

YOUNG WOMENS COLLEGE PREPARATORY ACADEMY EDUCATIONAL SPECIFICATIONS

June 22, 2015

Approved:

A handwritten signature in black ink, reading "Delesa O'Dell-Thomas".

Delesa O'Dell-Thomas, Principal

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HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMENS COLLEGE PREPARATORY ACADEMY

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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

Young Women's College Preparatory Academy Guiding Principles

Flexible: The building must be flexible and adaptable to various types of learning. It should include small and large learning environments, state of the art technology, places for collaboration and gathering and there should be a distinct separation between middle school and high school. Furthermore, there should be flexibility in how we use our current spaces in order to ensure that we create a science and math wing.

Sisterhood: YWCPA is an exceptional learning community that encourages the development and nurturing of positive leadership skills and strong partnerships both within our school and surrounding communities.

Historical: The building that houses YWPCA has had a historic presence in the Third Ward community for many years. The building is classic and timeless as it was built in 1927. All work should seek to honor the tradition of the original building facade, entry way and auditorium. The work should reflect the long history of the building as well as the many and diverse communities that have called this building home including the present day concept of the single gender school at YWCPA.

Diverse: YWCPA is a diverse school as it is both and middle and high school, draws students from all over Houston and has an unwavering focus on STEM and Technology. The built environment should reflect and exemplify the positioning statement throughout the campus.

Functional: The built environment should provide learning spaces that ignite productivity, support teamwork and are purposeful in location and placement. These spaces should push the design envelope and revolutionize the way learning happens at YWCPA.



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EXECUTIVE SUMMARY

Overview:

This scope of this project as approved as part of the 2012 bond referendum is for partial replacements and general renovations for a campus accommodating 900-1,000. During discussions with the Project Advisory Team (PAT) priorities for the school were discussed and consensus reached on how best to address the needs of the school and its programs. The top priority of the PAT was to provide a new Math, Science and Technology wing, secure the campus by relocating the main office and creating a security vestibule, increasing flexible instructional space, enclosing the walkway from the main building to the cafeteria, increasing day lighting and creating 21st century environments with various type of furniture in certain spaces such as the cafeteria.

This Educational Specification evolved through a collaborative process with the school and it's Project Advisory Team (PAT). It was developed by exploring program requirements with consideration for extensive flexibility to address multiple approaches to the delivery of education with evolving pedagogies. 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 desired. 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



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individual and group space. Connections, where possible, to the outdoors are important for active learning and science projects.

Technology

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

Flexibility

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

Flexibility is addressed in this educational program through providing:

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

Organization

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

Learning Centers

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



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

Science Learning Centers/Wet Labs will have perimeter counters and sinks with tables that can be configured for individual activities, small group clusters, lab stations or moved back to the edges of the room for experimentation that requires free movement. Each Science Learning Center/Wet Lab will contain a sink for every 4 students and a demonstration table for teacher demonstration of experiments.

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

PROGRAM AREA OVERVIEW

Administration/Guidance

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

Offices in this area may include the Principal, support staff, guidance and health services. These spaces should be located in a centralized area at the main entrance of the school to provide a controlled access point during the school day.

Neighborhoods

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

The neighborhoods can be organized based on individual grade levels, multi-grade groupings, or departmental groupings. The learning communities should be located near the Media Center and away from noisy spaces such as the Gymnasium and Cafeteria.



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Special attention should be given to accessibility of all educational and support spaces and an integrated learning program.

Learning Commons

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

Visual Arts

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

Performing Arts

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

Physical Education

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

Food Services

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



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Building Support – Corridors and Common Spaces

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

Technology

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

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.



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Flexibility

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

Indoor and Outdoor Learning Environments

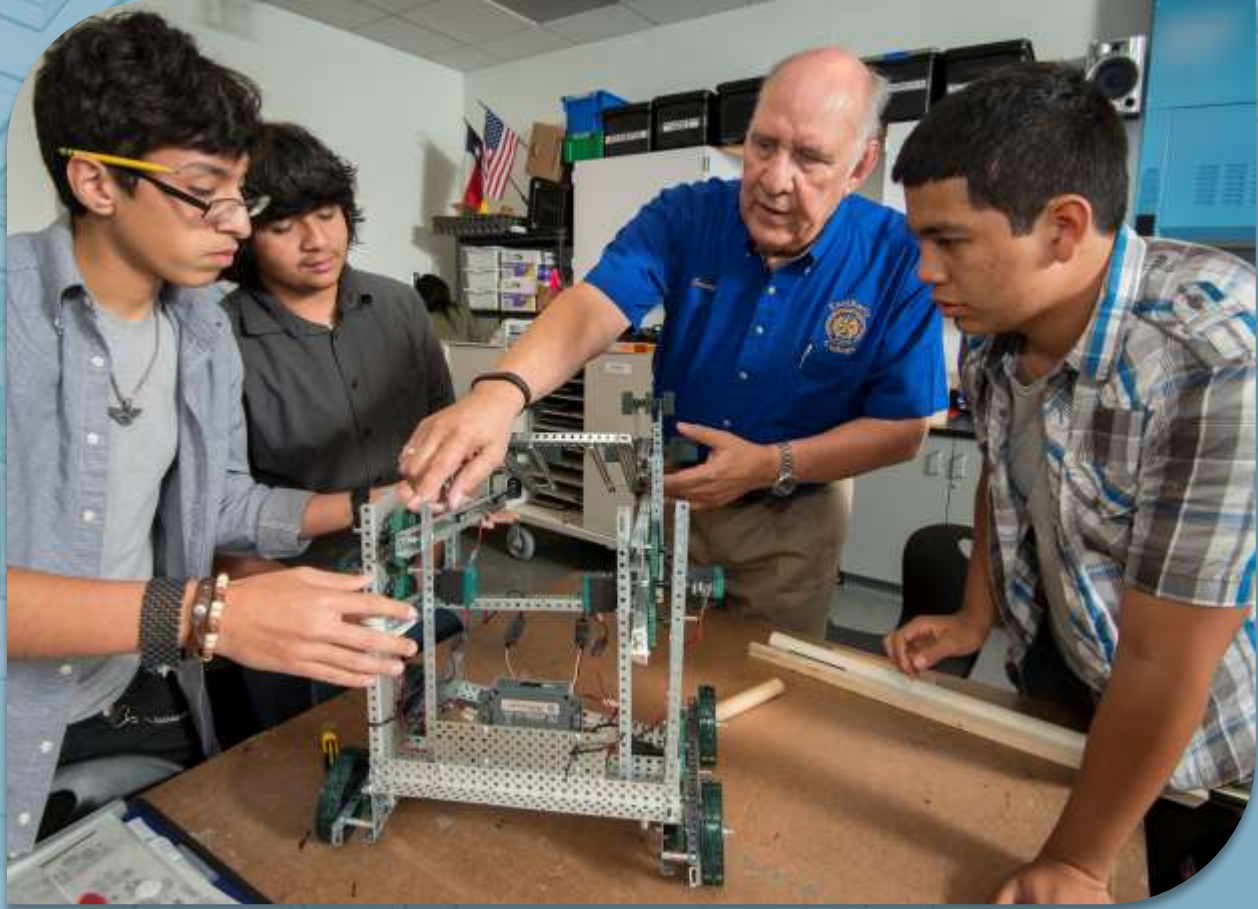
By rethinking all spaces, better use of the facilities and site can occur. One way to accomplish this is to use windows and outside areas to make rooms “feel” larger as well as utilizing outdoor areas for teaching environments. All grade level learning centers must have windows to the exterior.

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



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Neighborhoods

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CAPACITY MODEL

	# Teaching Stations	Students per Teaching Station	Building Capacity	% Utilization	Program Capacity
Core Academic Learning Center (English, Math, Social Studies, World Language, ESOL, Health) - High School	16	21	336	85%	286
Core Academic Learning Center (English, Math, Social Studies, World Language, ESOL, Health) - Middle School	12	28	336	85%	286
Science Learning Center/Wet Lab	7	28	196	85%	167
CTE/STEM - Graphic Design	1	28	28	85%	24
Exploring Careers (MS Elective)	1	28	28	85%	24
Advanced Concepts of Engineering	1	28	28	85%	24
Advanced Computer Science and Engineering	1	28	28	85%	24
Visual Arts Learning Center	1	28	28	85%	24
Fine Arts Learning Center	1	28	28	85%	24
Gymnasium	1	32	32	85%	27
Total	42		1,068		908



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SPACE REQUIREMENTS SUMMARY

	Teaching Stations	Total
Core Academic Area	35	51,320
Career and Technical Education	4	8,315
Visual Arts	1	1,590
Performing Arts	1	11,775
Physical Education	1	18,755
Administration/Guidance	0	8,898
Student Dining/Food Service	0	8,904
Custodial/Maintenance	0	1,148
Total Net	42	110,705
Building Support		44,234
Total Gross		154,939

Other Work:

Existing Tech Center building to be demolished to build math and science wing connected to the main building.

4,482

The Site Specific Required Spaces proposed above reflect the spaces needed to address the educational requirements. In order to meet these requirements within the Project's construction budget, spaces will be provided either in new construction, renovated areas of the existing building or in existing spaces. The allocations in the new and renovation columns above (and on the detail which follow) are a starting point for exploration by the design team and presume that any program required spaces not included will be accommodated in un-renovated existing spaces. As the design evolves, the allocation to new, renovated or existing is likely to vary as long as the overall needs are met within the construction budget.

The numbers here are reflective of the Schematic Design Submittal received from Natex Architects on June 22, 2015. The final spaces of the building will continue to vary, however should not deviate much from this submittal.



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SPACE REQUIREMENTS

Neighborhoods	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
HS Learning Centers	16	16	837	13,395
MS Learning Centers	12	12	839	10,063
Science Learning Center/Wet Lab	7	7	1,655	11,585
Wet Lab Storage		4	286	1,145
Flex Lab		1	951	951
Learning Commons/Information Center/Extended Learning Area		15	673	10,096
Learning Commons/Information Center Storage/AV Storage		4	106	424
IT Repair and Storage		2	516	1,031
Teaching Theater		1	1,469	1,469
Table and Chair Storage		1	238	238
Small Group Rooms		4	122	489
Study Hall		1	434	434
Total	35			51,320



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Career and Technical Education	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
CTE/STEM - Graphic Design	1	1	973	973
Storage		1	150	150
Printing		1	98	98
Exploring Careers (MS Elective)	1	1	1,215	1215
Storage		1	204	204
Advanced Concepts of Engineering	1	1	1,200	1200
Storage		1	204	204
Advanced Computer Science and Engineering	1	1	1,270	1270
Storage		1	217	217
Robotics Competition Space		1	1,505	1505
Storage		1	201	201
Printing Room		1	142	142
Schlumberger Engineering Lab		1	863	863
Storage		1	73	73
Total	4			8,315

Visual Arts	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Visual Arts Learning Center	1	1	1,207	1,207
Kiln Room		1	107	107
Storage Room		1	276	276
Total	1			1,590



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Performing Arts	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Fine Arts Learning Center / Black Box	1	1	1,500	1,496
Uniform/General Storage		1	400	401
Music Storage/Library/ Office		1	100	114
Auditorium		1	5,350	5,359
Upper Level		1	3,600	3,610
Stage		1	795	795
Total	1			11,775

Physical Education	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Gymnasium	1	1	8,410	8,410
Concessions		1	100	100
HS Girls'/MS Girls' PE Locker Room		2	320	640
Toilets/Showers		2	170	340
Adult Toilet/Shower/Locker		2	114	228
Office B		2	128	256
Laundry		1	114	114
Pool (Existing)		1	3,205	3,205
Pool Showers		1	649	649
Storage		1	3,156	3,156
Dressing Room		2	171	341
Dressing Room		1	260	260
PE Equipment Storage		2	209	417
Fitness Area		1	639	639
Total	1			18,755



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Administration/Guidance	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Administration (Main Entry and Security Vestibule)		1	1,052	1052
Reception, Administration (Main Office)		1	693	693
Principal's Office		1	276	276
Principal's Restroom		1	58	58
Storage		1	43	43
Conference Room, Small		1	190	190
Clinic (includes waiting area, restroom and office)		1	718	718
Magnet Coordinator Office		1	182	182
College Access Coordinator Office		1	219	219
Dean's Suite				
Reception		1	207	207
Dean of Students Office		1	183	183
Dean of Instruction Office		1	159	159
Storage		1	112	112
Conference Room		1	125	125
Testing Materials Storage		1	348	348
Guidance Suite				
Reception		2	199	398
Attendance Office		1	212	212
Conference Room		1	157	157
Registrar's Office		1	199	199
Police Office		1	142	142
Records Storage		1	157	157
School Store		1	116	116
Textbook Storage		1	538	538
Teacher Work Center		2	386	772
Distributed Administration Suite (2nd Floor)		1	422	422
Distributed Administration Suite (3rd Floor)		1	585	585
PTO Room		1	364	364
Community Room		1	271	271
Total	0			8,898



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Food Service	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Kitchen Preparation / Serving Area (Existing)		1	1,200	3,054
Student Dining Commons (Existing)		1	5,281	5477
Cafeteria Walkway Enclosure		1	373	373
Total		0		8,904

Custodial/Maintenance	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Office, Plant Engineer		1	150	211
Custodial Closet		11	100	937
Total		0		1,148



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Site

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SITE

Overview

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

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

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

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

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

In planning new school construction and in site planning on existing campuses, space should be identified to site six temporary classroom units (T-Buildings) and accommodations made for their future utility hookups.



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Design Considerations

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



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- Consider safety and social zones of activity.
- Parking lots should be distant from foul ball territory.
- Screen noise producing areas from instructional areas.
- Determine which development standards will be required, as these may have different requirements.
- In planning fields include fencing such as backstops, outfield, dugouts, temporary fencing with the thought of providing multiple use of athletic fields.
- See Design Guidelines concerning irrigation.
- Follow standards published by National Federation of State High School Associates for guide to proper athletic field orientation, sizes and markings:
National Federation of State High School Associations
PO Box 361246
Indianapolis, IN 46236-5324
1-800-776-3462



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SITE

Future T-Buildings Area/Addition

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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)• Meeting with parents, students and other visitors• Placing phone calls
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• 3 Waste Bins (dumpsters)• 1 Recycling Bin (dumpster)	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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 up to __ buses• Overnight parking for up to ____ buses/daytime parking for driver's personal 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 in close proximity to the main entrance, preferably near large assembly area within the school building and as a second priority, outdoor play area.• Provide a convenient, covered, accessible loading area for buses that is closer to the school than the car loading area (with the exception of special needs children).	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SITE

Car Parking

<p>USERS:</p> <ul style="list-style-type: none"> • Parents • Students (High School) • Community members • Faculty/Staff 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • 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. • Comply with quantities noted above or code requirements – whichever is greater
<p>DESIGN CONSIDERATIONS:</p> <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 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Consecutively numbered spaces • “Visitor” spaces near main entrance • 6 “Reserved” spaces near administrative entrance 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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 vehiclesAccommodate several cars
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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SITE

Baseball (Existing, Will Be Master Planned for Future Use)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Faculty• Athletic Teams• Community	<ul style="list-style-type: none">• Competing (Athletics)• Practicing (Athletics)
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Provide 6'-0" high perimeter fencing and 12'-0" high backstop fencing with 6'-0" foul ball screen set at 45 degrees on top• Provide fencing for the "dugout"• Include in planning future bleachers, adjacency to football/track concession stand, ticket booth, restrooms• Site will be master planned for future use by YWCPA as softball field, track/walking trail and soccer field.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Permanently installed apparatus/infrastructure• Electrical stub outs from main facility for scoreboards• Irrigation system for outfield, quick connects for infield	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SITE

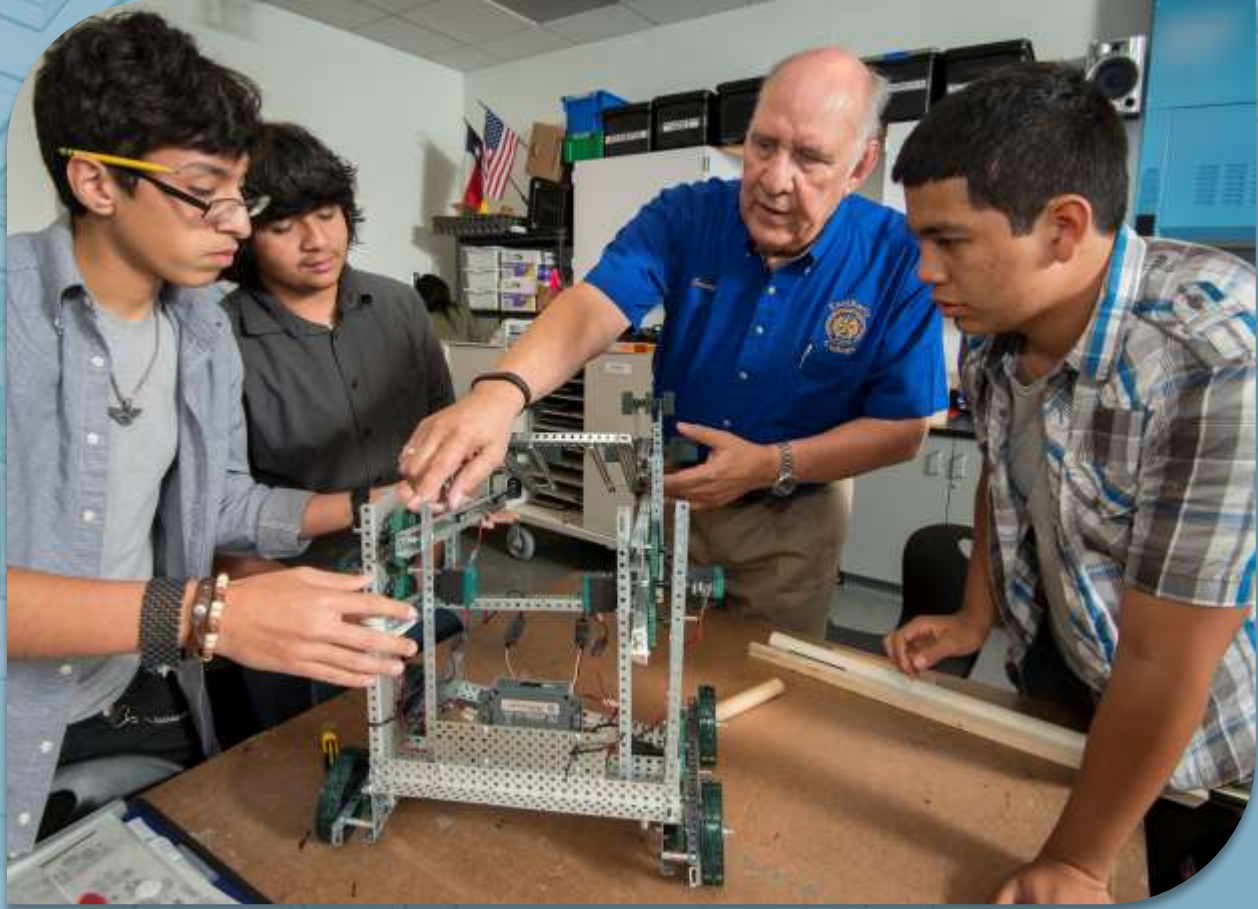
General

USERS: <ul style="list-style-type: none"> • Parents • Students • Community members • Faculty/staff 	ACTIVITIES: <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 • Trash cans • Benches 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



Neighborhoods

HISD EDUCATIONAL SPECIFICATIONS
JUNE 22, 2015



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

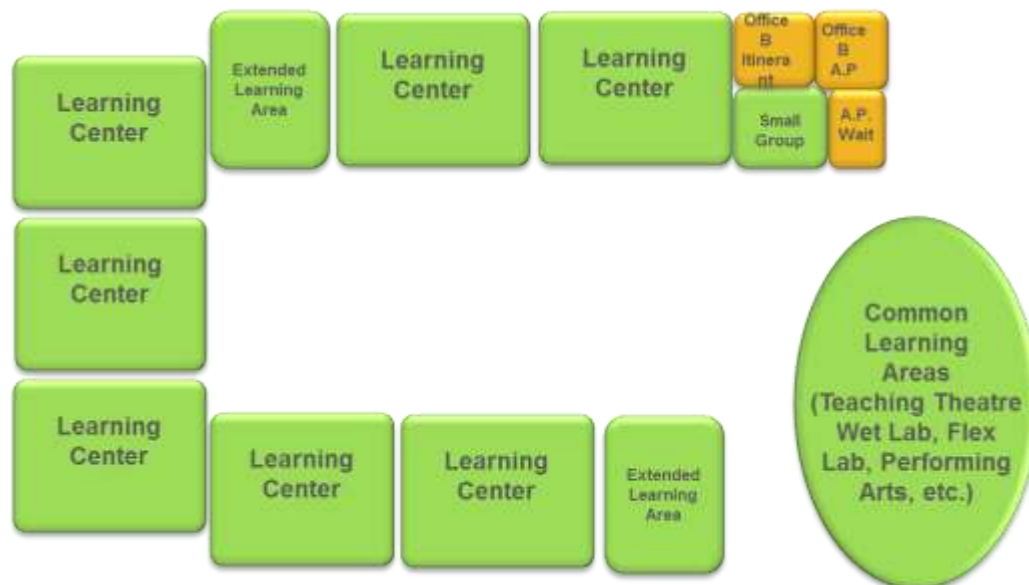
NEIGHBORHOODS

Overview:

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

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

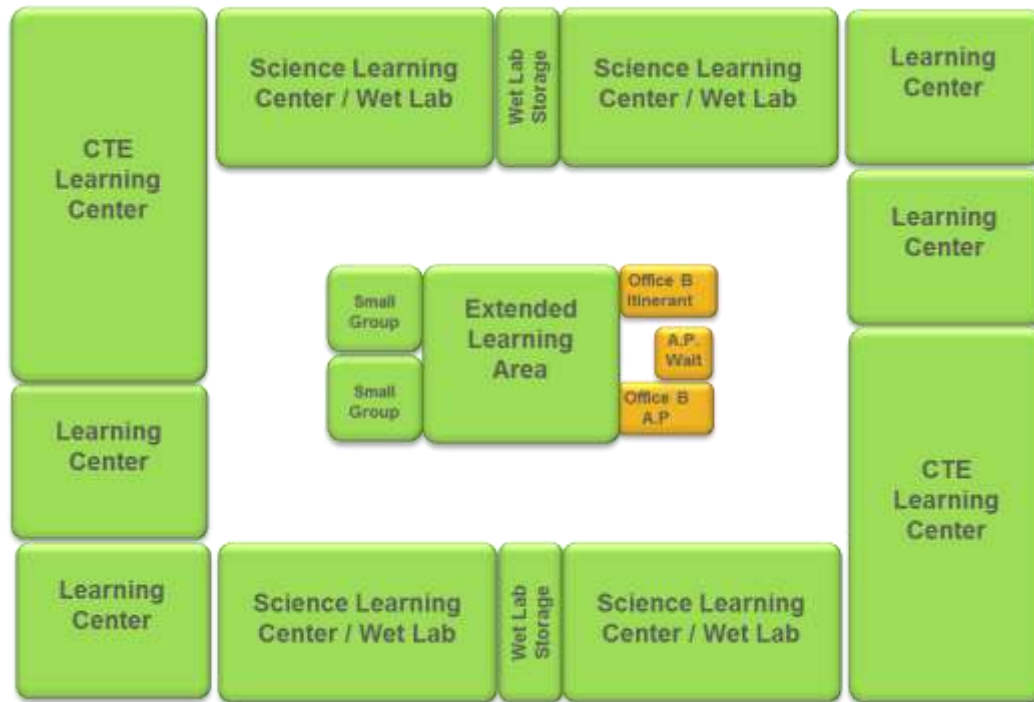
Each neighborhood will include collaborative spaces for students and faculty, Core Academic Learning Centers, Science (or other flex) Lab space, and a CTE Learning Center. The neighborhoods will be arranged adjacent to common learning areas as well as Assistant Principal's offices.





HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SPACE REQUIREMENTS

Neighborhoods	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
HS Learning Centers	16	16	837	13,395
MS Learning Centers	12	12	839	10,063
Science Learning Center/Wet Lab	7	7	1,655	11,585
Wet Lab Storage		4	286	1,145
Flex Lab		1	951	951
Learning Commons/Information Center/Extended Learning Area		15	673	10,096
Learning Commons/Information Center Storage/AV Storage		4	106	424
IT Repair and Storage		2	516	1,031
Teaching Theater		1	1,469	1,469
Table and Chair Storage		1	238	238
Small Group Rooms		4	122	489
Study Hall		1	434	434
Total	35			51,320



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

HS and MS Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> • Teachers • 22 - 33 Students 	<p>ACTIVITIES:</p> <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
<p>DESIGN CONSIDERATIONS:</p>	
<ul style="list-style-type: none"> • Visibility from Learning Center to extended learning areas shall be provided. • Operable partitions are permitted in this area 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p>	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall (preferably more flexible and not fixed) • 2 flag holders • 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 • Student Area: <ul style="list-style-type: none"> • 28 Student tables – flexible furniture – trapezoid shaped tables • 28 Student chairs - flexible furniture • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Projector • Clock • 1 flexible double room • Phone 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Science Learning Center/Wet Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Staff/Faculty • 22 – 25 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 • Gas at casework high school only (M.S. Bunsen burners) • 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) floor to ceiling • 2 - flag holders • 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 • Casework – Side wall: <ul style="list-style-type: none"> • 7 - 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, fire blanket, fire extinguisher • Goggle cabinet with UV light for disinfecting storage area of wet lab • Fume hood in 1/3 of Learning Centers/Wet Labs at wall connecting with Prep Room H.S. only • 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 moveable, flexible • 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) • Water distiller system to make distilled water • Add phone 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Wet Lab Storage

USERS: <ul style="list-style-type: none">• Teacher• Staff/Faculty• Students	ACTIVITIES: <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• Acid base storage cabinet, lockable	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Flex Lab

USERS: <ul style="list-style-type: none"> • Teachers • 24-30 Students 	ACTIVITIES: <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"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall: • 2 flag holders • 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 • Stool • Student Area: <ul style="list-style-type: none"> • 28 Student tables • 28 Student chairs • 3 computer tables, 30"x60" • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Projector • Clock 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Learning Commons/Information Center (Central)

<p>USERS:</p> <ul style="list-style-type: none"> • Students • Faculty • Staff • Community members and parents for after school events 	<p>ACTIVITIES:</p> <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
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • None 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <ul style="list-style-type: none"> • Blinds for windows • Adjustable shelving for books. Locate tall shelving on room perimeter. Shelf units to be no wider than 36". Provide both 60-70"H (on perimeter only) and 42"H units. Perimeter units shall be detailed and coordinated with electrical to provide for outlets in the toe space. 42"H units should be double sided and on large casters. • 8 Tables • 6 computer tables (optional-may not be required in PowerUp schools) • Printer table • 38 chairs • 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"> • 2 task chairs • Drawer/door base cabinets & low shelving behind circulation desk with work space for processing • Work station for computer terminals and printer. Provide grommets for wire managements • Multi-level check in/out counter • Book drop-off with depressible book truck • Network capabilities for access to programs and on-line card catalog • Soft seating: chairs and tables for 10 • Clock • Projector 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

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

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 the square footage for these spaces will be from the Learning Commons/Information Center.• Should be visible from Learning Centers.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Continuous marker surface on one wall• Blinds for windows• Tables• Chairs• Soft seating• Clock	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Learning Commons/Information Center – AV Storage

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"> • Blinds for windows • Casework: <ul style="list-style-type: none"> • Maximum LF of cabinets on 2 walls, including sink cabinet, drawer/door cabinets and wall-mounted door/shelf cabinets • Center island with large, shallow drawers for posters, drawer/door cabinets, and open shelving • 4'x4' marker board • 4'x4' tack board 	
<ul style="list-style-type: none"> • Paper towel dispenser • Soap dispenser 	
<ul style="list-style-type: none"> • 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 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Small Group Room

USERS: <ul style="list-style-type: none">• Teachers• Students	ACTIVITIES: <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">• 4'x8' marker board• 4'x8' tack board• 6 person table• 6 chairs	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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">• 4'x4' tack board• Maximum LF of heavy-duty 18"D adjustable shelving	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Computer/ IT Repair and Storage (Technology Center)

USERS: <ul style="list-style-type: none">• 2 Computer Repair Technicians• 2-4 Student Helpers• 3 IT Contractors	ACTIVITIES: <ul style="list-style-type: none">• Distributing computers• Receiving computers needing repair• Repairing computers• Instructing students on the repair of computers• Securely storing computers, bags and peripheral parts (cables, batteries, etc.)• Conducting inventory
DESIGN CONSIDERATIONS: <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	
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 #782MGY• Adjustable Shelving• 4 wire bin shelving to hold bins similar to Quantum #QUS954B• Antistatic mats	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Teaching Theatre

USERS: <ul style="list-style-type: none">• Teachers• 48-75 Students	ACTIVITIES: <ul style="list-style-type: none">• Mastering 21st Century learning skills• Project-based learning• Technology-based instruction• Collaborative relationship building• Demonstrations• Working in small groups and in large groups• Testing• Lecturing
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Floor shall be tiered. Tiers to be sufficiently wide to allow for 18" deep folding tables and chairs to be arranged along with an aisle behind the chairs.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Blinds for windows• Electrically operated projection screen -• Presentation Wall:<ul style="list-style-type: none">• 1 - 4'x4' Tack Board• 1 - 8'x4' Marker Board• Tack Strips located 12" above marker/tack boards• 2 flag holders and map hooks• Presentation Cart• Teacher stool• 37 two person - 18" deep folding tables with cart• 75 stacking chairs with cart• Electronic Whiteboard mounted on presentation wall adjacent to and at same height as marker board• Clock• Movable podium	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Teaching Theatre Table/Chair Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Teacher• Staff/Faculty• Students	<ul style="list-style-type: none">• Storing table and chair carts
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Size door openings to allow for easy movement of carts.• Locate under teaching theater stairs for maximum use of space	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Chairs, Tables and carts already identified in previous section	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

NEIGHBORHOODS

Study Hall

USERS: <ul style="list-style-type: none"> Teachers 24-30 Students 	ACTIVITIES: <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"> None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> Blinds for windows Presentation Wall: 2 flag holders 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 Stool Student Area: <ul style="list-style-type: none"> 28 Student tables 28 Student chairs 3 computer tables, 30"x60" 2 tall storage cabinets with adjustable shelving 3 bookcases (height may be dependent on window sill height), with adjustable shelving Projector Clock 	



Career and Technology Education (CTE)

HISD EDUCATIONAL SPECIFICATIONS
JUNE 22, 2015



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION

Overview:

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

Arts, AV Technology, Communications – designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

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

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

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



- 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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SPACE REQUIREMENTS

Career and Technical Education	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
CTE/STEM - Graphic Design	1	1	973	973
Storage		1	150	150
Printing		1	98	98
Exploring Careers (MS Elective)	1	1	1,215	1215
Storage		1	204	204
Advanced Concepts of Engineering	1	1	1,200	1200
Storage		1	204	204
Advanced Computer Science and Engineering	1	1	1,270	1270
Storage		1	217	217
Robotics Competition Space		1	1,505	1505
Storage		1	201	201
Printing Room		1	142	142
Schlumberger Engineering Lab		1	863	863
Storage		1	73	73
Total	4			8,315



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Graphic Design Lab

USERS: <ul style="list-style-type: none"> • Teacher • Students 	ACTIVITIES: <ul style="list-style-type: none"> • 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"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Deep sink • Pegboard or other method of displaying projects located above door head height around perimeter of room • Provide power overhead – 220 volt and 120 volt • Presentation Wall • 2 flag holders • 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 • Paper towel dispenser • Soap dispenser • Presentation Cart • Teacher stool • Student Area • 8 – 4- Student tables • 30 Student chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Projector • Clock • Phone • Overhead outlets and wall outlets throughout the room 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Storage Room

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Printing Room

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Exploring Careers Lab

USERS: <ul style="list-style-type: none">Teachers24-32 Students	ACTIVITIES: <ul style="list-style-type: none">Project-based learningTechnology-based instructionDemonstrationsWorking individually, in small groups and in large groups
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">Blinds for windowsPresentation Wall2 flag holdersAdjacent 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 CartStoolStudent Area:<ul style="list-style-type: none">8 - 4 Student tables32 task chairs2 tall storage cabinets with adjustable shelving3 bookcases (height may be dependent on window sill height), with adjustable shelvingProjectorClockPhone	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Exploring Careers Storage Room

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Advanced Concepts of Engineering Lab

USERS: <ul style="list-style-type: none"> • Teacher • Students 	ACTIVITIES: <ul style="list-style-type: none"> • 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"> • None 	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none"> • Blinds for windows • 2 – single portable fume hoods for student work • Deep sink • Pegboard or other method of displaying projects located above door head height around perimeter of room • Provide power overhead – 220 volt and 120 volt • Presentation Wall • 2 flag holders • 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 • Paper towel dispenser • Soap dispenser • Presentation Cart • Teacher stool • Student Area • 8 – 4- Student tables – flat desks (computer tables) • 30 Student chairs modular seating • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Projector • Clock • Phone • Outlets (overhead and in classroom) • Shelving/Cubbies 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Advanced Concepts of Engineering Storage Room

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Advanced Computer Science and Engineering Lab

USERS: <ul style="list-style-type: none"> • Teacher • Students 	ACTIVITIES: <ul style="list-style-type: none"> • 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"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • 2 – single sided fume hoods for student work • Deep sink • Pegboard or other method of displaying projects located above door head height around perimeter of room • Provide power overhead – 220 volt and 120 volt • Presentation Wall • 2 flag holders • Adjacent or Rear Wall: • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Paper towel dispenser • Soap dispenser • Presentation Cart • Teacher stool • Student Area • 8 – 4- Student tables • 30 Student chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Projector • Clock • Phones • Overhead outlets and classroom outlets throughout 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Advanced Computer Science and Engineering Storage Room

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Robotics Competition Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Students 	<ul style="list-style-type: none"> • 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 • Storage of long term projects • Competition preparation
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • 2 – single sided fume hoods for student work • Deep sink • Pegboard or other method of displaying projects located above door head height around perimeter of room • Provide power overhead – 220 volt and 120 volt • Presentation Wall • 2 flag holders • 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 • Paper towel dispenser • Soap dispenser • Presentation Cart • Teacher stool • Student Area • 4 Student Tables • 12 Student chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Projector • Clock • Phone • Flat desks 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Robotics Competition Lab Storage Room

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Schlumberger Engineering Lab

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • 24 - 30 Students 	<ul style="list-style-type: none"> • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Keyboarding • Learning and practicing computer skills and software programs • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide power and data on the perimeter of the room 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall • 2 flag holders • Presentation Cart • Teacher stool • 12 - two student tables • 24 - task chairs • Projector • Clock • Schlumberger provided materials such as computers, etc • Phone 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

CAREER AND TECHNICAL EDUCATION/STEM

Schlumberger Engineering Lab Storage Room

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



Visual Arts

HISD EDUCATIONAL SPECIFICATIONS
JUNE 22, 2015



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

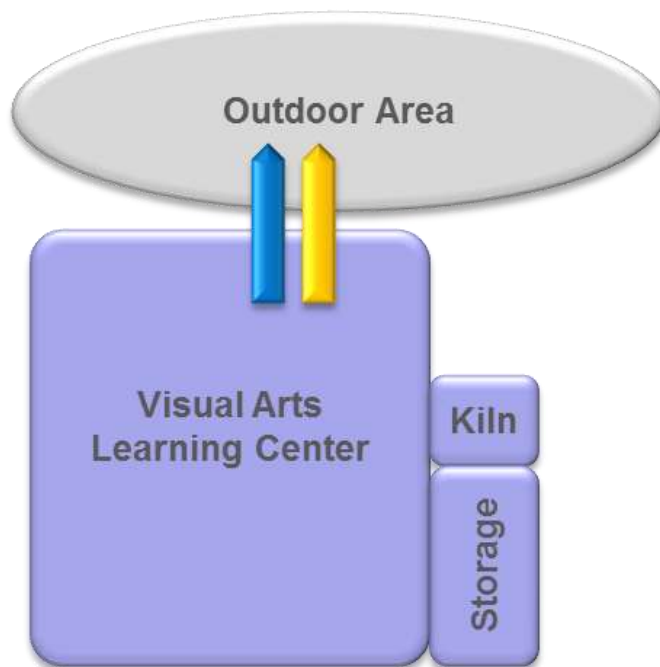
VISUAL ARTS

Overview:

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

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

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



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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SPACE REQUIREMENTS

Visual Arts	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Visual Arts Learning Center	1	1	1,207	1,207
Kiln Room		1	107	107
Storage Room		1	276	276
Total	1			1,590



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

Visual Arts

Visual Arts Learning Center

USERS: <ul style="list-style-type: none"> • Teachers • Students 	ACTIVITIES: <ul style="list-style-type: none"> • Creative individual and group activities • Learning/researching art history/artist • Discussions on Art criticism • Learning/practicing drawing, painting, embossed prints, ceramics, sculptures, etc.
DESIGN CONSIDERATIONS: <ul style="list-style-type: none"> • Need area for arranging still life with track lighting. • Northern exposure desirable. 	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none"> • Blinds for windows • Presentation Wall • Flag holders • Adjacent or Rear Wall: (all items at appropriate height for age group) <ul style="list-style-type: none"> • 8' marker board with tack strip • 4' tack boards • Casework – Side wall: <ul style="list-style-type: none"> • 2 - Sink cabinets – with sink projecting from front edge of casework to allow access from 3 sides • Door/shelf cabinets above sink • Shelving above marker boards and windows for project display • 1 wall with continuous tackable surface • Paper towel dispenser • Soap dispenser • Teacher demonstration table, 30"x60", adjustable height, with chemical resistant top • Tall teacher stool • Student Area: <ul style="list-style-type: none"> • 24 student adjustable height stools • 7 art tables, 42"x60", with chemical resistant tops (1 to be used for still life set-up) • 2 computer tables, 30"x60" • Projector • 2 tall storage cabinets with adjustable shelving • Portfolio cabinets • Double-sided mobile drying rack • 2 mobile paper racks • 55-tray tote tray cabinet • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Shallow drawer cabinet (must accommodate 24" x 46" paper) • Pottery wheel • Easels 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Electric kiln• Greenware cabinet with doors	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

VISUAL ARTS

Storage Room

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



Performing Arts

HISD EDUCATIONAL SPECIFICATIONS
JUNE 22, 2015



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PERFORMING ARTS

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

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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SPACE REQUIREMENTS

Performing Arts	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Fine Arts Learning Center / Black Box	1	1	1,500	1,496
Uniform/General Storage		1	400	401
Music Storage/Library/ Office		1	100	114
Auditorium		1	5,350	5,359
Upper Level		1	3,600	3,610
Stage		1	795	795
Total	1			11,775



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PERFORMING ARTS

Fine Arts Learning Center/ Black Box

<p>USERS:</p> <ul style="list-style-type: none"> • Instrumental Music Instructors/Director(s) • Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Developing technical music skills through individual work, group work and performances • Instrumental music theory instruction • Orchestra Classes • Recitals • Meeting area for community • Recording of performances • Sectional usage • Theater • Dance
<p>DESIGN CONSIDERATIONS:</p> <ul style="list-style-type: none"> • Size opening to allow for transporting piano, drums, etc. • Provide acoustical treatments to prevent sound transmission to adjacent learning centers. • Sound-rated door should share the same rating as the walls. • Provide tiered floors or retractable seating. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p> <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. • Sound system – playback and record • 2 - 4'x4' tack boards • 60 posture chairs with retractable tablet arms • 60 music stands • Music stand cart • Instrumental music risers • Small stand carts for risers • Conductor's podium: double podium with rail • Music folio cabinets • Projector • Mirrors • Bars for dance • Flooring for dance • Sound board • Theater lighting • Black box stage 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PERFORMING ARTS

Uniform/General Storage

USERS: <ul style="list-style-type: none">• Instrumental Music Directors• Students	ACTIVITIES: <ul style="list-style-type: none">• Storing and retrieving uniforms
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Provide acoustical treatments to prevent sound transmission to adjacent learning centers.• Sound-rated door should share the same rating as the walls.	
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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PERFORMING ARTS

Music Storage/Library/Office

USERS: <ul style="list-style-type: none">• Instrumental Music Directors• Students	ACTIVITIES: <ul style="list-style-type: none">• Storing and sorting music
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Provide acoustical treatments to prevent sound transmission to adjacent learning centers.• Sound-rated door should share the same rating as the walls.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x 4' marker board• 4'x 4' tack board• Music sorting cabinet• Music storage cabinets• 24"x 36" table• 2 chairs• 1 teacher desk	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PERFORMING ARTS

Auditorium and Balcony (Existing)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Students• Teachers• Parents• Community members	<ul style="list-style-type: none">• Performances (school play, choir, orchestra, dance, etc)• Assemblies• Graduation• Seminars• Meetings• Other Community Events• Seating for audiences attending drama, theater and musical productions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Increase stage size and decrease seating• Full stage lighting• Sound system• Stage curtains• Replace LCD projector and screen• Fixed, upholstered seats with arms• Seats with movable tablet arms or back mounted flip-up writing surfaces• Projector	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PERFORMING ARTS

Auditorium – Stage (Existing)

USERS: <ul style="list-style-type: none">• Teacher• Students• Guests/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 Auditorium• Video presentation• May be used as a classroom by the drama program• Award ceremonies• Assemblies
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Motorized projection screen• Curtains at front, sides and back of stage. Back and side curtains to be black.• Mirrors behind curtains on back of stage for potential use as a Dance Room	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PERFORMING ARTS

Auditorium – Storage (Existing)

USERS: <ul style="list-style-type: none">• Students• Teachers	ACTIVITIES: <ul style="list-style-type: none">• Building and painting scenery and props• Set construction, paint and assembly using tools• Storing and retrieving props and costumes• Creating props and costumes
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4'x4' tack board• 4'x4' marker board• 8'x8' pegboard• Paper towel dispenser• Soap dispenser• 12 LF work bench• Lockable tool cabinet• Lockable storage cabinets with adjustable shelving	



Physical Education

HISD EDUCATIONAL SPECIFICATIONS
JUNE 22, 2015



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

Overview:

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

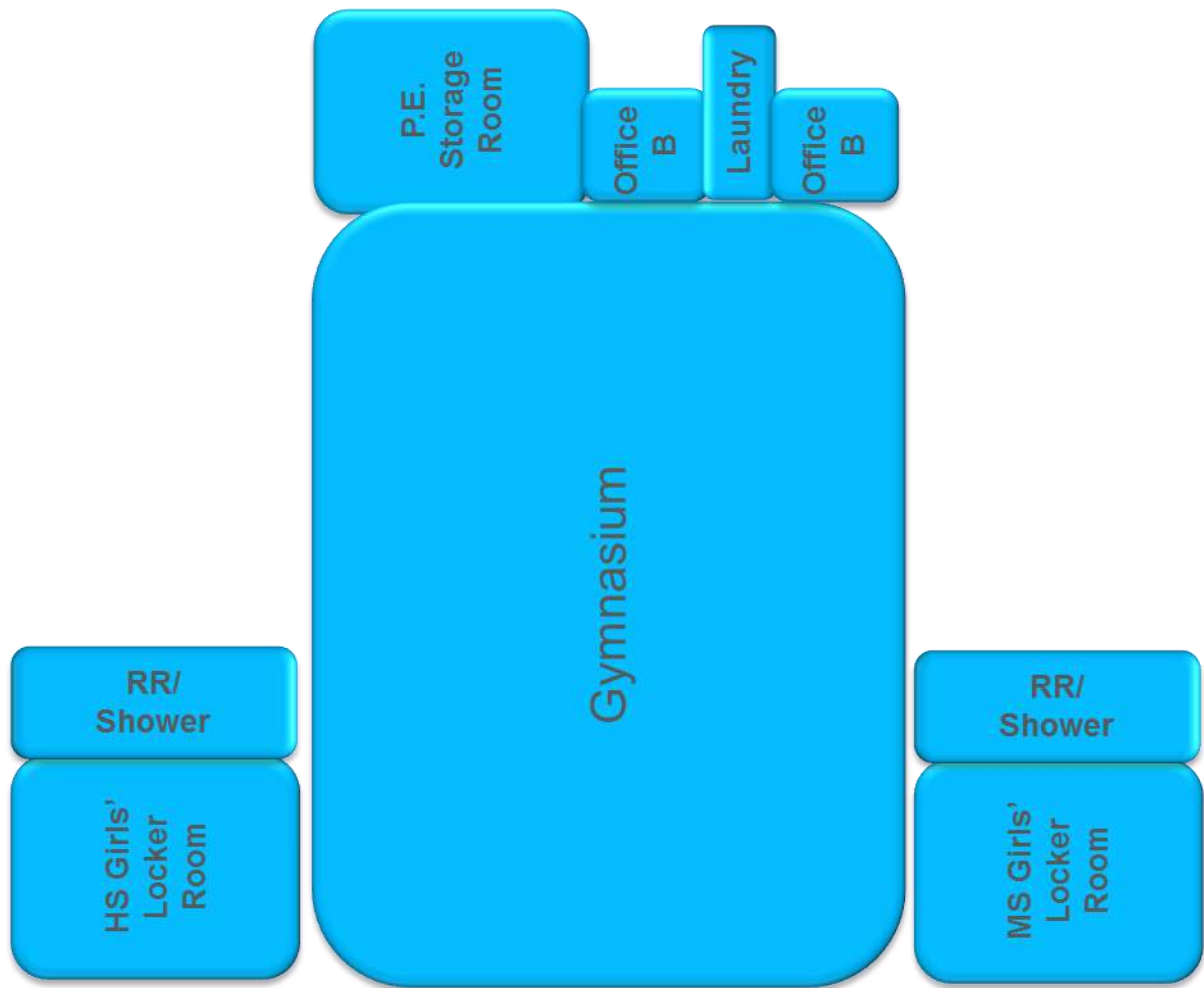
- August-November: Boys Football, Girls Volleyball, Girls Team Tennis
- December-March: Boys and Girls Basketball, Swimming, Tennis, Cross-Country, Golf, Track, Wrestling, Soccer
- March-May: Boys Baseball, Girls Softball

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



- 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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SPACE REQUIREMENTS

Physical Education	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Gymnasium	1	1	8,410	8,410
Concessions		1	100	100
HS Girls'/MS Girls' PE Locker Room		2	320	640
Toilets/Showers		2	170	340
Adult Toilet/Shower/Locker		2	114	228
Office B		2	128	256
Laundry		1	114	114
Pool (Existing)		1	3,205	3,205
Pool Showers		1	649	649
Storage		1	3,156	3,156
Dressing Room		2	171	341
Dressing Room		1	260	260
PE Equipment Storage		2	209	417
Fitness Area		1	639	639
Total	1			18,755



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

Gymnasium

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • PE Teachers/Coaches • Students • Parents • Community Groups • Staff • Sports teams • 	<ul style="list-style-type: none"> • Physical education classes and activities • Athletic competitions • Sports: basketball, volleyball, gymnastics, cheerleading, drill team, wrestling, badminton • Fitness/health presentations • School assemblies • Performances • Graduation • Community sports activities/events
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Protect all devices and windows from damage by ball strikes • Wall finish and any acoustic treatments must be capable of sustaining repeated ball strikes • 10' Over run on ends or sides 	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none"> • 2 glass motorized, height adjustable, retractable backboards • 4 fiberglass motorized, height adjustable, retractable backboards • Telescoping bleachers to seat number indicated in space requirements. Provide separation between spectators and playing court with railings. • Volleyball system to include poles and recessed floor sleeves • Floor markings for basketball and volleyball • Continuous wall pads on end walls • Motorized curtain to divide gym into 2 teaching areas • Scoreboard/clock • Sound system • Motorized wrestling mat-lift if applicable • 2 - 30"x60" folding tables • 6 Chairs • Projector • Climbing ropes • Spin cycles • Yoga mats 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

HS and MS Girls' P.E. Locker Room

USERS: <ul style="list-style-type: none">• PE Teachers• Coaches• Students	ACTIVITIES: <ul style="list-style-type: none">• Changing clothes• Storing personal items during classes, practices or competitions
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Design for air flow that will maintain consistent temperature and humidity level• Provide clear view for passive supervision (no tall lockers blocking line of sight)	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 50 of 6:1 lockers• Benches• 4'x4' marker board• 4'x4' tack board• Mirrors• Paper towel dispenser• Sanitizer dispenser	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

Student Toilet/Showers

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

Office B – PE Coach

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

Laundry

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

P.E. Equipment Storage

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

Pool (Existing)

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Swimming Instructors• Swimming Coaches• Students• Swimming Athletes	<ul style="list-style-type: none">• Swim Class• Swim Practice and Competitions• Changing clothes• Storing personal items during classes, practices or competitions
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Bleachers• 4'x4' marker board• 4'x4' tack board• Mirrors above sinks• Paper towel dispenser• Soap dispenser	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

PHYSICAL EDUCATION

Pool General Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• PE Teachers / Coaches• Students•	<ul style="list-style-type: none">• Storing and retrieving equipment used for Natatorium programs
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Provide 6 lockable cages to secure equipment• 36" W x 60" H heavy-duty, adjustable shelf unit in each cage• Heavy-duty adjustable 18" shelving on walls beside door	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



Neighborhoods

HISD EDUCATIONAL SPECIFICATIONS
JUNE 22, 2015



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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:

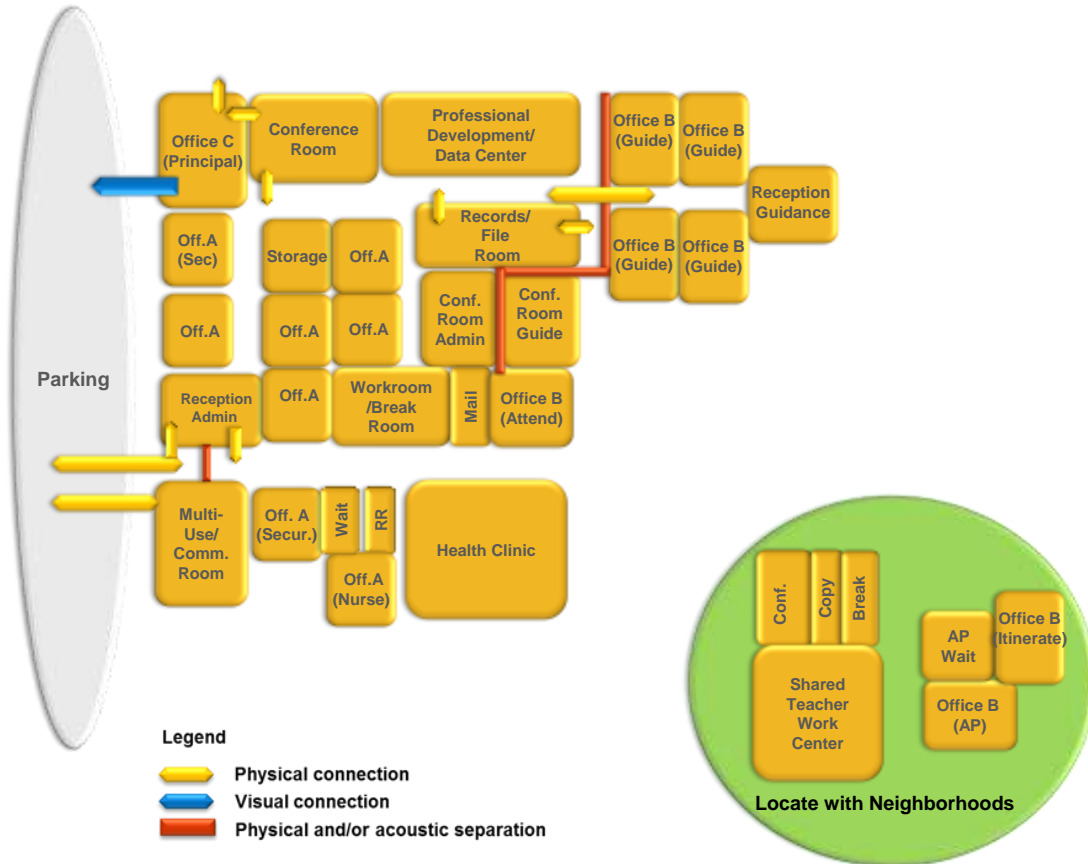
- Meet the state and federal requirements
- Provide a secure entrance
- Provide privacy for confidential discussions
- Store student and financial records
- Serve as the communications hub of the school
- Provide a readily accessible location for the School Clinic
- Provide spaces for receiving and distributing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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

SPACE REQUIREMENTS

Administration/Guidance	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Administration (Main Entry and Security Vestibule)		1	1,052	1052
Reception, Administration (Main Office)		1	693	693
Principal's Office		1	276	276
Principal's Restroom		1	58	58
Storage		1	43	43
Conference Room, Small		1	190	190
Clinic (includes waiting area, restroom and office)		1	718	718
Magnet Coordinator Office		1	182	182
College Access Coordinator Office		1	219	219
Dean's Suite				
Reception		1	207	207
Dean of Students Office		1	183	183
Dean of Instruction Office		1	159	159
Storage		1	112	112
Conference Room		1	125	125
Testing Materials Storage		1	348	348
Guidance Suite				
Reception		2	199	398
Attendance Office		1	212	212
Conference Room		1	157	157
Registrar's Office		1	199	199
Police Office		1	142	142
Records Storage		1	157	157
School Store		1	116	116
Textbook Storage		1	538	538
Teacher Work Center		2	386	772
Distributed Administration Suite (2nd Floor)		1	422	422
Distributed Administration Suite (3rd Floor)		1	585	585
PTO Room		1	364	364



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

Community Room		1	271	271
Total	0			8,898



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Reception, Administration

USERS: <ul style="list-style-type: none"> • Parents • Students • Community members • Faculty/staff 	ACTIVITIES: <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 • Safety utmost priority – actual + perceived safety • Better classroom directional signage
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. 	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none"> • Modular reception desk with work stations to include: <ul style="list-style-type: none"> • 30"D x 30"H x 10-12 LF work surface Half of the reception desk should have a transaction counter 1'D x 42"H with a maximum of 6" overlapping work surface to meet ADA requirements. • Rear work surface 30"D x 30"H • Work surfaces should have lockable built-in storage below including a combination of 6"D and file drawers (at least 4) as well as cabinets with adjustable shelving • 2 Task chairs • Guest chairs – seating for 4 • Side tables • Video Display • Direct connection to administration • Student display/trophy cabinet/TV 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Principal's Office

USERS: <ul style="list-style-type: none"> • Principal • Students • Parents 	ACTIVITIES: <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/waiting. • Should have direct access to large conference room. 	
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" • 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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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 dispenser• Soap dispenser• Toilet paper dispenser	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Conference Room, Main

USERS: <ul style="list-style-type: none">• 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">• 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 or presentation wall• Credenza• Conference table for 12 people• 12 Swivel, tilt armchairs• Television and/or Projector and/or projector	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Conference Room, Small

USERS: <ul style="list-style-type: none">• Staff/Faculty• Parents• 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">• Blinds on windows• Marker and tack board in cabinet• Credenza• Conference table for 6 people• 6 Swivel, tilt armchairs• Television and/or Projector and/or projector	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Storage Room

USERS: <ul style="list-style-type: none">• Guidance Clerk• Counselors• Administrators'• Office Staff	ACTIVITIES: <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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Health Clinic – Reception/Waiting

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Health Clinic

USERS: <ul style="list-style-type: none">• School nurse• Staff• Students• Parents	ACTIVITIES: <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• 4 LF of Drawer/door cabinets – lockable• 6 LF Door/shelf wall cabinets• Paper towel dispenser• Soap dispenser• 1 - Cot/exam table• Adjustable height stool• Locking refrigerator with ice maker• Biohazard disposable can• Medical sharps waste disposal• 2 guest chairs• Defibrillator• Cubicle Tracks and Curtains	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Health Clinic – Office A

USERS: <ul style="list-style-type: none">• School nurse• Staff• Students• Parents• Visitors	ACTIVITIES: <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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Health Clinic - Restroom

USERS: <ul style="list-style-type: none">• Staff• Students• Faculty• Visitors	ACTIVITIES: <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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Reception, Guidance/ Dean Suite

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 Half of the reception desk should have a transaction counter 1'D x 42"H with a maximum of 6" overlapping work surface to meet ADA requirements. • 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 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Office B (Attendance, Registrar, Officer, Dean, college Access Coordinator, Magnet Coordinator)

USERS: <ul style="list-style-type: none">• Attendance Clerk, Registrar, Officer• 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">• 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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Mail Pick Up

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



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Workroom/Break Room

USERS: <ul style="list-style-type: none"> • Faculty • Staff • Volunteers • Parents 	ACTIVITIES: <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"> • Double sided 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 • 50 - 12"W x 9"H x 12"D pass through mail slots with 24"D adjustable shelving below for packages • Approximately 10 LF of casework with countertop, sink cabinet, drawer/door base cabinets and door/shelf wall cabinets • Large counter (standing height) in the middle of the space for sorting (with a stack of flat file drawers and drawer/door cabinets). • 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 	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Copy Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none">Teachers	<ul style="list-style-type: none">Preparing lesson documentsTeacher supply storage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">None	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">4'x4' marker board4'x4' tack boardCopierTall double door storage cabinet	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Teacher's Work Center

USERS: <ul style="list-style-type: none">• Teachers	ACTIVITIES: <ul style="list-style-type: none">• Lounging• Eating
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• Chairs• Tables	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Office B (Dispersed Administration/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• 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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Halliburton Multi-Use/Community Room and PTO 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">• Locate near front entrance and arrange so room can be used off hours without having to open entire school.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Approximately 6' LF casework including, sink cabinet, door base and wall cabinet• Blinds on windows• Presentation wall• Tack board• 2 door locking storage cabinet• Modular tables for easy rearrangement depending on room use (18" x 48")• Stackable chairs• Projector	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Testing Room/Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Administrator	<ul style="list-style-type: none">• Storage and Distribution of Testing Materials
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Locate with direct access from Testing Office	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Heavy duty shelving on all walls• Work table in center	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

Textbook Room/Storage

USERS: <ul style="list-style-type: none">• Guidance Clerk• Counselors• Administrators'• Office Staff	ACTIVITIES: <ul style="list-style-type: none">• Storing textbooks• 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 along wall and interior tall shelving racks (6 shelves per unit)	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

ADMINISTRATION/GUIDANCE

School Store

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Community Members• 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• Storefront for school store and Accelerated Reader Program• Work area for PTO programs and events
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• Room needs to have a Roll Up Window and or door into corridor	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Approximately 9 LF casework including, sink, sink cabinet, door base and wall cabinet• Marker board• Tack board• Paper towel dispenser• Soap dispenser• 2 door locking storage cabinet• Maximum LF of heavy-duty, adjustable, wall-mounted shelving on one wall (floor to ceiling)•	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



Food Service

HISD EDUCATIONAL SPECIFICATIONS
JUNE 22, 2015



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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





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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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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



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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



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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



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cooking area. Less equipment underneath the hood might also be considered energy saving as it decreases the load on the heating, ventilation, and air conditioning (HVAC) systems. Due to increasing energy costs, the goal to minimize ventilation needs is also a trend for the future. In addition, ultraviolet hoods are now available for cleaning grease that accumulates in and above range filters and ducts.

Increased Emphasis on Food Safety

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

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

Incorporation of Electro-Processors and Computers into Equipment

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

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

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

Smart kitchens are one of the latest trends that make a great deal of sense in light of today's energy concerns. In a smart kitchen, equipment is hooked up to modems to remotely monitor temperature changes, malfunctions, and data related to food safety, as well as data related to food quality. Smart systems are a wave of the future for efficiency, quality, and control, but require greater investment to start.



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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.

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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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.

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



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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





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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 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.

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



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ARAMARK Marketing and Design Services Engagement

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

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

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

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

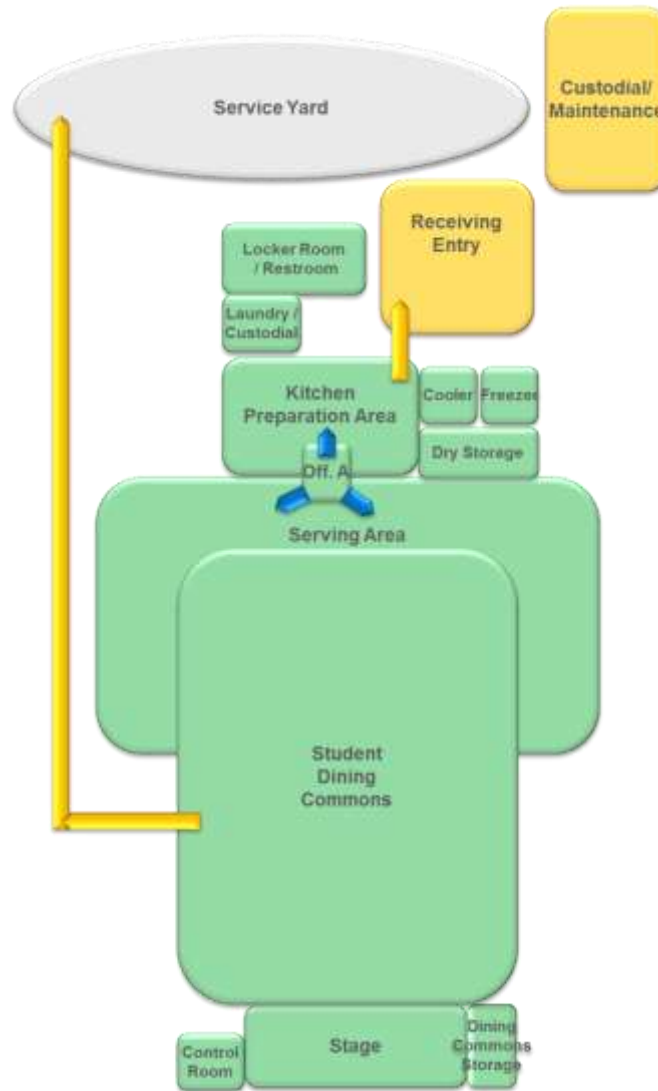
The facilities described on subsequent pages provide for the preparation and serving of food to the students, staff and faculty. The Dining Commons serves not only as a place for eating but also a location used by the school for assemblies and student performances.

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



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Legend

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

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SPACE REQUIREMENTS

Food Service	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Kitchen Preparation / Serving Area (Existing)		1	1,200	3,054
Student Dining Commons (Existing)		1	5,281	5477
Cafeteria Walkway Enclosure		1	373	373
Total	0			8,904



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FOOD SERVICE

Serving Area (Existing)

USERS: <ul style="list-style-type: none"> • Kitchen Manager • Food Service Staff • Students • Faculty 	ACTIVITIES: <ul style="list-style-type: none"> • Serving food • Receiving payment for food
DESIGN CONSIDERATIONS: <ul style="list-style-type: none"> • Make updates to the current serving lines based on budget. • 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 • 2- 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- Snack and Go <ul style="list-style-type: none"> • 5- 5' Serving Unit Pan Flat • 4- 2' x 3' Flat Table • 2- Table Top Cold Unit • 2- 3' Hot Gravity Feed • 3- Cash Tables • 1- Heated Cabinet, 2 Door, pass thru preferred • 1- Refrigerator, 1 door, pass thru preferred • Back Counter, as needed • Multi-fold Hand Towel Dispensers • Soap Dispensers • Electronic Display (Menus) – One for each serving line • Point Of Sale (POS) Units – One for each serving line • Adjustable height stools – One for each serving line • Clock(s) 	



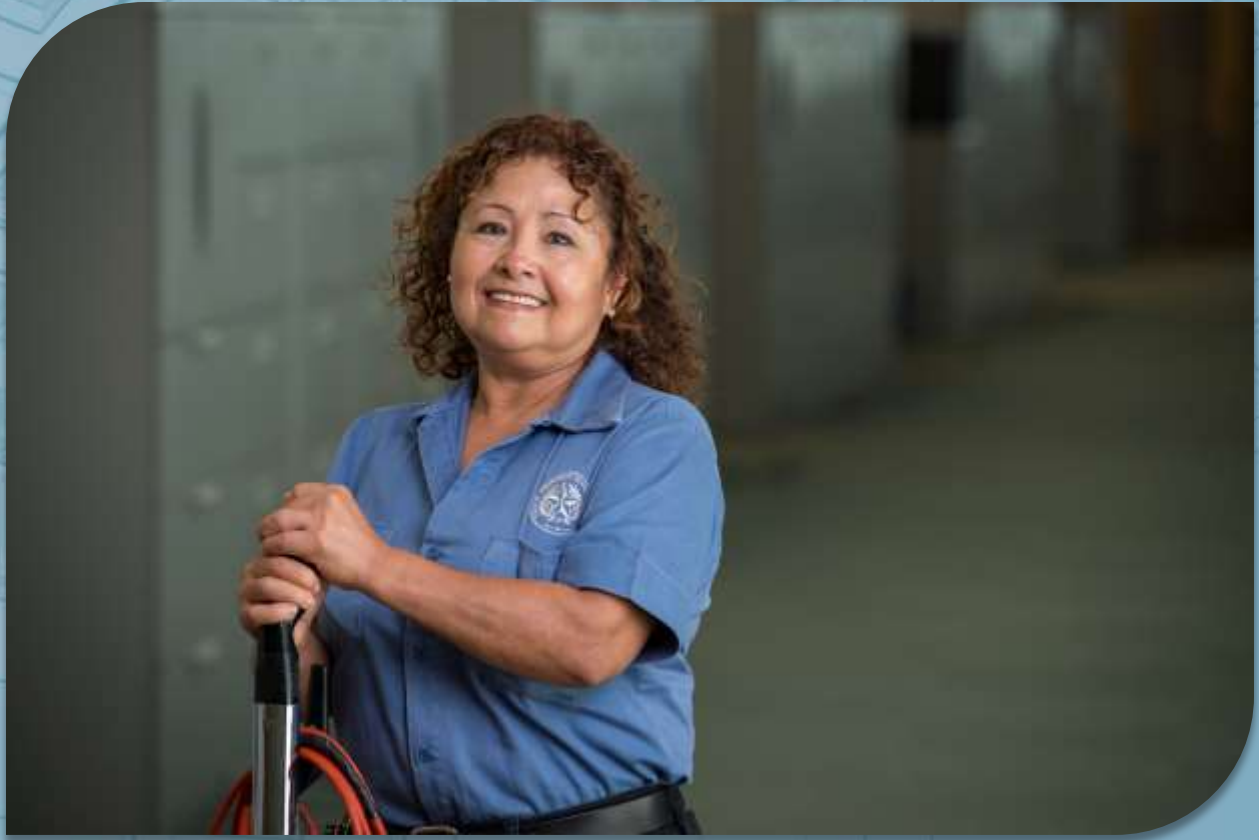
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FOOD SERVICE

Student Dining Commons (Existing)

USERS: <ul style="list-style-type: none">• Kitchen Manager• Food Service Staff• Students• Faculty	ACTIVITIES: <ul style="list-style-type: none">• Eating• Student Assembly• Social Gathering
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• Make updates to the current dining area based on budget.• Enclose/cover some of the dining exterior walkway.• Provide access from Dining Commons to dumpster area without going through Kitchen Prep.• Include drinking fountains in the Dining Commons per code• Provide area for future addition of vending machines	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• 4' x 8' Tack board(s)• Connections for projectors• Sound System, to balance sound throughout the room• Electronic Display• 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	



Custodial/Maintenance

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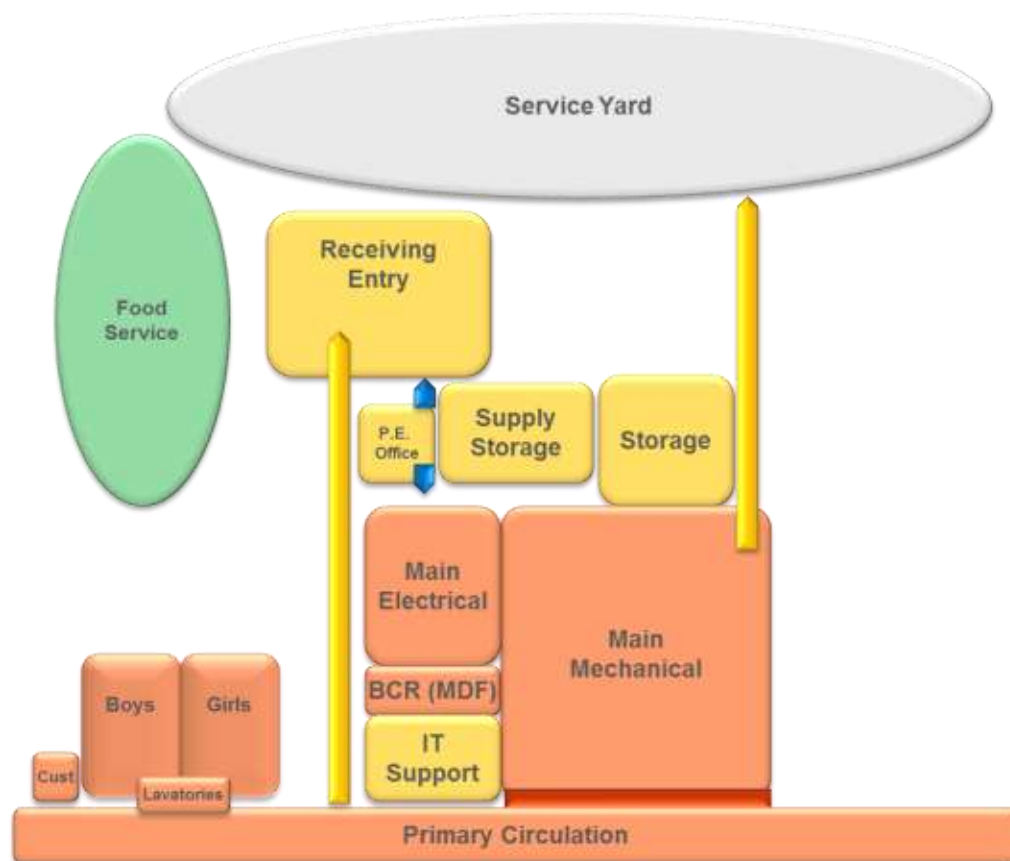
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CUSTODIAL / MAINTENANCE

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

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SPACE REQUIREMENTS

Custodial/Maintenance	Required Spaces			
	Teaching Stations	Quantity	Average Square Feet	Net Area Provided
Office, Plant Engineer		1	150	211
Custodial Closet		11	100	937
Total	0			1,148



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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	



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CUSTODIAL / MAINTENANCE

Custodial Closet

USERS: <ul style="list-style-type: none">• Plant Engineer• Custodial Staff	ACTIVITIES: <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

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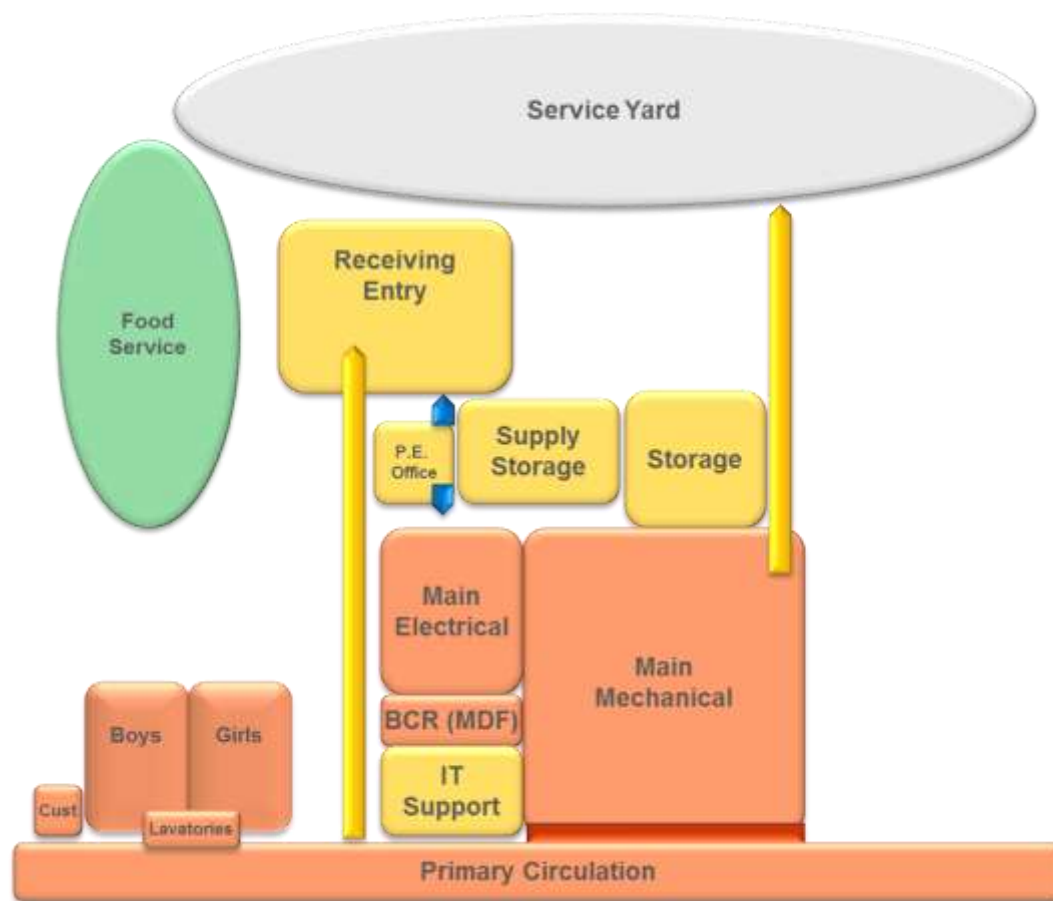
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BUILDING SUPPORT

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

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BUILDING SUPPORT

Corridors

USERS: <ul style="list-style-type: none">• Students• Faculty• Staff• Visitors	ACTIVITIES: <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.• Decision on whether to provide student lockers as well as their size and location will be determined in conjunction with the PAT during the Schematic Design phase.• Minimum corridor widths are:<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	



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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">• No corridor doors• Differentiate finishes between male and female restrooms to assist in identifying them• Locate male and female restroom entrances remote from each other to alleviate the possibility of accidentally entering the wrong facility.	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mirrors (locate so that they are not above sinks)• Paper towel dispensers• Soap dispensers• Toilet paper dispensers	



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BUILDING SUPPORT

Single Restrooms

USERS: <ul style="list-style-type: none">• Faculty• Visitors	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 dispenser• Soap dispenser• Toilet paper dispenser	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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">• Size overhead coiling doors to allow for replacement of equipment	
FURNITURE, FIXTURES & EQUIPMENT:	
<ul style="list-style-type: none">• Mechanical Equipment	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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 they serve an area within a 190 foot radius.• In a multi-story building, FCRs shall be stacked.	
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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

BUILDING SUPPORT

Stairs

USERS: <ul style="list-style-type: none">• Students• Faculty• Staff• Visitors	ACTIVITIES: <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 DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

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	



HISD DISTRICTWIDE EDUCATIONAL SPECIFICATIONS

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY

BUILDING SUPPORT

Security Vestibule

USERS: <ul style="list-style-type: none">• Parents• Students• Community members• Faculty/staff	ACTIVITIES: <ul style="list-style-type: none">• Controlling entrance to the school
DESIGN CONSIDERATIONS: <ul style="list-style-type: none">• All visitors must enter the school through a secure vestibule to gain access into the main administrative reception area before being allowed into the school.• Provide electric locks (operable from the reception desk) for doors into and out of the reception area.	
FURNITURE, FIXTURES & EQUIPMENT: <ul style="list-style-type: none">• Aiphone	



Finish, Fenestration and Infrastructure Matrix

HISD EDUCATIONAL SPECIFICATIONS
JUNE 22, 2015

**General Notes**

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

Program Specific Notes

- A. Continue flooring from corridor to front side of reception counter.
- B. Removable interlocking rubber tile floor designed for use in weight rooms shall be provided and installed by contractor over a permanent substrate.
- C. 2 duplex outlets located in casework apron at each student station
- D. One duplex and data located for wall mounted display monitor
- E. Locate one set of drinking fountains in adjacent corridor.
- F. Provide floor drain at emergency shower/eyewash station. Provide acid resistant piping and neutralization.
- G. Provide system noted with an * if required for specific curriculum.
- H. Provide lockable storage, including one ventilated cabinet for paints and thinners. Coordinate mechanical for proper ventilation.
- I. Provide large deep sink for cleaning instruments.
- J. Provide large electrically operated, projection screen with projector
- K. Install an eye wash station at sink.
- L. Provide drinking fountain in or near treatment area.
- M. Wall and ceiling finishes of walk-in are by the manufacturer. Floor to match the floor in food preparation area
- N. Provide mop sink in Custodial area.
- O. Provide washer and dryer connections and sufficient ventilation in Laundry area.
- P. Plaster Traps at art sinks
- Q. Coordinate HVAC/Plumbing/Electrical requirements with equipment
- R. Provide permanent speaker system
- S. Provide double door with removable mullion at corridor.
- T. Provide electrical and data outlets as required by equipment layout.
- 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.



FINISH, FENESTRATION & INFRASTRUCTURE MATRIX
YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



	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 / Stretfront	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	Individual Dust Collection Systems	Sink	Natural Gas		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	Microphone and Speaker System	Specialty
Career and Technical Education/STEM																																																						
CTE/STEM - Graphic Design				X				X	X	X		X	X			X		12/16			X		X				X											30	8	30	X	X		2	3	1					X			D,I,T
CTE/STEM - Exploring Careers			X	X					X	X		X	X	X	X	X	X	12/16		X				X			X										17	8	17	X	X		2	3	1					X			D,I,T	
CTE/STEM - Advanced Concepts of Engineering			X	X					X	X		X	X	X	X	X	X	12/16		X				X			X		X	2		1			X	X		30	8	30	X	X		2	3	1					X			D,I,T
CTE/STEM - Advanced Computer Science and Engineering			X					X	X	X		X	X			X	12/16			X			X				X			1						30	8	30	X			2	3	1					X			D,I,T		
CTE/STEM - Robotics Competition Space			X					X	X	X		X	X			X	12/16			X			X				X			1						30	8	30	X			2	3	1					X			D,I,T		



FINISH, FINISTRATION & INFRASTRUCTURE MATRIX

YOUNG WOMEN'S COLLEGE PREPARATORY ACADEMY



	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	Daylight Exposure	Exhaust to exterior	Fume Hood	Dust Collection System	Sink	Natural Gas	Drinking fountain (dual height)	Drinking fountain	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	Microphone and Speaker System	Specialty	
Performing Arts																																																							
Fine Arts Learning Center/ Black Box			X				X	X	X						X	X	16/22			X	X		X	X												10	2	6	X	X		2	1	1							X	X		E	
Uniform / General Storage			X				X	X	X							X					X			X												2		1				1	1					X							
Music Storage / Library			X				X	X	X							X					X			X			X									2		1				1	1					X							
Auditorium	X					X			X	X	X		X		X	X	X		X		X			X											X									X				X	X					R	
Stage		X							X	X					X							X	X												X	X	X												X						J

