







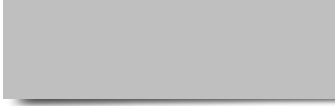




Kennedy High School Modernization Project Educational Specifications

WCCUSD

Table of Contents

General Information	
Campus Core	
Classrooms	
Arts and Music	
CTE	
PE & Athletics	
Science	
Special Education	
Support	

General Information

Campus Core

Classrooms

Arts and Music

CTE

PE & Athletics

Science

Special Education

Support

Introduction

Educational Specifications interpret the educational program and learning objectives into what physical forms best support these activities. The concept behind educational specifications is that the space used for education should allow the students and teachers to accomplish their objectives easily rather than creating workaround solutions to the physical space.

The District-Wide Educational Specification Document was created to establish district-wide equity in facilities. The district-wide specification was used as a starting point for this Kennedy High School Educational Specification. Adjustments have been made to accommodate the Kennedy High School-specific educational program, input from the school site community, staff, students, and administration, existing facilities, and project parameters.

This Kennedy High School Educational Specification reflects the goals developed in the Site Master Plan process. In reconfiguring the campus, the organizational model centered community spaces such as the gym, library, and dining facilities around the “K” quad. The master plan also co-locates Career Technical Education (CTE) programs together. Repurposing the existing multipurpose room into a CTE learning center allowed collaboration with the science program across the new STEAM (Science, Technology, Engineering, Art, and Math) Quad. The STEAM programs were complete with the addition of the art program to the 600 building and the possibility of the classrooms at the west end of Building A being available to support the math program.

It is noted that functional relationships and space appropriateness contained in this document for Kennedy High School were based on the District-wide Educational Specification and adjusted based on input from staff, the project steering committee, community gatherings, and school administration.

Photographic Examples

Throughout this document, there are photographic examples of learning spaces. In some cases, students and staff have adapted their physical environment to fit the educational program. The photos are not meant to represent specific architectural solutions, finishes, furniture, or designs but to convey a concept.

Educational Specification, Space Check List

The Space Check List is a tool to define the quantity and size of spaces planned for the modernization project. As some functions are being accommodated within existing buildings, size may be adjusted to accommodate the existing conditions, such as structural walls. While size is a critical component of function, shape and arrangement of space also affect the functionality of the new room. As the design continues to develop, the design team will strive to maintain the functional needs of the program. However, the overall square footage may be adjusted based on the constraints of existing facilities or project budget.

The Educational Specification document describes each space in the Space Check List, including its use, finishes, amenities, and connections to other spaces. The District Material and Product Standards provide additional information on the specific attributes and performances expected from the finishes listed here.

Space Check List

The Process – Creating a District-Wide Educational Specification

This document was defined through input from District Staff, Principals, Site Staff, and the community. The Steering Committee and Board of Education were instrumental in guiding its direction.

Focus group interviews were conducted to gather the majority of the detailed information. Facility Assessment tours and discussions with faculty, staff, and community members during the Long-Range Facilities Master Plan were also instrumental in gathering input about every site, detailing what works well and what aspects of the physical environment made teaching and learning challenging. These various perspectives and industry examples of 21st-century learning were brought together to form the WCCUSD District-Wide Educational Specifications. While many of the Educational Specifications space requirements reflect the California Department of Education (CDE) facility space requirements, some areas may need CDE confirmation. The design team is responsible for any CDE reviews and all regulations set forth by the California Building Codes, Americans with Disability Act, and any other regulation or code affecting school design in California.

The formation of the West Contra Costa Unified School District Educational Specifications has received support and input from District Leadership, District Facilities, and the District Educational departments. These entities have created a dynamic document that defines space for all future District building projects. The participants were instrumental in creating a document that defines space that will promote learning, support the staff, and be cost-sensitive.

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Basis of Design – District Wide Educational Specifications

The mission of the educational specification update is to bring the design requirements back to what is educationally necessary for 21st-century learning. While there are many perspectives on what creates 21st-century learning, the list below represents a few interconnecting themes developed during the process.

Above all flexibility – The world is changing fast; learning and teaching styles change; programs that support learning change, so spaces cannot be fixed. All designs should look for opportunities to provide “shells” of rooms that can adapt over time to different interior layouts and different uses. The structural layout should limit the number of barriers to moving walls in the interior of the building. This flexibility of interior walls should not come at the price of acoustical separation.

Movement – While linked with flexibility, which allows changes over a series of years, movement allows for changes from one activity to the next with ease on a daily and even hourly basis. Making movement easy allows for varied activities, lessons, teaching approaches, and personalized learning. For example, students receive general instruction and then move into a group activity followed by a full class discussion or check for understanding within an hour. This short time period change is contrasted to projects that last and reappear throughout the week, month, or quarter. The movement opens up the possibility of incorporating creativity, critical thinking, and communication by breaking the restraints that traditional lecture environments place on teachers and students.

Less is more – Technology has become smaller and more portable as well as equipment and furniture. Keeping rooms simple by providing many plugs, robust Wi-Fi and leaving the rest to be mobile is the plan. This lack of fussiness can also expand into the building design and interior finishes by investing money in high impact square footage over architectural statements.

District Strategic Plan

BRAVE MINDS.

BOLD LEADERS.

BIG DREAMS.

Our 2024-29 District Strategic Plan provides a framework for achieving the following goals.

1. Authentic Engagement
2. Universal Systems and Structures
3. Relentless Attention to Achievement, Agency, and Access

The design and implementation of space planning should consider the goals and vision set forth by the strategic plan and help facilitate the development of students to match the graduate profile.

**SHARED PURPOSE &
FUTURE VISION**

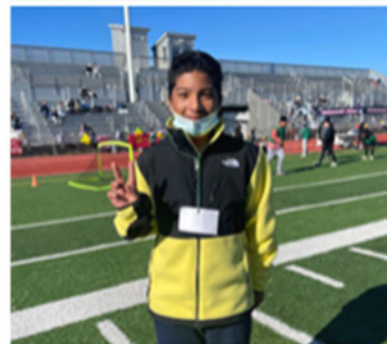
We Are a Community Schools District

At every stage of development, every WCCUSD student will not only become content masters but confident and healthy achievers who are prepared to accomplish their dreams, enhance communities, and thrive in college, career, and life.



MISSION

The mission of the West Contra Costa Unified School District is to empower learners with the knowledge and skills necessary to choose their own pathways and follow their own passions with courage and confidence.



VISION

We aspire to be a learner-centered community that fosters passion-driven lives.



EQUITY STATEMENT

The belief that all students can achieve at high levels of proficiency and that the effects of institutionalized racism can be mitigated is central to how equity is viewed in West Contra Costa Unified School District.

BRAVE MINDS.

BOLD LEADERS.

BIG DREAMS.

The Graduate Profile provides the abilities and qualities our students will model leading up to and following graduation. Our high school students will refine these skills as they experience and are shaped by the Kennedy High School design.

The school design should provide opportunities for student presentations and forums for students to engage in discourse.

The school design should support tools to display and analyze data.

The school design should support career-based learning and provide a variety of spaces that can accommodate large functions and small groups, allowing for civic, community, and cooperative events.

Graduate Profile




Literate & effective communicators in a multilingual and technological world.

- Skilled readers, writers, listeners, and speakers
- Highly skilled in critical thinking, public speaking, and presentation


Self-reliant, data-driven decision-makers in a data-rich world and competitive economy

- Able to analyze financial systems and situations in order to make personal and professional decisions
- Able to use data and numbers to solve problems


Effective, empathetic civic leaders of a multicultural society

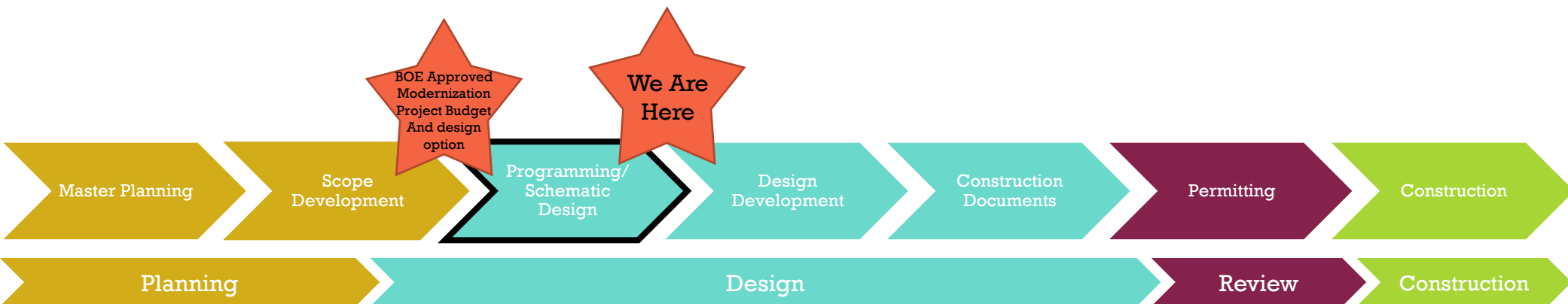
- Able to employ interpersonal skills and conflict resolution skills in order to achieve organizational and civic goals, and in order to apply personal ethics
- Knowledgeable of career options and pathways
- Knowledgeable of and able to navigate democratic systems of governance, including the voting process and civic leadership
- Adaptable and able to navigate change, both on a personal level and an organizational or societal level

Creating Kennedy High School Educational Specification

The Kennedy High School Educational Specification process started with the review of the district-wide educational specification, the master schedule, and the District-wide Space Check List. Adjustments were made to accommodate the Kennedy High School-specific educational program and examples from previous rebuilds. For example, the Kennedy High School educational program includes various CTE (Career Technical Education) elements with specific space environments.


The site master planning process included exploring new construction, repurposing, and modernizing existing buildings to meet the functional program needs. A series of virtual and on-site meetings with the staff, project steering committee, community, and school administration facilitated the further refinement of space definitions and functional relationships. The masterplan preferred option was a full rebuild; however, the available funding could not support the full rebuild of both Kennedy and Richmond High. The Board of Education supported a scope development process that aligned the project expectations with available funding, resulting in an option that included new construction and modernization of some existing buildings. The Board of Education approved the design option and project budget in November 2023.

Part of the Scope Development process and Programming and Schematic design included adjusting the space requirements. Repurposing and modernizing existing facilities and a limited budget can create opportunities for creative use of space. This includes the new Student Center, which is designed to accommodate performing arts programs and the student dining area. All adjustments were reviewed with the end users, who were crucial in finalizing the space list and functionality. Their involvement ensured that the final space list and functionality maintained the intent of the district-wide educational specification of creating spaces where the academic program would not need to be adjusted to function correctly in the space provided.






Common Themes


The Scope Definition Phase included the creation of Common Themes that were expressed during the Master Plan and prioritization process. These themes have been infused with this document and will continue to guide the design decisions throughout the design phases of the project.



SAFE & SECURE CAMPUS





- STUDENTS SHOULD FEEL SAFE ON CAMPUS
- SECURE CAMPUS
- CLEAR FRONT DOOR TO CAMPUS
- SAFE RESTROOMS








INSPIRATIONAL & WELL-BUILT





- WELL BUILT CAMPUS
- IMPROVED COMMUNITY IMAGE
- ARCHITECTURE THAT EMBODIES PROGRAMS & LEARNING
- EQUITABLE CAMPUS
- UP-TO-DATE TECHNOLOGY & BUILDING SYSTEMS
- A PLACE WHERE STUDENTS FEEL VALUED









HEALTH & WELLNESS

- SUPPORT & ENHANCE MENTAL HEALTH
- ACCESS TO NATURAL LIGHT & VIEWS. WINDOWS!
- FAST & EASY ACCESS TO HIGH QUALITY MEALS
- ENHANCED ACCESS TO FRESH AIR & TEMPERATURE CONTROL
- OPPORTUNITIES FOR STUDENT EXPRESSION
- EXPANDED & IMPROVED AREAS FOR PHYSICAL ACTIVITY



SUPPORTIVE LEARNING ENVIRONMENTS

- IMPROVED CTE FACILITIES
- PREPARE STUDENTS FOR CAREERS RIGHT OUT OF HIGH SCHOOL
- LARGER CTE SPACES
- COLLEGE LIKE ENVIRONMENT
- PROVIDE OPTIMAL PLACES FOR LEARNING
- HANDS ON LEARNING
- VARIETY OF SPACES FOR STUDENTS TO LEARN
- EDUCATE THE WHOLE STUDENT
- PROVIDE ADDITIONAL LEARNING OPPORTUNITIES






General Requirements for All Spaces

The following sections of this document describe specific requirements for each type of space within a high school; however, there are many common needs that apply to all occupied spaces with limited exceptions. The specific space requirement notes any exceptions to these generalities. The basics include:

- School Environment, Wayfinding, and Signage
- School Safety
- Finishes
- Acoustics
- Daylighting and Views
- Landscaping
- Systems
- Technology
- Office and Small Group Rooms
- Restrooms & Sinks

School Environment

Schools are places of learning and an integral part of communities. As such, a school site should exhibit community pride and general good appearance. Opportunities to display school culture and curriculum are welcome additions to the exterior and public areas of the campus. Student ownership is essential and is improved by the site's good upkeep and student work displays. The design of the exterior and landscaping should consider the school's "curb appeal" and provide an overarching aesthetic of a welcoming and modern learning environment. Navigation and circulation through and onto the site should be understandable and well-marked. The definition of significant spaces such as the Multi-Purpose Room, Library, Gym, and Office should give visitors an understanding of where events are held and highlight these areas to students as unique environments. The school name and mascot should be visible from all major roadways surrounding the school. Parent and bus drop-off and waiting zones need signage and designation.

School Wayfinding and Overall Signage

Complete school name and address with street name and number to be prominently located on the front of the Administration building or a monument sign in front of the Administration Building. Letters and numerals should be in an easily readable font at least 18" high. Wayfinding signage is to be located throughout the site as required by the code, accessibility, and convenience. All exterior signs are to be enameled steel, and interior signs are to be two-color etched plastic with Braille as required by code. No vinyl adhesive-type signage is acceptable. All signs are to be mechanically attached with vandal-resistant hardware.

Provide power, blocking, and/or foundation for a wall-mounted or pedestal-mounted electronic digital marquee sign. The District Facilities Department will determine the location and size. The average size is 3' wide x 5' long. If it is wall-mounted or the top of a pedestal-mounted sign is over 8' high, then it requires DSA approval.

Provide interior signs at all doors, two-color etched plastic with braille as required by code, indicating the general name of the space and having a slot to insert a paper nameplate. All signs are to be mechanically attached to the wall with vandal-resistant fasteners. Confirm actual room names with the District Facilities Department prior to fabricating signage.

School Safety

Vehicular and Pedestrian Safety

Vehicular safety relies on separating cars, deliveries, buses, bikes, and pedestrians. Designs of exterior access should strive to minimize the mixing of the various forms of transportation. Sidewalks, curbs, and fences are effective ways of protecting pedestrians. Provide a logical and smooth traffic flow to facilitate a good system of vehicular drop-off that separates those cars that wish to park. WCCUD only provides bus service to special education students; therefore, the bus drop-off area can be small and should be located near the severely handicapped classrooms; see the Special Education tab for additional information. Some students access public transportation to and from school, so pedestrian traffic flow from nearby bus stops to a campus entrance should be considered. Bike and board racks need a fully enclosed area for additional security.

Parking requires special consideration to ensure safety throughout the day and functionality for evening events. A dedicated student parking lot and separate staff parking lot should be provided and fenced to control access. A visitor parking area should also be provided near the visitor entrance. At Kennedy, the City Swim Center and County Health Clinic should be adjacent to the visitor parking area. After hours, the staff, student, and visitor lots are available to support events. Which parking lots are open for each event will depend on the facility hosting the event and the expected attendees.

Communication with the City, County, or CalTrans is needed to discuss street improvements and restricting turning and crosswalks.

School Safety

General Access

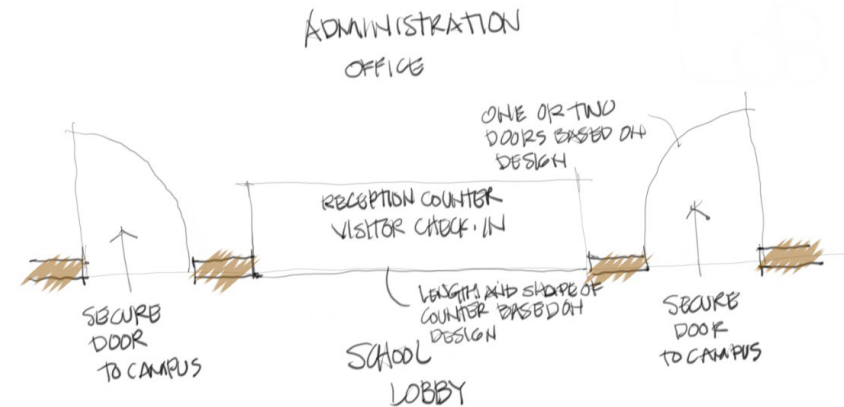
The facility layout, designed to increase the ability to supervise the school, will provide good lines of sight to all areas of the campus and limit entrances to the campus. A strategic placement of cameras will significantly improve visual supervision. The arrangement of buildings, with limited hard-to-see gaps and increased windows, will enhance passive observation of all areas, thereby ensuring the safety of the school campus.

During the school day, all gates onto campus should be locked, ensuring all visitors go through the main office to gain entry to the rest of the site. A controlled student entry should also be established to allow late students and students with open first periods secure entrance to the campus without creating a bottleneck in the main office lobby. An electronic control door with a camera intercom system should be provided at the visitor and student entry doors. After school hours, event spaces should be visible and easily accessible by visitors without needing to access the entire campus, including restrooms.

Perimeter Fencing

The entire campus perimeter shall be secured entirely by 8'-0" high fencing or buildings. Types of fencing and gates are separated into two categories: ornamental fencing at or near the buildings and chain-link around the perimeter of the campus at the hardscape and fields.

All gates with panic hardware should include closers or self-closing hinges. Where a pedestrian gate is adjacent to a vehicular gate, the pedestrian gate should have a header bar connecting the two sides of the pedestrian gate. This upside-down "U" structure gives additional support to the pole that must support the vehicular gate and limits the sagging of the vehicular gate. No electric gates should be used for vehicular gates. The receivers for vehicular gates should be above 5' to prevent users from placing their hands where the receiver connects.



General Requirements for All Spaces - Finishes

Ceilings

Ceilings in all spaces shall not be lower than 9'-0" from the base floor. The design will dictate a ceiling's open, suspended, or hard surface properties. Acoustical properties and flexibility should be high-priority considerations when making the design choice for all spaces. If ceilings are open and equipment, ductwork, building structure, or other items are left exposed, appropriate "blackout" paint needs to be provided and approved by the District design committee. Suspended ceilings are to be lay-in acoustical tile. Hard ceilings should be limited to where required by code and a few other exceptions due to the lack of flexibility.

Walls

Walls, in general, need to be hard surfaces, such as gypsum wallboard and painted. Walls in hallways and other high-impact areas need to have a wall protection system up to 36 or 48 inches. Interior hallways, classrooms, and offices should contain designated tack surfaces that limit paper placement to the percent acceptable to the fire marshal.

Markerboards are highly encouraged in learning spaces and are not just for teachers. They provide a platform for students to brainstorm ideas, draw, and chart data, thereby promoting active learning. Erasable surfaces reduce paper consumption and encourage participation. Look beyond the 4'x8' typical whiteboard to maximize opportunity. Cabinet faces and table tops all can become whiteboard surfaces. Offices and small group areas can equally benefit from having access to whiteboard surfaces. Markerboards should not be available below 24".

Floors

Unless otherwise noted, flooring should be a no-wax material. Sealed polish concrete can be optional in large common spaces, subject to the design and approval of the Facilities Department. Their approval will be based on factors such as the design aesthetics, maintenance requirements, and cost-effectiveness.

General Requirements for All Spaces - Acoustics

Acoustical performance is vital to a successful educational program. Listening and speaking are key components of language acquisition and understanding. Many research studies have found the importance of good acoustics on learning and comprehension. Additional background noise can make communication difficult and as students become more active in group learning and collaboration the need for sound absorption increases.

All group learning rooms should strive to meet American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools (ANSI/ASA S12.60-2010/Part 1). In areas where waterproof materials are required, this standard may be challenging. However, the design team should make efforts to control sound from exterior noise, adjacent spaces, and mechanical units. In large open learning spaces, noise will travel; however, absorptive material and sloped surfaces should be utilized to increase absorption and limit reverberation. See the Technology standards for information on audio distribution systems.

General Requirements for All Spaces – Daylighting and Views

Many research studies support the need for natural daylight. Especially in the teenage years, exposure to daylight helps set the circadian rhythms so students can be more awake, improve focus, and reduce eye strain when combined with views. The benefits go beyond human factors and extend to the environment by reducing the need for artificial light and reducing energy use. While these benefits are well-established, windows and transparency remain difficult in practice leading to users covering the window. The most common reasons for covering the windows are

- Glare and over lighting – Reflective screens and bright white surfaces (i.e. whiteboards and copy paper) make glare and hot spots from different angles in the room throughout the day and seasons, interrupting work and distracting from learning while over lighting washes out projected images
- Heat Gain – Sunlight, heating rooms in the afternoons on southern and western exposures, change the focus from learning to the uncomfortable temperature
- Security – The lack of or difficulty in operating window coverings to accommodate a lock down causes window coverings to remain closed

While these are the most common obstacles, the design team should strive to anticipate and resolve these issues, so natural light is successful in as many spaces as possible. Natural light is required in every classroom and preferred in every office and conference room. Restrooms, locker rooms, and gyms all benefit from natural light where practical. Specialty spaces require natural light, but an increased ability to control and dim the lighting may be required.

Views to the landscaped exterior are calming and can provide passive supervision, so they should be implemented especially in the interior of the campus. View windows from regularly occupied spaces to breakout areas, either interior or exterior, are required. Successfully using any breakout space depends on the staff's ability to see the students while in the main learning space.

General Requirements – Landscaping

Landscaping

Plant selection and ground cover should be appropriate for the school environment. Low-maintenance and low-water-use plants are preferred. Verify that the choice of plant materials contains no poisonous or irritating plants. Ground covers and plant materials should not provide easy-to-throw materials like small rocks, seed pods, or non-edible fruits. The design team should look for opportunities to provide color and different textures to the planting areas. The district is to approve the final plant list.

Planting near buildings requires measures to prevent water intrusion and damage. All buildings should have a 12” wide x 6” deep mow strip at their perimeter in planted areas. Verify that irrigation for planted areas adjacent to buildings is designed so that no water hits the building. Provide planted areas adjacent to the buildings with adequate drainage so no water ponding occurs.

When planning landscapes, long-term survival and ease of maintenance should be considered. In plazas and other hardscape areas, a few large planting areas that support tree survival are preferred over many small tree boxes. Planting should be selected to fill in and cover the bark areas, limiting weeds’ growth opportunities.



General Requirements for All Spaces - Systems

Heating, Ventilating and Air Conditioning (HVAC)

Provide HVAC to all rooms. Zoning control locations are subject to approval by the District Facilities Department. Code requirements for specific functional areas may add to the general requirement of providing HVAC. All occupied space, including second-story spaces, needs to be maintained between 68 F and 76 F degrees.

Provide Energy Management System (EMS) control and passive pressure relief gravity vents that close automatically when the unit is off. Provide on-demand ventilation control for HVAC connected through the EMS. Allow the entire school HVAC to be shut down from a single location for "Shelter in Place" events (through the EMS). Vents in doors should be voided due to ongoing maintenance. If vents are required, they should be placed above 3' whenever possible.

General Requirements for All Spaces - Technology

Designs should reflect the Technology Standards. The general expectation is that wireless access should be available across the school campus including classrooms, common areas such as the multipurpose room and offices.

Classroom / Large Learning Spaces

Duplex Data Ports, general (CAT 6)	2
Duplex Data Ports, VoIP	1
WiFi access points	1, potential for a second to support outdoor learning area if applicable
Clock	IP Based clock speaker system
Sound system with speakers, teacher wireless clip-on and hand held microphone	System to support both audio from projection and voice reinforcement connect through classroom computer
Intercom system	Two-way emergency communication with red emergency button through IP Based platform

Public Address and Mass Notification System

Every occupied space requires the ability to hear the public address system. Adequate exterior coverage is required in highly populated areas of the campus. Two-way communication is required in learning spaces.

General Spaces Standards – Office and Small Group Rooms

Office and other small rooms on the campus adjust occupants over time depending on funding, staffing priorities, grants, community partnerships and student needs. To build in the most flexibility, any small space should be looked upon as an opportunity to flex between office space, assessment space, conference room, small group instruction rooms or student counseling. As such, the following chart breaks down these rooms by square footage to provide guidance on the requirements for each size of space. Additional “Key Elements” are listed for specific spaces to provide the specialization for the first intended use of each space, if required.

	Open Office Workstation	80-100 SF	120-140 SF	150-200 SF	200-250 SF	250-300 SF
Duplex Data Ports	1	1	1	1	1	1
Duplex Electrical Outlets	2	3	4	6	6	6
WiFi	Yes	Yes	Yes	Yes	Yes	Yes
Guest Chairs for office setting	0	1-2	2-3	4-5	N/A	N/A
Chairs for conference/ instructional setting	N/A	2-3	4-5	6-8	8-10	12-14
Whiteboard	0	1	1	1	1	2
Tack Board	0	1	1	1	1	1
Television / Digital Display	0	0	0	0	0	1
Clock	One per open space	0	0	1	1	1

General Spaces Standards – Restrooms & Sinks

There are various restroom facilities, which are referenced throughout this book and in the Space Check List. The finished wall and floor material should be Ceramic Tile. Single-occupancy rooms need door hardware that shows a “occupied” sign. The following chart describes the attributes of each space.

	Multuser Restrooms	Unisex Student Restrooms	Unisex Staff Restrooms	Family Restrooms	Severally Handicapped Restroom	Sinks not associated with a toilet facility
Urinal	Men’s	Preferred but not required	Preferred but not required	No	Optional	No
Mirror and Shelf	No	No	Yes	Yes	Yes	No
Sink and Soap Dispenser	Proportional to toilet and urinal count	Could be inside or if gained outside but adjacent	1	1	1	Yes
Hand Dryers	Yes	Optional	No	No	No	No
Toilet Seat Covers	One outside stalls	Yes	Yes	Yes	Yes	No
Paper Towels	No	Optional	Yes	Yes	Yes	Yes
Changing Table	No	No	No	Child	Adult	No
Hoyer Lift	No	No	No	No	Yes	No
Shower	No	No	No	No	Provide infrastructure for future modifications	No

Provide quick connect hose bib in a recessed stainless steel locked box near the lavatory in all multi-user restrooms.

Multuser All-Access Toilet Rooms

General student restrooms that do not support event venues are to be gender-neutral toilet rooms with an open sink area. Urinals are not required for these restrooms. Paper towels may be provided instead of hand dryers, especially if the sink area is located within a classroom building where the noise of the hand dryer could be a distraction from learning.

The Campus Core consists of four major components:

- Administration
- Health Center
- Library/Media Center
- Multi-Purpose Room

While each component has individual needs, all support students and have a component of community use. As such, each should be a warm and welcoming atmosphere and be easy to identify and access, especially outside of school hours.

General Information

Campus Core

Classrooms

Arts and Music

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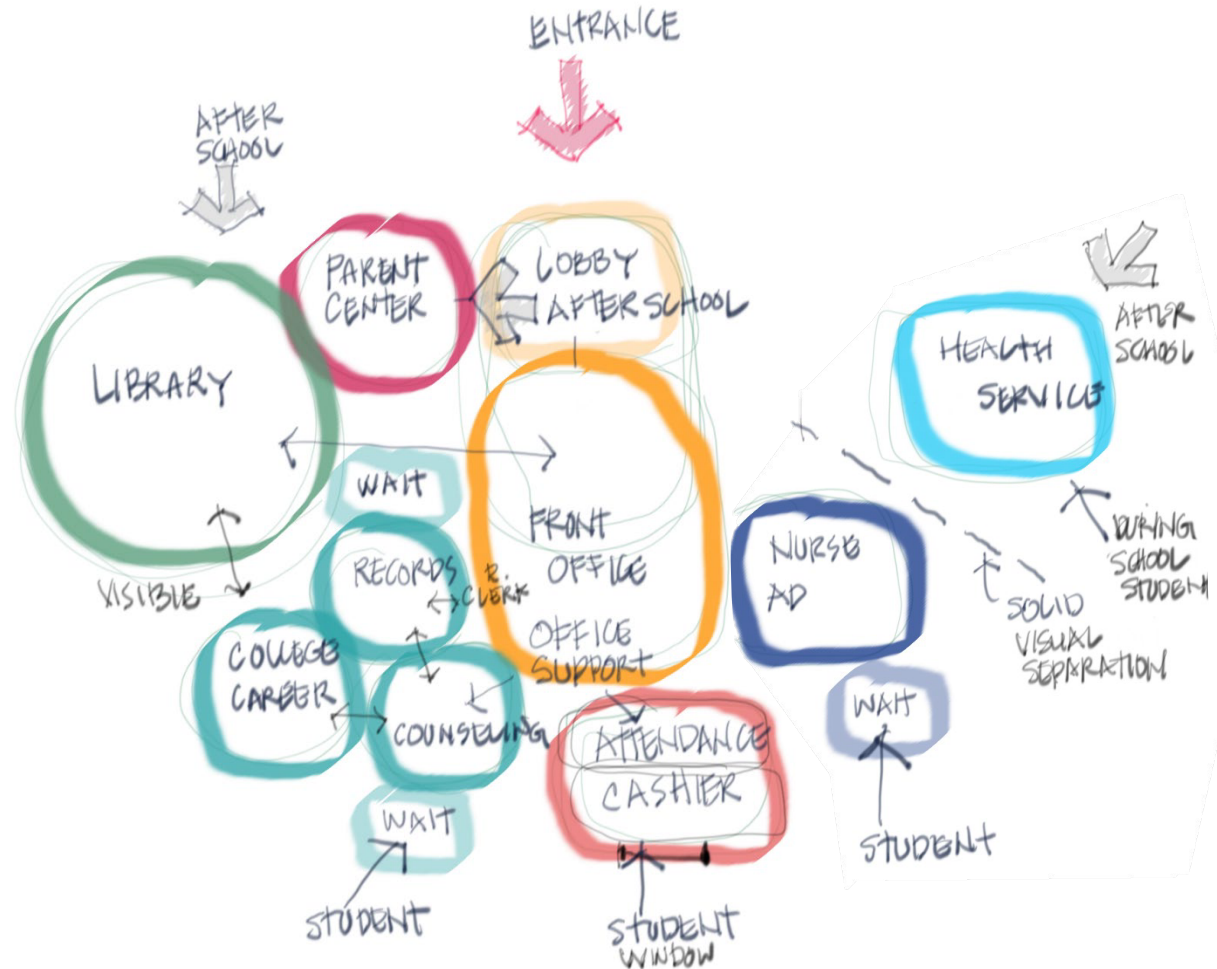
Special Education

Support

Administration

The Administration component is the front door of the campus. The design should emphasize the main entrance to provide informal wayfinding to this doorway, which during the school day is the only open access point.

The Administration has several subgroupings, which interact to create the overall suite. Family members, community members, students, and staff will all circulate through this main entrance to access the main campus. The circulation for all non-staff members needs to avoid traversing the office support spaces and limit passing in front of private offices and the student waiting area by the Assistant Principal's Offices. "Back of office" connections should be available to staff between subgroups and office support spaces.



Front Office

The Front Office is the campus control point. A countertop with access door should separate the reception area from the open office. From this pass-through parents/family members can be directed to

- Records – To register a new student
- Nurse – To pick-up an ill student
- Office or Conference Room – To meet with a Counselor, Principal, or Assistant Principal
- Other location on campus – To pass by the office to get to another place inside the campus perimeter

Before the counter, the Parent room should be an open welcoming room which looks inviting to enter and is clearly labeled. Storefront or other non-restrictive design elements should express the parent room as a non-restrict place for parents to enter.

The Clerical/Office Manager space is an open office area, which supports the staff that services the front counter. In addition to the counter, individual workstations are required. One workstation for the Office Manager should be further back from the main counter to allow more focused work; although, all workstations should have a clear view of the front door from a seated position.

Lobby / Museum Key Elements

- Seating for six
- Room at the counter for two people
- Display cases for trophies and other school memorabilia
- “Magazine Rack” for paper handouts
- Adjacent to Family Restroom and Parent Room

Clerical/Office Manager Key Elements

- Three staff workstations
- Side or back counter area for form assembly, mail sorting
- One student workstations (access to a computer and phone)
- Front counter
 - Storage on clerical side for forms and office supplies
 - Lower ADA complaint counter-top (3’) section with chair and knee space on both sides
 - Latch gate for through access into campus
- “Backside” of staff mailboxes

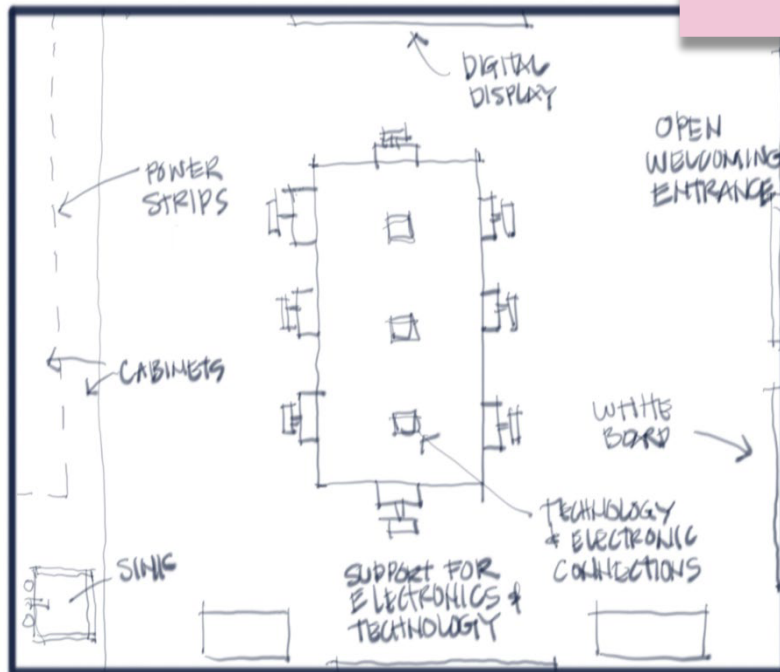
Parent Room

The Parent Room should be a flexible space which accommodates several functions including:

- Small workshops/meetings
- General informal meeting area
- Countertop workspace for assembling packets and preparing other materials
- Storage for parent purchased equipment
- An information resource

Parent Room Key Elements

- Seating for six
- Computer access
- Digital Display
- "Magazine Rack" for paper handouts
- Tack Board
- White Board
- Countertop with upper and lower storage cabinets and a sink
- Electrical Outlets to support a copier/printer, microwave, six laptop computers, digital display television and charging of personal devices brought by occupants
- Option for a VoIP Phone



Records and Counseling

Record Clerk's Office, Community Reception, and Records Storage

When a new student enrolls in Kennedy High School, the student and family complete forms and show residence documentation to the Record Clerk. The ideal location for the Record Clerk would be either at a "student services" common lobby or near the school's main lobby. If at a student services common lobby, the Records Clerk needs safe and secure access to the main entry to meet and lead the student and parents to the student services lobby. These meetings occur at a counter or in an adjacent conference room. If at a counter, accommodations for two family members and a student on one side need to be made. The Clerk needs access to a computer during the meeting at a traditional desk space.

If the student enters through a student services lobby, other families waiting to see a Counselor will also use this area until the Counselor is ready to see them. This area can be adjacent to the College and Career Center but should remain separated without a view of the Assistant Principal's offices. The Record Storage Room must be adjacent to the Record Clerk's Office but also accessible to the Counselors.

Guidance Clerical / Reception, Counselor's Offices

The reception area will provide a workstation with a counter and two to four guest chairs. It will be an informal control point before entering the hall with the Counselor's Office.

Counselor Offices need to meet the office standards with special attention to acoustical separation. Carpet can be considered for this suite of rooms.

College and Career Center, and Career Office

The Center should be a flexible environment to accommodate a variety of activities at the same time including:

- Individual Computer Research
- Guided Computer Research (one on one or in a small group)
- Small Group Discussion
- Access to paper information and forms
- Printing from a free-standing printer, scanner, and a single electrical outlet with dedicated circuit and data jack

The Center should also flex into a larger group presentation area when guest speakers come to talk to the students. Flip-top tables should be considered to allow the ability to clear the floor area for chair-only seating to fit the maximum number of students for these presentations.

The office spaces need to meet the office standards and have direct access to the main center. Supervision of the Center should be possible from both offices.

There can be multiple entrances to the Center from both the Office and Library. The connection to the Library is desired to increase the visibility of the Center. As an open resource to students, visibility is critical to successfully completing the mission of the program. Proximity to the counselor's office also provides opportunities for a meeting with a counselor to lead to exploration in the Center.

Carpet can be considered for this suite of rooms.

Cashier's, Attendance and Office Support

Cashier's and Attendance Office and Vault

In addition to the office standards, the Cashier's office needs a special focus on security as most money transactions go through this office. A service window needs to be accessible by students. The window needs to allow for a queuing without blocking any hallway or major circulation pathway. Counter and storage should be provided below the service window inside the office.

The Attendance Office requires a similar service window accessible to students, including storage and queuing area. Two workstations, one staff and one student aid, separated from but with visibility to the counter area should be provided.

Supply Storage, Work / Mail Room, Staff Restrooms

The supply storage should be in proximity to the Clerical / Office Manger area and secured. Full height storage shelving is required for office supplies and paper storage. Supply room should also contain lockable storage for keys.

The Work / Mail Room needs to be easily accessed by faculty to collect their mail. If possible, this access should be easy without having to cut through multiple office spaces or down long hallways.

Staff restrooms should be in proximity to the Work Room and office staff.

Work / Mail Room Key Elements

- Upper and lower cabinets with countertops for paper processing
- Three duplex outlets, counter level outlets to include USB charging ports
- Two free standing Printer, Scanner, Fax – Single electrical outlet with dedicated circuit and data jack
- Mailboxes – Minimum 12x12x6 with metal label holders for anticipated number of faculty and staff
- Under mailbox storage for larger packages
- Sink with Hot and Cold water

Nurse and Assistant Principal's Offices

Lobby Reception area should include one workstation and a student waiting area. The Nurse's office needs to be within view of the Reception Area, to supervise when nursing staff is not present.

Assistant Principal's Office, Conference Room, Site Safety Supervisor Officer

Use Office Standards. Carpet can be considered for these rooms.

Safety Office

This shared office needs to accommodate workstations for four people.

Nurse's Office Key Elements

- Countertop with upper and lower cabinets and under counter refrigerator
- One countertop duplex plug with USB charging ports
- One wardrobe cabinet
- Guest Chair
- Fold-down cot
- Small Workstation, see open office standards
- Cleanable Wall and floor finishes
- Wheelchair storage
- Direct Connection to Nurse's Restroom

Health Center

The Health Center is part of the District's Full-Service Community Schools Initiative. The Center brings outside providers into the school to support the needs of the community. As such, this area may require specialization depending on the community needs; however, the program described in the Educational Specification is considered the maximum requirements. Before beginning design, confirm with the District Facilities Department on the level of build out and equipment the District is providing in the construction and what will be added by the providers.

The key to a successful Health Center is the ability of students to enter the Center with some anonymity. The student campus entrance should not be visible from an area frequented by parents. While proximity to the Assistant Principals is important, students will be less likely to seek help if they fear passing by those offices. The Center will also be open to the greater community and requires an exterior entrance.

Health Center

Waiting / Reception/Clerical

The waiting area should accommodate six to eight guest chairs. The receptionist desk should not be built-in, but a mobile piece of furniture to allow future flexibility. Behind the reception desk, small touchdown workstations for providers completing paperwork are needed to allow the enclosed rooms to be open for others who have scheduled meetings with students.

Work Room/Copier/Lunch

Because the providers are outside groups coming to the campus, they need access to a work and lunch room.

Counseling Office, Calming/Safe Room/Meeting Room

These rooms should comply with office standards with special attention to sound transfer to ensure a high level of privacy. Carpet can be considered for these rooms.

Work Room/Copier/Lunch Room Key Elements

- Upper and lower cabinets with countertops for paper processing
- Four duplex outlets, counter level outlets to include USB charging ports
- Free standing Printer, Scanner, Fax – Single electrical outlet with dedicated circuit and data jack
- Sink with hot and cold water
- Area for a Refrigerator - Single electrical outlet with dedicated circuit
- Small table for dining

Exam and Dental Room Key Elements

- Upper and lower cabinets with countertops
- Sink with hot and cold water
- Five duplex outlets, counter level outlets to include USB charging ports, coordinate with medical equipment
- One duplex data ports for phone access
- Space for a bed (exam room) or chair (dental room) and other medical equipment
- Dental room will require additional plumbing, air, and vacuum at console treatment unit
- Dental will require additional backing in ceiling for lighting tracks

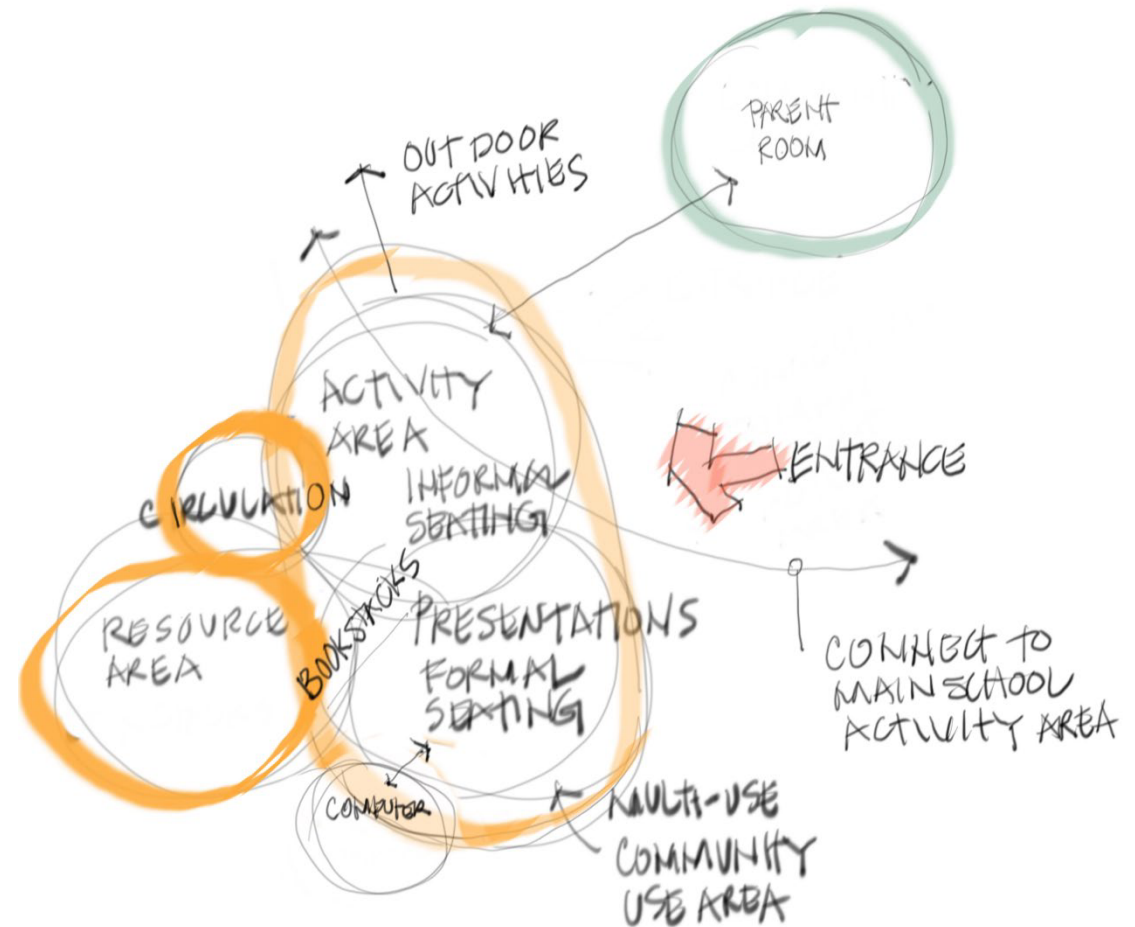
Library

A library is a place that creates an atmosphere of academia for whatever activity is hosted within the space. These activities include.

The Current Kennedy High School Library will remain in its location, building #300. Minor changes in the facilities' functional spaces will be made. New study rooms, a general storage area, and the conversion of the current book storage area to the College and Career Center are to be incorporated into the Library space.

The study rooms should be large enough for a small group of 4-5 to participate in a collaborative discussion. They should also have a glass area visible to the circulation desk for supervision. The storage room should be accessible from at least one of the study rooms.

The College and Career Center is detailed on Page 25 of this Educational Specification.



Library

Leaving as much of the floor area with moveable furniture and book stacks as possible, will allow these different activities to take place. Any fixed or tall items should be placed against the wall to maintain a flexible middle area and clear sight lines to the full expanse of the library. While the furniture should be moveable, it should not consist of only one type of furniture. Formal and informal seating areas are needed including standing and sitting height surfaces. Electrical access to the seating groupings is preferred wherever possible.

The book collection size should equal approximately 20 volumes per student. At the time of construction, confirm the ratio of physical versus digital volumes and distribution between fiction and non-fiction.

While most technology will be movable and most likely in the hands of students, four to six computer stations are desired for looking up the collection catalog, printing, and quick internet searches.

The circulation desk provides a dividing line of items free to student access and items which are distributed only by staff and is used for the following functions.

- Checking out books
- Reference Textbooks – One per subject
- Storage for lunch time activities
- Processing books

While books are being checked out, no access control devices should be placed at doors due to maintenance and upkeep that is not supported by operational budgets.

Library Key Elements

- Large group table seating for forty (40) with the flexibility to expand to eighty (80)
- Projection Screen and ceiling mounted projector visible to main table seating and expanded library area
- Circulation Desk
- Book Stacks (confirm quantity) – no stack in the middle of the floor above Small group and individual study areas
- 4-6 Computer Stations
- Office and workroom should have visibility to the main library

Librarian's Office, Workroom, Textbook Storage and Textbook Office

Librarian's Office, Textbook Office

In addition to the Office Standards, the Office should have view windows to the main Library.

Textbook Room

Textbook room stores the textbooks not currently issued to students. Bookshelves should be no wider than 12" and no condensed storage should be provided. This room should be adjacent to the Textbook Office. Due to the possibility that textbooks will no longer be needed at some point the room should be thought about as having a possible future use, which is different than storage.

Workroom Key Elements

- Upper and lower cabinets with countertops for book processing
- Six duplex outlets, counter level outlets to include USB charging ports
- Sink
- Parking for at least one book cart

Multipurpose Room and Kitchen

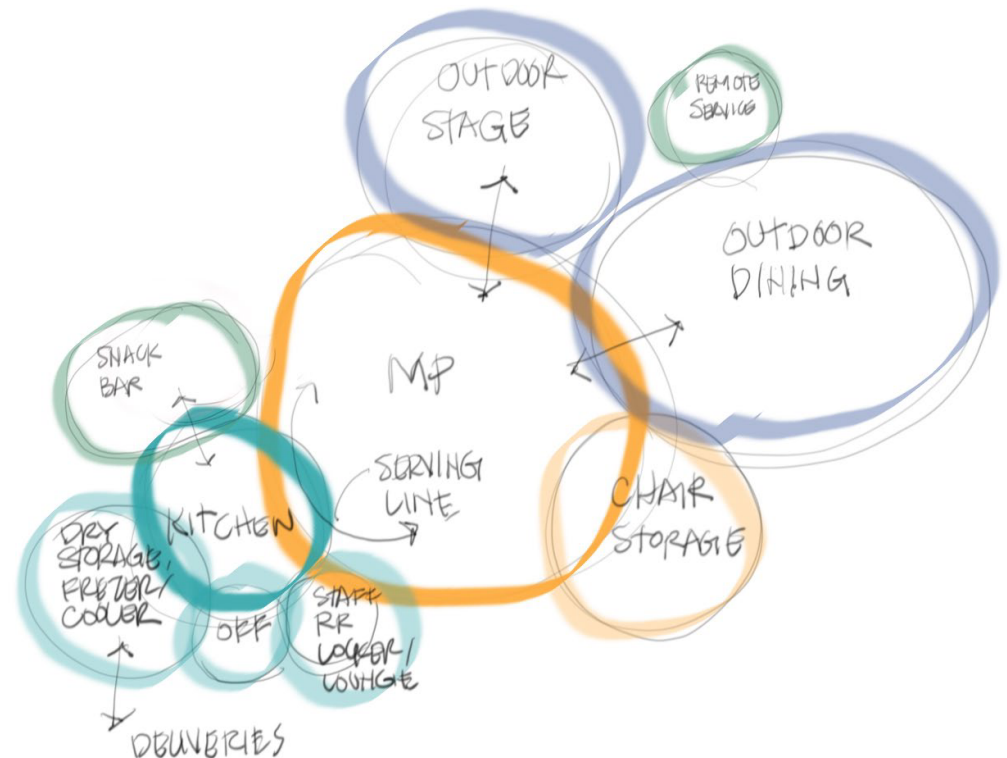
The Multipurpose Room is the hub of daily activity for the high school. Activities and functions include:

- Student Dining
- Snack Bar and Service Window(s)
- Chair and Table Storage
- Restrooms
- Kitchen and Support Spaces

Developing the overall campus circulation to include student dining, snack bar, and service windows would create more of a “shopping mall” dining area. The snack bar function can be split to more than one location, creating “mobile” areas on campus. The Multipurpose Room needs to be centrally located on the campus. The space must accommodate a variety of functions acoustically and a volume that is proportional to the overall size of the space. The space needs to accommodate dining, presentations, multiple group conversations, and small and large group meetings. The Multipurpose Room needs to be visually linked to outside dining and during good weather days there should be physical open connection. The Multipurpose Room needs to be linked to the outside stage. Natural light is desired in the Multipurpose Room.

Kitchen Support Spaces

The Kitchen has several sub-spaces, including an office, changing room, staff restrooms, walk-in-cooler and dry storage. The office is for the kitchen manager to complete orders and other paper work. The changing room is for the staff. The changing room needs lockers and a bench and can share a room with the restroom. The staff restrooms need to be accessible from the main kitchen. The walk-in cooler and dry storage needs to be sized appropriately for the student enrolment.



Chair and Table Storage, Staff Lounge, Snack Bar, Speed Lines and Kitchen

Chair and Table Storage

The Chair and Table Storage needs to be directly accessible from the multipurpose room. The walls in the space need to be covered with sanded 5/8" minimum thickness plywood, full height. The door to this space needs to be wide enough for table and chair carts. The walls and the space should not be encumbered by any equipment.

Staff Lounge

The Staff Lounge at Kennedy is located in the building #300. The program's existing facilities will not be remodeled. Instead, a general refresh of the space and an update to HVAC and low-voltage systems are required.

Snack Bar

The Snack Bar should be located to not conflict with any of the service windows. The Snack Bar should have a direct access to the kitchen. The Snack Bar needs to have a service counter, with storage underneath, with two service windows. The storage windows will have roll-up type doors that are lockable when the Snack Bar is closed. Digital displays with wireless connections should be utilized to display menu options each day.

Interior Serving Windows

Serving windows need to be located within the kitchen and allow students access from the dining area. The behind-the-counter areas need to be accessible to the kitchen staff for servicing prior to opening access for student and staff dining. Walls facing the dining area should include digital and tackable display surfaces.

Kitchen

This kitchen to be full cooking kitchen. All areas, from the preparation spaces to service windows, must be set up for efficiency. Food delivery comes from the District’s central kitchen by mid-size delivery trucks. The delivery trucks need a convenient transfer area with clear access, separate from pedestrian and student drop off, and large door access. Once delivered, the products will go into the walk-in cooler, free-standing freezer, or dry storage room. The kitchen staff will prepare and heat the food for distribution to the students. Delivery to the student is completed with themed service windows or an exterior snack bar. Points of sale require an electrical outlet and a wireless data connection.

Finishes and ventilation are required to meet all health codes. Cooling for the kitchen and service line area should both be separately zoned. The kitchen, due to the large exhaust requirements, can be planned for a temperature range up to 85 degrees. No swamp coolers shall be used to provide cooling.

See the product and material standards for the equipment list. Dishware washing areas are also included to provide the ability to limit single-use items.

General Information

Campus Core

Classrooms

Arts and Music

CTE

PE & Athletics

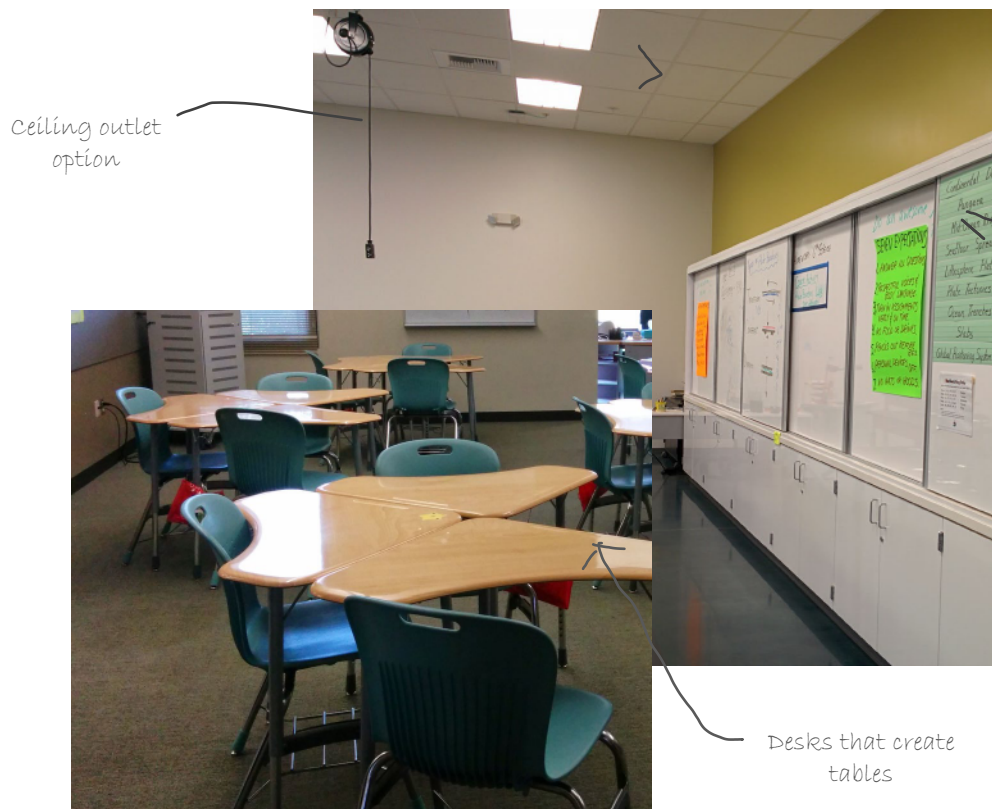
Science

Special Education

Support

Classrooms

Classrooms are the primary learning environment within the high school structure. These rooms need to serve many subject areas including English, History, Math, Foreign Language, English Language Development and more. Within these subjects, many different activities occur. Full group discussion, small group work, individual study/testing, direct instruction, and project creation. The room, therefore, needs to be as flexible as possible. Furniture should be on wheels and easily rearrangeable. The tables or desk surfaces should be flat, so they can be pushed together to create an even larger surface. Chairs should be roll, swivel, nest or stack. Not every seat needs to be the same. There can be 2 or 3 styles of desk/table and chair including options for standing.



“Learning Wall”

Classroom Key Elements

- Table/Desks and chairs for 40
- Ten duplex electrical outlets
- Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- [Use standard classroom technology](#)
- One wall with cabinets and sliding whiteboards (Learning Wall)
- Additional marker board surfaces on the other two walls
- In proximity to a teacher workstation/collaboration area

Teacher Workstations / Collaboration Spaces

As professionals, the teaching staff should have a work environment that allows preparation of class materials and communication with colleagues. These activities are not well suited to be within the classroom environment. Kennedy's existing staff workroom and lounge are cherished by Kennedy's Staff and will be refreshed as part of the 300 building modernization phase.

Student and Staff Restrooms

Student and staff restrooms should be located in several locations throughout the main instructional areas for easy access. Staff restrooms must be distributed around the campus at the same intervals as student restrooms. All staff restrooms shall be gender neutral, and student restrooms shall be multi-user gendered or all-access design. Use restroom standards for interior requirements and accessories.

General Information

Campus Core

Classrooms

Arts and Music

CTE

PE & Athletics

Science

Special Education

Support

Art Classroom / Storage

The art classroom needs to support general visual art course work. Activities include a variety of media two-dimensional and potentially three-dimensional formats.

Storage

There are many storage requirements for the Art Classroom and Storage Room. Flexibility is crucial in creating space for the following needs. Not all storage needs to be a built-in and may benefit from being on wheels or not attached to the floor. The storage requirements can be met in the Art Classroom or the adjacent Storage Room. Storage should also provide the support for countertop space used for drying and assembling art. The countertop material should be heat resistant and easily cleanable.

Art Classroom Key Elements

- Table and chairs for 40
- Provide the opportunity for electrical access to several locations in the middle of the room. This access can be accomplished through floor boxes or ceiling outlets with an adjacent eye hook, which can structurally support an electrical reel.
- [Use standard classroom technology](#)
- Ten duplex electrical outlets
- Countertop with ADA complaint sink
- Trough sink with clearance on both sides
- Exhaust fan
- High ceilings and north light if possible
- Flooring – Sealed Concrete
- Two opportunities for free-standing pieces of equipment
 - Single electrical outlet with dedicated circuit and data jack (one in lab and one in storage room)
- Access to shared art courtyard

Storage Needs

- Student storage for at least 175 pieces, preferably with flexible shelves to allow different shapes
- General art supplies (paints, pencils, pastels, etc.)
- Paper storage including flat files for large scale paper
- Wide counter or island for tabletop printing press and 36" by 36" paper cutter

Fabrication Lab and Eagles Ink Lab/Classroom

Two unique spaces at Kennedy are the Fabrication Lab and the Eagles Ink Lab/Classroom. The Fabrication Lab currently exists on the campus. However, it will be moving to the existing building 800. The Fabrication Lab houses several pieces of equipment, including a CNC Machine and a Laser Cutter. The space needs to be expandable. The space is frequently visited by other schools in the district and outside visitors, so exterior access without coming through the campus perimeter is important. Walls will be used for whiteboards and display.

Eagles Ink includes space for teaching and working on screen printing. A dark room is needed. The function is currently on campus but is being relocated to building 800. The space currently has a retail function for the products produced.

Band Room/Choir, Instrument Storage, Guitar Storage, Band Office, Sheet Music Room, Practice Rooms and Digital Recording Room

Kennedy High School's music program's existing facilities will not be remodeled. Instead, a general refresh of the space and an update to HVAC and low-voltage systems are required.

Choir Room, Choir Office, Robe Storage

Kennedy High School's music program's existing facilities will not be remodeled. Instead, a general refresh of the space and an update to HVAC and low-voltage systems are required.

Theater

The Theater Complex consists of the following rooms. These rooms serve as a space for performances by drama, band, and choir, and practicum spaces for the Performing Arts. The theater functions will be accommodated in the Student Center.

Front Entry

- Lobby / Gallery
- Public Restroom

Formal Theater

- Theater: Audience
- Theater: Stage
- Control Room
- Dimmer Room

Backstage

- Green Room
- Dressing Room/Make-Up
- Student Restroom
- Prop/Scene Storage
- Piano Storage

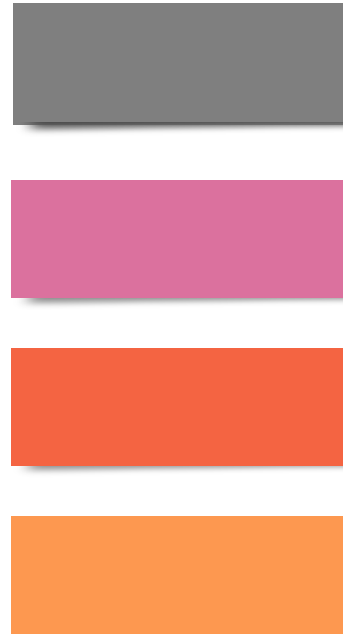
Front Entry

Lobby/Gallery

As a public waiting area, the Lobby has an ability to provide display opportunities for the visual arts program. Make available display cases for both two and three-dimensional art.

Restrooms

Use restroom standards.



Theater

Theater and Stage

The theater as a practicum space should provide access to the component of a professional theater, although on a smaller scale. The room shall be non-rectangular with floating cloud ceiling panels, sound-absorptive wall material, and catwalks. Flooring can be carpeted in walkways and stained concrete under seating. The electrical system should support lighting, microphones, sound systems, an electric projection screen, and a mounted projector. All systems controls should feed into the Control Room. Provide data and electrical at the mid-point of the theater to support sound board control. The stage is to be cushioned with a hardboard top layer. The stage does not require a full fly, but a partial fly with a rigging system is needed for training. Provide curtains and drapes to create the backstage and wings.

The Kennedy High School Theater is to be combined with the student cafeteria. The two functions have conflicting acoustic needs that need to be addressed. The theater seating will be telescoping, and the cafeteria seating will be a mix of tables, all stackable and able to be stored out of sight in the overall space when the space is used as a theater: the stage and backstage components of the theater need to be accessible when the cafeteria is in use. The backstage should also have access to a general classroom. There is to be permanent theater seating in front of the stage. This area, the stage, and the backstage areas are to be separated from the cafeteria space with a movable acoustic partition, allowing the function of the theater even though the cafeteria is being used.

Control Room

This room should control video, sound, and light. Provide a sitting-height counter with electrical and data requirements to support and secure consoles. Lighting in the room should be highly adjustable for working and show times. The speaker system should connect to the green room, band room, and dressing rooms. This room should have direct access to the lobby or back of the theater with open access at counter height to the theater audience.

Dimming Room

This area controls the scenes and lighting. If adjacent to the stage, the flooring should be identical to the stage.

Backstage

Green Room, Dressing Room/Make-Up Room, Student Restrooms

This suite of rooms should have direct access to the back of the stage for performers to prepare to appear on stage. In addition to the standard intercom system, an additional system should connect to the control room and backstage. Provide sufficient acoustical separation to prevent sound transfer to the stage area. Provide a marker board and tackable surface in the Green Room with seating for ten students. Additional lighting and mirrors should be provided in the Dressing Rooms and Green Room. Dressing Rooms should have one wall with a narrow open countertop with mirrors above and the opposite wall with a full-height closet bar with a shelf above. Provide duplex plugs above the counter. A single-occupant restroom should have direct access to the Green Room.

Prop/Scene and Costume Storage

Tall double doors or roll-up doors should connect storage to the back of stage areas. The floor should be sealed concrete. Provide hanging storage for costumes and clear space for storing 4' x 8' flats.

Piano and choir chairs should be stored in an easily accessible area behind the stage. An alcove, separate room, or shared room can accommodate this function.

General Information

Campus Core

Classrooms

Arts and Music

CTE

PE & Athletics

Science

Special Education

Support

CTE Pathways

The building challenge with CTE programs is that they must change over time. As the popularity, relevance, and industry change, so too must the pathway. Finding flexibility and spaces that can be grouped one way one year and another the next will be the most successful way to support this style of program.

The following pages describe generic spaces for the CTE programs. Each CTE space should, at a minimum, provide these resources to allow for future flexibility.

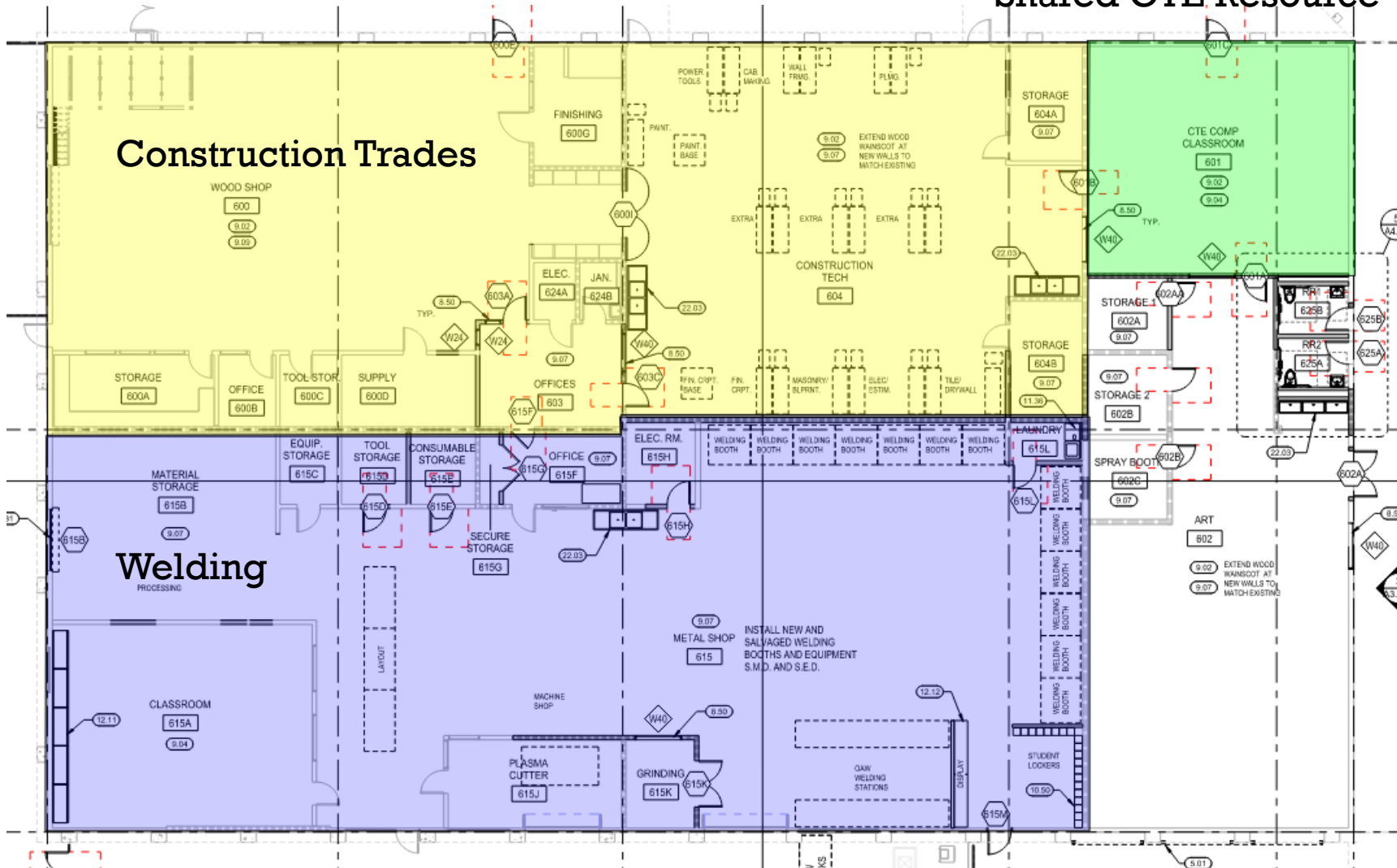
Kennedy High School currently offers CTE Pathways in Construction Trades, Welding, IT, and Health. Additionally, the Fab Lab, a district-wide resource, is located on the Kennedy campus.

In the Programming Schematic Design phase, detailed meetings were conducted with each pathway to determine specialized requirements for each space within the space check list.

The Academy Learning Environment

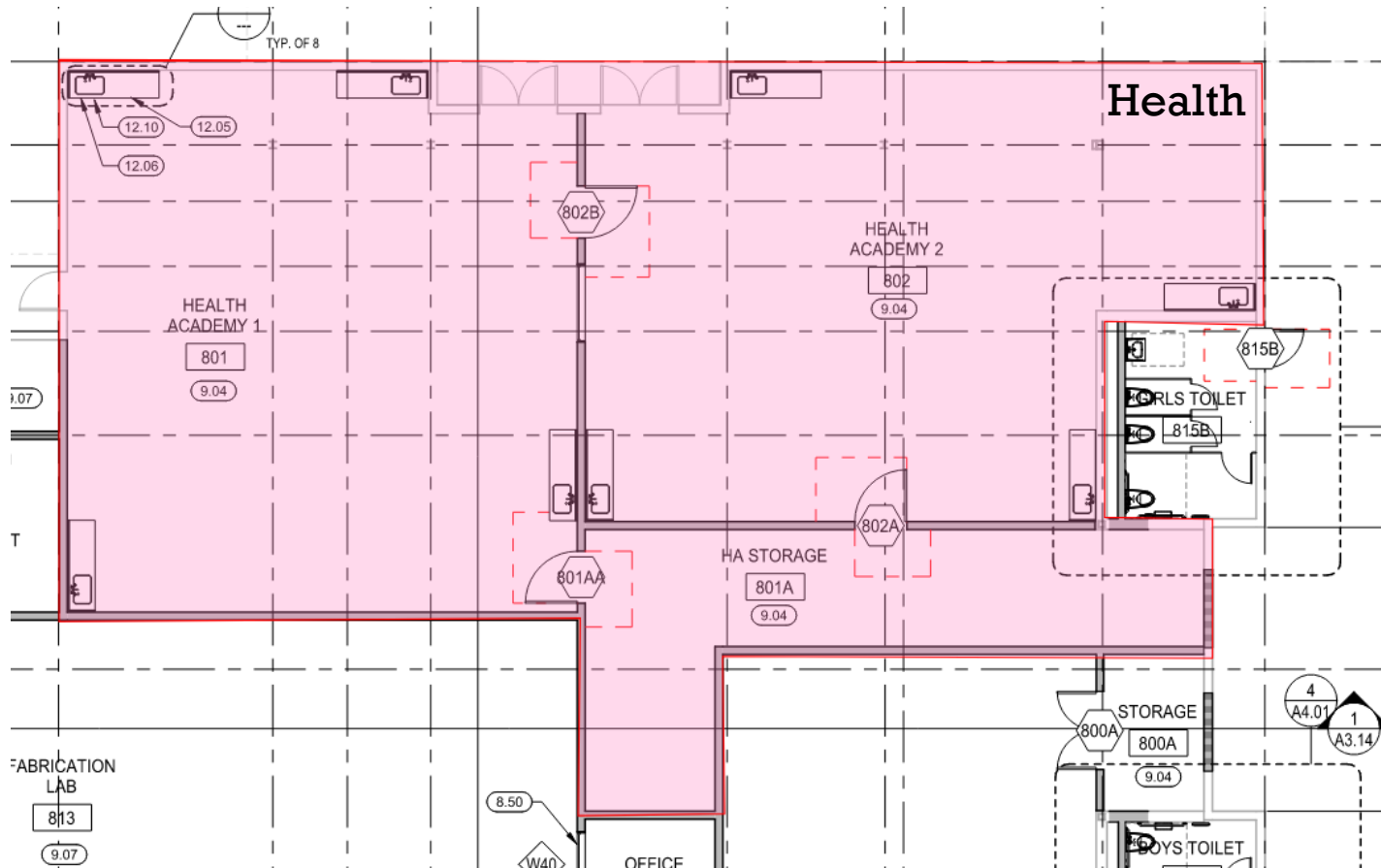
CTE Pathway and Academy courses provide students with project-based learning that replicates industry. These programs allow students to apply the knowledge gained in other areas to practical project applications. The program's emphasis will be modified as careers and student interests change. Flexibility and the ability to adapt over time are prudent design considerations. The Construction Trades and Welding include large shop spaces with specialized equipment that require power and ventilation systems.

Shared CTE Resource



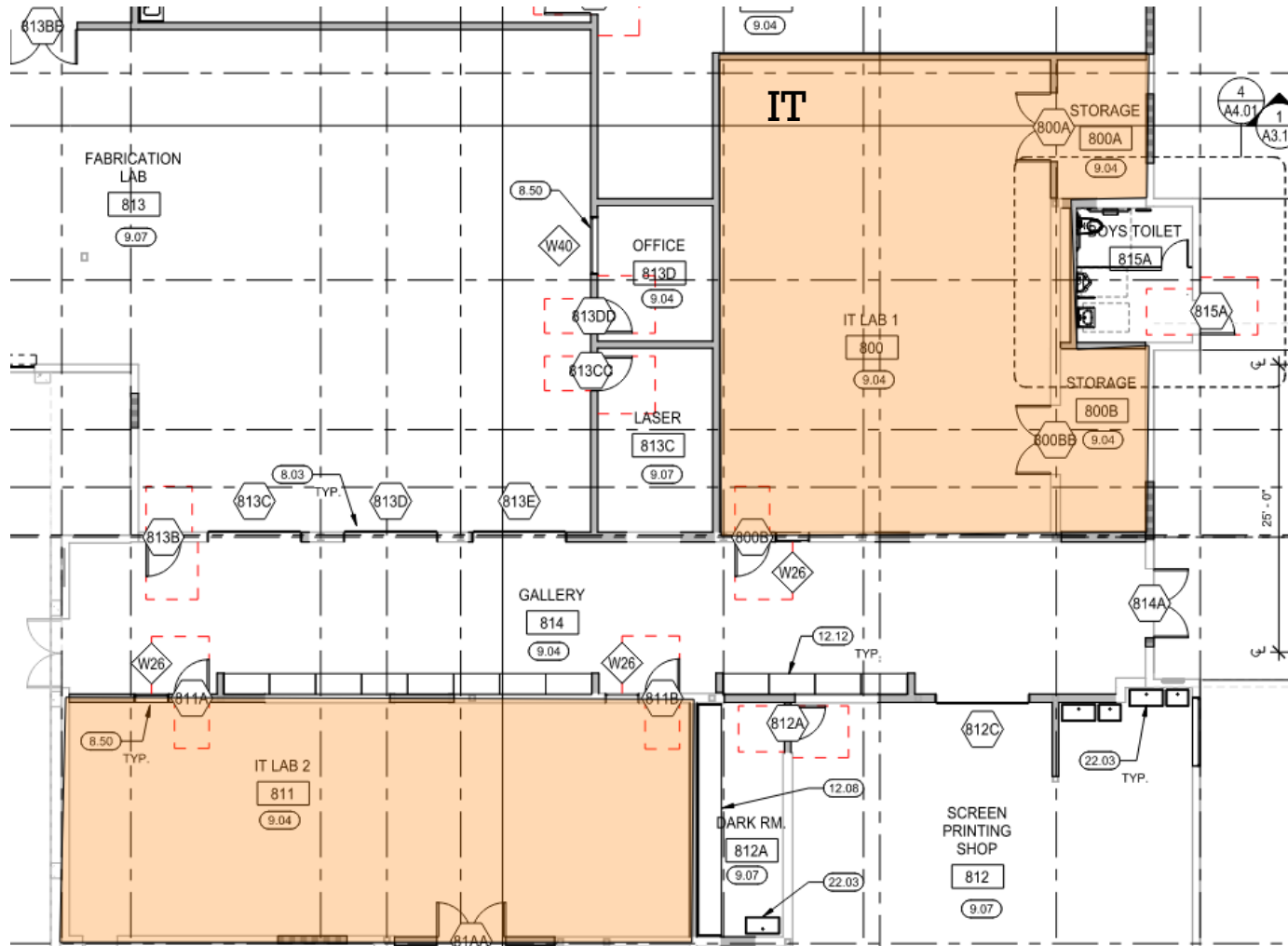
Academy Lab & Professional Practice

The Health Academy includes two large learning areas. One will support an exploration curriculum that allows students to rotate to various stations throughout the term. The second academy space will allow advanced classes to specialize in focus areas of health careers. A connected storage area allows for maximum flexibility. Consider sealed concrete floors and higher ceilings in these rooms.



Academy Lab & Professional Practice

The IT Academy includes two large learning areas. Each will support computers for each student as well as support areas for printers and additional equipment. The electrical requirements for these rooms should support screens/computers for each student.



General Information

Campus Core

Classrooms

Arts and Music

CTE

PE & Athletics

Science

Special Education

Support

Physical Education / Athletics Adjacencies

The current Gymnasium will house many of the functions outlined in this educational specification.

While the main gym space will not be remodeled, new bleachers and interior finishes are currently planned in the project. Primary changes will occur at the locker and support spaces, which will be adjusted to provide better utilization and improve supervision and access to restroom facilities.

The athletic director and in-season coach offices should have quick access to gyms and fields and be easy for visitors to find. The Multi-Use Room, which functions as a Visitor Team Room, needs to be within easy access to the Gym for the Visiting Team. Finally, the locker rooms have restrooms, showers, PE teacher offices, and staff. Ideally, restrooms are placed between the fields and the gym. The locker rooms are connected to the training room and laundry room. Lastly, the PE Outdoor Equipment Storage should be located on the way out to the fields and hard court areas.

Athletic Director / In Season Coach

This shared office should support up to four desks and a shared conference table. Provide the option for a digital display.

Locker Room, Locker Room Restroom, Locker Room Showers, PE Teacher Office and Restroom

Supervision and students maintaining personal space are vital for a locker room to be a safe environment. Lockers should be arranged in rows, not alcoves. Any lockers not along a wall should be no higher than four feet. Lockers on the walls maybe higher to increase capacity. Consider providing box lockers for each student with one larger locker to be used during the PE period.

In each locker room provide the following

- 400 small lockers and 80 large lockers
- One 8' markerboard
- Hose bib
- Exhaust Fan
- Utility GFI electrical outlets
- Sealed concrete floors
- Built-in benches
- Supervision mirrors
- Water fountains

The PE Teacher Offices are split by gender and should have a direct view of the corresponding locker room. The size of the Office is based upon the assumed number of teachers. The Office must accommodate a desk for each teacher. Follow open office standards for each workstation.

While the restroom facilities should be sufficient for the locker room occupancy, the showers are rarely used and can be limited in number. Provide one ADA compliant shower and three additional shower stalls with curtains. Include a floor drain. Each PE Teacher Office should have an adjacent single occupancy staff restroom.

Multi-Use Room, P.E. Outside Equipment Storage

Multi-Use/Tumbling/Mat Room/Visitors Team Room

The Multi-Use Room will need to be able to handle many functions. Two storage areas allow the transition to occur. Activities utilizing the mats include tumbling, gymnastics and CPR training. The mat alcove allows mats to be put away when not in use. An additional storage space can store chairs and tables to be used when physical education requires a classroom environment or by visiting teams. When mats are removed, the room can also accommodate aerobic workouts.

Multi-Use Room Key Elements

- Track mounted padding on three walls
- Entrance door, whiteboard, storage doors, three duplex electrical outlets, one duplex data ports for phone access, and locker room clock connected to the game clock on the fourth wall
- Cushioned wood flooring, covered by 2'x4' mats
- Sound system with controls in a lockable cabinet

P.E. Outside Equipment Storage

This storage room will hold the equipment physical education class use in the fields. This equipment can include balls, bats, cones, goals, and flags. The room should contain shelves and open space for carts. Consider installing higher shelving over cart areas.

Training Room, Home Team Room, Laundry

Training Room

The training room should not be contained within the boy's or girl's locker room but be adjacent to both.

Training Room Key Elements

- One Whiteboard
- Tackable surface preferred
- One full-height lockable cabinet
- Double door to the exterior
- Two taping tables
- Tape cart
- One duplex data ports for phone access
- Electrical and plumbing to accommodate
 - Whirlpool
 - Ice machine (including floor sink)
 - Refrigerator
 - Drinking Fountain
 - Sink

Home Team Room

The team room should accommodate team meetings and dressing out on game days. Provide two walls of mesh lockers. Include a whiteboard, drinking fountain, exhaust fan, and locker room clock connected to the game clock. Floor to be sealed concrete.

Laundry

Provide utilities for a washer and dryer for athletic uniforms and loaned PE clothes. This building should be in proximity to the Locker Rooms and Indoor Athletic Sport Storage

Auxiliary Gym

The current funding for the modernization project does not support the building of an auxiliary gym. The elements of an auxiliary gym are included as a priority if the design savings, market conditions or other funding is available to complete the construction.

Auxiliary Gym Key Elements

- Ceiling exposed structure with acoustical treatment on underside of the roof
- Retractable bleacher seating on either side of the court
- Two electronic multisport scoreboards
- Two shot clocks
- Two to four retractable basketball backboards and goals
- Projection screen
- Mounted projector
- Wall padding behind event court basketball stops
- Public address and music system
- Scoreboard, PA, sound system, and projector controls to on floor scores table
- Hardwood cushioned flooring
- Striping for practice courts for volleyball and badminton
- Striping for event court for basketball and volleyball
- Exhaust fan in addition to HVAC system

Kennedy High School's science program's existing facilities will not be remodeled. Instead, a general refresh of the space and an update to low-voltage systems are required.

General Information	
Campus Core	
Classrooms	
Arts and Music	
CTE	
PE & Athletics	
Science	
Special Education	
Support	

General Information

Campus Core

Classrooms

Arts and Music

CTE

PE & Athletics

Science

Special Education

Support

Program and General Requirements

Special education offers different programs to support students' needs. Kennedy High School should have a Learning Center, a small room for Speech and psychologists, and at least two Classrooms for ESN and ISP.

In all special education spaces, the ability for the rooms to be broken down into smaller learning environments is essential to individualized instruction. Environments will vary based on the program; however, the arrangement of electrical outlets, data access points, whiteboards, and takeable surfaces should respond to compartmentalizing the room. Furniture and equipment will be different than in general classrooms, even if the built environment is the same as in the general classroom.

Learning Centers and ISP programs augment core subject instruction for a student who requires additional assistance. Students who use the Learning Center or ISP Classrooms are either scheduled for a class in one of these rooms or pulled into these rooms as needed during a class period. Activities within a Learning Center include:

- Interventions
- One-on-ones
- Group work
- Testing
- Student individual computer work
- Individual Education Plan Meetings (IEP)

These rooms have no special design requirements and should mirror a general classroom; however, they are intended to support two teachers. Furniture should be adjusted and confirmed before completion of design. Two support rooms should be connected to the classroom space. These can provide a desk area for the teaching staff, conference space, small group instruction, or an acoustically separated space for testing.

ISP Classroom, ESN Classroom

ISP and ESN programs augment core subject instruction for a student requiring additional assistance. Students who use the Classrooms are either scheduled for a class in one of these rooms or pulled into these rooms as needed during a class period. Activities include:

- Interventions
- One-on-ones
- Group work
- Testing
- Student individual computer work
- Individual Education Plan Meetings (IEP)

The ESN Classroom needs a large footprint for the functions, various individual and group sessions, and an office that can also be used for testing. These rooms have no particular design requirements and should resemble a general classroom. Furniture should be adjusted and confirmed before the design is completed.

Psychologist /Speech Therapy

These spaces, used for Psychologist/Speech Therapy, are designed to be similar to general office spaces. This design choice aims to provide a familiar and comfortable environment for the students.

Life Skills

Students who are assigned to a Life Skills program spend more than 50 percent of their day in the classroom. Mobility, hygiene, and life skills are part of the core curriculum. Many of the students need some mobility assistance, so accessibility clearances are critical. Locate this facility on the ground floor with easy access to the bus drop-off zone but not in a location by themselves in the far end of campus. Access to the Nurse is also important.

Direct access to a restroom is vital to students' needs, privacy and education. Storage for personal items for each student is also needed adjacent to the restroom. See Restroom Standards for requirements. Infant changing tables are not appropriate; although fold down models rated for adults can be used. One restroom should have direct access to the classroom and to the hallway for students who have mobility needs but are not in the special education program.

Life Skills programs use larger area than a general classroom. The room generally has 12 students and four adults. The life skills portion of the class should have access to a bed and living room setting but these elements should be moveable and the bed storable in a smaller area. The room shall have direct access to the Storage Room, Office/Testing Room, Restroom and outdoor Learning Patio. The storage room is designed for students to access cleaning supplies such as a mop or broom. The Office should comply with the general office standards with the addition of a view window to the Classroom.

Life Skills Classroom Key Elements

- Short-throw interactive wall mounted projector above a "Teaching Wall" (full height lockable cabinets with sliding whiteboards)
- Additional marker board surfaces
- Two doors
- Provide tackable surfaces
- Ten duplex electrical outlets
- Duplex data port for a phone
- Dimmable lights with manual controls
- Life Skills Kitchen
 - Oven
 - Upper and lower cabinets
 - Sink with hot and cold water and ADA access
 - Refrigerator
 - Garbage disposal
- Washer and Dryer
- Direct access to a patio
 - Hose bib for an option to have a raised garden bed
 - Cover or overhang for shade
 - Concrete area for students to have activities outside or as a cooldown location
 - Visual connection to the Classroom

General Information

Campus Core

Classrooms

Arts and Music

CTE

PE & Athletics

Science

Special Education

Support

Support Functions

All support spaces are utility spaces where finish selection should be made for durability. Flooring shall be sealed concrete unless the District approves the alternative. All walls should be taped and sealed gypsum wall board with plywood covering up to 8' where shelving is not planned. All walls where shelving could be placed, provide blocking in walls, excluding electrical and technology rooms. Provide ventilation as required by code but avoid louvers below 6' if possible. Provide at least one duplex plug in each storage area. Windows are not desired in any of these spaces.

Storage Areas

The Storage Areas support the education program supplies, such as shipments of paper, extra furniture, and bulk supplies. All walls should contain backing to attach metal shelving.

Central Custodial Storage and Office

The Central Custodial Storage and Office should include the requirements for a general office with the addition of full height storage shelves for supplies and cleaning products. Include a stainless steel mop rack over the floor sink. This room should be placed near a delivery drop-off area and preferably near the MPR.

Satellite Custodial Rooms

Satellite Custodial Rooms should be provided in each building on every floor. Include a stainless steel mop rack over floor sink and upper shelves above the cart storage.

MDF and IDF Rooms

See Technology Standards for room requirements and spacing. Confirm that all voltage equipment can be accommodated including the data network, bell clock intercom, security, and fire panel.

Central Electrical and Satellite Electrical Rooms

Maintain three feet clear in front of all panels and do not block with door.

Maintenance Shop

The Maintenance Shop will support the tools for repair work, material and part storage, office space for the maintenance staff, and receiving for all larger items not associated with the kitchen. This area should be easily servable to delivery trucks without crossing pedestrian pathways. This area is associated with the Maintenance Yard which should be fully enclosed with a fence and provide parking for campus carts and storage of weather resistant items.

Provide the following

- Storage shelving for items such as light bulbs, ceiling tiles, paint, filters and other boxed items
- Storage for large items such as piping and wood
- Electrical for hand tools and free standing equipment
- Sink
- Workbench
- Office area using the open office standard
- Roll-up door and clear area for pallet deliveries



Kennedy High School Modernization Project Space Check List

WCCUSD

Existing Buildings

	DISTRICT PROGRAM NET	SD	CURRENT DESIGN NET	NOTE
Building 300 - Library				
Lobby/Entry		200	-	included in main reading room
Circulation Desk		200	540	
Reading Room/Stacks		4,500	4,762	
			-	
Librarian's Office		85	71	
Workroom		157	-	included in Circulation Desk
Textbook Room		1,000	1,577	
Textbook Office		85	-	included in Textbook Room
College and Career Center		440	1,142	
Career Office		85	-	combined with College and Career Center
Work Experience Office		85	-	combined with College and Career Center
Staff Lounge		980	905	includes Atrium
Faculty Work Room		450	1,528	
Library Exterior Patio		450	-	not included at existing building
Conference Room		250	276	Program from Administration
Study Room (Large)		n/a	320	added per District direction
Study Room (Small)		n/a	306	added per District direction
Storage			267	
Staff toilets			181	
Electrical/MDF			334	
Custodial			128	
Bldg 300 Total (E) Area			13,194	
Building 400 - Science				
Science Lab (x4)		1,500 x 4 = 6,000	5,976	3 total - 1 removed per District direction
Work Room		250	423	
Storage		-	142	
Chemistry Lab		1,600	2,151	
Work Room		300	777	
Haz Mat Storage		-	138	
Classroom		960	956	converted from standard Science Lab
Office			410	added per District direction
A.P. Office		120	137	Program from Administration
Campus Security Office		270	425	Program from Administration
Concession		200	271	Program from Multi-Purpose
Storage			116	
Electrical/IDF			111	
Custodial			40	
Bldg 400 Total (E) Area			12,730	
Building 600 - Industrial Arts				
Wood Shop		3,500	2,561	
Yard			1,262	
Storage/Support		-	676	
Construction Tech		2,000	2,554	
Storage			282	
CTE Computer Classroom			1,005	
Art		1,350	1,918	
Spray Booth			106	
Storage		3 @ 100 = 300	204	taken from Storage
Metal Shop		5,000	4,311	
Classroom			890	

Yard		4,105	inc. 625 s.f of outdoor covered space
Plasma Cutter		261	
Grinding		103	
Laundry		46	
Office		144	
Storage		961	
Student Toilet		57	not included
Staff Toilet		58	
Office		246	
Custodial		38	
Electrical		136	
Bldg 600 Total (E) Area		17,436	
Building 700 - Gymnasium			
Lobby	1,000	669	2 vestibules
Ticket Booth	80	74	
Concessions	200	313	2 rooms
Main Gym	13,000	12,384	
Auxiliary Gym			
Gym Floor Cover Storage	160	-	not included
PE Net And Ball Storage	50	-	inc. in Equipment Storage
Indoor Athletic Sport Storage	200	3,269	Equipment Storage
Athletic Director / In Season Coach	250	454	
Family Restroom	100	-	not included
Public Restroom+			
Male Restroom		399	2 rooms
Female Restroom		567	2 rooms
Locker Room*	1,050 ea.		
Boys		1,427	
Girls		1,396	
Locker Room Restroom+			
Boys		199	
Girls		200	
Locker Room Shower	140 ea.		
Boys		156	
Girls		170	
PE Teacher Office*	144 ea.		
Boys		347	
Girls		212	
Staff Restroom	2 at 80	157	M&O Restroom
Training Room	200	159	
Home Team Room	550	1,895	2 rooms
Home Team Restrooms		265	2 rooms
Laundry	75		
Multi-Use/Tumbling/Mat Room	1,600	-	not included
Mat Alcove	50	-	not included
Multi-Use Room Storage	50	-	inc. in Equipment Storage
P.E. Outside Equipment Storage	150	199	2 rooms
Fitness Room	1,500	-	not included
Weight Room	1,600	2,281	
Dance Studio	2,200	1,735	converted to standard classroom
Dance Studio Storage	64	155	
Free Weight Rm.	1,700	-	included in Weight Room
Student Restroom	2 at 64	-	included in Public Restrooms
Visiting Team Rooms	2 at 700	686	3 rooms
Visiting Team Restrooms		92	
Drying Room		201	
Staff / Official Restroom	100	-	not included
Outdoor Sports Storage	350	-	not included
Support			
Grounds	200	-	not included
Site Maintenance Facility Workshop	1,600	1,438	
Storage Areas	3 at 120	522	
Custodial Office	120	163	
Satellite Custodial	80	268	
Electrical/IDF	300	156	
Water Heater		130	

