

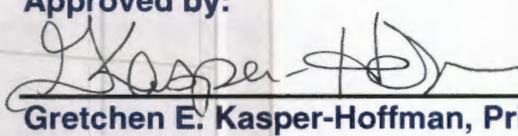
HISD EDUCATIONAL SPECIFICATIONS



FINAL

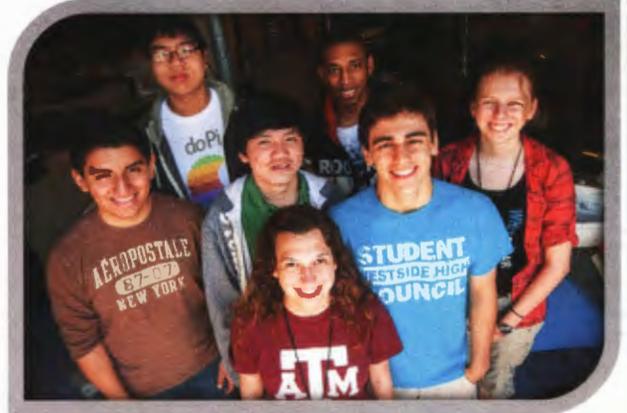


Approved by:

 6/4/2014

Gretchen E. Kasper-Hoffman, Principal

GRADY MIDDLE SCHOOL



APRIL 24, 2014



**CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING**

Customer Focused Always Responsive
3200 Center Street • Houston, TX 77007-5909





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GUIDING PRINCIPLES

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

Quality Education – Grady Middle School provides quality education in partnership with parents and community, which teaches students to value education as a part of a life-long process.

Empowerment – Grady Middle School empowers individuals to become caring self-sufficient citizens.

Global Community – Grady Middle School students are a key component in a global community in which students confidently interact with all people.

Rigorous Learning – Grady Middle School students are challenged through the rigorous learning that is taking place through the curriculum.



Executive Summary

Overview:

The goal of the Houston Independent School District is to ensure that every student has access to a rigorous instructional program required for college and career readiness. The effort begins at the K-8 School. Students participate in rigorous core academic courses as well as exploring courses in areas that integrate learning and work world experiences. The 2012 bond program is grounded by the promise to provide 21st century learning environments for our students.

This Educational Specification evolved through a collaborative process with each school and its Project Advisory Team (PAT). It was developed by exploring program requirements of K-8 Schools with consideration for extensive flexibility to address multiple approaches to the delivery of education with evolving pedagogies. Since new and renovated buildings are expected to serve multiple generations of learners, spaces must be planned to respond to changing program delivery strategies over time without “bricks and mortar” changes to the building. This educational specification has been prepared to provide spaces in a variety of sizes, interior zoning to enhance after-hours use, and a rich infrastructure to support current and emerging approaches to educational program delivery.

Educational Program Delivery:

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

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

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



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Eight Ways of Learning:

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

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

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



Middle Schools

Schools began with the one-room school house. At the beginning of the twentieth century, a majority of students attended K-8 schools before going to high school (eighty percent of high school graduates attended K-8 schools in the 1920s). Junior high schools were prevalent by the 1950s and 1960s. By the 1960s, eighty percent of students attended a separate elementary school, junior high (grades 7-9) and high school (grades 10-12). (Paglin & Fager, 1997)

Middle schools became the new trend in the 1980s because an educational reformation in middle grade education was occurring. Middle schools became popular primarily because of their interdisciplinary approach to instruction, combined with team teaching and flexible schedules. Many areas have employed the grade configuration aspect of the middle school concept, while disregarding the instructional philosophy. (Pardini, 2002)

It is important to understand that middle grade students are not educated in exactly the same way as the younger students in an elementary. Since students in grades 6-8 are preparing for high school, they often concentrate extensively on project-based learning activities. Similarly middle school, students change classes throughout their day and work with three or four teachers. Students also have grade appropriate curriculum, such as world languages and science labs.

Technology

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

Flexibility

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

Flexibility is addressed in this educational program through providing:

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





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Organization

At the Middle School, spaces are increasingly organized in pods or houses, schools-within-schools or small learning communities. Essentially these concepts are similar. They all include learning centers and teacher support areas located together with Special Education, and Administration, creating personalized, smaller Neighborhoods within the larger facility. A major consideration in planning adjacencies of spaces within a Middle School is the appropriate degree of separation among the younger and older students.

Learning Centers

The focus of this Ed Spec is to create flexible and dynamic learning centers that support 21st century learning for whole group, small group, and individuals. Addressing the needs of all learners requires that learning be experiential and hands-on. Technology will be folded into the teaching and learning experience in a very seamless fashion.

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

A variety of spaces have been included to support exploratory learning options, such as art, music, world language, and physical education. Each of these spaces will be configured to provide maximum flexibility in movable furnishings, fixtures, and equipment with acoustics, plumbing, etc., to support the intended primary uses.

Program Area Overview

Administration

Administrative personnel will be located at the near the Neighborhoods in the new addition. Offices may include the Assistant Principals or Deans, support staff, guidance and health services. These spaces should be located in a centralized area near the main circulation leading to the Neighborhoods to provide a controlled access point during the school day.

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

Neighborhoods

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



environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments that work for students and their learning styles.

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

Learning Commons

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

Building Support – Corridors and Common Spaces

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

Technology

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

Accessibility

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

Aesthetics

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





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

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

Flexibility

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

Indoor and Outdoor Learning Environments

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

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



CAPACITY MODEL & SPACE REQUIREMENTS



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Capacity Model:

Program Capacity Calculation			
	# Teaching Stations	Students per Teaching Station	Program Capacity
Core Academic Learning Center (English, Math, Social Studies, Reading)	24	28	672
Science Learning Center/Wet Lab	6	28	168
Total	30		840

Space Requirements:

Summary of Spaces		
	# Teaching Stations	Total Area
Core Academic Area	38,229	38,229
Welcome Center/Administration	1,734	1,734
Custodial/Maintenance	205	205
Total Net	40,168	40,168
Building Support		15,485
Total Gross		55,653



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Space Details:

Neighborhoods	Provided Spaces			
	Teaching Stations	Qty	Ave. SF	Net Area
Learning Center	24	24	849	20,387
Science Learning Center/Wet Lab	6	6	1,409	8,452
Wet Lab Storage/Prep		6	151	907
Chemical Storage Room		1	86	86
Learning Commons/Information Center		6	901	5,408
Learning Commons/Information Center Storage		6	114	682
Small Group Room		3	118	353
Storage		8	104	829
Extended Learning		3	92	275
Computer Repair/Storage		1	850	850
Total	30			38,229

Administration	Provided Spaces			
	Teaching Stations	Qty	Ave. SF	Net Area
Administration				
Office B (AP/Dean/Counselor/Etc.)		6	126	755
AP Reception/Waiting		2	157	314
Copy/Workroom		2	48	95
Conference Room, Small		3	148	445
Testing Storage		1	125	125
Shared - Office B (Itinerant)		0	0	0
Total	0			1,734

Custodial Maintenance	Provided Spaces			
	Teaching Stations	Qty	Ave. SF	Net Area
Custodial Closet		2	103	205
Total	0			205



SITE



Site

Space Requirements

Overview

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

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

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

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

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



Design Considerations

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

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- Follow standards published by National Federation of State High School Associates for guide to proper athletic field orientation, sizes and markings:
National Federation of State High School Associations
PO Box 361246
Indianapolis, IN 46236-5324
1-800-776-3462





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Site

Service Court/Access Drive/Dumpster

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



Site

Car Parking

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





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Site

Car Staging/Access

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> Parents/Students 	<ul style="list-style-type: none"> Safely discharge and pick-up students from private vehicles
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> Accommodate 20 or more cars The designated loading zone shall provide a minimum of 60 inches wide by 240 inches long clear floor area adjacent to the vehicle pull-up space with the long dimension parallel to the vehicle direction of travel. Locate near the main entrance but so as not to interfere with bus loading. 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> None 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> None 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> None 	



Site

Pedestrian Circulation

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





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Site

Baseball

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



Site
Softball

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





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Site

Playing/Practice Fields

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students (PE) • Faculty • Athletic Teams • Community 	<ul style="list-style-type: none"> • PE Classes • Athletic practices •
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide 1 playing/practice field • Each field to be approximately 160' x 360' • Fields should be relatively level but sloped to drain without need of underground drainage • Locate for ease of access for PE classes • Irrigation system for outfield 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • None 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • None 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • None 	



Site

General

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





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NEIGHBORHOODS



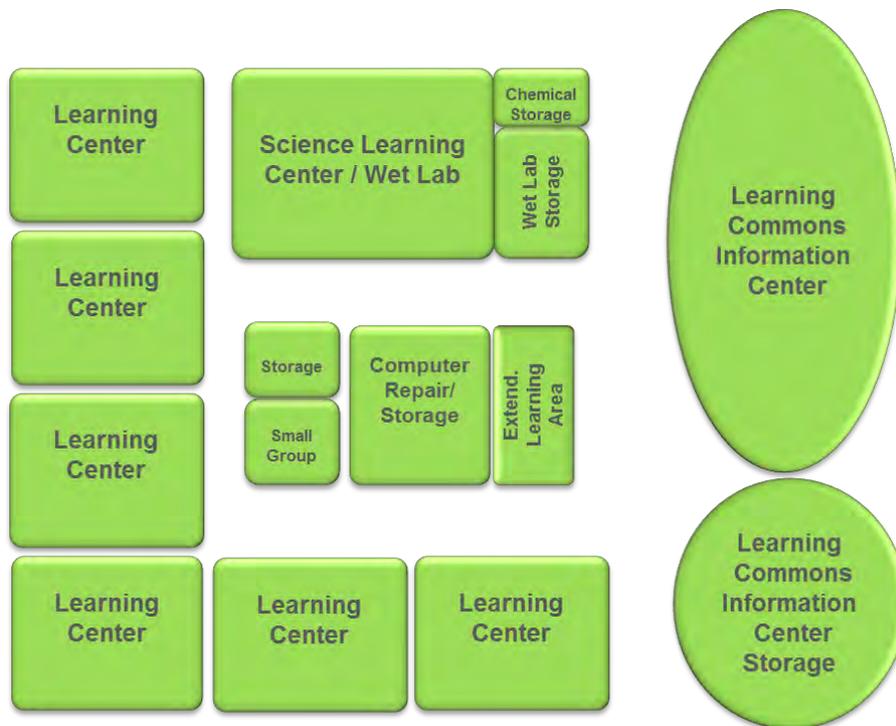
Neighborhoods

Overview:

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

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

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



Legend

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

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



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Neighborhoods

Space Requirements

Neighborhoods	Provided Spaces			
	Teaching Stations	Qty	Ave. SF	Net Area
Learning Center	24	24	849	20,387
Science Learning Center/Wet Lab	6	6	1,409	8,452
Wet Lab Storage/Prep		6	151	907
Chemical Storage Room		1	86	86
Learning Commons/Information Center		6	901	5,408
Learning Commons/Information Center Storage		6	114	682
Small Group Room		3	118	353
Storage		8	104	829
Extended Learning		3	92	275
Computer Repair/Storage		1	850	850
Total	30			38,229



Neighborhoods

Learning Center

<p>USERS:</p> <ul style="list-style-type: none"> • Teachers • 24-32 Students 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Mastering the core curriculum • Mastering 21st Century learning skills • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups
<p>DESIGN CONSIDERATIONS:</p>	
<ul style="list-style-type: none"> • Operable partitions are permitted in this area. • Provide operable partitions with a tackable surface. 	
<p>FURNITURE, FIXTURES & EQUIPMENT:</p>	
<p>Contractor Furnished – Contractor Installed</p>	
<ul style="list-style-type: none"> • Blinds for windows • Presentation Wall • 2 flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board 	
<p>Owner Furnished – Contractor Installed</p>	
<ul style="list-style-type: none"> • Backpack hooks • Curtain/ Screens for glass wall at corridor 	
<p>Owner Furnished – Owner Installed</p>	
<ul style="list-style-type: none"> • Presentation cart • Teacher stool • 28 Student tables • 28 Student chairs • 2 tall storage cabinets with adjustable shelving • 3 bookcases (height may be dependent on window sill height), with adjustable shelving • Projector • Clock 	





HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME

Neighborhoods

Science Learning Center/Wet Lab

USERS: <ul style="list-style-type: none"> • Teacher • Staff/Faculty • Students 	ACTIVITIES: <ul style="list-style-type: none"> • Lecture, labs, computer work • Technology-based instruction • Collaborative relationship building • Working individually, in small groups, and in large groups • Mastering 21st Century learning skills • Project-based learning • Technology-based instruction • Activities that stimulate inventive thinking, creativity and imagination • Collaborative relationship building • Demonstrations • Working individually, in small groups and in large groups
DESIGN CONSIDERATIONS: <ul style="list-style-type: none"> • Emergency power and water shut-off • Power and Data in apron of casework 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Blinds for windows • One unit in each lab to be handicapped accessible • Presentation Wall • 2 - flag holders and map hooks • Adjacent or Rear Wall: <ul style="list-style-type: none"> • 2 - 4'x4' Tack Boards (one on each side of 8'x4' Marker Board) • 1 – 8'x4' Marker Board • Casework – Side wall: <ul style="list-style-type: none"> • 7 Sink cabinets and drawer/door cabinets • Drying racks above sinks • Door/shelf cabinets above sinks • Safety station(s) (number determined by code) including hands free / one motion eyewash, body drench shower • Goggles cabinet with UV light for disinfecting • Portable science demonstration table with water 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • 2 paper towel dispensers • 2 soap dispensers <p>(Continued on next page)</p>	
Owner Furnished – Owner Installed	

HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME



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



Neighborhoods

Wet Lab Storage/Prep

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Staff/Faculty • Students 	<ul style="list-style-type: none"> • Teacher preparation and clean-up for lab exercises
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • If more than one fume hood, locate to minimize the visual connection from one classroom to another. 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Refrigerator/freezer with small ice maker, not self-defrosting so that temperature will be constant • Casework on one wall with chemical resistant countertop, drawer/door base cabinets, and open shelf wall cabinets • Drying rack mounted above sink • Fire rated chemical storage cabinet • Provide connections for future fume hood in one prep room. 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Paper towel dispenser • Soap dispenser 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • 2 tall work stools • Maximum linear feet of 12”D, adjustable height wooden shelving with rim guards on wall facing casework • 36”W x 84”H lockable storage cabinet 	



Neighborhoods

Chemical Storage Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teacher • Staff/Faculty • Students 	<ul style="list-style-type: none"> • Teacher preparation and clean-up for lab exercises
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Provide stub ups for a future fume hood. • Locate Chemical Storage Room near 8th grade wing. 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Refrigerator/freezer with small ice maker, not self-defrosting so that temperature will be constant • Casework on one wall with chemical resistant countertop, drawer/door base cabinets, and open shelf wall cabinets • Drying rack mounted above sink • Fire rated chemical storage cabinet • Commercial grade dishwasher with permanently attached sign stating: <i>Thoroughly rinse all acid containing items before placing in dishwasher</i> 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Paper towel dispenser • Soap dispenser 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • 2 tall work stools • Maximum linear feet of 12”D, adjustable height wooden shelving with rim guards on wall facing casework • 36”W x 84”H lockable storage cabinet 	





Neighborhoods

Learning Commons/Information Center

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students • Faculty • Staff • Community members and parents for after events 	<ul style="list-style-type: none"> • Processing new media • Learning hub to provide effective using of information and ideas for students and faculty • Circulation of materials and resources in the format of print, digital and multi-media etc. • Reading • Research • Technology based instruction for large group and small group • Provide meeting areas
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Extended Learning areas (ELA's) for wireless research will be located in each neighborhood. 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Blinds for windows • Provide charging stations and network connections to support 1:1 computing. 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • None 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • Soft seating: chairs and tables for 4 • Clock • Adjustable shelving for books and lockable cabinets. Locate tall shelving on room perimeter. Shelf units to be no wider than 36". Provide both 60-70"H (on perimeter only) and 42"H units. 42"H units should be on large casters. Typically both single-sided and double-sided units will be used. • 3 – 4 student tables • 2 computer tables • Printer table • 16 chairs • Display cases with glass shelving for student artwork and other displays. 	



Neighborhoods

Learning Commons/Information Center - Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Media Specialist • Faculty • Staff 	<ul style="list-style-type: none"> • Storing and retrieving materials and supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • None 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • 4'x4' marker board • 4'x4' tack board 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • Maximum LF of heavy-duty adjustable shelves 	





Neighborhoods

Small Group Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Teachers • Students 	<ul style="list-style-type: none"> • Group meetings and work • Individual study • Testing
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Provide charging stations and network connections to support 1:1 computing. • Blinds / screens 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • 4'x8' marker board • 4'x8' tack board 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • 6 person table • 6 chairs 	



Neighborhoods

Storage

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





HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME

Neighborhoods

Computer Repair / Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • 2 Computer Repair Technicians • 2-4 Students 	<ul style="list-style-type: none"> • Storing computers • Distributing computers • Receiving computers needing repair • Repairing computers • Instructing students on the repair of computers
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Locate on first floor of multi-story buildings • Provide surveillance cameras focused on entry to room and to all exterior windows. 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Blinds for windows • Power and Data outlets located along perimeter • 4' X 4' Marker Board • 4' X 4' Tack Board 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • None 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • Tall storage cabinets similar to Tensco #7824MGY • 4 – wire bin shelving similar to Quantum #QUS954BLMetal storage shelving • 12 Modular work benches • 4 folding tables • 6 task chairs • 1 bookcase (height may be dependent on window sill height), with adjustable shelving • Modular reception desk • Clock 	



ADMINISTRATION



Administration

Overview:

These facilities are for the Assistant Principals responsible for overseeing the academic progress of students in the grade levels assigned to them. The area must not only be inviting, professional and businesslike but also serve as a secondary checkpoint for visitors entering the learning spaces in the new addition. The Administration area should:

- Provide privacy for confidential discussions
- Store student and financial records

The entrance to the satellite Administration area shall be located adjacent to the vertical circulation within the new addition and adjacent to the various neighborhoods.



Legend

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

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



Administration
 Space Requirements

Administration	Provided Spaces			
	Teaching Stations	Qty	Ave. SF	Net Area
Administration				
Office B (AP/Dean/Counselor/Etc.)		6	126	755
AP Reception/Waiting		2	157	314
Copy/Workroom		2	48	95
Conference Room, Small		3	148	445
Testing Storage		1	125	125
Total		0		1,734



Administration

Office B (AP/Dean/Counselor/Itinerant/etc.)

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





HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME

Administration

AP Reception/Waiting

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Parents • Students • Community members • Faculty/staff 	<ul style="list-style-type: none"> • Greeting and welcoming people • Waiting/seating area for visitors, students, and staff members
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Should be located adjacent to Neighborhoods 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • None 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Modular reception desk to include: <ul style="list-style-type: none"> • 30”D x 30”H x 10-12 LF work surface (section with reduced height for greeting children/ ADA compliance). • Rear work surface 30”D x 30”H • Work surfaces should have lockable built-in storage below including a combination of 6”D and file drawers (at least 4) as well as cabinets with adjustable shelving 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • Task chair • Guest chairs • Side tables 	



Administration

Copy/Workroom Room

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • AP Receptionist/Assistant • Teachers 	<ul style="list-style-type: none"> • Copying documents • Central supply storage
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • None 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • 4'x4' marker board • 4'x4' tack board 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • None 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • Copier • Tall double door storage cabinet 	





HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME

Administration

Conference Room, Small

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



Administration

Testing Storage

USERS:	ACTIVITIES:
<ul style="list-style-type: none">• Faculty• Teachers	<ul style="list-style-type: none">• Storing testing materials• Distributing testing supplies
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none">• None	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none">• 4'x4' tack board	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none">• None	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none">• Maximum LF of heavy-duty 18"D adjustable shelving• Folding table	





HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME

Administration

Shared – Office B (Itinerant)

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



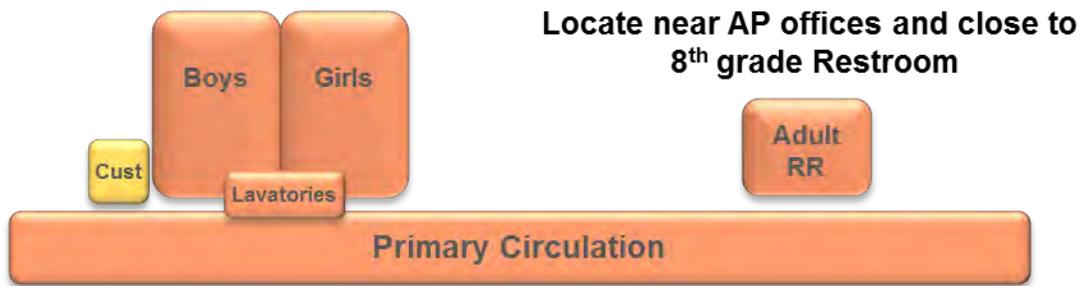
CUSTODIAL / MAINTENANCE



Custodial Maintenance

Overview:

These facilities provide for building services that will be located in the new addition for Grady Middle School. Custodial Maintenance functions should be located throughout the facility.



Legend

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

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



Custodial Maintenance

Space Requirements:

Custodial Maintenance	Provided Spaces			
	Teaching Stations	Qty	Ave. SF	Net Area
Custodial Closet		2	103	205
Total	0			205



Custodial Maintenance

Custodial Closet

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

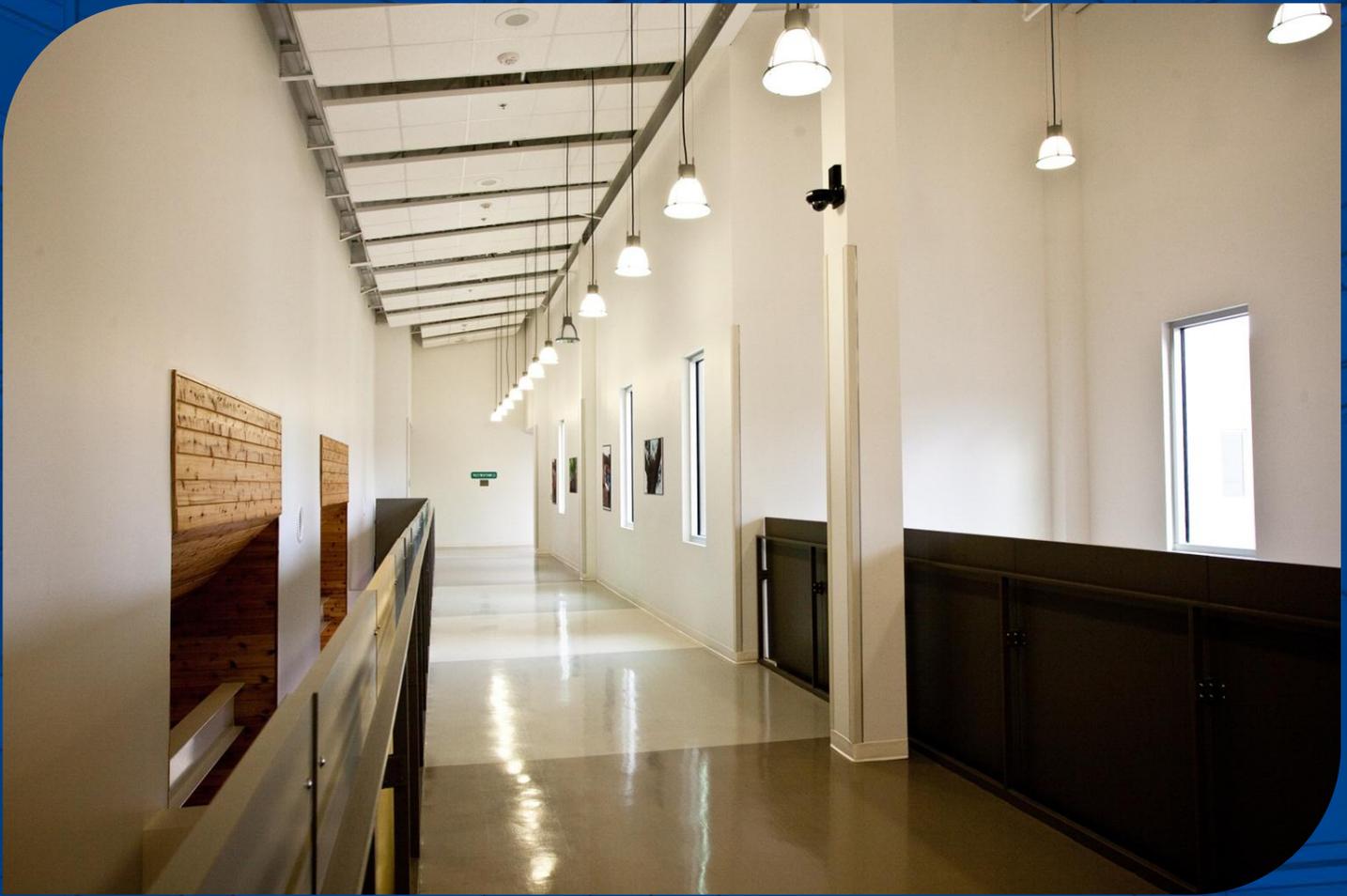




HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME





BUILDING SUPPORT



HISD EDUCATIONAL SPECIFICATIONS
GRADY MIDDLE SCHOOL – APRIL 24, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING





Building Support

Overview:

These facilities provide for centralized building services that will be located in the new addition for Grady Middle School.





HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME

Building Support

Corridors

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students • Faculty • Staff • Visitors 	<ul style="list-style-type: none"> • Circulation of occupants • Displaying awards, pictures, student work and school announcements
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • Lockable display cases are encouraged for the displaying of awards, pictures, school announcements and student work. • Minimum corridor widths are: <ul style="list-style-type: none"> • Serving more than two classrooms: 8' - 0" • Serving more than eight classrooms: 9' - 0" • Major corridor: 10'-0" 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Lockable display cabinets • Tack board / Tack wall 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • None 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • None 	



Building Support

Stairs

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





Building Support

Group Restrooms

USERS:	ACTIVITIES:
<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • Personal hygiene
DESIGN CONSIDERATIONS:	
<ul style="list-style-type: none"> • No corridor doors • Differentiate finishes between male and female restrooms to assist in identifying them • Locate male and female restrooms to alleviate the possibility of accidentally entering the wrong facility. 	
FURNITURE, FIXTURES & EQUIPMENT:	
Contractor Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Mirrors (locate so that they are not above sinks) 	
Owner Furnished – Contractor Installed	
<ul style="list-style-type: none"> • Paper towel dispensers • Soap dispensers • Toilet paper dispensers 	
Owner Furnished – Owner Installed	
<ul style="list-style-type: none"> • None 	



Building Support

Single Restrooms

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





HISD EDUCATIONAL SPECIFICATIONS

GRADY MIDDLE SCHOOL NAME





FINISH, FENESTRATION & INFRASTRUCTURE MATRIX



HISD EDUCATIONAL SPECIFICATIONS
GRADY MIDDLE SCHOOL – APRIL 24, 2014

CONSTRUCTION AND FACILITY SERVICES
FACILITIES PLANNING



**General Notes**

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

Program Specific Notes

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

