



Engage.Inspire.Prepare.

# Educational Specifications

Paulding County School District

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## Overview

As PCSD grows and builds new schools or renovates and modifies existing schools, the District is committed to providing a learning environment that is safe, clean, and technologically up to date, as well as one that meets our vision to Engage. Inspire. Prepare. These Educational Specifications complement the District's Design Specifications, which determine the physical attributes of a school's various building systems (i.e., roofing, windows, mechanical and structural systems) and are intended to help determine future facility improvement planning.

The Guide provides general elements that apply to all areas and then is organized by grade and program spaces. Each area follows the general elements described below. In addition to the instructional spaces, the guide also considers administrative and support spaces as well as those exterior of the building including, but not limited to, traffic patterns, parking and access to the school, safety issues (lighting, signage, and secure entrances), play and athletic areas, and infrastructure that supports technology readiness.

These specifications are used as a guide not as an exact; outside of meeting requirements of the Georgia Department of Education or other local, state, or federal entities, each building and facility has unique building designs and configurations, and every specification therefore remains nimble.

Lastly, this document is a living document, in need of periodic update. A collaborative review of this document should be made by each division and appropriate individuals who manage the designated spaces in this document including:

- Teaching & Learning
- Technology
- Safety & Security
- School Leadership
- Facility Services.

## GENERAL ELEMENTS

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The following are general elements for consideration in overall facility design. Specific program elements are addressed in each program space.

**Learning Environment -** Classrooms and learning spaces should provide an inviting environment including consideration of how spatial configuration, lighting, HVAC, acoustics, and aesthetics:

- Use natural lighting and materials for enhanced visual and mental stimulation
- Intentionally designed to include students of all abilities and the community.
- Use an appropriate color palette that is calming and conducive to learning
- Reduce artificial lighting when and where able

**Size -** Classrooms and learning spaces should meet the size standard set by the district/state while:

- Allowing for efficient and safe circulation of people and resources
- Providing collaboration areas and study nooks

**Location and Wayfinding -** Classrooms and learning spaces should be appropriately located based on the program needs:

- Delineate spaces with different colors, materials, and graphics to enhance wayfinding
- Provide ample hallways that allow for ease of circulation and supervision
- Provide access to outdoor areas that are easily accessible

**Storage and Fixed Equipment –** Classrooms and learning spaces should have appropriate safety equipment and storage for teacher/student materials and equipment

- Provide display areas for student work – 6-8’ bulletin boards
- Provide writable surfaces for instructional purposes – 6-8’ white, writable boards
- Fixed cabinetry is designated below by space

**Furniture -** Flexible and easily configured for both independent and collaborative learning.

- Furniture that can be rearranged into groups to foster collaboration, not static rows of desks
- Consider diverse learners when selecting and arranging furniture, for example, adjustable heights and configurations of tables and desks to support learning
- Soft seating areas for casual connections

**Health and Wellness -** Consider design elements and additional spaces that allow staff and students opportunities to recharge and refocus throughout the day.

- Introduce natural materials throughout the building to enhance connections with self and nature

	<ul style="list-style-type: none"> <li>• Provide movable furniture allowing staff to be comfortable and recharge</li> <li>• Provide natural elements that emulate natural settings</li> </ul>
<b>Collaboration Spaces -</b>	Classrooms have visible and flexible space for collaboration both inside and outside of the room.
<b>Technology/Future Ready Tools -</b>	Environment provides access to technologically advanced tools, systems, processes, spaces, and futuristic advances to enhance the learner's experience.
<b>Presentation/Writable Surfaces -</b>	Learning spaces are configured with multiple flexible presentation spaces and surfaces throughout and writable surfaces (e.g., whiteboards, projection display/monitors, interactive flat panels) are accessible to all learners.
<b>Acoustics -</b>	Good acoustical design to enhance speech clarity and limits background noise to protect speech quality for both students and teachers. Consider minimizing classroom noise that can interfere with what a listener hears, such as noise from outside the building, such as roadway traffic or playground noise, or throughout the building such as walking and talking in the halls.

## BUILDING ENROLLMENT CAPACITY

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Capacity is the number of students that can be accommodated in a building for instruction in a maximally efficient manner. Capacity numbers are governed by the Georgia Department of Education funding capacity standards, but also reflect our school system's values. Our local school district methodology and class size impact a buildings capacity total. The Paulding County District Capacity Methodology takes into consideration the PCSD maximum class size assumption for each grade/course and academic programming or specialized programs within each building that require space.

Typical new schools will be designed for the following full-time equivalent (FTE) optimal capacity:

- Elementary: 850 FTE (53 Instructional Units) with core spaces for 1,000 students
- Middle: 1,200 FTE (75 Instructional Units) with core spaces for 1,500 students
- High: 1,800 FTE (96 Instructional Units) with core spaces for 2,500 students

Modifications to the above standard may be necessary based on enrollment projections.

## CORE CAPACITY

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New schools should be designed with larger core capacities to accommodate periodic surges in enrollment. The core consists of ancillary spaces that support the instructional spaces, including: wayfinding, cafeteria, kitchen, and media center. Classroom areas should also be designed in such a way as to allow for expansion with minimum amount of alteration to the original structure.

## SITE ELEMENTS

Site plans should comply with State and local codes and ordinances. Site elements include the minimum acreage, parking, bus loading, playground and outdoor learning areas, delivery and service areas, and athletic / physical education fields and facilities.

## PROGRAM SPACES

Program spaces are dictated by Georgia Department of Education Facility Guidelines – regarding what type of space and how large based on school capacity. In addition to the required and standard Program of Spaces our Elementary, Middle and High Schools will also include:

Pre-K Special Education Classrooms	Environment	<p>In addition to the general elements described above, should:</p> <ul style="list-style-type: none"> <li>• Pre-K classrooms are preferred to have bathrooms provided within or next to the classroom spaces</li> <li>• Bathrooms large enough to accommodate changing table</li> <li>• Centered around a collaboration space for large group instruction/small group work</li> <li>• Room should accommodate space for student equipment</li> </ul>
	Size	<ul style="list-style-type: none"> <li>• <b>GADOE square footage standards:</b> 750 SF (with 8-ft lineal work counter, sink and faucet)</li> </ul>
	Storage and Fixed Equipment	<p><b>Fixed Equipment:</b></p> <ul style="list-style-type: none"> <li>• 8-ft lineal work counter with sink and gooseneck faucet</li> <li>• one wall of cabinets, counters at age-appropriate height, cubbies/coat hook area, and sink with bubbler (tiled floor area around and under sink)</li> <li>• Permanent casework for teaching materials and records is preferred; but can be substituted with temporary where not provided.</li> <li>• Room(s) has(ve) program/technology equipment appropriate to the program.</li> </ul>

Kindergarten General Classrooms	Environment	<p>In addition to the general elements described above, should:</p> <ul style="list-style-type: none"> <li>• Space for classroom flexible seating area and whole group “rug area”</li> <li>• Space for station learning areas</li> </ul>
	Size	<p><b>GADOE square footage standards:</b> 750 SF (with 8-ft lineal work counter, sink and faucet)</p> <p><b>Ideal maximum number of students per classroom:</b> 21</p>
	Location	<p>Kindergarten rooms are preferred to be located without stairs to access or exit and closest to core services. Kindergarten bathrooms should be located very close to their classrooms.</p>

	Storage and Fixed Equipment	<p><b>Fixed Equipment:</b></p> <ul style="list-style-type: none"> <li>• 8-ft lineal work counter with sink and gooseneck faucet at appropriate heights for kindergarten-aged students</li> <li>• One wall of cabinets, counters at age-appropriate height, cubbies/coat hook area, and sink with bubbler (small tiled floor area around and under sink)</li> <li>• Storage casework and learning stations should be functional for free play and structured activities, i.e., shelves are deep, open for frequent use of manipulative materials</li> <li>• Rooms should have program/tech equipment appropriate to the program.</li> <li>• Carpet shall be installed in the classroom with tile around the water fountain area, “work” area, and bookbag area for easy clean up</li> </ul> <p><b>All casework/shelving should meet GADOE required dimensions</b></p>

1 <sup>st</sup> -3 <sup>rd</sup> Grade General Classrooms	Size	<p><b>GADOE square footage standards:</b> 1<sup>st</sup>-3<sup>rd</sup>: minimum of 750 SF Space for classroom flexible seating area and whole group “rug area” and space for station learning areas <b>Ideal number of students per classroom:</b> 22</p>
	Storage and Fixed Equipment	<p><b>Fixed Equipment:</b></p> <ul style="list-style-type: none"> <li>• 8-ft lineal work counter with sink and gooseneck faucet</li> <li>• One wall of cabinets, counters at age-appropriate height, cubbies/coat hook area, and sink with bubbler (small tiled floor area around and under sink)</li> <li>• Permanent casework for teaching materials and records is preferred; but can be substituted with temporary where not provided.</li> <li>• Room(s) has(ve) program/technology equipment appropriate to the program.</li> <li>• Carpet shall be installed in the classroom with tile around the water fountain area, or “work” area, or bookbag area for easy clean up</li> </ul> <p><b>All casework/shelving should meet GADOE required dimensions</b></p>

4 <sup>th</sup> -8 <sup>th</sup> Grade General Classrooms	Environment	In addition to the general elements described above, should: <ul style="list-style-type: none"> <li>•</li> </ul>
	Size	<b>GADOE square footage standards:</b> 4 <sup>th</sup> -8 <sup>th</sup> : minimum of 660 SF; PCSD prefers classrooms to be designed, when possible, to 750 SF <b>Ideal maximum number of students per classroom:</b> 28
	Storage and Fixed Equipment	<b>Fixed Equipment:</b> <ul style="list-style-type: none"> <li>• 4-5: one wall of cabinets, counters at age-appropriate height, cubbies/coat hook area, and sink with bubbler.</li> <li>• Carpet shall be installed in the classroom with tile around the water fountain area, or “work” area, or bookbag area for easy clean up</li> <li>• 6-8 lockable teacher’s/wardrobe cabinet, lockable storage cabinet, bookcases.</li> <li>• Permanent casework for teaching materials and records is preferred; but can be substituted with temporary where not provided.</li> <li>• Room(s) has(ve) program/technology equipment appropriate to the program.</li> </ul> <b>All casework/shelving should meet GADOE required dimensions</b>

9 <sup>th</sup> -12 <sup>th</sup> Grade General Classrooms	Environment	High School classrooms should include core classroom spaces including ELA, Math, SS, Science as well as World Language, Journalism, and other instructional programs.
	Size	<b>GADOE square footage standards</b> minimum of 600 SF; PCSD prefers classrooms to be designed, when possible, to 750 SF <b>Ideal number of students per classroom:</b> 28
	Storage and Fixed Equipment	<b>Fixed Equipment:</b> <ul style="list-style-type: none"> <li>• Lockable teacher’s/wardrobe cabinet, lockable storage cabinet, bookcases.</li> <li>• Room(s) has(ve) program/technology equipment appropriate to the program.</li> </ul> <b>All casework/shelving should meet GADOE required dimensions</b>

Science, STEM, and STEAM	Environment	In addition to the general elements described above, should: <ul style="list-style-type: none"> <li>• The room should facilitate science demos, collaborative learning, and lab groups</li> <li>• Ensure teacher demo area does not impede the view of the display/interactive technology panel in room arrangement and allows use of marker board space.</li> <li>• For STEM, furniture and space that allows for flexibility in grouping and collaboration (ex. tables with wheels for ease of movement)</li> </ul>
	Size	<b>The room meets GADOE square footage standards:</b>



		<ul style="list-style-type: none"> <li>• K-8<sup>th</sup>: 1000 SF</li> <li>• 9<sup>th</sup>-12<sup>th</sup>: 1,000 SF Lab/Classroom Combination; 900 SF Lab only</li> </ul>
	Location	<ul style="list-style-type: none"> <li>• It is preferred that STEM rooms should have direct access to outdoor areas. STEM and Science rooms should have access to additional storage space.</li> </ul>
	Storage and Fixed Equipment	<p><b>Storage:</b> Space for teaching materials and adequate permanent casework. There should be separate secured storage areas provided for volatile, flammable, and corrosive chemicals and cleaning agents (provide 240 sf per science laboratory)</p> <p><b>Fixed Equipment:</b></p> <ul style="list-style-type: none"> <li>• Adequate electrical outlets.</li> <li>• Wet flooring installed.</li> <li>• Sinks to be tied to acid dilution waste piping and tank.</li> <li>• Science classrooms would have access to a separate 100 SF room for storage and prep area. Access to a dishwasher and refrigerator preferred.</li> <li>• STEM classrooms- provide 100 sf/classroom for project design areas and storage for resources and equipment</li> <li>• HS Chemistry: Water and gas (where appropriate) with separate chemical storage; extra sinks in chemistry lab, as well as safety equipment, including eye-wash station, safety shower, chemical spill kit, sharps container, fire blanket.</li> <li>• Fume hood required in chemistry and physical science.</li> <li>• Room(s) has(ve) program/technology equipment appropriate to the program.</li> </ul> <p><b>All casework/shelving should meet GADOE required dimensions</b></p>

Career, Technical, and Agriculture Education (CTAE)	Environment	In addition to the general elements described above, should:
	Size	<ul style="list-style-type: none"> <li>• <b>The room meets the GADOE square footage standards in accordance with Georgia Department of Education Facilities Service Unit Guideline for Square Footage Requirements for Educational Facilities (160-5-4-.16(a)4)</b></li> <li>• Specific program requirements to comply with State requirements and should consider Industry Certification standards</li> <li>• JROTC requires two classrooms, including an indoor shooting range, one office, gun storage, drill area, and uniform storage.</li> </ul>
	Storage and Fixed Equipment	<ul style="list-style-type: none"> <li>• <b>Storage:</b> There should be storage for student projects and supplies and secured storage areas for volatile, flammable, and corrosive chemicals and cleaning agents, if needed for the program. Additionally, there should be proper storage and removal access for hazardous or waste materials in each laboratory using such materials.</li> </ul>

		<ul style="list-style-type: none"> <li><b>Fixed Equipment:</b> As appropriate to the program, including any necessary safety equipment: all rooms over 1800 SF should have Fire Blankets, Eye Wash Station, safety glasses, sanitizing cabinet, dust/ventilation equipment, hoods in culinary, non-slip flooring, and appropriate cabinet surfaces. Room(s) has(ve) program/technology equipment appropriate to the program.</li> </ul> <p><b>All casework/shelving should meet GADOE required dimensions</b></p>
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<b>Instructional Resource Rooms</b>  <i>Including SPED, EIP, Remediation and other Instructional Pull-Out Classrooms</i>	Size	<p><b>The room meets GADOE square footage standards:</b></p> <ul style="list-style-type: none"> <li>K-3: 750 SF for large group spaces, 150 SF smaller rooms/offices for small group instruction/and or testing</li> <li>4-8: 660 SF for large group spaces, 150 SF smaller rooms/offices for small group instruction/and or testing</li> <li>9-12: 600 SF for large group spaces, 150 SF smaller rooms/offices for small group instruction/and or testing</li> </ul>
	Location	<ul style="list-style-type: none"> <li>The room should be near other classrooms and shielded from noise producing activities or functions to the extent feasible.</li> </ul>
	Storage and Fixed Equipment	<p><b>Storage:</b> There should be adequate space storage for manipulatives, and teaching materials. This could include moveable or fixed storage such as closets, cabinets, or bookcases.</p> <p><b>Fixed Equipment:</b> Room(s) should have program/technology equipment appropriate to the program.</p>

<b>Self-Contained Special Education</b>	Environment	<p>In addition to the general elements described above, should:</p> <ul style="list-style-type: none"> <li>Suite type environment that includes classroom space, office space, conference space, sensory room space and integrated restrooms (Refer to design of new middle school #10)</li> <li>The environment allows for collaborative learning opportunities.</li> <li>Lighting levels preferred with dimmable lights.</li> <li>Allows for student equipment including walkers, standers, and/or wheelchairs</li> </ul> <p><b>An ADA accessible restroom, including</b></p> <ul style="list-style-type: none"> <li>Hot and cold water</li> <li>There is an age-appropriate changing area and storage large enough for toilet supplies and equipment.</li> <li>Space for a shower if possible</li> </ul>
	Size	<p><b>The room meets GADOE square footage standards:</b></p> <ul style="list-style-type: none"> <li>K-12: 38 SF/student</li> <li>K-12: 1,200 SF (for Family Living Center)</li> </ul>
	Location	<p><b>The classroom(s) should be shielded from noise-producing activities and located centrally.</b></p> <ul style="list-style-type: none"> <li>Rooms should not require stairs for either access or egress.</li> </ul>

		<ul style="list-style-type: none"> <li>Doors should open into auxiliary halls or have sidelights for viewing traffic.</li> </ul>
	<b>Storage and Fixed Equipment</b>	<p><b>Storage:</b> Permanent casework and teacher and student storage.</p> <p><b>Fixed Equipment:</b></p> <ul style="list-style-type: none"> <li>The classrooms should have special needs storage and equipment appropriate to the program.</li> <li>Family Living Center should include kitchenette with island with countertop, washer/dryer, restroom, shower, and ADA-accessible sink.</li> </ul>

<i>Transition Academy for SWD 18-22</i>	<b>Environment</b>	<p><u>Transition Academy Space</u> - This is an additional suite of instructional space above and beyond what is provided for self-contained students. New program beginning after School Year 23-24.</p> <p>In addition to the general elements described above, should:</p> <ul style="list-style-type: none"> <li>Suite type environment that includes classroom space, office space, conference space, and integrated restrooms (refer to design of new middle school #10)</li> <li>The environment allows for collaborative learning opportunities.</li> <li>Lighting levels preferred with dimmable lights.</li> <li>Allows for student equipment including walkers, standers, and/or wheelchairs</li> </ul> <p><b>An ADA accessible restroom, including</b></p> <ul style="list-style-type: none"> <li>Hot and cold water</li> <li>There is an age-appropriate changing area and storage large enough for toilet supplies and equipment.</li> <li>Space for a shower if possible</li> </ul>
	<b>Size</b>	<p><b>The room meets GADOE square footage standards:</b></p> <ul style="list-style-type: none"> <li>K-12: 38 SF/student</li> <li>K-12: 1,200 SF (for Family Living Center)</li> </ul>
	<b>Location</b>	<p><b>The classroom(s) should be shielded from noise-producing activities and located centrally.</b></p> <ul style="list-style-type: none"> <li>Rooms should not require stairs for either access or egress.</li> <li>Doors should open into auxiliary halls or have sidelights for viewing traffic.</li> </ul>
	<b>Storage and Fixed Equipment</b>	<p><b>Storage:</b> Permanent casework and teacher and student storage.</p> <p><b>Fixed Equipment:</b></p> <ul style="list-style-type: none"> <li>The classrooms should have special needs storage and equipment appropriate to the program.</li> <li>Family Living Center should include kitchenette with island with countertop, washer/dryer, restroom, shower, and ADA-accessible sink.</li> </ul>

Art	Environment	In addition to the general elements described above, should: <ul style="list-style-type: none"> <li>The environment allows for collaborative learning opportunities.</li> <li>North-facing natural lighting levels preferred with dimmable lights.</li> </ul>
	Size	<b>The room meets GADOE square footage standards:</b> <ul style="list-style-type: none"> <li>K-5: 1000 SF (with 8-ft lineal work counter with sink and faucet)</li> <li>6-12: 1800 SF</li> </ul>
	Location	A room that should be located on an exterior wall with north facing windows for natural lighting and direct access to an outdoor area preferred
	Storage and Fixed Equipment	<b>Storage:</b> Room(s) have 200-500 sf storage, adequate permanent casework. <ul style="list-style-type: none"> <li>Appropriate materials/project storage for 2D and 3D</li> </ul> <b>Fixed Equipment:</b> Two sinks (one utility sink), display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. (Handicapped access to at least one of the sinks) <ul style="list-style-type: none"> <li>All levels: kiln w/appropriate ventilation and electrical connection, non-flammable shelving, and clay trap on at least 1 sink are required.</li> </ul>

Music	Environment	In addition to the general elements described above, should: <p><b>Spatial Configuration:</b> instrumental and choral rehearsal rooms sufficient to allow for movement of students and instruments and various presentation arrangements. Provide a minimum of 60 SF for each room</p> <p><b>Acoustics:</b> The size and height of instrument and choral rehearsal rooms sufficient to allow for acoustic quality. Sound panels should be provided for the space as appropriate. Hard surface flooring is preferred.</p>
	Size	<b>The room meets the GADOE square footage standards:</b> <ul style="list-style-type: none"> <li>ES: 1,000 SF</li> <li>MS: 1,200 - 1,400 SF (depending on program)</li> <li>HS: 1,500 - 1,800 SF (depending on program)</li> </ul>
	Location	<b>All music rooms shall be located remotely from other classrooms to minimize sound transmission.</b> <ul style="list-style-type: none"> <li>Should have convenient access to the auditorium, and practice rooms with easy supervision.</li> </ul>
	Storage and Fixed Equipment	<b>Storage:</b> Room(s) has(ve) adequate casework (cabinets and bookshelves), and storage. The room should have adequate climate-controlled storage space. Provide a minimum of 600 SF for instrument storage and 300 for choral storage.

		<p><b>Fixed Equipment:</b> All levels: high ceilings, acoustical wall coverings, and technology equipment appropriate to the program.</p> <ul style="list-style-type: none"> <li>• Provide for MS: a conducting podium, 2-4 practice rooms, and office.</li> <li>• Provide for HS: a conducting podium, 4-6 practice rooms, and offices for each program.</li> <li>• Access to portable risers.</li> </ul>
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Performing Arts	Environment	<p>In addition to the general elements described above, should:</p> <ul style="list-style-type: none"> <li>• <b>Acoustics:</b> Sound panels should be provided for the space as appropriate.</li> <li>• <b>ADA Accessibility:</b> An ADA-accessible stage is required, but spaces that have both front and backstage ADA ramps would be highly recommended if all other required elements are in place.</li> </ul>
	Size	<p><b>High School Performing Arts spaces include</b> auditorium, storage for props and costumes, stage, seating, green room, dressing rooms, sound booth, lighting booth, lobby space with concession and ticket windows, and adequate restrooms.</p> <p><b>Elementary and Middle School Performing Arts spaces include</b> a multipurpose cafeteria (or gym) / performing space but prefer a permanent stage with curtains and lights.</p> <p><b>HS dance room</b> is required if there is a dance program. 1,200 SF minimum with a dressing room and storage spaces.</p>
	Location	<p><b>The space is located on the ground floor and acoustically isolated.</b></p> <ul style="list-style-type: none"> <li>• Convenient public and after-school access and easy access to restrooms and water fountains but restricted access to other spaces.</li> <li>• Convenient loading access for productions.</li> </ul>
	Storage and Fixed Equipment	<p><b>The room has adequate storage space and fixed equipment appropriate to the program.</b></p> <ul style="list-style-type: none"> <li>• <b>MS/HS:</b> The performing arts space should have adequate and appropriate storage, curtains, lighting, sound system, and technology equipment appropriate to the program.</li> <li>• <b>HS Dance:</b> wooden, sprung floor and mirrored wall with bars; HVAC controllable; storage for costumes; access to changing spaces/lockers with shower.</li> </ul>
	Sound/Lighting Booth/Control	<p>These specs are to be updated in FY23 with the capital project of updating theaters.</p> <p>Some suggestions:</p> <ul style="list-style-type: none"> <li>• Programmable lighting</li> <li>• Blue tooth capabilities/sound (can be controlled with mobile devices from the theatre space)</li> </ul>

Computer Labs	Environment	In addition to the general elements described above, should: <ul style="list-style-type: none"> <li>Lighting: Provide lighting that minimizes screen glare and eye strain.</li> <li>HVAC/Temperature: Provide proper ventilation and consistent and adequate climate control based on equipment needs.</li> </ul>
	Size	<b>The Room meets GADOE square footage standards:</b> <ul style="list-style-type: none"> <li>K-8: 750 SF</li> <li>9-12: 1,000 SF (Computer Science)</li> </ul>
	Location	Multi-purpose labs should be located adjacent to classrooms being served. Other labs, such as Computer Science, should be located with other CTAE and Elective Program areas.
	Storage and Fixed Equipment	<b>Storage:</b> Teacher cabinet, storage cabinet, bookcases, etc. <b>Fixed Equipment:</b> There should be sufficient outlets, power sources, and network access for equipment provided. Equipment should be properly secured – including motion-sensor lighting. Computer labs are preferred to have both hard connections and wireless capability.

Physical Education	Environment	In addition to the general elements described above, should: <ul style="list-style-type: none"> <li>High school main gym to be air conditioned</li> <li>Provide wall padding behind each basketball goal</li> <li>Provide speakers for sound system</li> </ul>
	Size	<b>The space meets GADOE square footage standards:</b> <ul style="list-style-type: none"> <li>K-5: 5,000-8,000 SF with wood or rubber flooring; fixed seating not required</li> <li>6-8: 16,000 SF with wood floors and motorized seating to accommodate 475</li> <li>9-12: 22,000 SF (Main gym) with wood floor competition court, basketball/badminton/volleyball lines, six retractable (electric) basketball goals and motorized seating to accommodate 1600</li> <li>Auxiliary gym (high school only): 6,300 SF with wood floor basketball/badminton/volleyball lines, six retractable (electric) basketball goals and motorized seating to accommodate 400</li> </ul> <b>Each gym should provide office and storage space.</b>
	Location	<b>The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes.</b> <ul style="list-style-type: none"> <li>Secured access to public restrooms accessible to the gym.</li> </ul>
	Storage and Fixed Equipment	<b>Storage:</b> There is adequate and appropriate storage for both P.E. and athletics <b>Fixed Equipment:</b> <ul style="list-style-type: none"> <li>Provide water fountains and fixed equipment including backboards and safety padding.</li> <li>Motorized seating is installed at middle and high schools and preferred at elementary schools.</li> </ul>

Athletic Fields and Spaces	Environment	<p><b>Athletic fields and spaces should be easily accessible.</b></p> <ul style="list-style-type: none"> <li>• There should be safe walk routes (sidewalks and marked/raised crosswalks) that direct students and the public to appropriate entrances.</li> <li>• Provide fencing around athletic fields to ensure the safety of students and public.</li> </ul>
	Restrooms	<p><b>Restrooms are appropriately located and adequate in number, well ventilated, and the fixtures are appropriate.</b></p> <ul style="list-style-type: none"> <li>• Floor and wall surfaces are washable.</li> <li>• Provide toilet partitions and urinal privacy partitions. When feasible, restrooms should be within 150 feet of athletic facilities, near any concession stands, and easily accessible to the public.</li> </ul>
	MS Athletic Areas	<p><b>Athletic areas should be adjacent to the school, adequate in size, and allow for free and organized play time.</b></p> <p>When feasible, middle schools should provide:</p> <ul style="list-style-type: none"> <li>• hard surface/asphalt multipurpose areas for future addition of fixed BB or Tennis standards or painting</li> <li>• grassed playing field that can be lined</li> <li>• provide backstops for baseball/softball on grass field but no infields, mounds, lights</li> <li>• provide potable water connections at field</li> </ul>
	HS Athletic Areas	<ul style="list-style-type: none"> <li>• Athletic areas should be adjacent to the school, adequate in size, and allow for organized play time.</li> <li>• Athletic areas should be lighted for efficient scheduling of games and practices</li> </ul> <p>To the extent feasible, high schools should provide:</p> <ul style="list-style-type: none"> <li>• All-weather track, artificial turf football field, multi-purpose field, baseball field, softball field, and (4) tennis courts.</li> <li>• Grassed fields should have proper drainage, irrigation, and lighting.</li> <li>• Fixed bleachers are preferred for athletic areas including football, baseball and/or softball.</li> <li>• Fields next to retaining walls need appropriate padding.</li> <li>• Drinking fountains and ADA restrooms at the concession building.</li> </ul> <p>Standard requirements for various athletic and PE facilities include:</p> <ul style="list-style-type: none"> <li>• Weight training room: As an instructional unit, size would be determined by enrollment Include separate restrooms for both boys and girls.</li> <li>• Wrestling room: Size approximately 2,000 sf. Include separate restrooms for both boys and girls.</li> <li>• Field house for boys' football sport: Size approximately 7,500 sf.</li> </ul>

		<ul style="list-style-type: none"> <li>Baseball batting cages: Size approximately 3,600 sf. Construction to be split-faced concrete block or similar durable material with metal roof.</li> <li>Softball batting cages: Size approximately 3,000 sf. Construction to be split-faced concrete block or similar durable material with metal roof.</li> <li>Press box: maximum size of 490 sf. Construction to be split-faced concrete block or similar durable material with metal roof and metal stairs.</li> <li>Restrooms: Provide male and female restrooms within reasonable distance to stadium, baseball field, and softball field. Construction to be split-faced concrete block or similar durable material with commercial grade metal roof. Restrooms to be ADA accessible.</li> <li>Dugouts: Size approximately 400sf. Construction to be split-faced concrete block or similar durable material with commercial grade metal roof.</li> </ul>
	ES Play Areas	<p><b>Should be adjacent to the school, adequate in size, and allow for free and organized play time.</b></p> <ul style="list-style-type: none"> <li>Should have a hard and soft surfaced area with safe playground equipment.</li> <li>Minimum of 5,000 SF grassed.</li> <li>There should be an ADA accessible playground, walkway, and equipment including a wheelchair-adapted swing and/or play equipment.</li> <li>Supervision of playgrounds should not be obstructed.</li> <li>Provide separate playground areas for K-1<sup>st</sup> Grade and 2<sup>nd</sup> -5<sup>th</sup> Grade. Playground structures should include grade and size appropriate activities.</li> </ul>

Media Center	Environment	<p>The media center is a centrally located gathering place for the campus. The space should be designed to be an area where students can gather for group learning and reading, as well as book check-out, research, use of technology, independent and small group learning:</p> <ul style="list-style-type: none"> <li>There should be spaces for multiple activities to take place at once, including makerspace, AV storage, and student production or broadcast studios.</li> <li>Acoustics: Acoustic materials are in place to allow different activities to occur at the same time without interference.</li> </ul>
	Size	<p><b>The room should meet the GADOE square footage standards in accordance with Georgia Department of Education Facilities Service Unit Guideline for Square Footage Requirements for Educational Facilities (160-5-4-.16(a)4)</b></p>



	<b>Location</b>	The media center should be centrally located to support access of all students and away from noisy parts of the building. Prefer direct access for after-hours public meetings.
	<b>Storage and Fixed Equipment</b>	<ul style="list-style-type: none"> <li>• The room should have adequate storage space and fixed equipment appropriate to the program.</li> <li>• Shelving to be located along perimeter of walls as well as flexible movable shelving.</li> <li>• Circulation desk should be placed to provide appropriate access while providing supervision. The staff should be able to visually control the entire media space from the circulation desk.</li> </ul>

<b>on - Instructional</b>	<b>Administration</b>	<p><b>Administrative spaces should be configured and equipped appropriately with active monitoring of the front door.</b></p> <ul style="list-style-type: none"> <li>• Spaces include: reception, offices, storage for records and supplies, clinic, teachers' work rooms, and adult restrooms.</li> <li>• Entry into the building via a secure vestibule will lead students, parents and visitors directly to the reception area after their documentation has been verified.</li> <li>• Adequate reception/waiting area will flank the secure vestibule.</li> <li>• Reception area should include an information table</li> <li>• Administrative office/clerical space appropriate for the school size.</li> <li>• Storage area provided for consumable materials.</li> <li>• Principal's office with space for meetings of minimum four people.</li> <li>• Adequate meeting space for meetings up to 10 people.</li> <li>• Faculty mailboxes should not be accessed through the public space.</li> <li>• Secure storage and a separate Testing Storage Room for storage of state test materials.</li> <li>• Secure space for student records should be located near the administrative or counseling suite.</li> <li>• Textbook storage room(s) should have adequate fixed casework with adjustable shelving to allow convenient access and use and include adequate electrical service.</li> <li>• The number of offices will be based on school size allotments.</li> </ul>
	<b>Cafeteria</b>	<p><b>A multi-use room or rooms, not shared with the gym and not shared with any other daily, scheduled program space.</b></p> <ul style="list-style-type: none"> <li>• Meets the size based on GADOE formula: K-5: FTE x 3.174 and 6-12: FTE x 3.809</li> <li>• Efficient circulation and routing.</li> <li>• The space is acoustically isolated, has adequate storage/seating.</li> <li>• ES: space designated to store all the tables and chairs for multipurpose usage.</li> </ul>

		<ul style="list-style-type: none"> <li>• The cafeteria line is designed for the flow of traffic for each lunch period and allows all students adequate eating time during each lunch period.</li> <li>• Tables and benches or seats maximize space and allow flexibility in the use of the space.</li> <li>• Student restrooms nearest to the cafeteria have hot and cold water.</li> <li>• Provide access capability for after-hours use.</li> <li>• See Performing Arts section for additional requirements.</li> </ul>
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Non - Instructional	Food Service and Prep	<ul style="list-style-type: none"> <li>• <b>The Food Service and Prep spaces meet the GADOE square footage standards in accordance with Georgia Department of Education Facilities Service Unit Guideline for Square Footage Requirements for Educational Facilities (160-5-4-.16(a)4)</b></li> <li>• Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school + 10%.</li> <li>• Office, changing/lockers, and restroom area for food preparation staff are available and shall comply with local Department of Health requirements.</li> <li>• Food service and prep spaces (kitchen, freezer, cooler, office, laundry, restrooms, etc.) are sized and located appropriately.</li> <li>• The delivery area is separate from other traffic and does not provide an unsecured access point into the school.</li> <li>• Back door should be 48" wide, with peep hole and buzzer.</li> </ul>
	Clinic	<ul style="list-style-type: none"> <li>• There should be a clinic area with space for nurse desk, patient beds (2 if feasible, separated by at least a pull curtain), filing cabinets, and both dry (locked) and refrigerated medication storage.</li> <li>• There should be access to an ADA accessible restroom</li> <li>• There should be a hand sink with hot/cold water in the clinic in addition to the sink in the restroom.</li> <li>• Cot/rest area should be under visual supervision.</li> </ul>
	Custodial and Maintenance	<p><b>There is a custodial receiving area (250 SF) and custodial closets with floor mop sink in each major building area.</b></p> <ul style="list-style-type: none"> <li>• The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies.</li> </ul>

Non - Instructional	Counseling	<p><b>Counseling space is provided.</b></p> <ul style="list-style-type: none"> <li>• There should be an office area for the student support/counseling program which provides for confidentiality. However, it may be shared with other support service programs.</li> <li>• In addition to an office for each counselor, offices available for itinerant support staff is preferred.</li> <li>• The number of counselor offices will be based on school size allotment.</li> <li>• A designated reception/waiting area at all levels.</li> <li>• The counseling space should be easily accessed by students and may be separate from the administrative suite.</li> <li>• There should be a separate records room that is fire and waterproof with lockable cabinets located adjacent to the counseling area.</li> <li>• Component square footage guidelines: <ul style="list-style-type: none"> <li>▪ Guidance Office = 150 SF</li> <li>▪ Reception = 150 SF</li> <li>▪ Conference Room = 250 SF</li> </ul> </li> <li>• Provide space for College and Career Center for high schools.</li> <li>• Provide a Wellness, Therapy, De-escalation Area.</li> </ul>
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	<b>Student Restrooms</b>	<p>The Restroom number of fixtures shall be in accordance with Georgia Department of Education Facilities Service Unit Guideline for Square Footage Requirements for Educational Facilities (160-5-4-.16(a)4) and sufficient to accommodate the maximum planned enrollment.</p> <ul style="list-style-type: none"> <li>Restrooms should be located where students are housed.</li> <li>The restroom floor and wall surfaces should be washable.</li> <li>The restrooms must have adequate toilet privacy partitions, urinal privacy partitions, and stall doors installed.</li> <li>Student restrooms nearest to the cafeteria should have hot and cold water available.</li> <li>Wash stations visible for supervision is preferred.</li> </ul>
	<b>Faculty Workspace and Restrooms</b>	<p>The faculty have designated work areas</p> <ul style="list-style-type: none"> <li>The faculty work area should be sized appropriately for the school, may be equipped with cabinets, sink, and space for copying and other instructional materials preparation.</li> <li>Adult restrooms with hot and cold water availability should be nearby and/or conveniently located in various parts of the school.</li> <li>Workspace should be collaborative for planning purposes</li> </ul>

Outside Areas	<b>Vehicular Traffic</b>	<p>Traffic routing is safe with good separation.</p> <ul style="list-style-type: none"> <li>Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas.</li> <li>There is adequate covered bus loading/unloading area near entrances to the building for both general and special education buses</li> <li>Provide separate bus entrance and exits from site</li> </ul>
	<b>Pedestrian Traffic</b>	<p>Pedestrian traffic routing is safe with good separation from vehicular traffic.</p> <ul style="list-style-type: none"> <li>There should be safe walk routes (sidewalks and marked/raised crosswalks) that direct students and the public to appropriate entrances.</li> <li>Wayfinding signage is appropriate for the space and may be school themed.</li> </ul>
	<b>Parking</b>	<p>Parking should be adequate in size and clearly marked</p> <ul style="list-style-type: none"> <li>There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events).</li> <li>Parking lots provide reasonable access to school entrances.</li> <li>All schools have designated ADA parking.</li> <li>Provide the following minimum amount of parking spaces: <ul style="list-style-type: none"> <li>Elementary – 1 space/teacher, staff, 15 visitors</li> <li>Middle – 1 space/teacher, staff, 20 visitors</li> <li>High – 1 space per teacher/staff, 25 visitors. Provide student parking for 25% of FTE</li> </ul> </li> </ul>

Safety and Security	Fencing	<p><b>The school is appropriately fenced for each site.</b></p> <ul style="list-style-type: none"> <li>Fencing should be minimum of 4 ft high with gates at fire lane access.</li> <li>The school site is appropriately fenced. To the best extent possible on all sides with possible exception of the front perimeter.</li> <li>Entrances and egresses are limited, where appropriate.</li> <li>Play areas should be fenced to provide safety.</li> <li>There is fencing installed around any exterior HVAC or building equipment that is at ground level.</li> </ul>
	Signage & Way Finding	<p><b>Interior and exterior signage is adequate for the needs of the school.</b></p> <ul style="list-style-type: none"> <li>There should be adequate exterior and interior signage or graphics to direct the public to major spaces (i.e., entrance, office, gym, auditorium, etc.) of the school and grounds.</li> <li>Traffic and parking signs are adequate to direct parents to drop off/pick up and direct visitors to designated parking area.</li> <li>All rooms are identified only with numbers and braille; no rooms should be identified based on special education programs.</li> <li>There should be prominent/multiple/main entrance announcement signs at all schools that display information for the following: <i>Drug Free, Weapons Free, Under Surveillance, Subject to search.</i></li> </ul>
	Ease of Supervision	<p><b>The building layout and environment enhances building supervision.</b></p> <ul style="list-style-type: none"> <li>Supervision is enhanced through proper sightlines: <ul style="list-style-type: none"> <li>There are few or no "hiding areas"</li> <li>There is safe vegetation/landscaping supporting CPTED principles</li> <li>There is adequate and appropriate interior/exterior lighting</li> </ul> </li> <li>There is adequate visibility or via surveillance cameras both inside and outside the building to include parking areas and areas with HVAC equipment.</li> </ul>
	Controlled Entrances	<p><b>Points of entry are controlled for student and staff safety</b></p> <ul style="list-style-type: none"> <li>The school design/configuration allows for entrance control to the school.</li> <li>Public entrances are easily supervised and are controlled with a card/camera system and security vestibule</li> <li>All main public entrances are ADA accessible.</li> </ul>
	Delivery and Service Areas	<p><b>Delivery and service areas shall be located to provide vehicular access that is separate from other drop off areas and does not jeopardize the safety of students and staff.</b></p> <ul style="list-style-type: none"> <li>Delivery and utility vehicles have direct access from the street to the delivery areas without crossing over playground, field, or drop-off areas.</li> <li>Trash pickup is fenced within service yard and away from foot traffic areas.</li> <li>Service yards will be enclosed with masonry walls to match building exterior or fenced to provide security.</li> </ul>

Technology Readiness	IDF & MDF Environment	<b>The IDF &amp; MDF equipment are in a climate-controlled environment that is secure and accessible.</b> Provide specifically designated closets that have adequate storage, utilities, and fixed equipment and is free of clutter.
	Electrical Power	<b>All faculty, staff, and students have network connectivity and electrical power to sufficiently supply IT needs.</b> <ul style="list-style-type: none"> <li>There is sufficient electrical power to provide operation of multiple devices.</li> <li>Each instructional, technology, and administrative space, (classrooms, library, labs, data centers, etc.) has sufficient electrical power requirements for all applicable technology devices.</li> </ul>
	Communications	<b>All instructional spaces have 2-way communications with integrated security system.</b>
	Equity of Access	<b>There is adequate network access to provide wireless access in all instructional spaces.</b> <ul style="list-style-type: none"> <li>There is one access point installed in each classroom with access to support the technology readiness standard.</li> <li>There is a faculty computer supported in each instructional space.</li> </ul>
	LAN Connectivity	<b>All schools have multiple, virtual LANs for network traffic segmentation and security</b>
	WAN Backbone	<b>Adequate Fiber WAN backbone installed with sufficient network bandwidth</b>
	Wireless / Drops	<b>Ubiquitous wireless access is expected.</b> Network access and power is required in all areas requiring network accessible equipment, (such as wireless access points, network switches, phones, video and surveillance cameras) throughout the school building and external campus (including extracurricular fields, field houses).
	Faculty/Staff	<ul style="list-style-type: none"> <li><b>All faculty and staff have appropriate technology equipment.</b></li> </ul> All staff should have a laptop or a desktop, and faculty in classrooms should have access to projection displays or interactive display panels.
	Laptops/Laptop carts	<ul style="list-style-type: none"> <li><b>All schools have laptops designated for student use</b></li> </ul> There should be secure and adequate laptop cart storage and charging capacity in classrooms and media centers.
	Telephone/PA	<ul style="list-style-type: none"> <li><b>Telephone and Public Address Systems are installed at all schools</b></li> </ul> There should be a VoIP phone and a Public Address/intercom system in all instructional spaces.