and shelving should be minimized-generally casework should only be provided where a sink is required.
- G8. All windows in spaces that are occupied on a regular basis shall receive shades or blinds.
- G9. All spaces to which a student may go shall have a visual connection (fixed window, door light or sidelight) to the adjacent space or circulation.
- G10. All spaces shown to receive an electronic whiteboard/projector by Owner should have blocking installed in the wall by the Contractor. The projector is integral to the board.
- G11. Provide accoustical 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.
- U. Provide plywood under GWB these areas to allow for hanging of artwork. Develop detail at floor base to address the need to constantly repaint these walls.
- V. Permanent dance floor over sprung basketweave type subfloor
- W. Provide high ceilings as required by the design.



FINISH, FENESTRATION & INFRASTRUCTURE MATRIX

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS



	FINISHES																OPENINGS						HVAC, PLUMBING AND ELECTRICAL										EQUIPMENT AND SPECIAL SYSTEMS										NOTES													
	FLOOR								PARTITIONS					CEILING			DOORS						WINDOWS		HVAC			PLUMBING				ELECTRICAL				EQUIPMENT				BUILT-INS				SPECIAL SYSTEMS												
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile	Glass Wall	Markable Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	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 fountain	Eye wash/Shower	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers		Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone		Specialty		
Neighborhoods																																																								
Learning Center				X					X	X	X		X	X	X		X		9/10	X		X		X	X			X								8	3	6	X			2	3	1						X						
Wet Lab				X					X	X	X		X	X			X		9/10	X		X			X			X	X	X		8	8		1	X	16		10	X			2	3	1			X	X	X	X	X				C,F,G
Wet Lab Storage				X					X	X	X						X		8			X		X		X		X	X		1	1		1	X	4	1	1				1	1				X	X	X	X	X					
Learning Commons/Information Center (Centralized)	X			X						X	X		X	X	X	X	X		12/16	X		X		X	X	X		X					2 charging areas with 3 quads e				X			1	1	1						X						D		
Learning Commons/Information Center Reading/Stacks Room	X			X					X	X	X						X					X		X	X						1					4	1	2				1	1				X	X			X					
Learning Center (Journalism, Yearbook, etc.)	X			X					X	X	X						X					X		X	X						1					4	1	2				1	1				X	X			X					
Learning Commons/Information Center Office	X			X					X	X	X						X					X		X	X						1					4	1	2				1	1				X	X			X					
Learning Commons/Information Center Workroom				X					X	X	X						X					X		X		X		X																												
Learning Commons/Information Center Storage	X			X					X	X	X						X					X		X	X						1					4	1	2				1	1				X	X			X					
Learning Commons/Information Center Extended Learning Areas/Lecture Hall/Testing/Multi-Purpose	X			X					X	X	X						X					X		X	X						1					4	1	2				1	1				X	X			X					
Small Group Room	X			X						X	X		X	X			X		9/10	X		X		X	X											4		1	X			1	1						X							
Teacher Work Center (10 work stations each)	X			X					X	X	X						X					X		X	X						1					4	1	2				1	1				X	X			X					
Storage				X					X	X	X						X		8			X		X			X									2													X							

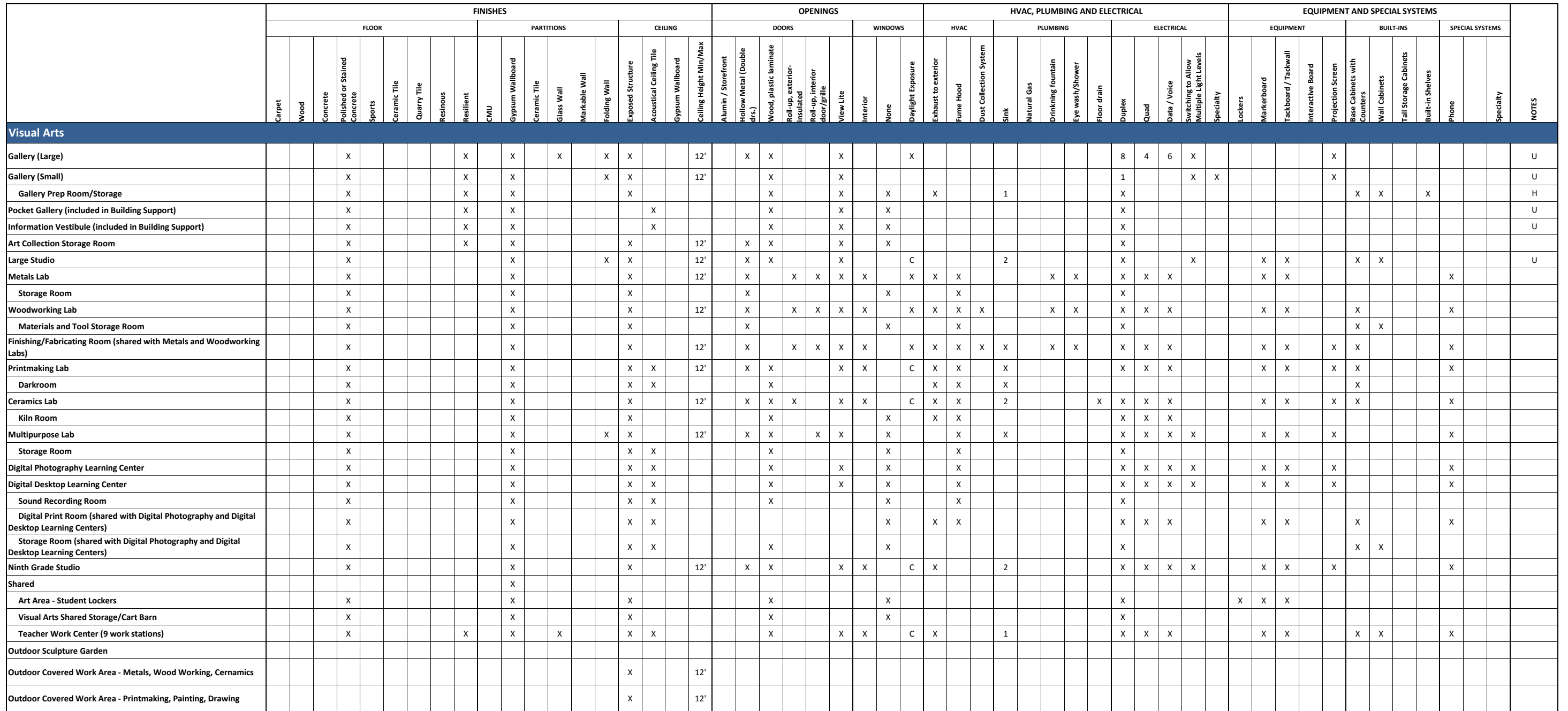


FINISH, FENESTRATION & INFRASTRUCTURE MATRIX

THE HIGH SCHOOL FOR THE PERFORMING AND VISUAL ARTS



	FINISHES																OPENINGS						HVAC, PLUMBING AND ELECTRICAL										EQUIPMENT AND SPECIAL SYSTEMS										NOTES														
	FLOOR								PARTITIONS				CEILING				DOORS				WINDOWS		HVAC			PLUMBING			ELECTRICAL				EQUIPMENT				BUILT-INS			SPECIAL SYSTEMS																	
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile	Glass Wall	Markable Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	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 fountain	Eye wash/Shower	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers		Markerboard	Tackboard / Tackwall	Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone		Specialty			
Creative Writing																																																									
Creative Writing/Multipurpose Learning Center				X					X	X	X		X	X	X		X		9/10	X		X		X	X			X							8	3	6	X			2	3	1														
Resource Room: Elective				X					X	X	X		X	X			X		9/10	X		X			X			X					8	8		1	X	16		10	X			2	3	1		X	X	X	X	X					C,F,G
Technology Room				X					X	X	X		X	X			X		9/10	X		X			X			X					8	8		1	X	16		10	X			2	3	1		X	X	X	X	X					C,F,G
Resource/Archive/Reading/Storage Center	X			X					X	X	X		X	X			X		9/10	X		X			X			X					8	8		1	X	16		10	X			2	3	1		X	X	X	X	X					C,F,G
Storage Center				X					X	X	X						X		8			X			X		X						1	1		1	X	4	1	1			1	1			X	X	X	X	X						
Teacher Work Center				X					X	X	X		X	X			X		9/10	X		X			X			X					8	8		1	X	16		10	X			2	3	1		X	X	X	X	X					C,F,G





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	FLOOR								PARTITIONS					CEILING			DOORS						WINDOWS		HVAC		PLUMBING				ELECTRICAL				EQUIPMENT				BUILT-INS			SPECIAL SYSTEMS																
	Carpet	Wood	Concrete Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile	Glass Wall	Markable Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	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 (dual height)	Eye wash/Shower	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall		Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone	Specialty						
Music																																																										
Band/Orchestra Learning Center				X					X	X	X					X		22/24		X	X			X	X		X							1				10	2	6	X				2	3	1					X	X					E
Large Ensemble Learning Center (Instrumental, Sectional, Jazz, Rhythm) - 15 students				X					X	X	X					X		16/20			X			X	X											X	X	X	X				1	1						X								
Instument Storage/Repair				X					X	X	X					X				X	X			X		X							1					2		1			X	1	1						X						I	
Instrumental Music Storage/ Library (Band/Orchestra)				X					X	X	X					X					X			X		X											2		1					1	1						X							
Jazz Learning Center				X					X	X	X					X		18/22		X	X			X	X		X									1			10	2	6	X			2	3	1					X	X				E	
Mariachi Learning Center				X					X	X	X					X		16/20		X	X			X	X		X									1			10	2	6	X			2	3	1					X	X				E	
Piano/Keyboard Learning Center	X	X								X	X					X					X			X	X		X									1			10	2	6	X			2	3	1					X	X				E	
Harp Rehearsal/Storage				X					X	X	X					X				X	X			X	X		X									1			10	2	6	X			2	3	1					X	X				E	
Instrument Uniform Storage				X					X	X	X					X					X			X		X											2		1				1	1						X								
Instrumental Music Storage/ Library (Jazz/Mariachi/Handbells)				X					X	X	X					X					X			X		X											2		1				1	1						X								
Instrumental Music Practice Room - 1 person	X			X					X	X	X				X	X					X			X													X		X					1														
Instrumental Music Practice Room - 2 person	X			X					X	X	X				X	X					X			X													X		X					1														
Small Ensemble Learning Center (Instrumental, Sectional, Jazz, Rhythm) - 6 students				X					X	X	X					X					X			X	X												X	X	X	X			1	1						X								
Choir Learning Center				X						X	X					X		16/20		X	X			X	X		X										1			6	2	6	X			1	3	1					X	X				E
Voice/Pop Choir/Handbells Learning Center				X					X	X	X					X				X	X			X	X		X										1			6	2	6	X			1	3	1					X	X				E
Large Ensemble Learning Center (Choir Sectional/Chamber Choir)				X					X	X	X					X		16/20			X			X	X		X										1			6	2	6	X			1	3	1					X	X				E
Choir Uniform / General Storage				X					X	X	X					X					X			X		X												2		1				1	1					X								
Choir Music Storage / Library				X					X	X	X					X					X			X		X												2		1				1	1					X								
Choir Practice Room - 1 person	X			X					X	X	X				X	X					X			X														X		X					1													
Choir Practice Room - 2 person	X			X					X	X	X				X	X					X			X														X		X					1													
Music Theory/Academic Learning Center	X			X					X	X	X					X				X	X			X	X		X										1			10	2	6	X			2	3	1					X	X				E
Music Theory/Music Production Learning Center	X			X					X	X	X					X				X	X			X	X		X										1			10	2	6	X			2	3	1					X	X				E
Teacher Work Center (9 work stations)	X			X					X	X	X		X			X				X			X	X		X									X			X	X	X	X			1	1			X	X									
Percussion Storage	X									X	X					X					X																																					



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	FLOOR								PARTITIONS					CEILING				DOORS					WINDOWS			HVAC			PLUMBING				ELECTRICAL				EQUIPMENT				BUILT-INS			SPECIAL SYSTEMS											
	Carpet	Wood	Concrete	Polished or Stained Concrete	Sports	Ceramic Tile	Quarry Tile	Resinous	Resilient	CMU	Gypsum Wallboard	Ceramic Tile	Glass Wall	Markable Wall	Folding Wall	Exposed Structure	Acoustical Ceiling Tile	Gypsum Wallboard	Ceiling Height Min/Max	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 (dual height)	Eye wash/Shower	Floor drain	Duplex	Quad	Data / Voice	Switching to Allow Multiple Light Levels	Specialty	Lockers	Markerboard	Tackboard / Tackwall		Interactive Board	Projection Screen	Base Cabinets with Counters	Wall Cabinets	Tall Storage Cabinets	Built-in Shelves	Phone	Specialty		
Dance																																																							
Dance Studio								X	X	X						X		12/14		X	X			X	X		X							1				10	2	6	X			2	3	1					X	X			E, V
Dance Storage			X	X				X	X	X						X				X	X			X		X						1				2		1			X	1	1					X				I			
Tap Dance Learning Center								X	X	X						X		12/14			X			X	X										2		1				1	1					X				E, V				
Costume/General Storage			X	X				X	X	X						X					X			X	X		X								10	2	1				1	1					X								
Laundry			X	X				X	X	X						X					X			X		X									2		1				1	1					X								
Boys' Locker Room				X		X		X		X	X					X					X				X		X								4		2				X	1	2						X			E			
Boys' Toilet / Showers				X		X		X		X	X	X					X				X					X		X					X																						
Girls' Locker Rooms				X		X		X		X	X					X					X				X		X									4		2				X	1	2					X			E			
Girls' Toilet / Showers				X		X		X		X	X	X					X				X					X		X																											
Teacher Work Center (4 work stations)	X			X				X		X	X		X			X					X			X	X		X						X		X	X	X	X			1	1			X	X									
Faculty Toilet / Shower / Locker				X		X		X		X	X	X					X				X					X		X					X																						



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	FLOOR								PARTITIONS					CEILING					DOORS					WINDOWS			HVAC			PLUMBING				ELECTRICAL			EQUIPMENT				BUILT-INS			SPECIAL SYSTEMS										
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Theater																																																						
Black Box Learning Center		X		X					X	X	X					X	X		18/22			X			X											X	X	X	X			1	3	1						X				W.
Black Box Control Booth			X	X					X	X	X					X	X					X	X													X			X							X								
Drama Movement, Rehearsal Learning Center									X	X	X						X				X	X			X	X							1			10	2	6	X				2	3	1					X	X			E, V
Design Lab & Media Center - Script Library				X					X	X	X						X				X	X			X	X																												
Scene Shop			X	X					X	X	X						X				X	X			X	X				X																			X	X				
General Storage			X	X					X	X	X						X				X	X			X	X																								X				
Stage & Scene Storage			X	X					X	X	X						X				X	X			X	X				X																				X				
Prop & Furniture Storage			X	X					X	X	X						X				X	X			X	X			X																					X				
Costume Lab & Shop/Laundry			X	X					X	X	X					X	X				X	X			X	X			X																					X				
Costume/General Storage				X					X	X	X						X				X	X			X	X																								X				
Teacher Work Center (6 work stations)	X			X					X	X	X			X			X				X			X	X		X					X				X	X	X	X			1	1			X	X			X				





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HOUSTON INDEPENDENT SCHOOL DISTRICT
CONSTRUCTION AND FACILITY SERVICES: FACILITIES PLANNING - DECEMBER 22, 2014
www.houstonisd.org/Domain/7974



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