RULES AND REGULATIONS OF THE SCHOOL FACILITIES COMMISSION

CHAPTER 3
UNIFORM ADEQUACY STANDARDS

Section 1. Authority.

This Chapter is promulgated pursuant to W.S. 21-15-114(a)(xv) and 21-15-115(a).

Section 2. Purpose of Rule.

This chapter is intended to establish and maintain uniform statewide standards for the adequacy of public school buildings and facilities capable of delivering the educational programs provided by laws and state standards.

Section 3. Definitions.

(a) "Average Daily Membership (ADM)" as defined and published by the Wyoming Department of Education (WDE) annually.

(b) "Educational Building" means a school building or facility primarily used for providing the educational programs offered by a district in compliance with law which is owned by the district or leased by the district, including a school building or facility used for operating a charter school established under W.S. 21-3-301 through 21-3-314.

(c) "Energy-Consumption Analysis" means the evaluation of all energy systems and components by demand and type of energy including the internal energy load imposed on a major facility by its occupants, equipment and components, and the external energy load imposed on a major facility by climatic conditions of its location. The energy consumption projections shall take into account daily and seasonal variations in energy system output during normal operations.

(d) "Life Cycle Cost Analysis (LCCA)" means the sum of present values of investment costs, capital costs, installation costs, energy costs, operating costs, maintenance costs, and disposal costs over the life-time of a project or product. LCCA is an economic method project evaluation in which all costs arising from owning, operating, maintaining, and disposing of the project are considered important to the decision.

(e) "Local Enhancements to School Buildings and Facilities" or "`Local Enhancements" means any renovation, construction, replacement, repair or other improvement of or to any school building or facility initiated by a school district which is designed to bring the building or facility to a condition exceeding the statewide building adequacy standards outlined in this Chapter.

(f) "Office Building" means a school building or facility primarily used in connection with or for the purpose of district administrative functions, the major purpose or use

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(f) "Office Building" means a school building or facility primarily used in connection with or for the purpose of district administrative functions, the major purpose or use

of which is not dedicated to the provision of educational programs offered by the district in accordance with law. Office buildings include: teacherages, portable buildings used as an office, leased offices, and all other offices.

(g) "Permanent Modular Building" means a school building or facility that is transported to and assembled at the location on which the building or facility is situated that is placed on a permanent foundation, and that is expected to be used by the district for its designed lifetime.

(h) "Portable Building" means any pre-built, factory constructed and assembled school building or facility which is transported in an assembled condition to the location on which the building or facility is to be situated and which is acquired and used by the district for temporary purposes only.

(i) "Remedy" or "Remediation" means a course of action addressing identified building and facility needs consisting of building or facility construction, replacement, renovation, repair or any combination thereof.

(j) "Required Educational Program" means the common core of knowledge and skills, as specified by W.S. 21-9-101(b) in concert with the uniform state educational program and uniform student content and performance standards established by the WDE rules and regulations, in addition to those programs authorized by the model or funded by federal funds.

(k) "School Buildings and Facilities" means the physical structures and the land upon which the structures are situated, which are primarily used in connection with or for the purpose of providing the educational programs offered by a school district in compliance with law.

(l) "Teacherage" means housing provided by and owned by a school district for use as living quarters of a teacher or other school district employee.

(m) "Educational Support Facilities" means a school building or facility used primarily as a warehouse (for storage of equipment, materials and other district property and supplies), bus barns (Transportation facility), mechanic bays, maintenance facilities, portable buildings used as storage, warehouse leases, and all other warehouses.

(n) "Athletic Facilities" means gymnasiums, fields and other spaces used for providing physical education and other athletic opportunities to students for the educational programs required by law and within the facility design guidelines and the statewide adequacy standards.

Section 4. **Facility Design Guidelines.**

(a) These guidelines have been developed to ensure the equity and adequacy of school facilities throughout the state while still allowing for significant local input into the design of schools.

(b) In collaboration with the districts, the SFC shall determine the allowable square footage for every existing and contemplated public school building and facility in the state. Calculation of the allowable square footage shall be in accordance with the Guideline Graphs of Total Square Footage by Grade Level (Appendix "A") following this chapter and the rules adopted by the Commission.

Section 5. **Exceptions.** In accordance with the holding of the Wyoming Supreme Court in *Campbell County School District v. State*, 2008 WY 2, 181 P.3d 43 (Wyo. 2008), the Commission may grant exceptions to these guidelines on a case by case basis when the exception supports the intent of these guidelines and Wyoming law.

(a) Exceptions shall only be granted upon consideration of the following non-exclusive list of factors, and the Commission shall create a thorough written record supporting the granting or denial of every exception request:

(i) Whether the educational program required by law is capable of being delivered within the footprint of total square footage provided by Appendix "A" to this chapter;

(ii) Whether the proposed design reduces building and facility needs in the most efficient and cost-effective manner in order to deliver quality educational services:

(iii) Whether all value engineering recommendations have been followed;

(iv) Whether the district's facility plan has been followed;

(v) Whether the facility, and the educational program proposed to be delivered within that facility, is endorsed by the Wyoming Department of Education as educationally appropriate;

(vi) Whether other facilities, owned and/or funded by the district or otherwise, may be used to provide part of the required educational program;

(vii) Whether, and to what extent, the exception request includes a request to fund facility space for an enhancement as defined by these rules and Wyoming law.

(b) The district may request an exception from the Commission if it is determined the allowable square footage provided by these guidelines is not adequate for the district's required educational program. The process for requesting an exception shall be as follows:

(i) The district shall present in writing to its Commission Project Manager the basis of its request, together with all documentation related to the request;

(ii) If approved by the Director, the district's request shall be placed on the agenda at the soonest available Commission meeting where the request may be fully considered;

(iii) The district shall present to the Commission the reasons for the exception request, particularly addressing the factors identified in paragraph (a), above, including why the district cannot provide its educational program within the square footage allowed by the guidelines.

Section 6. **Uniform Statewide Adequacy Standards.** The Commission adopts the following uniform statewide adequacy standards for school buildings and facilities. Recognizing that many Wyoming schools were constructed prior to the adoption of these standards, and that a long-term process is in place to bring all school facilities in the State of Wyoming into compliance with these adequacy standards, these standards shall control how school facility remediation shall be implemented.

(a) Submittals. The Commission shall review all school construction projects for compliance with these standards and guidelines. This review shall be ongoing once the appropriate remedy is determined by the Commission.

(b) Choice of Remedy.

(i) The Facility Design Guidelines found in Appendix "A" of these Rules and Regulations, as well as the Uniform Statewide Adequacy Standards found in this section of the Rules and Regulations, shall be applied to all Commission-funded remedies.

(ii) In choosing the appropriate remedy, the Commission shall consider renovation, replacement or discontinuation of facilities in a manner which ensures adequate, efficient and cost-effective school buildings and facilities in accordance with W.S. 21-15-114(a)(vii). Construction of a new facility shall not be chosen as a remedy unless all reasonable options for renovation or discontinuation have been explored and rejected as failing to comply with the requirements of W.S. 21-15-114(a)(vii).

(iii) Care should be exercised to determine on a case-by-case basis that every remedy funded by the Commission is providing appropriate space for the applicable educational program.

(iv) At least biennially, but more often if needed, the Commission shall establish, in accordance with W.S. 21-15-117, W.S. 21-15-119(c) and W.S. 28-11-301(c), a schedule for building and facility remediation. The schedule shall prioritize funded remedies on a statewide basis in accordance with these rules and W.S. 21-15-117 and shall clearly identify each funded remedy, its sources and amounts of funding, the cost per square foot used in providing the project budget, and those remedies which are prioritized, but not yet funded. The schedule for building and facility remediation shall be posted on the Commission website.

(v) Project budgets assigned to approved remedies shall be based upon the following cost per square foot guidelines in addition to other requirements within these rules and regulations:

(A) The commission shall determine the cost per square foot on a regular basis within Wyoming utilizing the R.S. Means construction index with the applicable inflationary adjustments, as well as Commission generated data on actual school construction costs;

(B) In assigning project budgets, the Commission shall take into consideration the most efficient and cost-effective approach in order to deliver quality educational services, and address building and facility need.

(c) Site Guidelines.

(i) The Commission recognizes that many Wyoming schools pre-date the adoption of these standards. School sites which pre-date the original adoption of these standards in 2003 may be larger or smaller than the following recommended sizes. School sites smaller than these recommendations are presumed to be adequately sited unless otherwise demonstrated. Efforts should be undertaken in developing facility plans and remedies to reduce the excess acreage of sites which exceed these recommendations.

(ii) The following are recommended school site sizes:

Elementary schools	4 useable acres with an additional acre for each 100 students
Middle schools	10 useable acres with an additional acre for each 100 students
High schools	20 useable acres with an additional acre for each 100 students

(iii) Sites will provide outdoor activity areas that have safe and appropriate surfaces for physical activities.

(iv) Sites shall accommodate the separation of bus, car and pedestrian traffic.

(v) High school sites may accommodate additional vehicle parking for ¼ of the student design capacity, or local code requirements.

(vi) Sites may accommodate vehicle parking for all staff, itinerant staff, and additional spaces to accommodate a minimum of 25% of the seating capacity of the gym or the assembly area, whichever is larger.

(vii) Site analysis shall include a comprehensive review and evaluation of site soil conditions, traffic patterns, utilities and site topography. The Commission may adopt by rule further specific requirements for school facility sites in accordance with W.S. 21-15-114(a)(xii).

(viii) Requests for land acquisition should originate with a request by each district to the Project Manager assigned to the district. The School Facilities Commission will determine the need for the land acquisition using the following information:

(A) Define/Confirm the need

(I) Near term capacity issue driven by ADM

(II) Long term capacity driven by economic and demographic projections

(III) Need driven by FCI on current buildings

(IV) Long term strategic objective based upon any of the above factors including suitability, health and safety

(B) Examine current district land inventory

(I) If replacement school, is current site suitable

(II) Does the district own any other land which is suitable

(III) If new land required consider:

(1.) Land swap

(2.) Community owned land

(3.) Land available in conjunction with development

Once it is determined that land acquisition is necessary, the Commission in consultation with the district will conduct the following (in no particular order):

(C) Due diligence Investigation

(I) Obtain title commitment

(II) Obtain legal description of property

(III) Obtain two (2) land appraisals (using the average of two if within 5% of each other, otherwise a 3rd appraisal will be obtained and the average of the two (2) closest appraisals will be used)

(IV) Conduct site survey to include property description, utility locations and capacities, topography

(V) Conduct Phase I environmental assessment

(VI) Investigate annexation and zoning issues

(VII) Investigate local design requirements

(VIII) Obtain preliminary and final plat, if necessary

The Commission may grant a waiver to any of the above due diligence requirements for good cause.

All phases of the land acquisition process shall be kept confidential. Neither the district nor the Commission will divulge information on proposed land acquisitions until such time as all due diligence has been completed and the Commission has negotiated the land purchase price.

(d) Projected Enrollment.

The allowable square footage of Commission-funded remedies shall be determined by enrollment projections for both the individual school and the district as a whole, developed in accordance with the rules adopted by the Commission. Enrollment projections shall be consistent, systematic and research-based in accordance with W.S. 21-15-114(a)(iv).

(i) ***Declining Enrollment.*** Where the school district's past and projected enrollments show a declining population trend, allowable square footage shall not exceed the cohort survival calculation on the date of anticipated occupancy of the facility.

(ii) ***Stable Enrollment.*** Where the school district's past and projected enrollments show a stable or randomly increasing and decreasing population trend, allowable square footage shall be based on the average of a five year cohort survival calculation as approved by the Commission.

(iii) ***Increasing Enrollment.*** Where the school district's past and projected enrollments show an increasing population trend, allowable square footage shall be based on a five-year cohort survival calculation as approved by the Commission.

(iv) ***Best Available Data.*** Projected enrollments shall be determined by use of the best available data which is reliable, and should include cohort survival rates as well as snapshot enrollment and ADM calculations provided by the Wyoming Department of Education. In certain situations, other data may need to be considered to most accurately predict population trends. In all cases, only reliable data should be used and documentation shall be maintained of the basis upon which projected enrollment was calculated for all Commission-funded remedies. The Commission shall approve use of any data other than cohort survival data to project student populations.

(e) Functionality of Educational Space. Recognizing that students may be educated in a variety of manners, all school buildings and facilities shall strive to provide the most functional space reasonably possible for required educational programs. Measurement and scoring of functionality of existing facilities shall occur by use of the Commission's educational suitability tool in accordance with Chapter 8, Section 4(a)(v) of these rules.

(f) Classroom and Other Spaces. The Facility Design Guidelines do not prescribe the size of the various spaces which may be included in the design of any particular school facility. The Design Guidelines provide a "footprint" of allowable square footage within which a facility is to be designed. The design process is intended to seek out the most efficient and effective manner of allocating classroom and other spaces within the footprint of allowable square footage. Only if the educational program cannot be delivered within that footprint is the exception process described in this chapter to be used.

(g) Co-curricular and Extracurricular Spaces. The design of any remedy funded by the Commission may include co-curricular and extracurricular spaces, but such designs shall ensure that substantially similar activities will be provided to similarly situated students across the state.

(h) Off-site Infrastructure.

(i) Requests for off-site infrastructure funds must come from affected school district(s) and shall, at a minimum, include the following in writing:

(A) A full description of the school facility project, including the cost of the proposed infrastructure, its nature and capacity;

(B) All reasons why the expenditures for the off-site infrastructure are necessary;

(C) Any contemplated excess capacity as well as its cost and all terms for repayment for the cost; and,

(D) Any other facts material to a determination of whether to expend these funds.

(ii) Such requests shall be first presented to the School Facilities Commission Project Manager(s) assigned to the affected school district(s). The Project Manager(s) shall then present the request to the Director who shall make a determination whether further information is required, and whether the request shall be presented to the Commission for its consideration and decision. The Director shall notify the affected municipality or local governmental entity of the staff recommendation and of the time and location at which the Commission will consider the proposal.

(iii) When considering such requests, the Commission shall work with the affected municipalities or other local governmental entity to reach a reasonable resolution of the

excess capacity issues related to off-site infrastructure. The Commission will further coordinate with the Wyoming Association of Municipalities in order to maintain consistent application of this policy. Such requests will address the infrastructure needs of the school facility only; this policy is not intended to meet the development needs of the municipality or other local governmental entity.

(iv) Funding of traffic lights or roundabouts will be in proportion to traffic volume resulting from the construction of the district facility on-site or off-site as determined in a traffic study conducted by a qualified traffic engineer.

(v) The Director shall notify the affected municipality or other local governmental entity in writing, of the SFC action taken and reasons for the action.

(vi) Projects eligible for this funding shall be prioritized in a manner consistent with the statewide prioritization process.

(vii) No funds shall be expended without Commission approval and full compliance with this rule, footnote 7 to Section 027 of Section 3, 2007 HEA1 (the 2007 Budget Bill), and footnote 1 to Section 027, 2008 SEA0023 (the 2008 Budget Bill).

(i) Safety and Security. Every Commission-funded remedy shall provide for the safety and security of the occupants of the facility.

(j) Sustainability, Energy Efficiency and Lighting. Every Commission-funded remedy shall, at a minimum, analyze the life-cycle costs of maintenance and capital construction decisions upon the following criteria, in addition to other criteria being considered:

(i) Energy Efficiency

(ii) Sustainable Materials (recycled materials, chemical-free wall and floor coverings)

(iii) Preventative Maintenance

(iv) Waste Reduction

(v) Indoor Air Quality

(vi) Day Lighting
(vii) Acoustics

(k) Value Engineering. Value engineering is an essential part of ensuring that Commission-funded remedies receive the maximum value for the occupants and owners of the facilities in the most cost-effective and efficient manner possible. Unless waived by the Commission pursuant to W.S. 21-15-118(a)(ii)(B), all Commission-funded remedies shall be value engineered and value engineering shall be ongoing once the appropriate remedy is

determined by the Commission. Value engineering shall include life cycle cost analysis of all major systems in the facility.

(l) Codes. All school facilities shall comply with all applicable local, state and federal building codes, laws and regulations.

(m) Functional Buildings. All Commission-funded remedies should ensure that the design meets the expectations of the occupants and that the facility is built as it was designed. Modern schools are complex buildings. Ensuring that all building systems are working properly and that the school staff knows how to operate and maintain them is critical.

(n) Acoustics. If not controlled to appropriate levels, noise from loud ventilation systems, outdoor sources, and neighboring rooms can significantly impede communication among teachers and students. Classrooms should have unoccupied background noise levels reduced as much as is reasonably possible.

(o) Technology. The Commission shall ensure that all facilities are capable of providing a modern and appropriate level of technology to the students and staff within the facility.

(p) Accessibility. All school buildings and facilities shall provide appropriate accessibility to all persons, including persons with disabilities, and shall comply with all Federal and state laws and requirements regarding accessibility.

(q) Prototypes. The Commission shall develop prototypes for Commission-funded remedies, which may include specific components and/or features of a school building as well as complete structures. The Commission shall ensure that such prototypes shall be used in developing Commission-funded remedies. All prototypes developed by the Commission shall be adopted in rule.

(r) Life Cycle Cost Analysis. A life cycle cost analysis shall be completed for each school project. The analysis shall compare initial and life cycle costs for all major systems in the building. The major systems shall include, but are not limited to:

(i) Structural

(ii) Exterior skin

(iii) Roof

(iv) Flooring

(v) HVAC

(vi) Lighting

(s) On-site infrastructure. The following on-site infrastructure may be funded by the SFC as part of the project budget:

(i) In the event a new or improved road is required, up to fifty percent (50%) of the cost of the road adjacent to the school property and up to one hundred percent (100%) of the sidewalk to be built adjacent to the school property may be included in the capital construction budget.

(ii) Up to fifty percent (50%) of infrastructure costs of utilities associated with construction or improvement of roads adjacent to school properties not to exceed one hundred percent (100%) of the capacity needed for the school building may be included in the capital construction budget.

(t) Furniture, Fixtures and Equipment (FF&E). The Commission will fund either 4.2% of the cost of construction for a school that is being replaced (assuming that some of the Districts existing FF&E is in reusable condition), or 6.3% of the cost of construction for new schools (where there is no existing FF&E to consider for re-use), for FF&E. This is intended to cover items that have no permanent connection to the structure of the building or utility, such as desks, chairs, tables, office furniture, cafeteria tables, audio visual equipment, specialized items to equip art, music, science, technical education rooms, special education rooms, and physical education space. Grounds and landscaping equipment, floor cleaners and waxers, vacuums, snow blowers, and such related items may be acceptable FF&E expenditures, pending an inventory and assessment of all re-usable or non-reusable FF&E, conducted jointly by the District and Commission. All requested FF&E expenditures shall be reviewed and approved by the Commission taking into consideration similar funding provided in the WDE block grant and other project-specific circumstances. No FF&E item shall be funded unless it is listed on the most current R.S. Means list for furniture, fixtures and equipment.

(u) Tracks. Unless waived by the Commission for good cause, including the requirement that similarly situated students shall be provided the opportunity to participate in similar activities, tracks shall be designed and constructed in accordance with the Commission's track design guidelines attached hereto as Appendix B.

(v) Auditoriums. An auditorium is an important part of a high school design. Working within the footprint of allowable square footage, high school designs should incorporate an auditorium appropriate for the school's student population.

(w) Swimming Pools. The Commission does not fund new swimming pools, however, existing swimming pools may be maintained through district funds or ten percent (10%) major maintenance funds, as long as all other major maintenance needs have been appropriately satisfied.

Section 7. Local Enhancements.

(a) Local enhancements, as defined in Wyoming law and in these rules and regulations, are features and aspects of school facilities which are not funded by the Commission and do not receive funding for major maintenance from the Commission.

(b) Regarding new construction, local enhancements may occur in the following non-exclusive ways:

(i) Inclusion of a design feature which exceeds the facility design guidelines and/or fails to comply with the uniform statewide adequacy standards. Examples could include a gymnasium or auditorium designed larger than needed for the population of the school;

(ii) Inclusion of square footage in a facility which exceeds the total square footage allowed by the facility design guidelines; or,

(iii) Inclusion of design features or aspects which are not in compliance with the recommendations of value engineering.

(c) Costs of facility enhancements shall be identified by the Commission as follows:

(i) When the enhancement can be bid as an added or alternative item which includes all design and construction costs attributable to the enhancement, the district shall bear all costs associated with the addition or alternate;

(ii) When the enhancement is the result of additional square footage, the difference between the allowable square footage and the project total square footage shall be computed as a percentage. Project costs will be attributed on the basis of the percentage as identified unless otherwise agreed upon by the Commission and the district in accordance with these rules and Wyoming law. The district shall be responsible for all costs associated with the enhanced square footage;

(iii) When the enhancement is the result of a design preference, the difference shall be computed as a percentage unless otherwise agreed upon by the Commission and the district in accordance with these rules and Wyoming law. The district shall be responsible for all costs associated with the enhanced design and its construction.

(iv) The Commission shall consider the recommendations of value engineering in arriving at the costs of all enhancements and its conclusions shall be included in the required written agreement between the district and the Commission.

(d) All costs associated with LEED design certification and commissioning will be considered an enhancement and must be paid for by the district.

(e) The Commission establishes the following criteria and procedures for the identification of local enhancements to school buildings and facilities which are in excess of state building adequacy standards and to determine whether and how any local enhancements should

be incorporated into the statewide adequacy standards, in accordance with W.S. 21-15-114(a)(ix).

(i) The Commission shall maintain a database from which all local enhancements may be identified.

(ii) The Commission shall coordinate with the Wyoming Department of Education to determine if any local enhancements have a demonstrable effect upon student achievement.

(iii) The Commission shall further coordinate with such other agencies and individuals as may be necessary to determine whether any local enhancements have a demonstrable effect upon delivery of a thorough and efficient system of public schools.

(iv) If the Commission determines that any local enhancements have had either a demonstrable effect upon student achievement or a demonstrable effect upon delivery of a thorough and efficient system of public schools, the Commission shall make a determination whether and how such local enhancements should be incorporated into the statewide standards and such findings shall be reported to the Wyoming legislature for legislative guidance.

(f) No enhancement to any school facility otherwise being funded by the Commission shall be allowed to proceed in the absence of a written agreement between the district and the Commission which identifies a dedicated source of funding for the enhancement, the mechanism by which construction of the enhancement will proceed and payment submittals be approved, and which establishes that construction and funding of the enhancement will neither impair nor impede construction of the base facility.

APPENDIX A:
Guideline Graphs of Total Square Footage by Grade Level

Figure A-1: Elementary School Total Square Footage Guideline Graph

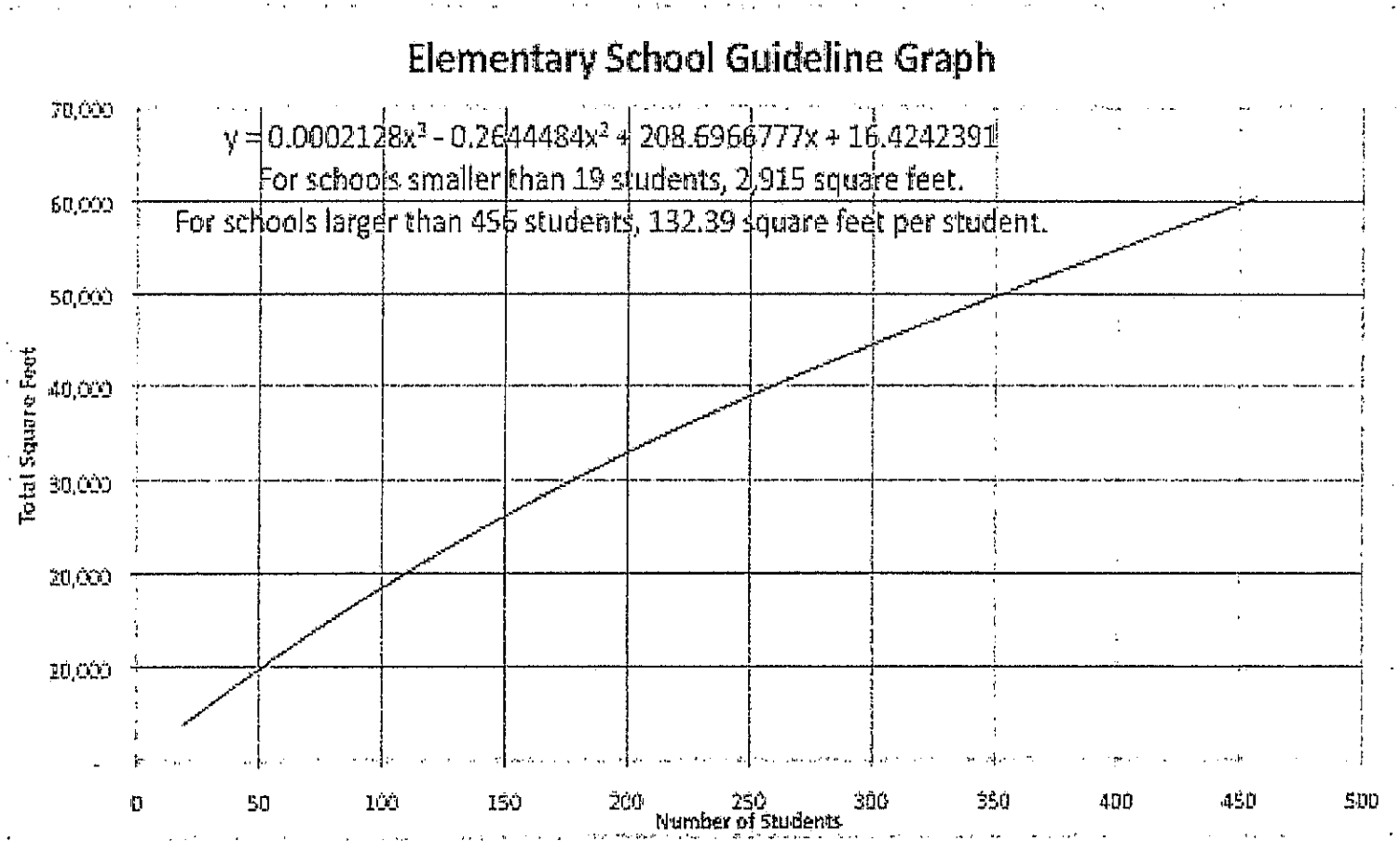


Figure A-2: Middle School Total Square Footage Guideline Graph

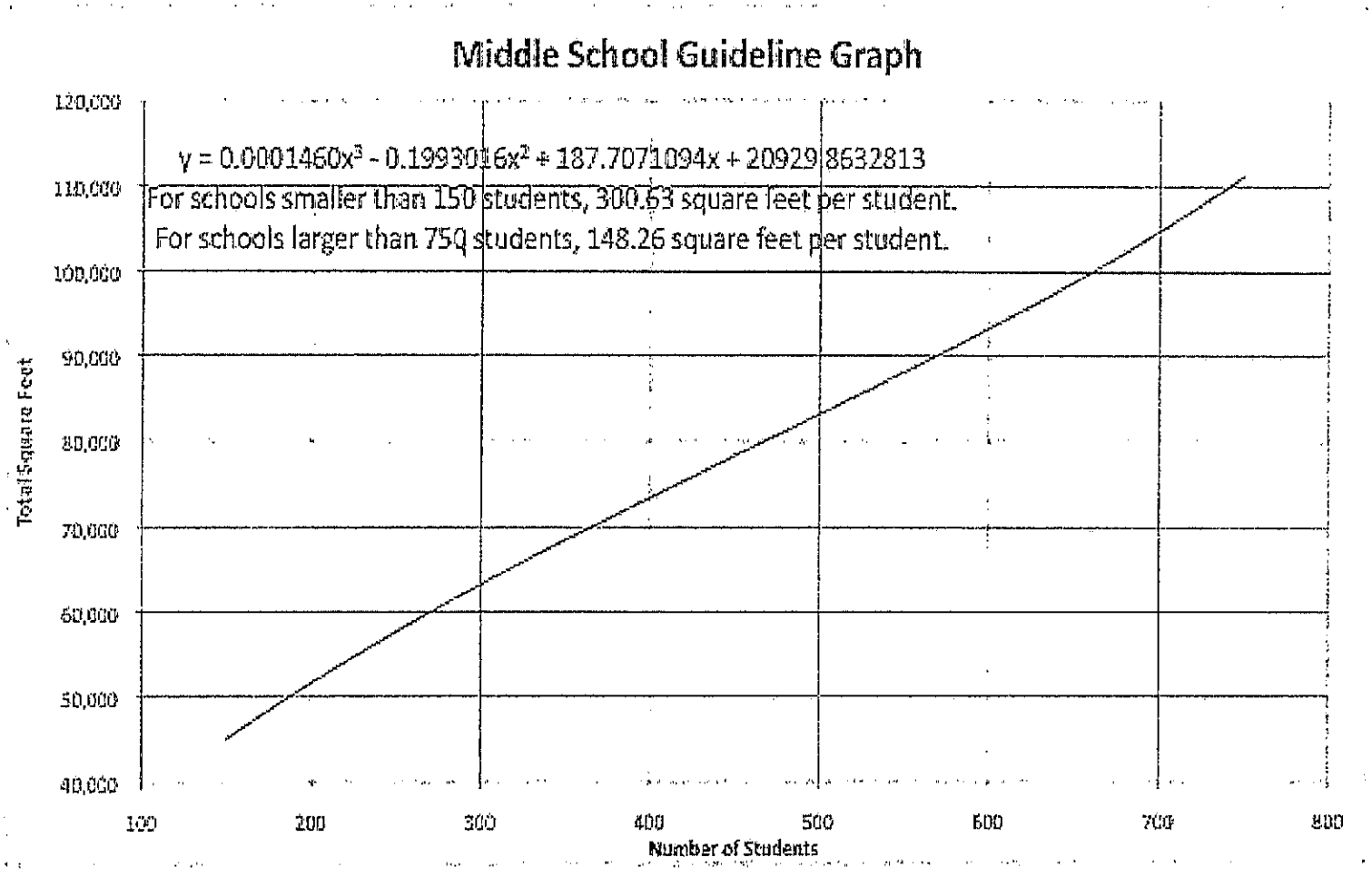


Figure A-3: High School Total Square Footage Guideline Graph

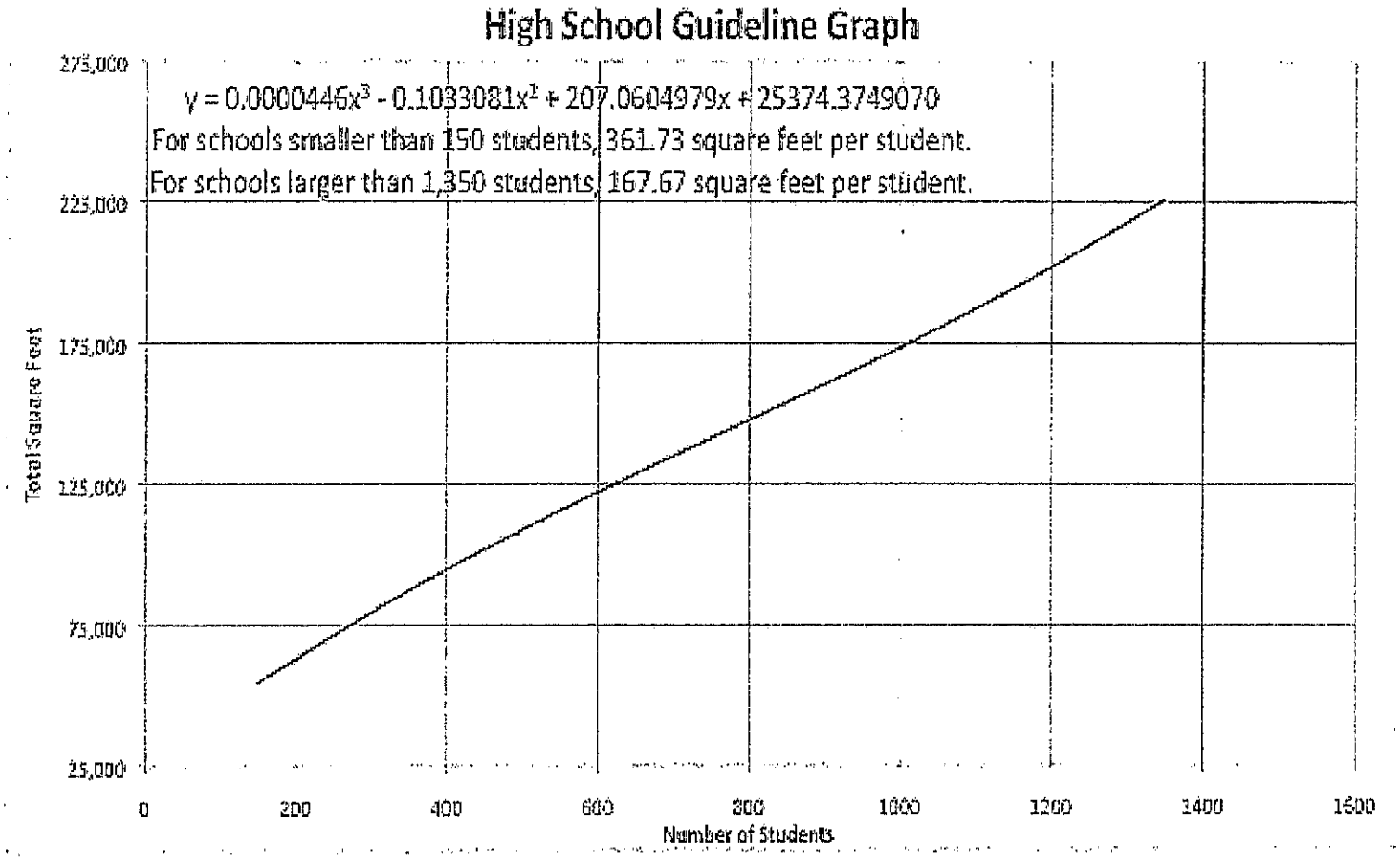


Figure A-4: K-8 School Total Square Footage Guideline Graph

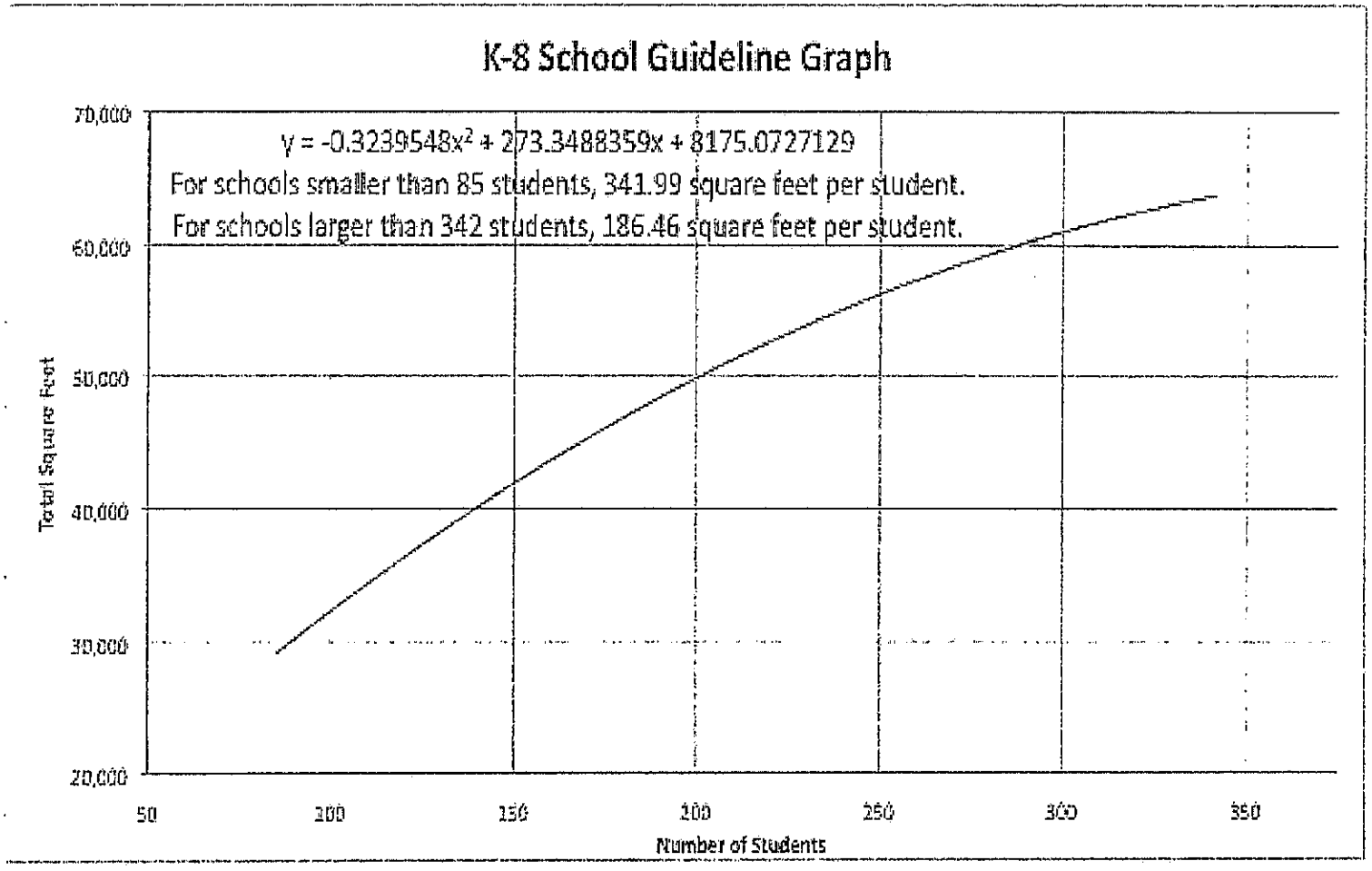


Figure A-5: 6-12 Secondary School Total Square Footage Guideline Graph

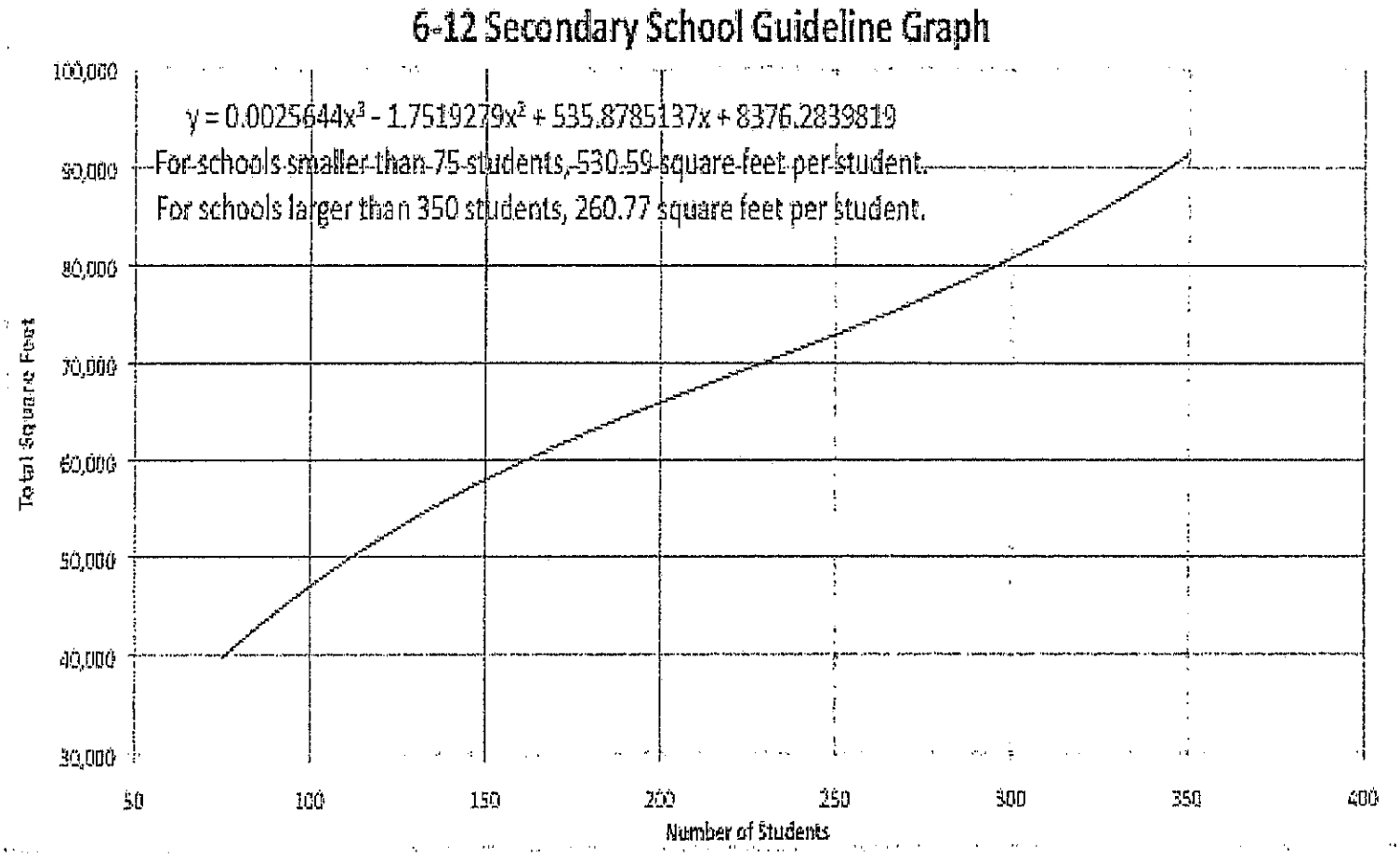
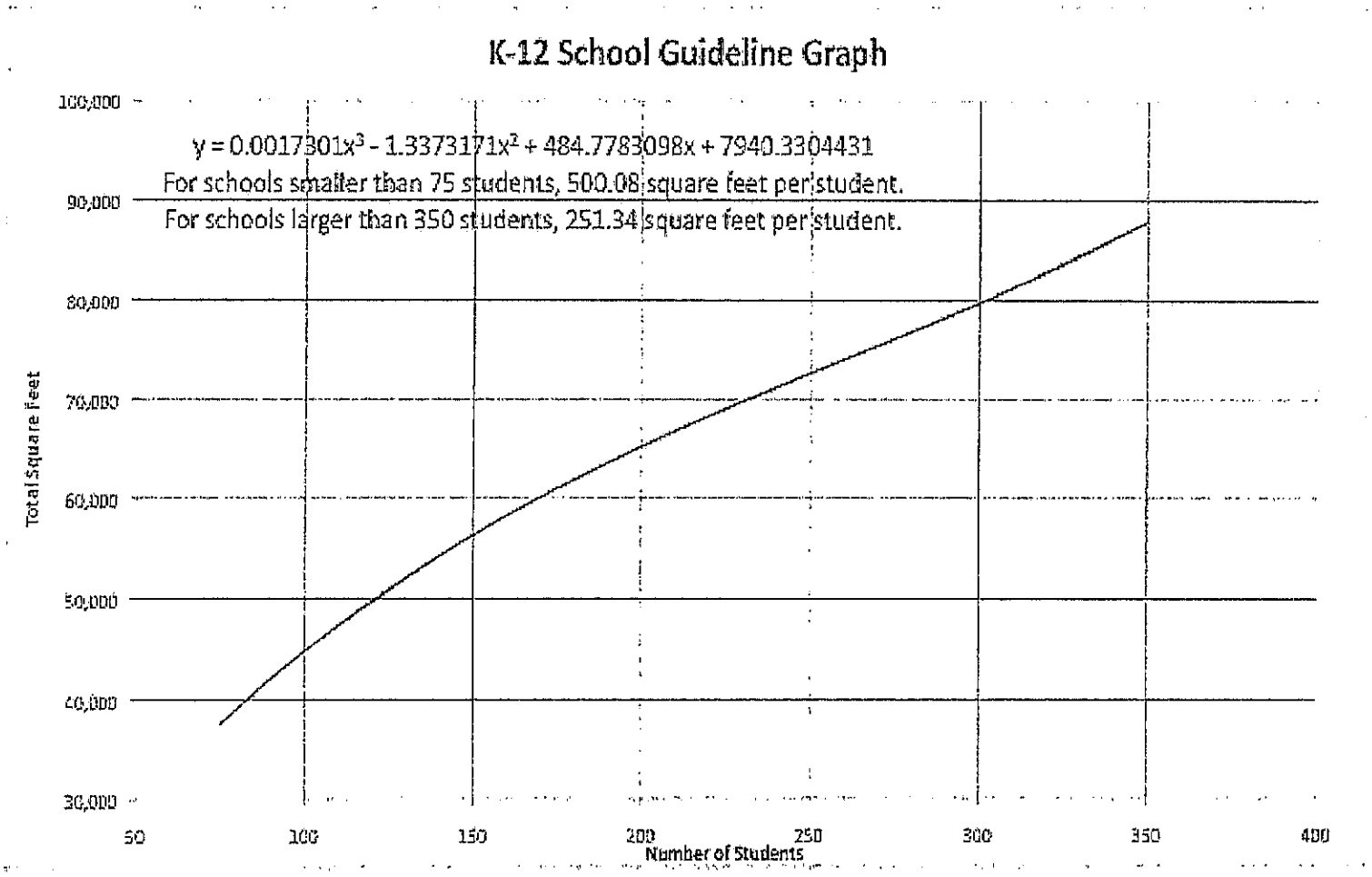


Figure A-6: K-12 School Total Square Footage Guideline Graph



APPENDIX B:
School Facilities Commission Approved Design Standards for Outdoor Athletic Facilities Per Wyoming High School Activities Association Divisions April 2009

Figure A-1: Elementary School Total Square Footage Guideline Graph

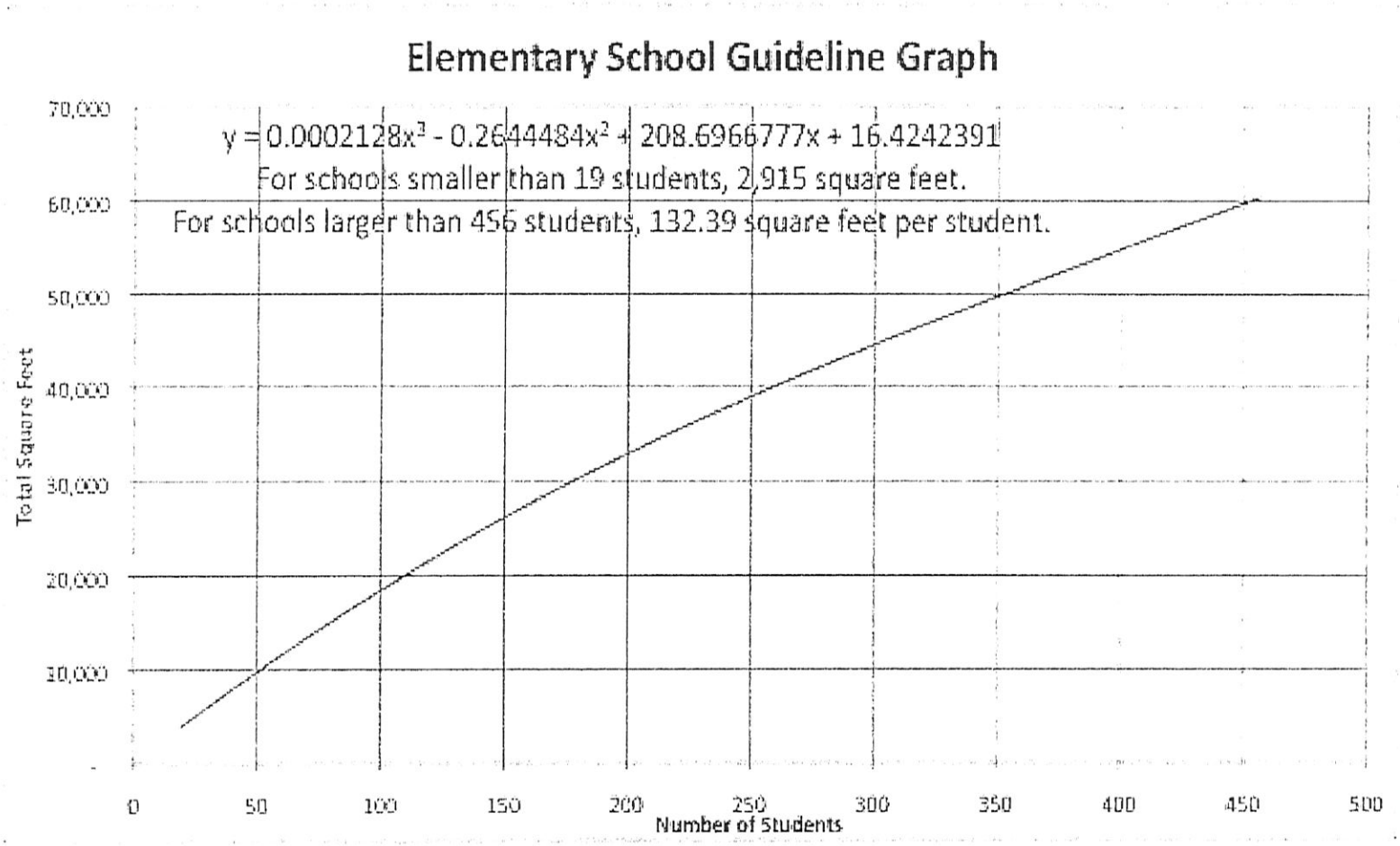


Figure A-2: Middle School Total Square Footage Guideline Graph

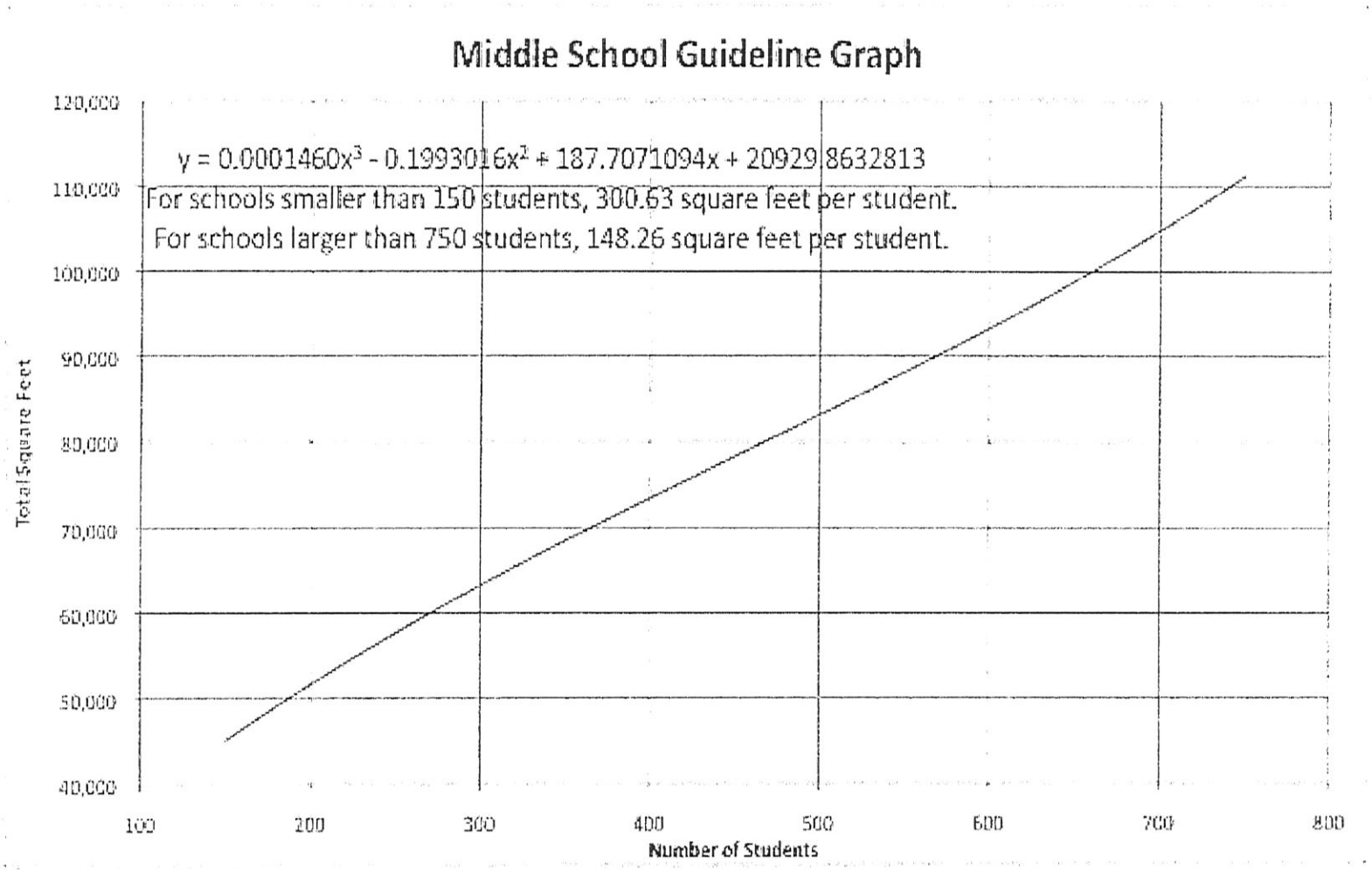


Figure A-3: High School Total Square Footage Guideline Graph

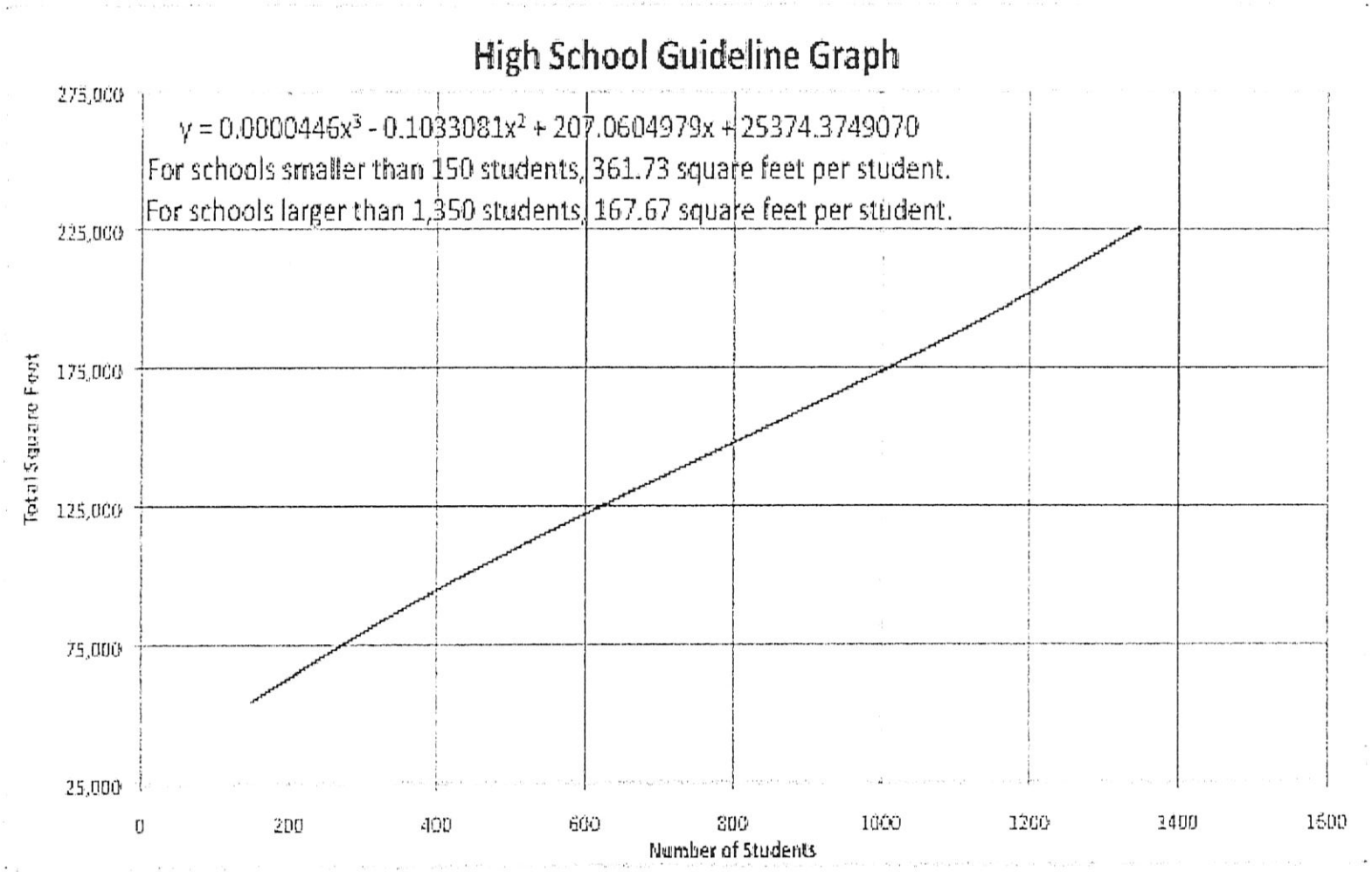


Figure A-4: K-8 School Total Square Footage Guideline Graph

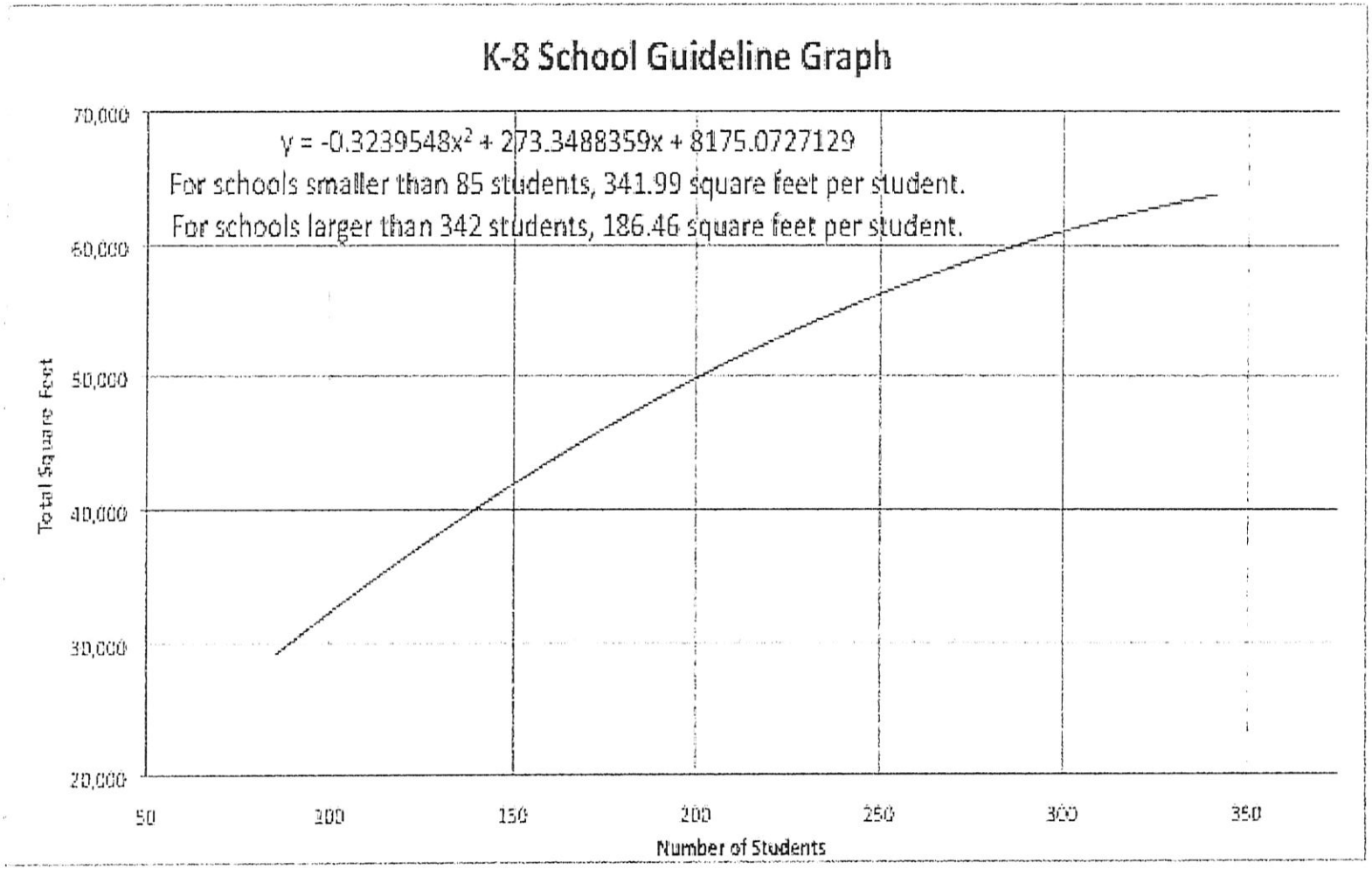


Figure A-5: 6-12 Secondary School Total Square Footage Guideline Graph

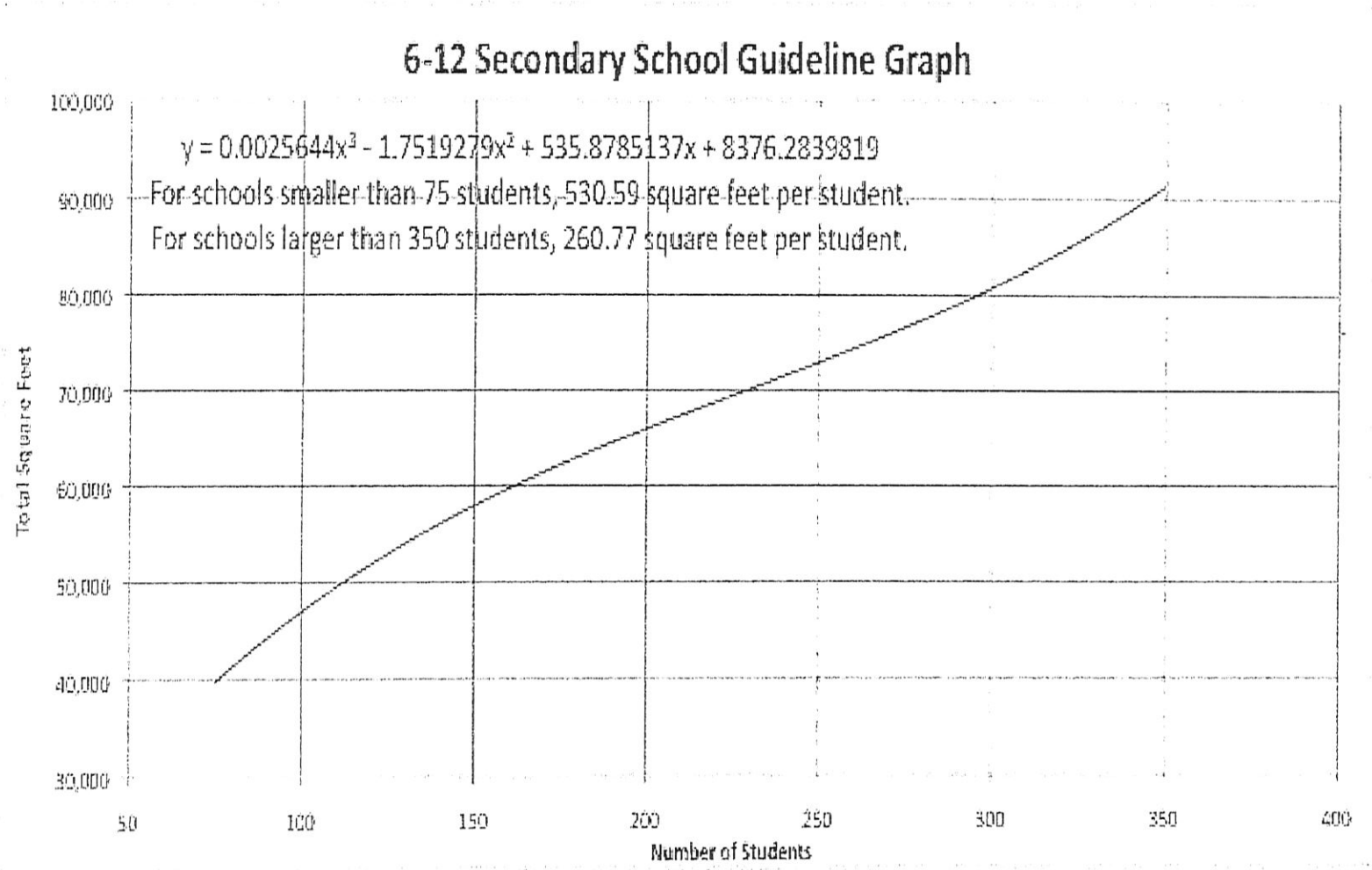
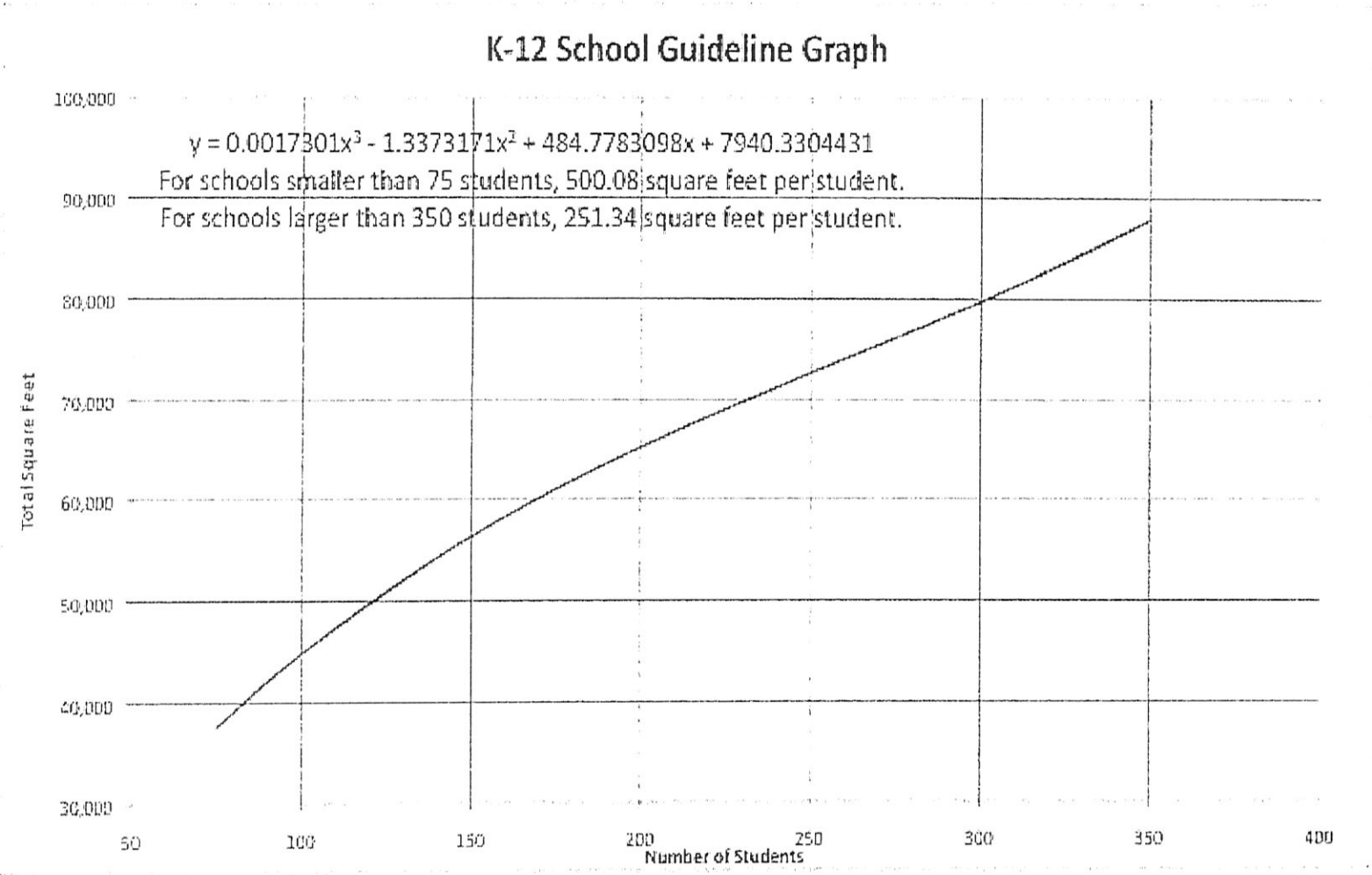


Figure A-6: K-12 School Total Square Footage Guideline Graph



APPENDIX B:
School Facilities Commission Approved Design Standards for Outdoor Athletic Facilities Per Wyoming High School Activities Association Divisions
April 2009

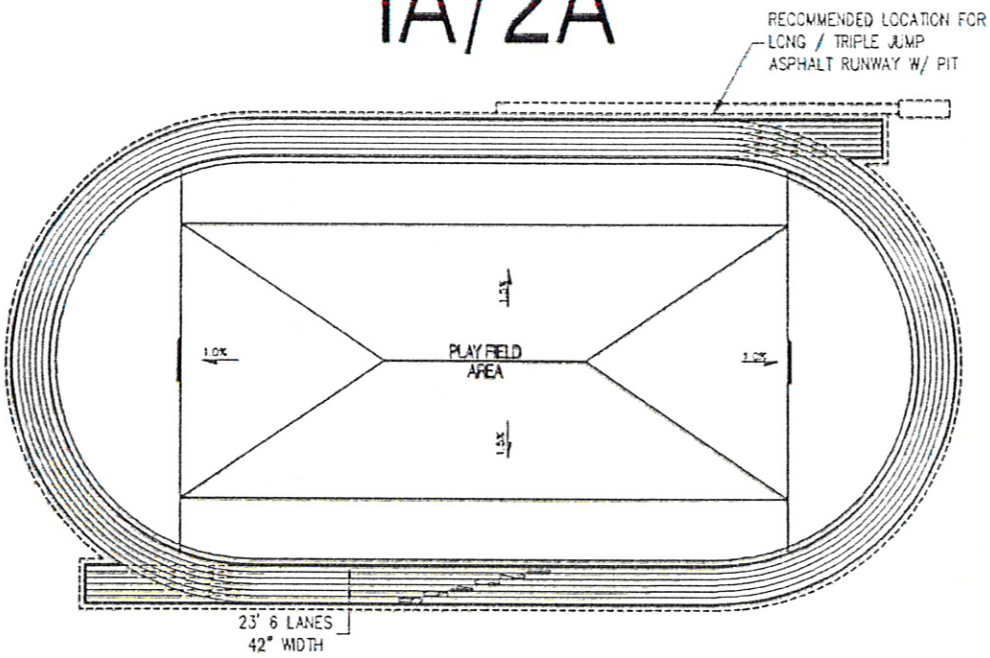
WYOMING SFC School Facilities Commission

Building Schools & Building Futures.

SCHOOL FACILITIES COMMISSION APPROVED DESIGN STANDARDS FOR OUTDOOR ATHLETIC FACILITIES PER WYOMING HIGH SCHOOL ACTIVITIES ASSOCIATION DIVISIONS

APRIL 2009

1A/2A



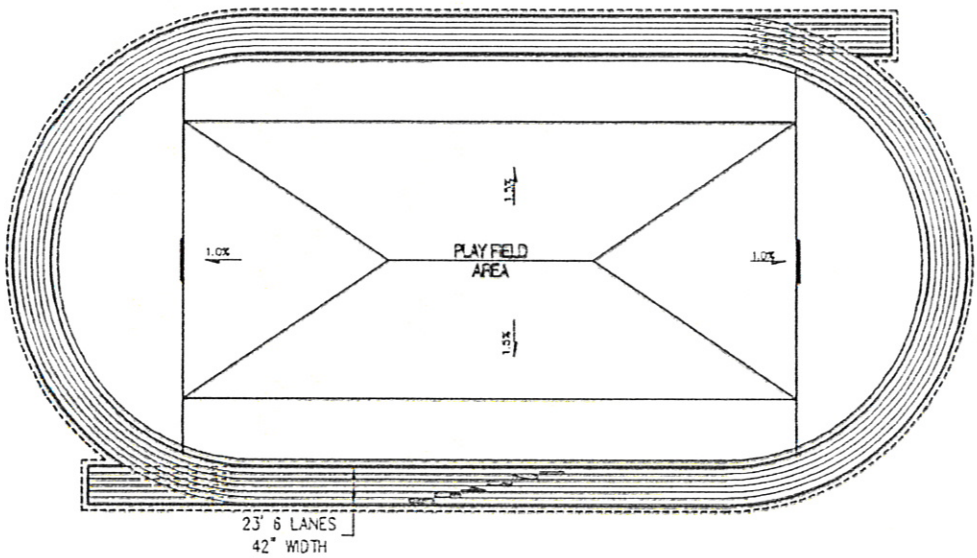
FEATURES:

- 6-LANE 42" WIDTH W/ 6' SHOULDERS 400M - 380M LENGTH
- DOUBLE START POINTS
- FRENCH DRAIN
- LONG JUMP ASPHALT RUNWAY W/ PIT
- SHOT PUT AREA
- HIGH JUMP
- NO 'D' AREA IMPROVEMENTS
- ASPHALT SURFACING OPTIONAL SEAL COAT 5YR. - 7 YR. LIFE CYCLE
- STRIPING
- INFIELD TURF VIA SEED / SOD AND INCLUDES GOAL POSTS. SYNTHETIC TURF SHALL BE CONSIDERED AN ENHANCEMENT.
- OPTIONAL DRAIN ROCK UNDER TRACK PVMT. SECTION DEPENDING ON SITE SOILS
- 1/4" SURFACE DEVIATION
- DOES NOT MEET HIGH SCHOOL TRACK CERTIFICATION
- 42" CHAIN LINK FENCE

This track and field facility will consist of a six (6) lane asphalt 380 meter to 400 meter running track with a top width of 23 feet and including two (2) starting areas. The track will have six lanes being 42" in width with 6" thickened edge shoulders on each side. The surface will either be a fine graded top lift of asphalt (3/8" minus) or have a fog seal applied. Pavement surfacing thickness should be a minimum of 2 ½" - 3" over a minimum of 4" of crushed base. The pavement section may increase as unique site soils conditions dictate. A 42" perimeter chain link fence will be provide to control field access. This level of track will not receive any additional surfacing treatment. An interior seeded / sod playfield will be provided with an appropriate irrigation system tied to an existing water system. Field drainage will be a series of French drains and the track surface will slope away from the infield. Field events will consist of a single runway with a long / triple jump pit at each end, a single shot put and discuss areas with cage, and a high jump area. No pole vault will be provided. District enhancements to be bid as alternate. Enhancements to be reviewed by commission prior to awarding contract.

Estimated Construction cost for this facility and component will vary regionally as the availability of asphalt plants within reasonable haul distance will be one item that will impact construction costs.

3A



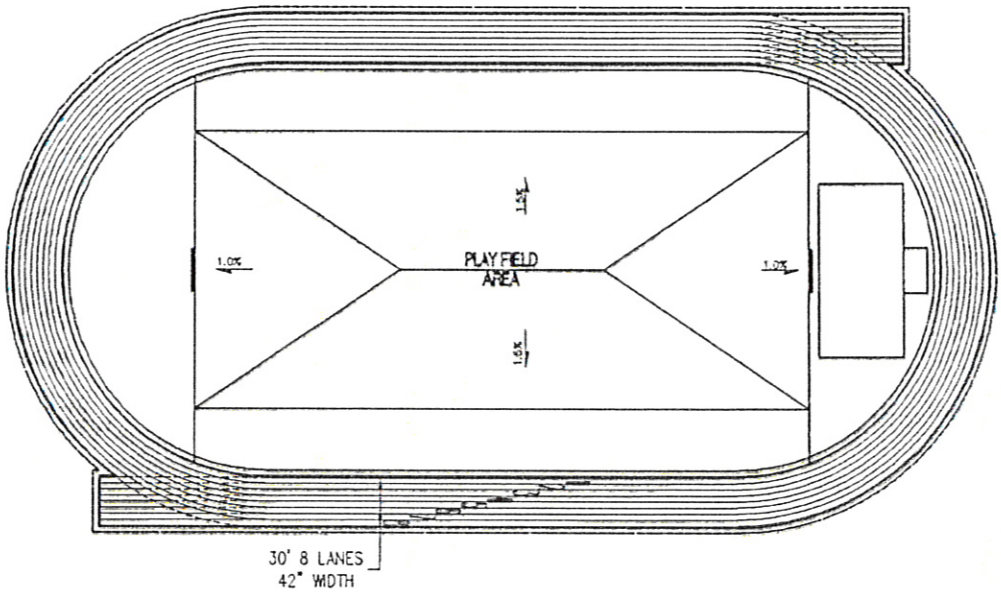
FEATURES:

- 6-LANE 42" WIDTH , 400 M
- ASPHALT W/ 2-PART POLY
- CONCRETE CURBS - INTERIOR
- One foot THICKENED EDGE ASPHALT - EXTERIOR
- TURF PENDING WATER USAGE AND AVAILABILITY
- INFIELD DRAINAGE SYSTEM PENDING - TURF OR ASTRO
- ALL FIELD EVENTS, SHOT PUT, HIGH JUMP, AND LONG JUMP
- POLE VAULT - PENDING WHSAA DIRECTION
- INFIELD TURF VIA SEED / SOD AND INCLUDES GOAL POSTS. SYNTHETIC TURF SHALL BE CONSIDERED AN ENHANCEMENT.
- 42" CHAIN LINK FENCE TO DELINEATE 3' CLEAR ZONE
- 1/4" IN 10' SURFACE DEVIATION SPEC.
- MEETS HIGH SCHOOL TRACK CERTIFICATION

This track and field facility will consist of a six (6) lane asphalt 400 meter running track with a top width of 23 feet and including two (2) starting areas. The track will have six lanes being 42" in width with 6" thickened edge shoulders on the outside with a concrete curb on the interior. The surface will be a two part polyurethane surfacing. Pavement surfacing thickness should be a minimum of 2 ½" - 3" over a minimum of 4" of crushed base. The pavement section may increase as unique site soils conditions dictate. A 42" perimeter chain link fence will be provide to control field access. An interior seeded / sod playfield will be provided with an appropriate irrigation system tied to an existing water system. Field drainage will be a series of drainage inlets and the track surface will slope toward from the infield. All field events will be provided, including multiple runways with a long / triple jump pit at each end, shot put and discuss areas with cages, a high jump area and a pole vault pit & runway. District enhancements to be bid as alternate. Enhancements to be reviewed by commission prior to awarding contract.

Estimated Construction cost for this facility and components should be fairly consistent statewide as most 3A site locations have reasonable availability of asphalt plants. It is estimated that the 3A track facility is approximately 40% more than the 1A\2A track facility mainly due to the type of track surfacing.

4A



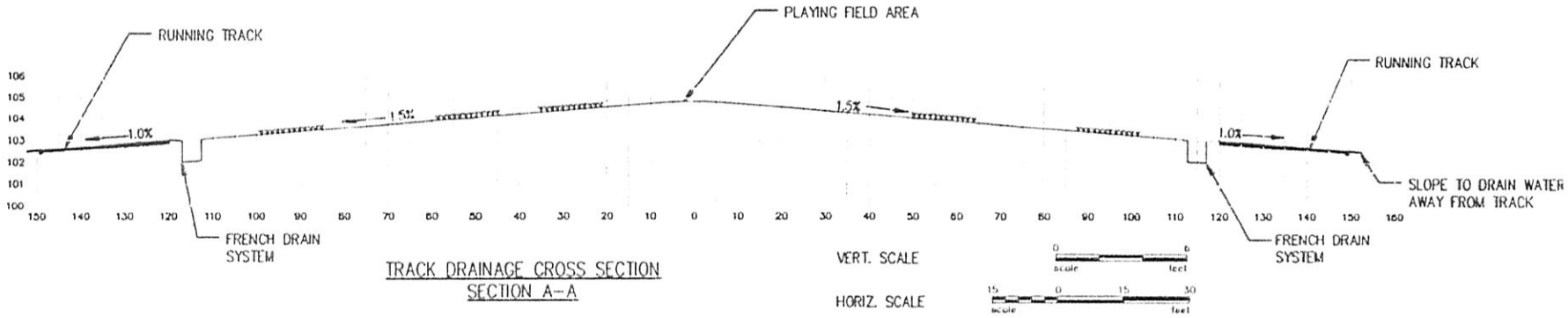
FEATURES:

- 8 LANES- 42" WIDTH, 400 M
- POLE VAULT OPTIONAL PER WSHAA
- 2 PART POLY SURFACING SYSTEM
- EXTERIOR CONCRETE CURB
- INTERIOR CURB W/ PERIMETER TRENCH DRAIN
- INFIELD TURF VIA SEED / SOD AND INCLUDES GOAL POSTS. SYNTHETIC TURF SHALL BE CONSIDERED AN ENHANCEMENT.
- 42" CHAIN LINK FENCE TO DEFINE 3' CLEAR ZONE
- 1/4" IN 10' SURFACE DEVIATION SPEC.
- MEETS HIGH SCHOOL TRACK CERTIFICATION

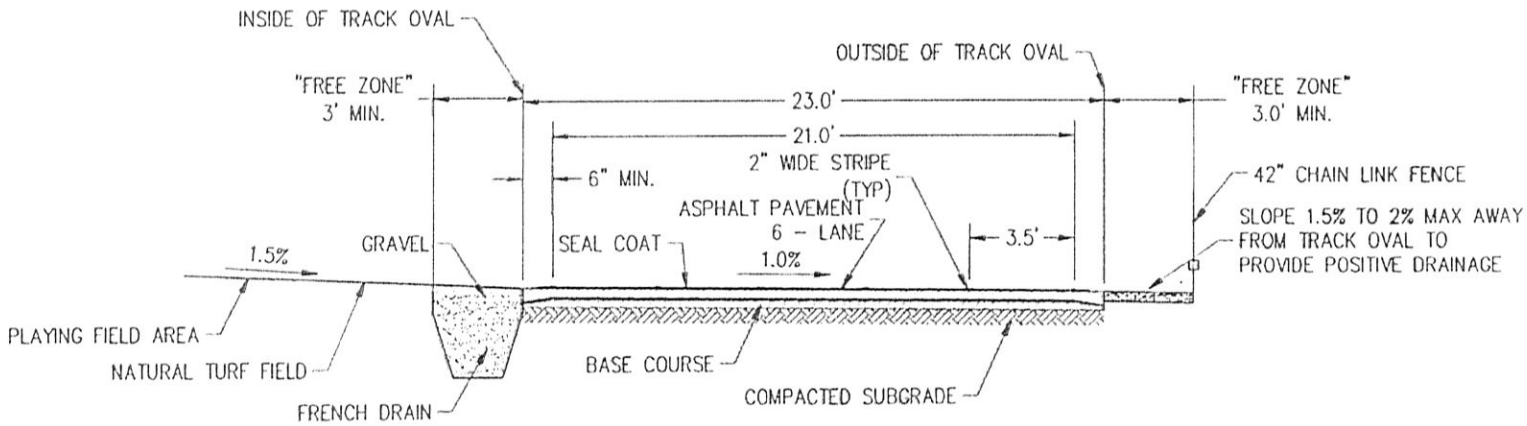
This track and field facility will consist of an eight (8) lane asphalt 400 meter running track with a top width of 30 feet and including two (2) starting areas. The track will have eight lanes being 42" in width with concrete curbing on each side. The surface will be two part polyurethane. Pavement surfacing thickness should be a minimum of 2 ½" - 3" over a minimum of 4" of crushed base. The pavement section may increase as unique site soil conditions dictate. A sodded playfield area with full irrigation system consisting of pop up heads tied to an existing water system will be provided. Field drainage will be a controlled with an interior perimeter trench drain and the track surface will slope toward the infield. All field events consisting of a multiple runways with a long / triple jump pits at each end, shot put and discuss areas w/ cages, pole vault w/ runway and pit, and a "D"area high jump. District enhancements to be bid as alternate. Enhancements to be reviewed by commission prior to awarding contract.

Estimated Construction cost for this facility and component will be generally consistent statewide as most all 4A facilities have local asphalt plants. Construction cost increase will be approximately 28% more than the 3A track facility with the increase in cost coming from the increase in track quantities for the additional two lanes and the drainage system.

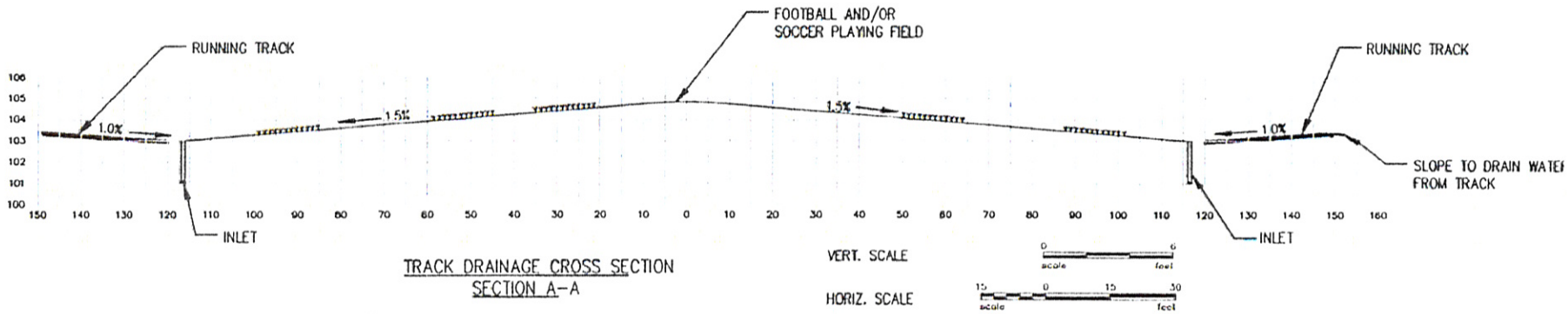
1A/2A



TRACK DRAINAGE CROSS SECTION
SECTION A–A



3A



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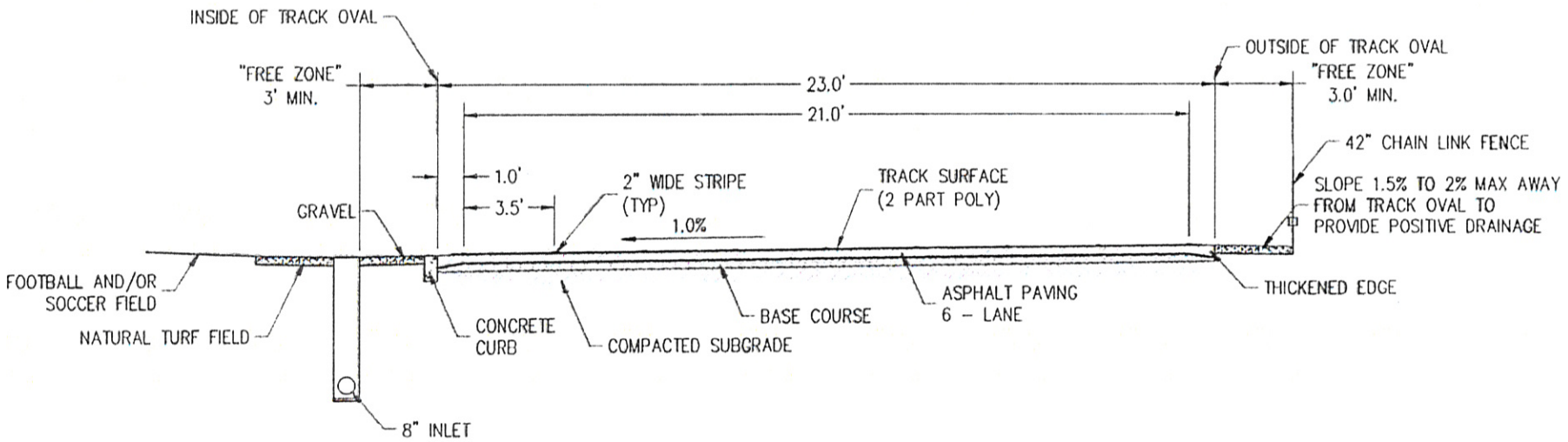

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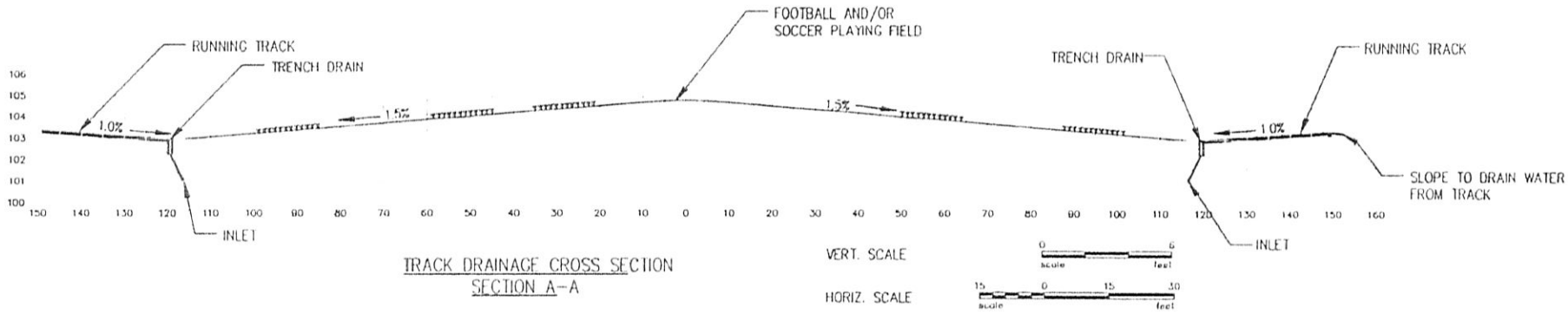
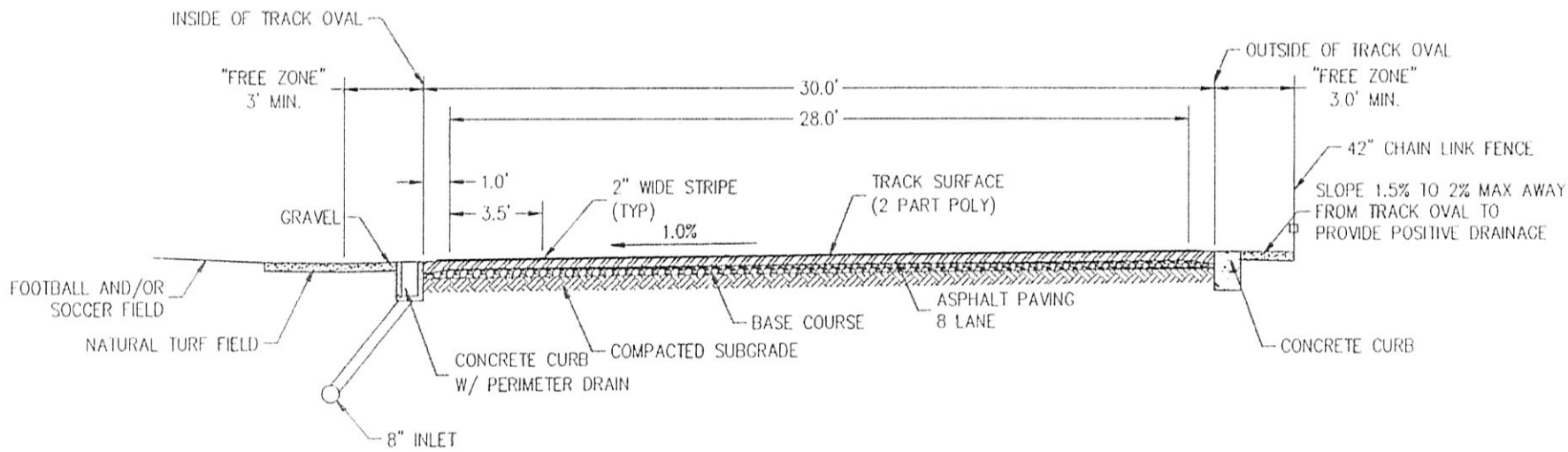


TRACK DRAINAGE CROSS SECTION
SECTION A–A



RULES AND REGULATIONS OF THE SCHOOL FACILITIES COMMISSION

CHAPTER 6
SQUARE FOOTAGE GUIDELINES
FOR MAJOR MAINTENANCE PAYMENTS

Section 1. Authority.

This chapter is promulgated pursuant to W.S. 21-15-114(a)(xv) and W.S. 21-15-109(c)(i).

Section 2. Purpose of Rule.

The purpose of this rule is to prescribe guidelines by which square footage will be computed for purposes of calculating major maintenance payments.

Section 3. Definitions.

(a) "Certify" means to represent and warrant, under penalty of perjury, that the certified matters are true, accurate and correct and are not misleading in any material way.

(b) "Closed" means in the context of an educational building, the building is not used and is not intended to be used for educational purposes.

(c) "Leased Facilities" means any land, building or equipment or other capital asset that has been leased by or to a district.

(d) "Major Maintenance" or "Major Building and Facility Repair and Replacement" means the repair or replacement of complete or major portions of school building and facility systems at irregular intervals which is required to continue the use of the building or facility at its original capacity for its original intended use and is typically accomplished by contractors due to the personnel demand to accomplish the work in a timely manner, the level of sophistication of the work or the need for warranted work.

(e) "Mothballed" is the spare footage of any district building or facility which is closed and not operational, is not being replaced under a district's facility plan approved by the commission under W.S. 21-15-116, and is not determined surplus as a closed building within the district's facility plan. (The district building or facility must be in good condition and may remain as a mothballed building for a maximum of three (3) years).

(f) "Payable-Leased Facilities" are those facilities which are used by the district to provide the approved educational programs as prescribed by W.S. 21-15-109(c)(i)(B). These facilities shall be included in the district's gross square footage totals.

(g) `"Routine Maintenance and Repair" means activities necessary to keep a school building or facility in safe and good working order so that it may be used at its original or designed capacity for its originally intended purposes, including janitorial, grounds-keeping and maintenance tasks done on a routine basis and typically accomplished by district personnel with

exceptions for any routine tasks accomplished by contractors such as elevator or other specialized equipment or building system maintenance.

(h) "Separate Account" means an individual account for depositing to, and expending from, major maintenance funds. These funds shall not be co-mingled with any other funds or accounts.

Section 4. Maintenance.

Each district in consultation with its assigned Project Manager shall maintain the total square footage of each building within the district.

Section 5. Calculation.

(a) Actual square footage of buildings shall be calculated using the exterior building face dimensions of enclosed space at each floor level. Areas not to be included in square footage calculations include:

(i) Crawl spaces;

(ii) Pipe tunnels;

(iii) Roof overhangs;

(iv) Walkways, and other non-enclosed facilities.

(b) The total square footage of structures shall be calculated by using any one of the following measurement methods:

(i) On-site measurements of the structure;

(ii) Dimensions taken from as-built floor plans where complete information is available; or

(iii) Computer-aided drawing (CAD) utilizing as-built floor plans.

(c) Each floor of multi-floored structures shall be calculated separately, and calculations for all floors shall be combined for the total area of the entire structure, including the gross square footage area of basements.

(d) The major category (i.e. educational, office, or warehouse) designated for gross square footage within each building or facility shall be determined based upon the major use of the building.

(e) The total square footage of structures in the district shall be separately set out for each major category (i.e. educational, office or warehouse) using the following sub-categories:

(i) Educational

(A) Standard educational space

(B) Educational portables

(C) Educational non-portables

(D) Qualified educational leases per W.S. 21-15-109(c)(i)(B)

(E) Other non-qualified educational leases

(F) Mothballed

(ii) Office

(A) Portable building used as an office

(B) Leased offices

(C) All other offices

(iii) Warehouse

(A) Bus barn (transportation facility)

(B) Portable building used as storage

(C) Warehouse leases

(D) All other warehouses

(f) Mothballed Buildings. For buildings which are mothballed, ten percent (10%) of the normally allocated major maintenance funds for the building will be allotted for a maximum of three (3) years. At the end of the three (3) years, the district shall determine if the building is still a needed educational building or if the district will close the building and remove it from their inventory, at which time no additional major maintenance funds will be expended. Funding must be requested by the district on Form SFC-706.

(g) Mechanical space. When calculating the overall building square footage for a new building, addition or major remodel (for the purposes of determining the allowable gross square footage), if the mechanical space complies with the definitions outlined below, then it is not required to be included in the gross square footage calculations for the new construction.

Section 502 - International Building Code, 2006 Edition

Equipment Platform – An unoccupied, elevated platform used exclusively for mechanical systems or individual process equipment, including the associated elevated walkway, stairs and ladders necessary to access the platform. (See also Section 505.5).

Section 1502 – International Building Code, 2006 Edition

Penthouse – An enclosed, unoccupied structure above the roof of a building, other than a

tank, tower, spire, dome copula or bulkhead, occupying not more than 1/3 of the roof area. (See also Section 1509.2)

Also, for the type of construction, allowable size and height of a tower or spire shall be as outlined in Sections 1509.5, 1509.5.1 and 1509.5.2.

(h) Leased Facility Space. The Commission may approve "qualifying" leased facility square footage for inclusion in major maintenance calculations when the following criteria are satisfied:

(i) Commission approval is obtained per W.S. 21-15-109(c)(1)(A);

(ii) Facility must be surplus or closed per W.S. 21-15-109(c)(iv);

(iii) Square footage is not being used for delivery of required educational program;

(iv) Square footage is being used for one of three approved programs:

(A) Certified child care per W.S. 14-4-101 *et seq.*

(B) Developmental preschool receiving state aid.

(C) BOCES program per W.S. 21-20-101 *et seq.*

(v) District incorporates use of this closed or surplus space into its facility plan;

(vi) District reports any fees received for use of this closed or surplus space as a local resource per W.S. 21-13-310(a)(xv);

(vii) District limits lease agreement to one year subject to early termination if necessary for provision of district educational programs.

Section 6. Computations and Adjustments.

The Commission shall adjust the total district gross square footage by excluding or reducing the gross square footage of newly constructed buildings and facilities using the following percentages:

Year 1	0%
Year 2	10%
Year 3	10%
Year 4	40%

Year 5	60%
Year 6	80%
Year 7 and after	100%

Section 7. Salaries. Approval must be received from the Commission prior to Districts paying salaried personnel with major maintenance funds, as authorized by W.S. 21-15-109(e). In order to request approval, the District must provide the Commission the following information:

(i) Amount identified as salary;

(ii) Position title;

(iii) Detailed description and scope of duties relating to major maintenance projects.

Section 8. 8% and 10% Expenditures. Subject to Commission approval and in accordance with W.S. 21-15-109(f), a district may expend up to 10% of its annual major maintenance distribution on major building and facility repair and replacement needs not specified in the districts facility plan, including district enhancements. These proposed expenditures shall not be approved by the Commission unless the districts major maintenance needs identified in its facility plan (in compliance with W.S. 21-15-109(e)) have been addressed. A district may also apply to accumulate up to 10% of its annual major maintenance distribution on the same basis. If a district is in possession of previously authorized 8% major maintenance funds, they are subject to expenditure on the same basis as 10% funds, but may continue to be held without further Commission approval.

RULES AND REGULATIONS OF THE SCHOOL FACILITIES COMMISSION

CHAPTER 8
CRITERIA FOR IDENTIFYING AND PRIORITIZING REMEDIES, AND ESTABLISHING PROJECT BUDGETS

Section 1. Authority.

This Chapter is promulgated pursuant to W.S. 21-15-114(a)(xv), W.S. 21-15-117(a)(i), W.S. 21-15-119(a) and (c), W.S. 21-15-121(a), and W.S. 28-11-301(c)(iv).

Section 2. Purpose of Rule.

This Chapter is intended to establish criteria for building capacity, building condition, educational suitability and technology readiness, and apply those criteria in a process which prioritizes building needs on a statewide basis, then refines the statewide prioritization into a list of prioritized projects to which proposed funding will be attached and approval of the Commission budget obtained.

Section 3. Inventory; Assignment of Building Score.

(a) The Commission shall prepare and maintain an inventory of all school buildings and facilities used by districts, which are connected to one or more utilities including plumbing, electrical or heating source. Each structure in the inventory shall be assigned scores, as applicable, to denote its condition, educational suitability, and capacity in accordance with these rules and regulations. Technology readiness shall be considered in arriving at a score for educational suitability.

(b) These scores shall be used to establish a state-wide needs index, which shall then be used in conjunction with District facility plans to arrive at a prioritization schedule for building and facility remediation.

(c) As educational suitability and capacity assessments are generally not applicable to non-educational facilities, a state-wide needs list of non-educational structures shall be based upon the condition of the facility.

(i) A maximum of three percent (3%) of the biennial statewide Capital Construction budget may be used to address the needs of non-educational facilities, excluding athletic track and field facilities and swimming pools/natatoriums.

(ii) A maximum of one percent (1%) of the biennial statewide Capital Construction budget may be used to address the needs of athletic track and field facilities.

Section 4. Prioritized Project Budgeting. On an ongoing basis, the Commission shall review, analyze, and adjust regionally, the cost data that may have an impact on project budgets. These adjustments shall ensure that the data which established the Needs

Index is honored. Following approval of the Commission budget in accordance with W.S. 9-2-103, W.S. 21-15-119(c) and W.S. 28-11-301(c), any changes to project budgets or the prioritization of project remedies shall be reported at least quarterly to the Select Committee on School Facilities in accordance with W.S. 28-11-301(c)(iv).

(a) Needs Index and Prioritization.

(i) The Commission shall comprehensively assess the adequacy of existing school buildings and facilities and of future space requirements within the state in accordance with W.S. 21-15-115(b).

(ii) Assessment of the adequacy of buildings, facilities and space requirements shall be by use of scoring tools that, as applicable, take into consideration the condition, the capacity and the educational suitability of every facility.

(iii) Facility condition shall be scored by a tool which uses a nationally recognized Facility Condition Index as approved by the Commission. This tool is contained in the Maximus database program of the Commission and is incorporated herein by reference due to its size. This condition scoring tool shall not be modified except in accordance with the Wyoming Administrative Procedures Act.

(iv) Capacity shall be calculated by first generating statewide district capacity analyses. For facilities constructed with Commission funding, the assigned capacity analysis shall be derived assuming the actual capacity of the facility is the same as the design capacity of the facility. For existing facilities, the capacity analysis shall be developed by updating the previous capacity analysis with new student enrollment numbers, correcting and updating teaching station data, adjusting the utilization/loading factors to eliminate "false positives", and eliminating any cliff effects in the formula.

(A) Once statewide capacity analyses are generated statewide, a more thorough analysis of capacity at the school and district level shall be conducted. This analysis shall consider, but not be limited to:

(I) district-wide capacity;

(II) actual vs. allowable square footage at either the district or school level;

(III) net to gross ratios;

(IV) efficiency of use of facilities;

(V) district choices affecting capacity;
(VI) etc.,

and may result in a recalculation of the statewide analysis if necessary.

(B) Loading/Utilization. Loading and utilization factors shall be calculated in accordance with the following where Y represents the factor and X represents the enrollment:

(I) for elementary schools

(1) Y = 0.6470 for schools with enrollments of 19 or fewer

(2) Y = 1.00 for schools with enrollments of 456 or greater

(3) Y = 0.1035Ln(X) + 0.3085 for all other elementary schools

(II) for middle level schools

(1) Y = 0.4932 for schools with enrollments of 150 or fewer

(2) Y = 1.00 for schools with enrollments of 750 or greater

(3) Y = 0.3235Ln(X) – 1.1306 for all other middle level schools

(III) for high schools

(1) Y = 0.4635 for schools with enrollments of 150 or fewer

(2) Y = 1.00 for schools with enrollments of 1350 or greater

(3) Y = 0.2528Ln(X) – 0.7992 for all other high schools

(IV) for K-8 schools

(1) Y = 0.5452 for schools with enrollments of 85 or fewer

(2) Y = 1.00 for schools with enrollments of 342 or greater

(3) Y = 0.3154Ln(X) – 0.8859 for all other K-8 schools

(V) for K-12 schools

(1) Y = 0.5026 for schools with enrollments of 75 or fewer

(2) Y = 1.00 for schools with enrollments of 350 or greater

(3) Y = 0.3259Ln(X) – 0.93 for all other K-12 schools

(VI) for 6-12 schools

(1) Y = 0.4915 for schools with enrollments of 75 or fewer

(2) Y = 1.00 for schools with enrollments of 350 or greater

(3) Y = 0.3416Ln(X) – 1.0033 for all other 6-12 schools

(v) An updated method of calculating suitability has been adopted by the Commission and may be found in the "Educational Suitability Score Report" prepared by the Commission and attached hereto as Appendix C.

(vi) The Commission may periodically review and verify needs assessment data and building and facility ratings for condition, capacity and suitability to ensure the assessments provide timely and uniform data in accordance with W.S. 21-15-115(b).

(vii) At least biennially, a new prioritized needs index shall be developed by the Commission and that needs index shall be the basis upon which Commission funded remedies shall be determined. Calculation of the relative weights of the three scoring tools for purposes of developing that needs index shall be 50% weighting to facility condition, 35% weighting to facility capacity, and 15% weighting to educational suitability.

(b) Budgeting. In accordance with W.S. 9-2-103, W.S. 21-15-119(c) and W.S. 28-11-301(c), budgets for prioritized projects shall be established as follows:

(i) Upon review of the fully updated Needs Index for each budget period, the Commission shall develop a specified project list which represents the remedies attached to each need identified for funding.

(ii) The specified project list shall be further subdivided into two phases: planning and design phase projects; and, construction phase projects.

(iii) Each project identified for funding shall separately set forth the entire cost of the project, including all phases and stages, together with the amount of funding proposed for each, and, if applicable, the amount already expended for each.

(iv) Using accepted accounting standards and the principles outlined above, the Commission shall, not later than September 1 of each year, prepare and submit to the Governor and the Select Committee on School Facilities, a proposed budget, the prioritized list of projects proposed for funding, the amount of funding allocated to each project, the assessments conducted by the Commission of condition, capacity and suitability; and, the annual building status report specified under W.S. 21-15-121.

(v) In addition to identifying funding for specified projects, the Commission may also include in its proposed budget those amounts it recommends to cover inflation, unanticipated costs, off-site infrastructure costs, and other contingency or special project costs.

(vi) Any amounts appropriated by the legislature shall not be construed to be an entitlement or guaranteed amount and shall be expended by the Commission in accordance with the facility guidelines to ensure adequate, efficient and cost-effective school buildings.

(c) Changes to Budgeted Funding. In the event that any particular project budget appears to be insufficiently to fully fund that project remedy, the following non-exclusive and non-prioritized list of factors shall be considered in determining whether, and how, that project will be allowed to proceed with Commission funding:

(i) Ascertain whether all value engineering recommendations have been followed, and if not, why not. In the absence of demonstrable good cause, value engineering recommendations should be followed;

(ii) Thoroughly reexamine all aspects of the design of the project to identify cost savings which may be generated within the project. In this regard, all parties are encouraged to reexamine earlier assumptions in the search for viable, cost-effective and efficient design changes;

(iii) Thoroughly examine the scheduling, or phasing, of the project to determine when budgeted funds will be required, and if cost-savings or cost-deferrals may be obtained by that scheduling. In this regard, decision-making must also take into account the funding cycles of the legislature and the uncertainty of future funding.

(iv) Thoroughly examine the possibility of reallocating existing funding within the district;

(v) In the event the factors noted above, in addition to other relevant factors which are identified on a case-by-case basis, are insufficient to bring anticipated project funding within the identified project budget (including any adjustment for inflation), then the following additional factors shall be considered:

(A) Other policies of the Commission directed toward the funding of cost-effective and efficient facility remedies;

(B) Other potential sources of funding;

(C) Delayed start date of the project;

(D) Complete, or partial, redesign of the project;

(E) Application of reserve funding held by the SFC;

(F) Reallocation of funding on the prioritized list of projects from those with a lower Needs Index number to those with a higher number. Reallocations from one prioritized project to another prioritized project may be made by the Commission upon a demonstration of extraordinary circumstances.

(d) **Changes to Project Prioritization.** In accordance with W.S. 28-11-301(c) and W.S. 21-15-119(c), changes to project prioritization may only occur as follows:

(i) With the approval of the Governor, the Commission may transfer up to fifteen percent (15%) of the total funds appropriated for any budget period between the planning and design phase and the construction phase budgets.

(ii) Changes to the scope of a project, to the phasing of a project, to the projected budget of a project or any subpart thereof, or to the position of a prioritized project relative to the other projects proposed for funding in a budget period may occur if the Commission determines that circumstances require the change, but all such changes must be fully documented by the Commission.

(iii) Any such changes to project prioritization or the budgets attendant to those projects shall be reported to the select committee in accordance with W.S. 28-11-301(c)(iv).

(iv) Changes to project prioritization or project budgets are a nondelegable responsibility of the Commission.

Section 5. **Project Reallocation.** Surplus funding balances on projects, or any subpart thereof, shall revert to the Commission for reallocation as needed, and in accordance with these rules.

APPENDIX C:
Education Suitability Score Report

Introduction

The Wyoming School Facilities Commission (SFC) has developed an assessment of Education Functionality of its school buildings. This facility assessment will help the SFC and Wyoming's school districts to understand how well the school facility supports the ability to deliver a quality educational program being cognitive of the districts' delivery of those programs.

The results of this assessment will be used by the SFC and Wyoming school districts to assist in the development of a Needs Prioritization Index to help identify where there are school facility issues in the state and begin the process of identifying potential remedies. The Needs Prioritization Index utilizes three pieces of information about school facilities including a Facility Condition Score, Enrollment-to-Capacity Score, and the Education Functionality Score.

A. School Building Areas and Activities

The Functionality Assessment looks at the different areas of the school building based on a variety of activities. For purposes of this assessment, these activity areas are grouped together into broad categories. These categories include:

- Site
- Technology & Communications
- Administration & Support
- Student Dining
- Health & Physical Education
- Custodial & Maintenance
- Common Spaces
- General Learning Spaces
- Special Education
- Library & Media
- Arts & Performing Arts
- Applied Lab Learning (e.g., science, career-technical education, etc.)

B. Functionality Characteristics

The Functionality Assessment looks at several functionality characteristics of the building as a whole, its site, and the individual activity areas. The primary functionality characteristics observed in the assessment include:

A. Safety, Security, & Supervision
    1. Accessible, clear sight lines
    2. Windows and doors are securable
B. Space Appropriateness
    1. Space if appropriately sized for the activity
    2. Teacher/staff have workspace
C. Environmental Conditions
    1. Lighting
    2. Acoustics
    3. Heating, Cooling, & Ventilation
    4. Flexibility of the space
    5. Student personalization
D. Utilities, Fixed Equipment, Surfaces, & Storage
    1. Chalkboards, whiteboards, smartboards, and projector screens
    2. Storage
    3. Flooring materials
    4. Wall materials
    5. Availability and placement of electrical outlets

Additional functionalities will be assessed that are specific to the different areas when appropriate.

C. Assessment Scoring Methodology

Throughout the functionality assessment, the assessment team will use a four-point scale to score the criteria. As a way to anchor the assessment, the four-point scale provides some guidance as to the nature of the remedy to some key functionality indicators. This four-point scale is:

4 = EXCELLING; DESIGN AND STRUCTURE FACILITATES TEACHING AND LEARNING; SUPPORTS THE ABILITY TO DELIVER A QUALITY EDUCATIONAL PROGRAM

3 = ACCOMMODATIONS IDENTIFIED TO BE ADDRESSED; PRIMARILY "DESIGN" ISSUES; MAY REQUIRE MINOR DESIGN OR STRUCTURAL CHANGES AS A REMEDY

2 = MODIFICATIONS IDENTIFIED TO BE ADDRESSED; DETRACTING FROM TEACHING AND LEARNING; MAY REQUIRE MAJOR DESIGN OR STRUCTURAL CHANGES AS A REMEDY; HEALTH & SAFETY NEGATIVELY IMPACTED

1 = SIGNIFICANT MODIFICATIONS IDENTIFIED TO BE ADDRESSED; SIGNIFICANT DETRACTIONS TO TEACHING AND LEARNING; PROBABLY REQUIRES MAJOR STRUCTURAL CHANGES AS A REMEDY; HEALTH & SAFETY ISSUES PRESENT SEVERE NEGATIVE IMPACT

As the assessment team finds that the functionality of a given criteria could be improved to better support the delivery of a quality educational program, the assessor will perform a first-order approximation of the type of remedy that would be needed to improve the education functionality of that criteria within that space. The assessment is incomplete without an approximation of the nature of the remedy associated with scores of 2 or less.

SITE SIZE, ORIENTATION, & APPROPRIATENESS OF LOCATION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size and utilization of the site accommodates the school learning and learning support activities (SFC site guidelines as a general reference point)			
Orientation of the building minimizes effects of wind and noise on classrooms and internal/external learning environments and makes the best use of natural light for the building			
Site has drainage so as to minimize inconveniences to pedestrian and vehicle traffic and long-term effects on school building and other learning environments			

SITE SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Vehicular traffic patterns to/from school provide easy and safe access to school entrances including busses, parent pickup/dropoff, and pedestrian traffic · Pickup/dropoff areas for busses and parents are separate, off-street, and allow for easy, safe access to school entrances; materials and condition are appropriate · Sized to allow coordinated pickup/dropoff activities including extra time needed for special education · Pedestrian traffic does not directly cross heavy vehicle traffic areas			
Signage for pedestrian traffic including crosswalks and for visitors directing them towards the main entrance; vehicle traffic for busses, parent pickup/dropoff areas, appropriate parking areas, and fire lanes			
Clear sightlines around the site with minimal concealed spaces and obstructed views including landscaping			

Explicitly from building perimeter perspective the school building has main entrance that is clearly identifiable; limited entryways and multiple exitways; door monitoring system on all exterior doors is highly desirable			
Off-street parking available for staff, parents/visitors, and students (in high schools) is adequate with clear signage designating appropriate areas for each; lighting provides safe wayfinding to and from the school; materials and condition are appropriate			

SITE UTILITIES & SHIPPING/RECEIVING

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Electrical, plumbing, sewage and other utilities serving the building and site are sufficient to handle the activities of the school			
Shipping and receiving, refuse collection, and food services areas have clear signage; are removed from the main entrance and exitways to minimize student and other pedestrian contact during the school day			

TECHNOLOGY & COMMUNICATIONS
SITE CAPACITY

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Telecommunications systems (television, high-speed internet, telephone, etc.) are sufficient to accommodate learning activities for size of school			
Sufficient back-up power for telecommunications and security systems; sufficient to carry out communications and security plan in case of emergency			

ADMINISTRATION & LEARNING SUPPORT SPACES

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Technology connectivity and access, bandwidth to perform administrative and support activities (computer and internet)			
Telecommunications technology (telephone, internet, etc.) connectivity and access appropriate for administration and student support activities: (Office-to-classrooms and classrooms-to-office communications systems; (Office-to-outside and classrooms-to-outside communications systems; (Emergency Management Communication System; alarms and or surveillance systems (passive and active security)			

LEARNING SPACES

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Technology connectivity and access, bandwidth to deliver education program (audio, visual, computer, and internet); access to audio visual equipment			

SCHOOL SERVER and COMMUNICATION ROOM(S)

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Computer server rooms are in functionally appropriate space and location in the building (should not be a shared space with HVAC, electrical, or other services); appropriately ventilated, cooled, sound isolated, and secured			
Computer, technology, and communications equipment and supplies storage is appropriate and secure; ideal if IT only space and include a work surface for equipment maintenance			
Communications room - Appropriate space in school (not shared space with HVAC, mechanical, or custodial services) - Walls and flooring surfaces appropriate (floor should be hard surface, wall surfaces should accommodate panel board installation) (Storage for equipment and supplies; ideally have space for servicing equipment (HVAC on separate control system			

ADMINISTRATION & STUDENT SUPPORT SPACES
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Administration offices provide ease of supervision and aid in safety and security of school building: 〈 Main entrance is visible from administrative office with clear signage for administrative offices 〈 Controlled access with clear signage directing visitor sign-in; 〈 Secretary/receptionist is near/adjacent to the main building entrance to serve as a buffer between the outside and internal spaces			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Building allows controlled access to different parts of the facility (e.g., gym, auditorium, library/media center) during after-hours for school and community use			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Administration and receptionist/secretary spaces sufficient to accommodate typical administrative and support activities 〈 Appropriate guest seating in waiting 〈 Appropriate student seating and standing area for students 〈 Administrative and receptionist/secretary work areas have sufficient buffers to waiting areas 〈 Enough space in administration and administrative support areas to accommodate copier, printer(s), fax machine, and other specialized equipment			
Conference room is in proximity to administration and/or other student support services; location and space serves the school well			
Proximity of office to student support spaces such nurse's room and counselor's office provides easy access and supervision 〈 Direct access to nurse's office from both the main office and the corridor is highly desirable and within easy view of the secretary/receptionist			

〈 Counselor's office may be close to, but separate from, the main office; space should provide ease of student access and is inviting to students			
Workroom space is easily accessed by staff; allows for small group work as well as individual work areas; Workroom is proximate to general office; in larger schools flexible space OR positioned in areas frequented by staff			
Nurse's room has sufficient space for work space, adequate beds for size of school with screening curtains, and base and wall cabinets for equipment and records storage			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Natural and artificial lighting 〈 Appropriate for these spaces 〈 Lighting is easily controlled through convenient placement of switches and window coverings			
Acoustics are appropriate for each of the spaces; conversations and noise within these spaces do not spill into adjacent classrooms/offices; noise from adjacent areas do not adversely affect these rooms			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and quality of the room			

UTILITIES, FIXED EQUIPMENT, SURFACES, AND STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Administrative & support space buffer includes a front counter, workstations, and cabinetry for storage of supplies; lockable cabinetry for sensitive materials			
Workroom has mailboxes for staff; workstations for individual and small group work; surfaces for messages (e.g., white board, tackable surfaces, etc.)			
Nurse's room includes single bowl, hot and cold water sink in a base cabinet; space for an undercounter refrigerator; accessible toilet room with handheld shower and shower drain; water-resistant flooring and wall materials the entire height of the walls			

STUDENT DINING & FOOD SERVICE
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student dining area is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Communications system between student dining area and office sufficient to overcome greater levels of noise associated with the space			
Secured buffer between student dining and food preparation areas; secured food preparation and service areas			
Kitchen Loading area with unobstructed outside access from the service drive Service drive should not be in proximity to student pathways between cafeteria and playground areas			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Cafeteria space is appropriately sized and defined by efficient traffic flows (Located adjacent to the kitchen (Direct access to the main corridor with direct line to the kitchen serving line (Dish return circulation should not cross the serving line (Access to outdoor activity areas as far as possible from the serving line (Minimum ceiling height of 12 feet			
Dining space is flexible for multiple purposes and configurations			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting (natural and artificial) are easily controlled through convenient lighting control systems; daylighting is uniform throughout the dining space			
Acoustics of the space are controlled that classroom spaces are not negatively impacted by activities in this space			
Heating & cooling; ventilation and air quality are appropriate in dining space; kitchen space			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Floor and wall materials in dining space and kitchen are durable and easily cleaned			
Drinking fountain or water cooler in the corridor within 25 feet of the cafeteria door			
Appropriate and convenient storage of tables, chairs, and other equipment in alcoves or closets; preferable that tables and chairs are non-fixed for maximum flexibility in use of space			
Appropriate and secured equipment and storage for food preparation activities including freezers, coolers, heating equipment, ventilation hoods, tables/counters, etc.			

HEALTH, WELLNESS, & PHYSICAL EDUCATION
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Communication system between classroom and office and outside is sufficient to overcome greater noise levels associated with this space			
Ability to secure area separate from classrooms if made open to public during non-schooling hours			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Space is appropriately sized for health and wellness instruction			
Teacher has appropriate workspace area			
Changing areas and restrooms adjacent to physical education room			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting controls are easily accessible and controllable; adjustable lighting; artificial, non-harsh lighting			
Acoustics within the gym space appropriate for the learning space; acoustics have minimal effects on classroom spaces and other spaces around the gym			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and good air quality of the room			
Flexibility and Adaptability of learning space to allow for multiple uses - limited fixed equipment and furniture			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS ABOUT FUNCT	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets allows for use of technology throughout the learning space			
Storage: 〈 Equipment and supplies 〈 Storage for teacher supplies and			
Flooring is appropriate for the learning environment; flooring of restrooms, changing areas, and showers are appropriate with necessary drainage			
Wall surfaces appropriate for learning spaces allowing for display of student work where appropriate; hard surfaces are easily cleaned			
Hydration stations in close proximity to activities area; appropriate height for age group			

SITE EXTERIOR ACTIVE/PASSIVE STUDENT LEARNING SPACES

SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Access to/from exterior learning spaces is controlled and easily supervised; teachers have communication ability with administration			
Students have access to exterior curricular/co-curricular learning environments and social spaces including playgrounds for age-appropriate activities; areas are adjacent to the school but separated from vehicular traffic			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Space is appropriately sized and placed for student activities (primary students -- Kindergarten and 1st grade -- have separate playground) as well as having appropriate equipment for age of children			

CUSTODIAL & MAINTENANCE SPACE
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Safety and security of space for storage of equipment and materials associated with maintenance and custodial work; all areas including operations areas such as boilers and chillers have limited key access			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Primary custodial and maintenance spaces are combination of office and receiving and storage space; located near the service entrance for receiving			
Custodial space is conveniently located throughout the building to serve the academic areas, physical education spaces, and administration and learning support spaces			
Mechanical, electrical, and communication rooms should have direct exterior access through doors with enough space to pass largest piece of equipment and equipment maintenance items			
Communications room is centrally located in the building			
Electrical transformers, panels, and sub-panels not to be located in custodial closets			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is appropriate for the spaces and switches are conveniently located; natural light is not required in these areas			
Acoustical isolation of mechanical, electrical, and communications rooms and sound attenuation from adjacent rooms (both an issue of location and sound-dampening materials)			
Ventilation as well as *heating and cooling* of spaces is appropriate			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Custodial closets 〈 Have floor-mounted sinks with industrial faucets with hot and cold water 〈 Painted concrete flooring and painted walls 〈 Mop holder with shelving above sink 〈 Adjustable shelving for storage 〈 Storage room for indoor floor cleaning and supplies			
Appropriate roof access			

COMMON SPACES -- RESTROOMS, HALLWAYS, & STAIRWAYS

SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Spaces are easily accessed by students and staff; clear lines of sight, and easily supervised; free of obstructions and concealed spaces accessible; clear lines of sight, and easily supervised; layout does not impede supervision; ADA compliance is preferable			
Windows and doors are secured; locking doors internal to school building and to external areas			
Circulation spaces should be direct, simple, and logical as a wayfinding systems into and through the building; clear directional signs to the main areas of the building and to restrooms			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Hallways and common spaces (Appropriately sized for age of students for efficient and safe movement including handrails in stairwells; (Promotes student socialization; (Ability to showcase student work and other school announcements; (Width of corridors are appropriate for age of students and number of students; lockers in hallways require more hallway space – narrow and congested corridors result in excessive noise, student behavior issues, and increased			
Restrooms are sufficient in number and locations are convenient to the various learning spaces within the school			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting controls are easily accessible and controllable; adjustable lighting; artificial, non-harsh lighting			
Acoustics in entryways, lobby, and corridors minimized to avoid disturbances to classroom learning areas through use of barriers and sound-dampening materials; *acoustical* separation between instructional areas and restrooms			
Ventilation and *heating/cooling* of common spaces and restrooms are appropriate; *Ventilation* provides good air circulation and quality of air			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Flooring (Lobby flooring should be hard surfaces (Entryway floors have walk-off carpets/mats (Corridor flooring either resilient flooring or (Restroom flooring is hard surface with appropriate drainage			
Walls (Entryway walls should be of durable materials, similar to exterior walls (Corridor walls are durable material, easily cleaned with high-impact corner guards (Tackboards throughout the building			
Electrical power outlets available throughout the corridors			
Doors opening into corridors recessed			
Restroom fixtures are appropriate in number and height (sinks, toilets); Drinking fountains are available throughout the school and at appropriate heights			

GENERAL LEARNING SPACES
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors (internal to school building and to external areas (where applicable such as Kindergarten learning spaces)			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning spaces can accommodate multiple learning activities			
Teacher has workspace area and storage			
Learning spaces have good proximity to restrooms (Kindergarten rooms are directly adjacent to dedicated restroom for grade level)			
Learning spaces have reasonable access to entry/exitways (multiple access for fire safety; access to playgrounds fields. Kindergarten learning spaces located in a part of the building to allow easy parental pickup and dropoff)			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lighting; artificial, non-harsh lighting; lighting controls are easily accessible and controllable; adjustable lighting			
Acoustics within the learning spaces appropriate for the learning space; acoustics of surrounding classrooms and non-classroom spaces have minimal effects on classroom			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and quality of the room			
Flexibility and Adaptability of learning space to allow for multiple uses - limited fixed equipment and furniture			
Student personalization including space on the walls and student personal spaces			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets allows for use of technology throughout the learning space			
Storage: (Student storage space for belongings such as coats and backpacks. Primary grades (K-2) have cubby spaces; (Shelving for books and other learning materials; (Storage for teacher supplies and equipment			
Flooring is appropriate for the learning environment (Kindergarten classroom has mixture of carpet and other "wet area" flooring; restroom flooring is hard surface with appropriate drainage); classroom entrance flooring accommodates clothing and footwear for Wyoming weather			
Wall surfaces allow for display of student work; hard surfaces are easily cleaned			
Chalkboards, whiteboards, smartboards, and projector screens are at an appropriate height for students			

LIBRARY & MEDIA CENTER SERVICES
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Library & media space is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision; Entrance to the room visible from the circulation desk			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning spaces can accommodate multiple learning activities; Space allows for safe, smooth, efficient traffic through the entire area (Stacks area (Individual and small group activity; separated from large group instructional area (Large group instructional area (Computer lab/workstations			
Office area for media center specialist; storage of supplies and materials			
One or more entrances from the main corridor; main entrance preferably double doors			
Direct access between media center and computer lab/workstations			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lights; as much natural daylight as possible is encouraged; lighting controls easily accessible; adjustable lighting; blinds and blackout capability; separate lighting controls for each learning area			
Acoustics so as to minimize noise within the space as well as limiting effects on learning areas outside of the space			
Heating and cooling controls easily accessible; good ventilation and air quality; computer labs should be maintained at 68 degrees			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets and data outlets are conveniently accessed in all of the learning areas			
Storage (Equipment and supplies; (Lockable cabinets with adjustable shelves in computer lab; (Open adjustable shelving for stacks; (Base cabinets around circulation desk for processing activities (Wall cabinets; (Adjustable shelving behind circulation			
HVAC requirements special for these areas to control temperature			
Storage for large and small equipment and supplies (computers, peripherals, etc.)			

SPECIAL EDUCATION CLASSROOMS
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE/ NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision; Access is appropriate for students with special needs (ADA)			
Windows and doors are secured; locking doors internal to school building			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE/ NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning space can accommodate multiple learning activities, allows for observation of students without directly interfering with learning activities; Space to accommodate large equipment and supplies required to deliver the education program			
Restroom adjacent to classroom; includes shower and changing area; restroom and facilities are appropriately designed to accommodate students with special needs			
Teacher has workspace area and access to accommodate multiple related service activities			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE/ NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lighting; artificial, non-harsh lighting; lighting controls are easily accessible and controllable			
Acoustics within the classroom appropriate for the learning space; acoustics of surrounding classrooms and non-classroom spaces have minimal effects on classroom			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and quality of the room			
Flexibility and Adaptability of classroom space to allow for multiple uses – limited fixed equipment and furniture			
Student personalization including space on the walls and student cubby spaces			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE/ NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of protected electrical outlets allows for use of technology throughout the learning space			
Storage: (Cubby space for student belongings; (Shelving for books and other learning (Storage for teacher supplies and equipment			
Flooring is mixture of carpet and other "wet area" flooring; restroom flooring is hard surface with appropriate drainage; classroom entrance flooring accommodates clothing and footwear for Wyoming weather			
Restroom fixtures are appropriate height (sink, toilet, drinking fountain)			
Wall surfaces allow for display of student work; hard surfaces are easily cleaned			
Chalkboards, whiteboards, smartboards, and projector screens are at an appropriate height for students			
Where appropriate, ceiling supports and other structural supports to accommodate equipment and supplies associated with learning environment			

ARTS, PERFORMING ARTS, & MUSIC
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff; clear lines of sight; and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors (internal to school building and to external areas (where applicable)			
Communication system between classroom and office and outside is sufficient to overcome greater noise levels associated with this space			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning space can accommodate multiple learning activities; appropriate performance space is available			
Teacher has workspace area and storage			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lighting; artificial, non-harsh lighting; lighting controls are easily accessible and controllable; adjustable lighting; avoid lighting that produces a 60-cycle hum			
Acoustics within the learning spaces appropriate for the learning space; acoustics of surrounding learning spaces and learning support spaces have minimal effects on classroom; use of lower absorption materials for acoustical treatments; teacher must be able to hear the individual as well as the balance within the ensemble			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and quality to the space			
Flexibility and Adaptability of learning space to allow for multiple uses; movable operable walls to divide spaces - limited fixed equipment and furniture			
Student personalization including space on the walls and other student display spaces			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets allows for use of technology throughout the learning space			
Storage: (Student storage space for belongings; (Supplies and equipment; (Storage for teacher supplies and equipment			
Flooring is appropriate for the learning environment			
Chalkboards, whiteboards, smartboards, and projector screens are at an appropriate height for students			
Lockable space for supplies storage; Base and wall cabinets in arts spaces; stacking trays for wall			
Sinks with appropriate drainage in arts and music spaces to clean equipment			

APPLIED LAB LEARNING SPACES (e.g., SCIENCE, CTE)
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Communication system between classroom and office and outside is sufficient to overcome greater noise levels associated with this space			
Lockable space for supplies storage; lockable space for science chemicals and other hazardous materials			
Health and safety treatment mechanisms are easily accessible, such as eyewash, chemical showers, and first aid kits			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning space can accommodate student learning and multiple learning activities; Space to accommodate large equipment and supplies required to deliver the education program; Lab stations can accommodate student activities			
Teacher has workspace area			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lighting; artificial, non harsh lighting; lighting controls are easily accessible and controllable			
Acoustics within the classroom appropriate for the learning space; acoustics of surrounding classrooms and non-classroom spaces have minimal effects on classroom			
Heating/cooling controls are accessible to keep learning space temperature at appropriate levels; *Ventilation* provides good air circulation and quality of the learning space and chemical storage area			
Flexibility and Adaptability of classroom space to allow for multiple uses; appropriate fixed equipment and furniture			
Student personalization including space on the walls and student personal storage spaces			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets allows for use of technology throughout the learning space			
Storage: (Student storage space for belongings; (Storage for equipment & supplies and other learning materials; (Storage for teacher supplies and equipment			
Flooring is appropriate for the learning environment; classroom entrance flooring accommodates clothing and footwear for Wyoming weather			
Lab station surfaces appropriate for instructional activities			
Ventilation systems in lab area to control air quality			
Wall surfaces allow for display of student work; hard surfaces are easily cleaned			
Blackboards, whiteboards, smartboards, and projector screens are at an appropriate height for students			

of which is not dedicated to the provision of educational programs offered by the district in accordance with law. Office buildings include: teacherages, portable buildings used as an office, leased offices, and all other offices.

(g) "Permanent Modular Building" means a school building or facility that is transported to and assembled at the location on which the building or facility is situated that is placed on a permanent foundation, and that is expected to be used by the district for its designed lifetime.

(h) "Portable Building" means any pre-built, factory constructed and assembled school building or facility which is transported in an assembled condition to the location on which the building or facility is to be situated and which is acquired and used by the district for temporary purposes only.

(i) "Remedy" or "Remediation" means a course of action addressing identified building and facility needs consisting of building or facility construction, replacement, renovation, repair or any combination thereof.

(j) "Required Educational Program" means the common core of knowledge and skills, as specified by W.S. 21-9-101(b) in concert with the uniform state educational program and uniform student content and performance standards established by the WDE rules and regulations, in addition to those programs authorized by the model or funded by federal funds.

(k) "School Buildings and Facilities" means the physical structures and the land upon which the structures are situated, which are primarily used in connection with or for the purpose of providing the educational programs offered by a school district in compliance with law.

(l) "Teacherage" means housing provided by and owned by a school district for use as living quarters of a teacher or other school district employee.

(m) "Educational Support Facilities" means a school building or facility used primarily as a warehouse (for storage of equipment, materials and other district property and supplies), bus barns (Transportation facility), mechanic bays, maintenance facilities, portable buildings used as storage, warehouse leases, and all other warehouses.

(n) "Athletic Facilities" means gymnasiums, fields and other spaces used for providing physical education and other athletic opportunities to students for the educational programs required by law and within the facility design guidelines and the statewide adequacy standards.

Section 4. **Facility Design Guidelines.**

(a) These guidelines have been developed to ensure the equity and adequacy of school facilities throughout the state while still allowing for significant local input into the design of schools.

(b) In collaboration with the districts, the SFC shall determine the allowable square footage for every existing and contemplated public school building and facility in the state. Calculation of the allowable square footage shall be in accordance with the Guideline Graphs of Total Square Footage by Grade Level (Appendix "A") following this chapter and the rules adopted by the Commission.

Section 5. **Exceptions.** In accordance with the holding of the Wyoming Supreme Court in *Campbell County School District v. State*, 2008 WY 2, 181 P.3d 43 (Wyo. 2008), the Commission may grant exceptions to these guidelines on a case by case basis when the exception supports the intent of these guidelines and Wyoming law.

(a) Exceptions shall only be granted upon consideration of the following non-exclusive list of factors, and the Commission shall create a thorough written record supporting the granting or denial of every exception request:

(i) Whether the educational program required by law is capable of being delivered within the footprint of total square footage provided by Appendix "A" to this chapter;

(ii) Whether the proposed design reduces building and facility needs in the most efficient and cost-effective manner in order to deliver quality educational services:

(iii) Whether all value engineering recommendations have been followed;

(iv) Whether the district's facility plan has been followed;

(v) Whether the facility, and the educational program proposed to be delivered within that facility, is endorsed by the Wyoming Department of Education as educationally appropriate;

(vi) Whether other facilities, owned and/or funded by the district or otherwise, may be used to provide part of the required educational program;

(vii) Whether, and to what extent, the exception request includes a request to fund facility space for an enhancement as defined by these rules and Wyoming law.

(b) The district may request an exception from the Commission if it is determined the allowable square footage provided by these guidelines is not adequate for the district's required educational program. The process for requesting an exception shall be as follows:

(i) The district shall present in writing to its Commission Project Manager the basis of its request, together with all documentation related to the request;

(ii) If approved by the Director, the district's request shall be placed on the agenda at the soonest available Commission meeting where the request may be fully considered;

(iii) The district shall present to the Commission the reasons for the exception request, particularly addressing the factors identified in paragraph (a), above, including why the district cannot provide its educational program within the square footage allowed by the guidelines.

Section 6. **Uniform Statewide Adequacy Standards.** The Commission adopts the following uniform statewide adequacy standards for school buildings and facilities. Recognizing that many Wyoming schools were constructed prior to the adoption of these standards, and that a long-term process is in place to bring all school facilities in the State of Wyoming into compliance with these adequacy standards, these standards shall control how school facility remediation shall be implemented.

(a) Submittals. The Commission shall review all school construction projects for compliance with these standards and guidelines. This review shall be ongoing once the appropriate remedy is determined by the Commission.

~~**(b) Needs Index and Prioritization.**~~

~~(i) The Commission shall comprehensively assess the adequacy of existing school buildings and facilities and of future space requirements within the state in accordance with W.S. 21-15-115(b).~~

~~(ii) Assessment of the adequacy of buildings, facilities and space requirements shall be by use of scoring tools that take into consideration the condition, the capacity and the educational suitability of every facility.~~

~~(iii) Facility condition shall be scored by a tool which uses a nationally recognized Facility Condition Index as approved by the Commission. The existing tool, embodied in the Maximus database program of the Commission, is incorporated herein by reference due to its voluminous size. This database and the condition scoring tool shall not be modified except in accordance with the Wyoming Administrative Procedures Act.~~

~~(iv) Facility and district capacity shall be scored in accordance with section 6(f) of this Chapter. Existing capacity scores, as prepared for the Commission by outside consultants, are incorporated herein by reference due to the voluminous size of the document. Current scores may be found on the website of the Commission. Current condition scores shall not be modified until a new capacity scoring tool is adopted in accordance with the Wyoming Administrative Procedures Act and these rules and regulations.~~

~~(v) Existing suitability scores, as prepared for the Commission by outside consultants, are incorporated herein by reference due to the voluminous size of the document. Current scores may be found on the website of the Commission.~~

~~(vi) At least annually, a new prioritized needs index shall be developed by the Commission and that needs index shall be the basis upon which Commission funded remedies shall be determined. Calculation of the relative weights of the three scoring tools for purposes of developing that needs index shall be 50% weighting to facility condition, 40% weighting to facility capacity, and 10% weighting to educational suitability. Exceptions to the prioritized needs index may be granted on a case-by-case basis by the Commission for extraordinary circumstances and in accordance with Section 5 of this Chapter.~~

(b) ~~(c)~~ Choice of Remedy.

(i) The Facility Design Guidelines found in Appendix "A" of these Rules and Regulations, as well as the Uniform Statewide Adequacy Standards found in this section of the Rules and Regulations, shall be applied to all Commission-funded remedies.

(ii) In choosing the appropriate remedy, the Commission shall consider renovation, replacement or discontinuation of facilities in a manner which ensures adequate, efficient and cost-effective school buildings and facilities in accordance with W.S. 21-15-114(a)(vii). Construction of a new facility shall not be chosen as a remedy unless all reasonable options for renovation or discontinuation have been explored and rejected as failing to comply with the requirements of W.S. 21-15-114(a)(vii).

(iii) Care should be exercised to determine on a case-by-case basis that every remedy funded by the Commission is providing appropriate space for the applicable educational program.

(iv) At least biennially ~~annually~~, but more often if needed, the Commission shall establish, in accordance with W.S. 21-15-117, W.S. 21-15-119(c) and W.S. 28-11-301(c), a schedule for building and facility remediation. The schedule shall prioritize funded remedies on a statewide basis in accordance with these rules and W.S. 21-15-117 and shall clearly identify each funded remedy, its sources and amounts of funding, the cost per square foot used in providing the project budget, and those remedies which are prioritized, but not yet funded. The schedule for building and facility remediation shall be posted on the Commission website.

(v) Project budgets assigned to approved remedies shall be based upon the following cost per square foot guidelines in addition to other requirements within these rules and regulations:

(A) The commission shall determine the cost per square foot on a regular basis within Wyoming utilizing the R.S. Means construction index with the applicable inflationary adjustments, as well as Commission generated data on actual school construction costs;

(B) In assigning project budgets, the Commission shall take into consideration the most efficient and cost-effective approach in order to deliver quality educational services, and address building and facility need.

(c) ~~(d)~~ Site Guidelines.

(i) The Commission recognizes that many Wyoming schools pre-date the adoption of these standards. School sites which pre-date the original adoption of these standards in 2003 may be larger or smaller than the following recommended sizes. School sites smaller than these recommendations are presumed to be adequately sited unless otherwise demonstrated. Efforts should be undertaken in developing facility plans and remedies to reduce the excess acreage of sites which exceed these recommendations.

(ii) The following are recommended school site sizes:

Elementary schools	4 useable acres with an additional acre for each 100 students
Middle schools	10 useable acres with an additional acre for each 100 students
High schools	20 useable acres with an additional acre for each 100 students

(iii) Sites will provide outdoor activity areas that have safe and appropriate surfaces for physical activities.

(iv) Sites shall accommodate the separation of bus, car and pedestrian traffic.

(v) High school sites may accommodate additional vehicle parking for ¼ of the student design capacity, or local code requirements.

(vi) Sites may accommodate vehicle parking for all staff, itinerant staff, and additional spaces to accommodate a minimum of 25% of the seating capacity of the gym or the assembly area, whichever is larger.

(vii) Site analysis shall include a comprehensive review and evaluation of site soil conditions, traffic patterns, utilities and site topography. The Commission may adopt by rule further specific requirements for school facility sites in accordance with W.S. 21-15-114(a)(xii).

(viii) Requests for land acquisition should originate with a request by each district to the Project Manager assigned to the district. The School Facilities Commission will determine the need for the land acquisition using the following information:

(A) Define/Confirm the need

(I) Near term capacity issue driven by ADM

(II) Long term capacity driven by economic and demographic projections

(III) Need driven by FCI on current buildings

(IV) Long term strategic objective based upon any of the above factors including suitability, health and safety

(B) Examine current district land inventory

(I) If replacement school, is current site suitable

(II) Does the district own any other land which is suitable

(III) If new land required consider:

(1.) Land swap

(2.) Community owned land

(3.) Land available in conjunction with development

Once it is determined that land acquisition is necessary, the Commission in consultation with the district will conduct the following (in no particular order):

(C) Due diligence Investigation

(I) Obtain title commitment

(II) Obtain legal description of property

(III) Obtain two (2) land appraisals (using the average of two if within 5% of each other, otherwise a 3rd appraisal will be obtained and the average of the two (2) closest appraisals will be used)

(IV) Conduct site survey to include property description, utility locations and capacities, topography

(V) Conduct Phase I environmental assessment

(VI) Investigate annexation and zoning issues

(VII) Investigate local design requirements

(VIII) Obtain preliminary and final plat, if necessary

The Commission may grant a waiver to any of the above due diligence requirements for good cause.

All phases of the land acquisition process shall be kept confidential. Neither the district nor the Commission will divulge information on proposed land acquisitions until such time as all due diligence has been completed and the Commission has negotiated the land purchase price.

(d) ~~(e)~~ Projected Enrollment.

The allowable square footage of Commission-funded remedies shall be determined by enrollment projections for both the individual school and the district as a whole, developed in accordance with the rules adopted by the Commission. Enrollment projections shall be consistent, systematic and research-based in accordance with W.S. 21-15-114(a)(iv).

(i) ***Declining Enrollment.*** Where the school district's past and projected enrollments show a declining population trend, allowable square footage shall not exceed the cohort survival calculation on the date of anticipated occupancy of the facility.

(ii) ***Stable Enrollment.*** Where the school district's past and projected enrollments show a stable or randomly increasing and decreasing population trend, allowable square footage shall be based on the average of a five year cohort survival calculation as approved by the Commission.

(iii) ***Increasing Enrollment.*** Where the school district's past and projected enrollments show an increasing population trend, allowable square footage shall be based on a five-year cohort survival calculation as approved by the Commission.

(iv) ***Best Available Data.*** Projected enrollments shall be determined by use of the best available data which is reliable, and should include cohort survival rates as well as snapshot enrollment and ADM calculations provided by the Wyoming Department of Education. In certain situations, other data may need to be considered to most accurately predict population trends. In all cases, only reliable data should be used and documentation shall be maintained of the basis upon which projected enrollment was calculated for all Commission-funded remedies. The Commission shall approve use of any data other than cohort survival data to project student populations.

~~**(f) Capacity.**~~

~~(i) ***Design Capacity.*** New facilities and significantly renovated facilities shall have a design capacity as determined by application of the facility design guidelines. No Commission-funded remedy shall be allowed which does not provide appropriate space for the student population contemplated (using subsection (e) of this chapter) by the applicable Facility Design Guideline or that guideline as modified by an exception.~~

~~(ii) ***Existing Capacity.*** The student capacity of existing facilities shall be determined by consideration of the number of teaching stations, the number of student stations~~

~~per teaching station and the desire to maintain low student-teacher ratios across the state. The Commission may by rule further refine the methodology for determining the capacity of existing facilities.~~

(e) ~~(g)~~ **Functionality of Educational Space.** Recognizing that students may be educated in a variety of manners, all school buildings and facilities shall strive to provide the most functional space reasonably possible for required educational programs. ~~The Commission may adopt by rule further specific requirements for functionality in accordance with W.S. §21-15-115(a)(v).~~ Measurement and scoring of functionality of existing facilities shall occur by use of the Commission's educational suitability tool in accordance with Chapter 8, Section 4(a)(v) of these rules.

(f) ~~(h)~~ **Classroom and Other Spaces.** The Facility Design Guidelines do not prescribe the size of the various spaces which may be included in the design of any particular school facility. The Design Guidelines provide a "footprint" of allowable square footage within which a facility is to be designed. The design process is intended to seek out the most efficient and effective manner of allocating classroom and other spaces within the footprint of allowable square footage. Only if the educational program cannot be delivered within that footprint is the exception process described in this chapter to be used.

(g) ~~(i)~~ **Co-curricular and Extracurricular Spaces.** The design of any remedy funded by the Commission may include co-curricular and extracurricular spaces, but such designs shall ensure that substantially similar activities will be provided to similarly situated students across the state.

(h) ~~(j)~~ **Off-site Infrastructure.**

(i) Requests for off-site infrastructure funds must come from affected school district(s) and shall, at a minimum, include the following in writing:

(A) A full description of the school facility project, including the cost of the proposed infrastructure, its nature and capacity;

(B) All reasons why the expenditures for the off-site infrastructure are necessary;

(C) Any contemplated excess capacity as well as its cost and all terms for repayment for the cost; and,

(D) Any other facts material to a determination of whether to expend these funds.

(ii) Such requests shall be first presented to the School Facilities Commission Project Manager(s) assigned to the affected school district(s). The Project Manager(s) shall then present the request to the Director who shall make a determination whether further information is required, and whether the request shall be presented to the Commission for its consideration and

decision. The Director shall notify the affected municipality or local governmental entity of the staff recommendation and of the time and location at which the Commission will consider the proposal.

(iii) When considering such requests, the Commission shall work with the affected municipalities or other local governmental entity to reach a reasonable resolution of the excess capacity issues related to off-site infrastructure. The Commission will further coordinate with the Wyoming Association of Municipalities in order to maintain consistent application of this policy. Such requests will address the infrastructure needs of the school facility only; this policy is not intended to meet the development needs of the municipality or other local governmental entity.

(iv) Funding of traffic lights or roundabouts will be in proportion to traffic volume resulting from the construction of the district facility on-site or off-site as determined in a traffic study conducted by a qualified traffic engineer.

(v) The Director shall notify the affected municipality or other local governmental entity in writing, of the SFC action taken and reasons for the action.

(vi) Projects eligible for this funding shall be prioritized in a manner consistent with the statewide prioritization process.

(vii) No funds shall be expended without Commission approval and full compliance with this rule, footnote 7 to Section 027 of Section 3, 2007 HEA1 (the 2007 Budget Bill), and footnote 1 to Section 027, 2008 SEA0023 (the 2008 Budget Bill).

(i) ~~(k)~~ **Safety and Security.** Every Commission-funded remedy shall provide for the safety and security of the occupants of the facility.

(j) ~~(l)~~ **Sustainability, Energy Efficiency and Lighting.** Every Commission-funded remedy shall, at a minimum, analyze the life-cycle costs of maintenance and capital construction decisions upon the following criteria, in addition to other criteria being considered:

(i) Energy Efficiency

(ii) Sustainable Materials (recycled materials, chemical-free wall and floor coverings)

(iii) Preventative Maintenance

(iv) Waste Reduction

(v) Indoor Air Quality

(vi) Day Lighting

(vii) Acoustics

(k) ~~(m)~~ **Value Engineering.** Value engineering is an essential part of ensuring that Commission-funded remedies receive the maximum value for the occupants and owners of the facilities in the most cost-effective and efficient manner possible. Unless waived by the Commission pursuant to W.S. 21-15-118(a)(ii)(B), all Commission-funded remedies shall be value engineered and value engineering shall be ongoing once the appropriate remedy is determined by the Commission. Value engineering shall include life cycle cost analysis of all major systems in the facility.

(l) ~~(n)~~ **Codes.** All school facilities shall comply with all applicable local, state and federal building codes, laws and regulations.

(m) ~~(o)~~ **Functional Buildings.** All Commission-funded remedies should ensure that the design meets the expectations of the occupants and that the facility is built as it was designed. Modern schools are complex buildings. Ensuring that all building systems are working properly and that the school staff knows how to operate and maintain them is critical.

(n) ~~(p)~~ **Acoustics.** If not controlled to appropriate levels, noise from loud ventilation systems, outdoor sources, and neighboring rooms can significantly impede communication among teachers and students. Classrooms should have unoccupied background noise levels reduced as much as is reasonably possible.

(o) ~~(q)~~ **Technology.** The Commission shall ensure that all facilities are capable of providing a modern and appropriate level of technology to the students and staff within the facility.

(p) ~~(r)~~ **Accessibility.** All school buildings and facilities shall provide appropriate accessibility to all persons, including persons with disabilities, and shall comply with all Federal and state laws and requirements regarding accessibility.

(q) ~~(s)~~ **Prototypes.** The Commission shall develop prototypes for Commission-funded remedies, which may include specific components and/or features of a school building as well as complete structures. The Commission shall ensure that such prototypes shall be used in developing Commission-funded remedies. All prototypes developed by the Commission shall be adopted in rule.

(r) ~~(t)~~ **Life Cycle Cost Analysis.** A life cycle cost analysis shall be completed for each school project. The analysis shall compare initial and life cycle costs for all major systems in the building. The major systems shall include, but are not limited to:

(i) Structural

(ii) Exterior skin

(iii) Roof

(iv) Flooring

(v) HVAC

(vi) Lighting

(s) ~~(u)~~ **On-site infrastructure.** The following on-site infrastructure may be funded by the SFC as part of the project budget:

(i) In the event a new or improved road is required, up to fifty percent (50%) of the cost of the road adjacent to the school property and up to one hundred percent (100%) of the sidewalk to be built adjacent to the school property may be included in the capital construction budget.

(ii) Up to fifty percent (50%) of infrastructure costs of utilities associated with construction or improvement of roads adjacent to school properties not to exceed one hundred percent (100%) of the capacity needed for the school building may be included in the capital construction budget.

(t) ~~(v)~~ **Furniture, Fixtures and Equipment (FF&E).** The Commission will fund either 4.2% of the cost of construction for a school that is being replaced (assuming that some of the Districts existing FF&E is in reusable condition), or 6.3% of the cost of construction for new schools (where there is no existing FF&E to consider for re-use), for FF&E. This is intended to cover items that have no permanent connection to the structure of the building or utility, such as desks, chairs, tables, office furniture, cafeteria tables, audio visual equipment, specialized items to equip art, music, science, technical education rooms, special education rooms, and physical education space. Grounds and landscaping equipment, floor cleaners and waxers, vacuums, snow blowers, and such related items may be acceptable FF&E expenditures, pending an inventory and assessment of all re-usable or non-reusable FF&E, conducted jointly by the District and Commission. All requested FF&E expenditures shall be reviewed and approved by the Commission taking into consideration similar funding provided in the WDE block grant and other project-specific circumstances. No FF&E item shall be funded unless it is listed on the most current R.S. Means list for furniture, fixtures and equipment.

(u) ~~(w)~~ **Tracks.** Unless waived by the Commission for good cause, including the requirement that similarly situated students shall be provided the opportunity to participate in similar activities, tracks shall be designed and constructed in accordance with the Commission's ~~standard design for Wyoming schools track and field, football and soccer facilities.~~ track design guidelines attached hereto as Appendix B.

(v) ~~(x)~~ **Auditoriums.** An auditorium is an important part of a high school design. Working within the footprint of allowable square footage, high school designs should incorporate an auditorium appropriate for the school's student population.

(w) ~~(y)~~ **Swimming Pools.** The Commission does not fund new swimming pools, however, existing swimming pools may be maintained through district funds or ten percent

(10%) major maintenance funds, as long as all other major maintenance needs have been appropriately satisfied.

Section 7. Local Enhancements.

(a) Local enhancements, as defined in Wyoming law and in these rules and regulations, are features and aspects of school facilities which are not funded by the Commission and do not receive funding for major maintenance from the Commission.

(b) Regarding new construction, local enhancements may occur in the following non-exclusive ways:

(i) Inclusion of a design feature which exceeds the facility design guidelines and/or fails to comply with the uniform statewide adequacy standards. Examples could include a gymnasium or auditorium designed larger than needed for the population of the school;

(ii) Inclusion of square footage in a facility which exceeds the total square footage allowed by the facility design guidelines; or,

(iii) Inclusion of design features or aspects which are not in compliance with the recommendations of value engineering.

(c) Costs of facility enhancements shall be identified by the Commission as follows:

(i) When the enhancement can be bid as an added or alternative item which includes all design and construction costs attributable to the enhancement, the district shall bear all costs associated with the addition or alternate;

(ii) When the enhancement is the result of additional square footage, the difference between the allowable square footage and the project total square footage shall be computed as a percentage. Project costs will be attributed on the basis of the percentage as identified unless otherwise agreed upon by the Commission and the district in accordance with these rules and Wyoming law. The district shall be responsible for all costs associated with the enhanced square footage;

(iii) When the enhancement is the result of a design preference, the difference shall be computed as a percentage unless otherwise agreed upon by the Commission and the district in accordance with these rules and Wyoming law. The district shall be responsible for all costs associated with the enhanced design and its construction.

(iv) The Commission shall consider the recommendations of value engineering in arriving at the costs of all enhancements and its conclusions shall be included in the required written agreement between the district and the Commission.

(d) All costs associated with LEED design certification and commissioning will be considered an enhancement and must be paid for by the district.

(e) The Commission establishes the following criteria and procedures for the identification of local enhancements to school buildings and facilities which are in excess of state building adequacy standards and to determine whether and how any local enhancements should be incorporated into the statewide adequacy standards, in accordance with W.S. 21-15-114(a)(ix).

(i) The Commission shall maintain a database from which all local enhancements may be identified.

(ii) The Commission shall coordinate with the Wyoming Department of Education to determine if any local enhancements have a demonstrable effect upon student achievement.

(iii) The Commission shall further coordinate with such other agencies and individuals as may be necessary to determine whether any local enhancements have a demonstrable effect upon delivery of a thorough and efficient system of public schools.

(iv) If the Commission determines that any local enhancements have had either a demonstrable effect upon student achievement or a demonstrable effect upon delivery of a thorough and efficient system of public schools, the Commission shall make a determination whether and how such local enhancements should be incorporated into the statewide standards and such findings shall be reported to the Wyoming legislature for legislative guidance.

(f) No enhancement to any school facility otherwise being funded by the Commission shall be allowed to proceed in the absence of a written agreement between the district and the Commission which identifies a dedicated source of funding for the enhancement, the mechanism by which construction of the enhancement will proceed and payment submittals be approved, and which establishes that construction and funding of the enhancement will neither impair nor impede construction of the base facility.

APPENDIX A:
Guideline Graphs of Total Square Footage by Grade Level

Figure A-1: Elementary School Total Square Footage Guideline Graph

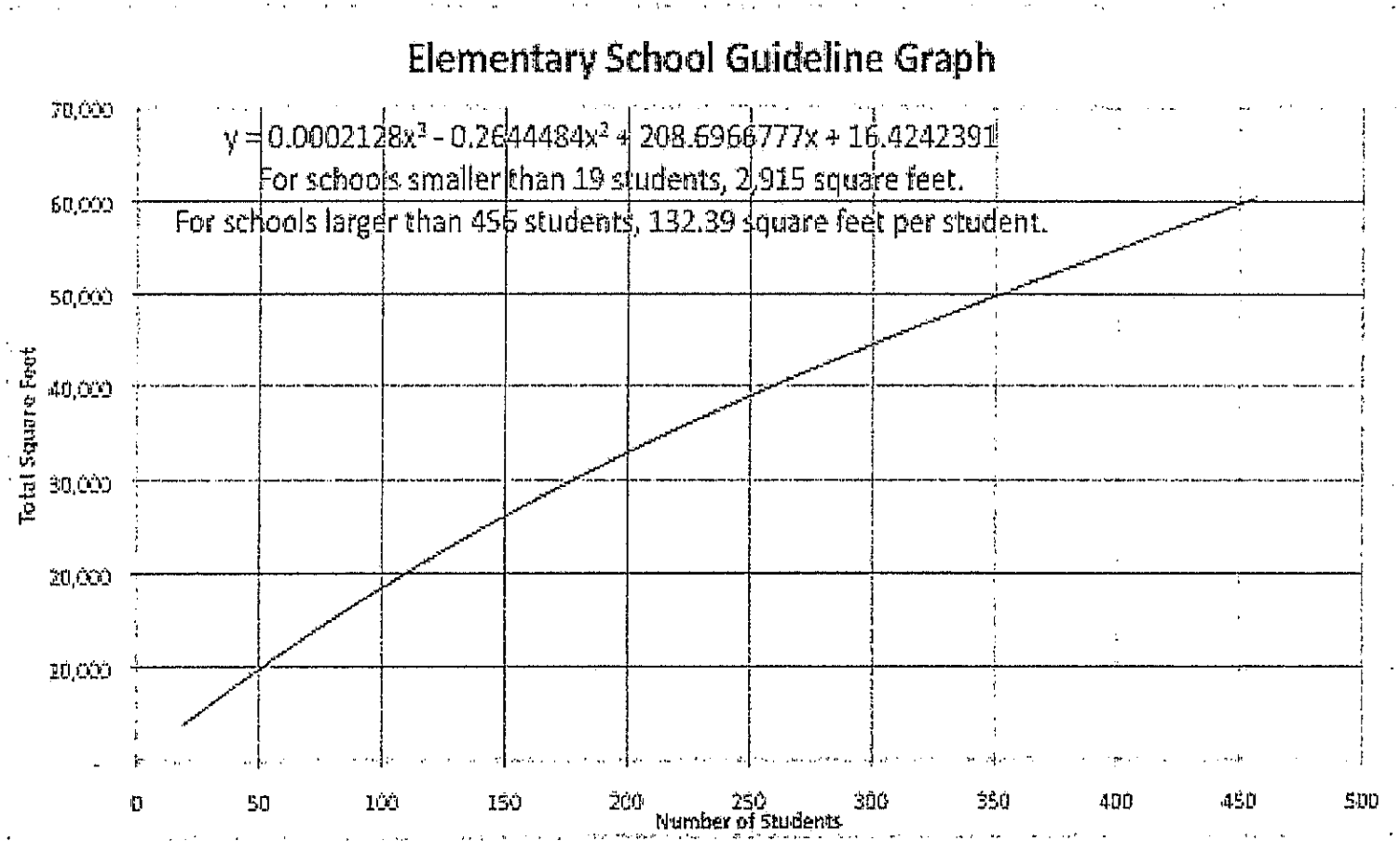


Figure A-2: Middle School Total Square Footage Guideline Graph

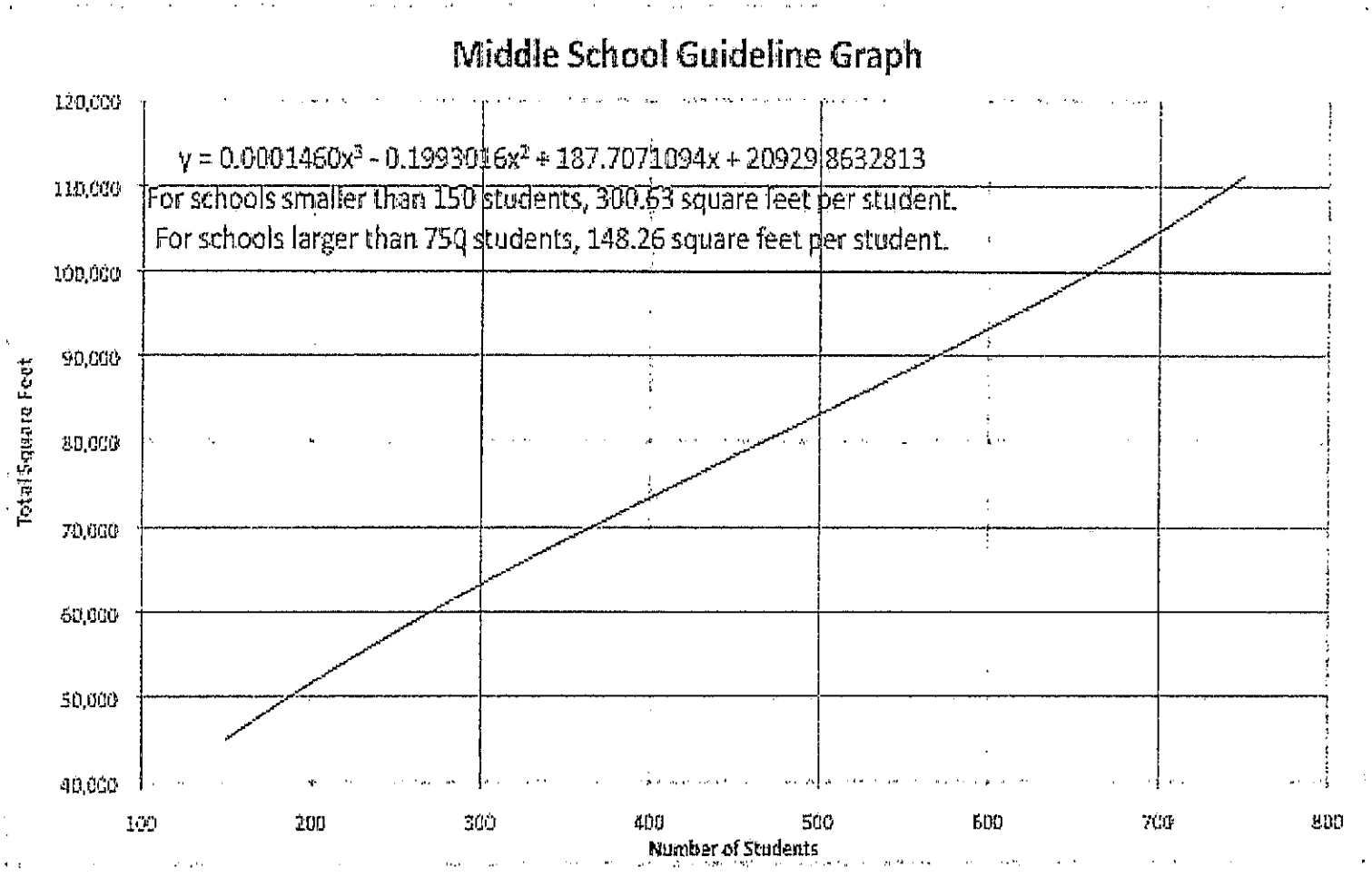


Figure A-3: High School Total Square Footage Guideline Graph

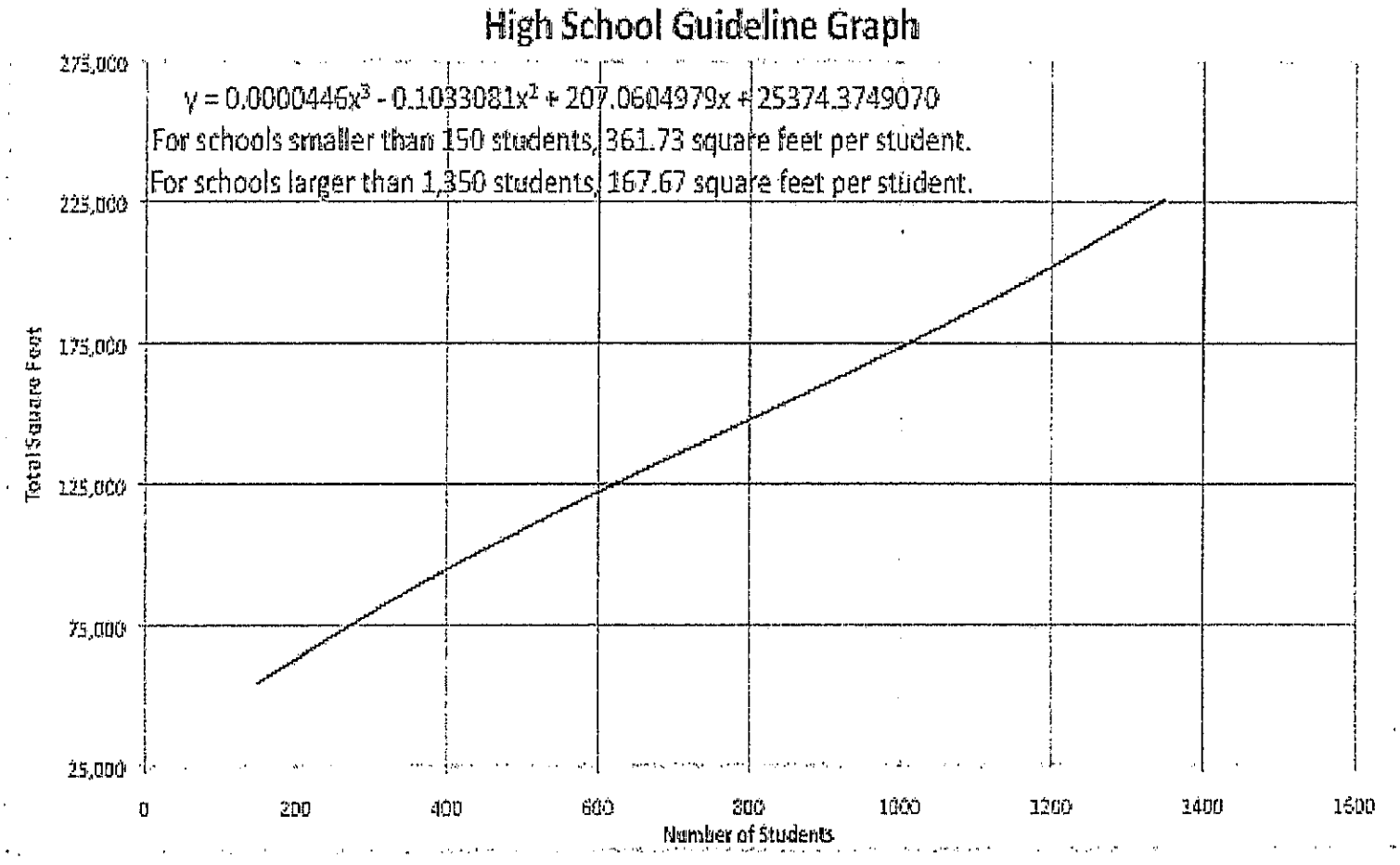


Figure A-4: K-8 School Total Square Footage Guideline Graph

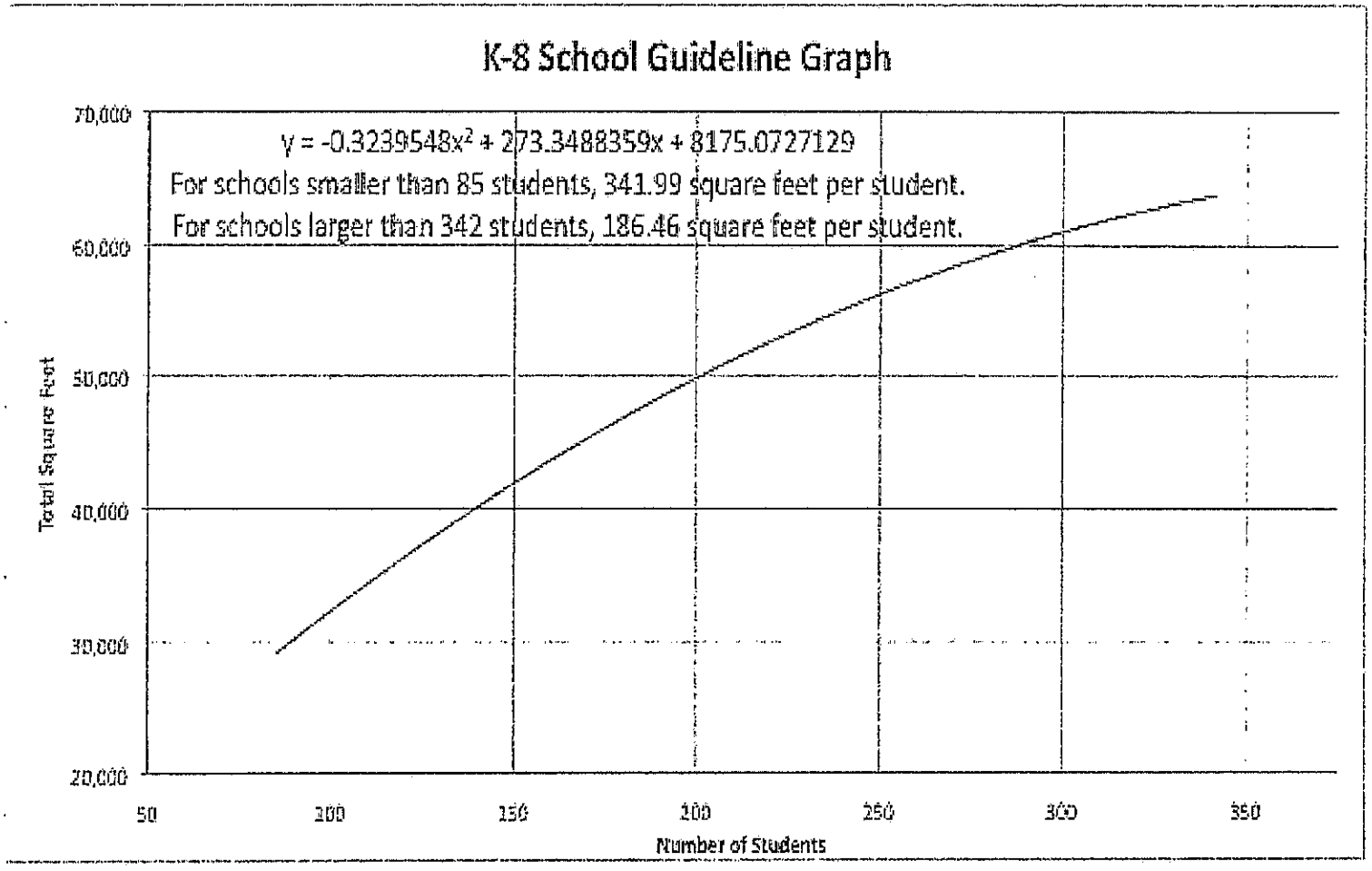


Figure A-5: 6-12 Secondary School Total Square Footage Guideline Graph

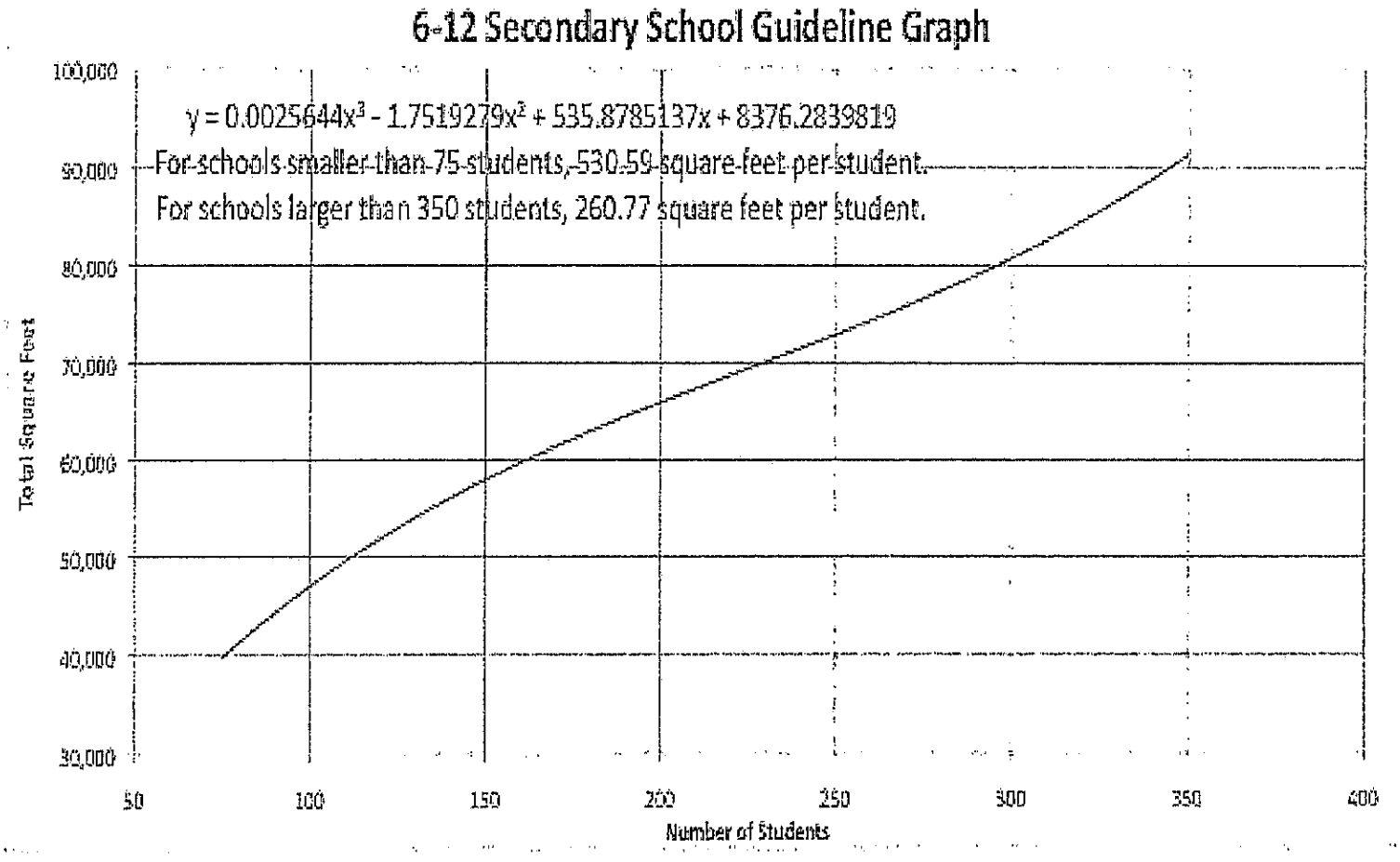
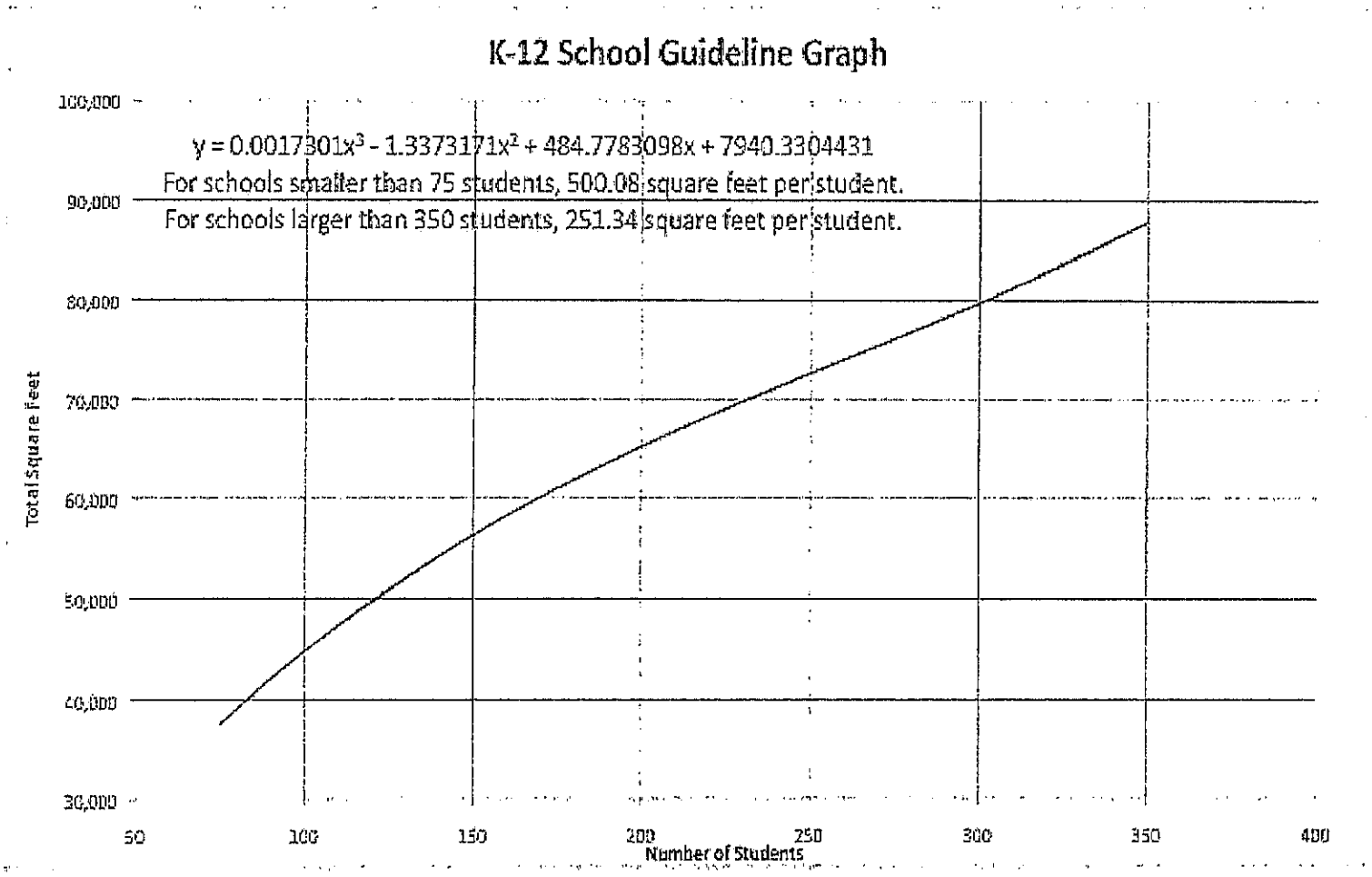


Figure A-6: K-12 School Total Square Footage Guideline Graph



APPENDIX B:
School Facilities Commission Approved Design Standards for Outdoor Athletic Facilities Per Wyoming High School Activities Association Divisions April 2009

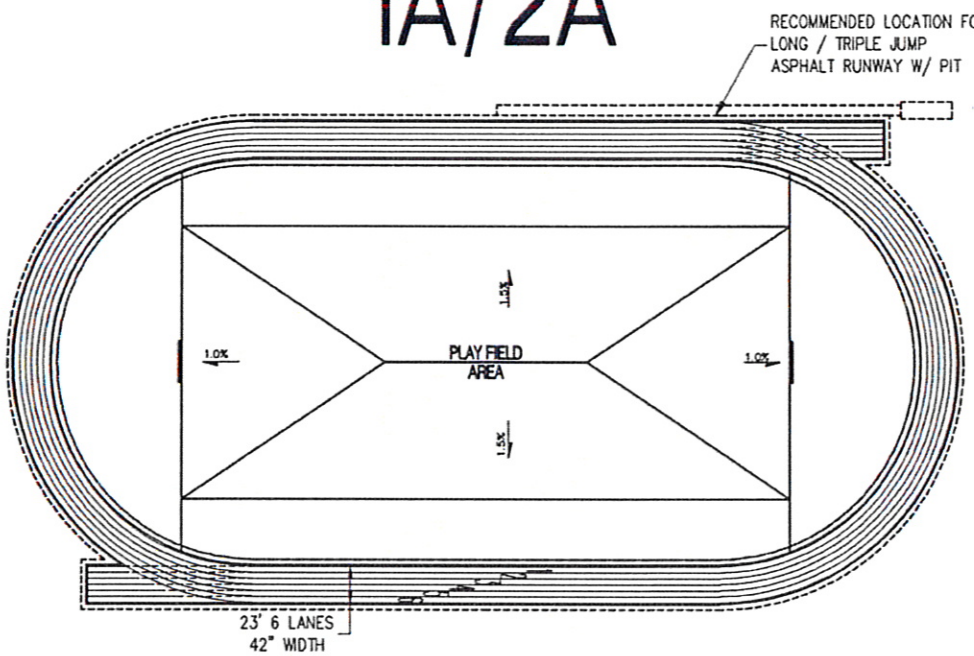
WYOMING SFC School Facilities Commission

Building Schools & Building Futures.

SCHOOL FACILITIES COMMISSION APPROVED
DESIGN STANDARDS FOR
OUTDOOR ATHLETIC FACILITIES
PER
WYOMING HIGH SCHOOL ACTIVITIES ASSOCIATION DIVISIONS

APRIL 2009

1A/2A



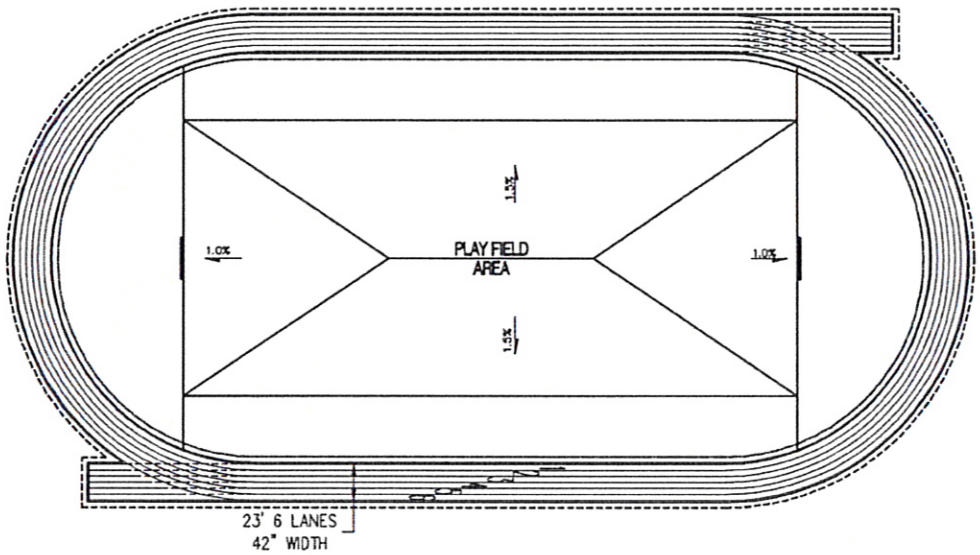
FEATURES:

- 6-LANE 42" WIDTH W/ 6' SHOULDERS 400M - 380M LENGTH
- DOUBLE START POINTS
- FRENCH DRAIN
- LONG JUMP ASPHALT RUNWAY W/ PIT
- SHOT PUT AREA
- HIGH JUMP
- NO 'D' AREA IMPROVEMENTS
- ASPHALT SURFACING OPTIONAL SEAL COAT 5YR. - 7 YR. LIFE CYCLE
- STRIPING
- INFIELD TURF VIA SEED / SOD AND INCLUDES GOAL POSTS. SYNTHETIC TURF SHALL BE CONSIDERED AN ENHANCEMENT.
- OPTIONAL DRAIN ROCK UNDER TRACK PVMT. SECTION DEPENDING ON SITE SOILS
- 1/4" SURFACE DEVIATION
- DOES NOT MEET HIGH SCHOOL TRACK CERTIFICATION
- 42' CHAIN LINK FENCE

This track and field facility will consist of a six (6) lane asphalt 380 meter to 400 meter running track with a top width of 23 feet and including two (2) starting areas. The track will have six lanes being 42" in width with 6" thickened edge shoulders on each side. The surface will either be a fine graded top lift of asphalt (3/8" minus) or have a fog seal applied. Pavement surfacing thickness should be a minimum of 2 ½" - 3" over a minimum of 4" of crushed base. The pavement section may increase as unique site soils conditions dictate. A 42" perimeter chain link fence will be provide to control field access. This level of track will not receive any additional surfacing treatment. An interior seeded / sod playfield will be provided with an appropriate irrigation system tied to an existing water system. Field drainage will be a series of French drains and the track surface will slope away from the infield. Field events will consist of a single runway with a long / triple jump pit at each end, a single shot put and discuss areas with cage, and a high jump area. No pole vault will be provided. District enhancements to be bid as alternate. Enhancements to be reviewed by commission prior to awarding contract.

Estimated Construction cost for this facility and component will vary regionally as the availability of asphalt plants within reasonable haul distance will be one item that will impact construction costs.

3A



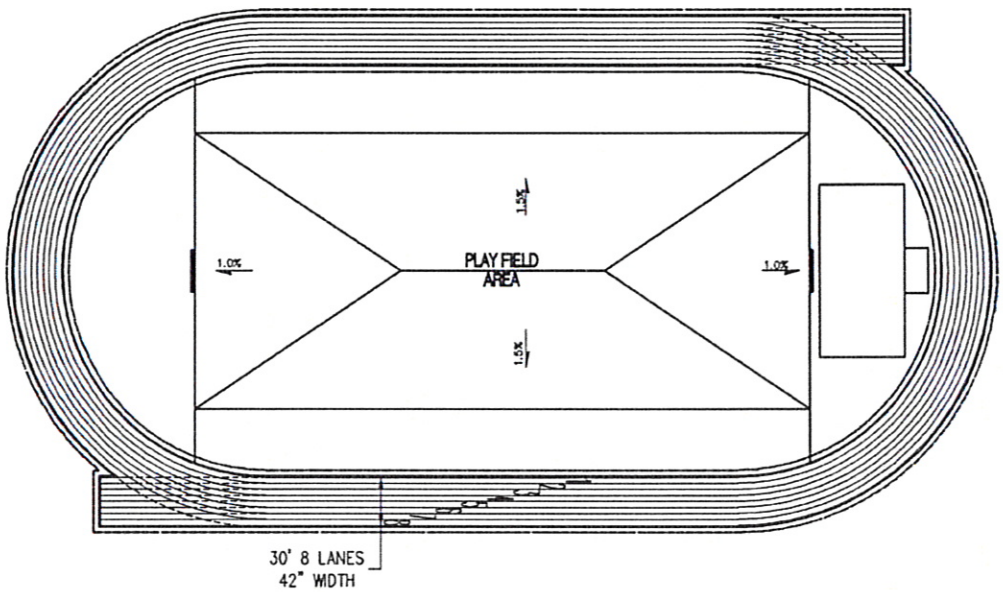
FEATURES:

- 6-LANE 42" WIDTH , 400 M
- ASPHALT W/ 2-PART POLY
- CONCRETE CURBS - INTERIOR
- One foot THICKENED EDGE ASPHALT - EXTERIOR
- TURF PENDING WATER USAGE AND AVAILABILITY
- INFIELD DRAINAGE SYSTEM PENDING - TURF OR ASTRO
- ALL FIELD EVENTS, SHOT PUT, HIGH JUMP, AND LONG JUMP
- POLE VAULT - PENDING WHSAA DIRECTION
- INFIELD TURF VIA SEED / SOD AND INCLUDES GOAL POSTS. SYNTHETIC TURF SHALL BE CONSIDERED AN ENHANCEMENT.
- 42" CHAIN LINK FENCE TO DELINEATE 3' CLEAR ZONE
- 1/4" IN 10' SURFACE DEVIATION SPEC.
- MEETS HIGH SCHOOL TRACK CERTIFICATION

This track and field facility will consist of a six (6) lane asphalt 400 meter running track with a top width of 23 feet and including two (2) starting areas. The track will have six lanes being 42" in width with 6" thickened edge shoulders on the outside with a concrete curb on the interior. The surface will be a two part polyurethane surfacing. Pavement surfacing thickness should be a minimum of 2 ½" - 3" over a minimum of 4" of crushed base. The pavement section may increase as unique site soils conditions dictate. A 42" perimeter chain link fence will be provide to control field access. An interior seeded / sod playfield will be provided with an appropriate irrigation system tied to an existing water system. Field drainage will be a series of drainage inlets and the track surface will slope toward from the infield. All field events will be provided, including multiple runways with a long / triple jump pit at each end, shot put and discuss areas with cages, a high jump area and a pole vault pit & runway. District enhancements to be bid as alternate. Enhancements to be reviewed by commission prior to awarding contract.

Estimated Construction cost for this facility and components should be fairly consistent statewide as most 3A site locations have reasonable availability of asphalt plants. It is estimated that the 3A track facility is approximately 40% more than the 1A\2A track facility mainly due to the type of track surfacing.

4A



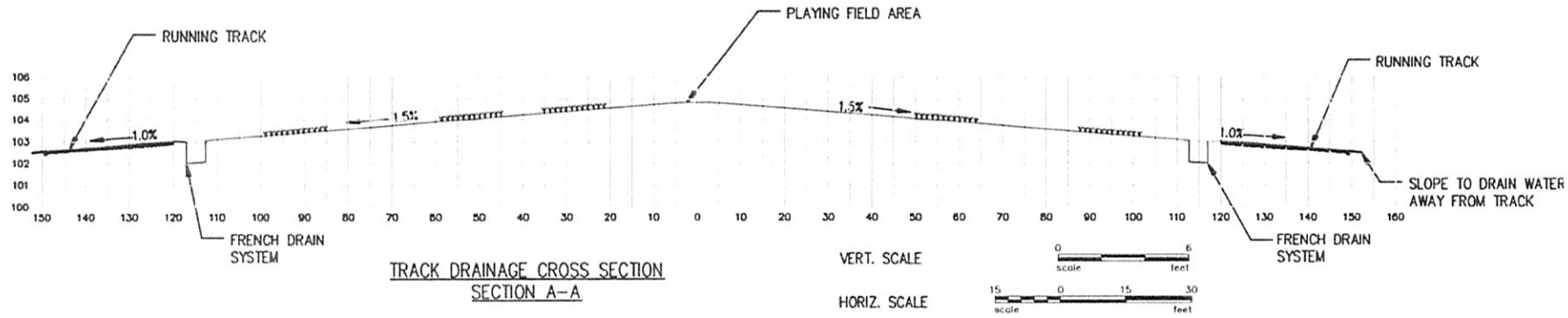
FEATURES:

- 8 LANES- 42" WIDTH, 400 M
- POLE VAULT OPTIONAL PER WSHAA
- 2 PART POLY SURFACING SYSTEM
- EXTERIOR CONCRETE CURB
- INTERIOR CURB W/ PERIMETER TRENCH DRAIN
- INFIELD TURF VIA SEED / SOD AND INCLUDES GOAL POSTS. SYNTHETIC TURF SHALL BE CONSIDERED AN ENHANCEMENT.
- 42" CHAIN LINK FENCE TO DEFINE 3' CLEAR ZONE
- 1/4" IN 10' SURFACE DEVIATION SPEC.
- MEETS HIGH SCHOOL TRACK CERTIFICATION

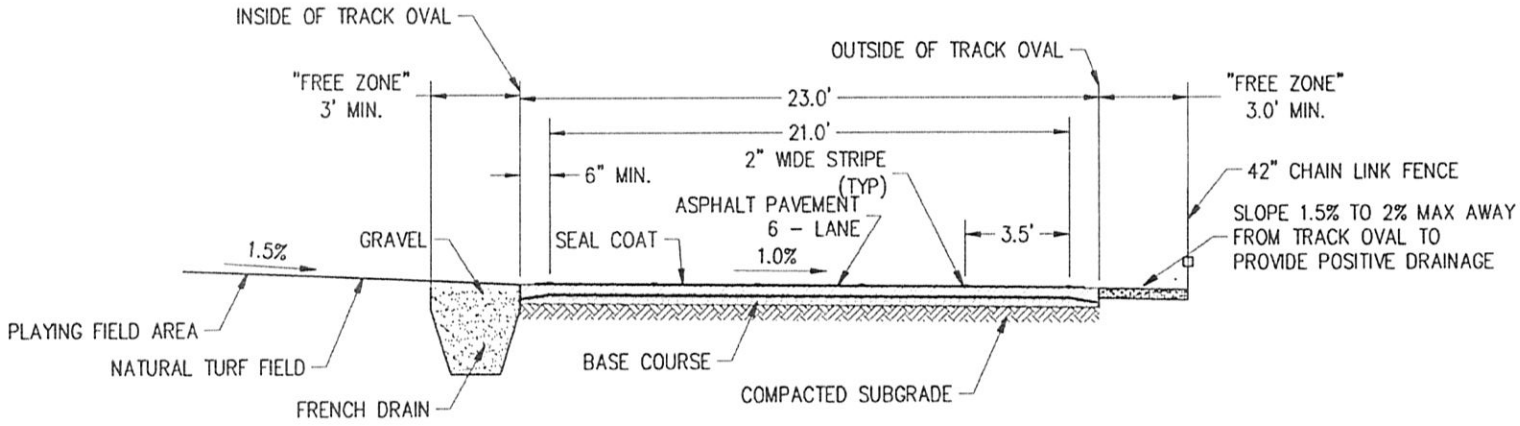
This track and field facility will consist of an eight (8) lane asphalt 400 meter running track with a top width of 30 feet and including two (2) starting areas. The track will have eight lanes being 42" in width with concrete curbing on each side. The surface will be two part polyurethane. Pavement surfacing thickness should be a minimum of 2 ½" - 3" over a minimum of 4" of crushed base. The pavement section may increase as unique site soil conditions dictate. A sodded playfield area with full irrigation system consisting of pop up heads tied to an existing water system will be provided. Field drainage will be a controlled with an interior perimeter trench drain and the track surface will slope toward the infield. All field events consisting of a multiple runways with a long / triple jump pits at each end, shot put and discuss areas w/ cages, pole vault w/ runway and pit, and a "D"area high jump. District enhancements to be bid as alternate. Enhancements to be reviewed by commission prior to awarding contract.

Estimated Construction cost for this facility and component will be generally consistent statewide as most all 4A facilities have local asphalt plants. Construction cost increase will be approximately 28% more than the 3A track facility with the increase in cost coming from the increase in track quantities for the additional two lanes and the drainage system.

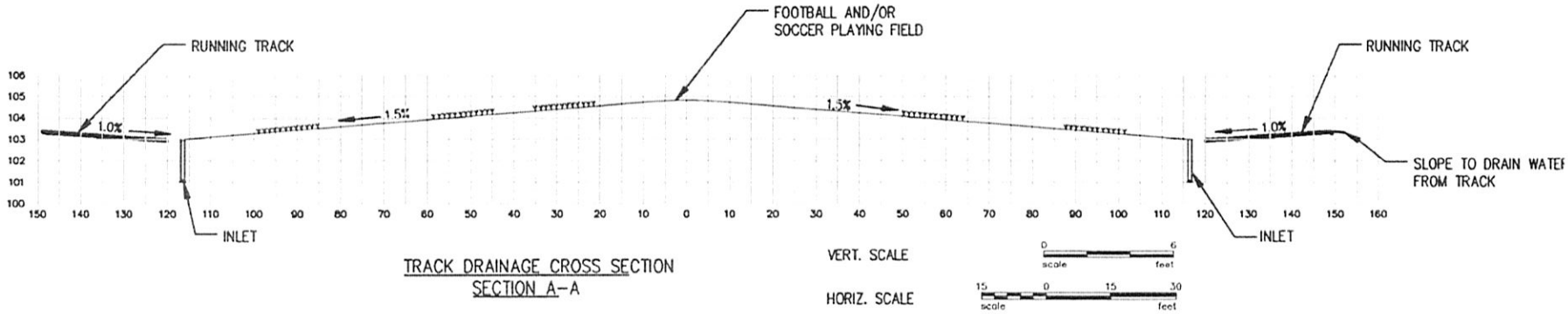
1A/2A



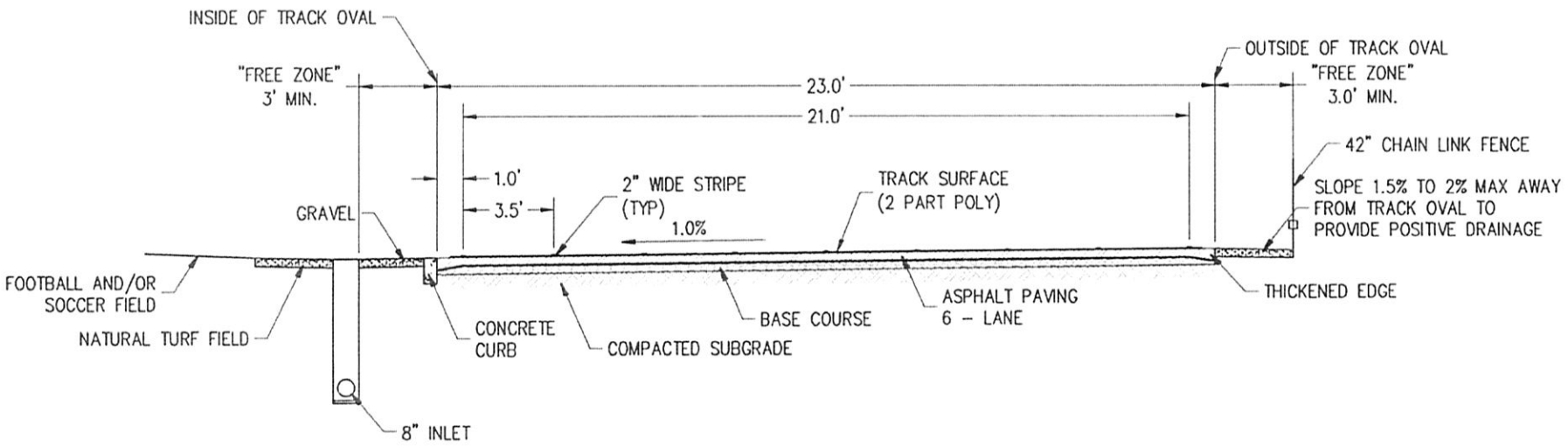
TRACK DRAINAGE CROSS SECTION
SECTION A–A



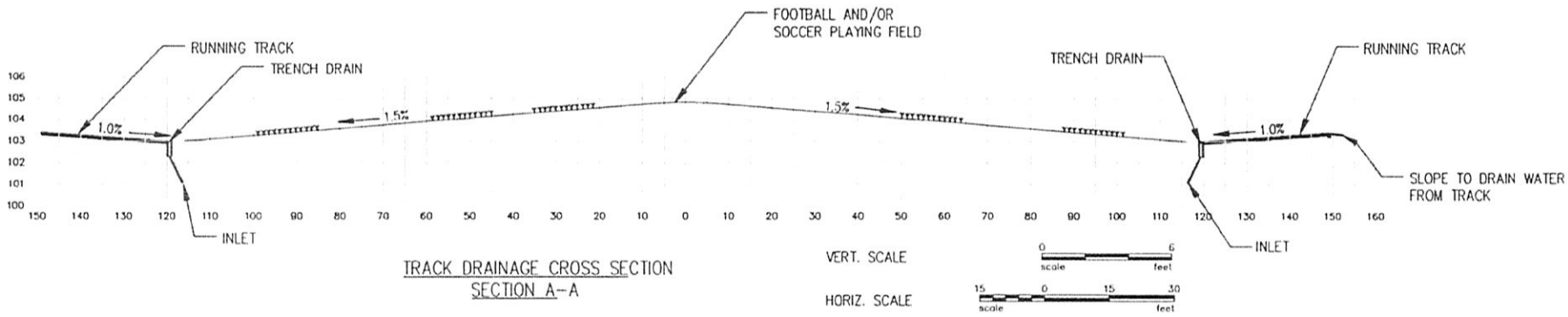
3A



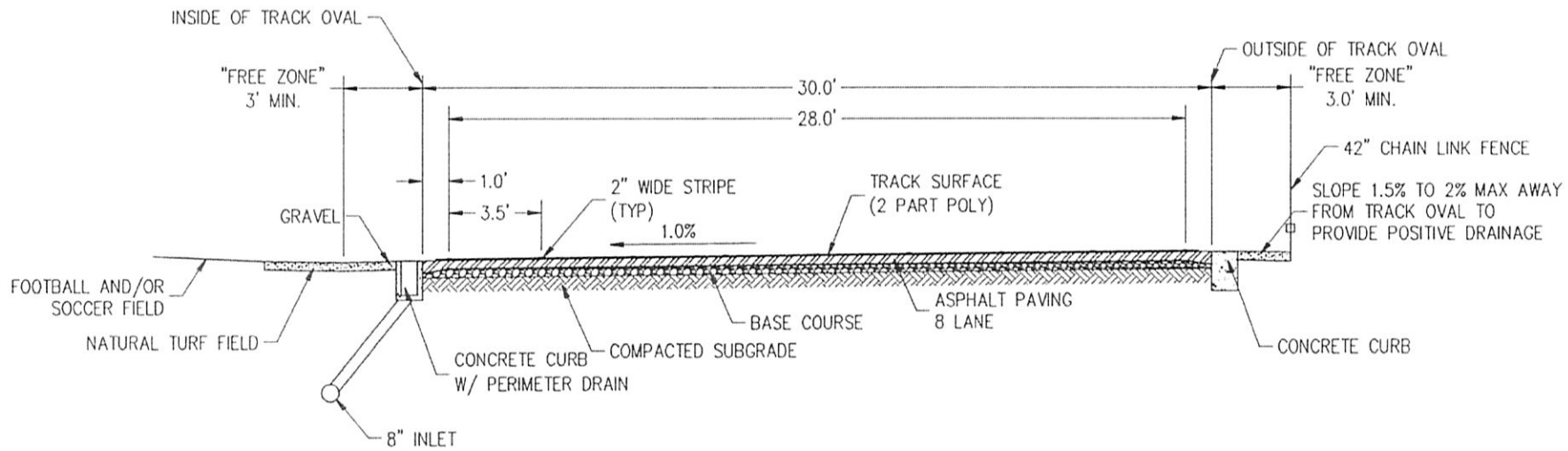
TRACK DRAINAGE CROSS SECTION
SECTION A–A



4A



TRACK DRAINAGE CROSS SECTION
SECTION A–A



RULES AND REGULATIONS OF THE SCHOOL FACILITIES COMMISSION

CHAPTER 6
SQUARE FOOTAGE GUIDELINES FOR MAJOR MAINTENANCE PAYMENTS

Section 1. Authority.

This chapter is promulgated pursuant to W.S. 21-15-114(a)(xv) and W.S. 21-15-109(c)(i).

Section 2. Purpose of Rule.

The purpose of this rule is to prescribe guidelines by which square footage will be computed for purposes of calculating major maintenance payments.

Section 3. Definitions.

(a) "Certify" means to represent and warrant, under penalty of perjury, that the certified matters are true, accurate and correct and are not misleading in any material way.

(b) "Closed" means in the context of an educational building, the building is not used and is not intended to be used for educational purposes.

(c) "Leased Facilities" means any land, building or equipment or other capital asset that has been leased by or to a district.

(d) "Major Maintenance" or "Major Building and Facility Repair and Replacement" means the repair or replacement of complete or major portions of school building and facility systems at irregular intervals which is required to continue the use of the building or facility at its original capacity for its original intended use and is typically accomplished by contractors due to the personnel demand to accomplish the work in a timely manner, the level of sophistication of the work or the need for warranted work.

(e) "Mothballed" is the spare footage of any district building or facility which is closed and not operational, is not being replaced under a district's facility plan approved by the commission under W.S. 21-15-116, and is not determined surplus as a closed building within the district's facility plan. (The district building or facility must be in good condition and may remain as a mothballed building for a maximum of three (3) years).

(f) "Payable-Leased Facilities" are those facilities which are used by the district to provide the approved educational programs as prescribed by W.S. 21-15-109(c)(i)(B). These facilities shall be included in the district's gross square footage totals.

(g) `"Routine Maintenance and Repair" means activities necessary to keep a school building or facility in safe and good working order so that it may be used at its original or designed capacity for its originally intended purposes, including janitorial, grounds-keeping and maintenance tasks done on a routine basis and typically accomplished by district personnel with

exceptions for any routine tasks accomplished by contractors such as elevator or other specialized equipment or building system maintenance.

(h) "Separate Account" means an individual account for depositing to, and expending from, major maintenance funds. These funds shall not be co-mingled with any other funds or accounts.

Section 4. Maintenance.

Each district in consultation with its assigned Project Manager shall maintain the total square footage of each building within the district.

Section 5. Calculation.

(a) Actual square footage of buildings shall be calculated using the exterior building face dimensions of enclosed space at each floor level. Areas not to be included in square footage calculations include:

(i) Crawl spaces;

(ii) Pipe tunnels;

(iii) Roof overhangs;

(iv) Walkways, and other non-enclosed facilities.

(b) The total square footage of structures shall be calculated by using any one of the following measurement methods:

(i) On-site measurements of the structure;

(ii) Dimensions taken from as-built floor plans where complete information is available; or

(iii) Computer-aided drawing (CAD) utilizing as-built floor plans.

(c) Each floor of multi-floored structures shall be calculated separately, and calculations for all floors shall be combined for the total area of the entire structure, including the gross square footage area of basements.

(d) The major category (i.e. educational, office, or warehouse) designated for gross square footage within each building or facility shall be determined based upon the major use of the building.

(e) The total square footage of structures in the district shall be separately set out for each major category (i.e. educational, office or warehouse) using the following sub-categories:

(i) Educational

(A) Standard educational space

(B) Educational portables

(C) Educational non-portables

(D) Qualified educational leases per W.S. 21-15-109(c)(i)(B)

(E) Other non-qualified educational leases

(F) Mothballed

(ii) Office

(A) Portable building used as an office

(B) Leased offices

(C) All other offices

(iii) Warehouse

(A) Bus barn (transportation facility)

(B) Portable building used as storage

(C) Warehouse leases

(D) All other warehouses

(f) Mothballed Buildings. For buildings which are mothballed, ten percent (10%) of the normally allocated major maintenance funds for the building will be allotted for a maximum of three (3) years. At the end of the three (3) years, the district shall determine if the building is still a needed educational building or if the district will close the building and remove it from their inventory, at which time no additional major maintenance funds will be expended. Funding must be requested by the district on Form SFC-706.

(g) Mechanical space. When calculating the overall building square footage for a new building, addition or major remodel (for the purposes of determining the allowable gross square footage), if the mechanical space complies with the definitions outlined below, then it is not required to be included in the gross square footage calculations for the new construction.

Section 502 - International Building Code, 2006 Edition

Equipment Platform – An unoccupied, elevated platform used exclusively for mechanical systems or individual process equipment, including the associated elevated walkway, stairs and ladders necessary to access the platform. (See also Section 505.5).

Section 1502 – International Building Code, 2006 Edition

Penthouse – An enclosed, unoccupied structure above the roof of a building, other than a

tank, tower, spire, dome copula or bulkhead, occupying not more than 1/3 of the roof area. (See also Section 1509.2)

Also, for the type of construction, allowable size and height of a tower or spire shall be as outlined in Sections 1509.5, 1509.5.1 and 1509.5.2.

(h) Leased Facility Space. The Commission may approve "qualifying" leased facility square footage for inclusion in major maintenance calculations when the following criteria are satisfied:

(i) Commission approval is obtained per W.S. 21-15-109(c)(1)(A);

(ii) Facility must be surplus or closed per W.S. 21-15-109(c)(iv);

(iii) Square footage is not being used for delivery of required educational program;

(iv) Square footage is being used for one of three approved programs:

(A) Certified child care per W.S. 14-4-101 *et seq*.

(B) Developmental preschool receiving state aid.

(C) BOCES program per W.S. 21-20-101 *et seq.*

(v) District incorporates use of this closed or surplus space into its facility plan;

(vi) District reports any fees received for use of this closed or surplus space as a local resource per W.S. 21-13-310(a)(xv);

(vii) District limits lease agreement to one year subject to early termination if necessary for provision of district educational programs.

Section 6. <u>Computations and Adjustments.</u>

The Commission shall adjust the total district gross square footage by excluding or reducing the gross square footage of newly constructed buildings and facilities using the following percentages:

Year 1	0%
Year 2	10%
Year 3	10%
Year 4	40%

Year 5	60%
Year 6	80%
Year 7 and after	100%

Section 7. Salaries. Approval must be received from the Commission prior to Districts paying salaried personnel with major maintenance funds, as authorized by W.S. 21-15-109(e). In order to request approval, the District must provide the Commission the following information:

(i) Amount identified as salary;

(ii) Position title;

(iii) Detailed description and scope of duties relating to major maintenance projects.

Section 8. 8% and 10% Expenditures. Subject to Commission approval and in accordance with W.S. 21-15-109(f), a district may expend up to 10% of its annual major maintenance distribution on major building and facility repair and replacement needs not specified in the districts facility plan, including district enhancements. These proposed expenditures shall not be approved by the Commission unless the districts major maintenance needs identified in its facility plan (in compliance with W.S. 21-15-109(e)) have been addressed. A district may also apply to accumulate up to 10% of its annual major maintenance distribution on the same basis. If a district is in possession of previously authorized 8% major maintenance funds, they are subject to expenditure on the same basis as 10% funds, but may continue to be held without further Commission approval.

~~**Section 9. Use of Major Maintenance funds for other purposes in accordance with W.S. 21-15-109(e).**~~

~~The legislature has granted the Commission the authority, under limited circumstances, to approve use of major maintenance funds for purposes other than those authorized by W.S. 21-15-109. The relevant language of the statute is noted below:~~

~~[E] xcept as specified under subsection (f) of this section [10% Expenditures], expenditures from the separate account, including any interest earnings on the account, shall be restricted to expenses incurred for major building facility repair and replacement as defined in subsection (a) of this section or as prescribed by rule and regulation of the commission, otherwise I accordance with and satisfying the requirements of this Act, and shall be in accordance with the district's facility plan approved by the commission under W.S. 21-15-116.~~

~~Use of major maintenance funds for these purposes shall only be upon approval of the Commission. The Commission shall determine whether to approve or deny any such use of major maintenance funding only upon use of the following procedure and upon consideration of the following non-exclusive and non-prioritized list of factors. The Commission shall create a thorough written record supporting every approval or denial:~~

~~(a) Requests shall be forwarded to the Project Manager for the applicable district to the Director.~~

~~(b) The Director shall make a preliminary determination (based upon all of these factors) whether the request shall be forwarded to the Commission for its consideration.~~

~~(c) The written record requirements of this section apply to the Director's preliminary determinations as well as the Commission's final determinations.~~

~~(d) The Director and the affected district shall present a request approved preliminary by the Director at a Commission meeting together with all documentation relevant to the request.~~

~~(e) The Commission (and the Director) shall, at a minimum, consider the following factors in determining whether to grant or deny a request:~~

~~(i) Whether the district's facility plan is current and approved, and whether the facility plans has been followed:~~

~~(ii) Whether the district's major maintenance needs identified by the Commission's processes have been adequately addressed.~~

~~(iii) Confirm that the request does not involve use of major maintenance funding for an enhancement;~~

~~(iv) Whether the facility, and the educational program proposed to be delivered within that facility, is endorsed by the Wyoming Department of Education as educationally appropriate.~~

~~(vi) Whether other facilities, owned and /or funded by the district or otherwise, may be used to provide part of the required educational program~~

~~(vii) What effect granting or denial of the request would have upon current and future major maintenance needs in the district.~~

~~(viii) What effect granting or denial of the request would have upon current and future capital construction need in the district.~~

RULES AND REGULATIONS OF THE SCHOOL FACILITIES COMMISSION

CHAPTER 8
CRITERIA FOR IDENTIFYING AND PRIORITIZING REMEDIES, AND ESTABLISHING PROJECT BUDGETS

Section 1. Authority.

This Chapter is promulgated pursuant to W.S. 21-15-114(a)(xv), ~~and~~ W.S. 21-15-117(a)(i), W.S. 21-15-119(a) and (c), W.S. 21-15-121(a), and W.S. 28-11-301(c)(iv).

Section 2. Purpose of Rule.

This Chapter is intended to establish criteria for building capacity, building condition, educational suitability and technology readiness~~.~~, and apply those criteria in a process which prioritizes building needs on a statewide basis, then refines the statewide prioritization into a list of prioritized projects to which proposed funding will be attached and approval of the Commission budget obtained.

Section 3. Inventory; Assignment of Building Score.

(a) The Commission shall prepare and maintain an inventory of all school buildings and facilities used by districts, which are connected to one or more utilities including plumbing, electrical or heating source. Each structure in the inventory shall be assigned scores, as applicable, to denote its condition, educational suitability, and capacity in accordance with these rules and regulations. Technology readiness shall be considered in arriving at a score for educational suitability.

(b) These scores shall be used to establish a state-wide needs index, which shall then be used in conjunction with District facility plans to arrive at a prioritization schedule for building and facility remediation.

(c) As educational suitability and capacity assessments are generally not applicable to non-educational facilities, a state-wide needs list of non-educational structures shall be based upon the condition of the facility.

(i) A maximum of three percent (3%) of the biennial statewide Capital Construction budget may be used to address the needs of non-educational facilities, excluding athletic track and field facilities and swimming pools/natatoriums.

(ii) A maximum of one percent (1%) of the biennial statewide Capital Construction budget may be used to address the needs of athletic track and field facilities.

Section 4. Prioritized Project Budgeting. On an ongoing basis, the Commission shall review, analyze, and adjust regionally, the cost data that may have an impact on project budgets. These adjustments shall ensure that the data which established the Needs

~~Identification~~ Index is honored. Following approval of the Commission budget in accordance with W.S. 9-2-103, W.S. 21-15-119(c) and W.S. 28-11-301(c), any changes to project budgets or the prioritization of project remedies shall be reported at least quarterly to the Select Committee on School Facilities in accordance with W.S. 28-11-301(c)(iv).

~~As projects identified through the prioritization process and the Needs Identification Index reach the stage where funding is needed to proceed with identified remedies, it is possible that issues including inflation will have an effect upon those project budgets. In the event that any particular project budget appears to be insufficient to fully fund that project remedy, the following non-exclusive and non-prioritized list of factors shall be considered in determining whether, and how, that project remedy will be allowed to proceed with Commission funding:~~

~~(a) Ascertain whether all value engineering recommendations have been followed, and if not, why not. In the absence of demonstrable good cause, value engineering recommendations should be followed;~~

~~(b) Thoroughly reexamine all aspects of the design of the project to identify cost savings which may be generated within the project. In this regard, all parties are encouraged to reexamine earlier assumptions in the search for viable, cost-effective and efficient design changes;~~

~~(c) Thoroughly examine the scheduling, or phasing, of the project to determine when budgeted funds will be required, and if cost-savings or cost-deferrals may be obtained by that scheduling. In this regard, decision-making must also take into account the funding cycles of the legislature and the uncertainty of future funding;~~

~~(d) Thoroughly examine the possibility of reallocating existing funding within the district;~~

~~(e) In the event the factors noted above, in addition to other relevant factors which are identified on a case-by-case basis, are insufficient to bring anticipated project funding within the identified project budget (including any adjustment for inflation), then the following additional factors shall be considered:~~

~~(i) Other policies of the Commission directed toward the funding of cost-effective and efficient facility remedies;~~

~~(ii) Other potential sources of funding;~~

~~(iii) Delayed start date of the project;~~

~~(iv) Complete, or partial, redesign of the project;~~

~~(v) Application of reserve funding held by the SFC;~~

~~(vi) Reallocation of funding on the prioritized list of projects from those with a~~

~~lower Needs Index number to those with a higher number. Reallocations from one prioritized project to another prioritized project may be made by the Commission upon a demonstration of extraordinary circumstances.~~

(a) Needs Index and Prioritization.

(i) The Commission shall comprehensively assess the adequacy of existing school buildings and facilities and of future space requirements within the state in accordance with W.S. 21-15-115(b).

(ii) Assessment of the adequacy of buildings, facilities and space requirements shall be by use of scoring tools that, as applicable, take into consideration the condition, the capacity and the educational suitability of every facility.

(iii) Facility condition shall be scored by a tool which uses a nationally recognized Facility Condition Index as approved by the Commission. This tool is contained in the Maximus database program of the Commission and is incorporated herein by reference due to its size. This condition scoring tool shall not be modified except in accordance with the Wyoming Administrative Procedures Act.

(iv) Capacity shall be calculated by first generating statewide district capacity analyses. For facilities constructed with Commission funding, the assigned capacity analysis shall be derived assuming the actual capacity of the facility is the same as the design capacity of the facility. For existing facilities, the capacity analysis shall be developed by updating the previous capacity analysis with new student enrollment numbers, correcting and updating teaching station data, adjusting the utilization/loading factors to eliminate "false positives", and eliminating any cliff effects in the formula.

(A) Once statewide capacity analyses are generated statewide, a more thorough analysis of capacity at the school and district level shall be conducted. This analysis shall consider, but not be limited to:

(I) district-wide capacity;

(II) actual vs. allowable square footage at either the district or school level;

(III) net to gross ratios;

(IV) efficiency of use of facilities;

(V) district choices affecting capacity;
(VI) etc.,

and may result in a recalculation of the statewide analysis if necessary.

(B) Loading/Utilization. Loading and utilization factors shall be calculated in accordance with the following where Y represents the factor and X represents the enrollment:

(I) for elementary schools

(1) Y = 0.6470 for schools with enrollments of 19 or fewer

(2) Y = 1.00 for schools with enrollments of 456 or greater

(3) Y = 0.1035Ln(X) + 0.3085 for all other elementary schools

(II) for middle level schools

(1) Y = 0.4932 for schools with enrollments of 150 or fewer

(2) Y = 1.00 for schools with enrollments of 750 or greater

(3) Y = 0.3235Ln(X) – 1.1306 for all other middle level schools

(III) for high schools

(1) Y = 0.4635 for schools with enrollments of 150 or fewer

(2) Y = 1.00 for schools with enrollments of 1350 or greater

(3) Y = 0.2528Ln(X) – 0.7992 for all other high schools

(IV) for K-8 schools

(1) Y = 0.5452 for schools with enrollments of 85 or fewer

(2) Y = 1.00 for schools with enrollments of 342 or greater

(3) Y = 0.3154Ln(X) – 0.8859 for all other K-8 schools

(V) for K-12 schools

(1) Y = 0.5026 for schools with enrollments of 75 or fewer

(2) Y = 1.00 for schools with enrollments of 350 or greater

(3) Y = 0.3259Ln(X) – 0.93 for all other K-12 schools

(VI) for 6-12 schools

(1) Y = 0.4915 for schools with enrollments of 75 or fewer

(2) Y = 1.00 for schools with enrollments of 350 or greater

(3) Y = 0.3416Ln(X) – 1.0033 for all other 6-12 schools

(v) An updated method of calculating suitability has been adopted by the Commission and may be found in the "Educational Suitability Score Report" prepared by the Commission and attached hereto as Appendix C.

(vi) The Commission may periodically review and verify needs assessment data and building and facility ratings for condition, capacity and suitability to ensure the assessments provide timely and uniform data in accordance with W.S. 21-15-115(b).

(vii) At least biennially, a new prioritized needs index shall be developed by the Commission and that needs index shall be the basis upon which Commission funded remedies shall be determined. Calculation of the relative weights of the three scoring tools for purposes of developing that needs index shall be 50% weighting to facility condition, 35% weighting to facility capacity, and 15% weighting to educational suitability.

(b) Budgeting. In accordance with W.S. 9-2-103, W.S. 21-15-119(c) and W.S. 28-11-301(c), budgets for prioritized projects shall be established as follows:

(i) Upon review of the fully updated Needs Index for each budget period, the Commission shall develop a specified project list which represents the remedies attached to each need identified for funding.

(ii) The specified project list shall be further subdivided into two phases: planning and design phase projects; and, construction phase projects.

(iii) Each project identified for funding shall separately set forth the entire cost of the project, including all phases and stages, together with the amount of funding proposed for each, and, if applicable, the amount already expended for each.

(iv) Using accepted accounting standards and the principles outlined above, the Commission shall, not later than September 1 of each year, prepare and submit to the Governor and the Select Committee on School Facilities, a proposed budget, the prioritized list of projects proposed for funding, the amount of funding allocated to each project, the assessments conducted by the Commission of condition, capacity and suitability; and, the annual building status report specified under W.S. 21-15-121.

(v) In addition to identifying funding for specified projects, the Commission may also include in its proposed budget those amounts it recommends to cover inflation, unanticipated costs, off-site infrastructure costs, and other contingency or special project costs.

(vi) Any amounts appropriated by the legislature shall not be construed to be an entitlement or guaranteed amount and shall be expended by the Commission in accordance with the facility guidelines to ensure adequate, efficient and cost-effective school buildings.

(c) Changes to Budgeted Funding. In the event that any particular project budget appears to be insufficiently to fully fund that project remedy, the following non-exclusive and non-prioritized list of factors shall be considered in determining whether, and how, that project will be allowed to proceed with Commission funding:

(i) Ascertain whether all value engineering recommendations have been followed, and if not, why not. In the absence of demonstrable good cause, value engineering recommendations should be followed;

(ii) Thoroughly reexamine all aspects of the design of the project to identify cost savings which may be generated within the project. In this regard, all parties are encouraged to reexamine earlier assumptions in the search for viable, cost-effective and efficient design changes;

(iii) Thoroughly examine the scheduling, or phasing, of the project to determine when budgeted funds will be required, and if cost-savings or cost-deferrals may be obtained by that scheduling. In this regard, decision-making must also take into account the funding cycles of the legislature and the uncertainty of future funding.

(iv) Thoroughly examine the possibility of reallocating existing funding within the district;

(v) In the event the factors noted above, in addition to other relevant factors which are identified on a case-by-case basis, are insufficient to bring anticipated project funding within the identified project budget (including any adjustment for inflation), then the following additional factors shall be considered:

(A) Other policies of the Commission directed toward the funding of cost-effective and efficient facility remedies;

(B) Other potential sources of funding;

(C) Delayed start date of the project;

(D) Complete, or partial, redesign of the project;

(E) Application of reserve funding held by the SFC;

(F) Reallocation of funding on the prioritized list of projects from those with a lower Needs Index number to those with a higher number. Reallocations from one prioritized project to another prioritized project may be made by the Commission upon a demonstration of extraordinary circumstances.

(d) **Changes to Project Prioritization.** In accordance with W.S. 28-11-301(c) and W.S. 21-15-119(c), changes to project prioritization may only occur as follows:

(i) With the approval of the Governor, the Commission may transfer up to fifteen percent (15%) of the total funds appropriated for any budget period between the planning and design phase and the construction phase budgets.

(ii) Changes to the scope of a project, to the phasing of a project, to the projected budget of a project or any subpart thereof, or to the position of a prioritized project relative to the other projects proposed for funding in a budget period may occur if the Commission determines that circumstances require the change, but all such changes must be fully documented by the Commission.

(iii) Any such changes to project prioritization or the budgets attendant to those projects shall be reported to the select committee in accordance with W.S. 28-11-301(c)(iv).

(iv) Changes to project prioritization or project budgets are a nondelegable responsibility of the Commission.

Section 5. Project Reallocation. Surplus funding balances on projects, or any subpart thereof, shall revert to the Commission for reallocation as needed, and in accordance with these rules. ~~Balances of District are allowed to be re-allocated to meet the needs of the District using the procedure outlined below. The funds are to be reallocated within the District first, then any remaining funds are redistributed where needed statewide.~~

~~**(a) Procedure.**~~

~~(i) Review District's projects from 05/06 and 07/08 budgets and determine which projects are not going to be completed due to change in scope or direction or completed projects with excess funds. These funds can be reverted/reallocated within the District to the following:~~

~~(A) Reallocate to an approved project on the District's Facility Plan.~~
~~(B) Reallocate to an over-budget project.~~
~~(C) Reallocate to critical component projects.~~

~~(ii) Each project manager in conjunction with the District is required to add the appropriate approved projects to the facility plan that address the most critical component scores of at least 1 and 2.~~

~~(iii) Direct the reverted funds to the critical component projects in the District's facility plan by way of re-allocation.~~

~~(iv) If a project received "Inflation Funding" for the project, these funds are reverted back to the SFC and become part of the "Un-obligated Funds." When all District projects are completed, any remaining balances are reverted to the SFC and re-distributed where needed.~~

~~(v) If a project received "Inflation Funding" for the project, these funds are reverted back to the SFC and become part of the "Un-obligated Funds." When all District projects are completed, any remaining balances are reverted to the SFC and re-distributed where needed.~~

APPENDIX C:
Education Suitability Score Report

Introduction

The Wyoming School Facilities Commission (SFC) has developed an assessment of Education Functionality of its school buildings. This facility assessment will help the SFC and Wyoming's school districts to understand how well the school facility supports the ability to deliver a quality educational program being cognitive of the districts' delivery of those programs.

The results of this assessment will be used by the SFC and Wyoming school districts to assist in the development of a Needs Prioritization Index to help identify where there are school facility issues in the state and begin the process of identifying potential remedies. The Needs Prioritization Index utilizes three pieces of information about school facilities including a Facility Condition Score, Enrollment-to-Capacity Score, and the Education Functionality Score.

A. School Building Areas and Activities

The Functionality Assessment looks at the different areas of the school building based on a variety of activities. For purposes of this assessment, these activity areas are grouped together into broad categories. These categories include:

- Site
- Technology & Communications
- Administration & Support
- Student Dining
- Health & Physical Education
- Custodial & Maintenance
- Common Spaces
- General Learning Spaces
- Special Education
- Library & Media
- Arts & Performing Arts
- Applied Lab Learning (e.g., science, career-technical education, etc.)

B. Functionality Characteristics

The Functionality Assessment looks at several functionality characteristics of the building as a whole, its site, and the individual activity areas. The primary functionality characteristics observed in the assessment include:

A. Safety, Security, & Supervision
    1. Accessible, clear sight lines
    2. Windows and doors are securable
B. Space Appropriateness
    1. Space if appropriately sized for the activity
    2. Teacher/staff have workspace
C. Environmental Conditions
    1. Lighting
    2. Acoustics
    3. Heating, Cooling, & Ventilation
    4. Flexibility of the space
    5. Student personalization
D. Utilities, Fixed Equipment, Surfaces, & Storage
    1. Chalkboards, whiteboards, smartboards, and projector screens
    2. Storage
    3. Flooring materials
    4. Wall materials
    5. Availability and placement of electrical outlets

Additional functionalities will be assessed that are specific to the different areas when appropriate.

C. Assessment Scoring Methodology

Throughout the functionality assessment, the assessment team will use a four-point scale to score the criteria. As a way to anchor the assessment, the four-point scale provides some guidance as to the nature of the remedy to some key functionality indicators. This four-point scale is:

4 = EXCELLING; DESIGN AND STRUCTURE FACILITATES TEACHING AND LEARNING; SUPPORTS THE ABILITY TO DELIVER A QUALITY EDUCATIONAL PROGRAM

3 = ACCOMMODATIONS IDENTIFIED TO BE ADDRESSED; PRIMARILY "DESIGN" ISSUES; MAY REQUIRE MINOR DESIGN OR STRUCTURAL CHANGES AS A REMEDY

2 = MODIFICATIONS IDENTIFIED TO BE ADDRESSED; DETRACTING FROM TEACHING AND LEARNING; MAY REQUIRE MAJOR DESIGN OR STRUCTURAL CHANGES AS A REMEDY; HEALTH & SAFETY NEGATIVELY IMPACTED

1 = SIGNIFICANT MODIFICATIONS IDENTIFIED TO BE ADDRESSED; SIGNIFICANT DETRACTIONS TO TEACHING AND LEARNING; PROBABLY REQUIRES MAJOR STRUCTURAL CHANGES AS A REMEDY; HEALTH & SAFETY ISSUES PRESENT SEVERE NEGATIVE IMPACT

As the assessment team finds that the functionality of a given criteria could be improved to better support the delivery of a quality educational program, the assessor will perform a first-order approximation of the type of remedy that would be needed to improve the education functionality of that criteria within that space. The assessment is incomplete without an approximation of the nature of the remedy associated with scores of 2 or less.

SITE SIZE, ORIENTATION, & APPROPRIATENESS OF LOCATION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size and utilization of the site accommodates the school learning and learning support activities (SFC site guidelines as a general reference point)			
Orientation of the building minimizes effects of wind and noise on classrooms and internal/external learning environments and makes the best use of natural light for the building			
Site has drainage so as to minimize inconveniences to pedestrian and vehicle traffic and long-term effects on school building and other learning environments			

SITE SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Vehicular traffic patterns to/from school provide easy and safe access to school entrances including busses, parent pickup/dropoff, and pedestrian traffic · Pickup/dropoff areas for busses and parents are separate, off-street, and allow for easy, safe access to school entrances; materials and condition are appropriate · Sized to allow coordinated pickup/dropoff activities including extra time needed for special education · Pedestrian traffic does not directly cross heavy vehicle traffic areas			
Signage for pedestrian traffic including crosswalks and for visitors directing them towards the main entrance; vehicle traffic for busses, parent pickup/dropoff areas, appropriate parking areas, and fire lanes			
Clear sightlines around the site with minimal concealed spaces and obstructed views including landscaping			

Explicitly from building perimeter perspective the school building has main entrance that is clearly identifiable; limited entryways and multiple exitways; door monitoring system on all exterior doors is highly desirable			
Off-street parking available for staff, parents/visitors, and students (in high schools) is adequate with clear signage designating appropriate areas for each; lighting provides safe wayfinding to and from the school; materials and condition are appropriate			

SITE UTILITIES & SHIPPING/RECEIVING

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Electrical, plumbing, sewage and other utilities serving the building and site are sufficient to handle the activities of the school			
Shipping and receiving, refuse collection, and food services areas have clear signage; are removed from the main entrance and exitways to minimize student and other pedestrian contact during the school day			

TECHNOLOGY & COMMUNICATIONS
SITE CAPACITY

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Telecommunications systems (television, high-speed internet, telephone, etc.) are sufficient to accommodate learning activities for size of school			
Sufficient back-up power for telecommunications and security systems; sufficient to carry out communications and security plan in case of emergency			

ADMINISTRATION & LEARNING SUPPORT SPACES

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Technology connectivity and access, bandwidth to perform administrative and support activities (computer and internet)			
Telecommunications technology (telephone, internet, etc.) connectivity and access appropriate for administration and student support activities: 〈 Office-to-classrooms and classrooms-to-office communications systems; 〈 Office-to-outside and classrooms-to-outside communications systems; 〈 Emergency Management Communication System; alarms and/or surveillance systems (passive and active security)			

LEARNING SPACES

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Technology connectivity and access, bandwidth to deliver education program (audio, visual, computer, and internet); access to audio/visual equipment			

SCHOOL SERVER and COMMUNICATION ROOM(S)

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Computer server rooms are in functionally appropriate space and location in the building (should not be a shared space with HVAC, electrical, or other services); appropriately ventilated, cooled, sound isolated, and secured			
Computer, technology, and communications equipment and supplies storage is appropriate and secure; ideal if IT only space and include a work surface for equipment maintenance			
Communications room · Appropriate space in school (not shared space with HVAC, mechanical, or custodial services) · Walls and flooring surfaces appropriate (floor should be hard surface, wall surfaces should accommodate panel board installation) 〈 Storage for equipment and supplies; ideally have space for servicing equipment 〈 HVAC on separate control system			

ADMINISTRATION & STUDENT SUPPORT SPACES
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Administration offices provide ease of supervision and aid in safety and security of school building; 〈 Main entrance is visible from administrative office with clear signage for administrative offices 〈 Controlled access with clear signage directing visitor sign-in; 〈 Secretary/receptionist is near/adjacent to the main building entrance to serve as a buffer between the outside and internal spaces			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Building allows controlled access to different parts of the facility (e.g., gym, auditorium, library/media center) during after-hours for school and community use			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Administration and receptionist/secretary spaces sufficient to accommodate typical administrative and support activities 〈 Appropriate guest seating in waiting 〈 Appropriate student seating and standing area for students 〈 Administrative and receptionist/secretary work areas have sufficient buffers to waiting areas 〈 Enough space in administration and administrative support areas to accommodate copier, printer(s), fax machine, and other specialized equipment			
Conference room is in proximity to administration and/or other student support services; location and space serves the school well			
Proximity of office to student support spaces such nurse's room and counselor's office provides easy access and supervision 〈 Direct access to nurse's office from both the main office and the corridor is highly desirable and within easy view of the secretary/receptionist			

〈 Counselor's office may be close to, but separate from, the main office; space should provide ease of student access and is inviting to students			
Workroom space is easily accessed by staff; allows for small group work as well as individual work areas; Workroom is proximate to general office; in larger schools flexible space OR positioned in areas frequented by staff			
Nurse's room has sufficient space for work space, adequate beds for size of school with screening curtains, and base and wall cabinets for equipment and records storage			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Natural and artificial lighting 〈 Appropriate for these spaces 〈 Lighting is easily controlled through convenient placement of switches and window coverings			
Acoustics are appropriate for each of the spaces; conversations and noise within these spaces do not spill into adjacent classrooms/offices; noise from adjacent areas do not adversely affect these rooms			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and quality of the room			

UTILITIES, FIXED EQUIPMENT, SURFACES, AND STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Administrative & support space buffer includes a front counter, workstations, and cabinetry for storage of supplies; lockable cabinetry for sensitive materials			
Workroom has mailboxes for staff; workstations for individual and small group work; surfaces for messages (e.g., white board, tackable surfaces, etc.)			
Nurse's room includes single bowl, hot and cold water sink in a base cabinet; space for an undercounter refrigerator; accessible toilet room with handheld shower and shower drain; water-resistant flooring and wall materials the entire height of the walls			

STUDENT DINING & FOOD SERVICE
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student dining area is easily accessed by students and staff, clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Communications system between student dining area and office sufficient to overcome greater levels of noise associated with the space			
Secured buffer between student dining and food preparation areas; secured food preparation and service areas			
Kitchen - Loading area with unobstructed outside access from the service drive - Service drive should not be in proximity to student pathways between cafeteria and playground areas			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Cafeteria space is appropriately sized and defined by efficient traffic flows 〈 Located adjacent to the kitchen 〈 Direct access to the main corridor with direct line to the kitchen serving line 〈 Dish return circulation should not cross the serving line 〈 Access to outdoor activity areas as far as possible from the serving line 〈 Minimum ceiling height of 12 feet			
Dining space is flexible for multiple purposes and configurations			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting (natural and artificial) are easily controlled through convenient lighting control systems; daylighting is uniform throughout the dining space			
Acoustics of the space are controlled that classroom spaces are not negatively impacted by activities in this space			
Heating & cooling; ventilation and air quality are appropriate in dining space; kitchen space			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Floor and wall materials in dining space and kitchen are durable and easily cleaned			
Drinking fountain or water cooler in the corridor within 25 feet of the cafeteria door			
Appropriate and convenient storage of tables, chairs, and other equipment in alcoves or closets; preferable that tables and chairs are non-fixed for maximum flexibility in use of space			
Appropriate and secured equipment and storage for food preparation activities including freezers, coolers, heating equipment, ventilation hoods, tables/counters, etc.			

HEALTH, WELLNESS, & PHYSICAL EDUCATION
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff, clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Communication system between classroom and office and outside is sufficient to overcome greater noise levels associated with this space			
Ability to secure area separate from classrooms if made open to public during non-schooling hours			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Space is appropriately sized for health and wellness instruction			
Teacher has appropriate workspace area			
Changing areas and restrooms adjacent to physical education room			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting controls are easily accessible and controllable; adjustable lighting; artificial, non-harsh lighting			
Acoustics within the gym space appropriate for the learning space; acoustics have minimal effects on classroom spaces and other spaces around the gym			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and good air quality of the room			
Flexibility and Adaptability of learning space to allow for multiple uses – limited fixed equipment and furniture			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS ABOUT FUNCT	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets allows for use of technology throughout the learning space			
Storage: 〈 Equipment and supplies 〈 Storage for teacher supplies and			
Flooring is appropriate for the learning environment; flooring of restrooms, changing areas, and showers are appropriate with necessary drainage			
Wall surfaces appropriate for learning spaces allowing for display of student work where appropriate; hard surfaces are easily cleaned			
Hydration stations in close proximity to activities area; appropriate height for age group			

SITE EXTERIOR ACTIVE/PASSIVE STUDENT LEARNING SPACES

SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Access to/from exterior learning spaces is controlled and easily supervised; teachers have communication ability with administration			
Students have access to exterior curricular/co-curricular learning environments and social spaces including playgrounds for age-appropriate activities; areas are adjacent to the school but separated from vehicular traffic			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Space is appropriately sized and placed for student activities (primary students -- Kindergarten and 1st grade -- have separate playground) as well as having appropriate equipment for age of children			

CUSTODIAL & MAINTENANCE SPACE
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Safety and security of space for storage of equipment and materials associated with maintenance and custodial work; all areas including operations areas such as boilers and chillers have limited key access			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Primary custodial and maintenance spaces are combination of office and receiving and storage space; located near the service entrance for receiving			
Custodial space is conveniently located throughout the building to serve the academic areas, physical education spaces, and administration and learning support spaces			
Mechanical, electrical, and communication rooms should have direct exterior access through doors with enough space to pass largest piece of equipment and equipment maintenance items			
Communications room is centrally located in the building			
Electrical transformers, panels, and sub-panels not to be located in custodial closets			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is appropriate for the spaces and switches are conveniently located; natural light is not required in these areas			
Acoustical isolation of mechanical, electrical, and communications rooms and sound attenuation from adjacent rooms (both an issue of location and sound-dampening materials)			
Ventilation as well as *heating and cooling* of spaces is appropriate			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Custodial closets 〈 Have floor-mounted sinks with industrial faucets with hot and cold water 〈 Painted concrete flooring and painted walls 〈 Mop holder with shelving above sink 〈 Adjustable shelving for storage 〈 Storage room for indoor floor cleaning and supplies			
Appropriate roof access			

COMMON SPACES -- RESTROOMS, HALLWAYS, & STAIRWAYS
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Spaces are easily accessed by students and staff; clear lines of sight, and easily supervised; free of obstructions and concealed spaces accessible, clear lines of sight, and easily supervised; layout does not impede supervision; ADA compliance is preferable			
Windows and doors are secured; locking doors internal to school building and to external areas			
Circulation spaces should be direct, simple, and logical as a wayfinding systems into and through the building; clear directional signs to the main areas of the building and to restrooms			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Hallways and common spaces (Appropriately sized for age of students for efficient and safe movement including handrails in stairwells; (Promotes student socialization; (Ability to showcase student work and other school announcements; (Width of corridors are appropriate for age of students and number of students; lockers in hallways require more hallway space – narrow and congested corridors result in excessive noise, student behavior issues, and increased			
Restrooms are sufficient in number and locations are convenient to the various learning spaces within the school			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting controls are easily accessible and controllable; adjustable lighting; artificial, non-harsh lighting			
Acoustics in entryways, lobby, and corridors minimized to avoid disturbances to classroom learning areas through use of barriers and sound-dampening materials; *acoustical* separation between instructional areas and restrooms			
Ventilation and *heating/cooling* of common spaces and restrooms are appropriate; *Ventilation* provides good air circulation and quality of air			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Flooring (Lobby flooring should be hard surfaces (Entryway floors have walk-off carpets/mats (Corridor flooring either resilient flooring or (Restroom flooring is hard surface with appropriate drainage			
Walls (Entryway walls should be of durable materials, similar to exterior walls (Corridor walls are durable material, easily cleaned with high-impact corner guards (Tackboards throughout the building			
Electrical power outlets available throughout the corridors			
Doors opening into corridors recessed			
Restroom fixtures are appropriate in number and height (sink, toilet); Drinking fountains are available throughout the school and at appropriate heights			

GENERAL LEARNING SPACES
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff, clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable such as Kindergarten learning spaces)			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning spaces can accommodate multiple learning activities			
Teacher has workspace area and storage			
Learning spaces have good proximity to restrooms (Kindergarten rooms are directly adjacent to dedicated restroom for grade level)			
Learning spaces have reasonable access to entry/exitways (multiple access for fire safety, access to playgrounds/fields. Kindergarten learning spaces located in a part of the building to allow easy parental pickup and dropoff)			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lighting; artificial, non harsh lighting; lighting controls are easily accessible and controllable; adjustable lighting			
Acoustics within the learning spaces appropriate for the learning space; acoustics of surrounding classrooms and non-classroom spaces have minimal effects on classroom			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and quality of the room			
Flexibility and Adaptability of learning space to allow for multiple uses – limited fixed equipment and furniture			
Student personalization including space on the walls and student personal spaces			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets allows for use of technology throughout the learning space			
Storage: 〈 Student storage space for belongings such as coats and backpacks. Primary grades (K-2) have cubby spaces; 〈 Shelving for books and other learning 〈 Storage for teacher supplies and equipment			
Flooring is appropriate for the learning environment (Kindergarten classroom has mixture of carpet and other "wet area" flooring; restroom flooring is hard surface with appropriate drainage); classroom entrance flooring accommodates clothing and footwear for Wyoming weather			
Wall surfaces allow for display of student work; hard surfaces are easily cleaned			
Chalkboards, whiteboards, smartboards, and projector screens are at an appropriate height for students			

LIBRARY & MEDIA CENTER SERVICES
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Library & media space is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision; Entrance to the room visible from the circulation desk			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning spaces can accommodate multiple learning activities; Space allows for safe, smooth, efficient traffic through the entire area 〈 Stacks area 〈 Individual and small group activity; separated from large group instructional area 〈 Large group instructional area 〈 Computer lab/workstations			
Office area for media center specialist; storage of supplies and materials			
One or more entrances from the main corridor; main entrance preferably double doors			
Direct access between media center and computer lab/workstations			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lights; as much natural daylight as possible is encouraged; lighting controls easily accessible; adjustable lighting; blinds and blackout capability; separate lighting controls for each learning area			
Acoustics so as to minimize noise within the space as well as limiting effects on learning areas outside of the space			
Heating and cooling controls easily accessible; good ventilation and air quality; computer labs should be maintained at 68 degrees			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets and data outlets are conveniently accessed in all of the learning areas			
Storage 〈 Equipment and supplies; 〈 Lockable cabinets with adjustable shelves in computer lab; 〈 Open adjustable shelving for stacks; 〈 Base cabinets around circulation desk for processing activities 〈 Wall cabinets; 〈 Adjustable shelving behind circulation			
HVAC requirements special for these areas to control temperature			
Storage for large and small equipment and supplies (computers, peripherals, etc.)			

SPECIAL EDUCATION CLASSROOMS
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision; Access is appropriate for students with special needs (ADA)			
Windows and doors are secured; locking doors internal to school building			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning space can accommodate multiple learning activities, allows for observation of students without directly interfering with learning activities; Space to accommodate large equipment and supplies required to deliver the education program			
Restroom adjacent to classroom; includes shower and changing area; restroom and facilities are appropriately designed to accommodate students with special needs			
Teacher has workspace area and access to accommodate multiple related service activities			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lighting; artificial, non-harsh lighting; lighting controls are easily accessible and controllable			
Acoustics within the classroom appropriate for the learning space; acoustics of surrounding classrooms and non-classroom spaces have minimal effects on classroom			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and quality of the room			
Flexibility and Adaptability of classroom space to allow for multiple uses – limited fixed equipment and furniture			
Student personalization including space on the walls and student cubby spaces			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of protected electrical outlets allows for use of technology throughout the learning space			
Storage: 〈 Cubby space for student belongings; 〈 Shelving for books and other learning 〈 Storage for teacher supplies and equipment			
Flooring is mixture of carpet and other "wet area" flooring; restroom flooring is hard surface with appropriate drainage; classroom entrance flooring accommodates clothing and footwear for Wyoming weather			
Restroom fixtures are appropriate height (sink, toilet, drinking fountain)			
Wall surfaces allow for display of student work; hard surfaces are easily cleaned			
Chalkboards, whiteboards, smartboards, and projector screens are at an appropriate height for students			
Where appropriate, ceiling supports and other structural supports to accommodate equipment and supplies associated with learning environment			

ARTS, PERFORMING ARTS, & MUSIC
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff; clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Communication system between classroom and office and outside is sufficient to overcome greater noise levels associated with this space			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning space can accommodate multiple learning activities; appropriate performance space is available			
Teacher has workspace area and storage			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lighting; artificial, non-harsh lighting; lighting controls are easily accessible and controllable; adjustable lighting; avoid lighting that produces a 60-cycle hum			
Acoustics within the learning spaces appropriate for the learning space; acoustics of surrounding learning spaces and learning support spaces have minimal effects on classroom; use of lower absorption materials for acoustical treatments; teacher must be able to hear the individual as well as the balance within the ensemble			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation and quality to the space			
Flexibility and Adaptability of learning space to allow for multiple uses; movable/operable walls to divide spaces – limited fixed equipment and furniture			
Student personalization including space on the walls and other student display spaces			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets allows for use of technology throughout the learning space			
Storage: ⟨ Student storage space for belongings; ⟨ Supplies and equipment; ⟨ Storage for teacher supplies and equipment			
Flooring is appropriate for the learning environment			
Chalkboards, whiteboards, smartboards, and projector screens are at an appropriate height for students			
Lockable space for supplies storage; Base and wall cabinets in arts space; stacking area for wall			
Sinks with appropriate drainage in arts and music spaces to clean equipment			

APPLIED LAB LEARNING SPACES (e.g., SCIENCE, CTE)
SAFETY, SECURITY, & SUPERVISION

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Student learning space is easily accessed by students and staff, clear lines of sight, and easily supervised; location and layout do not impede supervision			
Windows and doors are secured; locking doors internal to school building and to external areas (where applicable)			
Communication system between classroom and office and outside is sufficient to overcome greater noise levels associated with this space			
Lockable space for supplies storage; lockable space for science chemicals and other hazardous materials			
Health and safety treatment mechanisms are easily accessible, such as eyewash, chemical showers, and first aid kits			

SPACE APPROPRIATENESS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Size of learning space can accommodate student learning and multiple learning activities; Space to accommodate large equipment and supplies required to deliver the education program; Lab stations can accommodate student activities			
Teacher has workspace area			

ENVIRONMENTAL CONDITIONS

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Lighting is mix of natural and artificial lighting; artificial, non harsh lighting; lighting controls are easily accessible and controllable			
Acoustics within the classroom appropriate for the learning space; acoustics of surrounding classrooms and non-classroom spaces have minimal effects on classroom			
Heating/cooling controls are accessible to keep learning space temperature at appropriate levels; *Ventilation* provides good air circulation and quality of the learning space and chemical storage area			
Flexibility and Adaptability of classroom space to allow for multiple uses; appropriate fixed equipment and furniture			
Student personalization including space on the walls and student personal storage spaces			

UTILITIES, FIXED EQUIPMENT, SURFACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE / NATURE OF REMEDY	COMMENTS	FIRST-ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electrical outlets allows for use of technology throughout the learning space			
Storage: 〈 Student storage space for belongings; 〈 Storage for equipment & supplies and other learning materials; 〈 Storage for teacher supplies and equipment			
Flooring is appropriate for the learning environment; classroom entrance flooring accommodates clothing and footwear for Wyoming weather			
Lab station surfaces appropriate for instructional activities			
Ventilation systems in lab area to control air quality			
Wall surfaces allow for display of student work; hard surfaces are easily cleaned			
Blackboards, whiteboards, smartboards, and projector screens are at an appropriate height for students			