

## APPENDIX 1.2: FACILITIES

### 1.2a: Detailed Space Requirements

Facilities experts who have worked with other high-performing charter schools implementing a slow-growth model recommend that a school site allow for approximately 80 square feet per student.<sup>1</sup> Given this number, Chicago Prep will need a school site of 9,600 square feet in Year 1 to accommodate our 120 students, to grow in correlation with our enrollment as indicated in Figure 1.9.

**Figure 1.9: Square Footage Requirements for School Site**

Year of Operation	Number of Students	Square Feet Requirements Assuming 80 Square Feet Per Student
Year 1	120	9,600
Year 2	180	14,400
Year 3+, at capacity	240	19,200

Within the total square footage, we have determined both our ideal requirements to successfully implement the school model (Figure 1.10) as well as our minimum requirements (Figure 1.11). Having both sets of requirements will help to guide our decision-making when weighing the pros and cons of possible sites for Chicago Prep.

**Figure 1.10: Year 1 Ideal Requirements**

Space	Function and Details
6 general education classrooms	One classroom for each core content teacher: 5 <sup>th</sup> math, 5 <sup>th</sup> ELA, 6 <sup>th</sup> math, 6 <sup>th</sup> ELA, 5 <sup>th</sup> /6 <sup>th</sup> science, 5 <sup>th</sup> /6 <sup>th</sup> social studies.
1 special education classroom	Space for the special education teachers to deliver pull out services.
1 gymnasium	Space for the physical education teacher to hold class, allowing scholars plenty of room to play sports and exercise.
1 multipurpose room	Space for students to eat breakfast and lunch, weekly whole-school assemblies and other multi-classroom and/or family events, including talent shows, trimester awards ceremonies, and art showcases.
1 conference room	Space for group meetings to take place, including IEP meetings, student-teacher-parent meetings, and Chicago Prep team meetings.
1 teacher work room	Houses one large printer/copy machine and provides space for teachers to work and plan.
1 custodial/maintenance room	Storage for all custodial supplies.
1 student restroom for boys	Student restroom
1 student restroom for girls	Student restroom
2 staff restrooms	Staff restroom
1 office for Head of School	Space for Head of School to work and meet with staff, students, and families.
1 office for Assistant Head of School	Space for Assistant Head of School to work and meet with staff, students, and families.
1 front office space	Space for welcoming students, families, visitors; main entry to the school. Space where the Manager of Operations works and meets with staff, students, and families.

<sup>1</sup> As part of the BES Fellowship, Lead Founder Mary Griffin received facilities training from the team at BES, which has opened over 175 charter schools in 21 states, as well as charter school facilities expert Bob Baldwin, Managing Principal of Qroe Preservation Development.

**Figure 1.11: Year 1 Minimum Requirements**

Space	Function and Details
4 general education classrooms	One classroom per cohort of students; each classroom to serve as the home base for one math or ELA teacher: 5 <sup>th</sup> math, 5 <sup>th</sup> ELA, 6 <sup>th</sup> math, 6 <sup>th</sup> ELA. Social studies classes will take place in ELA classrooms; science classes will take place in math classrooms.
1 special education classroom	Space for the special education teachers to deliver pull out services.
1 multipurpose room	Space that could fulfill a variety of needs if necessary, including space for breakfast and lunch each day; space for physical education class; and space for weekly whole-school assemblies and multi-class and/or family events.
1 teacher work room	Houses one large printer/copy machine and provides space for teachers to work and collaboratively plan.
1 custodial/maintenance room	Storage for all custodial supplies.
1 student restroom for boys	Student restroom
1 student restroom for girls	Student restroom
2 staff restrooms	Staff restroom
1 front office space	Space for welcoming students, families, visitors; main entry to the school, space for administration to work.

In Year 1, the key differences between the ideal space and minimum space are the elimination of two classrooms; the elimination of a conference room; the elimination of both administrative offices; and the combining of the gymnasium, multipurpose room, and cafeteria into one multipurpose room. Although six classrooms are preferred to give each core content teacher a sense of ownership over space, four classrooms would also suffice with only four classes of students. If necessary, we could also do without a conference room and hold meetings in other available spaces, including the multipurpose room. Similarly, it would be ideal for each member of the leadership team to have his or her own designated workspace but shared front office space would also be sufficient. Finally, our minimum requirements include just one multipurpose room because none of the key functions – breakfast, assembly, lunch, physical education class, and whole-school and/or family events – will take place at the same time during the school day/week. The only exception is on Fridays, when different classes have lunch and physical education at the same time, but in those instances, physical education could take place outdoors or in a classroom. In Year 2 and Year 3, the average square footage requirement increases to reflect our increasing number of students through Year 3 when we reach full enrollment. The other main difference between the minimum requirements and the ideal requirements in each of the first three years is the number of general education classrooms, as indicated in Figure 1.12 below.

**Figure 1.12: Ideal vs. Minimum General Education Classrooms Years 1-3+**

Year	Ideal Classrooms	Minimum Classrooms
1	6 classrooms (one for each core content teacher: 5 <sup>th</sup> math, 5 <sup>th</sup> ELA, 6 <sup>th</sup> math, 6 <sup>th</sup> ELA, 5 <sup>th</sup> /6 <sup>th</sup> science, 5 <sup>th</sup> /6 <sup>th</sup> social studies).	4 classrooms (one for each math and ELA teacher: 5 <sup>th</sup> math, 5 <sup>th</sup> ELA, 6 <sup>th</sup> math, 6 <sup>th</sup> ELA. Social studies teaches in ELA classrooms, Science teaches in math classrooms).
2	9 classrooms (one for each core content teacher: 5 <sup>th</sup> math, 5 <sup>th</sup> ELA, 6 <sup>th</sup> math, 6 <sup>th</sup> ELA, 5 <sup>th</sup> /6 <sup>th</sup> science, 5 <sup>th</sup> /6 <sup>th</sup> social studies, 7 <sup>th</sup> math, 7 <sup>th</sup> ELA, 7 <sup>th</sup> social studies and science).	6 classrooms (one for each math and ELA teacher: 5 <sup>th</sup> math, 5 <sup>th</sup> ELA, 6 <sup>th</sup> math, 6 <sup>th</sup> ELA, 7 <sup>th</sup> math, 7 <sup>th</sup> ELA. Social studies teaches in ELA classrooms, science teaches in math classrooms).
3+	12 classrooms (one for each core content teacher: 5 <sup>th</sup> math, 5 <sup>th</sup> ELA, 6 <sup>th</sup> math, 6 <sup>th</sup> ELA, 5 <sup>th</sup> /6 <sup>th</sup> science, 5 <sup>th</sup> /6 <sup>th</sup> social studies, 7 <sup>th</sup> math, 7 <sup>th</sup> ELA, 8 <sup>th</sup> math, 8 <sup>th</sup> ELA, 7 <sup>th</sup> /8 <sup>th</sup> science, 7 <sup>th</sup> /8 <sup>th</sup> social studies).	8 classrooms (one for each math and ELA teacher: 5 <sup>th</sup> math, 5 <sup>th</sup> ELA, 6 <sup>th</sup> math, 6 <sup>th</sup> ELA, 7 <sup>th</sup> math, 7 <sup>th</sup> ELA, 8 <sup>th</sup> math, 8 <sup>th</sup> ELA. Social studies teaches in ELA classrooms, science teaches in math classrooms).

In each year, our preference is for each core content teacher to have his or her own classroom. This layout benefits the teachers, who would have the autonomy to organize their space and to maintain all student papers and instructional materials in one centralized location. This layout also benefits the students, who will be better prepared for high school by transitioning occasionally and navigating more spaces. However, if necessary, we can fulfill the mission of Chicago Prep without the benefit of one classroom per teacher. The other differences between our ideal requirements (Figure 1.13) and our minimum requirements (Figure 1.14) can be seen in the tables below, which reflect Year 1-3 growth, when Chicago Prep will be operating at full capacity with 5<sup>th</sup>-8<sup>th</sup> grade.

**Figure 1.13: Ideal Space Requirements By Year**

	Year 1	Year 2	Year 3+
Overall sq ft (100 sq ft/student)	12,000	18,000	24,000
Number of students	120	180	240
Grades served	5-6	5-7	5-8
Gen Ed. classrooms	6	9	12
Sp. Ed. classrooms	1	2	2
Gymnasium	1	1	1
Multipurpose room	1	1	1
Conference room	1	1	1
Cafeteria	1	1	1
Teacher work room	1	1	1
Custodial room	1	1	1
Student restrooms – boys	1	1	2
Student restrooms – girls	1	1	2
Staff restrooms	2	3	4
Administrative offices	2	2	3
Front office space	1	1	1

**Figure 1.14: Minimum Space Requirements By Year**

	Year 1	Year 2	Year 3 and beyond
Average square feet (80 square feet per student)	9,600	14,400	19,200
Number of students	120	180	240
Grades served	5-6	5-7	5-8
Gen Ed. Classrooms	4	6	8
Sp. Ed. classrooms	1	2	2
Gymnasium	0	0	0
Multipurpose room	1	1	1
Conference room	0	0	0
Cafeteria	0	0	0
Teacher work room	1	1	1
Custodial room	1	1	1
Student restrooms – boys	1	1	1
Student restrooms – girls	1	1	1
Staff restrooms	2	2	3
Administrative offices	0	0	1
Front office space	1	1	1