

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

EDUCATIONAL SPECIFICATONS

BOARD APPROVED: MARCH 22, 2021





TABLE OF CONTENTS

PART 1 - INTRODUCTION TO THE ED SPECS	1.0
WHAT IS AN ED SPEC?	1.2
PROCESS	1.3
ACADEMIC AND SPATIAL VISION	1.8
DESIGN TEAM EXPECTATIONS	1.16
PART 2 - CAMPUS ADJACENCIES	2.0
PROGRAM SPACE TYPES	2.2
CAMPUS ADJACENCY DIAGRAMS	2.6
PART 3 - SPACE TYPE COMPONENTS	3.0
INTRODUCTION	3.2
GENERAL ACADEMICS	3.4
SPECIAL EDUCATION	3.30
LIBRARY AND DIGITAL COMMONS	3.38
FOOD SERVICE	3.46
COLLEGE, CAREER, AND MILITARY READINESS	3.52
FINE ARTS	3.70
ATHLETICS AND PE	3.92
ADMINISTRATION	3.108
COMMUNITY SPACES	3.126
PART 4 - SPACE PROGRAMS	4.0
SPACE PROGRAM OVERVIEW	4.2
ELEMENTARY SCHOOL	4.4
MIDDLE SCHOOL	4.10
HIGH SCHOOL	4.18
APPENDIX A - FINISHES AND EQUIPMENT MASTER CHARTS	A.0

The background image shows two students in a workshop. The student on the left is a young man with short curly hair, wearing safety glasses and a white t-shirt. He is smiling and looking towards the right. The student on the right is a young woman with braided hair, also wearing safety glasses and a white t-shirt. She is leaning over a workbench, focused on her work. Both are wearing black gloves with 'GENERAL PURPOSE' written on them. They are working on a metal frame or structure. The background is slightly blurred, showing other workshop equipment and a bright, well-lit environment.

INTRODUCTION TO THE ED SPECS | 1.0

1.2 WHAT IS AN ED SPEC?

1.3 PROCESS

MASTER PLAN 2020 VISION
SCHEDULE AND PROCESS
ED SPEC CONTRIBUTORS

1.8 ACADEMIC AND SPATIAL VISION

SAN ANTONIO ISD PROFILE OF A LEARNER
DESIGN FACTORS
ACADEMIC AND SPATIAL DRIVERS
CONNECTION TO MASTER PLAN 2030

1.16 DESIGN TEAM EXPECTATIONS

WHAT IS AN ED SPEC?

Educational Specifications, or “Ed Specs” are design standards meant to inform school facility construction and renovations. All Texas school districts are required by state law to adopt educational specifications.

Instructional spaces are the driving force behind the content of the Ed Specs. The document includes descriptions of spatial relationships and functions, associated square footage requirements, and infrastructure needs. Ed Specs were traditionally a prescriptive guide, utilized primarily by the architecture and engineering community; however, this document is intended to serve the broader San Antonio community and support dialogue among all San Antonio ISD (SAISD) stakeholders in the visioning and execution of learning environments. These Ed Specs will serve as a guide for conversations around new buildings and major additions/renovations. Design teams should reference these Ed Specs throughout the design and construction process to ensure buildings support SAISD’s educational vision and academic function.



PROCESS

These Ed Specs followed a rigorous master planning process completed in 2018. *Master Plan 2030* adapted SAISD’s mission, vision, core values, and core beliefs into the future plan for facilities. This process included a deep dive into the current state of facilities in SAISD and a thorough review of best practices via school tours and guided workshops. The result of this process was a facility vision responding to curriculum and a pedagogy supportive of learner-centered environments, supported by seven common goals.

MASTER PLAN 2030 VISION

OUR SCHOOLS WILL...

- *Be a community where learners are valued*
- *Be where learners know their effort on meaningful work leads to essential learning*
- *Not be compliance focused, but instead be hubs of innovative learning*
- *Be an environment for self-discovery (to discover a vision for life)*

COMMON GOALS

- *Flexible Space & Time*
- *High-Tech & High-Connectivity*
- *Mobile Furniture*
- *Sustainability*
- *Outdoor Learning*
- *Fun/Joy/Exploration*
- *Common Resources*

SCHEDULE AND PROCESS

SAISD partnered with DLR Group to facilitate the creation of these Ed Specs. The process for the Ed Specs utilized the common goals from *Master Plan 2030* as a starting point to further define how each is realized in educational facilities. The following pages describe the phases and their respective workshops and outputs, departmental meetings, and key contributors included in the Ed Spec process.



ED SPEC CONTRIBUTORS

A Design Advisory Team was established to guide the broader vision while departmental representatives provided program specific information. An Executive Committee was established to finalize the Ed Specs and gain approval from the SAISD School Board.

EXECUTIVE COMMITTEE

Kedrick Wright, Executive Director of Planning and Construction

Willie Burroughs, Chief Operations Officer

Kendra Doyle, Executive Director of Curriculum, Instruction, and Assessment

Patricia Salzman, Deputy Superintendent

Mohammed Choudary, Chief Strategy, Talent, and Innovation Officer

Becky Landa, Executive Director, Office of 21st Century Learning

DESIGN ADVISORY TEAM

Kendra Doyle, Executive Director of Curriculum, Instruction, and Assessment

Daniel Girard, Assistant Superintendent, All Levels

Becky Landa, Executive Director, Office of 21st Century Learning

Dr. Moises Ortiz, Principal at Lanier High School

Dr. Joanela de Leon, Assistant Superintendent, Elementary Schools

Christina Mank-Allen, CTE Director

Tamara Ford, CTE Coordinator

Dr. Rose Engelbrecht, Principal at Highland Park Elementary School

Dr. Julio Garcia, Assistant Superintendent, All Levels

Dr. Kristen Williams, Executive Director for Disability Services

DEPARTMENT PARTICIPANTS

ADVANCED ACADEMICS

Liz Ozuna, Executive Director of Advanced Academics

ATHLETICS

Todd Howey, Senior Executive Director of Athletics

Brian Clancy, Athletic Director

CCMR

Johnny Vahalik, Senior Executive Director of College, Career, and Military Readiness

Tamara Ford, CTE Coordinator

Christina Mank-Allen, CTE Director

CHILD NUTRITION SERVICES

Jenny Arredondo, Senior Executive Director of Child Nutrition Services

COUNSELING SERVICES

Victoria Bustos, Executive Director of Family & Student Support Services

Tiffany Venzor, Director of School Counseling

Alma Forti, Coordinator for Elementary/Academy

DEPARTMENT PARTICIPANTS, CONT.

DISABILITY SERVICES

Gerard Cortez, Assistant Superintendent for Behavioral and Disability Services

Elizabeth Jones, Senior Executive Director of SEL Support and Restorative Practices

Aaron Aguilar, Director for Psychological Services

Dr. Kristen Williams, Executive Director for Disability Services

Jason Brayden, Director for College, Career, and Military Transition for the Office of Disability Services

Dr. Stephanie Borrowman, Director for Curriculum and Instruction for the Office of Disability Services

Julie Ann Gonzalez, Director for Dyslexia and Speech Services

Janel Cowen, Director for Coordinated Service Planning for All Levels

Saleha Sultan, Director for ACE/BSC/ECSE/APE

DUAL LANGUAGE/ESL

Esmeralada Alday, Executive Director for Bilingual, ESL, and Migrant Program

Galadriel Friese, Director of Compliance

Luz Garcia Martin, Senior Coordinator

EARLY CHILDHOOD EDUCATION

Aleida Perez, Director for Early Childhood Education

Christina Quinones, ERSEA Coordinator

Mark Ortiz, Health & Safety Coordinator

Elsie Ramirez, Nutritionist Coordinator

Velia Villegas-Aguillon, Family Services Coordinator

Sandra Brown, Disability Coordinator

Cynthia Dennis, Program and Education Coordinator

EDUCATIONAL TECHNOLOGY AND EXTENDED LEARNING

Becky Landa, Executive Director, Office of 21st Century Learning

Lorraine Rousin, Coordinator for Library Meida Services

Kelly Miksch, Coordinator for Ed Tech & Design

Ernest Gonzalez, Coordinator for Library Media Services

Tonya Mills, Coordinator for Library Meida Services

FINE ARTS

Dr. Daniel Loudenback, Executive Director for Fine Arts

James Orozco, Assistant Director for Fine Arts & Theatre

Dr. Peter Acosta, Coordinator for Instrumental Music

Dianne Marks, Coordinator for Visual Art, Dance & Spirit Organizations

Isabel Romero, Coordinator Elementary Music & Secondary Vocal

SCIENCE

Angela Paskell, Director of Science

ACADEMIC AND SPATIAL VISION

To guide the creation of the Ed Specs, the first few workshops focused on establishing an academic and spatial vision for the future of SAISD. Three independent explorations occurred which together unite and guide the detailed discussions of academic and spatial needs. The following section outlines each of the activities and associated outcomes.



SAN ANTONIO ISD PROFILE OF A LEARNER

The Profile of a Learner is a compilation of statements indicating the desired qualities of a current and/or matriculated learner. This profile guides all spatial design decisions and conversations and ensures the Ed Specs are tailored to the experiences and desired outcomes of a learner in SAISD. Below is the Profile of a Learner developed by the Design Advisory Team.

CREATOR AND INNOVATOR

Foster a culture that inspires learner creativity and innovation, promotes authentic learning and adaptability, and supports the development of critical thinking and learner agency to identify and solve real-world problems by creating new, useful and imaginative solutions.

CRITICAL THINKER

Learners critically curate resources to construct knowledge by developing information literacy skills to find, evaluate, organize, use and communicate information and make meaningful learning experiences for themselves and others.

COLLABORATOR

Learners use a design process to generate ideas and consider design constraints and calculated risks. Learners will build networks to communicate and collaborate by sharing their ideas, using appropriate tools to present and customize the message and medium for their intended audience.

EMOTIONALLY INTELLIGENT

Cultivate a habit of success for learners that addresses personal development, resourcefulness, and resolve using a framework for emotional intelligence that values a person's attributes of care, compassion, courage, and empathy for others to thrive in a rapidly changing future.

GLOBAL THINKER

Learners broaden their perspectives and enrich their learning by collaborating with others, including peers, experts or community members to examine local and global issues and problems from multiple viewpoints to contribute and influence constructively toward a common goal.

DESIGN FACTORS

Design Factors were created using an activity called Learning Connections. This activity asks members of the Design Advisory Team to prioritize their needs in the categories of learning, teaching, spaces, furniture, tools, and safety. These priorities guided the selection and refinement of academic and spatial needs throughout the Ed Specs. Priorities and how they link to the Profile of a Learner are outlined below.



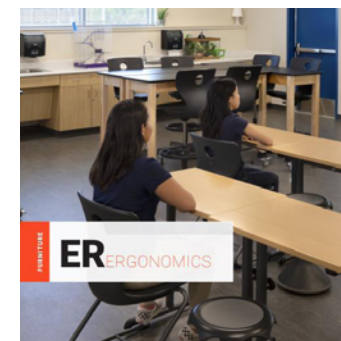
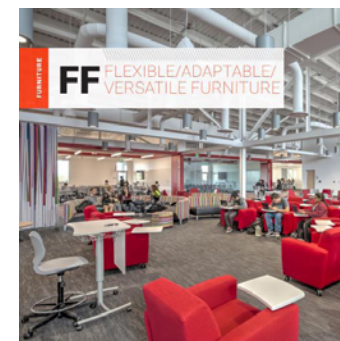
LEARNING

Ensuring that school mirrors real-world experiences is integral to achieving all competencies discussed in the Profile of a Learner. Particularly, ensuring learners are “Global Thinkers” was a focus as this concept can serve as an umbrella for all desired learner outcomes.



TEACHING

Inquiry-Based Teaching is a process in which learners take the lead and are required to create, collaborate, and think critically. The inquiry process can work both virtually and in-person, aligning well with the priority of Blended/Virtual Teaching. Blended/Virtual Teaching requires high levels of emotional intelligence as learners have more choice in where, when, and how they work.



SPACES

A mandate for a variety of flexible learning spaces was clear in the design factors selected specific to space. Flexible Learning Suites provide for the multi-modal experiences necessary to develop all skills referenced in the Profile of a Learner. SAISD also acknowledges that specific skills within the profile and activities to develop those skills will change, meaning adaptable spaces is key.

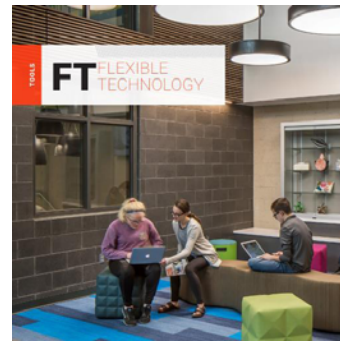
A desire for the mix of literacy and hands-on creation was identified through the Media/Idea Lab. Access to materials and resources will allow learners to take ownership of their journey and master critical thinking.

FURNITURE

Choice and empowerment are required levels of the learning environment. Learners who are developing their emotional intelligence benefit from choosing the furniture to best support their physical and mental needs. Versatile furniture will also support a wide array of teaching and learning activities in the learning suite.

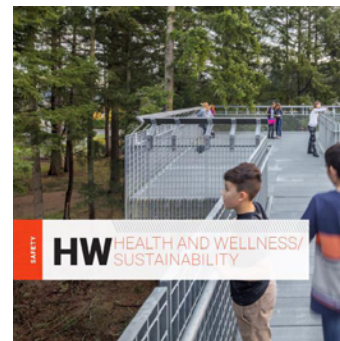
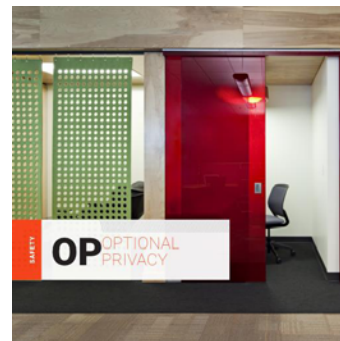
TOOLS

Technology enables our new globally-connected world. Flexible Technology best supports the Learning Suite, enabling the ubiquitous use of devices and supporting different teaching and learning activities. Interactive Technology Devices were desired as part of the vision to support Blended/Virtual Learning needs in the future and ensure that the use of technology is not passive, but an active component of creating, thinking critically, and collaborating.



SAFETY

While the Learning Suite will thrive on transparency and connection, Optional Privacy supports social-emotional safety and wellness for learners by allowing learners and teachers opportunities for privacy. Health and Wellness/Sustainability will ensure that learners' basic needs are met and their bodies and minds are ready to focus on learning. Sustainability is particularly linked to the idea of a "Global Thinker."



ACADEMIC AND SPATIAL DRIVERS

The Design Advisory Team explored the topics of social-emotional learning, safety and security, and outdoor learning. Within each topic, key drivers were defined to pair with the Design Factors and to support of the Profile of a Learner.

SOCIAL AND EMOTIONAL LEARNING



EMPOWERMENT

Learning spaces should empower learners and teachers and instill a sense of ownership, belonging, and pride.



VARIETY

Provide a variety of spaces for different activities, learning styles, and degrees of stimulation.



OUTDOOR CONNECTIONS

Learning spaces should have natural light, with views and access to the outdoors and nature.



WELLNESS

Furniture should support movement and wellness for all users, including learners, teachers, administration, and staff.



SAFETY AND SECURITY



SIGHTLINES

Prioritize passive supervision in all learning spaces to support learner and teacher safety and wellness.



ZONING

Zone campuses to support community access and after-school programming.



COMMUNITY SUPPORT

Provide flexible spaces for community support programs.



LEARNING COMMUNITIES

Create smaller, more personalized learning communities to support learner movement and wellness.

SITE AND OUTDOOR SPACES



VALUE

Design site elements with eco-friendly and low-maintenance attributes to create long-term value.



NATURE-BASED LEARNING

Provide outdoor learning spaces that support a variety of hands-on and nature-based learning activities.



SAFETY-ZONING

Zone outdoor learning spaces for learner and teacher safety, and consider sheltering from the elements.



COMMUNITY ACCESS

Provide outdoor spaces for after-hours use by learners and the community.



CONNECTION TO MASTER PLAN 2030

The Ed Specs align with the seven common goals established by the SAISD *Master Plan 2030*. The following section revisits these goals (indicated in italicized text) and outlines the alignment with specific spatial decisions identified in the Ed Specs.

FLEXIBLE SPACE & TIME

Collaborative spaces, visibility, + mobility

The district hopes to create spaces for various group sizes for individual and large group learning spaces. Spaces will allow for higher-level thinking while responding to new learning models.

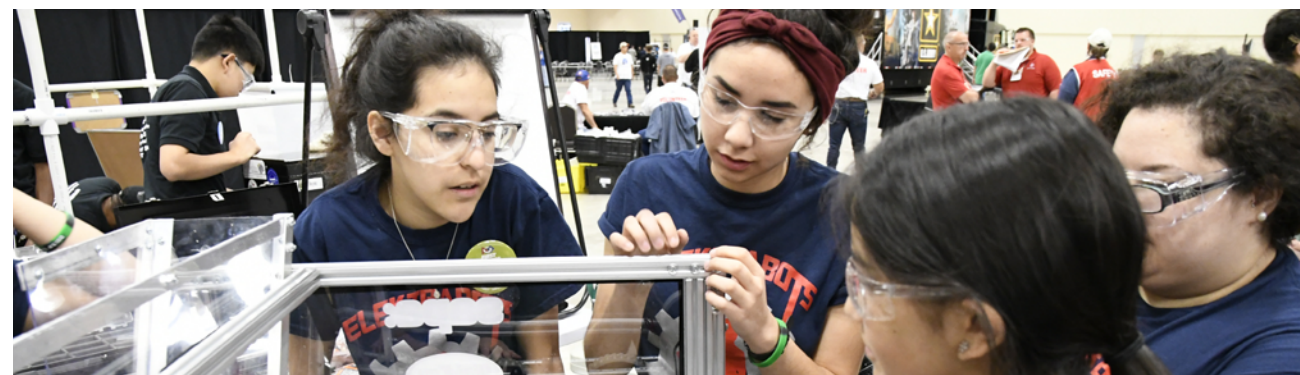
The Ed Specs approach general learning environments in the context of a learning community. These learning communities occur in every grade level and contain multiple space types that can support a variety of activities and group sizes. Learning studios, learning commons, makerspaces, and group rooms allow for variety in the teaching and learning experience. Ample transparency between these spaces must allow for passive supervision (critical for the function of the learning community) and learning on display (important to inspire excitement for the variety of programs offered by SAISD).

HIGH-TECH & HIGH-CONNECTIVITY

Smart spaces + portable tech

In effort to honor learner work through sharing, the district will include Wi-Fi, portable technology, and other tools to develop smart spaces.

Space type pages in the Ed Specs provide guidance on power and storage requirements in key spaces. These requirements are critical to supporting SAISD's one-to-one ratio of learner to technological device initiative and ongoing support on blended and virtual learning opportunities. Power is required in multiple and strategic locations including at the perimeter of spaces in floors, and overhead in order to support program needs and enable future flexibility



MOBILE FURNITURE

Learner-created active learning

In order to create innovative learning opportunities, the district would like to initiate including movable and stackable furniture that will support small, medium and large group sizes.

Furniture selection is inherently linked to the success of any facility and directly impacts the teaching and learning possibilities available. Space type pages highlight general preferences of furniture needs with a focus on ensuring a welcoming, comfortable, and learner-centered environment.

SUSTAINABILITY

Natural, indirect light, + efficiency

Sustainable practices will be implemented by creating more efficient spaces by introducing sustainable materials and use of natural, indirect light that will allow for opportunities of blended learning and other innovative pedagogies.

Each space type page in the Ed Specs outlines specific requirements for Indoor Environmental Quality (IEQ). This includes the need for all learning spaces to prioritize natural light and provide views to the outdoors.

OUTDOOR LEARNING

Supported learner self-discovery

Self-discovery and increasing movement are elements the district wishes to encourage while producing more outdoor spaces. Gardens, workout equipment, and technology are items that will further promote wellness and community involvement.

The presence of easily-accessed outdoor learning spaces throughout the Ed Specs supports hands-on learning, nature-based learning activities, and sustainability curriculum.



FUN/JOY/EXPLORATION

Indoor play, hands-on learning

A positive environment is essential for learners, parents and teachers. Spaces that welcome indoor play and hands-on learning will be implemented by the district to encourage exploration.

One of the learning spaces integrated into the learning communities is a makerspace. The specific activities supported by this area will vary by grade level but will encourage the ongoing integration of hands-on learning into all subject areas. Libraries will also provide space for hands-on learning and demonstration, allowing for the commingling of literacy and making.

A common theme throughout the Ed Specs is the need for welcoming and inviting spaces for learners. Design teams are encouraged to explore creative and fun design solutions to ensure all users of SAISD facilities are enabled to explore, play, and be joyful.

COMMON RESOURCES

Empowerment of learner thinking + solutions

Enabling the support for collaboration and shared resources increases learner empowerment. Learner controlled spaces that allow for thinking and solving for projects, presentations, and gathering will be adapted into common areas among schools.

The Learning Commons space provided within learning communities and other campus departments is an extension of the traditional classroom, making room for serendipity throughout the learning experience. These common areas should incorporate operable partitions to allow for a range of activities and group sizes. Visibility throughout all spaces creates passive supervision, supporting teachers as they allow for more learner agency and independence.

The Ed Specs also ensure common spaces for teachers. In all grade levels, teachers have a shared work area that allows for collaborative opportunities near their teaching spaces. Centralized Professional Learning Centers are also provided to nurture ongoing dialogue around learner progress and foster a positive climate among teachers.



DESIGN TEAM EXPECTATIONS

The Ed Specs are intended to support a collaborative design process. Design teams will work with campus and district-level representatives to design a facility that meets the District's vision and responds to the unique needs of individual communities. This document provides a performance-based framework to ensure that equitable opportunities for modernized learning environments are explored throughout the district.

Each campus will have a committee of parents, community members, teachers, campus leaders, and learners to provide guidance on the best approach to implementing the Ed Specs for their campus and community. These campus representatives will meet regularly with the design team to discuss the design progress and provide key input to connect the design of their specific campus to their community.

Design teams will also collaborate with various District and campus-level representatives from specific departments. At the end of each project phase, the District will review the design progress to ensure that the requirements outlined in the Ed Specs are met and applied equitably across all bond projects.



CAMPUS ADJACENCIES

2.0

2.2 PROGRAM SPACE TYPES

2.6 CAMPUS ADJACENCY DIAGRAMS
ELEMENTARY SCHOOL
MIDDLE SCHOOL
HIGH SCHOOL

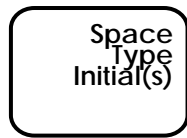


PROGRAM SPACE TYPES

LARGE BUILDING BLOCKS FOR ALL CAMPUSES

Space types are the major groups of programmatic spaces within a school facility. A variety of arrangements are possible in order to ensure a successful translation of San Antonio’s (SAISD) vision directly into the learning environment. The campus adjacency diagrams shown below highlight critical adjacencies between the different program space types. These critical relationships will ensure that all campuses (regardless of cohort, renovation, or new build) are designed around their unique needs while incorporating the Academic and Spatial Drivers discussed in *Part 1* of this document.

These building blocks and critical space types are described in further detail, with critical adjacencies and photographic examples in *Part 3* of this document.



Program Space type name
Description of Space Type.



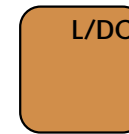
Learning Community

The learning community is a group of core learner and teacher spaces that function together to form the main learning area within the facility. These core spaces include typical Classrooms, a Science studio(s), a Teacher Planning Space, a Makerspace, Group Rooms, a Learning Commons space, and Wellness spaces. There are also opportunities to incorporate distributed program from other programs within the facility, e.g. dispersed dining. The spaces need to respond to the varied needs of learners, and accommodate a variety of teaching methodologies and furniture arrangements.



Special Education

Spaces that support learners with special education needs will range from dedicated space with specific spatial components, equipment, and furniture to shared, highly flexible studios embedded in the learning community. In addition to flexible studios, each campus will also have space for centralized support services. Variety in space options allows teachers to leverage different spaces as the special education population changes over time.



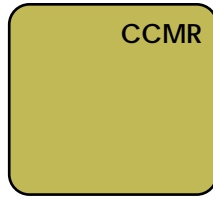
Library and Digital Commons

Library and Digital Commons, formally referred to as library or media center, is a highly flexible hub for a multitude activities. Library and Digital Commons is a learner-driven space and should also be easily accessible by community members and business partners while serving as a “hub” for a variety of learning activities.



Food Service

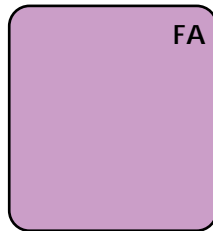
Food Service includes the Kitchen and the Dining Commons, an informal, flexible space used for any number of activities. The Dining Commons serves as a social hub, supports wellness and social well-being, makes health and wellness more accessible and less intimidating, supports musical and dramatic performance, and it is an asset for the community. At the elementary level, the Dining Commons may connect to Fine Arts or PE spaces to support these functions. Placing fitness, dining and performance-oriented spaces adjacent to one another provides flexibility to support a multitude of uses. At the middle school and high school level, centralize large group spaces so they are easily accessible and contain flexible furniture to encourage extended use for learning. The Dining Commons doubles as a learning space through the inclusion of the Demonstration (Demo) Kitchen.



College, Career, and Military Readiness (CCMR)

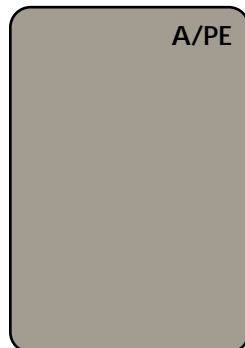
A carefully integrated mix of community and school resources is required to meet the evolutionary aspects of many specialized Career and Technical Education (CTE) and and Military Readiness programs. While particular aspects of CCMR are more prevalent at the higher grade levels, many of these programs are supported in the lower grades through a variety of flexible learning spaces.

Hands-on learning is an important component of the educational environment for all learners in every subject area. The mix of highly specialized spaces requires a balance with the multi-use and flexible nature these activities require. It is important to understand and develop the ability of these types of spaces to continually adjust over time to support future programs and technologies. Flexible CCMR spaces with a high level of infrastructure are provided at the high school level, allowing campuses to customize their programming and easily change the function of spaces over time as offerings evolve and community needs change.



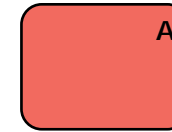
Fine Arts

Fine Arts comes in many different shapes and sizes, including visual and performing arts spaces. These spaces allow learners to explore or expand on their passions and interests. Campus-based decisions and community input may drive the development of many specialized spaces. These spaces require coordination for potential sharing with other schools throughout the District.



Athletics and PE

Athletics and PE is used to broadly cover physical education, athletics, and an overall healthy outlook on life. Research shows that activity and movement increases oxygen to the brain and therefore improved cognition. Similar to activities that occur in Library and Digital Commons, do not isolate fitness activities to a single area of the school, a destination, or a space that only a certain learner population utilizes. Incorporate activity and movement opportunities in areas for use in daily activities by learners and teachers. Both specialized athletic spaces and physical education spaces are provided to ensure the wellness of all learners.



Administration

The learner-centered model of education provides fthe opportunity to distribute administration functions throughout the building. Technological equipment and a robust technology infrastructure allow administrators to seamlessly connect without being physically near each other, and allow for greater access to learners and teachers. New spaces provide shared workspace for additional itinerant or campus staff.



Community Spaces

Community Spaces are an inherent part of modernizing facilities for SAISD. The following space type describes options from dedicated meeting space to support parent and community organizations to multiple dedicated spaces for services supporting community needs. Additional spaces are included to appropriately provide support services to District learners and families.



CAMPUS ADJACENCY DIAGRAMS

The adjacency diagrams in the following pages are guidelines for successful relationships, adjacencies, and integration of specific space types throughout the variety of learning environments. *As specific programs are defined for campuses, implementation of the relationships and ideas from the diagrams will ensure a successful translation of SAISD's vision directly into the learning environment.*

The diagrams indicate adjacencies between required space types and are critical for the success of a future school program. They are not floor plans and only represent one of many potential configurations, which may include multi-story designs. Spaces and furniture should easily reconfigure to support a variety of shared learning spaces and provide accessibility for all users. Ensure natural daylight is provided as well as required access to outdoor learning spaces.





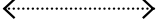



Each campus will have unique site opportunities and limitations that will influence the overall building concept. The design of the site should:

- Support a walkable community with connections to neighborhoods and trails
- Support pedestrian, car, bus, bike, mass transit, and ride share options
- Align building form with human scale
- Incorporate special measures for added security that are needed within a dispersed space type.



LINE TYPES

The below line types are used to graphically communicate the critical relationships between space types in the following pages and in *Part 3* of this document. Line types are included in each diagram only to communicate critical relationships. If a line type is not used, then there is no critical relationship associated with it for the illustrated program spaces. Line types represent a minimum standard. Additional design features, such as transparency, are acceptable even if not represented in the diagrams.

- 
DIRECT CONNECTION - a door or opening must connect two spaces together
- 
CLOSE PROXIMITY - locate spaces close to each other to support easy access or short transitions
- 
LINE OF SIGHT - transparency or unobstructed sightlines will support passive supervision or learning on display
- 
EXTERIOR ACCESS - access to specific programmatic spaces from the outside of the building for a variety of reasons; e.g. athletic spaces might require access to outdoor athletic fields
- 
PRIMARY CIRCULATION - the major paths that connect programmatic spaces together
- 
FLEXIBLE/OPERABLE PARTITION - some type of operable partition is required to provide flexible connections between adjacent spaces
- 
BUILDING ENTRANCE - primary access point to the building
- 
AFTER-HOURS COMMUNITY ACCESS - lockable separation to control access for visitors, teachers, learners, and community members outside of school hours

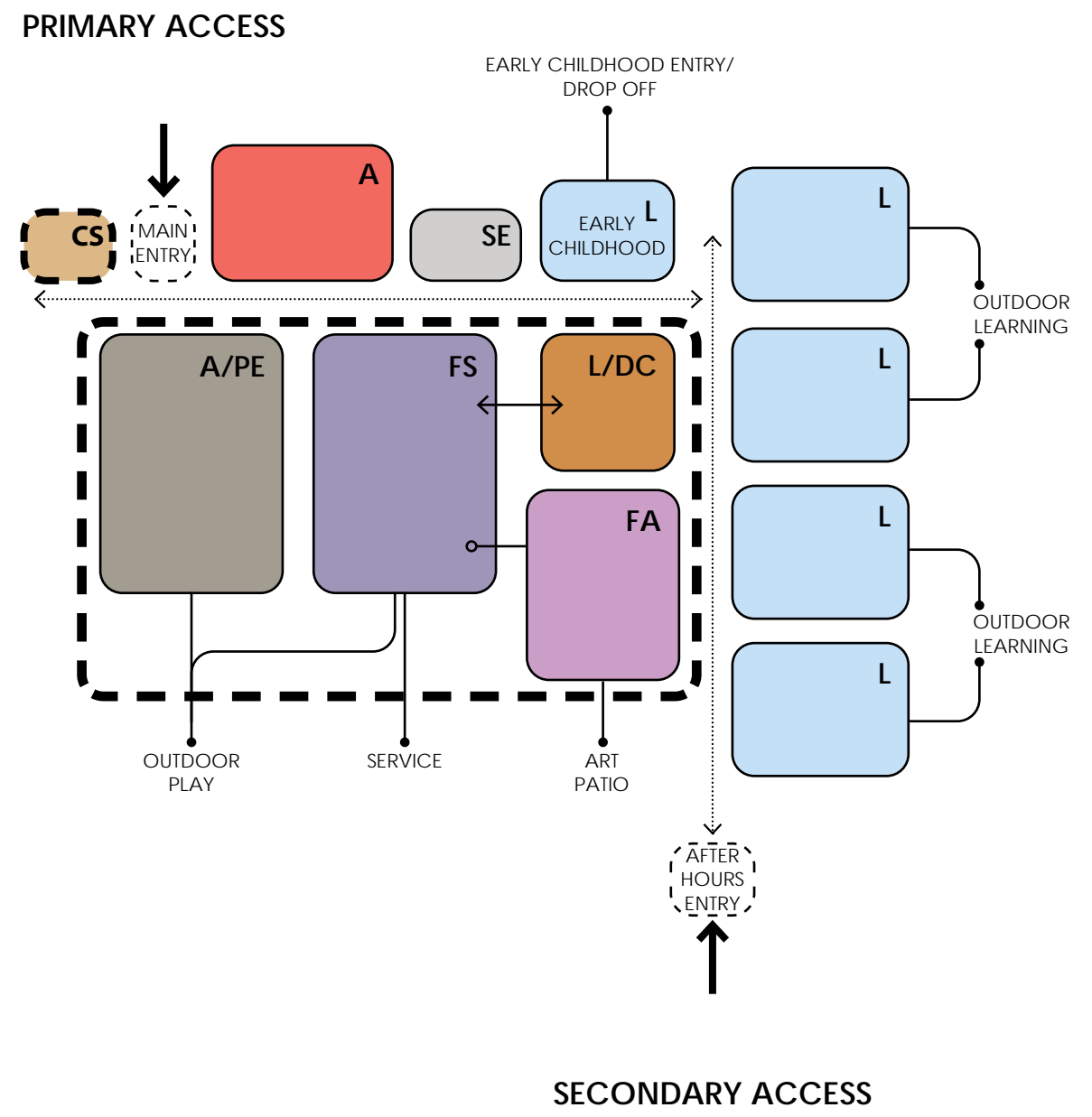
ELEMENTARY SCHOOL

CAMPUS ADJACENCY DIAGRAM

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

- L** LEARNING COMMUNITY*
- SE** SPECIAL EDUCATION
- L/DC** LIBRARY AND DIGITAL COMMONS
- FS** FOOD SERVICES
- FA** FINE ARTS
- A/PE** ATHLETICS AND PE
- A** ADMINISTRATION
- CS** COMMUNITY SPACES

- DIRECT CONNECTION
- CLOSE PROXIMITY
- LINE OF SIGHT
- EXTERIOR ACCESS
- PRIMARY CIRCULATION
- FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- AFTER HOURS COMMUNITY ACCESS



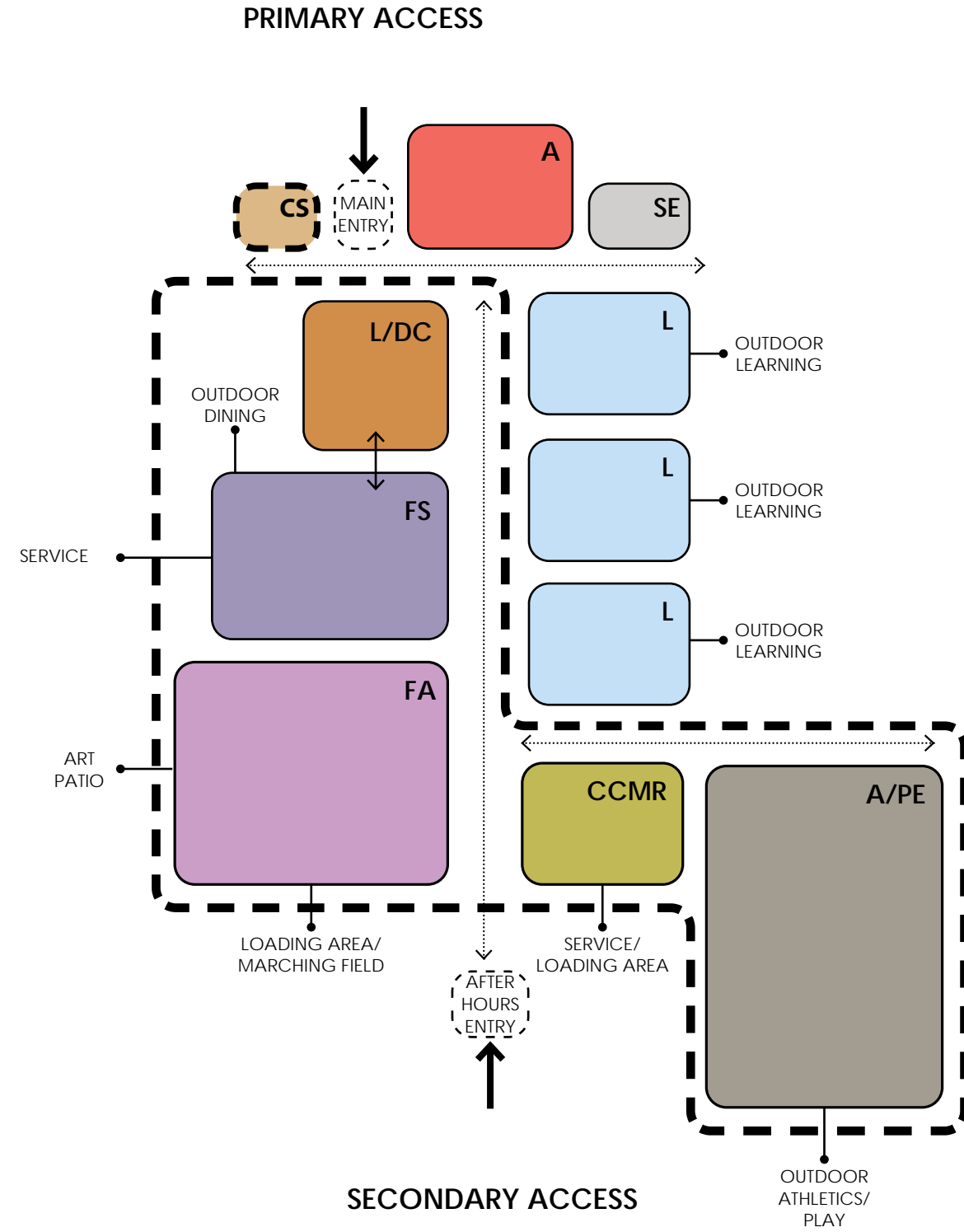
*The quantity of learning communities will vary by campus design capacity

MIDDLE SCHOOL CAMPUS ADJACENCY DIAGRAM

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

- L** LEARNING COMMUNITY*
- SE** SPECIAL EDUCATION
- L/DC** LIBRARY AND DIGITAL COMMONS
- FS** FOOD SERVICES
- CCMR** COLLEGE, CAREER, AND MILITARY READINESS
- FA** FINE ARTS
- A/PE** ATHLETICS AND PE
- A** ADMINISTRATION
- CS** COMMUNITY SPACES

- DIRECT CONNECTION
- CLOSE PROXIMITY
- LINE OF SIGHT
- EXTERIOR ACCESS
- PRIMARY CIRCULATION
- FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- AFTER HOURS COMMUNITY ACCESS



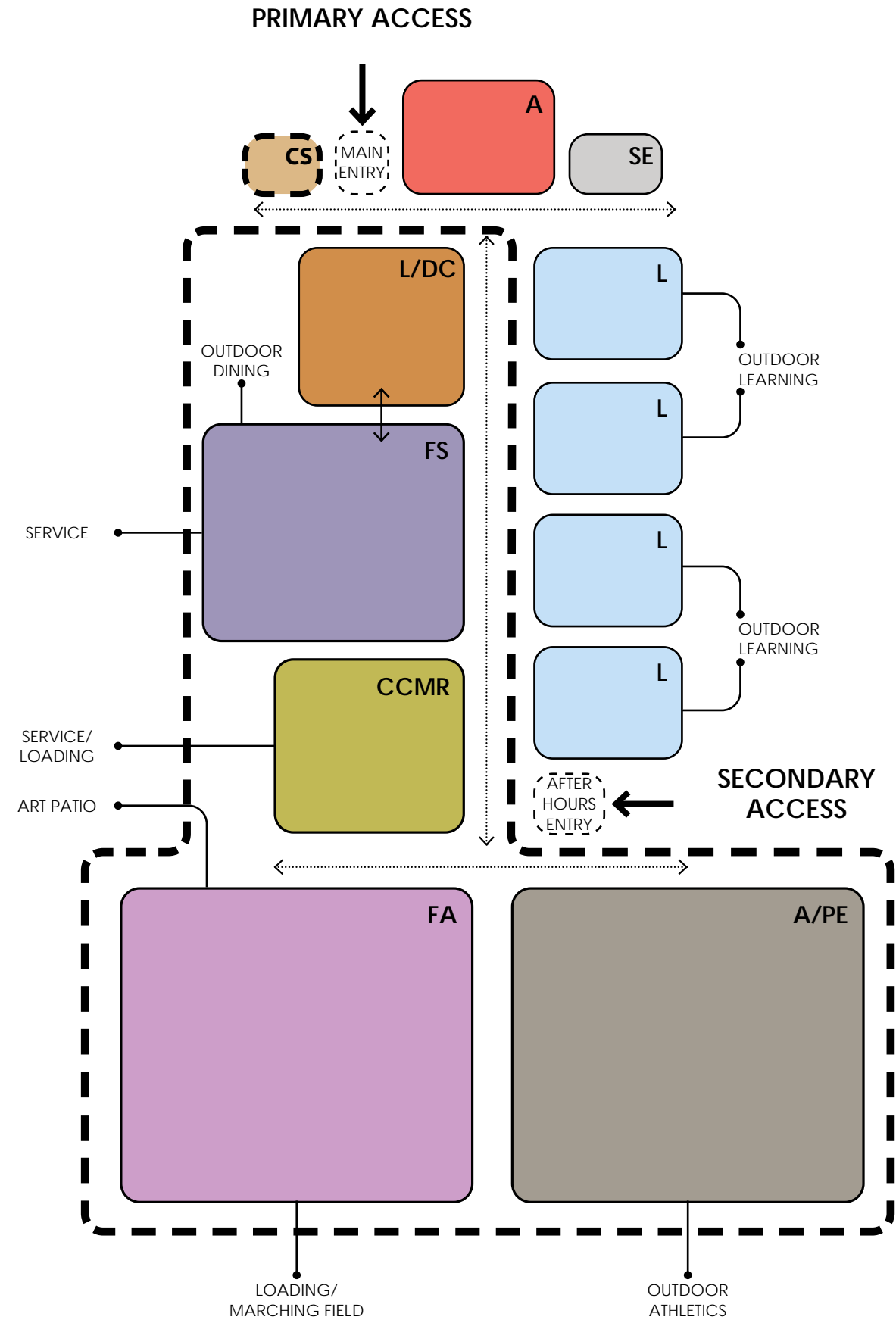
*The quantity of learning communities will vary by campus design capacity

HIGH SCHOOL

CAMPUS ADJACENCY DIAGRAM

- L** LEARNING COMMUNITY*
- SE** SPECIAL EDUCATION
- L/DC** LIBRARY AND DIGITAL COMMONS
- FS** FOOD SERVICES
- CCMR** COLLEGE, CAREER, AND MILITARY READINESS
- FA** FINE ARTS
- A/PE** ATHLETICS AND PE
- A** ADMINISTRATION
- CS** COMMUNITY SPACES

- DIRECT CONNECTION
- CLOSE PROXIMITY
- LINE OF SIGHT
- EXTERIOR ACCESS
- PRIMARY CIRCULATION
- FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- AFTER HOURS COMMUNITY ACCESS



*The quantity of learning communities will vary by campus design capacity

SPACE TYPE COMPONENTS

3.0

- 3.2 INTRODUCTION
- 3.4 GENERAL ACADEMICS
- 3.30 SPECIAL EDUCATION
- 3.38 LIBRARY AND DIGITAL COMMONS
- 3.46 FOOD SERVICE
- 3.52 CAREER, COLLEGE, AND MILITARY READINESS
- 3.70 FINE ARTS
- 3.92 ATHLETICS AND PE
- 3.108 ADMINISTRATION
- 3.126 COMMUNITY SPACES



INTRODUCTION

Part 3 of the Ed Specs outlines the specific requirements for individual spaces for SAISD campuses. Part 3 focuses on on spaces that are either new to the District or have specific requirements critical for their academic function and/or ongoing maintenance and operation. Thus, not every space listed in Part 4 – *Space Programs* has an associated page in Part 3.

Space requirements are categorized in these areas:

Functional Intent: Functional Intent describes the big picture functional requirements of each space.

Activities: Activities lists the specific activities and behaviors the each space must support.

Access: Access describes how each space must relate to other spaces, including physical and visual connections. Access may also include paths of travel or requisite openings (e.g. operable partitions, door width minimums). This section also includes any required connections to the outdoors.

Architectural Requirements: Architectural Requirements includes ceiling height, performance-based finish requirements, and any specialty openings or design elements that are required in the space. This section also outlines requirements for views to the outdoors, daylighting, and sightlines within the space.

Infrastructure Requirements: Infrastructure includes mechanical, electrical, or plumbing needs in the space. This may include requirements for a sink, certain lighting functions, and ventilation needs for specialty spaces, etc.

Furniture and Equipment: Furniture and Equipment outlines performance-based requirements of the furniture and equipment in each space. These should coordinate with architectural and infrastructure requirements to ensure all function together as intended (e.g. ensure dimensions of the space allow for furniture installation and function, and infrastructure for necessary equipment is provided).

Storage: Storage includes built-in casework, mobile storage, and specific requirements of adjacent storage closets. Storage is a critical element of most educational spaces and should not be reduced.

Diagrams are provided which identify critical adjacencies, access, and visibility needs. Note that diagrams show relative sizing of spaces and are not to scale. Refer to the *Part 4 – Space Programs* for specific square footage information.

This section provides baseline expectations, and project design teams are expected to confirm all specific space requirements with each campus and gain approval from with the District on any requested deviations.



GENERAL ACADEMICS

To align with the district's common goal of flexible space and time, Learning Communities consist of a variety of space types enabling multiple group sizes and learning activities. All spaces should contain mobile furniture, allow for the use of a variety of technologies, and encourage exploration and fun. Common areas are provided to encourage learners to collaborate with one another and take ownership over their learning experience. Spaces in the Learning Community also support other learner services by providing flexible spaces that minimize the learner's transition time, and maximize instructional time.

The specific components, sizes, and proportions of the Learning Communities vary based on Early Childhood, Elementary School, and Secondary School needs and programs.

The Classroom and Learning Commons are two spaces outlined in Master Plan 2030 (indicated in italicized text).

LEARNING STUDIOS (Classrooms): it's not just for listening

Learning Studios (Classrooms) will be inviting spaces that will encourage learner empowerment. These spaces will showcase visibility and house different technology tools that will engage learners in an active learning environment.

- *Different types of furniture will be provided to facilitate varied learning activities*
- *Install moveable walls to join or separate spaces for flexibility.*
- *Increase visibility in hallways by introducing breakout areas.*

LEARNING COMMONS: learning outside of the classroom

Learning commons will be a space of engagement for learners to foster learning relationships that is active and collaborative. These spaces will enable learners participate in Learner Deep Learning and the creative process.

- *Application of folding walls to open and close learning spaces as needed.*
- *Interchangeable spaces allow learners to work individually or in groups.*

Additional space types were identified during the Ed Spec planning process. The following diagrams are representative of how the various space types work together to create a functional, multi-modal Learning Community. Descriptions and requirements for key space types are provided.

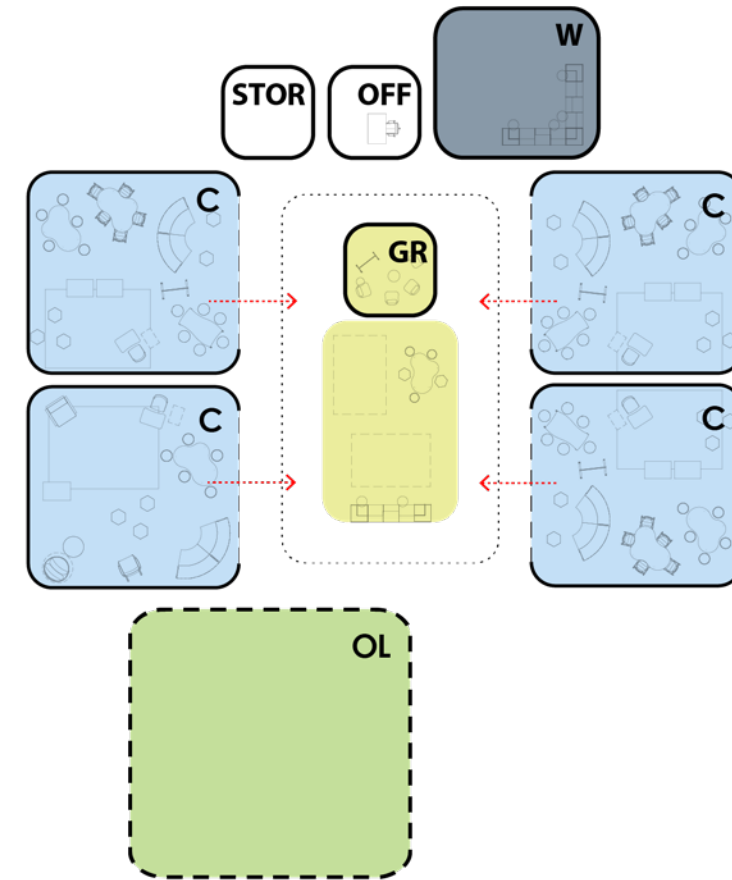
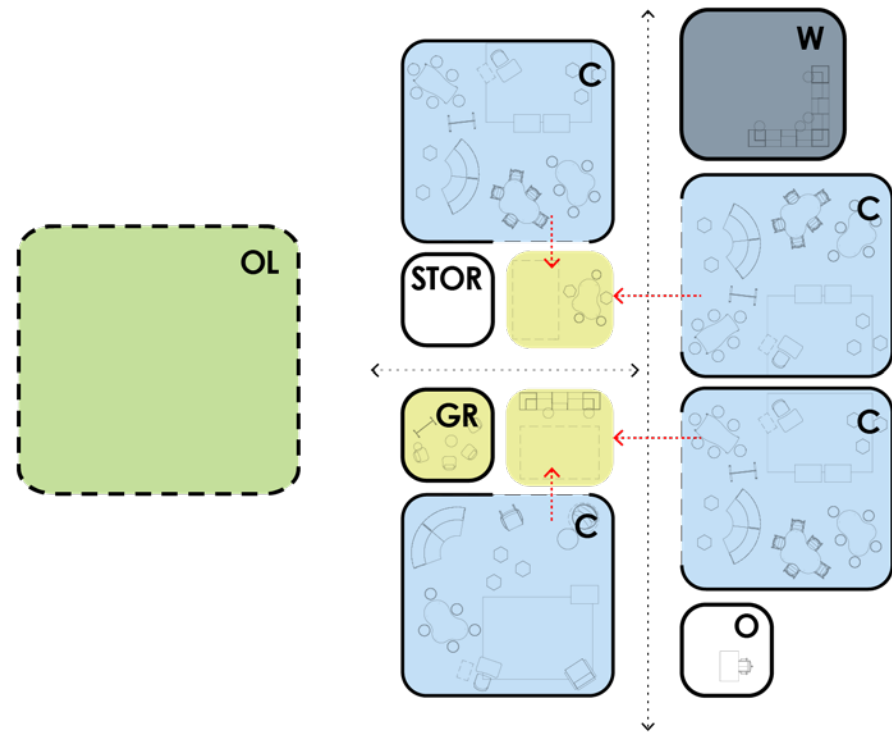
Specific considerations for the Learning Communities include:

- Provide sightlines to all collaborative learning spaces from one or more studios to support passive supervision and unencumbered learner movement.
- Locate Learning Communities to minimize traffic through one community to access another.
- Consider proximity to other program blocks, such as Food Services, depending on the cohort (e.g. Early Childhood) to maximize instructional time.



EARLY CHILDHOOD RENOVATION

NEW BUILD



- C CLASSROOM
- W WELLNESS
- MS MAKERSPACE
- LEARNING COMMONS
- GR GROUP ROOM
- TS TEACHER PREP ROOM
- OL OUTDOOR LEARNING

- ←→ DIRECT CONNECTION
- CLOSE PROXIMITY
- ←→ LINE OF SIGHT
- EXTERIOR ACCESS
- ←→ PRIMARY CIRCULATION
- ←→ FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- AFTER HOURS COMMUNITY ACCESS

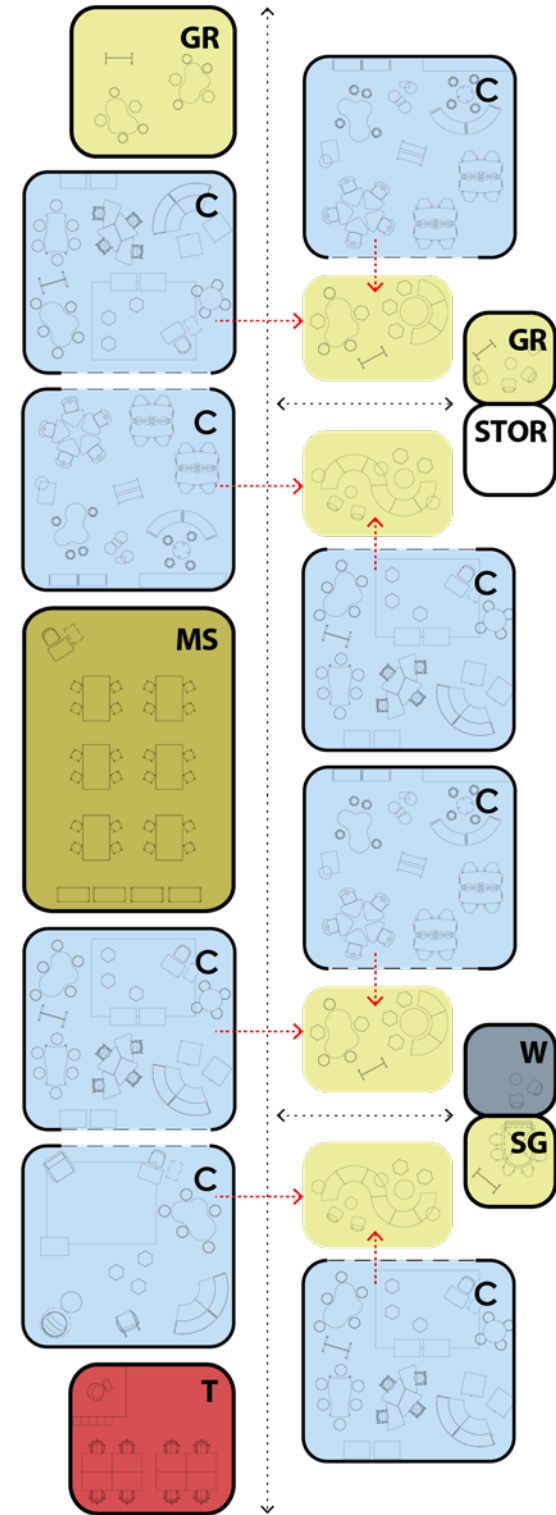
ELEMENTARY SCHOOL

RENOVATION

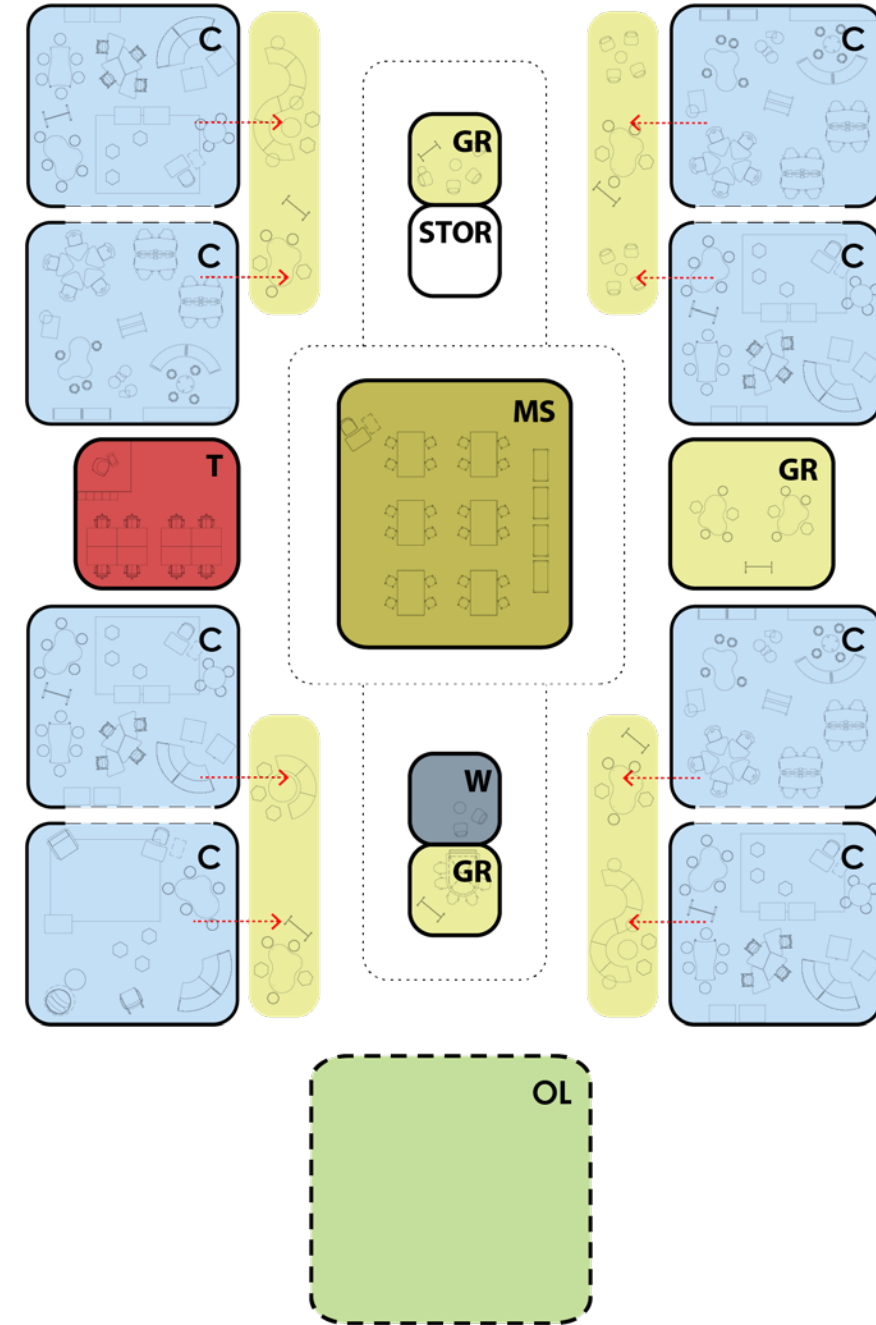
- C** CLASSROOM
- W** WELLNESS
- MS** MAKERSPACE
- LC** LEARNING COMMONS
- GR** GROUP ROOM
- TS** TEACHER PREP ROOM
- OL** OUTDOOR LEARNING



- DIRECT CONNECTION
- CLOSE PROXIMITY
- LINE OF SIGHT
- EXTERIOR ACCESS
- PRIMARY CIRCULATION
- FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- AFTER HOURS COMMUNITY ACCESS

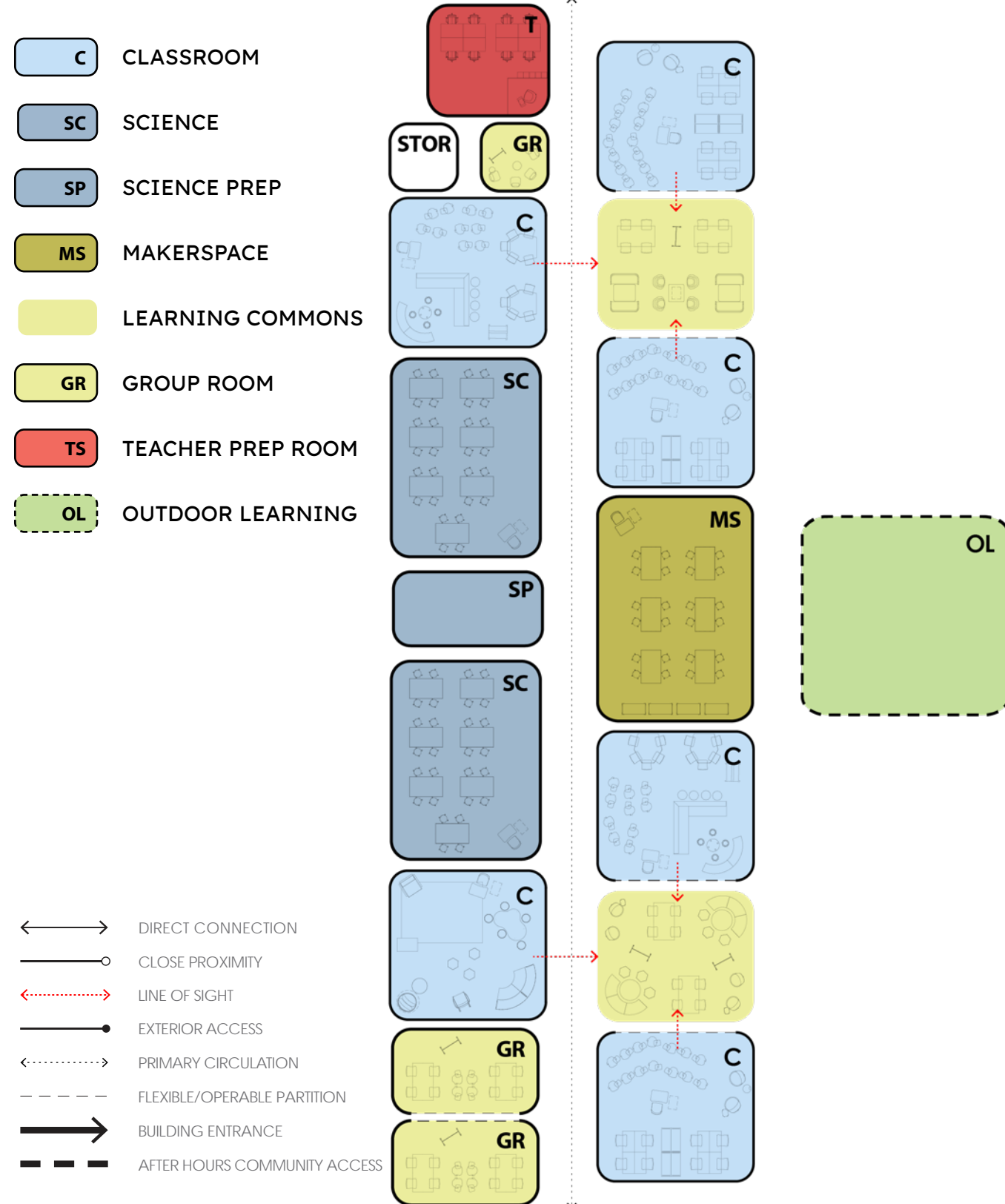


NEW BUILD

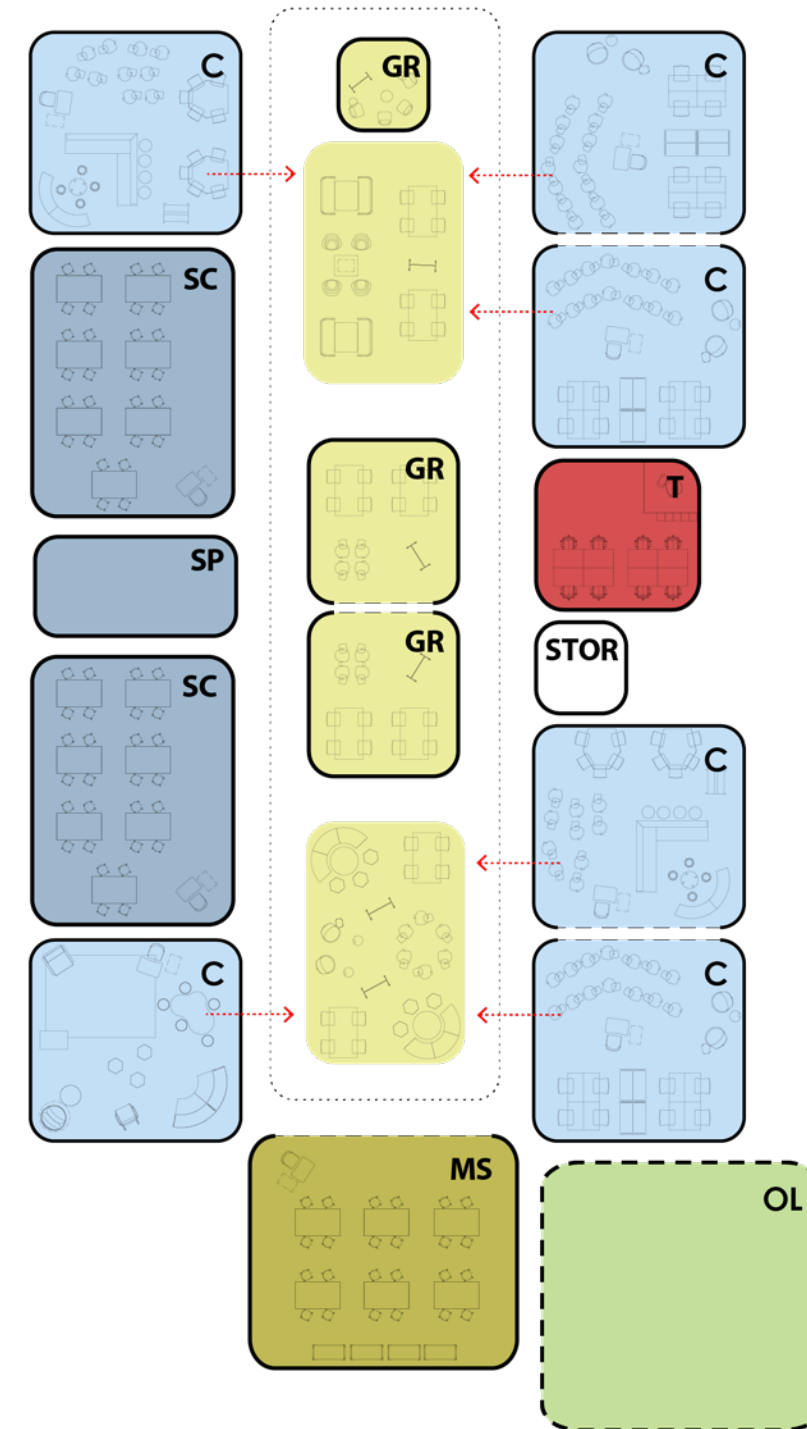


MIDDLE SCHOOL/HIGH SCHOOL

RENOVATION



NEW BUILD



CLASSROOM

Functional Intent: Classrooms should support multi-modal learning and a range of activities and group sizes. They are designed with flexible attributes so they are interchangeable for multiple grade levels or subjects. A Classroom provides an opportunity for one class of learners to work in an acoustically separated space.

Activities: Classrooms should allow learners to quickly assemble into groups, move tables to provide workspace for projects, present to one another, and engage in full class discussions, among other activities. Supporting multiple modalities is key. Consider opportunities to combine Classrooms to support large group instruction, team-teaching, and additional project space. **Special Education:** Classrooms will house and accommodate the needs for the majority of Special Education programs. The assignment of these programs will vary based on individual campus programming and needs. **Early Childhood:** Early childhood learners will spend the majority of their day in their classroom. Classrooms support a variety of center-based learning activities. Flexible, appropriately-sized furniture will support easy transition from centers to family-style meals to promote socialization. **Dual Language:** Incorporate an acoustically isolated and technology-enabled language booth in all Dual Language Classrooms to allow learners to focus on practicing verbal language skills. The Language Booth can be shared between two adjacent Dual Language Classrooms.

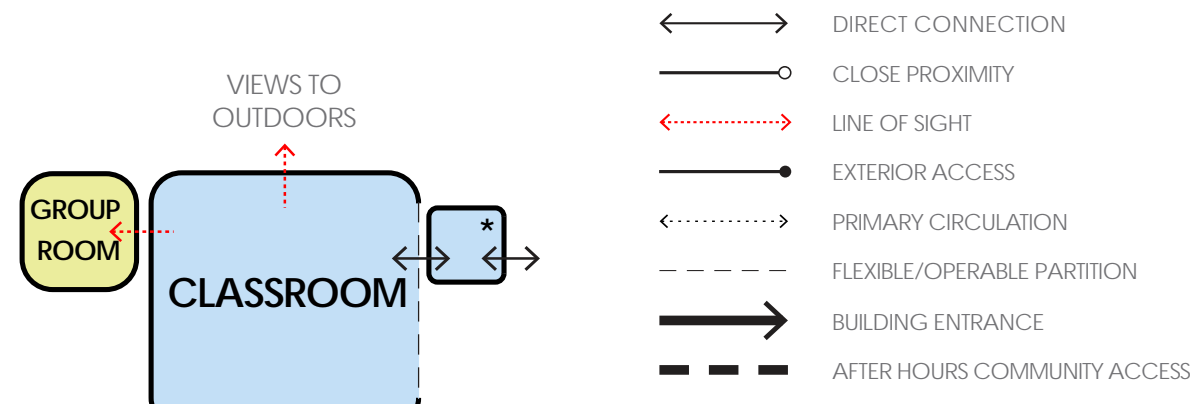
Access: Place Classrooms with a direct connection to the open Learning Commons and provide clear access and sightlines to the outdoors. Consider opportunities for transparent and physical connections to adjacent classrooms or shared Learning Commons to provide greater flexibility for team teaching, collaboration, and temporary classroom expansion for project work. Provide sightlines and passive supervision from Classrooms into Group Rooms and the open Learning Commons. Consider providing visual access to the Library and Digital Commons to encourage use. Special Education Classrooms should integrate into the Learning Community with access to other shared learning spaces. **Early Childhood:** Unless in a standalone Early Childhood Facility (ECF), locate all early childhood classrooms on the ground floor. When integrated into the main building, the early childhood wing must be a self-contained, standalone wing with close proximity to a learner drop off/pick up area.

Architectural Requirements: Provide daylight and direct views to the outdoors at the learner eye level in all Classrooms. Provide glazing along corridor walls to display learning activities and passive supervision to Learning Commons and Group Rooms. This passive supervision is especially important at the elementary levels. Provide durable and easily cleanable finishes to support messy learning activities and dining in the Classrooms. To support multi-modal learning, design Classrooms with multiple teaching walls that incorporate display technology and writable/tackable surfaces. **Elementary Schools:** Appropriately place the writable and tackable surfaces to enable learner use. **Early Childhood:** Design Classrooms to support passive supervision from the corridor by Head Start monitors or city employees. Consider providing alarmed exterior doors in Early Childhood Classrooms and Learning Communities to ensure the safety of young learners

Infrastructural Requirements: Provide hand wash sinks in all early childhood and elementary Classrooms. Provide perimeter power in all Classrooms to support multi-modal learning, technology devices for each learner, and instructional technologies. Consider lighting controls, including dimming systems, in Classrooms to support learner and teacher wellness.

Furniture and Equipment: Provide flexible furniture to support a variety of technological tools and support efficient movement between learning activities, centers, or modalities.

Storage: Prioritize mobile storage over built-in storage to encourage flexibility and learner ownership of the Classrooms. Provide additional shared storage for each Learning Community. **Early Childhood and Elementary:** Provide manipulative storage through a combination of built-in and mobile storage solutions. Shared material storage located within the Learning Community provides storage for additional supplies and manipulatives. **Dual Language:** Provide additional storage for classroom libraries through either built-in or mobile furniture to accommodate the additional reading materials in Dual Language Classrooms.



* Booth only at Dual Language campuses; to be shared by two classrooms



SCIENCE

Functional Intent: Science supports multi-modal learning and hands-on science learning at the middle school and high school level. Science labs are standardized to allow for flexibility in subject taught.

Activities: The Science room is a flexible, multipurpose room that supports seamless transitions between lecture and lab activities in the same space. Science rooms contain additional infrastructure to support maker activities and specific science-based learning activities (e.g. chemistry experiments requiring gas or water).

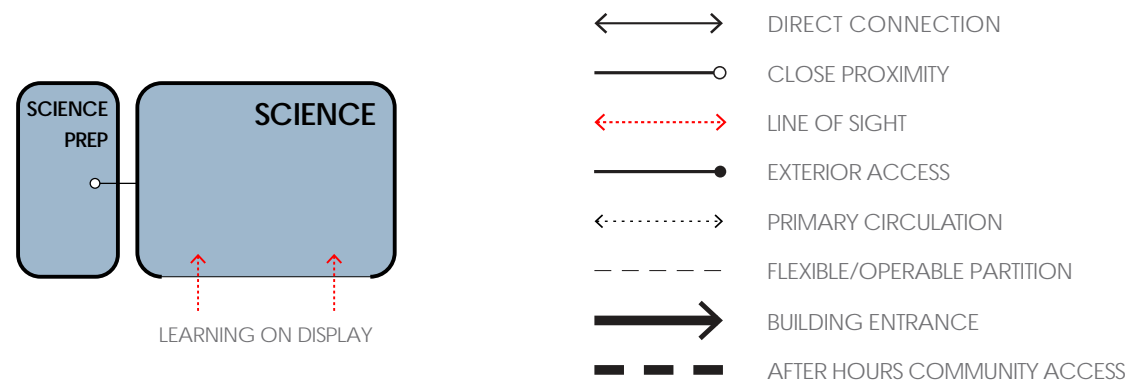
Access: Science rooms are integrated into secondary Learning Communities to support interdisciplinary teaching and learning. Place Science with direct access or close proximity to a shared Science Preparation area. Provide sightlines to Learning Commons to support passive supervision. Consider direct access or close proximity to Outdoor Learning Spaces for nature-based science activities. Consider operable partitions or overhead doors for collaboration with other learning spaces for other project-based learning activities.

Architectural Requirements: Place infrastructure and storage along the perimeter to maximize flexible use of the space. Provide daylight and direct views to the outdoors to support learner wellness. Provide resilient, water- and chemical-resistant finishes in all Science spaces. Provide glazing to display learning activities.

Infrastructural Requirements: Provide lighting controls, including dimmable systems, to support a variety of equipment (e.g. the use of microscopes) and learner and teacher wellness. Provide perimeter power in all Science spaces to support multi-modal learning, technology devices for each learner, and instructional technologies. Consider overhead power and data to promote flexibility; avoid floor power to allow for ease of maintenance. Design adequate ventilation for chemical fumes and odors. Ensure utility shutoffs are easily accessible within the learning space for user safety. Consider perimeter plumbing and gas to support maximum flexibility, while following state recommendations for capacity and group size. High School: Provide a free-standing combination emergency shower & eyewash in all Science spaces.

Furniture and Equipment: Provide appropriate safety equipment that is easily accessible in both the learning and preparation areas. Consider chemical resistant finishes for fixtures. Provide mobile, durable furniture to support a variety of furniture layouts. High School: Provide a full-size refrigerator for chemicals and microwave in preparation rooms.

Storage: Design built-in storage around the perimeter to maximize flexibility in space use and layout. Consider chemical storage requirements in shared science prep space between labs (flammable, corrosive). Balance built-in storage with views to the outdoors. Consider mobile storage solutions to accommodate flexibility and learner autonomy.



MAKERSPACE

Functional Intent: Makerspaces allow for learner-driven inquiry and the integration of hands-on learning in all subjects. At elementary schools, the Makerspace supports “kitchen science” activities.

Activities: The Makerspace provides a flexible space for messy project creation (e.g. crafts or culinary), clean activities (e.g. robotics/tech), and hands-on learning in a variety of group sizes: individual, small group, and whole class learning. Makerspaces will support GATE (Gifted and Talented Education) programming.

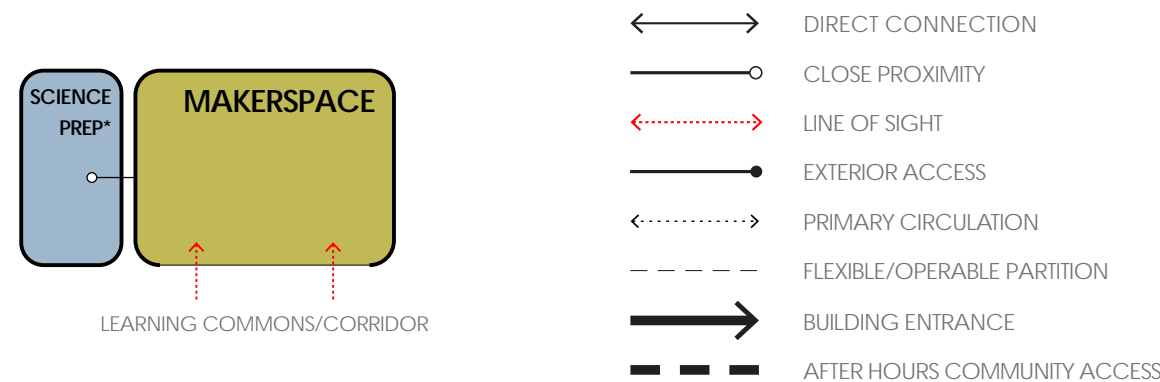
Access: Embed Makerspaces in the Learning Community with direct access and direct sightlines to the Learning Commons. Consider proximity to display areas for displaying learner work. Consider close proximity or direct access to an outdoor space with extra wide openings or overhead/sectional doors for material and equipment delivery. Consider close proximity to an outdoor space for outdoor, hands-on activities.

Architectural Requirements: Provide daylight and direct views to outdoors. Provide glazing to display learning activities. Provide multiple teaching walls and consider designing all walls as writable surfaces. Consider height to allow for display of work and movement of large materials and equipment. Provide resilient finishes that are highly durable for project creation. Provide opportunity for the passive display of learner work.

Infrastructural Requirements: Provide perimeter power in all Makerspaces to support multi-modal learning, technology devices for each learner, and instructional technologies. Consider overhead power and data to promote flexibility; avoid floor power to allow for ease of maintenance. Consider projection capabilities for presentation of work. Provide project/utility sinks. Middle School/High School: Consider additional ventilation or floor drains to support more intensive maker activities (e.g. wood working, soldering, etc.).

Furniture and Equipment: Provide flexible furniture for rapid reconfiguration to support multiple activities. Furniture should include durable finishes for project creation.

Storage: Provide appropriate storage for safety equipment. Design casework at learner height for material access, upper cabinets for teacher access, and ensure storage (mobile preferred) for small manipulatives. Consider project storage needs in the design and selection of casework and mobile storage solutions.



* Science Prep only at middle or high school campuses

LEARNING COMMONS

Functional Intent: Learning Commons support a variety of teaching and learning opportunities. They foster learning agency by allowing for self-directed learning and collaborative learning activities. Appropriate supervision and access is integral to its intended function as an extension of the classroom.

Activities: Learning Commons provide a place for self-directed learning, group collaboration, project work/ideation, technology-based learning, and project/maker activities. The Learning Commons can also provide a space for teacher meetings and large group/all grade gatherings.

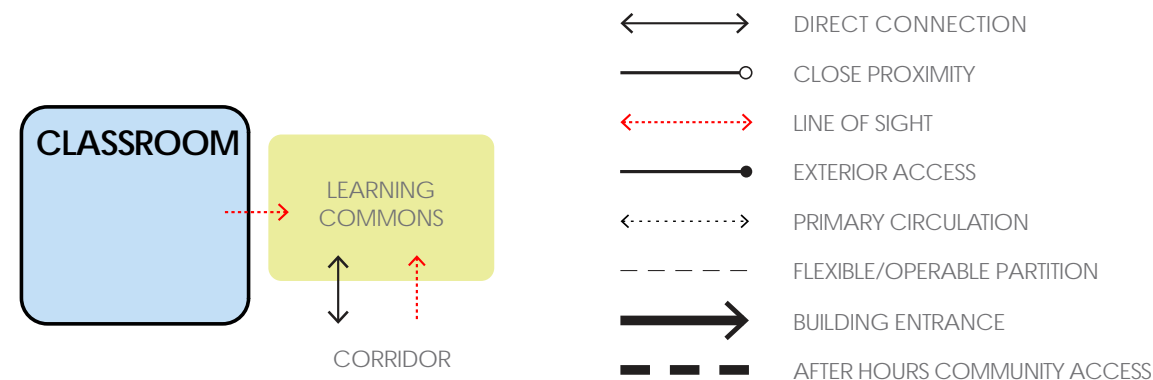
Access: Provide classrooms with direct sightlines and passive supervision to one or more Learning Commons space and Group Rooms. Provide access to Learning Commons directly from primary circulation paths, and not by going through another space. Consider direct access to the outdoors to support learner and teacher wellness. **Elementary School:** The priority is for Learning Commons to support up to eight learners directly accessible from Classrooms; consideration for large group gathering is secondary.

Architectural Requirements: Provide direct or borrowed daylight. Consider views to the outdoors and passive views into other learning spaces. Design finishes to visually define the space from circulation. Acoustics should support a variety of functions.

Infrastructural Requirements: Provide perimeter power in all Makerspaces to support multi-modal learning, technology devices for each learner, and instructional technologies. Consider overhead power and data to promote flexibility; avoid floor power to allow for ease of maintenance. Consider project/utility sink to support messy/maker activities. Consider lighting controls, including dimmable systems, to support a variety of activities and learner and teacher wellness.

Furniture and Equipment: Provide mobile furniture and equipment to promote multi-modal learning. Ensure furniture will support a variety of group sizes, comfort levels, and postures. Provide multiple mobile or fixed digital displays, writable surfaces, or tackboards to support flexible learning activities.

Storage: Provide direct access to shared storage and manipulative storage to support teachers; this can be provided in the shared Community Storage for the Learning Communities or mobile storage solutions.



GROUP ROOMS

Functional Intent: Group Rooms are acoustically separated, flexible spaces to support a wide variety of activities such as learner collaboration, specialist/pull out services, or small group instruction. Group rooms are not intended for one specific function and are shared among a Learning Community. Passive supervision is crucial to allow for integrated use in the learning experience.

Activities: Group Rooms are designated as small (3-5 occupants), medium (6-10 occupants), or large (12-15 occupants). They support peer collaboration, additional academic coaching, GATE programming, Special Education (SPED) resources, restorative practices services and specialist intervention services. Group Rooms can also be used for independent, learner-driven collaboration or focus work.

Access: Provide direct sightlines into the group room from one or more Classrooms to ensure passive supervision. Provide access to Group Rooms directly from primary circulation paths. Disperse Group Rooms throughout the Learning Community to accommodate quick transitions into and out of the rooms to reduce disruption to learning.

Architectural Requirements: Provide direct or borrowed daylight. Provide acoustic separation from adjacent spaces and sound absorbing finishes to encourage communication and collaboration. Provide glazing to display learning activities. Provide visual privacy in at least one Group Room (preferably small) in each Learning Community.

Infrastructural Requirements: Provide perimeter power and data for flexible layout. Consider power for projector or digital display.

Furniture and Equipment: Provide mobile/flexible furniture to promote variety of layouts. Consider collaborative soft seating. Provide writable surfaces to support creativity, critical thinking, and collaboration. Consider varying furniture in group rooms to encourage learner choice for different learning activities.

Storage: Consider mobile storage for shared resources or convenient access to supplies or manipulatives.



TEACHER PREP ROOM

Functional Intent: Teacher Prep Rooms are dedicated, adult-only spaces to support independent and collaborative teacher work in Learning Communities and other departments.

Activities: Teacher Prep Rooms support planning, collaboration, socialization, administrative, and focus work. The Teacher Prep Room functions as a small-scale workroom and lesson prep area integrated into the Learning Community for ease of access. At the secondary level, the Teacher Prep Room includes a phone room, an enclosed space to make private phone calls, and workstations if teachers do not own a classroom.

Access: The Teacher Prep Room is shared among the teachers in a Learning Community or department. A small telephone room must be accessible from within the Teacher Prep Room at the secondary level. Consider sightlines to Learning Commons or Group Rooms for passive supervision. Provide direct access from primary circulation to support teacher access to the room.

Architectural Requirements: Provide direct or borrowed daylight. Provide views to the outdoors to promote teacher wellness. Provide glazing to ensure teacher collaboration is modeled for learners.

Infrastructural Requirements: Provide perimeter power and power for equipment, such as a copier. Provide a hand wash sink, and consider a utility/project sink, depending on campus needs.

Furniture and Equipment: Consider providing a refrigerator and microwave. Provide workspaces and collaborative soft seating to support teacher socialization and focus. Provide space for the addition of a copier if desired by the campus.

Storage: Provide opportunities for lockable, personal storage. Consider space for general supply storage.



LEARNING GARDEN

Functional Intent: Every elementary school will have a Learning Garden to support outdoor learning, STEM curriculum, and activities with community partners.

Activities: Learning Gardens will support a variety of learning activities, including hands-on and nature-based learning in individual and group settings. Learning Gardens can also support lessons around health and food supply and science programming around nature and wildlife. These gardens are championed by one teacher on each campus but maintained by the entire campus community.

Access: Locate the Learning Garden centrally on campus, with close proximity to the Learning Communities, to support access for all learners. Consider proximity to the Demonstration Kitchen in the Dining Commons to support culinary learning activities and farm-to-table programming. Locate the Learning Garden on site to provide full sun for optimal plant growth. Provide close proximity to service or loading zones for deliveries. Consider connections to both indoor and outdoor learning spaces.

Architectural Requirements: Provide shade to protect learners and teachers from inclement weather and sun. Design with low maintenance and eco-friendly finishes.

Infrastructural Requirements: Water access is essential for growing plants; provide access from either a cistern or other water supply.

Furniture and Equipment: Provide raised garden beds with at least one wheelchair-accessible bed.

Storage: Provide storage either as a bin or shed structure for specialty equipment.



OUTDOOR LEARNING SPACE

Functional Intent: Outdoor Learning Spaces support learner wellness with exposure to nature and the outdoors. Utilize outdoor spaces on campus for additional opportunities for independent and guided exploration and observation.

Activities: Nature-based learning supports a variety of outdoor activities such as gardening, caring for domestic animals, tending to natural wildlife habits, walking on a nature trail, and other activities based on campus needs or programming. This can include an outdoor classroom or workspace, specialty learning structures (ex. hydroponic greenhouse), or an outdoor collaborative work area.

Access: Provide access to Outdoor Learning Spaces for safe after-hours use by the community. Provide sightlines from adjacent learning areas for passive supervision. Consider proximity or access from maker, science, or art spaces. Elementary School: Provide close proximity to the Learning Community.

Architectural Requirements: Provide shade structures to protect learners and teachers from inclement weather and sun. Design with low maintenance and eco-friendly finishes.

Infrastructural Requirements: Provide Wi-Fi access to the entire outdoor learning space. Consider providing power outlets. Consider water access to support specific campus programming. Consider outdoor lighting for flexible lighting needs.

Furniture and Equipment: Consider outdoor writable surfaces.

Storage: Consider storage for manipulatives or other supplies.



LEARNING STAIR (OPTIONAL)

Functional Intent: Learning Stairs are multi-functional stairs that provide tiered seating opportunities along with circulation. They intend to extend activity capabilities without adding substantial additional square footage.

Activities: Learning Stairs provide opportunities for large gatherings, learner socialization, presentations, community events, performances, etc. Depending on location, the Learning Stairs can serve as additional dining space.

Access: Consider proximity to stage, dining, or black box to support informal performances and large group gatherings. Consider placing centrally to serve as a larger, shared space. Consider designing for a smaller capacity and integrating into Learning Communities with proximity to the Learning Commons.

Architectural Requirements: Provide resilient/durable finishes to support learner activities. Provide opportunities for learners of all abilities to equitably utilize this space. Consider integrating campus branding if the Learning Stair is a centrally located gathering space.

Infrastructural Requirements: Integrate power into the Learning Stair to support technology devices for each learner. Provide power to support presentations through mobile or built-in screens.

Furniture and Equipment: Consider providing integrated or mobile seating pads at Learning Stairs.

Storage: Coordinate specific storage requirements with campus.



WELLNESS ROOM

Functional Intent: The Wellness Room is a Learning Community resource that support restorative practices embedded into the day-to-day learning experience. They support general wellness and development of emotional regulation for learners and teachers.

Activities: Wellness Rooms in Learning Communities provide opportunities for individuals or small groups to easily access a space for de-escalation, sensory interventions, or other mindfulness/restorative practices.

Access: Wellness Rooms should be embedded within the Learning Community and easily available to learners for integration into the typical school schedule. Provide access from primary circulation paths to support shared use.

Architectural Requirements: No sightlines are allowed into the space for learner privacy. Ensure the space is acoustically separated from other spaces.

Infrastructural Requirements: Provide lighting controls, including dimming systems to support learner and teacher wellness. Provide perimeter power at varying heights to support sensory technologies and learner needs.

Furniture and Equipment: Provide flexible, comfortable seating to accommodate a variety of activities and allow for open spaces as needed.

Storage: Coordinate specific storage requirements with campus.

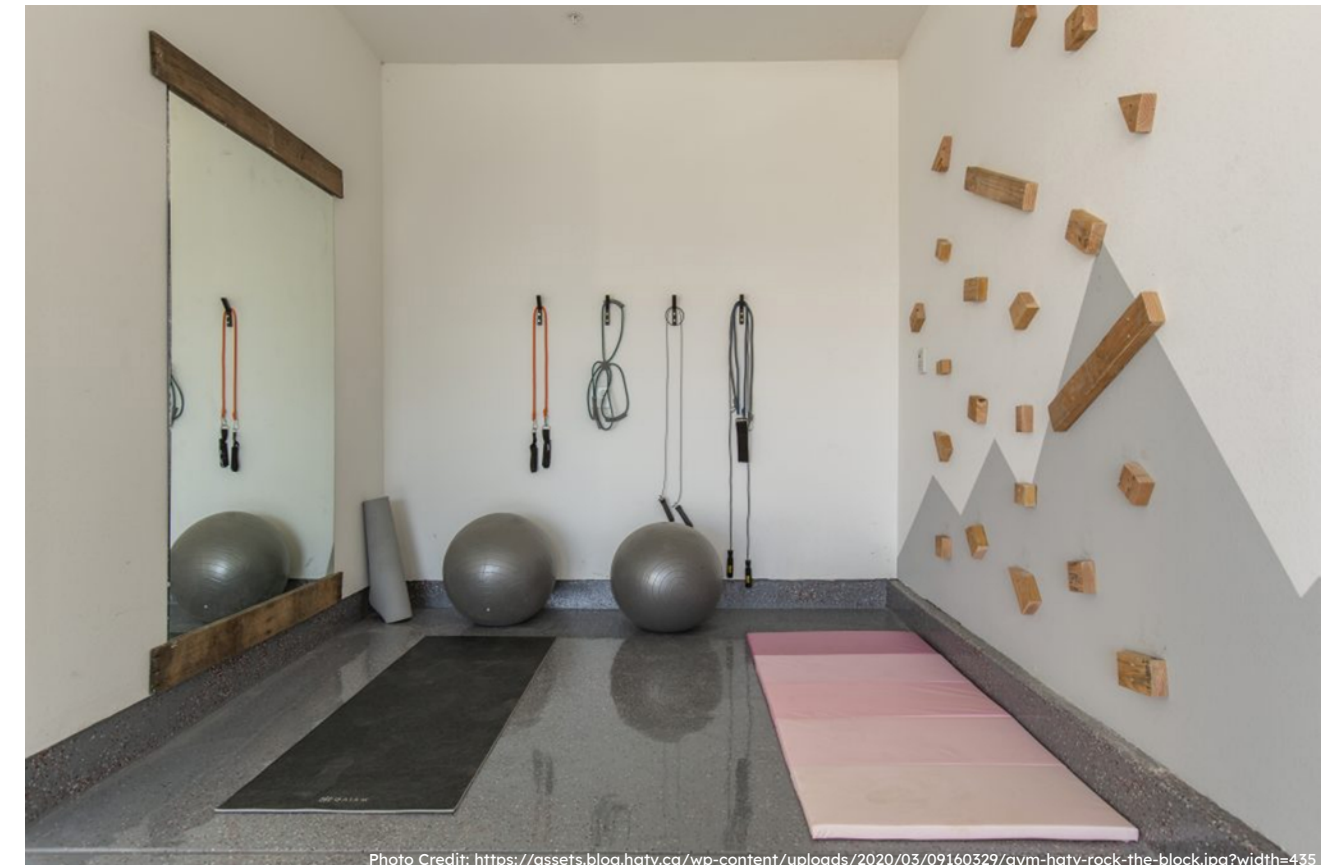
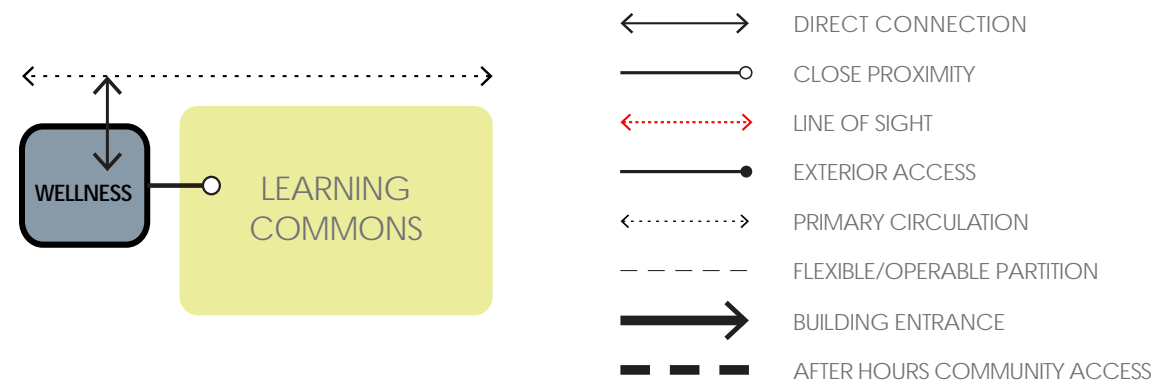


Photo Credit: <https://assets.blog.hgtv.ca/wp-content/uploads/2020/05/09160329/gym-hgtv-rock-the-block.jpg?width=435>



SPECIAL EDUCATION

The Department of Special Education Services promotes inclusion and supports learners with disabilities in gaining college and career readiness, and independent living skills. Special Education spaces provide a rigorous, nurturing learning environment, high-quality instruction, and support services that enable all learners to reach their full potential.

To support the district's commitment to inclusion, the primary learning studios for Special Education are dispersed into the Learning Communities. Many of the spaces described below are dedicated, centralized resources that support each campus. Some community and family support services provided by the Department of Special Education will utilize shared community spaces provided on all campuses. Refer to *Part 3 - Space Type Components, Community Spaces*.

The specific functions and requirements of the Special Education programs were identified during the Ed Spec planning process. The following diagram represents how the spaces may function. Descriptions and requirements for key space types are provided on the following pages.

Specific considerations for Special Education include:

- Minimizing loss of instructional time is a high priority – locate dedicated Special Education support spaces on campuses based on maximum accessibility and minimum transition times.
- Storage spaces and/or furniture should have built in opportunities to charge assistive technology devices.
- Balance the need for daylight and sightlines with privacy in all spaces utilized by the Special Education department.
- Ensure that no spaces are labeled Special Education or SPED in permanent room signage to support long-term inclusion and flexibility.



LIFE SKILLS CLASSROOM

Functional Intent: The Life Skills Classroom is a centrally located, flexibly designed space that supports the special education program and multi-modal learning, including the simulation of a variety of daily living skills and tasks.

Activities: The Life Skills Classroom is a space to simulate household environments and practice daily life activities for learners to develop independent living skills (e.g. meal prep or cleanup, household chores, laundry, etc.). Provide Sensory Optimal Learning Environments (SOLE) for individualized and small group learning. Learning activities include both active and tech-based learning stations. High School: The Life Skills Classroom at this cohort specifically supports transition to life in the community skills development, including a more intentional focus on vocational activities.

Access: Centrally locate this space to support maximum access for all learners and users. Provide direct access to a primary circulation path. Life Skills Classrooms should not be isolated from the rest of campus to promote the inclusivity of all learners. Provide direct access to an accessible restroom. Locate on the first floor with close proximity to egress. Consider close proximity or direct access to learner drop-off. Consider ability for visual privacy. Middle School/High School: Pair two Life Skills Classrooms with a shared toilet and disperse them throughout campus.

Architectural Requirements: Provide direct or borrowed daylight with views to the outdoors to support learner wellness. Ensure the design and finishes mimic a real-world environment. Balance acoustic and visual stimulation with glazing for daylighting and views. Provide acoustic separation from adjacent spaces. Provide resilient, easy to clean finishes that can withstand higher than average impact and wear. Ensure all thresholds are minimal for movement of heavy loaded rolling equipment.

Infrastructural Requirements: Provide perimeter power in all Life Skills Classrooms to support multi-modal learning, technology devices for each learner, and instructional technologies. Provide outlets at varying heights to ensure safety and appropriate accessibility for a variety of equipment types. Provide lighting controls, including dimming systems, in Life Skills Classrooms to support learner and teacher wellness, particularly for easily overstimulated learners. Provide additional structural support in the ceiling to accommodate therapy swings or other therapeutic equipment. Ensure there is adequate infrastructure in the restroom for a changing table and ceiling lifts, including additional structural support in the ceiling. Provide flexible water and power to support household and kitchen appliances, including residential laundry machines. Provide an ADA-compliant shower in at least one SPED restroom on all campuses. All spaces must support all users with disabilities. Avoid sharp corners for learner safety.

Furniture and Equipment: Provide flexible furniture to support multi-modal learning. Equipment will vary based on campus use as a vocational or living skills lab, but will include common household appliances.

Storage: Provide adequate storage for manipulatives and support equipment. Consider storage with integrated power to support device charging.

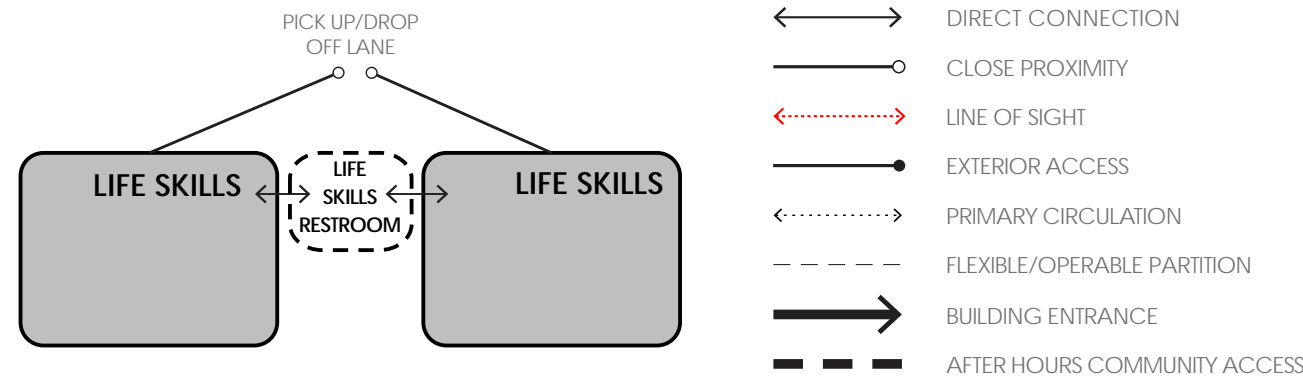


Photo Credit: https://assets.dnainfo.com/generated/chicago_photo/2015/09/room-1443556991.jpg/larger.jpg

SPECIALIZED FLEX CLASSROOM

Functional Intent: A Specialized Flex Classroom is larger than the typical Classroom and is designed to support a variety of SPED programs that are offered throughout the district.

Activities: Programs that occur in this space may include additional Life Skills, behavioral programs, physical therapy, a motor lab, or a self-contained ACE classroom, among others. It is designed to support a variety of SPED programs as a campus's needs change over time. **Behavior Support Unit:** A Behavior Support Unit will require specific support spaces, including a sensory station and a cool down station to safely support learners in crisis.

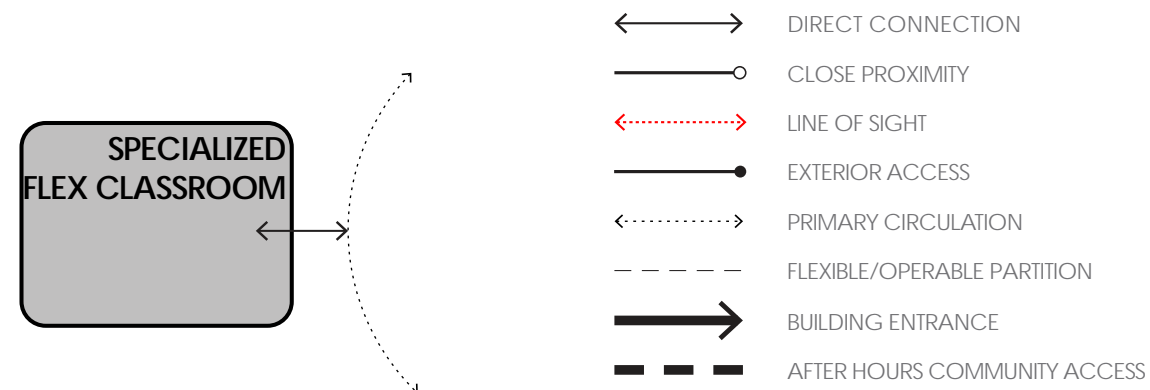
Access: Provide direct access to a dedicated restroom with a changing area to support learner privacy and accommodate for a variety of program needs. **Behavior Support Unit:** When used as a Behavior Support Unit, the Specialized Flex Classroom should have a cool down station within the classroom to support self-regulation without challenging the learner's privacy in a public setting.

Architectural Requirements: Provide direct or borrowed daylight with views to the outdoors. Consider laminated glass for impact resistance during learner crises. Balance glazing to display learning activities with learner privacy when designing Specialized Flex Classrooms. Provide durable wall and floor finishes that can withstand higher-than-average impact and wear.

Infrastructural Requirements: Provide perimeter power at varying heights to ensure safety and appropriate accessibility with flexible equipment layouts. Provide additional structural support in the ceiling to accommodate therapy swings or other therapeutic equipment. Provide access to a hand sink in all Specialized Flex Classrooms. Provide lighting controls, including dimming systems, in Specialized Flex Classrooms to support learner and teacher wellness, particularly for easily overstimulated learners. Ensure there is adequate infrastructure in the restroom for changing table and ceiling lifts.

Furniture and Equipment: Furniture and equipment are specialized per the program supported; however, all have high mobility to allow for multiple uses and provide clear floor space.

Storage: Provide learner storage within the classroom for personal items, including additional hygiene needs. Provide casework along one wall to support secure storage of manipulatives and other supplies. All storage must be lockable.



SPECIAL EDUCATION SERVICES

Functional Intent: Special Education Services (SPED) include offices, meeting rooms, and other spaces that are not primary SPED learning spaces, but support services for SPED learners.

Activities: This suite of spaces supports learner-led or specialist-directed meetings and lessons. In addition to these spaces, an Itinerant/SPED Staff Room is available for specialist use. (See *Itinerant/SPED Staff Room* in Administration section for further information.) The following spaces, among others, are included in Special Education Services:

Speech: Speech supports focus work for the campus specialist and space for group learning. At an Elementary School, the space may need to support additional staff, based on campus programming. At the High School level, the space will need to support multiple groups and specialists working simultaneously.

Dyslexia: Dyslexia supports focus work for the campus specialist and for group learning. Specific needs will vary by cohort.

School Psychologist (LSSP): This campus specialist provides one-on-one and group discussion sessions. This space should also support focus work for the school psychologist in between sessions with learners.

General Educational Support: This space is owned by a dedicated specialist who works through specific curriculum with groups of learners at the Elementary level.

SPED Conference Room: The SPED Conference Room will support large meetings discussing specific learner needs and strategies. Size the room to appropriately support ARD's, IEP meetings, test interpretations, and other activities.

SEMS Clerk: This space provides a private office and storage for staff who manage records and schedules for the SPED department.

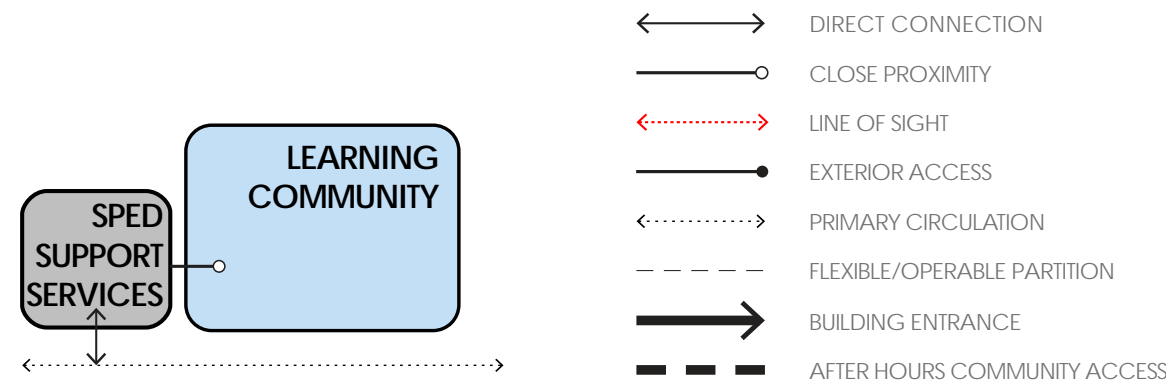
Access: In order to allow for easy access for all learners, Special Education Services should be centrally located on campus and easily accessible from all Learning Communities. All spaces should remain distinct from the main administrative area and accessed from a primary circulation path. **SPED Conference Room:** Provide shades or other controls with glazing to support both sightlines and the ability to create privacy. Consider proximity to Administration or Reception to support parent access. **LSSP:** In Elementary School, diagnosticians and LSSP can share Group Rooms placed in the Learning Communities. Use of Group Rooms allows for learners to travel to easily accessible Group Rooms, reduces loss of instructional time, and minimizes stigma.

Architectural Requirements: Provide direct or borrowed daylight. Ensure the SPED Conference Room has the option for visual and acoustic privacy.

Infrastructural Requirements: Provide lighting controls, including dimming systems, in Classrooms to support learner and teacher wellness. Provide perimeter power to support flexible use of support technologies. Consider integration of display technology per specialist needs.

Furniture and Equipment: Provide a dedicated desk in all owned spaces in which specialists need to work independently when not meeting with learners. Provide flexible furniture in spaces used for group learning to accommodate a variety of group sizes and activities. Provide appropriate technology to support access to the Special Education Management System (SEMS) in the SEMS Clerk Office.

Storage: All storage in this suite of spaces must be lockable. Provide a combination of casework and furniture storage to support the storage of manipulatives and flexible arrangement of spaces. Ensure secure record storage is provided for the SEMS Clerk.



LIBRARY AND DIGITAL COMMONS

The learner-centered Library and Digital Commons focuses on uplifting learner choice, access, and agency. The Library and Digital Commons consists of a variety of space types enabling multiple group sizes and learning activities. Provide mobile stacks and furniture, allowing for easy adaptation and empowering learners to take ownership of the space. The Library and Digital Commons is intended to welcome learners and ideally relate to the Dining Commons through its “Media Porch”, encouraging literacy and more individualized spaces during lunch periods. This adjacency also encourages the use of dining as an additional learning space outside of lunch hours. Minimizing dedicated staff spaces, the Library and Digital Commons encourages learner agency, making, socialization, and collaboration.

Libraries were included as one of the kit of parts in Master Plan 2030 (indicated by italicized text).

LIBRARY: it’s not just for research

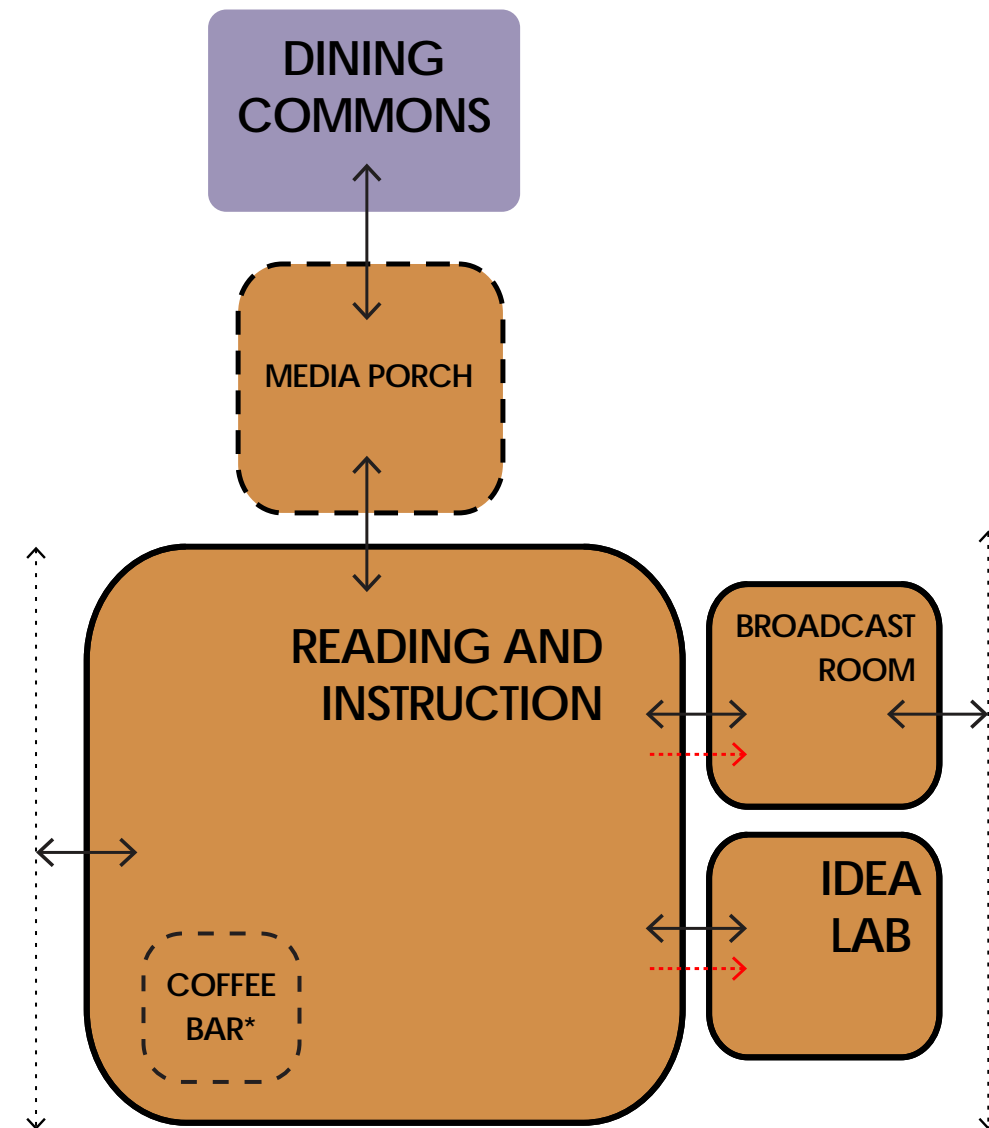
Libraries will be a shared resource, not just for printed materials but will become a highly specialized resource hub. A variety of spaces support the different stages of the learning cycle.

- *The use of technological resources will help learners engage in higher-level thinking.*
- *Various learning materials that will serve purposed to all subjects learners encounter on a daily basis.*

The specific components of the Library and Digital Commons were identified during the Ed Spec planning process. The following diagram represents how the various elements could work together to create the welcoming, learner-driven space envisioned by the district. Descriptions and requirements for key space types are provided on the following pages.

Specific considerations for the Library and Digital Commons include:

- Incorporate technology that empowers learners to access resources autonomously.
- Provide a variety of furniture to support a wide range of activities and enable learners to change the space as needed.



* Coffee Bar only at High School Level



READING/INSTRUCTIONAL AREA

Functional Intent: Reading/Instructional Areas are intended to support learner agency to guide their learning and exploration. All elements of the space are learner-focused. This flexible space includes stacks, media collections, flexible seating, and open space to support a variety of functions.

Activities: The Reading/Instruction Area includes a space for library specialist-led activities or lessons, individual or group research, individual or group study, or small-scale performances like poetry nights or open mic nights. Stacks should be integrated and distributed throughout the space. Open floor space within this area should demonstrate and display of work created in Idea Lab.

Access: Provide direct access and sightlines to Media Porch. Provide direct access to the Idea Lab. Include open space as an extension of the Idea Lab for demonstrations.

Architectural Requirements: Provide natural light with adjustable shades to support the lighting needs for various activities. Provide views to outdoors for learner wellness. Design the space so that it is acoustically separate from adjacent spaces. Provide acoustic treatments in all library spaces to support learner focus and to reduce noise in the space. Ensure there are low/limited thresholds for ease of equipment movability.

Infrastructural Requirements: Provide perimeter or floor power to support multi-modal learning, technology devices for each learner, instructional technologies, and powered furniture for flexibility of use. Ensure power is sufficient to support a whole class of learners using learner technology devices in a teaching area. Provide Wi-Fi access to entire area to increase flexibility of equipment use. Provide lighting controls, including dimming systems, to support user wellness and a variety of uses. Consider zoned lighting controls with a minimum of two zones to give flexibility of activities within the area. Circulation (book check out) is accomplished through mobile technology (self-service area). Provide a dehumidifier to ensure appropriate humidity levels for the books.

Furniture and Equipment: Provide flexible, reconfigurable furniture to support formal and informal collaborative activities. Provide mobile teacher furniture. Provide mobile, self-check out kiosks to support circulation. Minimize circulation desk square footage to ensure a learner-focused design. Provide modular, mobile stacks to support rearranging as needed.

Storage: Consider powered storage for learner devices. Consider furniture with built-in storage and/or hardwired for charging.



IDEA LAB

Functional Intent: The Idea Labs are partially enclosed spaces (can open to the Reading/Instructional Areas) that support media-related, hands-on learning activities facilitated by library and media services and media-STEM crossover programming.

Activities: The Idea Lab will support smaller groups of learners who will move between the Idea Lab and the Reading/Instructional Areas. Similar to a Makerspace, the Idea Lab will support a variety of hands-on learning opportunities and should be designed to support changing programming over time. Activities may include: media-maker, sewing, film-making, VR/gaming, genius bar workshop, among others. Middle School: Supports GATE programming and Career Exploration.

Access: Provide sightlines from the Reading/Instructional Area into the Idea Lab. Locate the the Idea Lab to be directly accessible from Reading/Instructional Areas to enable its use for demonstrations, layout space, and clear floor space.

Architectural Requirements: Provide borrowed daylight with lighting controls for tech-based programming. Consider operable partitions to open fully or partially to the Reading/Instructional Area. Provide acoustical separation from adjacent spaces. Design with sound absorbing finishes and resilient flooring. Differentiate space with change of floor materials. Maximize writable surfaces for creative ideation. Provide writable and tackable surfaces for idea exploitation and to encourage collaboration.

Infrastructural Requirements: Provide perimeter power to support multi-modal learning, technology devices for each learner, and instructional technologies. Ensure Wi-Fi access is provided throughout space. Consider overhead power for flexibility of space. Provide a project/utility sink. Consider any ventilation requirements for equipment.

Furniture and Equipment: Provide flexible furniture for rapid reconfiguration to support multiple activities. Furniture should be highly durable for project creation.

Storage: Provide storage for projects and materials (a small closet or lockable cabinets).



BROADCAST STUDIO

Functional Intent: The Broadcast Studio should mimic real-world broadcast experiences and allow for a range of learner-driven media and broadcast opportunities.

Activities: The Broadcast Studio supports the creation of broadcasts and podcasts, mirroring real-world equipment and design. This space will support a variety of media-focused learning opportunities.

Access: Provide acoustic separation from adjacent spaces, but ensure there are sightlines to other occupied spaces for passive supervision and displaying learning activities. Provide direct access from Reading/Instructional Area (supported by library specialist).

Architectural Requirements: Provide acoustic treatments to support media needs. Ensure room has the ability to support broadcast activities with blackout shades, etc.

Infrastructural Requirements: Provide perimeter and overhead power for flexibility in equipment and layout. Provide a light rack system to support broadcast activities. Provide data in the walls.

Furniture and Equipment: Ensure that all furniture and the equipment is mobile for flexibility of different broadcast activities and layouts. Coordinate specific furniture and equipment needs with the campus.

Storage: Provide secure storage for equipment. Coordinate specific storage needs with campus.



MEDIA PORCH

Functional Intent: The Media Porch creates a bridge between Reading/Instructional Area and Dining Commons. It provides a supervised space for learners to eat alone if desired. It is a space to consume media during meal times and encourage literacy opportunities for all users.

Activities: The Media Porch is a place for individual scale activities; reading, eating, dining. This space supports additional learners if multiple groups/visitors are using library at once.

Access: Provide direct access or direct adjacency to Dining Commons. Locate the Media Porch immediately outside Reading/Instructional Area. Provide sightlines from Dining Commons and from Reading/Instructional Area for passive supervision and displaying learning activities.

Architectural Requirements: Provide direct or borrowed daylight. Consider designing the finishes so they are an extension of Reading/Instructional Area finishes. Finishes should differentiate Media Porch from Dining Commons. Use lowered ceiling to define and differentiate space from Dining Commons. Limit the amount of circulation space.

Infrastructural Requirements: The Media Porch is a technology free zone, no power is intended for learner use in this area. Consider secure convenience receptacles.

Furniture and Equipment: Provide a variety of seating opportunities for different group sizes and the use of learners during lunch and while using the Media Porch. Consider soft seating with easily cleanable finishes.

Storage: Provide mobile racks for magazines/low intensity media.



COFFEE BAR

Functional Intent: The Coffee Bar is a cross-department space that encourages casual socialization between learners, teachers and visitors at the High School level. The space is designed similar to a small coffee shop with staff and patron areas.

Activities: The Coffee Bar supports learner and teacher socialization, gathering, and nutritional education. It will also encourage literacy for parents and visitors. The space may be learner-run and support CCMR programming. The Coffee Bar can also support dispersed dining as needed.

Access: The Coffee Bar is integrated into Reading/Instructional Area. It can be open or partially enclosed, but is not a separate, enclosed space. Consider close proximity to Dining Commons and to Outdoor Learning or outdoor dining areas.

Architectural Requirements: Provide resilient flooring to allow for food/beverage consumption and to differentiate the space from the rest of the Reading/Instructional Area. Provide a transaction counter for service. Consider a specialty ceiling to define the space.

Infrastructural Requirements: Provide perimeter water/power to support equipment. Provide a culinary/project sink. Consider specialty lighting fixtures to differentiate the space.

Furniture and Equipment: Consider required equipment for the intended operation of the space, such as refrigerator or microwave.

Storage: Consider required storage for the intended operation of the space, such as dry storage or pantry casework.



FOOD SERVICE

The design of the traditional cafeteria is shifting, in both the dining experience and in the intent to utilize dining spaces throughout the day to support teaching and learning. Furniture should support a variety of seating arrangements and group sizes and adapt to support teaching, learning, and performance.

To support teaching and learning on all campuses, a Demonstration Kitchen is a component of the Dining Commons. This space will facilitate food-based learning activities and support the use of the Dining Commons outside of lunch hours.

Additionally, the district has identified Dispersed Dining as a choice point for cohorts that benefit from reduced travel times and for campuses that cannot expand the primary Dining Commons. Nonnegotiable requirements for dispersed dining are outlined in the following pages.

Dining spaces were included as one of the kit of parts in Master Plan 2030 (indicated in italicized text).

Dining Commons: it's not just for eating

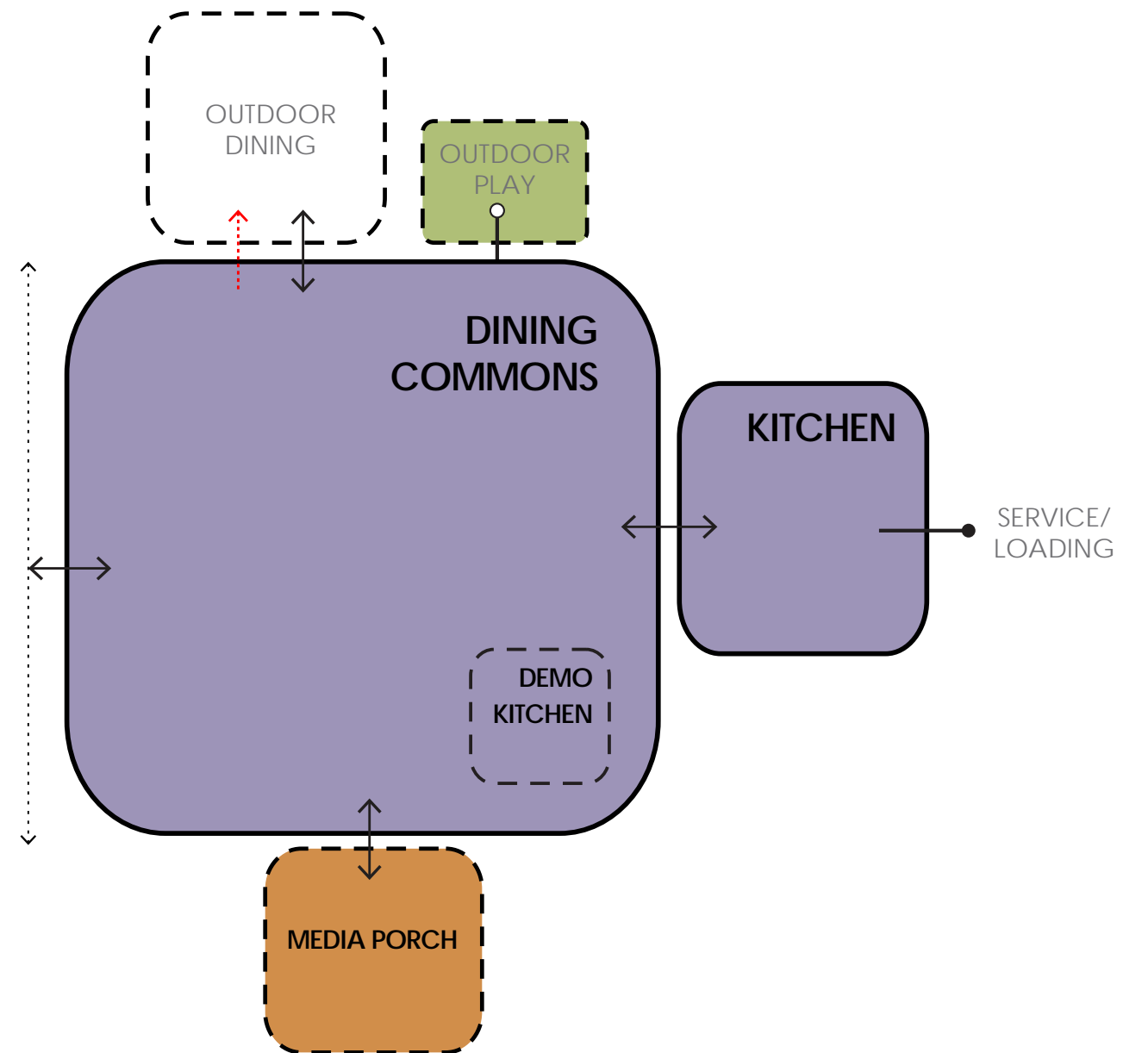
Dining Commons will be implemented at different scales to allow for small group collaboration and large group gathering. These spaces will be a shared resource for learners that can be used throughout the day.

- Introduce high-tech sources to extend learning opportunities.
- Different seating options facilitate social and emotional well-being.

The specific functions and requirements of the Dining Commons were identified during the Ed Spec planning process. The following diagram represents how spaces may be arranged. Descriptions and requirements for key space types are provided on the following pages.

Specific considerations for Dining include:

- Coordinate with a representative of the SAISD Department of Child Nutrition Services to ensure that the capacity of the Dining Commons and the kitchen/servery are appropriately aligned.
- Discuss after-hours access and other specialized programming on campus to determine any additional adjacencies to support a wide range of activities.
- If outdoor dining is provided, design teams must provide sightlines from the Dining Commons and cover or shade to protect learners from the elements.



DINING COMMONS

Functional Intent: The Dining Commons supports dining, large group gathering, performances, and operates as a social hub and additional learning space. The Dining Commons supports wellness and social well-being through food access and serving as an asset for the community.

Activities: The Dining Commons space is an informal, flexible space for any number of activities including dining, large group gatherings (campus or community), additional rehearsal space or performance spaces, and additional learning opportunities throughout the school day. Design should plan for three lunch periods at each campus. The Dining Commons should operate as a learning and social space and support a variety of group sizes.

Access: Provide direct access to the Media Porch and to the Kitchen and Served. Provide direct access to chair and table storage for ease of transformation of the Dining Commons for multiple activities. To support performances and gatherings, consider adjacency to the Stage, Black Box, and/or Learning Stair. Provide direct access to kitchen/served. Consider direct access to outdoor play with sightlines to outdoor spaces for supervision. Provide direct access to chair/table storage for ease of transformation of space for multiple activities. Sightlines from teacher dining is not necessary for supervision. Ensure there is direct access to learner and adult restrooms to support supervision and after-hours programming. **Middle School/High School:** Consider outdoor dining for secondary cohorts; dispersed dining at high school; consider including learning stairs at secondary level to double as performance seating. **Kitchen:** For safety, consider access to loading docks and dumpsters from the Kitchen.

Architectural Requirements: Provide acoustic dampening to limit noise or echoes and to enhance the experience of large gatherings and performances. Provide direct or borrowed daylight. Design with durable and easy to clean finishes.

Infrastructural Requirements: Provide perimeter power to support multiple layouts and digital display. Avoid floor power to allow for ease of maintenance. Provide direct access to drinking fountains and handwashing stations to support the health of the learners, teachers and visitors. **Kitchen:** Provide Wi-Fi access throughout the Kitchen. Design teams should work with kitchen consultants to identify specific infrastructure required.

Furniture and Equipment: Provide mobile furniture with a variety of seating heights to allow for learner choice and to support a variety of functions.

Storage: Consider designated areas for waste disposal. Provide chair and table storage to support changing the use and layout of the Dining Commons. **Kitchen:** Provide storage for disposable paper goods.



DISPERSED DINING

Functional Intent: Dispersed Dining supports learner choice and socialization through smaller, varied dining areas. It serves as smaller, more intimate locations for learners to gather, eat, socialize, and learn. They also allow for reduced transition times, maximizing time spent on meaningful socialization or learning opportunities. Dispersing dining can also increase overall dining capacity.

Activities: Dispersed Dining is used primarily during lunch and potentially throughout the school day. Dispersed Dining supports learner gathering, socialization, and serves as additional learning spaces with functionality similar to the Learning Commons.

Access: If provided, Dispersed Dining spaces need to be embedded in the Learning Community but remain accessible without going through other learning spaces to support delivery of food and other operational access needs. Consider the entire path of travel for food transfer from central kitchen to dispersed locations. Consider direct proximity to the Classrooms to support the extension of learning activities into Dispersed Dining.

Architectural Requirements: Refer to Dining Commons for architectural requirements. Make sure path of travel is free of barriers.

Infrastructural Requirements: Refer to Dining Commons for infrastructural requirements.

Furniture and Equipment: Consider equipment requirements based on foods offered and service expectations. Accommodate trash disposal and cutlery and dishes collection. Grab and Go markets incorporated into the design of Dispersed Dining spaces.

Storage: Coordinate storage based on specific use and location of Dispersed Dining Space.



DEMONSTRATION KITCHEN

Functional Intent: The Demonstration Kitchen is an additional learning space intended to support culinary learning and nutrition demonstrations.

Activities: The Demonstration Kitchen supports hands-on culinary learning, meal prep, and garden-to-table programming. This learning space supports other curricula with opportunities to promote cultural proficiency through food and culinary learning experiences. The Demonstration Kitchen can support food service and demonstrations during campus community events (including after-hours programming).

Access: Provide close proximity to either Dining Commons or another big-box space for community programming. Consider access to an adjacent space with flexible seating to support whole class activities (such as the Dining Commons). Consider an outdoor demonstration kitchen or proximity to outdoor spaces to enhance the garden-to-table programming. Provide sightlines and supervised access to this space for learner safety.

Architectural Requirements: Provide borrowed daylight. Consider defining the Demonstration Kitchen with different flooring or ceiling finishes. The Demonstration Kitchen should include durable and easy to clean finishes.

Infrastructural Requirements: Provide appropriate utilities and ventilation to support a true residential kitchen and required equipment. Consider including technology to project or display demonstration activities onto a larger surface to support large-group learning opportunities. Consider providing dedicated task lighting.

Furniture and Equipment: Consider furniture needs based on location of Demonstration Kitchen.

Storage: Coordinate storage needs based on location of Demonstration Kitchen.



CAREER, COLLEGE, AND MILITARY READINESS (CCMR)

College, Career, and Military Readiness (CCMR) refers to the suite of programs and services offered by the district to prepare learners for post-secondary life. These include College/Career Counseling, Career and Technical Education courses, Junior ROTC courses, Advanced Learning (GATE and IB), P-Techs (dual credit), and Community Education programs. This array of programming supports all of San Antonio ISD's learners in discovering the best path for each individual learner for post-secondary success. These programs are developed around specific district or external standards (ex. Alamo College requirements for P-Techs) and must be carefully coordinated with the CCMR Department.

At the elementary and middle school levels, these programs support a variety of explorations to get learners thinking about their interests and long-term paths. At the middle school level, CCMR explorations take place in Discovery Labs, with the option to utilize shared spaces across the campus. At the elementary level, CCMR does not have any owned or dedicated spaces, but instead utilizes shared spaces across the campus, including Library and Digital Commons support spaces, small and medium group rooms, and Makerspaces.

High school campuses will have robust, dedicated spaces that are designed to support a variety of career pathways and programs. These spaces are designed to maximize infrastructure in order to support the ability to change programs over time without requiring the construction of additional space or additions of infrastructure. The specific components, sizes, and proportions of the CCMR spaces vary based on each campus's programming.

Note: JROTC Spaces are to be coordinated with specific branch of service and are not included in this document.

The specific functions and requirements of the CCMR programs were identified during the Ed Spec planning process. Descriptions and requirements for key space types are provided on the following pages.

Specific considerations for CCMR include:

- In order to ensure best practices and district partnership requirements are met, design teams must consult a member of the CCMR department in the design of all CCMR spaces in both new-build and renovation projects.
- Designing CCMR spaces with appropriate infrastructure is nonnegotiable for providing long-term utility.
- All CCMR spaces need visibility or access to an adjacent space for teachers to supervise larger groups, safely accommodating for fluctuations in enrollment.
- CCMR spaces may require after-hours community access; design teams should coordinate with the campus and CCMR department to determine appropriate location and access for CCMR spaces.



DISCOVERY LAB

Functional Intent: The Discovery Lab allows for learner-driven inquiry and the integration of hands-on career exploration at the Middle School level.

Activities: The Discovery Lab provides a flexible space for messy project creation (e.g. crafts or culinary), clean making (e.g. robotics or tech), and hands-on learning in a variety of group sizes: individual, small group, and whole class learning. The Discovery Lab will also support guest speakers and events.

Access: Discovery Labs should be easily accessible to all-learners with close proximity to Learning Communities. Consider proximity to display areas for displaying learner work. Consider close proximity or direct access to an outdoor space with extra wide openings or operable doors for material and equipment delivery. Consider close proximity to an outdoor space for messy/outdoor hands-on activities.

Architectural Requirements: Provide direct daylight and views to outdoors. Provide glazing to support learning on display. Provide multiple teaching walls and consider designing all walls as writable surfaces. Consider height of structure or exposing structure to allow for hanging work and movement of large materials and equipment. Provide resilient finishes that are highly durable for project creation. Provide opportunities for the passive display of learner work.

Infrastructural Requirements: Provide perimeter power to support multi-modal learning, technology devices for each learner, and instructional technologies. Consider overhead power and data to promote flexibility; avoid floor power to allow for ease of maintenance. Consider projection capabilities for presentation of work. Provide project/utility sinks. Consider additional ventilation or floor drains to support more intensive maker activities (e.g. wood working, etc).

Furniture and Equipment: Provide flexible furniture for rapid reconfiguration and highly durable finishes and components to support multiple activities.

Storage: Provide storage for safety equipment. Design base cabinets for learner access, upper cabinets for teacher access, and ensure storage (mobile preferred) for small manipulatives. Consider project storage needs in the design and selection of casework and mobile storage solutions.



CCMR CLASSROOM

Functional Intent: The CCMR Classroom functions in partnership with other, more specialized CCMR spaces and provides a multi-modal classroom setting for CCMR courses.

Activities: The CCMR Classroom provides direct instruction and individual, small group, or whole class learning. This space provides a space to host seminars, support collaboration, and allows low intensity project space. Courses may focus on law, business, education, marketing, JROTC, etc.

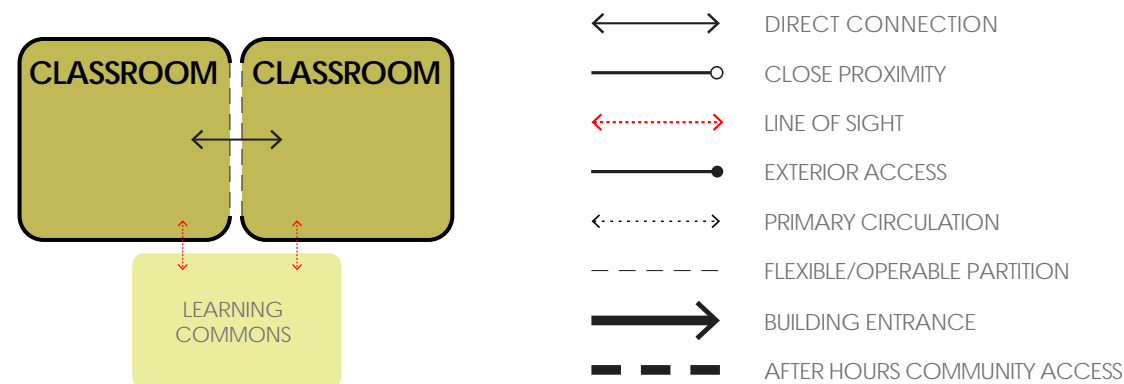
Access: Consider proximity to CCMR lab spaces to support lecture-lab functionality. Consider operable partitions to support increased flexibility for class size and project work. Consider dispersing these spaces into the Learning Communities to support cross-department lesson planning.

Architectural Requirements: Provide direct daylight. Refer to General Academics Classroom for architectural requirements.

Infrastructural Requirements: Refer to General Academics Classroom for infrastructural requirements.

Furniture and Equipment: Provide flexible furniture to support a variety of group sizes and allow for multiple layouts.

Storage: Some programs require lockable storage either within or directly accessible from the classroom space. CCMR Classrooms can share a larger storage space with adjacent classrooms, provided that it is lockable.



WET LAB

Functional Intent: The Wet Lab is a flexible space to support various CCMR programs that require an additional water-based/messy program infrastructure. The Wet Lab provides a space for health science, animal science, cosmetology, plant-science and other programs.

Activities: Wet labs are customized based on the specific program and may support projects, work-place simulations, demonstrations, and customer-facing services, among other opportunities. The design should mirror real-world labs and environments as much as possible.

Access: Provide close proximity to CCMR Classrooms. Consider proximity to CCMR loading zone for ease of movement for equipment and materials. Consider close proximity to outdoor learning to support plant-science programs. Zone for after-hours community access and community engagement as required by program.

Architectural Requirements: Provide sightlines into the space to display learning activities. Provide direct or borrowed daylight to support learner wellness. Provide resilient finishes that are highly durable and cleanable. Provide writable and tackable surfaces. Consider exposed ceilings to support flexible furnishings, equipment, and infrastructure.

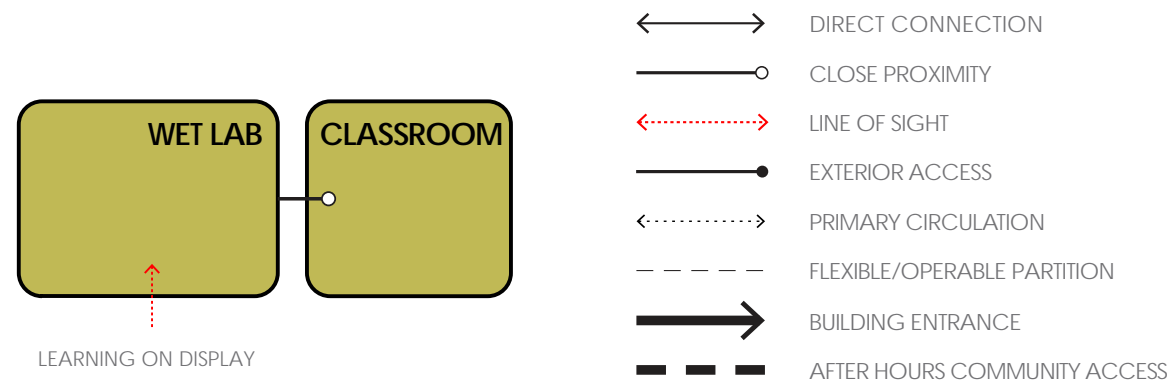
Infrastructural Requirements: Provide perimeter and overhead power to support flexible equipment configurations. Consider additional ventilation/exhaust hoods, and gas to allow for flexibility in current and future programs. Provide floor drains throughout to allow for flexibility in current and future programs. Provide temperature control for after-hours operation to allow for community engagement. Provide a handwashing station separate from the regular sink. Consider lighting controls, including dimming systems, to support a variety of learning activities.

Furniture and Equipment: Furniture and equipment will vary depending on the programming provided. Coordinate specific furniture and equipment needs with campus.

Storage: Consider large storage in between labs for shared access. Design storage to mimic a professional lab setting.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS



TECH LAB

Functional Intent: The Tech Lab is a flexible CCMR space to support technology-oriented learning activities and utilization of specific, professional technologies in CCMR coursework. Infrastructure will facilitate conversion into a variety of CCMR programs over time and support activities such as robotics, game design, multimedia skills, coding, among others.

Activities: The Tech Lab provides hands-on learning in individual, small group, or whole class settings. Tech Labs are customized based on the specific program and may support projects, work-place simulations, demonstrations, technology repair, collaborative activities, coding and robotic construction and competition, among other opportunities. The design should mirror real-world labs and environments as much as possible.

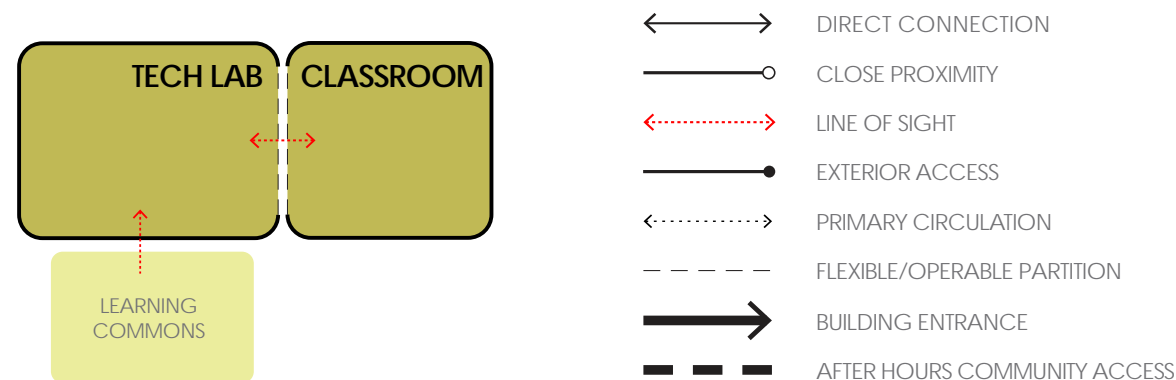
Access: Provide close proximity and sightlines to CCMR Classrooms to allow for quick transitions and ample passive supervision. A Learning Commons space should operate as an extension of the lab and classroom to support multi-modal activity and multiple group sizes. Provide sightlines in to the space to display learning activities. Consider proximity to CCMR Flex space for demonstrations and display. Consider close proximity or direct connection to Library and Digital Commons to support “genius bar” or tech repair programming, if applicable.

Architectural Requirements: Provide borrowed daylight and avoid direct daylight to minimize glare and enhance the learner/user experience. Provide writable and tackable surfaces and digital display.

Infrastructural Requirements: Provide perimeter and overhead power to support flexible equipment configurations. Provide sufficient power for 30 desktop computers (intent is to have more computers supplied than the number of learners to allow for technology malfunctions). Provide ample power and utilities to allow for flexibility in current and future programs. Consider additional ventilation for rapid prototyping equipment or robotics (soldering, etc).

Furniture and Equipment: Design should mobile/flexible furniture to support a variety of activities.

Storage: Provide secure or lockable storage for specialized equipment. Consider mobile storage to empower learners to access supplies work autonomously.



SHOP

Functional Intent: The Shop is a high infrastructure space to support intensive hands-on activities. The space is designed similar to a high bay, flexible warehouse, often with outdoor and community-facing components. The Shop is a space that emulates professions such as Construction, Manufacturing, Emergency Services, Automotive, among others.

Activities: The Shop provides hands-on learning in individual, small group, and whole class settings. Shops are customized based on the specific program and may support projects, community-facing service simulations, demonstrations, construction, manufacturing, among other opportunities. The design should mirror real-world labs and environments as much as possible.

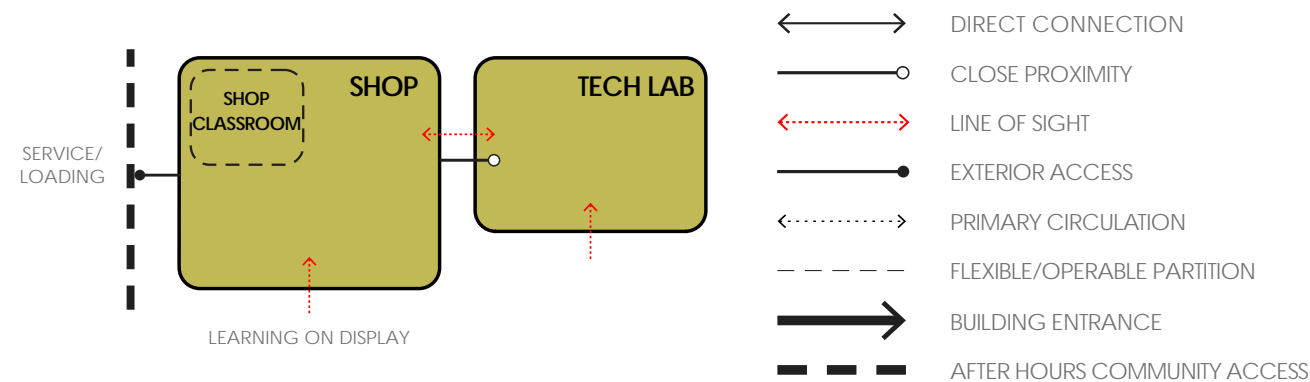
Access: Locate the Shop on ground floor to ensure after-hours access and provide a high bay space. Provide close proximity or direct access to a loading area for materials and supply delivery. Provide sightlines into the space for learning on display. Consider sightlines in from upper levels for observation and displaying learning activities, if applicable. Consider proximity to CCMR learning commons or Tech Lab for quieter project planning activities. Shops need an incorporated classroom space.

Architectural Requirements: Provide acoustic dampening to limit noise/echoes in a large space and enhance learner/user experience. Consider natural light. Design with durable, high impact finishes. Consider strategies for learning on display without distraction. Passive supervision is very important in the Shop workspace and the Shop classroom (for example, no “blind corners”). Consider a dedicated CCMR loading area.

Infrastructural Requirements: Provide perimeter, floor, and overhead power for flexible programming. Provide necessary utility connects to support a variety of programs (multiple voltage access, gas lines, etc.). Provide floor drains, additional ventilation, oil and grease traps, etc. to allow for flexibility in current and future programs. Provide large fans and air conditioning. Shops are fully conditioned spaces with access to outdoors or unconditioned work areas.

Furniture and Equipment: Design for mobile/flexible furniture to support a variety of functions.

Storage: Provide covered, exterior storage for materials.



CULINARY ARTS LAB

Functional Intent: The Culinary Arts Lab will simulate a professional kitchen and professional restaurant experience to provide culinary arts education, nutritional demonstrations, and mimic professional kitchen and dining experiences.

Activities: Learners will participate in all elements of the culinary process from menu creation, meal preparation, execution, and cleaning. Dining service is also supported as learners often host community-facing dining experiences. Teacher demonstration and direct instruction should also be supported. While a professional setting will be emulated, consider additional clearances for learner safety (to be coordinated with vendor/consultant).

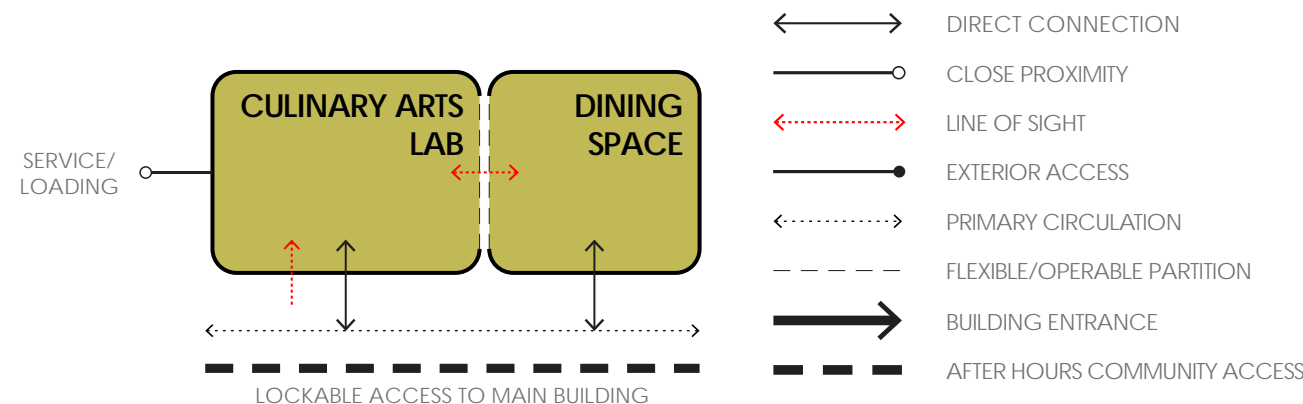
Access: Consider operable partition so this space can double as demo kitchen at High Schools. Provide direct access with operable partition to its adjoining dining space for nutritional lessons/education or overflow for large class sizes. Consider proximity to gardens to support garden-to-table programming. Place lab on ground floor to support community access and engagement as well as zone for after-hours community access. Consider proximity to main campus kitchen loading for supply delivery. Provide direct access to cold storage and pantry from within lab space.

Architectural Requirements: Acoustics should be designed to simulate a high-pressure professional kitchen environment. Provide acoustic separation from adjacent spaces. Provide daylight and direct views to outdoors and consider views to campus garden. Ensure finishes are easily cleanable and durable. Ensure the proportions of the Culinary Arts Lab allow for ubiquitous passive supervision (for example, no “blind corners”).

Infrastructural Requirements: Provide perimeter power to support various cooking tools, technologies, and equipment. Provide perimeter utility locations for multiple fixtures. Provide adequate drainage and ventilation/exhaust. Hand washing sinks and grease trap are required for learner safety. Verify all infrastructural requirements with vendors to align with best practices.

Furniture and Equipment: All equipment requirements to be verified with vendors to align with best practices.

Storage: Provide storage for wet and dry ingredients and storage for equipment. Provide pantry space and cold storage.



COLLEGE AND CAREER HUB

Functional Intent: The College and Career Hub is an open, collaborative space to provide an area for college and career advising at the High School level. This space supports guided career sessions, individual appointments, and tutoring services supported by various campus programs.

Activities: The College and Career Hub will be utilized for various functions, including college and career exploration, guest speakers, small group sessions, and hands-on sessions with community, business and career representatives. The College and Career Hub should support entire class utilization and allow for individual learners to come and go. This space will also support after-hours small group tutoring. Middle School: While a dedicated College and Career Hub is not provided at the Middle School level, ensure Makerspaces or other campus spaces can support career exploration.

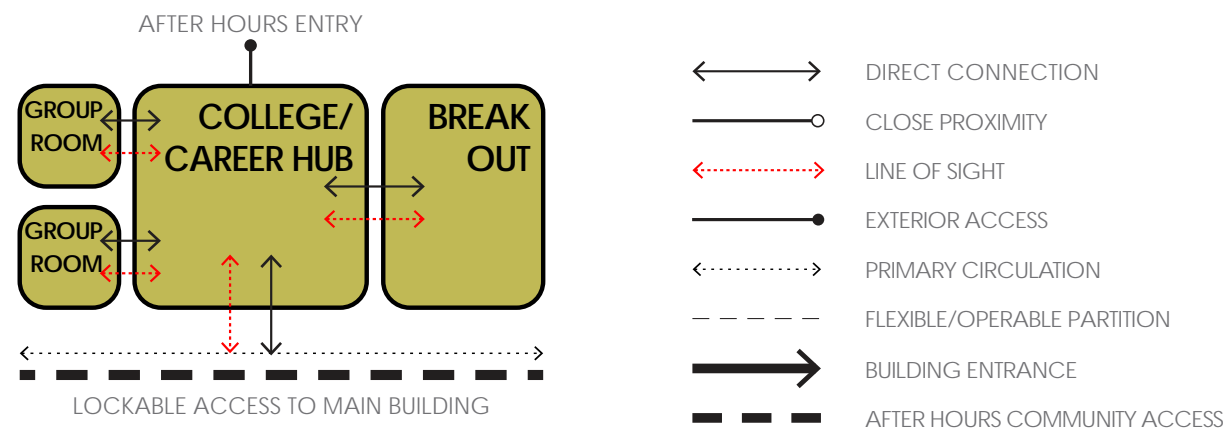
Access: Design the space so that it is in a separate, central, visible location. It is important that this space feels welcoming to learners and is easily accessible. The space will be accessible after-hours for college bound advisors and tutoring services. The College and Career Hub should have a direct connection and line of sight to Group Rooms and the Break Out area.

Architectural Requirements: Provide visibility into the space to welcome learners in. Ensure there is display space for “college flash” and learner work. Provide writable and tackable surfaces for activities and display.

Infrastructural Requirements: Provide Provide perimeter power to support flexible layouts, technology devices for each student, and instructional technologies. Ensure there is adequate power to support both desktop computers and mobile devices (between 20 and 25 devices).

Furniture and Equipment: Provide mobile furniture to support a vareity of activities, group sizes, comfort levels, and postures.

Storage: Coordinate storage needs with each campus based on their specific program.



CCMR FLEX

Functional Intent: CCMR Flex is a smaller space to support pop-up style display or programming for CCMR programs on campus. These displays are intended to be flexible, interactive, and easily experienced by all learners.

Activities: The CCMR Flex space supports activities such as crime scene investigation, learner-run bank, print shop, digital media gallery, VR game demonstrations, maker market, among other opportunities.

Access: Consider an operable partition to connect this space to the Learning Commons, circulation, or other shared/visible space. Provide sightlines into the space for learning on display.

Architectural Requirements: Provide direct or borrowed daylight. Ensure there are views to other learning spaces for learning on display. Consider exposing the ceiling structure for flexibility of space. Consider providing writable/tackable surfaces and/or digital display.

Infrastructural Requirements: Provide perimeter and overhead power to support flexible layouts and use of space. Consider incorporating a utility sink.

Furniture and Equipment: No fixed or permanent furniture or equipment is provided in this space. Furniture and equipment is borrowed from other spaces or provided based on specific programming.

Storage: Coordinate storage needs with campus.

SCHOOL STORE

Functional Intent: The School Store supports business and entrepreneurship programs via an on-site retail space. The school store sells spirit wear, school supplies, and other accessories.

Activities: The School Store supports learner-run supply sales. This space will have a walkup transaction window access and allow for visual browsing of items.

Access: Consider close proximity to Dining Commons. A service window is required on one side with a transaction counter. Provide direct access to supply storage from within school store.

Architectural Requirements: Provide easily cleanable finishes. Provide borrowed light if possible. Consider a digital display.

Infrastructural Requirements: Provide power on at least one wall to support required devices.

Furniture and Equipment: Coordinate specific furniture and equipment needs with campus.

Storage: Coordinate storage needs with campus.



FINE ARTS

The Fine Arts Department educates, challenges and inspires learners through exemplary programs in music, art, theater and dance, enabling them to reach their artistic, creative and expressive potential. At the Elementary level, fine arts includes dedicated space for music and art. Theater is generally integrated through the core subjects. At the Secondary level, learners are provided with the opportunity to take classes in all fine arts subjects while participating in performances, shows, and competitions in a wide variety of programs, including band, choir, orchestra, mariachi, art, theater and dance.

This document ensures that Fine Arts programs in all new and renovation spaces are designed with the appropriate considerations to support successful Fine Arts learning. At the High School level, additional performance spaces are provided to support programs and performances for elementary schools, middle schools, and the community.

The specific functions and requirements of the Fine Arts programs were identified during the Ed Spec planning process. Descriptions and requirements for key space types are provided on the following pages.

Specific considerations for Fine Arts:

- All Fine Arts music spaces must be designed per acoustician recommendation, to ensure appropriate acoustic performance.
- Rehearsal halls are to be designed to support a variety of music programs (e.g. band, orchestra, mariachi, etc.) and to accommodate fluctuations in enrollment of each program over time.
- Coordinate with campuses to determine appropriate location and zoning for secure, after-hours access to performance spaces.



ELEMENTARY ART LAB

Functional Intent: The Elementary Art Lab is a centralized space which supports visual arts activities and lessons for learners.

Activities: Activities include creating hands-on projects to produce 2D and 3D artwork. It is a space to create and display learner work.

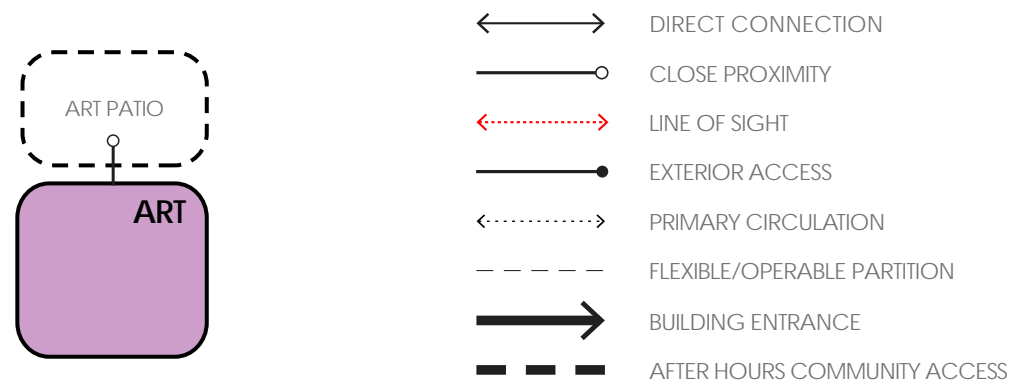
Access: Provide close proximity to music for teacher collaboration. Locate the Elementary Art Lab in close proximity to spaces for gallery and project display. Consider access to outdoors for art activities.

Architectural Requirements: Provide direct daylight with the ability to shade when needed to support a variety of project types. Provide durable and easy to clean finishes. The finishes need to be durable and easy to clean. Provide space to display learner work both in the Art Lab and around the school. Ensure there is adequate space to hang 2D projects and enough display cases to house 3D projects in various locations.

Infrastructural Requirements: Provide perimeter power above counters and along the base of perimeter storage for appropriate access to power for multiple project types. Consider overhead power to support flexibility in use and equipment. Provide multiple utility sinks with clay traps to support learner project creation.

Furniture and Equipment: Provide large, durable, movable tables to provide seating for at least four learners, each.

Storage: Consider the various storage requirements necessary for creating, including flat storage, cabinets in the room, shelving, lockable cabinets for equipment, storage for in-process learner work, or adjustable shelving in closet.



ELEMENTARY MUSIC LAB

Functional Intent: The Elementary Music Lab is a centralized space which supports music-related lessons and activities for learners.

Activities: Learner activities include playing instruments, choral activities, and performance practices.

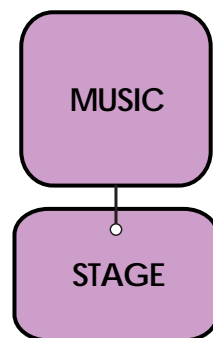
Access: Provide direct access or close proximity to Stage to accommodate performances. Provide direct access to instrument or supply storage. Provide direct access and sightlines from Elementary Music Lab into the Practice Room. Provide close proximity to Art Lab for teacher collaboration.

Architectural Requirements: Provide acoustic separation from adjacent spaces. Provide sound absorbing finishes in accordance with acoustician recommendations.

Infrastructural Requirements: Provide perimeter power to support multi-modal learning, technology devices for each student, and instructional technologies. Provide AV System with wireless headset.

Furniture and Equipment: Provide choral risers to support the performance practices.

Storage: Provide purposeful instrument storage - storage along perimeter or in storage room to support flexible use of music lab space. Consider providing built or mobile sheet music storage.



- ← → DIRECT CONNECTION
- ○ CLOSE PROXIMITY
- ← ··· ··· → LINE OF SIGHT
- ● EXTERIOR ACCESS
- ← ··· ··· → PRIMARY CIRCULATION
- - - - FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- - - - AFTER HOURS COMMUNITY ACCESS

ELEMENTARY STAGE

Functional Intent: The Elementary Stage supports campus events and learner performances.

Activities: The Elementary Stage will host events, performances, and performance rehearsals. Ensure appropriate space to support multiple classes at one time.

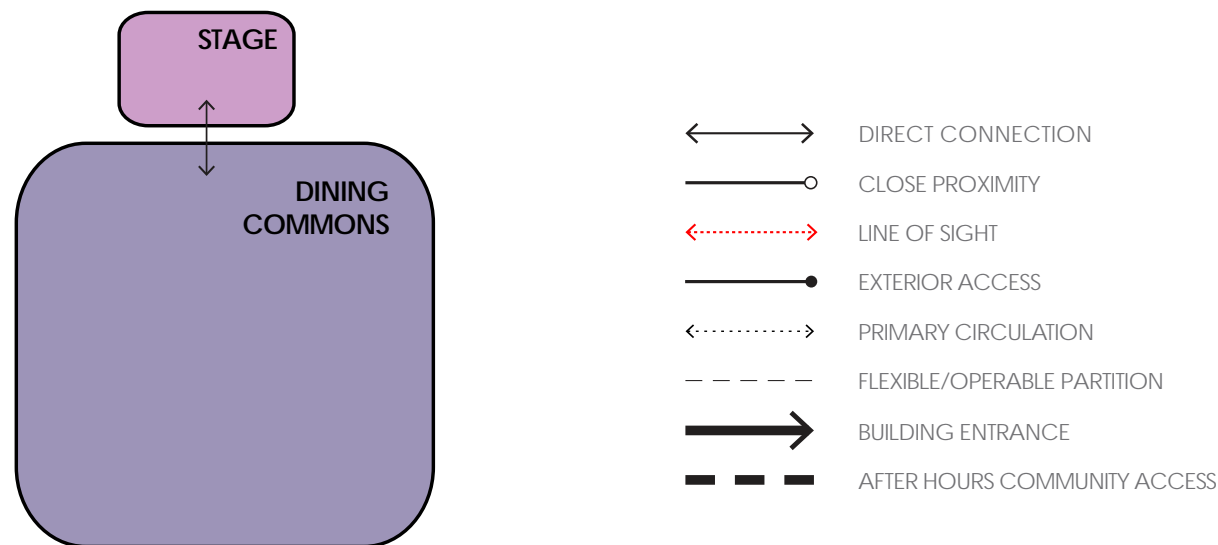
Access: Locate off a larger, shared campus space (Dining Commons is preferred). Provide close proximity to dedicated storage. Consider co-locating with Learning Stairs for informal learner performances. Consider stairs to Elementary Stage to serve as built-in risers. Locate ramps to allow for equitable learner access to the stage.

Architectural Requirements: Provide curtains for use during performances.

Infrastructural Requirements: Design for basic theatrical lighting with dimming controls and zones. Consider the ability to change light colors. Provide a sound system, projector and retractable screen for full performance viewing and visibility within space. Provide an AV system with wireless handheld microphones.

Furniture and Equipment: Provide acoustical piano and bench with storage. Coordinate specific furniture and equipment needs with the campus.

Storage: Consider the storage size and access for risers, props, and other movable equipment. Coordinate specific storage needs with campus.



ART LAB

Functional Intent: The Art Lab supports the creation, production, and display of learners' art projects.

Activities: Activities include creating hands-on projects to produce 2D and 3D artwork. It is a space to create and display learner work.

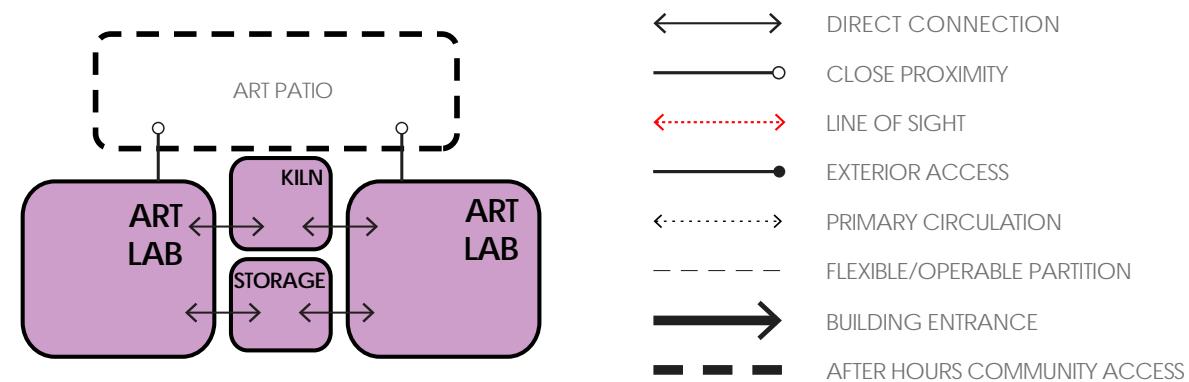
Access: Provide direct access or close proximity to the Kiln Room. Consider direct access or close proximity to Outdoor Learning spaces to support projects requiring additional ventilation and outdoor work. Co-locate Art Labs to support shared resources. Locate Art Gallery near the front of the school or other common shared spaces for the display of learner projects.

Architectural Requirements: Provide direct daylight with the ability to shade when needed to support a variety of project types. Provide durable and easy to clean finishes. Consider acoustic dampening finishes to minimize noise from art creation.

Infrastructural Requirements: Provide perimeter power above counters and along the base of perimeter storage for appropriate access to power for multiple project types. Provide overhead power to support flexibility in use and equipment. Provide gallery track lighting for display of work. Provide lighting in display cabinets for optimal viewing of projects. Provide multiple project/utility sinks with clay traps. **Kiln room:** Provide an exhaust hood, thermostat control and sprinklers.

Furniture and Equipment: Provide large, durable, and movable tables with stools.

Storage: Consider the various storage requirements necessary for project creation: flat storage, cabinets in the room, shelving, lockable cabinets for equipment, in-process storage for learner work, adjustable shelving in closet.



MUSIC REHEARSAL HALL

Functional Intent: Music Rehearsal Halls are rehearsal spaces to support a variety of ensemble types such as band, mariachi, choir, orchestra, and percussion. Music Rehearsal Halls support class instruction as well as rehearsals.

Activities: Activities include music lessons and group ensembles/practices. Learners may be sitting or standing, depending on specific program supported.

Access: Provide close proximity to campus auditorium, or stage. Consider height requirements of spaces when locating on site. Provide direct access to instrument storage, either within or adjacent to rehearsal hall. High School: Provide direct access to outdoor marching field. Ensure at least one rehearsal hall has direct access to piano storage.

Architectural Requirements: Provide direct borrowed daylight. Provide acoustic separation from adjacent spaces. Provide sound absorbing finishes and treatments in accordance with acoustician recommendations. Provide resilient or hygienic flooring. Minimize thresholds for safe movement of equipment. Provide writable surfaces and projection capabilities. Design ceilings at least 20'-24' tall.

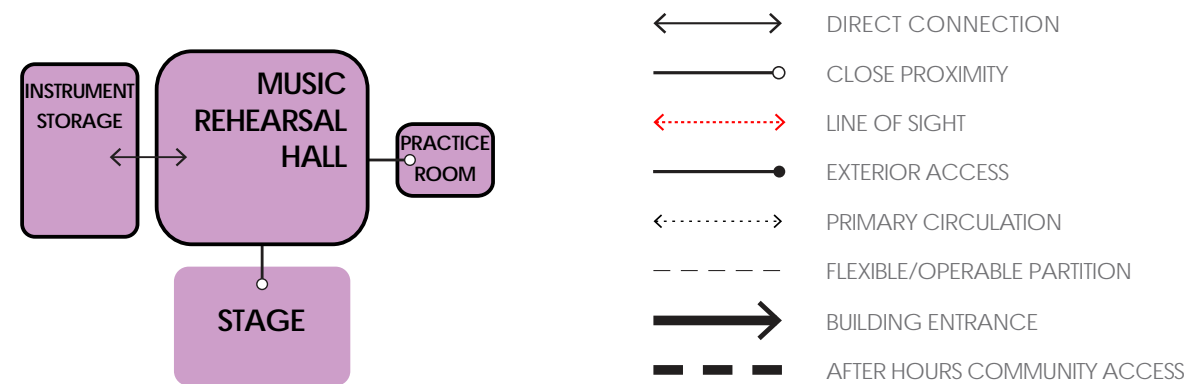
Infrastructural Requirements: Provide perimeter power to support display and various musical and instructional technologies. Provide a sound system that can record groups of learners; consider overhead power for hanging microphones.

Furniture and Equipment: Provide music stands and music chairs. Provide seated risers in the Choir Rehearsal Hall.

Storage: Provide instrument lockers around the perimeter of Band Rehearsal Hall. Provide storage cabinets in music library.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS



PRACTICE ROOMS

Functional Intent: Practice Rooms support individual and small ensemble practice for all Fine Arts/Music programs.

Activities: Practice rooms are used for individual practice, private lessons, small ensemble practice, piano accompaniment, among other music activities. Refer to space program for the variety of Practice Rooms sizes required at each campus.

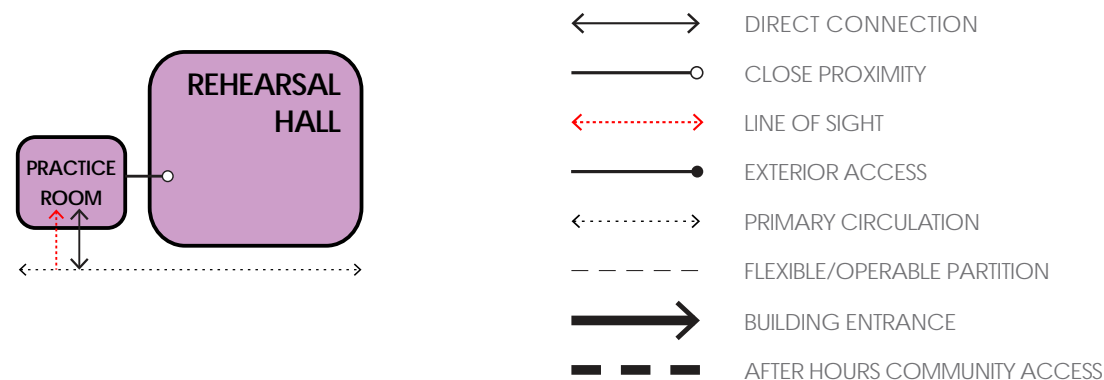
Access: Provide close proximity to Music Rehearsal Halls. Locate with direct access from primary circulation within the music suite for shared use.

Architectural Requirements: Provide acoustic separation from adjacent spaces. Provide sound absorbing finishes and treatments in accordance with acoustician recommendations. Provide resilient or hygienic flooring. Provide glazing into all Practice Rooms to promote learning on display and passive supervision. Consider providing outdoor practices spaces.

Infrastructural Requirements: Provide power on at least one wall for personal devices.

Furniture and Equipment: Each room requirement will vary, but consider music stands and chairs and a piano in small ensemble room. Provide performance choir risers with rails in the Large Ensemble Practice Room.

Storage: Consider storage space for music stands, chairs and risers. Coordinate with campus for specific storage needs.



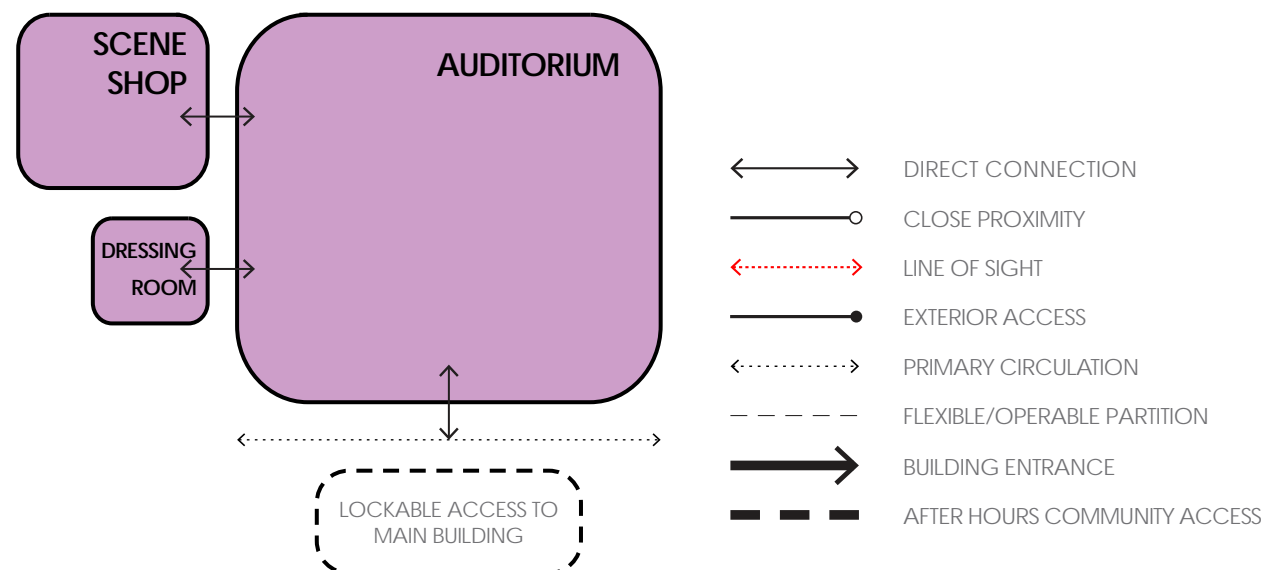
AUDITORIUM

Functional Intent: Auditoriums are utilized for theater arts and music programming and support a variety of campus-level and community events. Both High Schools and Middle Schools may have Auditoriums, with a reduced scale and infrastructure at the Middle School level.

Activities: Community and campus performances and events are held in the Auditorium. It is a shared campus resource. Support spaces, such as control rooms, catwalks, and orchestra pits will support full theatrical productions and allow for tech theater curriculum at the High School level. Design teams should coordinate with the specific campus to determine full scope of auditorium need and functions.

Access: Locate with direct access or close proximity to Scene Shop and Dressing Rooms, if provided. Consider operable partition or overhead door access for transporting instruments and scene props. Provide close proximity to the Dance Studio, Theater Arts Classroom, Blackbox and Music Rehearsal Halls. Locate the Auditorium in close proximity to after-hours entry to support community engagement. Provide direct access from stage to catwalks.

Architectural Requirements: Provide daylight in the Auditorium Lobby. Ensure there is no daylight in the Auditorium itself. Provide acoustic separation from adjacent spaces. Provide sound absorbing finishes and treatments in accordance with acoustician recommendations. Provide resilient flooring and sacrificial stage flooring (masonite) on the stage. Paint all exposed structure, ductwork, plumbing, conduit, etc. black. Provide theatrical rigging with a weight floor and fly deck if using traditional fly system with ropes. Provide 7-10 additional fly lines with at least 18" between lines.



Specific dimensions required:

- Proscenium Opening: 45' wide minimum, 18' tall minimum
- Stage: 30' deep minimum
- Wing Space: 15' wide minimum

Stage floor should be painted flat black. Apron of the stage should be the same finish as the main stage floor. Provide overhead and side acoustical shells for concerts.

Infrastructural Requirements: Provide theatrical AV and lighting per district standards. Provide dimmable LED lighting on separate circuits to provide two levels of lighting with zoned lighting controls. Design for a motorized recessed projection screen at stage. The Auditorium shall have a separate mechanical system and controls to accommodate use outside normal school hours.

Furniture and Equipment: Provide built in theatrical seating per district requirements.

Storage: Provide piano storage with temperature control. Provide theater equipment storage. Consider shelving in wings for additional storage opportunities.



BLACKBOX

Functional Intent: A Blackbox is a flexible performance space to supplement the auditorium and support a variety of functions. At the Middle School level, it will also serve as the theater arts classroom.

Activities: A Blackbox will support a variety of intimate performance types as well as meetings, presentations, and exhibitions. It will support the theater arts classroom instruction and rehearsal in Middle Schools.

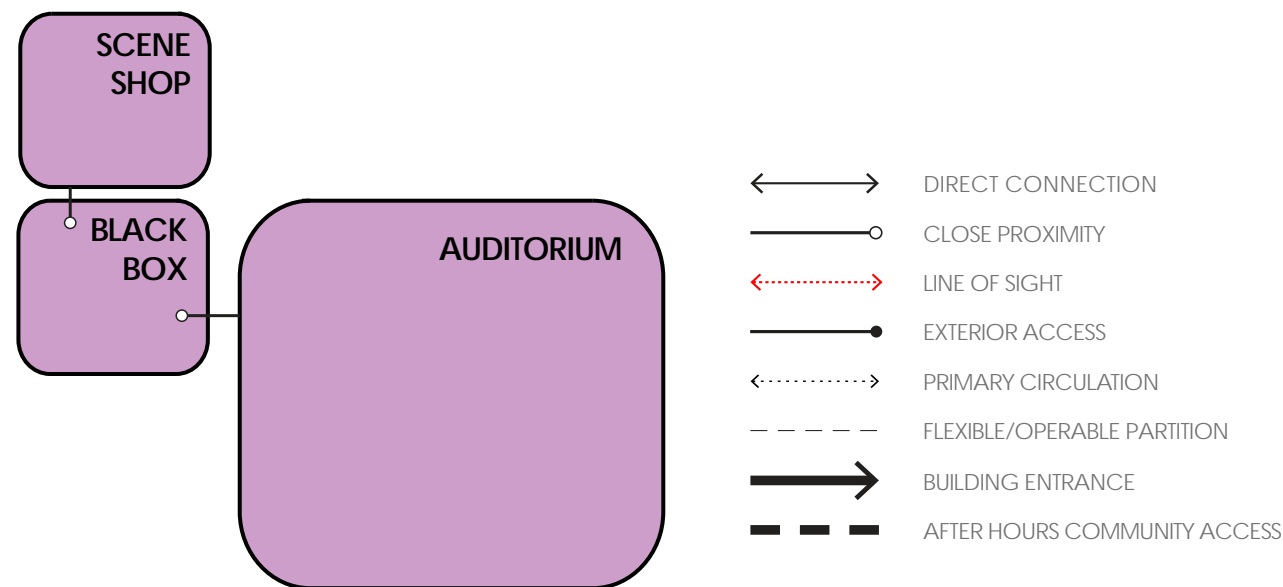
Access: Provide close proximity to the Auditorium and Dance Studio. Provide direct or close proximity to the Scene Shop and shared Dressing Rooms, if provided. Consider an operable partition or overhead door access for transporting instruments and scene props. Locate with close proximity to after-hours entry to support performances outside of the normal school hours and encourage community engagement. Consider access to a Learning Stair for flexibility of performances. Provide direct access to storage spaces for theatrical supplies and props. Provide close proximity to laundry services.

Architectural Requirements: Ensure there are no windows or daylight in the space. Provide acoustic separation from adjacent spaces. Provide sound absorbing finishes and treatments in accordance with acoustician recommendations. Provide resilient, sacrificial stage flooring (painted black). Paint all exposed surfaces black. Design the Blackbox with square proportions to best serve theater-in-the-round arrangement. Consider the height of the space as it is critical for proper functionality. Provide a catwalk in the Blackbox.

Infrastructural Requirements: Provide theatrical AV and a lighting/pipe grid. The lighting should include dimmable overhead lighting and theatrical performance track lighting systems. Ensure mechanical equipment is acoustically treated.

Furniture and Equipment: Coordinate specific furniture and equipment needs with campus.

Storage: Coordinate specific storage needs with campus.



SCENE SHOP

Functional Intent: The Scene Shop is a high-infrastructure shop space to support Theater Arts programs to design and build props and scenery design elements at the High School level.

Activities: The Scene Shop provides hands-on opportunities to construct props and scenery elements of a variety of scales. Specific activities may include: painting, woodworking, use of fixed equipment such as table saws and sanders, and organization and layout of props, among other construction related activities. Provide open space to mock-up scenes.

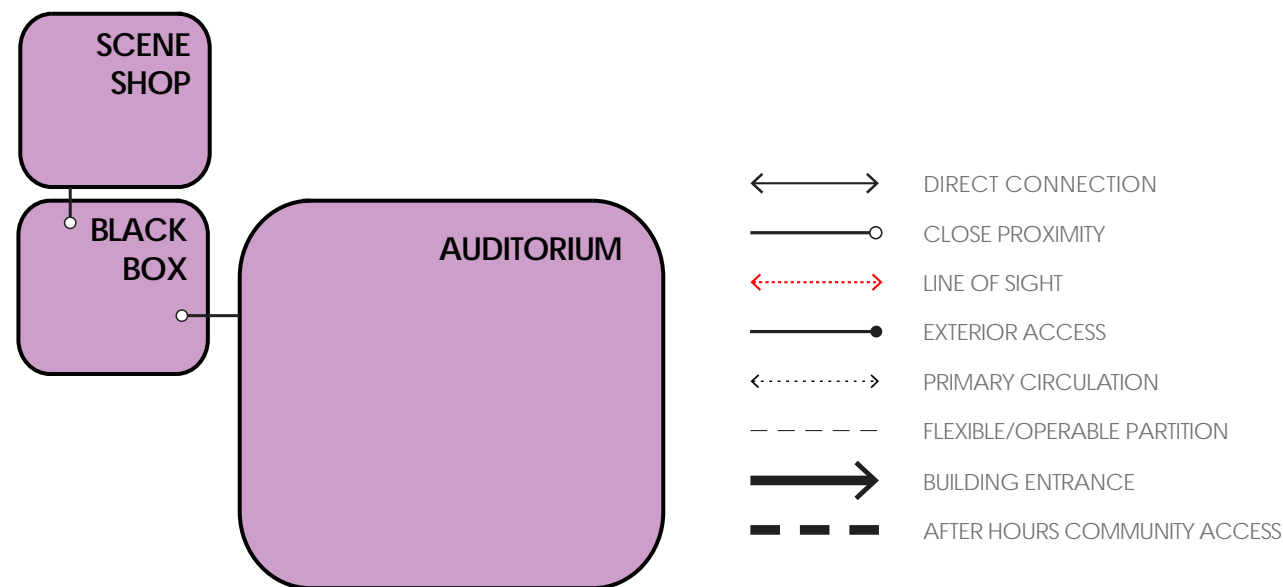
Access: Provide direct access or close proximity to Blackbox and Auditorium. Provide close proximity to Theater Arts Classroom. Provide direct access to costume storage and tool storage. Consider an operable/overhead door to support the movement of large props or built elements. Consider direct outdoor access and use of a service yard for additional construction capabilities.

Architectural Requirements: Provide acoustic dampening to limit noise or echoes and to enhance the user experience in this space. Consider natural light to support learner wellness. Design with durable, high impact finishes. Passive supervision is important. Ensure the design supports adequate sightlines throughout the shop. Consider the ability to separate stages of scene construction such as woodworking from finish or painting work.

Infrastructural Requirements: Provide perimeter, floor, and overhead power for flexible programming. Provide necessary utility connects to support a variety of tools and equipment (multiple voltage access, gas lines, etc.). Provide floor drains and adequate ventilation for construction activities. Provide utility sinks with traps to support painting of scenery and props.

Furniture and Equipment: Design with mobile/flexible furniture. Consider equipment utilized for a variety of construction activities including shop vacs, table saws, circular saws, jig saws, sanders, etc.

Storage: Consider storage embedded in furniture for easy access to tools. Provide secure tool storage. Provide space for lumber and stock scenery storage.



DANCE STUDIO

Functional Intent: The Dance Studio is a flexible rehearsal and performing arts space for various dance-based programs, including Dance, Drill Team, Color Guard, Cheerleading, and Ballet folklorico practices.

Activities: The Dance Studio will support dance rehearsals and performances with observation capabilities.

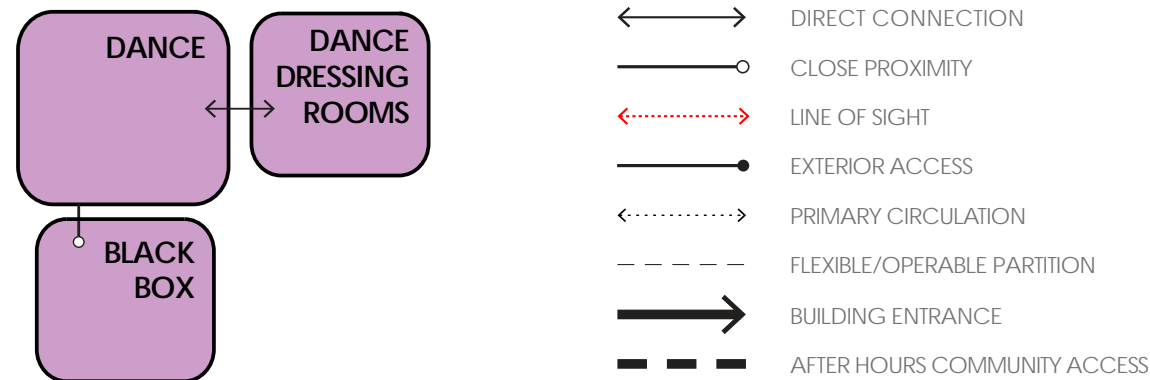
Access: Locate the Dance Studio with close proximity to Blackbox and/or Auditorium. Provide direct access to Storage, Lockers/Dressing, and a dedicated office. Provide close proximity for an outdoor dance practice space to support practice for football games. Provide access to catwalk/balcony for observation.

Architectural Requirements: Provide natural daylight while minimizing glare issues that may arise from the mirrored walls. Provide acoustic separation from adjacent spaces. Provide sprung wood floors or sprung marley floors. Provide at least two mirrored walls with a continuous bi-level ballet bar. One of the mirrored walls needs to have double-height mirrors for viewing stunts. Provide acoustical treatments to control reverberation and sound intensity. Proportion space to provide ease of observation by instructors and proper clear floor area for dance programs and routines, including minimum height clearances. Provide a catwalk/balcony for observation. Consider providing divisible partitions so the space can be divided into two smaller spaces.

Infrastructural Requirements: Provide perimeter power to support sound equipment, digital display, and instructional technologies.

Furniture and Equipment: Coordinate specific furniture and equipment needs with campus.

Storage: Provide lockable storage with hanging bars and adjustable shelving to support all dance storage needs.



ATHLETICS AND PE

The Health and Physical Education Department seeks to develop learners' minds, bodies, and spirits, while supporting a positive and active lifestyle. This department supports health and wellness for elementary, middle, and high school cohorts. Health and Physical Education may share spaces with Athletics, but is departmentally separate from Athletics. The Athletics Department seeks to create a positive and meaningful athletic experience for both learner-athletes and coaches by providing them with the resources and opportunities needed to succeed at the highest level.

Athletics and PE spaces were included as one of the kit of parts in Master Plan 2030 (indicated in italicized text).

PE + ATHLETICS: it's not just for athletes

To support an active environment and wellness through physical movement, gyms will be a space for self-discovery.

- *Allow for visibility to learn on display.*
- *Incorporate natural light to create a positive climate.*
- *A variety of equipment will be provided to support physical learning.*

The specific functions and requirements of the Athletics and PE programs were identified during the Ed Spec planning process. The following diagrams represent how the spaces may function. Descriptions and requirements for key space types are provided on the following pages.

Specific considerations for Athletics and PE:

- PE & Athletic spaces may be spread across multiple levels (i.e. locker rooms below gyms or upper level weight rooms), provided there is sufficient structural support to meet the functional intent of spaces.
- Coordinate with campuses to determine appropriate location and zoning for secure, after-hours access to athletics and competition spaces.



ELEMENTARY GYMNASIUM

Functional Intent: The Elementary Gymnasium is a centralized fitness space to support learner physical health and well-being.

Activities: The Elementary Gymnasium will support whole class and multi-class fitness activities and after-hours fitness activities and community programming.

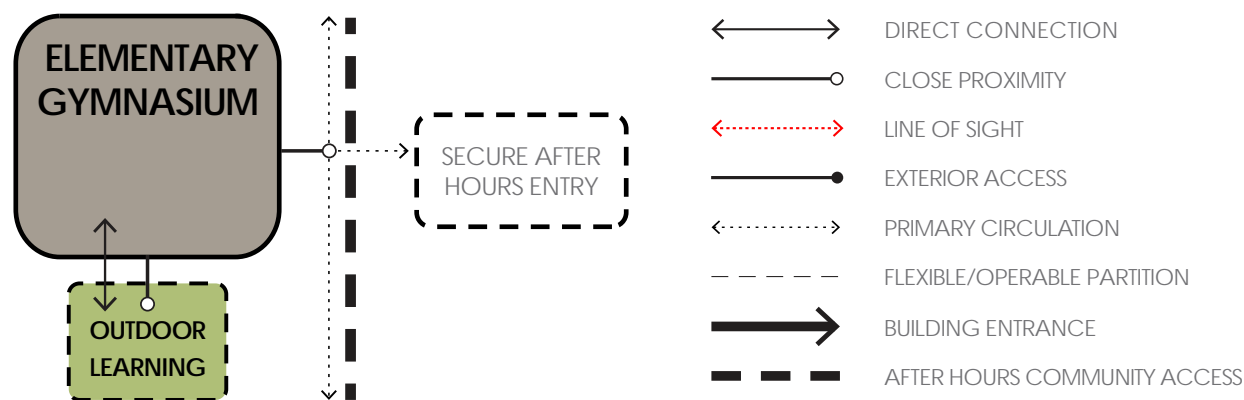
Access: Provide close proximity to outdoor play to provide convenient access for outdoor fitness activities. Provide direct access to large PE equipment storage space. Provide close proximity to secure after-hours entry. Provide close proximity or direct access to playgrounds. Learner restrooms must be easily accessible to the gymnasium. Locate the Elementary Gymnasium centrally on campus to minimize transition time for all learners.

Architectural Requirements: Provide direct daylight while minimizing glare. Provide acoustic treatments to minimize sound intensity. Consider views to outdoor play areas. Consider flooring patterns required to support specific programming. In campuses where the existing gymnasium is undersized or unable to increase in square footage to meet the campus capacity, consider a secondary wellness space dispersed elsewhere on campus to support fitness programming on campus.

Infrastructural Requirements: Provide drinking fountains within the gym for easy access and learner wellness.

Furniture and Equipment: Coordinate specific furniture and equipment needs with campus.

Storage: Coordinate specific storage needs with campus.



COMPETITION GYMNASIUM

Functional Intent: The Competition Gymnasium primarily supports athletic practices and events (including learners and spectators) but may also accommodate large group assemblies/gatherings and after-hours events. Comply with University Interscholastic League (UIL) requirements to support hosting competitions.

Activities: The Competition Gymnasium supports fitness and athletics classes, campus-wide or large group assemblies, after-hours events, competitions, event spectating, and practices for court sports.

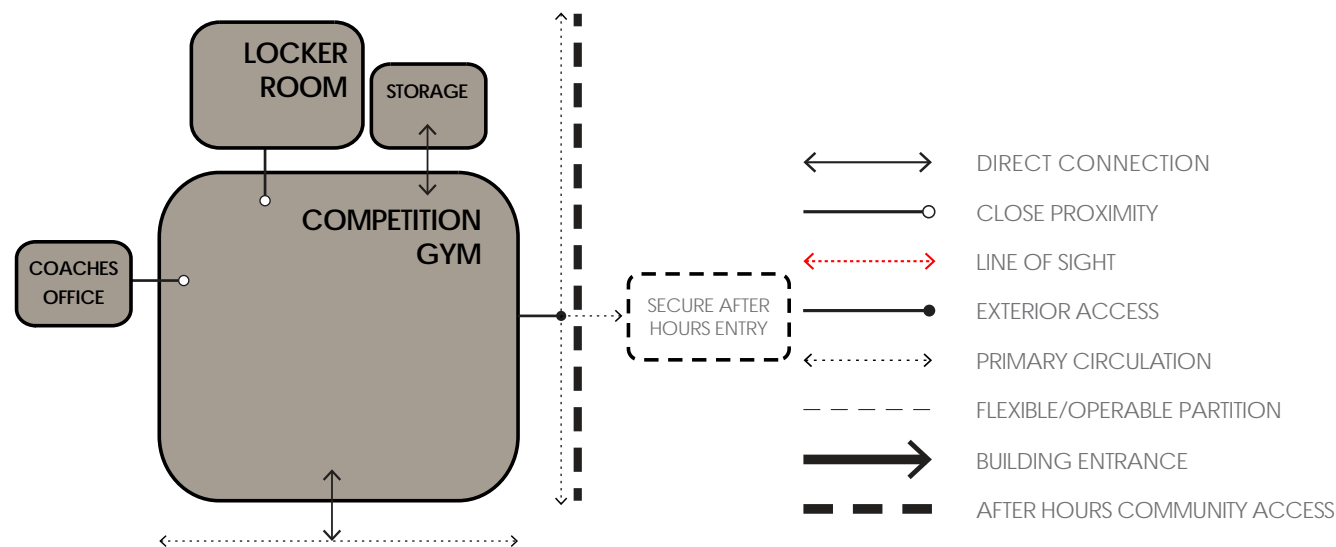
Access: Provide close proximity to secure after-hours entry for community engagement. Provide close proximity to Locker Rooms, Coaches' Offices, public restrooms, and the Practice Gymnasium. Provide direct access to equipment storage. Provide direct access to outdoor practice and sport fields. Provide proximity to Concessions. Provide close proximity to drinking fountains for learner wellness.

Architectural Requirements: Provide controlled natural daylight with minimal glare. Finishes will include wall pads, competition court striping, and cross court striping. Consider acoustic requirements of this space when choosing ceiling finishes, with particular consideration for noise reverberation during events. Provide the ability to divide into two teaching areas to support concurrent classes or activities. Consider campus branding and graphics within this space.

Infrastructural Requirements: Provide perimeter power. Ensure there is dedicated power and data for equipment and AV requirements.

Furniture and Equipment: Provide motorized spectator seating and motorized goals.

Storage: Coordinate specific storage needs with campus.



PRACTICE GYMNASIUM

Functional Intent: The Practice Gymnasium is a shared space that supports wellness, PE, and athletics.

Activities: The Practice Gymnasium supports fitness and athletics classes, campus/large group assemblies, after-hours events, and practices for court sports.

Access: Provide close proximity to a secure after-hours entry, Locker Rooms, Equipment Storage, and Coaches' Offices. Provide direct access or close proximity to Competition Gym. Provide direct access to outdoor practice fields. Provide close proximity to drinking fountains for learner wellness.

Architectural Requirements: Provide controlled natural daylight with minimal glare. Finishes will include wall pads, competition court striping, and cross court striping. Consider acoustic requirements of this space when choosing ceiling finishes, with particular consideration for noise reverberation during events. Provide the ability to divide the Practice Gymnasium into two teaching areas to support concurrent classes or activities. Consider campus branding and graphics within this space.

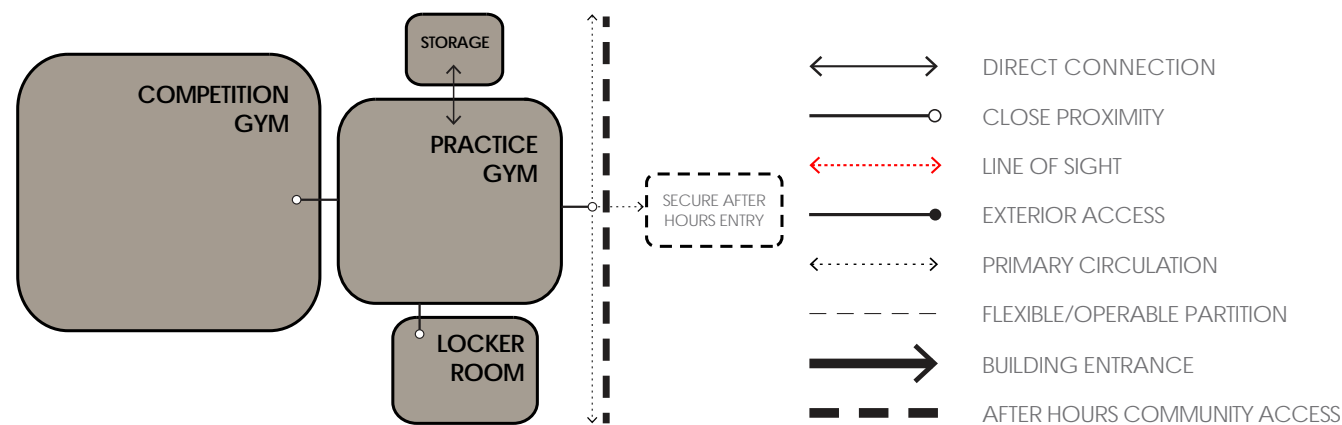
Infrastructural Requirements: Provide perimeter power. Ensure there is dedicated power and data for equipment and AV requirements.

Furniture and Equipment: Coordinate specific furniture and equipment needs with campus.

Storage: Provide ample storage for various equipment requirements. Coordinate specific storage needs with campus.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS



LOCKER ROOMS

Functional Intent: Locker Rooms accommodate learner storage and changing needs for athletics and PE.

Activities: Locker Rooms will support changing, showers and restroom use for learners enrolled in physical education or athletics programs. Personal storage is provided for learners enrolled in physical education or athletics programs.

Access: Provide close proximity to Competition and Practice gyms and Coach Offices. Provide direct access between restroom, shower, changing, and storage. Provide sightlines to Locker Rooms from Coaches' Offices to support supervision.

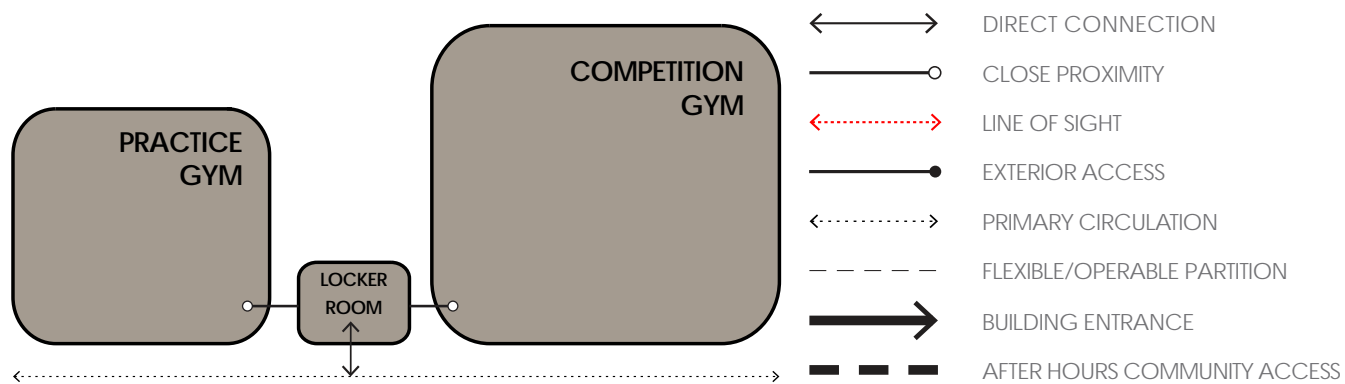
Architectural Requirements: Provide acoustic separation from adjacent spaces. Provide direct daylight with special care to maintain privacy. Provide epoxy or epoxy-coated finishes. Provide impact-resistant, easily cleanable walls. Vanities (countertops with mirror and power) are to be included in all Locker Rooms.

Athletics Lockers: Provide lockable cage walls and doors within Locker Rooms for secure visibility. Provide separate caged spaces for lockers for each sport.

Infrastructural Requirements: Provide power for vanities and ensure adequate quantity of outlets and mirrors for personal grooming. To ensure privacy for the athletes, provide individual showers (no ganged showers) and individual toilet stalls. Provide adequate ventilation to reduce moisture issues.

Furniture and Equipment: Provide benches. Coordinate other specific furniture and equipment needs with campus.

Storage: Coordinate specific locker counts and storage needs with campus.



TRAINING ROOM

Functional Intent: The Training Room is an athletic support space to treat minor injuries and ensure athlete wellness.

Activities: The Training Room will support a variety of activities such as hydrotherapy, rehabilitation, physical therapy, and treatment and taping, among others. Middle School: Provide a small space with tables, small pool and storage. High School: Provide a larger space to support a variety of therapeutic techniques with separate hydrotherapy/wet room access.

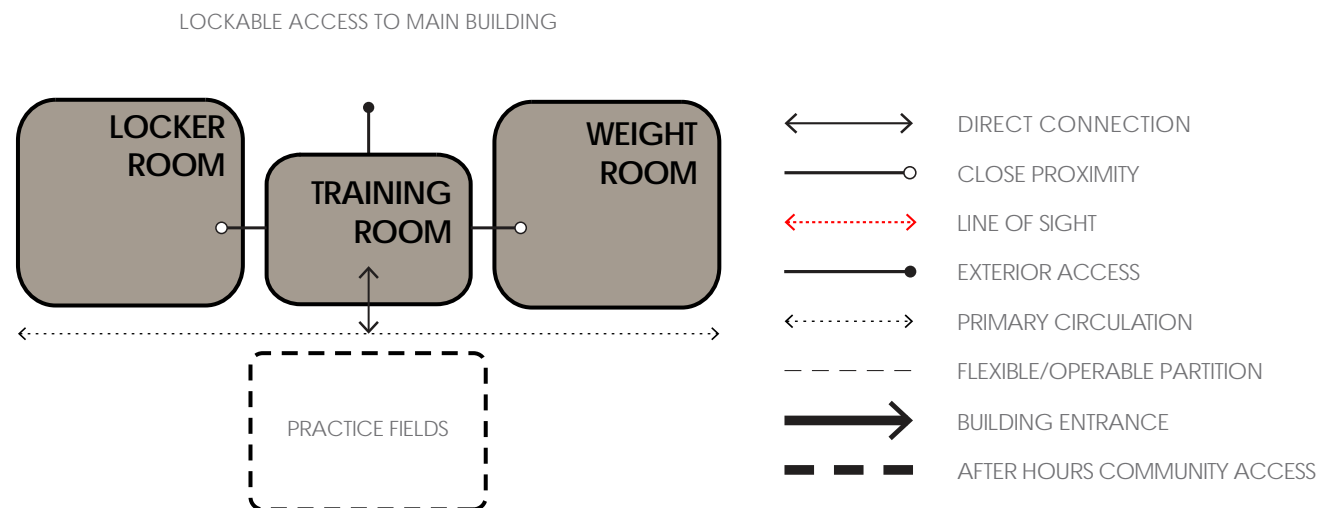
Access: Provide close proximity to the Weight Room and Locker Rooms. Provide direct access to trainer's office. Provide direct access to the outdoors to support access from field sports. Locate hydrotherapy inside the Training Room with glazing for direct supervision.

Architectural Requirements: Provide direct or borrowed daylight. Provide resilient floors and water- and humidity-resistant finishes.

Infrastructural Requirements: Provide for power/utility requirements for various rehabilitation equipment. Ensure there are floor drains throughout space for the various equipment and cleaning. Provide perimeter power to support flexible layouts, technology devices for each student, and instructional technologies.

Furniture and Equipment: Provide whirlpool and hydrocollator for the hydrotherapy room. Provide ice maker to support the rehabilitative needs for athletes.

Storage: Provide lockable storage for supplies.



WEIGHT ROOM

Functional Intent: The Weight Room is a dedicated room for fitness and training for PE and athletics.

Activities: The Weight Room will support individual, group, and whole-class training lessons and regimens.

Access: Provide access to Locker Rooms. Provide direct access from primary circulation for maximum flexibility. Provide direct access to storage room for equipment.

Architectural Requirements: Provide direct or borrowed daylight. Provide a minimum of two mirrored walls, ensuring the glare from mirrors is minimized as much as possible. Provide resilient athletic flooring and wall materials. Provide acoustic treatments to minimize the sound intensity from the weights and equipment.

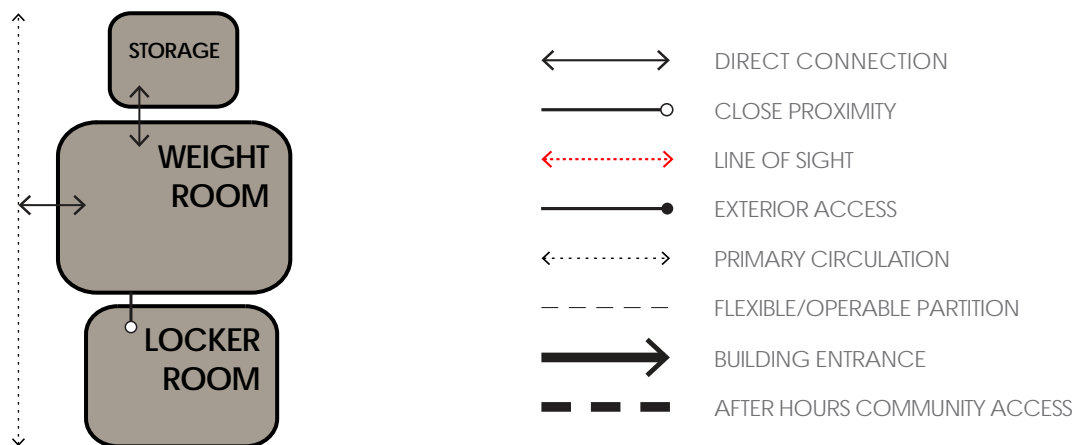
Infrastructural Requirements: Provide perimeter and floor power to support flexible equipment configurations. Provide power for digital display/instructional technology. Ensure there is adequate ventilation to promote athlete wellness and to mitigate smells. Structure must support the weight and reverberations from the activities of the weight room.

Furniture and Equipment: Coordinate specific furniture and equipment needs with campus.

Storage: Coordinate storage needs with campus.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS



MULTIPURPOSE/MAT ROOM

Functional Intent: The Multipurpose/Mat Room will support the wrestling program and other wellness activities.

Activities: The Multipurpose/Mat Room primarily supports wrestling practices. The room will also support other wellness activities such as stretching, yoga, or general fitness and may also serve as a health studio or team room.

Access: Provide close proximity to locker rooms and provide glazing for learning on display.

Architectural Requirements: Provide writable surfaces. Consider mirrors to support flexible use of space outside of wrestling season. Consider higher ceiling heights to increase usability of space for multiple types of wellness activities.

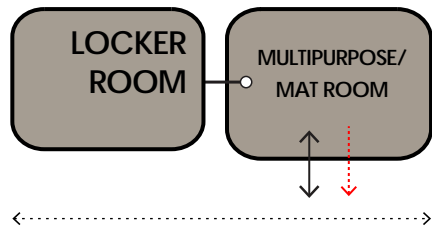
Infrastructural Requirements: Provide perimeter power.

Furniture and Equipment: Provide wrestling mats. Coordinate other equipment needs based on specific campus requirements.

Storage: Provide mat storage and consider storage capabilities and proximity for other equipment/furniture. Provide the ability for the floor to be cleared as needed for multiple uses.



- ← → DIRECT CONNECTION
- ○ CLOSE PROXIMITY
- ← - - - - - → LINE OF SIGHT
- ● EXTERIOR ACCESS
- ← - - - - - → PRIMARY CIRCULATION
- - - - FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- - - - AFTER HOURS COMMUNITY ACCESS



SEMINAR ROOM

Functional Intent: The Seminar Room is a flexible space to use for study hall, leadership program, and other athletic learner functions. This room will operate as multipurpose/mat room if that space is not included.

Activities: The Seminar Room is an athletic support space for team meetings and other programming. It can also support wrestling and fitness activities if required.

Access: Provide close proximity to Multipurpose/Mat Room. Provide close proximity to locker rooms. Consider operable partition between two seminar rooms to create larger space.

Architectural Requirements: Refer to Classroom for architectural requirements. Arrange writable surfaces and digital display to support functionality when spaces are combined for one larger space.

Infrastructural Requirements: Refer to Classroom for infrastructural requirements.

Furniture and Equipment: Provide flexible furniture that can be easily reconfigured.

Storage: Coordinate specific storage needs with campus.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS



-  DIRECT CONNECTION
-  CLOSE PROXIMITY
-  LINE OF SIGHT
-  EXTERIOR ACCESS
-  PRIMARY CIRCULATION
-  FLEXIBLE/OPERABLE PARTITION
-  BUILDING ENTRANCE
-  AFTER HOURS COMMUNITY ACCESS

ADMINISTRATION

Administration refers to the suite of spaces that support the day-to-day administration of campuses and spaces for campus leadership to meet and coordinate. While these spaces are traditionally centralized near the entry of a campus, the learner-centered model for education provides for many administrative functions to be distributed throughout the building, enabling greater access to learners and teachers. Technological equipment advances and robust technology infrastructure can allow administrators to be seamlessly connected without being physically near each other.

The specific functions and requirements of the Administration programs were identified during the Ed Spec planning process. Descriptions and requirements for key space types are provided on the following pages.

Specific considerations for Administration include:

- Consider which programs can be dispersed into the Learning Communities to improve learner access.
- Locate centralized Administration spaces near the primary building entry and secure vestibule to support campus safety.



RECEPTION

Functional Intent: Reception areas provide a waiting and greeting space for learners and visitors. Each campus will have a Reception area at the main campus entrance. Additional Reception spaces throughout the building will support dispersed staff and departments.

Activities: Reception is a dedicated administrative support area to receive visitors to the campus or to a particular department or staff member. Some reception spaces may include open workspace for support staff.

Access: The main campus Public Reception requires close proximity to small administrative workroom providing access to a copier/scanner, layout space, paper storage. This administrative workroom does not need to support tables and chairs. Additional private reception spaces should be located away from main office and provide space for waiting when applicable.

Architectural Requirements: Provide direct or borrowed daylight. Provide sound absorbing finishes to minimize noises within space.

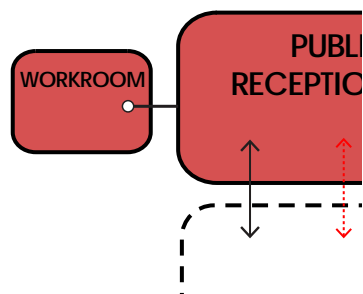
Infrastructural Requirements: Provide power and data to support various equipment required. Consider providing digital display and panic button in the main campus Public Reception. Coordinate needs for informational display screens/marqueses.

Furniture and Equipment: Coordinate specific furniture and equipment needs based on departments served.

Storage: Coordinate specific storage needs based on departments served.



- ← → DIRECT CONNECTION
- ○ CLOSE PROXIMITY
- ← ··· ··· → LINE OF SIGHT
- ● EXTERIOR ACCESS
- ← ··· ··· → PRIMARY CIRCULATION
- - - FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- - - AFTER HOURS COMMUNITY ACCESS



OFFICES

Functional Intent: Offices provide space for administrative activities, meetings, and conferences.

Activities: A variety of sizes and functions will be provided depending on the position served. Offices may provide solely an individual private workstation, include a small meeting area, or be a series of workstations in a shared open work area. Coordinate specific functional needs for offices with each campus.

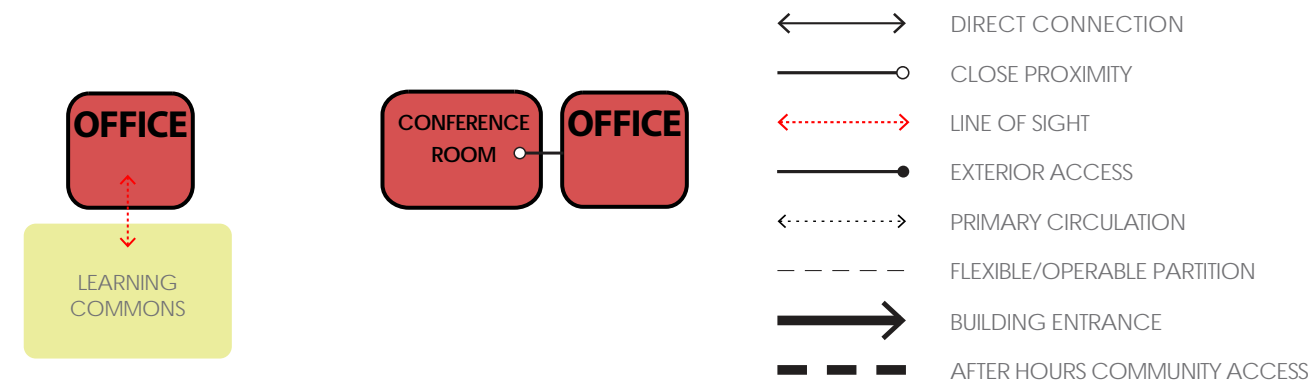
Access: Vice principals and their secretaries may be dispersed around campus to ensure constant support and learner access throughout campus. For dispersed Offices, consider glazing to corridors or Learning Commons for passive supervision, with option to cover glazing for privacy. Provide direct access to Conference Rooms for the Principal and Counselor. Provide direct access to private restroom for Principal.

Architectural Requirements: Provide acoustic isolation from adjacent spaces with a recommended STC rating of 50. Provide daylight and direct views. Consider the balance of privacy and sightlines to the building entry when laying out Offices. Door and window placements must consider future placement of furniture to ensure functionality.

Infrastructural Requirements: Provide perimeter power to support technological devices. Provide floor power as required. Multiple power/data locations need to be provided for flexible furniture configuration.

Furniture and Equipment: Provide a workstation and visitor chairs. Additional meeting tables may be required. Coordinate specific furniture and equipment needs with each campus.

Storage: Storage needs will vary based on occupant. Coordinate casework and mobile storage with campus.



CONFERENCE ROOMS

Functional Intent: Conference Rooms serve as a private meeting room for teachers and staff use.

Activities: Conference Rooms support a wide variety of meetings, including those with staff, parents, community members, and learners. Meetings will consist of a variety of activities, ranging from collaborative to presentations.

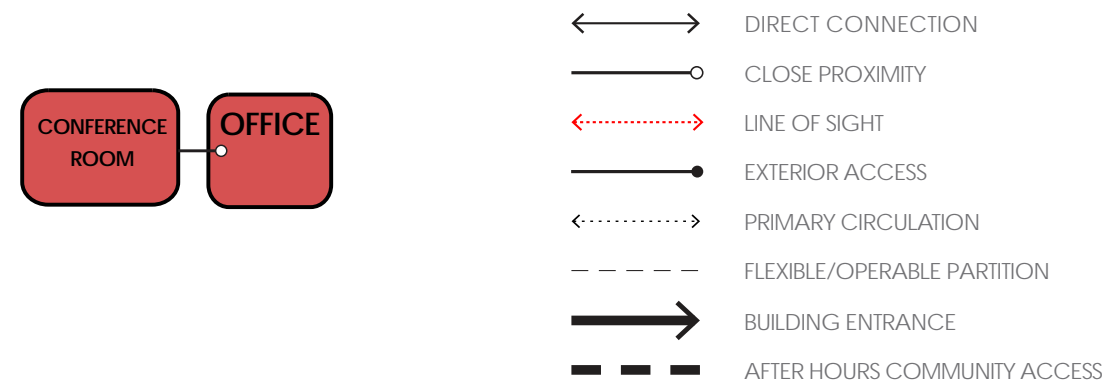
Access: Disperse Conference Rooms throughout the campus and should be located with close proximity to offices and associated programs. Provide close proximity to water fountains for staff wellness.

Architectural Requirements: Provide acoustic isolation from adjacent spaces to ensure adequate privacy. Provide direct daylight. Provide resilient floor or carpet. Provide at least one Conference Room with no sightlines in for confidential learner meetings requiring complete privacy.

Infrastructural Requirements: provide perimeter power to support technological devices and digital display. Provide floor power to support powered conference table.

Furniture and Equipment: Provide writable surfaces and digital display technologies for the use of meeting participants. Coordinate specific furniture and equipment with each campus.

Storage: Consider storage for presentation equipment and collaborative meeting supplies and manipulatives.



ITINERANT/SPED STAFF ROOM

Functional Intent: Interant/SPED Staff Room is a centralized space for staff who don't require an office but do require a space to perform administrative tasks, store personal belongings, or collaborate with colleagues.

Activities: Staff will come and go from this space throughout the day. Provide independent and collaborative work areas for at least three staff at one time. Storage for personal belongings should be accommodated.

Access: The space is completely separate from main office and does not require close proximity to other administrative areas. Ensure there is proximity to Life Skills and access to small kitchenette.

Architectural Requirements: Provide direct or borrowed daylight. Ensure there are views to the outdoors to promote teacher wellness. Provide sightlines to one or more Learning Commons areas.

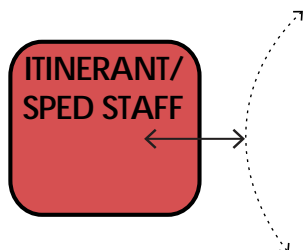
Infrastructural Requirements: If not easily accessible nearby, prove a small kitchenette. Provide sufficient perimeter power to support flexible layouts and individual technology devices. Provide sink.

Furniture and Equipment: Provide flexible furniture to support independent and collaborative work. Consider access and layout requirements for potential equipment such as a refrigerator or microwave.

Storage: Provide lockable, powered storage for staff personal day-time use. Coordinate specific quantities and functionality with campus.



- ← → DIRECT CONNECTION
- ○ CLOSE PROXIMITY
- ← ··· ··· → LINE OF SIGHT
- ● EXTERIOR ACCESS
- ← ··· ··· → PRIMARY CIRCULATION
- - - - FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- - - - AFTER HOURS COMMUNITY ACCESS



HEALTH SERVICES

Functional Intent: Health Services will serve as a space for examination and temporary housing of sick learners.

Activities: Health Services supports vision screening, administration of learner medications, learner health screenings, and isolation space for ill learners.

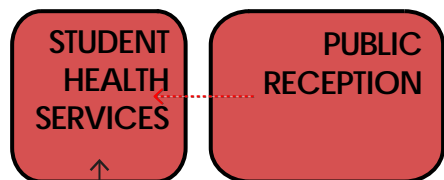
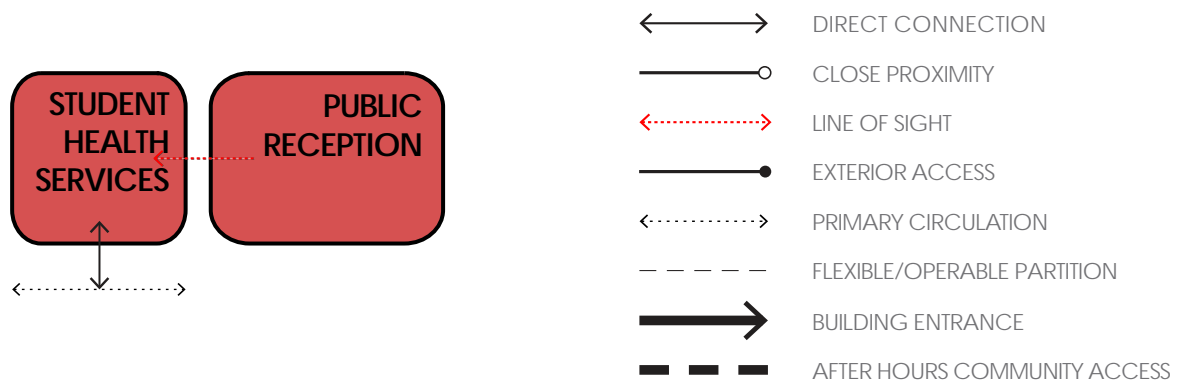
Access: The Waiting area should be open to Clinic area and separated by clinic reception desk. Provide close proximity to an administrative area and direct access from primary circulation. Provide direct access and views from Public Reception for passive supervision at Elementary School.

Architectural Requirements: Provide acoustic isolation if Health Services is located near a Gymnasium or the Dining Commons. Provide direct or borrowed daylight. Provide durable and easily cleanable finishes. Provide cubicle curtain track with curtains around beds for privacy.

Infrastructural Requirements: Provide perimeter and above-counter power. Provide an eye wash station separate from the sink. Provide utility connections to any required equipment such as a refrigerator or ice machine.

Furniture and Equipment: Consider space to circulate around cots, workstations and chairs in waiting area when laying out Health Services. Coordinate specific furniture and equipment needs with campus.

Storage: Provide storage for learner medications and ample medical supplies. Coordinate specific storage needs and lockable storage requirements with campus.



COUNSELING SERVICES

Functional Intent: The Counseling Services is a centrally located, welcoming space that will provide individual and group counseling services to learners and families. This encompasses a suite of spaces that includes Offices, Conference rooms, and other support spaces. Refer to the space type sheets for Offices and Conference Rooms for specific requirements.

Activities: Counseling Services will support individual and group counseling services. Library/Reception: Part of the Counseling Services suite, the Library/Reception will support staff as needed and provide a waiting area with resources for learners to access. This space may also host read-alouds and other group activities. Peace Center: A centralized Peace Center is provided for each campus to support group wellness activities such as yoga, meditation, or structured restorative practices.

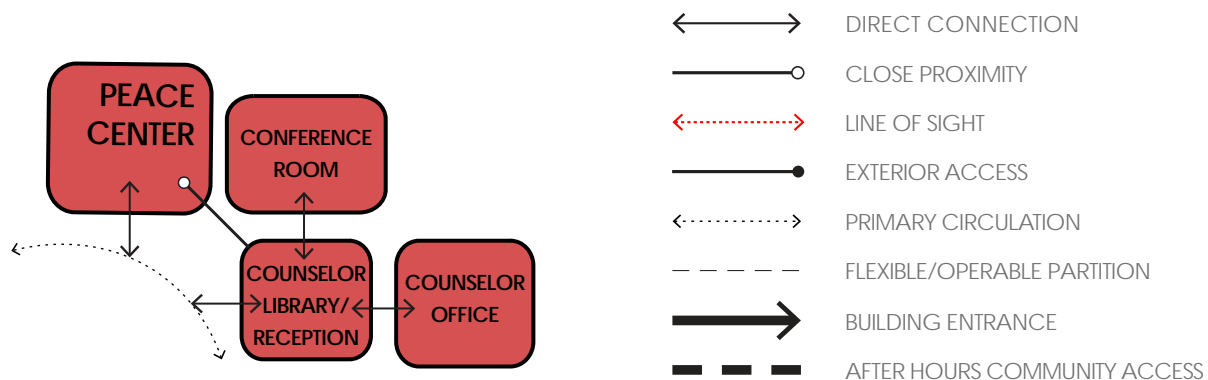
Access: Provide close proximity to the Registrar or Administration for to support parent access and other administrative services. Ensure a welcoming and easily accessible entrance to Counseling Services so learners can avoid going through Administration. Provide close proximity to the Peace Center. Peace Center: Limit sightlines into this space to support learners' privacy. Provide direct access to this space from primary circulation to create easy accessibility for learners.

Architectural Requirements: Provide daylight and direct views. Provide the ability to create visible privacy through blinds or curtains as needed in the Offices and Conference Rooms. Provide writable and tackable surfaces throughout the Counseling Services suite for informational display. Peace Center: Intentionally locate soft walls with different textures to support the sensory needs of learners. Provide acoustic separation from adjacent spaces to support learners' privacy. Library/Reception: Consider welcoming and engaging aesthetics.

Infrastructural Requirements: Provide perimeter power to support instructional technologies. Peace Center: Provide lighting controls, including dimming systems, to support learner and teacher wellness.

Furniture and Equipment: Consider performance requirements around specific furniture or equipment that needs to be considered when laying out the space. Coordinate specific needs with each campus. Peace Center: Provide flexible, comfortable seating to accommodate a variety of activities and allow for open spaces as needed for restorative practices.

Storage: Coordinate specific storage needs with campus.



TESTING SUITE

Functional Intent: The Testing Suite will support ongoing and standardized testing and storage for testing materials at the High School level. It will be a staffed, self-contained space.

Activities: The Testing Suite will support ongoing distribution, organization, and storage of testing materials. Due to the confidential nature of many tests, the space will support a workstation and provide restroom facilities so that it is self-contained.

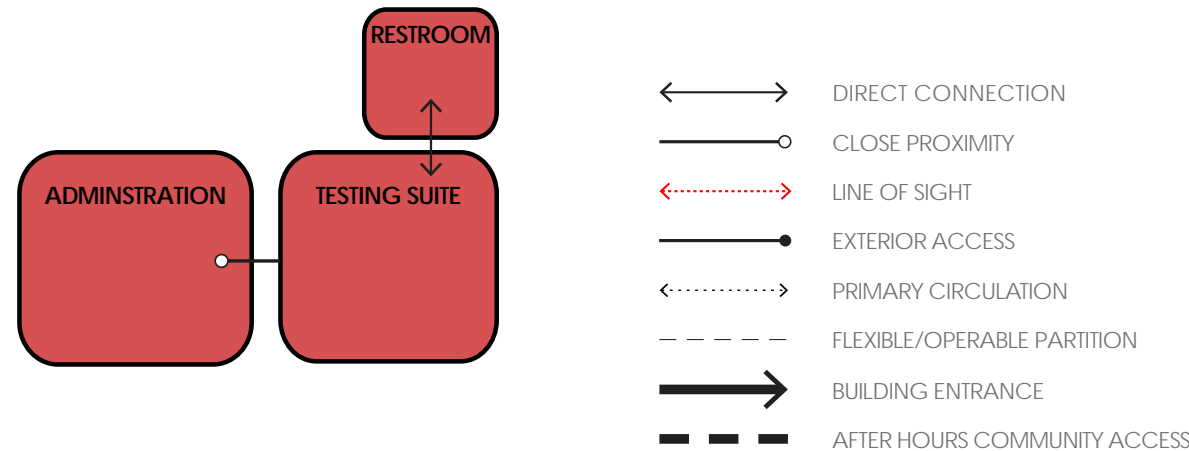
Access: Provide direct access to restroom from the Testing Suite as the Testing Coordinator cannot leave without securing all materials.

Architectural Requirements: Consider direct or borrowed light. Coordinate additional requirements with the campus based on location and specific needs.

Infrastructural Requirements: Provide perimeter power.

Furniture and Equipment: Provide a workstation and layout space. Coordinate additional furniture with specific storage needs to ensure adequate function.

Storage: Coordinate specific storage requirements with campus, to include Secured Testing Storage and Testing Materials Storage.



CENTRAL WORKROOM & LOUNGE

Functional Intent: The Central Workroom will support teacher material preparation and socialization at the Elementary School level. Refer to Teacher Prep Room (refer to General Academics) for secondary campuses.

Activities: The Central Workroom will support collaboration, socialization, lesson prep, and use of equipment such as copiers, printers, a laminator, and di-cut.

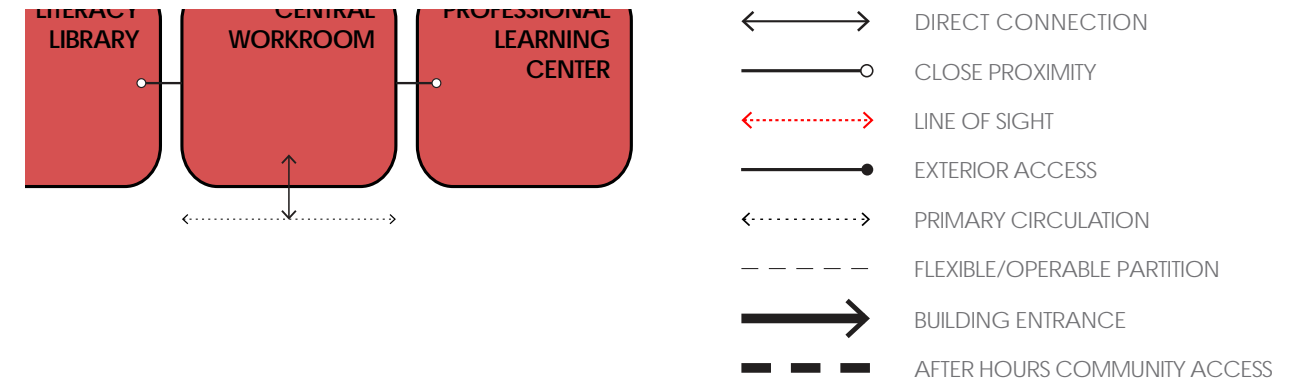
Access: Provide close proximity to the Professional Learning Center and Literacy Library with direct access to main corridor. Provide direct access to a Telephone Room for private conversations.

Architectural Requirements: Provide direct or borrowed daylight. Provide writable and tackable surfaces. Provide space for teacher mailboxes and package cubbies.

Infrastructural Requirements: Provide perimeter power with dedicated outlet for printer/copier. Provide hot and cold water to sink.

Furniture and Equipment: Provide flexible furniture that includes opportunities for collaboration and layout space for organization of materials and papers.

Storage: Provide storage for paper, paint, art supplies, copy machines and mailboxes. Coordinate additional storage for campus based on specific program needs.



PROFESSIONAL LEARNING CENTER (PLC)

Functional Intent: The Professional Learning Center is a centrally-located space that supports professional development for all staff and departments.

Activities: The Professional Learning Center will support professional development, lesson preparation, and independent and small group work for teachers. Activities include planning and collaboration, socializing, dining and administrative tasks. This space supports whole department or grade level meetings for all campuses.

Access: Provide easy access and visibility from shared flexible learning spaces. Locate the Professional Learning Center centrally on campus for easy access to all staff. Elementary School: Provide close proximity to the Central Workroom & Lounge to support shared use of the equipment between both spaces.

Architectural Requirements: Provide direct or borrowed daylight. Provide clear wall space to display learner data, away from sightlines into space.

Infrastructural Requirements: Provide perimeter power to support instructional technologies and the use of personal devices.

Furniture and Equipment: Consider movable furniture or workstations, small meeting tables, mobile writable or tackable surfaces, and projection screens or display technologies.

Storage: Coordinate specific storage needs with campus.



LITERACY LIBRARY

Functional Intent: The Literacy Library stores books organized by level for use across all grades and includes one workstation for staff at the Elementary Level.

Activities: This room will support teacher access to additional reading level books for learners and collaboration space for 2-4 teachers.

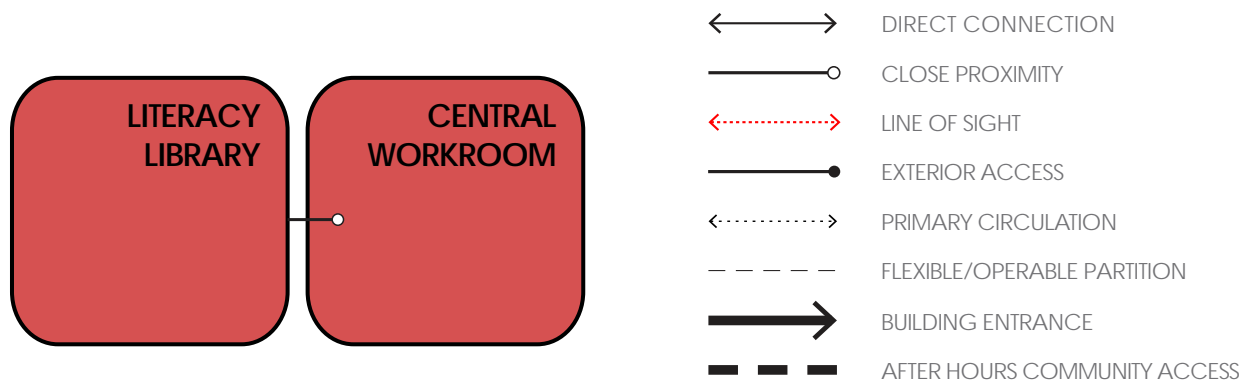
Access: Provide close proximity to the Central Workroom & Lounge and Professional Learning Center for convenient teacher access.

Architectural Requirements: Coordinate specific architectural requirements with campus.

Infrastructural Requirements: Provide perimeter power to support instructional technologies and the use of personal devices.

Furniture and Equipment: Provide one workstation. Consider flexible furniture to support both focused and collaborative work.

Storage: Coordinate book storage requirements with each campus. Consider storage for shared manipulatives and other resources to be distributed to teachers.



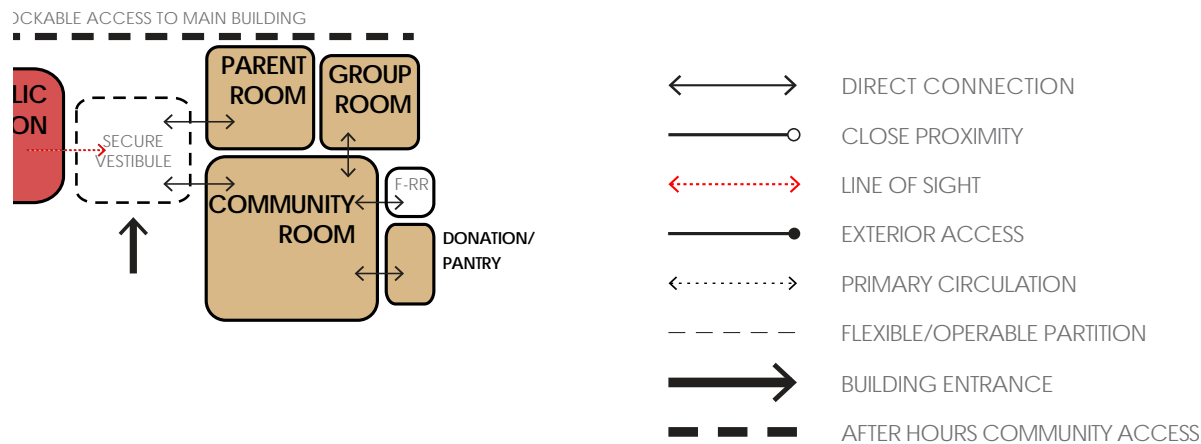
COMMUNITY SPACES

The Community Spaces are a physical representation of the district’s commitment to supporting campus communities, whether that be the adjacent neighborhood or a network of stakeholders across the district. These spaces support ongoing district efforts, such as food and clothing donation, transition services, and select Special Education services. They also provide an opportunity for future community engagement in a dedicated space. The suite of community spaces will be located outside the campus secure border (accessed off the secure vestibule entry), allowing for municipal or community activities, such as voting, to occur on campuses without bringing adults into the secure learning environment. These spaces accommodate campus-community engagement while ensuring learner safety.

The specific functions and requirements of the Community Spaces were identified during the Ed Spec planning process. The following diagram represents how the spaces may be arranged. Descriptions and requirements for key space types are provided on the following pages.

Specific considerations for Community Spaces include:

- The Community Spaces suite must be located directly off the secure vestibule, to support open access to community spaces without compromising learner safety.
- Community Spaces should be open and welcoming to the community.
- Other spaces, such as CCMR, Dining Commons, Auditoriums, or Athletics and PE spaces may be shared with the community for after-hours use. Shared use should be considered when locating and zoning each program on the campus.



COMMUNITY ROOM

Functional Intent: The Community Room provides a dedicated space on campus for community events and services. Controlled access between the secure vestibule and the remainder of the school ensures security for learners and staff.

Activities: This space supports Transition Services and Family and Community Engagement (FACE); activities for these services may include parent education presentation, tutoring sessions, small group events, or donation collection and storage. The Community Room can also support other parent activities and events, such as PTA/PTO meetings, coffees with the principal, and other community-building events. Additionally, the Community Room will support civic activities, such as voting, that often take place in schools, while providing a layer of security for learner safety. Design this space flexibly to support a wide variety of activities.

Access: The Community Room is intended to provide direct access for members of the community and parents so there is no disruption to the security of the main campus. Provide direct access to the Group Room to support small-scale Transition Services meetings. Provide sightlines from Public Reception to the Community Room entry to enhance security. Provide direct access to Donations/Food Pantry. Provide direct access to a private restroom so it can remain separated from main campus.

Architectural Requirements: Provide daylight with direct views to outdoors. Provide acoustic separation from the rest of the campus. Provide writable and tackable surfaces and consider digital display. Design the space and finishes so that it has a welcoming, inviting aesthetic.

Infrastructural Requirements: Provide perimeter power to support instructional technologies and the use of personal devices. Provide a hand wash sink separate from the private restroom.

Furniture and Equipment: Provide flexible/mobile furniture to support a variety of activities.

Storage: Consider casework. Storage should be coordinated with campus to ensure it meets specific community needs.

DONATIONS/FOOD PANTRY

Functional Intent: The Donations/Food Pantry provides storage for district/campus community outreach programming.

Activities: This space provides storage for food pantry, clothing donations, and any other donations to be distributed by the campus. High School: This space will also support laundry services for learners requiring a change of clean, dry clothes.

Access: Directly accessible from community room.

Architectural Requirements: Provide durable and easily cleanable finishes. Ensure there is adequate clear floor space for loading and unloading donations.

Infrastructural Requirements: Must be a conditioned space to support dry food storage. Provide utility connections for washer/dryers and any necessary refrigeration equipment.

Furniture and Equipment: Provide shelving for dry food storage. Provide refrigeration for cold food storage, as required. High School: Provide a residential washer/dryer.

Storage: Consider adjustable shelving. Consider mobile storage carts to assist with the organization of the items.

PARENT ROOM

Functional Intent: The Parent Room is a dedicated space for parent volunteer activities to take place, both during and after school hours.

Activities: The Parent Room will function similarly to a workroom and support a variety of messy and hands-on volunteer activities, such as creating bulletin boards, assembling mums, sorting supplies, etc. This space should support up to 15 parents.

Access: Provide direct access from the community room to support inclusive access for parent volunteers, allowing campuses to grow their parent volunteer lists. Consider close proximity to donation/food pantry for ease-of-access in volunteer activities.

Architectural Requirements: Provide resilient, easy to clean finishes to accommodate the messy activities that are intended for this space. Consider providing tackable surfaces to support parent volunteer activities.

Infrastructural Requirements: Provide perimeter and above-counter power. Provide a hand wash sink.

Furniture and Equipment: Coordinate equipment with campus based on specific volunteer programs and needs. Provide mobile worktables to support flexible rearrangement of the space to accommodate a variety of volunteer activities.

Storage: Provide storage, either casework or furniture, along one wall for the storage of supplies for parent volunteer activities.



SPACE PROGRAMS

4.0

4.4 SPACE PROGRAM OVERVIEW

4.6 ELEMENTARY SCHOOL SPACE PROGRAM

4.12 MIDDLE SCHOOL SPACE PROGRAM

4.20 HIGH SCHOOL SPACE PROGRAM



SPACE PROGRAM OVERVIEW

The follow space programs have been developed as a typical starting point for campuses at each cohort level: elementary, middle, and high. A space program is a quantitative list of each space in a school with the size of each space provided in net square feet.

These programs reflect the space types and learning communities described within the Ed Specs and are meant to be used in concert with the adjacency diagrams provided earlier in this document. Design teams will collaborate with campus teams to confirm space needs and preferred relationships. Net or usable spaces are identified in the following space programs. A grossing factor of 1.4 is applied; however, the final gross square footage will vary depending on systems selected and overall design layout. Specialty campuses, like academies or P-Techs, may deviate from the standard proposed enrollments.

CAPACITY

The school capacity determines the number and size of spaces in new or modernized school buildings. School capacity is configured by counting the number of learning spaces that are assigned regularly to teachers and learners to determine full time capacity. For the purposes of planning, these Ed Specs are designed to a capacity of 592 learners at an Elementary School, 900 learners at a Middle School, and 1,800 learners at a High School. If the planned capacity of a school differs from these numbers, the project design team will collaborate with SAISD to adapt the Ed Specs for that campus. Design teams must also determine the possibility of future expansions to accommodate future growth in enrollment. If so, the core spaces (Dining Commons, Fine Arts, Athletics & PE) should be scaled to accommodate anticipated future capacity needs.

UTILIZATION

Each campus capacity is tied to a desired utilization. Utilization is a metric based on the amount of space occupied or used as a learning/teaching station at any given time. Each campus is programmed to a planned utilization of 75%-85%.



ELEMENTARY SCHOOL

592 LEARNER CAPACITY

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
General Academics					
ECE Learning Community					
ECE Classroom	18	850	4	3400	
ECE Restrooms		125	2	250	
Learning Commons		600	1	600	support maker activities
Small Group Room		125	1	125	
Wellness		400	1	400	
Head Start Office		150	1	150	
Community Storage		200	1	200	
Learning Communities (6 total)					
Classrooms w/ restroom (incl SPED)	18	900	8	7200	4 Classrooms per community
Classrooms w/o restroom (incl SPED)	22-28	850	16	13600	4 Classrooms per community
Makerspace		900	3	2700	shared by 2 communities
Learning Commons		600	6	3600	1 Learning Commons per community
Large Group Room		400	3	1200	shared by 2 communities
Small Group Room		125	6	750	1 Small Group Room per community
Wellness		125	3	375	shared by 2 communities
Teacher Prep Room		450	3	1350	shared by 2 communities
Community Storage		200	3	600	shared by 2 communities
Dual-language Booth		60	*		*1 per classroom pair at dual-language campuses

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Special Education					
Specialized SPED Flex Classroom		1100	2	2200	
Restroom w/ changing		125	1	125	
Speech Therapy		300	1	300	workstation(s), 6-8 learners
Dyslexia		300	1	300	workstation, up to 10 learners
SEMS Clerk		150	1	150	
SEMS Secure Storage		100	1	100	
General Educational Support (GEC) Room		300	1	300	workstation, up to 10 learners
SPED Conference		300	1	300	
Library and Digital Commons					
Reading and Instruction (incl. stacks)		2300	1	2300	
Idea Lab		400	1	400	
Media Porch		450	1	450	
Broadcast Studio		250	1	250	
Textbook Storage		200	1	200	
Media/AV Storage		200	1	200	
Visual Arts					
Art Lab		1200	1	1200	
Storage		100	1	100	
Music					
Music Lab		1200	1	1200	
Practice Room		125	1	125	
Storage		100	1	100	

ELEMENTARY SCHOOL SPACE PROGRAM, CONT.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Physical Education					
Gymnasium		4500	1	4500	incl. space for mobile bleachers
PE Storage		400	1	400	
PE Office		120	1	120	
After-School Storage		60	1	60	
PE Outdoor Storage		100	1	100	
Food Services					
Dining Commons					
Dining Area		3683	1	3683	17 NSF/Learner, for 3 lunches
Demonstration Kitchen		200	1	200	
Stage		800	1	800	
Stage Storage		150	1	150	
Chair and Table Storage		300	1	300	
After-School Storage		60	1	60	
Kitchen					
Kitchen/Serving		1700	1	1700	
Dishwashing		200	1	200	
Custodial		60	1	60	
Pantry		240	1	240	
Walk-in Cooler		200	2	400	
Office		120	1	120	
Staff Locker Area		80	1	80	
Administration					
Administrative Offices					
Public Reception/Waiting Area/Secretaries		400	1	400	Secretary, PEMS clerk, waiting for 6
Attendance/Registrar		150	1	150	
Principal's Office		200	1	200	
Principal's Restroom				*	*included in grossing
Assistant Principal's Office		175	1	175	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Curriculum Instruction Coordinator (CIC) Office		150	1	150	
Itinerant / SPED Staff Room		250	1	250	3 unassigned workstations, lockers
Security Office		150	1	150	
Conference Room		200	1	200	up to 6 people
Workroom		150	1	150	
Vault / Records		150	1	150	
Admin Storage		80	1	80	
Adult Restroom				*	*included in grossing
Mother's Room		80	1	80	
Counseling Services					
Counseling Library / Reception		200	1	200	
Counselor Offices		175	2	350	
Partner Offices (CIS, Social Worker, FACE etc.)		150	1	150	
Conference Room		200	1	200	
Record Storage		100	1	100	
Peace Center		400	1	400	centralized on campus
Health Services					
Clinic / Waiting Area		300	1	300	incl. (2) 2'-2"x6'-0" cots
Office		120	1	120	
Exam Room / Isolation		50	1	50	
Restroom (w/ shower)		120	1	120	
Storage		50	1	50	
Teacher Work Center					
Central Workroom & Lounge		800	1	800	
Literacy Library		800	1	800	
Professional Learning Center		800	1	800	

ELEMENTARY SCHOOL SPACE PROGRAM, CONT.

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Telephone Room		60	1	60	
Adult Restroom				*	*included in grossing

NOTE: 9' minimum width in all offices, 15' minimum width in all conference rooms

Community Spaces

Community Room		800	1	800	
Large Group Room		400	1	400	
Donations/Food Pantry		120	1	120	
Parent Room		500	1	500	
Family Restroom		70	1	70	

Building Support

Restrooms

Learner Restrooms				*	*included in grossing
Adult Restrooms				*	*included in grossing

Custodial

Central Storage / Breakroom		200	1	200	
Custodial Office		100	1	100	
Wet Closet		55	6	330	

General Storage

Book Storage		280	1	280	
General Building Storage		250	1	250	
Misc. Storage		600	1	600	can be dispersed or redistributed to community storage

Plant Services

Mechanical		400	3	1200	
Electrical		120	6	720	
Technology		100	4	400	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Outdoor Learning					
Learning Garden			1		
Additional Outdoor Learning spaces to be coordinated with campus					

Total NSF	68,328
Grossing Factor	40%
Total GSF	95,660

MIDDLE SCHOOL

900 LEARNER CAPACITY

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
General Academics					
Learning Communities (3 total)					
Classrooms (incl. SPED)	26	800	18	14400	6 Classrooms per community
Science Lab	26	1400	6	8400	2 Science per community
Science Storage / Prep		280	3	840	
Makerspace	26	1400	6	8400	2 Makerspace per community
Makerspace Storage		100	6	600	
Learning Commons		1800	3	5400	1 Learning Commons per community
Large Group Room		400	6	2400	2 Large Group per community
Small Group Room		125	3	375	1 Small Group per community
Teacher Prep Room		500	3	1500	1 Teacher Prep per community
Telephone Room		60	3	180	
Community Storage		100	3	300	1 storage per community
Dual-Language Booth		60	*		*1 per classroom pair at dual-language campuses
In-School Suspension					
Classroom		800	1	800	
ISS Restroom			1	*	*incl. in grossing
Special Education					
Specialized SPED Flex Classroom	10	1100	4	4400	
Restroom w/ changing		150	1	150	
Speech		400	1	400	
Dyslexia		600	1	600	
Conference		300	1	300	
SEMS Clerk		150	1	150	
SEMS Secure Storage		100	1	100	
SPED Conference		300	1	300	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Library and Digital Commons					
Reading and Instruction (incl. stacks)		2400	1	2400	
Idea Lab		500	1	500	
Media Porch		450	1	450	
Broadcast Studio		250	1	250	
Textbook Storage		300	1	300	
Media/AV Storage		200	1	200	
College, Career, and Military Readiness (CCMR)					
Discovery Labs	26	1400	2	2800	
Storage		100	2	200	
Visual Arts					
Art Lab	26	1400	2	2800	
Art Gallery		50	1	50	
Kiln		100	1	100	
Storage		200	2	400	
Music					
Band Rehearsal Hall (large)	26	2000	1	2000	
Band Rehearsal Hall (medium)	26	1200	1	1200	
Choral Rehearsal Hall	26	1200	1	1200	
Orchestra Rehearsal Hall	26	1200	1	1200	
Mariachi Rehearsal Hall	26	1200	1	1200	
Ensemble Room		800	1	800	
Practice Medium		180	2	360	
Practice Small		80	6	480	
Music Library & Workroom		250	1	250	

MIDDLE SCHOOL SPACE PROGRAM, CONT.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Instrument Storage (Band)		1000	1	1000	
Instrument Storage (Mariachi & Orchestra)		1000	1	1000	
Uniform Storage		300	1	300	
Riser Storage		200	1	200	
Offices		150	3	450	

*rehearsal hall requirements may vary depending on campus program needs

Theater Arts/Drama

Auditorium, Stage & Support

Lobby		1000	1	1000	
House (400 seats)		4000	1	4000	seat at minimum one full grade level
Stage, incl. wings		2500	1	2500	
Back Stage Storage & Support		150	2	300	
Control Booth / Sound Storage		200	1	200	
Catwalk / Lighting Platform		400	1	400	
Follow Spots		125	2	250	
Lighting Control		100	1	100	
Theater Arts Classroom/ Blackbox	26	2000	1	2000	
Dressing rooms		400	2	800	
Public Restrooms				*	*incl. in grossing
Storage		400	2	800	

Dance

Dance Studio	26	2000	1	2000	
Dance Lockers/Dressing		350	2	700	
Dance Office		150	1	150	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Instructor Lockers/ Dressing		150	1	150	
Dance Storage		200	1	200	

Athletics and PE

Primary Gymnasium (seating cap. 400)	58	9000	1	9000	
Storage		300	1	300	
Secondary Gymnasium (no seating)	26	6000	1	6000	
Storage		300	1	300	
PE Storage		600	1	600	
Weight Room	26	1500	1	1500	
Multi-purpose / Mat Room		1000	1	1000	
Mat Storage		200	1	200	

Dressing Rooms

Athletic Locker Rooms		1700	2	3400	
PE Locker Rooms		800	2	1600	

Support Spaces

Coaches Office		200	2	400	
Coaches Restroom/ Shower		150	2	300	
Equipment Storage		600	1	600	
Training Room		300	1	300	
Laundry Facility		180	1	180	
Custodial Closet		60	1	60	

MIDDLE SCHOOL SPACE PROGRAM, CONT.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Food Services					
Dining Commons					
Dining Area		4250	1	4250	17 NSF/Learner, 3 lunches
Demonstration Kitchen		200	1	200	
Teacher Dining Area		500	1	500	
Kitchen					
Kitchen/Serving		1800	1	1800	
Dishwashing		300	1	300	
Custodial/Laundry		60	1	60	
Pantry		300	1	300	
Walk-in Cooler		300	2	600	
Office		120	1	120	
Staff Locker Area		120	1	120	
Administration					
Administrative Offices					
Public Reception/Waiting Area/Secretaries		500	1	500	1 staff, waiting for 5-10
Attendance		150	1	150	
Registrar		150	1	150	
Principal's Office		200	1	200	
Principal's Restroom				*	*incl. in grossing
Assistant Principal's (AP) Office		175	2	350	
AP Secretary		150	1	150	
Curriculum Instruction Coordinator (CIC) Office		150	1	150	
Itinerant / SPED Staff Room		250	1	250	3 unassigned workstations, lockers
Security Office		150	1	150	
Conference Room		200	1	200	
Workroom		150	1	150	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Vault / Records		150	1	150	
Admin Storage		100	1	100	
Testing Materials Storage		200	1	200	
Secured Testing Storage		100	1	100	
Adult Restroom				*	*incl. in grossing
Mother's Room		80	1	80	
Counseling Services					
Counseling Library / Reception		200	1	200	
Counselor Offices		175	2	350	
Partner Offices (CIS, Social Worker, etc.)		150	2	300	
Conference Room		200	1	200	
Records Storage		150	1	150	
Peace Center		400	1	400	centralized on campus
Health Services					
Clinic / Waiting Area		400	1	400	incl. (2) 2'-2"x6'-0" cots
Office		120	1	120	
Exam Room / Isolation		50	2	100	
Restroom (w/ shower)		120	1	120	
Storage		50	1	50	
Teacher Work Center					
Professional Learning Center		800	1	800	
Community Spaces					
Community Room		800	1	800	
Large Group Room		400	1	400	
Donations/Food Pantry		120	1	120	
Parent Room		500	1	500	
Family Restroom		70	1	70	

NOTE: 9' minimum width in all offices, 15' minimum width in all conference rooms

MIDDLE SCHOOL SPACE PROGRAM, CONT.

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Building Support					
Restrooms					
Learner Restrooms				*	*incl. in grossing
Adult Restrooms				*	*incl. in grossing
Custodial					
Central Storage / Breakroom		200	1	200	
Custodial Office		100	1	100	
Wet Closet		55	7	385	
General Storage					
Book Storage		300	1	300	
General Building Storage		300	1	300	
Misc. Storage		800	1	800	can be dispersed or redistributed to community storage
Plant Services					
Central Plant		1500	1	1500	
Mechanical		800	4	3200	
Electrical		120	4	480	
Technology		100	4	400	
Outdoor Learning					
Specific Outdoor Learning spaces to be coordinated with campus					

Total NSF	137,400
Grossing Factor	40%
Total GSF	192,360



HIGH SCHOOL

1800 LEARNER CAPACITY

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
General Academics					
Learning Communities (4 total)					
Classrooms (incl. SPED)	28	800	24	19200	6 Classrooms per community
Science Lab	28	1650	8	13200	2 Science per community
Science Storage / Prep		280	4	1120	
Makerspace	28	1400	8	11200	2 Makerspaces per community
Makerspace Storage		100	8	800	
Learning Commons		1800	4	7200	1 Learning Commons per community
Large Group Room		400	8	3200	2 Large Group per community
Small Group Room		125	4	500	1 Small Group per community
Teacher Prep Room		500	4	2000	1 Teacher Prep per community
Telephone Room		60	4	240	
Community Storage		100	4	400	1 storage/community
Dual-Language Booth		60	*		*1 per classroom pair at dual-language campuses
In-School Suspension					
Classroom		800	1	800	
ISS Restroom			1	*	*incl. in grossing
Special Education					
ALE Functional Living Lab (Life Skills / Life Strides)	10	1100	4	4400	
Restroom w/ changing		150	2	300	
Specialized SPED Flex Classroom	10	1100	2	2200	
Restroom w/ changing		150	1	150	
LSSP (School Psychologist)		250	1	250	workstation, 4-6 learners
Speech		150	1	150	workstation, 1-2 learners
Conference		300	1	300	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
ARD Storage		100	1	100	
SEMS Clerk		170	1	170	
SEMS Secure Storage		165	1	165	
Library and Digital Commons					
Reading and Instruction (incl. stacks)		3300	1	3300	
Idea Lab		600	1	600	
Media Porch		600	1	600	
Broadcast Studio		300	1	300	
Textbook Storage		400	1	400	
Media/AV Storage		400	1	400	
Coffee Bar		400	1	400	
College, Career, and Military Readiness (CCMR)					
CCMR Classroom	28	1100	6	6600	
Learning Commons		900	1	900	shared by CTE Classrooms
Tech Lab	28	1400	4	5600	
Storage		200	4	800	
Learning Commons		600	1	600	shared by Tech labs
Wet Lab	28	1400	5	7000	
Storage		200	5	1000	
Shop	20	3000	2	6000	
Shop Classroom Area		600	2	1200	
Storage		400	2	800	
Secure Storage		200	2	400	
Changing / Dressing		230	4	920	

HIGH SCHOOL SPACE PROGRAM, CONT.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Culinary Arts	20	2400	1	2400	
Dining Space		800	1	800	
Storage		200	1	200	
Cold Storage		200	1	200	
Pantry		200	1	200	
Laundry		200	1	200	
Equipment Storage		200	1	200	
College and Career Hub					
Computer Lab		1000	1	1000	
Break Out Area		500	1	500	
Small Group Room		125	2	250	
Shared CCMR					
CCMR Flex		400	2	800	
School Store		200	1	200	
Storage		150	1	150	
Conference Room		200	1	200	
Project Display		60	1	60	
Learner Restrooms				*	*incl. in grossing
Adult Restrooms				*	*incl. in grossing
CCMR Teacher Prep Room		900	1	900	
JROTC - refer to specific service specifications					
Visual Arts					
Art Lab	28	1400	3	4200	
Kiln		300	1	300	
Storage		340	1	340	
Learning Commons		600	1	600	
Art Office		250	1	250	3 workstations

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Music					
Band Suite					
Band Rehearsal Hall	28	4000	1	4000	
Rehearsal Hall	28	2000	1	2000	
Percussion Room		1080	1	1080	
Director's Office		175	1	175	
Assistant's Office		150	1	150	
Uniform Storage		500	1	500	
Instrument Storage		530	1	530	
Color Guard Storage		100	1	100	
Off Season Instrument Storage		300	1	300	
Choral Suite					
Choral Rehearsal Hall	28	1600	1	1600	
Director's Office		150	1	150	
Uniform Storage		200	1	200	
Riser Storage		200	1	200	
Orchestra Suite					
Orchestra Rehearsal Hall	28	1600	1	1600	
Director's Office		150	1	150	
Uniform Storage		200	1	200	
Instrument Storage		300	1	300	
Mariachi Suite					
Rehearsal Hall	28	1600	1	1600	
Director's Office		150	1	150	
Uniform Storage		100	1	100	
Instrument Storage		150	1	150	
Common Music Support Areas					
Small Practice Rooms		40	5	200	
Medium Practice Rooms		80	5	400	
Ensemble Practice Rooms		180	2	360	

HIGH SCHOOL SPACE PROGRAM, CONT.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Large Ensemble Practice Room		350	1	350	
MIDI Computer Lab		1000	1	1000	
Recording Room		50	2	100	
Custodial Closet		100	1	100	
Offices/ Workroom / Faculty Conference		300	1	300	
Band Booster Room		100	1	100	
Music Library		300	1	300	
Instrument Repair		65	1	65	
Adult Restroom/Shower		150	2	300	
Learner Restrooms				*	*incl. in grossing
Theater Arts/Drama					
Auditorium, Stage & Support					
Lobby		1200	1	1200	
Auditorium (1000 seats)		9500	1	9500	seat at minimum 1 full grade level
Stage		2100	1	2100	
Wings/Backstage		1000	1	1000	
Scene Shop		1550	1	1550	
Costume Storage		200	1	200	
Tool Storage		200	1	200	
Control Booth / Sound Storage		230	1	230	
Orchestra Pit		350	1	350	
Catwalk / Lighting Platform		950	1	950	
Follow Spots		180	2	360	
Production Balconies		180	2	360	
Lighting Control		180	1	180	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Piano Storage (temp control)		85	1	85	
Sound Equipment Storage		100	1	100	
Ticket Booth		180	1	180	
Laundry		90	1	90	
Dressing Rooms		450	2	900	
Black Box Theater	28	2000	1	2000	
Theater Arts Classroom	28	1000	1	1000	
Learner Restroom				*	*incl. in grossing
Office		150	2	300	
Storage		400	4	1600	
Custodial		90	1	90	
Public Restrooms (serving auditorium)				*	*incl. in grossing
Dance					
Dance Studio / Pep Squad Studio	28	3200	1	3200	
Dance / Drill Storage / Costumes		200	1	200	
Pep Squad Storage		200	1	200	
Cheerleader Storage		200	1	200	
Mat Storage Room		200	1	200	
Dance Office		250	1	250	3 workstations
Instructor's Dressing & Shower		150	1	150	
Girls Lockers/Dressing		1200	1	1200	
Boys Lockers/Dressing		600	1	600	

HIGH SCHOOL SPACE PROGRAM, CONT.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Athletics and PE					
Public Spaces					
Commons / Lobby		1800	1	1800	
Ticket Booth (w/ outdoor window)		60	1	60	
Concession		140	1	140	
Restrooms				*	*incl. in grossing
Storage		150	1	150	
Custodial		60	1	60	
Competition Gymnasium (1000 seats)	56	13000	1	13000	
Storage		300	2	600	
Practice Gymnasium (500 seats)	28	11000	1	11000	
Storage		150	2	300	
PE Storage		600	1	600	
Weight Room	28	3500	1	3500	
Storage		150	1	150	
Multi-purpose / Mat Room	28	2000	1	2000	wrestling mat size minimum 42'x42'
Mat Storage		150	1	150	
Multi-purpose Storage		150	1	150	
Equipment Storage					
Football Storage		450	2	900	indoor and outdoor storage
Cheer Storage		150	1	150	
Outdoor Sports Storage		200	5	1000	tennis, baseball, softball, soccer, track
Field Storage		150	2	300	
General Athletics Storage		300	1	300	
Athletic Offices					
Conference Room		240	1	240	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Athletic Coordinator Office		200	2	400	
Coaches Office					
Office / Work Area		600	4	2400	
Toilet / Shower / Locker Room		360	2	720	
Storage		200	2	400	
Locker Rooms					
Boys Locker Rooms					
Football Lockers & Dressing		2000	1	2000	
Varsity Lockers (incl. RR & Showers)		5000	1	5000	
PE Locker Room		1200	1	1200	
Girls Locker Rooms					
Varsity Lockers (incl. RR & Showers)		5000	1	5000	
PE Locker Room		1200	1	1200	
Team Storage (Boys and Girls)		300	2	600	
Training Room					
Training Room		1200	1	1200	
Trainer Office		120	1	120	
Storage		150	1	150	
Support Spaces					
Seminar Room/Classroom	28	800	2	1600	
Laundry / Storage		300	1	300	
Custodial Closet / Storage		120	1	120	
Training & Grounds Maintenance Storage		200	1	200	
Exterior/Fields Restrooms				*	*incl. in grossing

HIGH SCHOOL SPACE PROGRAM, CONT.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Food Services					
Dining Commons					
Dining Area		8500	1	8500	17 NSF/Learner, 3 lunches
Teacher Dining Area		500	1	500	
Kitchen					
Serving Area		1900	1	1900	
Prep Area		1800	1	1800	
Dishwashing		300	1	300	
Custodial		80	1	80	
Pantry / Dry Storage		300	1	300	
Walk-in Cooler / Freezer		300	2	600	
Office		120	1	120	
Staff Locker Area		120	1	120	
Disposables Storage		150	1	150	
Utility		150	1	150	
Can Wash		25	1	25	
Administration					
Administrative Offices					
Public Reception / Waiting Area / Secretaries		600	1	600	
Attendance		150	1	150	
Registrar		150	1	150	
Principal's Office		200	1	200	
Principal's Restroom				*	*incl. in grossing
Principal Secretary		90	1	90	
Assistant Principal's (AP) Office		200	4	800	
AP Conference Room		120	1	120	
AP Waiting area		60	1	60	
AP Secretary		150	1	150	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
CIC Offices		320	1	320	Curriculum Instructional Coordinators; 4 workstations
Data Processing Bookkeeper		150	1	150	
Warrant Officer		150	1	150	
Private Conference Room		120	1	120	
Conference Room		200	1	200	
Intern Office		120	1	120	
Itinerant / SPED Staff Room		250	1	250	3 unassigned workstations, lockers
Workroom		200	1	200	
Vault / Records		200	1	200	
Admin Storage		150	1	150	
Adult Restroom				*	*incl. in grossing
Mother's Room		80	1	80	
Testing Suite					
Testing Coordinator		120	1	120	
Adult Restroom		60	1	60	
Testing Materials Storage		400	1	400	
Secure Testing Storage		100	1	100	
Counseling Services					
Counseling Library / Reception		200	1	200	
Lead Counselor		175	1	175	
Counselor Offices		150	4	600	
Partner Offices (CIS, Social Worker, etc.)		150	2	300	
Conference Room		200	1	200	
Record Storage		200	1	200	
Peace Center		400	1	400	centralized on campus

HIGH SCHOOL SPACE PROGRAM, CONT.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT EDUCATIONAL SPECIFICATIONS

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
Health Services					
Clinic / Waiting Area		500	1	500	incl. (2) 2'-2"x6'-0" cots
Office		120	1	120	
Exam Room / Isolation		50	3	150	
Restroom (w/ shower)		120	1	120	
Storage		50	1	50	
Teacher's Work Center					
Professional Learning Center		800	1	800	
<i>NOTE: 9' minimum width in all offices, 15' minimum width in all conference rooms</i>					
Community Spaces					
Community Room		800	1	800	
Large Group Room		400	1	400	
Donations / Food Pantry Storage		120	1	120	
Clothes Closet & Laundry Area		120	1	120	
Parent Room		500	1	500	
Family Restroom		70	1	70	
Building Support					
Restrooms					
Learner Restrooms				*	*incl. in grossing
Adult Restrooms				*	*incl. in grossing
Custodial					
Central Storage / Breakroom		200	1	200	
Custodial Office		100	1	100	
Wet Closet		55	9	495	

	CLASS SIZE	AREA (NSF)	QTY	TOTAL (NSF)	NOTES
General Storage					
Book Storage		300	1	300	
General Building Storage		300	1	300	
Misc. Storage		1000	1	1000	
Plant Services					
Central Plant		2500	1	2500	
Mechanical		800	8	6400	
Electrical		120	8	960	
Technology (IDF Rooms)		100	7	700	
Sprinkler Riser Room		50	1	50	
Outdoor Learning					
Specific Outdoor Learning spaces to be coordinated with campus					
				Total NSF	267,040
				Grossing Factor	40%
				Total GSF	373,856

FINISHES AND EQUIPMENT MASTER CHARTS | A.0

A.2 ELEMENTARY SCHOOL MASTER CHARTS

A.7 MIDDLE/HIGH SCHOOL MASTER CHARTS



ELEMENTARY SCHOOL

	Finishes														Equipment																															
	Floor								Wall				Ceiling				Appliances						Miscellaneous																							
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER													
General Academics																																														
ECE Learning Community																																														
ECE Classroom	○		○			○									●																						●		●	●						
ECE Restrooms		●								●					○	○																														
Learning Commons	○		○			○																																	●							
Small Group Room	○		○			○									●																															
Wellness	○		○																																											
Head Start Office	○		○														●																								●					
Community Storage							●								○		○																													
Learning Communities																																														
Classrooms w/ restroom (incl SPED)	○		○			○									●																									●		●	●			
Classrooms w/o restroom (incl SPED)	○		○			○									●																										●		●	●		
Makerspace						●									○	○	○																								●		●	●		
Learning Commons	○		○			○																																				●				
Large Group Room	○		○			○									●																															
Small Group Room	○		○			○									●																															
Wellness	○		○			○									●																															
Teacher Prep Room	○					○									●							●	●																					●		
Community Storage							●								○		○																													
Dual-language Booth			●												●																															
Special Education																																														
Specialized SPED Flex Classroom	●														●																											●		●	●	
Restroom w/ changing		●								●					○	○																														
Speech Therapy	○		○												●																														●	
Dyslexia	○		○												●																														●	
SEMS Clerk	○		○												●																													●		

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

	Finishes													Equipment																							
	Floor								Wall				Ceiling				Appliances							Miscellaneous													
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER				
SEMS Secure Storage						•								○		○																					
General Educational Support (GEC) Room	○		○											•																			•				
SPED Conference			•											•															•			•					
Library and Digital Commons																																					
Reading and Instruction (incl. stacks)			•											○		○	○													•		•	•				
Idea Lab						•								○		○													•		•	•					
Media Porch	○		○											○		○	○																				
Broadcast Studio	○		○											•															•								
Textbook Storage							•							○		○																					
Media/AV Storage							•							○		○																					
Visual Arts																																					
Art Lab	○					○								○		○													•		•	•					
Storage							•							○		○																					
Music																																					
Music Lab	○		○											•															•		•	•					
Practice Room			•											•																			•				
Storage							•							○		○																					
Physical Education																																					
Elementary Gymnasium								•								•												•			•						
PE Storage							•							○		○																					
PE Office	○		○			○	○							•																			•				
After-School Storage							•							○		○																					
PE Outdoor Storage							•							○		○																					

• | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

	Finishes													Equipment																		
	Floor								Wall					Ceiling					Appliances							Miscellaneous						
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Syncrhonus Clock

Food Services

Dining Commons

Dining Area	o	o			o	o								o	o	o	o																		o
Demo Kitchen	o	o			o	o								o	o	o	o			o	o						o	o						o	
Stage														o	o	o	o																		
Stage Storage														o	o	o	o																		
Chair and Table Storage														o	o	o	o																		
Teacher Dining Area	o	o			o	o								o	o	o	o			o	o					o	o							o	

Kitchen

Kitchen/Serving				o										o	o																			
Dishwashing				o		o								o	o																			
Custodial				o		o								o	o																			
Pantry				o		o								o	o																			
Walk-in Cooler				o		o								o	o																			
Office	o	o				o								o	o																			o
Staff Locker Area	o	o												o	o																			

Administration

Administrative Offices

Public Reception/Waiting Area/Secretaries	o		o		o	o								o	o		o																	o
Attendance/Registrar			o											o	o																			o
Principal's Office			o											o	o																			o
Principal's Restroom		o								o				o	o																			
Associate Principal's Office			o											o	o																			o
Curriculum Instruction Coordinator (CIC) Office			o											o	o																			o
Itinerant / SPED Staff Room	o		o											o	o																o			
Security Office			o											o	o																			o

• | Closed Requirement = a non-negotiable requirement
 o | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

ELEMENTARY SCHOOL

	Finishes														Equipment																			
	Floor								Wall				Ceiling				Appliances							Miscellaneous										
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Syncronous Clock	PLACEHOLDER	
Conference Room			•											•														•			•			
Workroom	○					○								•						•	•									•		•		
Vault / Records							•							○		○																		
Admin Storage						•								○		○																		
Restroom		•								•				○	○																			
Mother's Room	○	○	○											•						•														
Counseling Services																																		
Counseling Library / Reception	○		○											•																				
Counselor Offices			•											•																		•		
Partner Offices (CIS, Social Worker, FACE etc.)			•											•																		•		
Conference Room			•											•														•			•			
Storage						•								○		○																		
Peace Center	○		○											•																				
Student Health Services																																		
Clinic Area	○	○				○								○	○												•							
Exam Room/Testing	○	○				○								○	○																			
Isolation Rooms	○	○				○								○	○																			
Storage Supplies						•								○		○																		
Restroom (w/ shower)		•								•				○	○																			
Teacher Work Center																																		
Central Workroom & Lounge	○					○								•						•	•							•	•		•			
Literacy Library	○		○			○								•														•			•			
Professional Learning Center (PLC)	○		○			○								•													•			•				
Telephone Room			•											•																				
Teacher Restrooms		•								•				○	○																			

- | Closed Requirement = a non-negotiable requirement
- | Open Requirement = a choice between two or more non-negotiable requirements
- | Open to Design = no specified requirement, up to judgement of design team

	Finishes														Equipment																												
	Floor								Wall				Ceiling				Appliances						Miscellaneous																				
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER										
Community Spaces																																											
Community Room	○	○	○		○	○								○	○		○																			●							
Large Group Room	○		○			○								●																								●					
Donations/Food Pantry															○		○																										
Parent Room	○		○			○								●																													
Family Restroom		●									●				○	○																											
Building Support																																											
Restrooms																																											
General Student Restrooms		●									●				○	○																											
Faculty Restrooms		●									●				○	○																											
Custodial																																											
Central Storage / Breakroom							●								○		○																										
Custodial Office							●								●																										●		
Wet Closet							●								○		○																										
General Storage																																											
Book Storage							●								○		○																										
General Building Storage							●								○		○																										
Misc. Storage							●								○		○																										
Plant Services																																											
Mechanical							●										●																										
Electrical							●										●																										
Technology							●										●																										

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																												
	Floor						Wall			Ceiling			Appliances						Miscellaneous																						
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER								
General Academics																																									
Learning Communities																																									
Classrooms (incl. SPED)	○		○			○									●																				●		●	●			
Science Lab	○					○									○		○																		●		●	●			
Science Storage / Prep							●								○	○	○				●		●			●											●	●			
Makerspace						●									○	○	○																			●		●	●		
Makerspace Storage							●								○		○																								
Learning Commons	○		○			○																															●				
Large Group Room	○		○			○									●																						●				
Small Group Room	○		○			○									●																						●				
Teacher Prep Room	○					○									●																							●			
Telephone Booth			●												●																										
Community Storage							●								○		○																								
Dual-Language Booth			●												●																										
In-School Suspension																																									
Classroom	○		○			○									●																						●		●	●	
ISS Restroom		●								●					○	○																									
Special Education																																									
ALE Functional Living Lab (Life Skills / Life Strides)	●														●																						●		●	●	
Restroom w/ changing		●								●					○	○																									
Specialized SPED Flex Classroom	○		○			○									●																							●		●	●
Restroom w/ changing		●								●					○	○																									
LSSP (School Psychologist)	○		○												●																								●		
Speech	○		○												●																								●		
Dyslexia	○		○												●																								●		
SPED Conference			●												●																						●			●	
ARD Storage							●								○		○																								

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																								
	Floor						Wall			Ceiling			Appliances						Miscellaneous																		
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER				
SEMS Clerk	○		○											●																			●				
SEMS Secure Storage						●								○		○																		●			
Library and Digital Commons																																					
Reading and Instruction (incl. stacks)			●											●																		●		●	●		
Idea Lab						●								○	○	○																●		●	●		
Media Porch	○		○																																		
Broadcast Studio			○			○								○		○																●					
Textbook Storage														○		○																					
Media/AV Storage														○		○																					
Student Coffee Bar	○		○											○	○					●		●					●	●	●								
College, Career, and Military Readiness (CCMR)																																					
Discovery Lab						●								○	○	○																●		●	●		
Storage						●								○	○	○																					
CCMR Classroom	○		○			○								●																		●		●	●		
Learning Commons	○		○			○								○																		●					
Tech Lab	○			○		○								○																		●					
Storage						●								○		○																					
Learning Commons	○		○			○								○																		●					
Wet Lab						●											●															●			●		
Storage						●								○		○																					
Shop						●											●																		●		
Shop Classroom Area						●								○		○																●					
Storage						●								○		○																					
Secure Storage						●								○		○																					
Changing / Dressing						○	○								○	○																					
Culinary Arts				●												●																●		●	●		
Dining Space	○	○	○			○								○	○		○														●						

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																									
	Floor						Wall			Ceiling			Appliances						Miscellaneous																			
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER					
Storage						●								○		○																						
Cold Storage						○	○								○	○	○																					
Pantry						●								○		○																						
Laundry						●								○		○								●														
Equipment Storage						○	○							○	○	○																						
College and Career Hub																																						
Computer Lab	○		○			○								●																					●		●	●
Break Out Area	○		○			○								●																					●		●	
Small Group Room	○		○			○								●																					●		●	
Shared CCMR																																						
CCMR Flex	○		○			○																														●		
School Store	○		○				○							○	○																							
Storage						●								○		○																						
Conference Room			●											●																						●		
Project Display	○													○		○																				●		
Student Restrooms		●									●			○	○																							
Faculty Restrooms		●									●			○	○																							
CCMR Teacher Planning	○					○								●							●	●													●	●		●
JROTC - refer to specific service specifications with SAISD CCMR Department																																						

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

	Finishes												Equipment																											
	Floor						Wall			Ceiling			Appliances						Miscellaneous																					
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Expoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER							
Visual Arts																																								
Art Lab	<input type="radio"/>					<input type="radio"/>	<input type="radio"/>							<input type="radio"/>		<input type="radio"/>																	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>				
Art Gallery	<input type="radio"/>					<input type="radio"/>	<input type="radio"/>							<input type="radio"/>		<input type="radio"/>																		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>			
Kiln							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								
Storage							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								
Learning Commons	<input type="radio"/>		<input type="radio"/>			<input type="radio"/>																												<input type="radio"/>						
Art Office	<input type="radio"/>		<input type="radio"/>											<input checked="" type="radio"/>																					<input type="radio"/>					
Music																																								
Band Suite																																								
Band Rehearsal Hall	<input checked="" type="radio"/>																<input checked="" type="radio"/>																	<input type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>			
Rehearsal Hall	<input checked="" type="radio"/>																<input checked="" type="radio"/>																	<input type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>			
Percussion Room	<input type="radio"/>		<input type="radio"/>														<input checked="" type="radio"/>																		<input type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>		
Director's Office	<input type="radio"/>		<input type="radio"/>											<input checked="" type="radio"/>																						<input type="radio"/>		<input checked="" type="radio"/>		
Assistant's Office	<input type="radio"/>		<input type="radio"/>											<input checked="" type="radio"/>																						<input type="radio"/>		<input checked="" type="radio"/>		
Uniform Storage							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								
Instrument Storage							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								
Color Guard Storage							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								
Off Season Instrument Storage							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								
Choral Suite																																								
Choral Rehearsal Hall	<input type="radio"/>		<input type="radio"/>														<input checked="" type="radio"/>																		<input type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>		
Director's Office	<input type="radio"/>		<input type="radio"/>											<input checked="" type="radio"/>																							<input type="radio"/>		<input checked="" type="radio"/>	
Uniform Storage							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								
Riser Storage							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								
Orchestra Suite																																								
Orchestra Rehearsal Hall	<input type="radio"/>		<input type="radio"/>														<input checked="" type="radio"/>																			<input type="radio"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>	
Director's Office	<input type="radio"/>		<input type="radio"/>											<input checked="" type="radio"/>																							<input type="radio"/>		<input checked="" type="radio"/>	
Uniform Storage							<input checked="" type="radio"/>							<input type="radio"/>		<input type="radio"/>																								

- | Closed Requirement = a non-negotiable requirement
- | Open Requirement = a choice between two or more non-negotiable requirements
- | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																								
	Floor						Wall			Ceiling			Appliances						Miscellaneous																		
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Syncronous Clock	PLACEHOLDER				
Instrument Storage						●								○		○																					
Mariachi Suite																																					
Mariachi Rehearsal Hall	○		○											●																				●		●	●
Director's Office	○		○											●																						●	
Uniform Storage						●								○		○																					
Instrument Storage						●								○		○																					
Common Music Support Areas																																					
Small Practice Rooms			●											●																						●	
Medium Practice Rooms			●											●																						●	
Ensemble Practice Rooms			●											●																						●	
Large Ensemble Practice Room			●											●																						●	
Recording Room			●											●																						●	
Large Student Restrooms		●								●					●																						
Custodial Closet						●								○		○																					
Faculty Conference/Workroom	○					○								●																						●	
Band Booster Room	○		○			○								●																							
Music Library (shared)	○		○											●																						●	
Instrument Repair	○		○											○	○																						
MIDI Computer Lab	○		○															●																			
Faculty Restroom/Shower		●								●				○	○																						
Learner Restrooms		●								●				○	○																						

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes														Equipment																									
	Floor							Wall			Ceiling				Appliances						Miscellaneous																			
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Expoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER							
Theatre Arts/Drama																																								
Auditorium, Stage & Support																																								
Lobby	○		○		○										○	○		○																		●				
Auditorium/House			○				○											○																						
Stage																																								
Wings/Backstage																																								
Scene Shop																																								
Costume Storage																																								
Tool Storage																																								
Control Booth / Sound Storage			●																																					
Orchestra Pit			○				○																																	
Catwalk / Lighting Platform																																								
Follow Spots																																								
Production Balconies																																								
Lighting Control			●																																					
Piano Storage (temp control)																																								
Sound Equipment Storage																																								
Ticket Booth	○		○				○																																	
Laundry							○	○							○	○																								
Dressing Rooms							○	○							○	○																								
Black Box Theatre	○						○																																	
Theatre Arts Classroom	○						○																																	
Theatre Arts Restroom			●												○	○																								
Office	○		○																																					
Storage																																								
Custodial Closet																																								
Restrooms (Auditorium / Public)			●												○	○																								

- | Closed Requirement = a non-negotiable requirement
- | Open Requirement = a choice between two or more non-negotiable requirements
- | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																									
	Floor						Wall			Ceiling			Appliances						Miscellaneous																			
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Expoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER					
Dance																																						
Dance Studio / Pep Squad Studio								●								●																			●			
Dance / Drill Storage / Costumes							●								○		○																					
Pep Squad Storage							●								○		○																					
Cheerleader Storage							●								○		○																					
Mat Storage Room							●								○		○																					
Dance Office	○		○												●																				●			
Instructor Locker/Dressing		●								●					○	○																						
Dance Lockers/Dressing						○	○								○	○																						
Physical Education & Athletics																																						
Public Spaces																																						
Commons / Lobby	○			○											○	○	○																			●		
Ticket Booth	○		○			○									●																							
Concession	○					○	○													●		●						●										
Restrooms		●									●				○	○																						
Storage							●								○		○																					
Custodial Closet							●								○		○																					
Competition/Primary Gymnasium																																						
Storage							●		●						○		○																			●		
Practice/Secondary Gymnasium																																						
Storage							●		●						○		○																			●		
PE Storage							●		●						○		○																					
Weight Room																																						
Storage					○	○	○		●						○		○																			●		
Multi-purpose / Mat Room																																						
Mat Storage					○	○	○		●						○		○																			●		
Multi-purpose Storage							●								○		○																					

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																							
	Floor						Wall			Ceiling			Appliances						Miscellaneous																	
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER			
Equipment Storage																																				
Football Storage						●								○		○																				
Cheer Storage						●								○		○																				
Outdoor Sports Storage						●								○		○																				
Field Storage						●								○		○																				
General Athletics Storage						●								○		○																				
Athletic Offices																																				
Conference Room			●											●															●				●			
Athletic Coordinator Office	○		○			○								●																				●		
Coaches Office	○		○			○								●																					●	
Office / Work Area	○		○			○								●																					●	
Toilet / Shower / Locker Room		●								●				○	○																					
Storage						●								○		○																				
Dressing Rooms																																				
Boys Dressing Rooms																																				
Football Lockers & Dressing						○	○			●					○	○																				
Varsity Lockers						○	○			●					○	○																				
PE Dressing & Locker Room						○	○			●					○	○																				
Girls Dressing Rooms																																				
Varsity Lockers (incl. RR & Showers)						○	○			●					○	○																				
PE Dressing & Locker Room						○	○			●					○	○																				
Team Storage (Boys and Girls)							●							○		○																				
Training Room																																				
Training Room						○		○						○		○												●		●				●		
Trainer Office	○		○			○								●																						●
Storage						●								○		○																				
Seminar Room/Classroom	○		○			○								●															●						●	

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes														Equipment																									
	Floor							Wall				Ceiling			Appliances						Miscellaneous																			
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Expoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER							
Support Spaces																																								
Laundry Facility						●								○		○																								
Custodial Closet						●								○		○																								
Training & Grounds Maintenance Storage						●								○		○																								
Exterior/Fields Restrooms		●								○	○				○	○																								
Food Services																																								
Dining Commons																																								
Dining Area	○	○			○	○								○		○	○												●		●					●				
Teacher Dining Area	○	○			○	○								○	○					●		●						●	●								●			
Kitchen																																								
Serving Area				●										○	○																									
Prep Area				○		○								○	○																									
Dishwashing				○		○								○	○																									
Custodial/Laundry				○		○								○	○																									
Pantry / Dry Storage				○		○								○	○																									
Walk-in Cooler / Freezer				○		○								○	○																									
Office	○		○			○								●																									●	
Staff Locker Area	○	○												○	○																									
Disposables Storage						○	○							○	○																									
Utility						○	○							○	○																									
Can Wash						○	○							○	○																									

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																								
	Floor						Wall			Ceiling			Appliances						Miscellaneous																		
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER				
Administration																																					
Administrative Offices																																					
Public Reception / Waiting Area / Secretaries	○		○		○	○									○	○		○																●			
Attendance			●												●																			●			
Registrar			●												●																			●			
Principal's Office			●												●																			●			
Principal's Restroom		●								●					○	○																					
Principal Secretary			●												●																			●			
Assistant Principal's (AP) Office			●												●																			●			
Assistant Principal's Conference Room			●												●													●						●			
AP Waiting Area	○		○		○										○	○		○																			
AP Secretary			●												●																			●			
Curriculum Instruction Coordinator (CIC) Offices			●												●																			●			
Itinerant/SPED Staff Room	○		○												●														●								
Data Processing			●												●																			●			
Bookkeeper			●												●																			●			
Security Office/Warrant Officer			●												●																			●			
Private Conference Room			●												●													●						●			
Conference Room			●												●													●						●			
Intern Office			●												●																			●			
Workroom	○		○												●														●								
Vault / Records						●									○		○																				
Admin Storage						●									○		○																				

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																								
	Floor						Wall			Ceiling			Appliances						Miscellaneous																		
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER				
Testing Suite																																					
Testing Coordinator	○		○											●																				●			
Restroom		●								●				○	○																						
Testing Materials Storage	○		○											○	○																						
Secured Testing Storage	○					○	○							○	○	○																					
Restroom		●								●				○	○																						
Mother's Room	○	○	○											●	○						●																
Counseling Services																																					
Counseling Library / Reception	○		○											●																							
Lead Counselor Office			●											●																					●		
Counselor Offices			●											●																						●	
Partner Offices (CIS, Social Worker, etc.)			●											●																						●	
Conference Room			●											●															●							●	
Record Storage						●								○		○																					
Peace Center	○		○											●		○																					
Student Health Services																																					
Waiting Area	○	○				○								○	○													●									
Office			●											●	○																					●	
Clinic Area	○	○				○								○	○												●										
Exam Room / Isolation	○	○				○								○	○																						
Restroom (w/ shower)		●								●				○	○																						
Storage						●								○		○																					
Teacher's Work Center																																					
Professional Learning Center	○		○			○								●																●						●	

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team

MIDDLE/HIGH SCHOOL

	Finishes												Equipment																										
	Floor						Wall			Ceiling			Appliances						Miscellaneous																				
	Resilient Flooring	Porcelain Tile	Carpet Tile	Resinous Flooring (Epoxy)	Resinous Matrix Terrazzo	Polished Concrete	Sealed Concrete	Resilient Athletic Flooring	Wood Athletic Flooring	Concrete Masonry Unit	Porcelain/Ceramic Tile	PLACEHOLDER	PLACEHOLDER	PLACEHOLDER	Acoustic Panel Ceiling	Gypsum Board Ceiling	Exposed Structure	Specialty Structure	PLACEHOLDER	Full-Size Refrigerator	Under-Counter Refrigerator	Microwave	Oven Range/Exhaust Hood	Residential Washer/Dryer	Commercial Washer/Dryer	Dish Washer	Ice Machine	Vending Machine	Presentation Equipment	Floor Printer/Copier	Wall Mounted TX & USA Flags	Synchornous Clock	PLACEHOLDER						
Community Spaces																																							
Community Room	○	○	○		○	○								○	○		○																		●				
Large Group Room	○		○			○								●																						●			
Donations / Food Pantry Storage															○		○																						
Clothes Closet & Laundry Area															○		○																						
Parent Room	○		○			○								●																									
Family Restroom		●								●				○	○																								
Building Support																																							
Restrooms																																							
General Student Restrooms		●								●				○	○																								
Faculty Restrooms		●								●				○	○																								
Vending Areas	○					○	○							○		○																					●		
Custodial																																							
Central Storage/Breakroom							●							○		○																							
Custodial Office							●							●																							●		
Wet Closet							●								○	○																							
General Storage																																							
Book Storage							●							○		○																							
General Building Storage							●							○		○																							
Misc. Storage							●							○		○																							
Plant Services																																							
Central Plant							●										●																						
Mechanical							●										●																						
Electrical							●										●																						
Technology (IDF Rooms)							●										●																						
Sprinkler Riser Room							●										●																						

● | Closed Requirement = a non-negotiable requirement
 ○ | Open Requirement = a choice between two or more non-negotiable requirements
 | Open to Design = no specified requirement, up to judgement of design team



DLR Group

This Ed Specs document was co-created between San Antonio Independent School District and DLR Group. All photographs by San Antonio ISD except for those used on the front and back covers and pages 1.5, 1.10-1.12, and 3.12-3.125.

