



UTAH STATE BOARD 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. 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:

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|----|--------------------------------|----|---|
| 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. Calculate net to gross square footage totals.

4. Review final space development and areas with the stakeholder group. The design professional shall bring their past experience of educational facility planning to bear on the recommendations made to the stakeholder group for required space areas. 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.

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:

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