



DISTRICTWIDE FACILITIES PLAN 2022
WOODLAND JOINT UNIFIED SCHOOL DISTRICT

EDUCATIONAL SPECIFICATIONS
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Background

There is a recognition at the State level that school design, as we know it, requires revisioning. There is also acknowledgement that the Title 5 Education Code may restrict the new form that school designs may take to support 21st Century learners. CDE's requirement for the Plan Summary Form, provided by the local education agency, allows for dialogue about what is needed to support educational programs for today's and tomorrow's learners. Ultimately the development of a lasting and sustainable vision that supports the goals of the District's educational program, depends upon a well developed Educational Vision.



Contents

Provided in this section are space programs for Elementary, Middle, High, and Adult Schools. The space programs identify the square footages that are used in the proposed facilities plan diagrams and are used in determining area takeoffs for the cost estimates.

The purpose of the space programs provide a guideline and a basis for the Districtwide Facilities Plan assumptions used in the proposed project recommendations for new construction and reconfiguration. The programs are based on an assumed school size in order to determine the recommended size of the core spaces such as the Administration, Library, Multi-Purpose Room and other student support spaces.

These programs are to be used as a guideline and may not be typical for each school. The square footages shown within the diagrams are net areas only. Circulation and support square footage factors will need to be added in to determine gross area. For more specific proposed site projects, refer to the individual schools' proposed plans and the cost estimates. The areas in the cost estimate include circulation and support square footage factors (gross areas) calculated for the specific scheme presented in the proposed plan.

One of the main purposes of this Educational Specification document is to describe clearly and concisely the various learning activities in each space, the spatial relationships and special features to support these activities. The categories listed to the right are used to described each of the space program components.

PROGRAM ACTIVITIES

Provides a description of the functional goals of the space.

Describes the types of activities and user needs.

Describes how the program is delivered.

DESIGN OBJECTIVES

Describes general room characteristics and feel of the space.

Correlates the qualities of the space with specific program activities.

SPATIAL FEATURES

Describes possible room features such as furniture, finishes and equipment that help support program functions.

SPACE DIAGRAM

Shows a graphic representation of the spaces and how they could be organized as a group.



In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included in these regulations are requirements for the submittal of educational specifications (Facility Standards / Design Guidelines) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 14030 (a). Specific school design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Educational Specifications (Facility Standards / Design Guidelines) were required to be approved by the District's governing Board and submitted to CDE as part of any application for funding.



Implementation

Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to participate in the process and express their site-specific program needs. Suggestions on how to improve or tailor this document for site-specific needs are critical as specific implementation plans are developed. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site. Adjacencies shown in the space program diagrams following are suggested program placement but may vary from site to site based on existing conditions or programmatic-specific solutions.

Once projects are authorized to proceed into the next phase of design, the impact of site specific constraints and program specific needs will be assessed. This analysis may result in solutions that deviate from the educational program standards described in this document. It is expected that as the District's vision changes over time, this document would be updated to reflect these changes, while maintaining the overall guiding principals of the Educational Vision and the Districtwide Facilities Plan.



DOCUMENT PURPOSE

The purpose of design guidelines is to ensure the following:

- **A Common Baseline**
To guide a consistent approach in developing each school site facilities plan and it's proposed improvements.
- **Common Goals**
To engage District stakeholders in a participatory process in developing the vision.
- **Focused Outcome**
To serve to document educator's intent for program delivery and goals.
- **Equitable Quality**
To be used for assessing existing facilities and budgeting for a long term financial plan.
- **Continuous Improvement**
As a tool for the reevaluation, adjustment and measurement of the plan over time.





ARRIVAL

Pedestrian and vehicular points of entry to the campus provide visitors the first look at a school site. These spaces are the face of the school to the surrounding community and provide the initial impression of the overall campus character.



Safety and Security

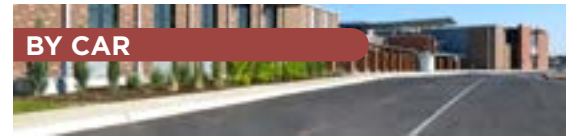
Schools should be designed and built as safe campuses that maintain an inviting environment. Students and teachers should feel safe anywhere in the school buildings and on the campus grounds. A secure environment is one that creates opportunities for natural surveillance and provides clearly defined and controlled access. Security technology can be used to enhance passive security strategies.

The organization of a building should always take into consideration supervision and circulation. For example, restrooms accessed from the outside should be easily supervised from the hardcourts and/or playfields. Evaluate and design areas in which students can line up and/or congregate before they enter their classrooms; make supervision easy by limiting visual obstacles. Provide easy entry and access to classrooms.

Adequate lighting at parking and exterior circulation areas allow for safe, after-hours staff and maintenance access. Lighting shall be considered as part of the family of site furnishings and relate to the architectural style. Metal poles, if appropriate, or fixtures mounted to canopy structures can be considered.

Provide a system of covered walkways between buildings where interior circulation is not provided.

BY CAR



Entry points create a sense of arrival through open views to the campus at key locations. The vehicular arrival should be from a main roadway connecting the campus to the immediate community. The entry shall include clear signage that leads students, staff and visitors to the appropriate parking or drop-off areas.

ON FOOT



Pedestrian arrival shall be enhanced at key locations of entry to the site. These include student drop-off locations, entry to playground areas where students will gather prior to entering their classes, multi-purpose facilities, and shared field space. Community use of these facilities after hours will require specific way-finding signage.

SIGNAGE



In addition to signage used for pedestrian and vehicular approach, appropriate signage should be provided to direct towards major program elements in the school. In particular, visitors and new students will require clear way-finding to the Administration building.

DESIGN



Consider using key landscape and/or building features to aid in way-finding and orientation of visitors as well as staff and students.



PARKING & DROP-OFF



Drop-Off

The site should have an on-site area to accommodate parent drop-off with a pass lane, ideally at a minimum of 200 feet in drop-off length. Lanes and drop-off should be clearly labeled with appropriate pavement markings and/or signage to avoid confusion.

In addition, to alleviate on-site congestion, the site should be ideally surrounded on three sides by public streets in order to provide multiple safe drop-off areas or zones.

The drop-off areas will tend to have high traffic during morning drop-off and afternoon pick-up times, and therefore circulation and safety is of utmost importance. Limit pedestrian and vehicular crossing points, utilizing appropriate barriers, and make sure pedestrian walk areas are identified with unobstructed visibility.

A separate drop-off with visitor parking for Kindergarten and Transitional Kindergarten is ideal. This dedicated drop-off shall have direct and visible access to the TK/K play area which is adjacent to their respective classrooms. The configuration should allow parents to either drop-off and watch their child enter the campus or park and walk their child in.

PARKING LOTS

Parking lots hold a support function to the campus. Parking lot locations provide staff and visitors a final destination for vehicles, before the users enter the campus on foot.

Visitor parking lots should be directly connected to buildings or areas that have short-term visitors, such as Administration and Kindergarten or Child Care.

Adequate shade for cooling of autos and pavement can be achieved by providing approximately one tree for every 4-10 stalls.

Limit pedestrian and vehicular crossing points.

Parking lot design should follow local requirements for stall width, drive aisle width and shade. Provide a wheel stop for each parking stall where stalls are head-on to pedestrian areas, fencing, wall, building and planting areas or other obstructions. Consider speed bumps and/or speed tables in parking areas where driveways exist to protect pedestrians crossing aisles.

A secured bicycle and skateboard storage area should be accommodated. This area should be located near highly visible areas, to deter vandalism. Racks should be provided to allow locking of these transportation devices. Provide lockable racks for 10% of the student population.



OUTDOOR AREAS

The built environment should be integrated within its natural context in a way that promotes harmony between mechanical and natural systems as well as the users that will inhabit the space. Designing in this way will provide increased efficiencies and user wellbeing, ultimately leading to the longevity of the overall facility.



Building Orientation & Shade Structures

Place buildings to optimize natural daylight and reduce solar heat gain on the building's mechanical heating and cooling systems. The design of the buildings should consider the impact of prevailing wind and solar patterns relative to the overall building energy performance.

The lunch area is used primarily for eating and socializing. The space may also be used for informal teaching or gathering throughout the school day.

A sheltered structure is required for optimum use of this exterior space during inclement weather. Outdoor dining should protect from rain as well as provide shade. The shelter or building component should fit within its architectural context.

Shade should also be provided at the main hardcourt areas, providing relief during recess and PE class.

Tables and seating shall be durable and appropriate for large groups and sustained use, vandal-resistant and comply with the Division of the State Architect's (DSA) accessibility requirements for seating.

FIELDS

Playfields shall include space to support the physical education (PE) program. Provide direct access to hardcourts and playfields from the indoor/outdoor eating areas and the PE Room. The grass area shall accommodate a variety of sports activities including soccer. Utilize landscaping to provide areas of shade.

COURTS

Paved hardcourt areas shall include striping for a variety of games including circles, four-square, basketball, handball, hopscotch, tether ball, etc. Exterior drinking fountains shall be located throughout. Exterior access to restroom facilities, located in a visible and easily supervised area, shall be made available.

BUILT

An age-appropriate play structure, adequate in size to accommodate its users, shall allow for climbing, sliding, walking, and hanging activities. Safe, recycled rubberized surface shall be placed underneath this play area. Shade should be provided either by landscaping or shade structure(s).

EARLY CHILDHOOD

A separate play area for Transitional Kindergarten and Kindergarten shall be provided adjacent to the TK/Kindergarten classrooms and shall have an age-appropriate play structure, a grassy area, and a paved area for tricycles and interactive striping. In addition, provide a shaded area with benches and tables for snack and lunch.



SERVICE AREA

Provide service areas that accommodate the appropriate amount of storage spaces, parking for District vehicles and maintenance equipment, food service delivery, support delivery, waste / recycling enclosures and composting areas as needed for the campus.



Location Considerations

Service areas are high traffic areas for heavy machinery and equipment, including areas for the storage and removal of trash and recycling. Service areas may be spread throughout the campus, as they are to be adjacent to the buildings they service. Adequate lighting is required for early morning and evening deliveries.

The design of these service areas shall anticipate maintenance service points, limiting the quantity of access in order to promote student and staff safety. Service locations should be accessible to staff at the front of the school and limit circulation interruptions.

Provide an adequate quantity of durable and easily serviceable trash and recycling containers adjacent to heavy-use areas (at exit and entry points, fields and large assembly areas, for example).

RECYCLE

Recycling collection stations should be incorporated at the ends of classroom/ building wings to facilitate student recycling efforts and allow for easy pick up by maintenance staff at the end of the day. Bins should be well placed and should have covers so that odors will not permeate into other areas.

SHELTER

Service areas require covered space that can accommodate storage of maintenance equipment. These areas are to be sheltered and screened from the campus core as they often require large vehicle circulation for waste pick-up and delivery of food and supplies.

ENCLOSURE

Waste and recycling enclosures shall be covered and shall contain a can wash area. This can wash shall have a curb enclosed drain complete with a hose bib. Provide drainage for the entire enclosure. Use sturdy vehicular concrete pavement and/or asphalt concrete pavement for the entire length of access to the enclosure for stability.

ACCESS

Wide access ramps shall lead from the parking area to the delivery door of the Food Service building.

COMPOST

If there is available space at the site, provide an area for on-site composting of excess plant material wherever possible and if supported by staff and/or incorporated into the educational program at the garden.



RESTROOMS & CUSTODIAL SPACES

Adequate restrooms for students and staff shall be placed in various locations throughout the campus, ensuring convenient accessibility. The restrooms should be furnished with durable finishes and fixtures that are easy to maintain.



Restroom Design Objectives

Restroom locations and plumbing fixture counts should meet code requirements as well as the following requirements:

Finishes:

- Floors/Walls: Large format ceramic/porcelain tile; slope to drain tile floors with trap primers
- Ceiling: Painted gypsum board
- Casework: No counter tops at student restrooms

Equipment & Accessories:

- Solid phenolic partitions, floor & wall mount
- Single mirrors per each lavatory sink
- No recessed trash receptacles
- Jumbo roll toilet paper dispensers, except at ADA and staff
- Soap dispensers at each lavatory sink
- Women's restrooms to have napkin dispensers and napkin disposal (staff); MS, HS, Adult School (staff & student)
- Men's & Women's staff stalls to have toilet seat cover dispensers
- Electric hand dryers (student)
- Paper towel dispensers (staff)

Electrical:

- Dedicated circuit to GFI receptacles
- Electric hand dryers to be push button only, no IR sensors

Plumbing:

- Recessed hose bib with locking cover
- Clean out above all urinals
- Hot and cold water at all lavatories/sinks, per code
- All restrooms to have ball valve shutoff (in recessed areas provide access panel)
- Low-flow plumbing fixtures
- 1 pint urinals

CUSTODIAL SPACES

Place custodial closets in various locations throughout the campus for convenience of access to equipment and supplies.

Finishes:

- Floors: Sealed concrete
- Walls: FRP panels (minimum height to top of faucet), painted gypsum board
- Ceiling: Painted gypsum board

Equipment & Accessories:

- Shelving with 4 foot depth
- Mop and broom hangers

Electrical:

- Dedicated circuit to GFI receptacle
- All electrical fixtures, sprinklers, etc. protected by metal cage

Plumbing:

- Hot and cold water at sinks
- All electrical fixtures, sprinklers, etc. protected by metal cage



Activities

- Instructional lessons, group and individual work.
- Independent exploration and learning on projects including: arts and crafts, science labs, etc.
- School garden and the Farm to Fork integration into curriculum.



Design Objectives

Outdoor spaces adjacent to classrooms can function for small group sessions. They can be utilized by teachers and students as an extension of the indoor learning environment, for activities including 'hands-on' art and science activities, reading, discussion, other collaborative activities and even outdoor play.

Include spaces for both active, group and passive, individual learning to support various learning styles. Spaces should allow "messy" multipurpose areas for student experimentation, dependent upon age group.

Shade shall be provided by utilizing adjacent buildings, trees, shade structure(s) and/or other design features in order to maximize the use of the space.

Environmental considerations should include drought resistant plants/vegetation.

The spaces should be inviting and engaging – utilize different floor materials and vegetation opportunities to design the passive and active spaces.

Classrooms within the vicinity may be affected by noise levels while the learning court is in use, therefore screen buffer planting may be useful in alleviating noise transfer to other spaces.

FURNITURE

Furniture should vary. Include a variety of types to allow for flexible use of the space. Include group tables and individual type furniture to accommodate different densities of students and purposes.

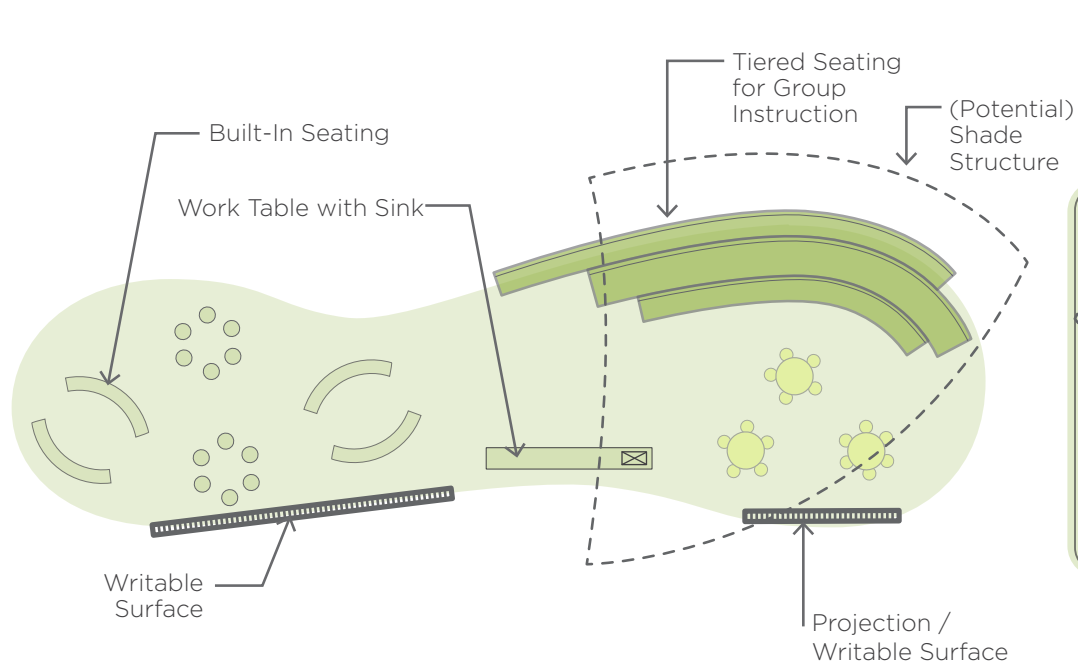
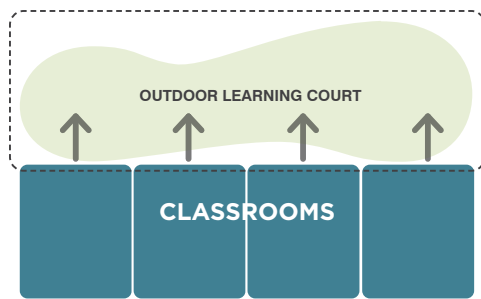
FINISHES

Outdoor areas need to be monitored and have visual boundaries, but should allow children to experience the space freely. Some spaces will rely on vegetation for designation of space. Include open green space, as well as hard space, for students to experience individual activities and play.

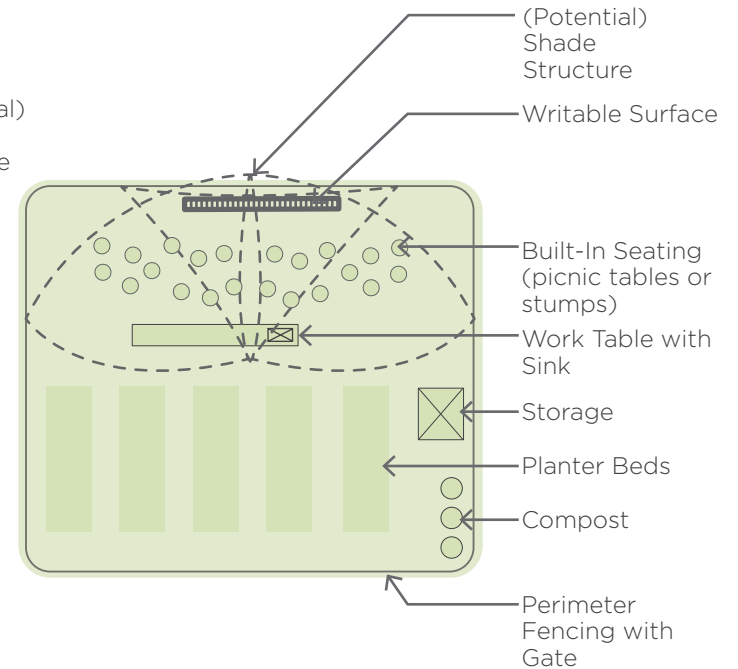
EQUIPMENT

These areas are typically low-tech spaces with limited seating, enhanced with shade trees, and buffered by planting. Include projection and writable surfaces as appropriate to enable group work and presentation.

The outdoor teaching areas can be themed to relate to areas of study. For example, a space with sundials and angular, concrete seat walls could be used by a math class to study geometry.



OUTDOOR LEARNING COURT
with potential components



GARDEN
500-sf, min.



NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Implementation Plan diagrams for specific program improvements and the cost estimates for square footage takeoffs (circulation factor included).



FURNITURE

Provide a variety of furniture options that allow seating and standing options. The furniture should be durable and support mobility for individual work as well as small and large group collaboration.

Consider some furniture that allows for seated movement, especially in the lower primary grade levels.

Furniture should be able to store easily out of the way such as 'nesting' desks and chairs.

FINISHES

Finishes should enhance the students' ability to learn and share ideas.

Writable and tackable surfaces should be utilized as appropriate. This could be implemented by the use of mobile, magnetic white boards, for example.

Writable surfaces should be at a height appropriate for the intended student groups.

TECHNOLOGY

Presentation technology should include an LCD monitor on a mobile stand or mounted at the presentation wall. Technology should be capable of wireless streaming content and wireless or hard-wired connection to a laptop or desktop computer.

A mobile lectern with a document camera and laptop station should supplement the presentation display equipment.

Voice amplification is optional within the classrooms and small learning spaces but should be provided within large assembly and shared areas such as the Multi-Purpose Room and Library.

Design Objectives

Unless noted otherwise in the specific space-type descriptions, use this page for district-wide strategies regarding furniture, finishes, and technology implementation.

Tackable surfaces supporting the display of announcements and student work can be mounted on the walls at a height above the writable surfaces.

Finishes should enhance the acoustic qualities of the space, aiming to reduce noise.

Technology should support classroom flexibility. Ceiling-mounted power drops are appropriate where equipment moves frequently throughout the room, such as in the Industrial Arts and CTE spaces. Floor- and wall-mounted power outlets are appropriate when it supports a stationary piece of equipment that is expected to remain in its place long-term.

Infrastructure should include:

- 2 drops near the teaching wall
- 2 drops near the teacher's desk
- 2 drops for wireless internet at the center of the classroom
- 2 drops at the back wall



All drops should have a home run back to a central IDF.

Provide wireless access points to cover outdoor learning environments.

Provide an IP-based network for all systems including EMS, clock, intercom, and fire alarm. Each site should have a unified fire alarm system.



Introduction

In an effort to provide healthy environments and act as a good steward of the environment, the district and its stakeholders are interested in exploring and implementing sustainable strategies that:

- increase energy efficiency,
- lower energy usage,
- conserve natural resources,
- reduce environmental impacts, and
- reduce operating and maintenance costs.

In doing these things, the district can also look for teachable moments for their students.



NATURAL VENTILATION STRATEGIES



RECYCLED DENIM INSULATION

Design Objectives

Create an environment that is socially, economically, and environmentally sustainable.

For new construction, consider pursuing CHPS Verified (Collaborative for High Performance Schools), or LEED Certification (Leadership in Energy and Environmental Design) or at a minimum, meet LEED best practices for modernization projects.

SAFE & HEALTHY ENVIRONMENTS

Specify materials, products, and systems that are sustainable, durable, and easy to maintain. Apply biophilic design strategies with goals of increasing user comfort and decreasing stress levels.

Eliminate materials that may be harmful to the environment in terms of harvesting and transportation.

Eliminate materials that may be harmful to the occupants in terms of off-gassing, user comfort, etc.

ENERGY EFFICIENCY

Life-cycle planning and decision making; consider the long-term impacts when selecting materials.

Building design that is responsive to local climate and solar orientation.

Consider 'solar-ready' construction and install solar (photo-voltaic/PV) panels where feasible and in a location that will not prohibit the implementation of the facilities plan concept. Consider locations that serve a dual purpose such as shade over parking, play, or dining areas.



Implement safety and security measures including improvements to pedestrian and vehicular circulation, replacing door hardware, addition of security systems (passive and active strategies), and reorganizing campuses to ensure the main point of campus entry is easily located and secure.

Educate staff and administration on sustainable environments and practices, and create teachable topics for students of every grade level.

Include Battery Energy Storage Systems (BESS) where feasible. Utilize passive design strategies such as building orientation to maximize daylighting and natural ventilation.

Balance natural daylighting with energy efficient LED fixtures and lighting controls.

Regulate climate controls. Provide personalized thermal comfort, increase cognitive performance, and reduce HVAC/ electrical loads through the use of Ceiling Fan-Integrated Air Conditioning strategies.