UTAH STATE OFFICE OF EDUCATION

SP-5 RIGHT SIZING *JUNIOR HIGH SCHOOL*

Print Form

EDUCATIONAL FACILITIES FORM

Submit by E-mail

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The following guideline should be used by K-12 public school districts in the State of Utah to develop the program requirements of new and remodeled junior high school educational facilities.

The development of any successful educational facility project must include the proper determination of the size of its spaces in order to adequately provide complete pedagogical and functional support to programs and school activities. The realization of the following programming goals in the development of spaces provides the foundation for the facilities total success:

PROGRAMMING GOALS

1. **Value:** in designing the right amount of space without needless waste.
2. **Flexibility:** built-in for use now and to accommodate uses into the foreseeable future (this includes the structure).
3. **Identification:** of all actual program and activity needs (without the excess of personal desire).
4. **Consensus:** agreement of space requirements and design from designated stakeholder group (consisting of more than just a single interest group).

RIGHT SIZING OF EDUCATIONAL SPACES

The development of **right sized educational spaces** cannot generally be accomplished by utilizing a state wide or nationwide maximum allowable square footage chart. Such a device may not be created with the ability to respond adequately to the requirements of the myriad of possible pedagogy, program and learning activity requirements which may be employed by different local education agencies (LEAs). Such a device may force every authority to teach in a uniform manner and mandate statewide, uniform programs and learning activities. Therefore, the USOE has developed a SP-5 Right Sizing Junior High School Educational Facilities Form to assist school districts and charter schools in the appropriate development of spaces within school facilities.

The SP-5 Right Sizing Junior High School Educational Facilities Form provided herein should not to be used to establish the exact size of any given space programmed for the design of your facility. The Form is to be used as a guide, to provide school district and charter school staff and the design professional with guidelines of space areas that have been successfully employed by other school districts and charter schools throughout the state of Utah, regionally and nationally.

This Form should be used as a tool in the programming effort to provide a starting point, a check and balance between stakeholders to ensure that your program is developing spaces which have the appropriate amount of area, and finally a reporting tool to be submitted to USOE. Again, the proper amount of area for any educational facility space should be based on developing spaces that will appropriately support the chosen pedagogy requirements of your local school and provide enough area to allow flexibility responding to changing pedagogy needs in the future. The overdevelopment of spaces wastes construction budget and ultimately takes money away from other support requirements for our children's education.

The following are common reasons that programmed spaces are overdeveloped:

- Inexperienced Design Professional lacking proper understanding of educational program space requirements.
- The personalization of spaces to individual instructors' perceived needs.
- Inadequate programming procedures which do not effectively identify actual space needs and requirements, but are based on intuitive feel or personal bias.
- Stakeholders groups assembled without an adequate cross section of knowledgeable participants.
- Lack of curriculum / program understanding.

It should be noted that the development of spaces which are undersized for their intended use is as equally wasteful of available construction budget as other accommodations or the loss of proper educational program utilization. This is why it is so important to follow a programming methodology which will accomplish the four overall programming goals listed above.

RIGHT SIZING PROGRAMMING FRAMEWORK

1. ***Establish a stakeholder*** group to work with the Design Professional to develop programmed spaces. It is recommended the group include the following representatives to ensure representation by stakeholders:
   a. School board representative
   b. District or charter school administration
   c. Curriculum / program directors
   d. School level administration
   e. Facility / maintenance staff
   f. Teachers
   g. Students
   h. Parents
   i. Community representation

2. ***Conduct Stakeholder Consensus meetings*** to develop actual program and learning activity needs.
   - Consider designated use of space (furniture, cabinets, equipment, etc.).

3. ***Develop area spreadsheets*** to identify individual spaces and total building area from stakeholder consensus data.
   - Compare programmed areas with right sizing guidelines with the attached appropriate SP-5 Right Sizing Junior High School Educational Facilities Form to evaluate their viability with other school programs in the state.
   - Calculate net to gross square footage totals.

4. ***Review final space development and areas with the stakeholder group.*** The design professional must bring their past experience of educational facility planning to bear on the recommendations made to the stakeholder group for required space areas
   - Once the stakeholder group has approved the final programmed areas, submit the project area net-to-gross SP-5 Right Sizing Junior High School Educational Facilities Form to the USOE for evaluation.

   If final programmed area(s) fall outside of right sizing guidelines, prepare narrative descriptions and submit with the SP-5 Right Sizing Junior High School Educational Facilities Form identifying the local school district's necessity to vary from the Form for evaluation and review by USOE.
   - The narrative should clearly delineate the support the programmed area will provide to required educational programs and curriculum established and required by the local School Board.

5. ***Submittal of SP-5 Right Sizing Junior High School Educational Form. The Form shall be submitted to USOE by the end of programming, but no later than commencement of design development***.

Glossary of Terms

Design Development: The stage in architectural design where accurate square footages, detailed floor plans and site plans are developed. This includes elevation sketches to show exterior appearance and composition of the project. At this stage of the facility design, selection of building materials, structural and mechanical systems, and methods of construction are developed.

Design Professional: An architect and/or an experienced individual that specializes in facility programming.

Net-to-Gross: Includes, but not limited to: circulation, mechanical, electrical, walls, other spaces not programmed (generally recommended to be approximately 20%, but should not exceed 35% unless special circumstances exist to justify doing so).

Gross Area: The total building square footage area, including programmed net area(s) and the following areas which are not designed at the programming phase of project development:

- Storage rooms
- Toilet rooms/restrooms (only if listed on the Form, but not calculated)
- Circulation (corridors, hallways, stairs and elevators)
- Mechanical, electrical and data rooms
- Walls

Net Area: An individual building area, such as; a classroom, kitchen, auditorium, office, etc.

Total Gross Area of a Building to Achieve a Minimum Efficiency of 65% is Calculated as Follows:

Total Gross Programmed Area = 1.54 x Net Programmed Area.

Pedagogy: The art or science of teaching; education; instructional methods.

Programming: Defining the programmatic, functional, spatial, and environmental requirements of the educational facility, whether new or remodeled, in written and graphic form for review, clarification, and consensus agreement as to scope of work and design requirements for the Design Professional and Stakeholders working on the building design.

Stakeholder: A person or group that has a vested interest in the programs, pedagogy and environment of schools within their District area.

Utah State Office of Education
School Finance and Statistics

250 East 500 South
PO Box 144200
Salt Lake City, Utah 84114-4200

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Date:

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SP-5 FORM

RIGHT SIZING JUNIOR *HIGH SCHOOL* EDUCATIONAL FACILITIES FORM

Reset Form | **Print Form** FINAL PLANS DATA ON PROPOSED SCHOOL FACILITIES CONSTRUCTION

School Name: Grades Housed:

School Address: Net to Gross Ratio:

School District: *or* Check Box if Charter School

Architect/Engineer/Design Professional (Firm & Individual): USOE School #:

Project Description: USOE District #:

Please check all that apply: Complete New Facility & Site | New Building(s) | Addition | Remodel

New Location | Existing Location | Maintenance/Repair | Demolition

Total Square Footage: New Square Footage: Remodeled Square Footage: Number of Stories:

Type of Structure(s) - *(Type 1 A, 1 B, II A, II B, III A, III B, IV A, IV B, V A, VB) - in accordance with International Building Code (IBC) 2009*

Scheduled Month and Year of Completion: Estimated Start Date:

Area Information: Each area listed below is provided with area ranges, please list the quantity and square footage for each. ***If the area(s) fall outside the ranges provided, please provide a brief explanation why on the line provided below each area. Only complete portions below for new space(s).***

Social/Humanities/Math Classroom areas *generally range in size from 598 square feet to 1,507 square feet, and on* ***average are 900*** *square feet.*

Social/Humanities/Math Qty: Social/Human. SF Each: Social/Human. SF Total:

Social/Humanities/Math Comments:

Science Suites *range in size from 705 square feet to 2,891 square feet, and* ***on average are 1,387*** *square feet.*

Science Suite Qty: Science Suite SF Each: Science Suite SF Total:

Science Suite Comments:

Art Suite *areas range in size from 900 square feet to 3,136 square feet, depending on usage, and* ***on average are 1,649*** *square feet.*

Art Suite Areas Qty: Art Suite Areas SF Each: Art Suite Areas SF Total:

Art Suite Areas Comments:

Special Education Classroom *areas are generally 366 square feet to 4,225 square feet, and* ***on average are 1,066*** *square feet.*

Special Education Qty: Special Ed. SF Each: Special Ed. SF Total:

Special Education Comments:

Music Suite areas *vary widely depending on use from 1,189 square feet to 4,964 square feet, but* ***on average are 2,548*** *square feet.*

Music Suite Qty: Music Suite SF Each: Music Suite SF Total:

Music Suite Comments:

Stage/Platform areas *vary widely depending use from 816 square feet to 17,680 square feet, but on* ***average are 3,192*** *square feet.*

Stage/Platform Qty: Stage/Platform SF Each: Stage/Platform SF Total:

Stage/Platform Comments:

Media Center areas *vary widely depending on use from 1,598 square feet to 10,690 square feet, but* ***on average are 4,425*** *square feet.*

Media Center Spaces Qty: Media Center SF Each: Media Center SF Total:

Media Center Spaces Comments:

Performing Arts areas *vary widely depending on use from 968 square feet to 9,408 square feet, but* ***on average are 3,351*** *square feet.*

Performing Art Spaces Qty: Performing Arts SF Each: Performing Arts SF Total:

Performing Art Spaces Comments:

Computer Classroom *areas are generally 471 square feet to 2,456 square feet, and* ***on average are 1,028*** *square feet.*

Computer Classroom Qty: Computer Classroom SF Each: Computer Classroom SF Total:

Computer Classroom Comments:

SP-5 Right Sizing Junior High School Educational Facilities Form Continued . . .

Applied Technology *areas are generally 1200 square feet to 8,163 square feet, and* ***on average are 2,789*** *square feet.*

Applied Technology Qty: Applied Technology SF Each: Applied Technology SF Total:

Applied Technology Comments:

World Language *areas are generally 900 square feet to 2,050 square feet, and* ***on average are 1,273*** *square feet.*

World Language Qty: World Language SF Each: World Language SF Total:

World Language Comments:

Physical Education *areas vary widely depending on use from 1,315 square feet to 37,064 square feet, and* ***on average are 12,246*** *square feet.*

Physical Education Qty: Physical Education SF Each: Physical Education SF Total:

Physical Education Comments:

Community Center *areas vary widely depending on use from 1,723 square feet to 18,644 square feet, and* ***on average are 6,852*** *square feet.*

Community Center Qty: Community Center SF Each: Community Center SF Total:

Community Center Comments:

Dining areas *vary widely depending on use from 941 square feet to 9,792 square feet, but* ***on average are 5,220*** *square feet.*

Dining Spaces Qty: Dining SF Each: Dining Spaces SF Total:

Dining Spaces Comments:

Kitchen areas *vary widely depending on use from 475 square feet to 4,800 square feet, but* ***on average are 2,190*** *square feet.*

Kitchen Spaces Qty: Kitchen SF Each: Kitchen Spaces SF Total:

Kitchen Spaces Comments:

Administrative Suite areas *vary widely depending on use from 169 square feet to 6,593 square feet, but* ***on average are 2,263*** *square feet.*

Administrative Suite Spaces Qty: Administrative Suite SF Each: Administrative Suite SF Total:

Administrative Suite Spaces Comments:

Career/Counseling areas *vary widely depending on use from 207 square feet to 1,977 square feet, but* ***on average are 890*** *square feet.*

Career/Counseling Spaces Qty: Career/Counseling SF Each: Career/Counseling Spaces SF Total:

Career/Counseling Spaces Comments:

Faculty Room areas *vary widely depending on use from 209 square feet to 2,048 square feet, but* ***on average are 904*** *square feet.*

Faculty Room Spaces Qty: Faculty Room SF Each: Faculty Room Spaces SF Total:

Faculty Room Spaces Comments:

Administration Work Room areas *vary widely depending on use from 142 square feet to 1,350 square feet, but* ***on average are 417*** *square feet.*

Administration Work Spaces Qty: Administration Work SF Each: Administration Work SF Total:

Administration Work Spaces Comments:

Storage Room areas *vary widely depending on use from 104 square feet to 805 square feet, but* ***on average are 312*** *square feet.*

Storage Spaces Qty: Storage SF Each: Storage Spaces SF Total:

Storage Spaces Comments:

Commons Spaces *vary widely depending on use from 180 square feet to 15,736 square feet, but* ***on average are 4,612*** *square feet.*

Commons Spaces Qty: Commons SF Each: Commons Spaces SF Total:

Common Spaces Comments:

Custodial Spaces *vary widely depending on use from 18 square feet to 400 square feet, but* ***on average are 184*** *square feet.*

Custodial Spaces Qty: Custodial SF Each: Custodial Spaces SF Total:

Custodial Spaces Comments:

Building Support (Mech., Elec., Data) areas *vary widely depending on use from 60 square feet to 17,000 square feet, but* ***on average are 1,738*** *square feet.*

Building Support Spaces Qty: Building Support SF Each: Building Support SF Total:

Building Support Spaces Comments:

Restroom areas *vary widely depending on use from 104 square feet to 801 square feet, but* ***on average are 290*** *square feet.*

Restroom Spaces Qty: Restroom SF Each: Restroom Spaces SF Total:

Restroom Spaces Comments:

Miscellaneous Spaces*- include spaces not listed above (excluding hallways, circulation areas, walls, etc.) along with a brief description of area(s).*

Miscellaneous Spaces Description:

Miscellaneous Spaces SF Total:

☐ I verify this form was completed by the designated School District Building Official/Charter School Board Building Officer.

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