



UTAH STATE OFFICE OF EDUCATION

SCHOOL RIGHT SIZING EDUCATIONAL FACILITIES PROCESS

The following guideline should be used by K-12 public schools in the State of Utah to develop the program requirements of new and remodeled elementary 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 Elementary 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 Elementary School Educational Facilities Form provided herein should not 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 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 of Elementary School Educational Facilities continued . . .

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 Elementary 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 Elementary 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 Elementary 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 Elementary 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 do 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:

$$\text{Total Gross Programmed Area} = 1.54 \times \text{Net Programmed Area.}$$

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.