Certification Page
Regular and Emergency Rules

Revised September 2016

☒ Emergency Rules *(After completing all of Sections 1 through 3, proceed to Section 5 below)* ☐ Regular Rules

1. General Information

a. Agency/Board Name
School Facilities Commission

b. Agency/Board Address	c. City	d. Zip Code
700 West 21st Street	Cheyenne	82002

e. Name of Agency Liaison	f. Agency Liaison Telephone Number
Bryan Montieth, Del McOmie, Shelly Lovato	307-250-1417

g. Agency Liaison Email Address	h. Adoption Date
dcmonteith@gmail.com	3/22/18

i. Program
General Agency, Board or Commission Rules

2. Legislative Enactment

For purposes of this Section 2, "new" only applies to regular rules promulgated in response to a Wyoming legislative enactment not previously addressed in whole or in part by prior rulemaking and does not include rules adopted in response to a federal mandate.

a. Are these rules new as per the above description and the definition of "new" in Chapter 1 of the Rules on Rules?

☒ No. ☐ Yes. Please provide the Enrolled Act Numbers and Years Enacted:

3. Rule Type and Information

a. Provide the Chapter Number, Title, and Proposed Action for Each Chapter.
(Please use the Additional Rule Information form for more than 10 chapters and attach it to this certification)

Chapter Number:	Chapter Name:			
0	Uniform Adequacy Standards Appendices	☐ New	☐ Amended	☒ Repealed
3	Uniform Adequacy Standards	☐ New	☒ Amended	☐ Repealed
8	Criteria for Identifying and Prioritizing Remedies	☐ New	☒ Amended	☐ Repealed
		☐ New	☐ Amended	☐ Repealed
		☐ New	☐ Amended	☐ Repealed
		☐ New	☐ Amended	☐ Repealed
		☐ New	☐ Amended	☐ Repealed
		☐ New	☐ Amended	☐ Repealed
		☐ New	☐ Amended	☐ Repealed
		☐ New	☐ Amended	☐ Repealed

3. State Government Notice of Intended Rulemaking

a. Date on which the Proposed Rule Packet (consisting of the Notice of Intent as per W.S. 16-3-103(a), Statement of Principal Reasons, strike and underscore format and a clean copy of each chapter of rules were:

- approved as to form by the **Registrar of Rules**; and
- provided to the **Legislative Service Office** and **Attorney General:**

4. Public Notice of Intended Rulemaking

a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. ☐ **No.** ☐ **Yes.** ■ **N/A**

b. A public hearing was held on the proposed rules. ☐ **No.** ☐ **Yes. Please complete the boxes below.**

Date:	Time:	City:	Location:

c. If applicable, describe the **emergency** which requires promulgation of these rules without providing notice or an opportunity for a public hearing:

5. Final Filing of Rules

a. Date on which the Certification Page with original signatures and final rules were sent to the **Attorney General's Office for the Governor's signature**:

b. Date on which final rules were approved as to form by the **Secretary of State** and sent to the Legislative Service Office:

c. ■ The Statement of Reasons is attached to this certification.

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

Signature of Authorized Individual	
Printed Name of Signatory	Bryan Monteith
Signatory Title	Chairman, School Facilities Commission
Date of Signature	5/3/18

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

Governor's Signature	
Date of Signature	

STATE OF WYOMING

STATE CONSTRUCTION DEPARTMENT
School Facilities Division

Matthew H. Mead
Governor

Delbert A. McOmie, P.E.
Director

Shelby G. Carlson, P.E.
Administrator

To: The Honorable, Matthew H. Mead, Governor

From: Delbert McOmie, Director of the State Construction Department
Bryan Montieth, Chairman of the School Facilities Commission

Subject: School Facilities Commission **Emergency** Rules. Emergency Repeal of Ch. 0 and parts of Ch. 3; and Amendment of parts of Ch. 8 of the School Facilities Commission Rules and Regulations.

Date: May 2, 2018

Priority: **HIGH**

Summary: In anticipation of promulgating new rules, the Commission seeks to repeal archaic rules and incorporate its capacity calculation methodology into rule.

These revisions shall:

- Remove fourteen-year old design guidelines to prevent the application of outdated methods to modern school design;
- Remove an outdated and archaic process for calculating educational suitability;
- Amend the prioritization process to delete an antiquated method for development of the needs index; and
- Incorporate into rule the new capacity calculation methodology for school buildings.

The Commission intends to promulgate regular rules similar to these emergency rules after consultation with the Select Committee on School Facilities.

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STATE OF WYOMING

STATE CONSTRUCTION DEPARTMENT
School Facilities Division

Matthew H. Mead
Governor

Delbert A. McOmie, P.E.
Director

Shelby G. Carlson, P.E.
Administrator

Date: April 19, 2018

Subject: Statement of Principal Reasons for Proposed Emergency Repeal of Ch. 0 and parts of Ch. 3; and Amendment of parts of Ch. 8 of the School Facilities Commission Rules and Regulations.

The School Facilities Commission proposes removal of fourteen-year old design guidelines from its rules. In 2010, the Commission developed new guidelines providing more flexibility in the design process. These guidelines include detailed standards for school design including school security and energy efficiency. The Commission did not incorporate the new guidelines into rule at that time to allow updates as industry design standards and technology continued to progress.

Due to an administrative oversight, the previous design guidelines were never removed from the Commission's rules. Immediate repeal of these guidelines from the rules is necessary to prevent confusion and the application of outdated methods to modern school design.

The Commission is also proposing to remove an outdated and archaic formula related to the calculation of building educational suitability. Immediate repeal of this methodology is necessary to allow the Commission to use modern metrics developed since that time. Interested parties have also requested the Commission place its capacity calculation methodology into rule. Immediate adoption of this methodology is necessary to address those parties' concerns pending the adoption of regular rules.

Chapter 0
Uniform Adequacy Standards - Appendices

Emergency rules are in effect no longer than 120 days after filing with the Registrar of Rules.

REPEALED

Chapter 0
Uniform Adequacy Standards - Appendices

Emergency rules are in effect no longer than 120 days after filing with the Registrar of Rules.

REPEALED

~~**Wyoming Public Schools**~~

~~FACILITY DESIGN GUIDELINES~~

~~**Wyoming School Facilities Commission**~~
~~**July 2003**~~

~~Acknowledgement~~

~~The Wyoming School Facilities Commission has developed these facility design guidelines with assistance from MGT of America, Inc. The commission would like to acknowledge the invaluable contribution of the members of the Facility Design Guidelines Steering Committee who also assisted in this important effort.~~

TABLE OF CONTENTS

I. Purpose

The *Wyoming Public Schools Facility Design Guidelines* are intended to ensure the design and construction of adequate public school facilities. The guidelines shall be applied to all new construction and all major renovations of existing facilities.

Adequate school facilities are defined as;

- Facilities which support the delivery of the "educational basket of goods" or the educational programs necessary to meet state accreditation standards and federal laws,
- Facilities that are cost effective,
- Facilities that provide a safe and secure environment for students, staff and teachers,
- And facilities which have a positive impact on their community and the environment.

The guidelines have been developed to ensure the equity of facilities throughout the state, while allowing for the maximum amount of local control over the design of schools. In order to accomplish this goal, the guidelines focus on performance standards and "bottom line" parameters instead of detailed design rules. This approach is intended to encourage districts and their designers to design facilities that meet the needs of their educational programs while achieving the state's standards for adequacy. The models included in Appendix A have been developed using the guidelines in this document.

Exceptions

The Commission may grant exceptions to these guidelines on a case by case basis when the exception supports the intent of these guidelines. These guidelines have been developed for new schools, and will be applied to existing schools on a case by case basis.

Codes

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

Submittals

The Commission shall review all school construction projects for compliance with these guidelines. This review shall be ongoing once the appropriate remedy is determined by the Commission. Complete conceptual and schematic design and construction documents shall be submitted to the Commission by the District in which the project is located.

~~II. Site Requirements~~

~~Suggested school sites;~~

~~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~~
~~Existing sites~~	~~No additional facilities may be added or existing facilities be replaced on an existing site which is less than 50% of the recommended minimum site size.~~

~~School sites shall meet the following performance standards;~~

- ~~Sites will provide outdoor activity areas that have safe and appropriate surfaces for physical activities. A portion of the outdoor activity areas shall accommodate year-round activity.~~

- ~~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, which ever is larger.~~

- ~~High school sites shall accommodate, in addition to parking for staff and visitors, vehicle parking for a minimum of one-fourth of the student design capacity, or local code requirements.~~

- ~~Sites shall accommodate the separation of bus, car and pedestrian traffic. (See the Safety and Security section for additional safety design parameters.)~~

III. School Size (Gross Square Feet Standards)

School facilities shall meet the following maximum standards for gross square feet per student.

No. of Students	**19**	**57**	**114**	**228**	**342**	**>450**
Elem. K-5	155 SF	135 SF	185 SF	150 SF	140 SF	120 SF
No. of Students	**<150**	**150**	**350**	**550**	**>650**	
Middle 6-8	TBD	300 SF	195 SF	160 SF	150 SF	
No. of Students	**<150**	**150**	**350**	**550**	**>750**	
High 9-12	TBD	360 SF	235 SF	195 SF	180 SF	
No. of Students	**<85**	**85**	**171**	**342**		
K-8	TBD	380 SF	300 SF	190 SF		
No. of Students	**<75**	**75**	**100**	**150**	**250**	**350**
K-12	TBD	465 SF	430 SF	380 SF	280 SF	255 SF
No. of Students	**<75**	**75**	**100**	**150**	**250**	**350**
6-12	TBD	525 SF	440 SF	350 SF	265 SF	255 SF

School Capacity and Size

The guidelines for schools are based on the programmatic models presented in Appendix A. The guidelines for schools with design capacities that fall between the capacities of the models will be determined on a graduated scale.

Programmatic Models

Typical programs for schools, which identify the number and types of typical spaces, can be found in Appendix A.

Net to Gross Ratio

To convert net square feet to gross square feet, a maximum net to gross ratio of 1.37 should be used. The net to gross ratio shall include wall thickness, circulation, custodial space, mechanical/electrical space, and group restrooms. Refer to the programmatic models in Appendix A.

~~IV. Projected Enrollment~~

~~The capacity of school facilities shall be determined by enrollment projections developed in compliance with the methodologies outlined in the *School Facility Master Plan Guidelines.*~~

~~*Declining Enrollment*~~
~~Where the school district's past and projected enrollments show a declining population trend, facility capacity may be based on the fifth year projection as approved by the Commission.~~

~~*Stable Enrollment*~~
~~Where the school district's past and projected enrollments show a stable or randomly increasing and decreasing population trend, facility capacities may be based on the average of the five year projected population as approved by the Commission.~~

~~*Increased Enrollment*~~
~~Where the school district's past and projected enrollment shows an increasing population trend, facility capacities may be based on a tenth-year projection as approved by the Commission.~~

~~V. Design Capacity~~

~~The design capacity of a school facility shall be calculated using the methodology outlined in the *School Facility Master Plan Guidelines.*~~

~~VI. Classroom Design~~

~~A. General Classrooms~~

~~General classrooms shall be designed to meet the following parameters;~~

- ~~General classrooms (single teaching stations) may be designed to accommodate a maximum of up to 30 students,~~
- ~~General classrooms should provide a minimum of 35 SF per student in elementary grades and 32 SF per student in secondary grades;~~
- ~~General classrooms should have a source of natural light. (See the section on Sustainability for day lighting requirements.)~~
- ~~General classrooms should provide the necessary equipment, technology infrastructure, and storage to support the intended educational program.~~

- General classrooms should incorporate the flexibility necessary to revise the use as required.

- General classrooms should have a minimum ceiling height of 9'-0".

B. Special Use Classrooms

Special use classrooms include classrooms designed to house programs such as special education, art, music, science, physical education, and vocational education. Special use classrooms shall meet the following parameters;

- Special use classrooms shall meet the minimum SF per student standards for general classrooms. Typical square foot per student ratios is shown in the programmatic models in Appendix A.

- Special use classrooms should have a source of natural light. (See the section on Sustainability for day lighting requirements.)

- Special use classrooms should provide the necessary equipment, technology infrastructure, and storage to support the intended educational program.

- Each school district is responsible for demonstrating how it will accommodate special use classrooms for the severely handicapped or high-needs students, which contain toilet, shower, changing, laundry, and time-out areas.

VII. Assembly Space

All schools with design capacities of more than 100 students, not incorporating an auditorium, shall provide assembly space for the total student body. Assembly space shall accommodate a permanent or moveable stage and/or risers.

Assembly space shall meet the following parameters;

- Assembly space in elementary, middle and high schools shall be provided in multipurpose spaces such as commons, cafeterias, gyms or multipurpose rooms and shall accommodate the entire student design capacity and staff.

High schools with design capacities of 200 or more may request space for an auditorium.

- Auditorium seating capacity and square footage shall be based on occupant load as outlined in Appendix B.

- If space is allocated for an auditorium, an auditorium of the prescribed size shall be built. Square footage allocated to the auditorium may not be utilized to expand other areas of the school.

- Auditorium seating capacity over that allocated in Appendix B shall be considered a local enhancement.

VIII. Media Centers

There is no minimum requirement for media centers. A media center could include, but is not limited to, a reading room, a circulation desk, stacks, and computer stations. Typical media center spaces and their sizes are shown in the programmatic models in Appendix A.

Media center support spaces may include, but are not limited to, the following types of spaces;

- Office
- Storage
- Workroom
- Conference
- Dark room
- Video production

IX. Physical Education

Each school facility shall provide indoor and outdoor space to support the physical education program. Typical physical education spaces and their sizes are shown in the programmatic models in Appendix A.

No new swimming pools may be included within school facility projects except as an enhancement, however; swimming pools existing prior to the effective date of these rules may be maintained through district funds, major maintenance or funds available through Commission approved minor capital outlay remedies.

Facilities for outdoor physical education programs may be constructed at the districts discretion to the extent that the facilities fit within the facility and site work funding allocation.

- High school site minimums include:

  One grass, irrigated field sized for football or soccer.

  Any high school with a student design capacity of 200 or more may request to have an all weather surfaced track. In districts having a population less than 200 high school students, the district may request an all weather surfaced track on one location. High schools less than 200 may request a cinder track at each school location.

X. Administrative, Staff and Student Support Spaces

Each school facility shall provide the appropriate administrative, staff and student support spaces for the specific school size and grade configuration. Examples of the

types and sizes of support space can be found in the programmatic models in Appendix A.

XI. Food Service

The size and type of food service facilities will vary depending on the type of food service provided in the school.

XII. Sustainability, Energy Efficiency and Lighting

Each new school facility shall meet minimum requirements for sustainability and energy efficiency.

Day Lighting. Quality day lighting designs have been proven to improve student productivity. When integrated properly with the electric lighting system, day lighting saves significant amounts of energy.

Energy Efficiency. Energy Efficiency should be a cornerstone of the school to reduce operational expenses, conserve natural resources, and reduce local and global pollution.

Indoor Air Quality. Schools must protect student health, and good indoor air quality is essential for healthy schools. A wide variety of design issues affect indoor air.

- *Ventilation systems must meet the minimum requirements of voluntary consensus standard ASHRAE 62-1999, Ventilation for Acceptable Indoor Air Quality.*

Maintenance. Without regular preventative maintenance over the lifetime of the building, a school will not perform at the level it was designed. Inadequate maintenance can cause a litany of problems from poor indoor air quality and increased energy expenses, to visually, thermally, and acoustically inadequate teaching environments.

- *The district must create a school maintenance plan (as part of the project closeout) that includes an inventory of all equipment in the school and their preventative maintenance needs.*

Commissioning and Training. All schools should be commissioned to ensure that the design meets the expectations of the district, and that the school is built as it was designed. Modern schools are complex buildings. Commissioning ensures that all building systems are working properly, and that the school staff knows how to operate and maintain them.

Acoustics. If not controlled to appropriate levels, noise from loud ventilation systems, outdoor sources, and neighboring rooms can significantly impede communication between teachers and students. Young learners, students with hearing difficulties, and those learning English as a second language are particularly vulnerable.

- *Classrooms should have a maximum unoccupied background noise level of 45 dBA.*

Sustainable Materials. Hidden within all materials are the resources, energy, chemicals, and environmental damage involved in their production. More sustainable alternatives, such as recycled materials, exist and should be used as much as possible.

Waste Reduction. It is now possible to recycle, compost, or salvage a majority of construction and demolition waste instead of disposing it in landfills. All projects should recycle, compost, or salvage building materials where economically feasible.

XIII. Safety and Security

Each school facility shall substantially comply (a minimum of 80% of the applicable design criteria) with the safety and security checklist contained in Appendix B.

XIV. Lifecycle 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 comparison shall utilize at least three different types for each system. The major systems shall include, but are not limited to;

- Structural
- Exterior skin
- Roof
- Flooring
- HVAC
- Lighting

The life cycle cost analysis shall utilize the model shown in Appendix C or a similar model as approved by the Commission.

~~Wyoming Public Schools~~

~~FACILITY DESIGN GUIDELINES~~

~~APPENDIX A~~

~~PROGRAMMATIC MODELS~~

DESIGN GUIDELINES
ELEMENTARY SCHOOL MODEL COMPARISON

Room Type	1 Classroom	3 Classrooms	6 Classrooms	11 Classrooms	17 Classrooms	22 Classrooms
A. Prototype Capacity	19	57	114	228	342	456
Administration						
Administration		150				
Principal			150	150	150	150
Vice Principal						150
Secretary/Reception			200	275	375	400
Nurse/Toilet			150	225	225	300
Counselor				75	150	150
Conference			125	175	225	250
Workroom		100	250	300	325	350
Lounge				200	250	300
Staff Toilet		70	70	130	130	200
Itinerant Office			100	75	100	100
Technology Support			75	100	125	150
Storage		75	150	250	350	425
Total Administration		**395**	**1,270**	**1,955**	**2,405**	**2,925**
Classrooms						
Kindergarten Classroom and Toilet			1,115	1,115	2,165	2,165
General Classrooms	950	2,850	4,375	8,750	13,125	17,500
Science Classroom / Prep						
Special Education		250	700	1,400	2,400	2,550
Special Education Pull-Out			300	600	800	1,000
Total Classrooms	**950**	**3,100**	**6,490**	**11,865**	**18,490**	**23,215**
Arts						
Band/Stage			800	800	800	800
Art/Music Classroom			1,200			
Vocal Music				950	1,000	1,100
Music/Performing Arts						
Performing Arts Support Space					150	200
Art Room/Art Support Space			150	1,150	1,200	1,200
Total Arts			**2,150**	**2,900**	**3,150**	**3,300**
Core						
Media Center/Media Support Space			1,200	1,500	2,200	2,500
Computer Lab			400	875	875	875
Academic Focus	-	240	512	857	1,236	1,495
Multipurpose	950	1,700	2,400	3,350	4,250	4,250
Coach Office					75	75
Table and Chair Storage		100	175	325	500	650
PE Instruction/Storage			250	400	500	600
Food Prep\Kitchen Services		100	350	600	700	700
All Other	750					
Core Total	**1,700**	**2,140**	**5,287**	**7,907**	**10,336**	**11,145**
Total Net Square Footage	**2,650**	**5,635**	**15,197**	**24,627**	**34,381**	**40,585**
Net to Gross Ratio	1.10	1.37	1.37	1.37	1.37	1.37
Gross Square Footage	**2,915**	**7,720**	**20,820**	**33,739**	**47,102**	**55,601**
SF / Student	**153.42**	**135.44**	**182.63**	**147.98**	**137.73**	**121.93**

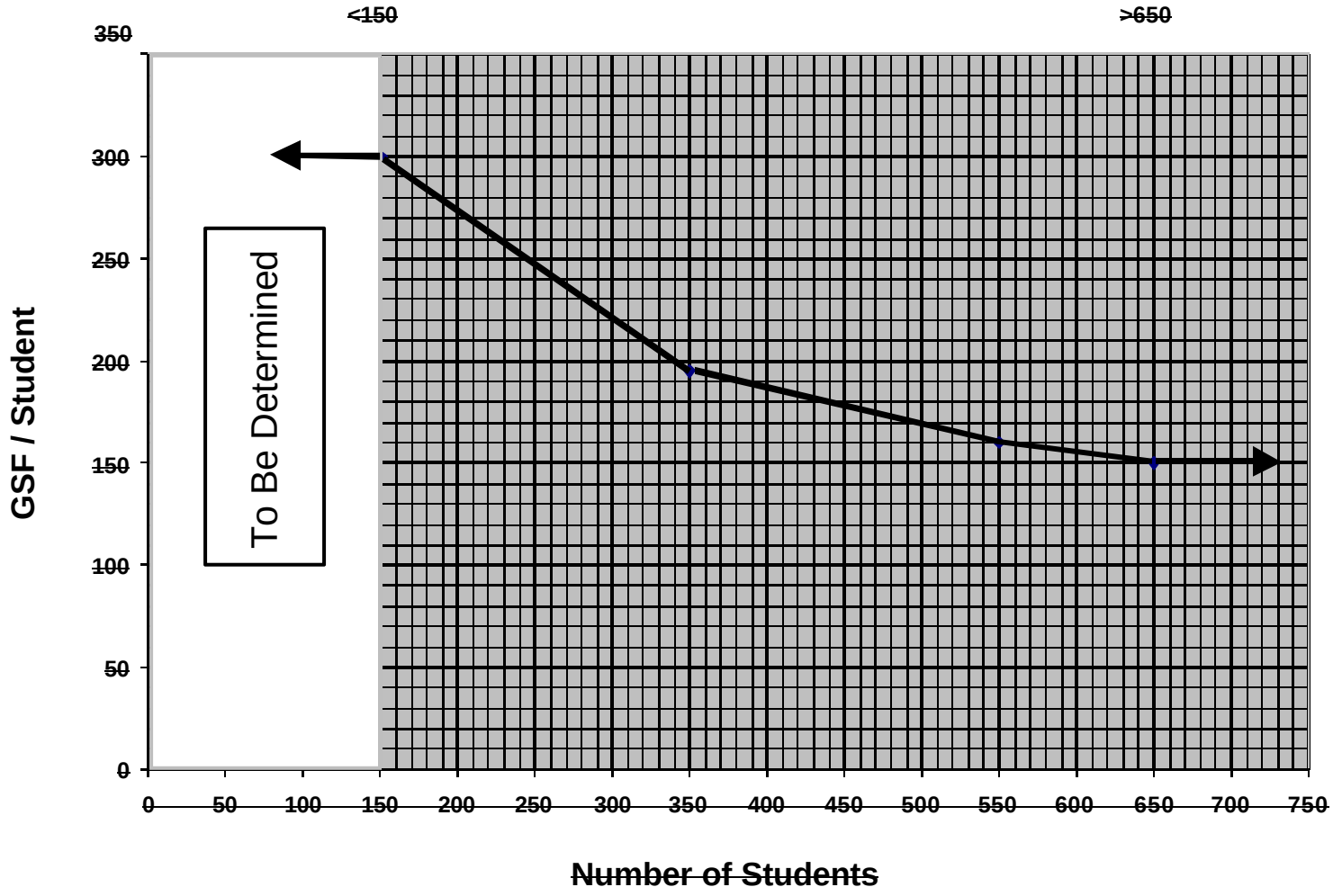
Note: Models are for planning guidance only. The actual design programs will be developed by the district in conjunction with the School Facilities Commission for each proposed facility.

DESIGN GUIDELINES
MIDDLE SCHOOL MODEL COMPARISON

Classroom Type	150 Total SF	350 Total SF	550 Total SF	750 Total SF
Administration				
Prinicipal	150	150	150	150
Vice Principal	-	150	150	300
Secretary	200	200	300	400
Reception	50	100	150	200
Nurse/Toilet	150	225	275	300
Counselor	100	200	250	375
Conference	150	200	225	250
Workroom	200	300	350	400
Lounge	200	300	350	400
Staff Toilet	130	130	260	260
Itinerant Office	100	200	200	300
Technology Support	75	125	150	175
Storage / Records	200	350	450	550
Total Administration	**1,705**	**2,630**	**3,260**	**4,060**
Classrooms				
General Classrooms	7,350	11,270	15,295	19320
Science Classrooms	1,260	2,300	3,450	4600
Science Prep Rooms	250	250	500	500
Special Education	680	1,700	2,415	3220
Support Space/Class/Pull-out	150	300	450	600
Total classrooms	**9,690**	**15,820**	**22,110**	**28,240**
Arts				
Band		1,250	1,750	2000
Vocal Music	1,250	1,250	1,150	1250
Performing Arts Support Space	350	550	750	850
Art Room	1,050	1,150	2,300	2300
Art Support Space	150	300	450	550
Total Arts	**2,800**	**4,500**	**6,400**	**6,950**
Voc Ed				
Multi-Purpose Shop/Lab (heavy)	1,440	1,600	1,600	1600
Storage	350	500	500	750
Multi-Purpose Shop/Lab (light)	1,000	2,000	2,000	2000
Computer Lab	735	805	805	1610
Total Voc Ed	**3,525**	**4,905**	**4,905**	**5,960**
Core				
Media Center	1,200	1,400	2,200	2800
Media Support Space	700	900	1,100	1300
Sub-total Academic	17,915	27,525	36,715	45,250
Academic Focus	896	1,376	1,836	2,263
Commons / Cafeteria	1,350	3,150	4,950	6750
Stage	500	750	1,000	1000
Gym	7,000	7,700	8,500	9200
Aux. Gym				4600
Aux. PE Room		2,400	3,000	2000
Lockers / Shower / Toilets	1,800	2,100	2,100	2300
PE Office/Support	200	200	300	400
PE storageEquipment/Uniforms	400	550	650	850
Serving Kitchen	1,000	1,250	1,500	1750
Table and Chair Storage	150	350	550	750
Sub-total Core	**15,196**	**22,126**	**27,686**	**35,963**
Sub-total	32,916	49,981	64,361	81,173
Net to Gross Ratio	12,179	18,493	23,813	30,034
Total	**45,095**	**68,474**	**88,174**	**111,206**
SF per Student	**300.63**	**195.64**	**160.32**	**148.28**

Note: Models are for planning guidance only. The actual design programs will be developed by the district in conjunction with the School Facilities Commission for each proposed facility.

School Size Guidelines
Middle School - Grades 6-8

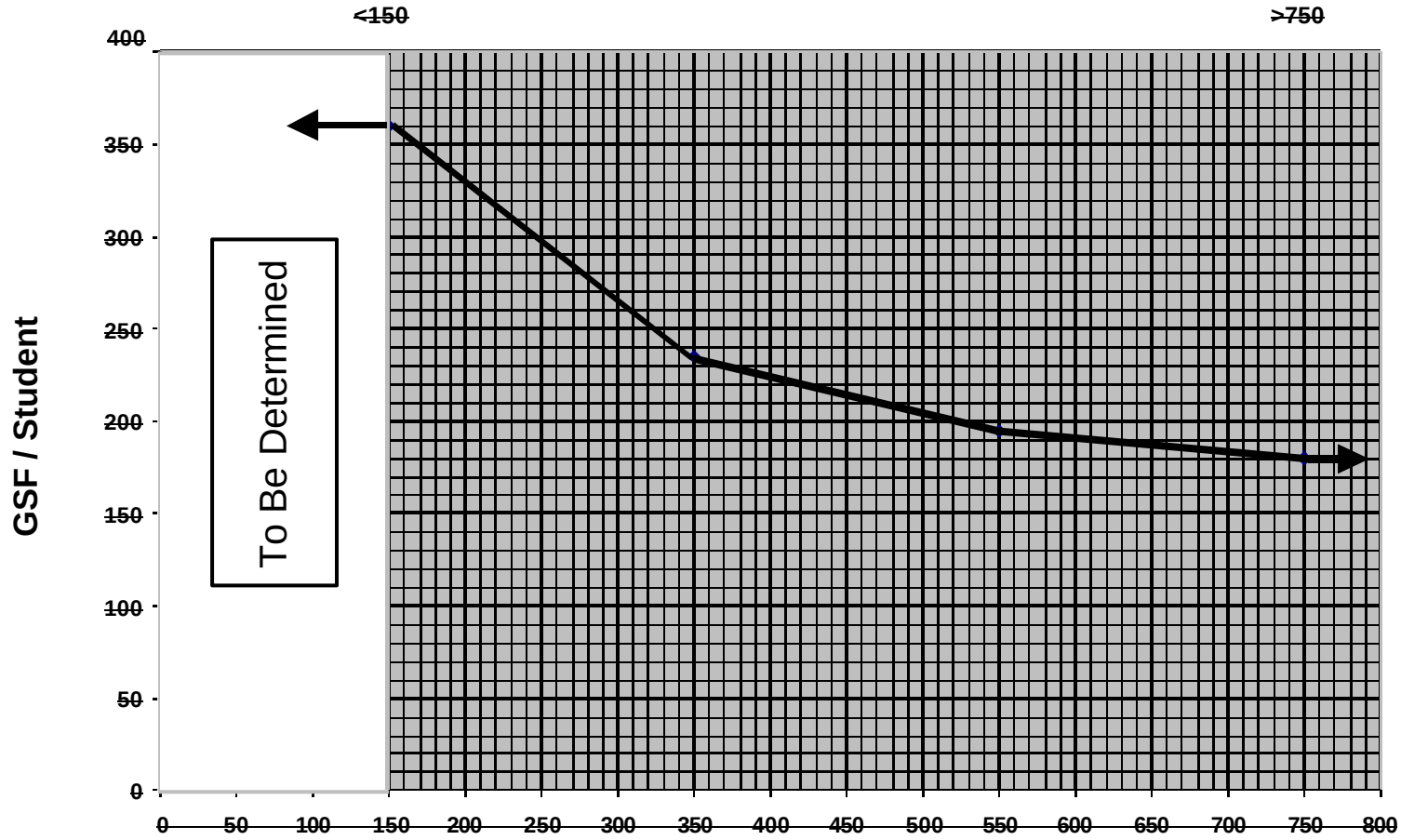


DESIGN GUIDELINES
HIGH SCHOOL MODEL COMPARISON

Room Type	150 Total SF	350 Total SF	550 Total SF	750 Total SF
Administration				
Principal	150	150	150	150
Vice Principal	-	150	150	300
Secretary	200	200	300	400
Reception	50	100	150	200
Nurse/Toilet	150	225	280	300
Counselor	100	175	250	375
Guidance Records / Storage	30	70	110	150
Guidance Conference	-	-	150	150
Conference	150	200	225	250
Workroom	200	300	350	400
Lounge	200	300	350	400
Staff Toilet	130	130	260	260
Itinerant Office	100	200	200	300
Technology Support	75	125	150	175
Storage	200	400	500	600
Total Administration	**1,735**	**2,725**	**3,575**	**4,410**
Classrooms				
General Classrooms	7,350	11,270	12,880	16,905
Science Classrooms	1,260	2,300	3,450	5,000
Science Prep Rooms	300	500	750	1,000
Special Education	680	2,550	2,550	3,400
Support Space/Class/Pull-out	150	450	450	600
Total classrooms	**9,740**	**17,070**	**20,080**	**26,905**
Arts				
Band		1,750	1,750	2,000
Band/Choir	1,500	-		
Choir		1,250	1,250	1,250
Performing Arts Support Space	600	800	1,000	1,200
Art Room	1,050	1,150	2,300	2,300
Art Support Space	150	300	500	600
Total Arts	**3,300**	**5,250**	**6,800**	**7,350**
Voc Ed				
Multi-Purpose Shop/Lab (heavy)	2,000	4,000	4,000	6,000
Shop Storage	500	750	900	1,000
Multi-Purpose Shop / Lab (light)	1,000	2,000	2,000	2,300
Business Ed. Lab	-	805	1,610	2,415
Family Consumer Science Lab	-	-	1,150	1,150
Computer Lab	735	805	805	1,610
Total Voc Ed	**4,235**	**8,360**	**10,465**	**14,475**
Core				
Media Center	1,200	1,400	2,200	3,000
Media Support Space	700	900	1,100	1,300
Sub-total Academic	19,175	32,980	40,645	53,030
Academic Focus	959	1,649	2,032	2,652
Commons / Cafeteria / Assembly	1,650	3,850	6,050	8,250
Stage	800	800	1,000	1,000
Gym	8,450	10,200	10,200	10,200
Aux Gym	-	-	6,000	6,200
Aux. PE Room	1,600	2,000	2,400	2,800
Weight Room	750	1,125	1,500	1,500
Lockers/Showers / Toilets	2,100	2,300	2,300	2,500
PE Teacher Office / Support	200	300	300	400
PE storage / Equipment / Uniforms	700	800	1,000	1,200
Food Prep	1,000	1,250	1,500	1,750
Table / Chair storage	150	350	550	750
Sub-total Core	**20,259**	**26,924**	**38,132**	**43,502**
Sub-total	39,269	60,329	79,052	96,642
Net to Gross Ratio	14,529	22,322	29,249	35,757
Total	**53,798**	**82,651**	**108,302**	**132,399**
SF per Student	**358.65**	**236.14**	**196.91**	**176.53**

Note: Models are for planning guidance only. The actual design programs will be developed by the district in conjunction with the School Facilities Commission for each proposed facility.

School Size Guidelines
High School - Grades 9-12



DESIGN GUIDELINES
K-8 SCHOOL MODEL COMPARISON
K-8 SCHOOL PROTOTYPE COMPARISON

Room Type	75 Total SF	150 Total SF	350 Total SF
Administration			
Principal	150	150	150
Vice Principal		-	
Secretary	100	200	300
Reception	50	100	150
Nurse/Toilet	150	150	225
Counselor		100	200
Guidance Records/Storage	25	30	70
Guidance Conference			
Conference	100	150	200
Workroom	100	200	300
Lounge	100	200	300
Staff Toilet	70	130	130
Itinerant Office	100	100	200
Technology Support	50	75	125
Storage	100	200	350
Total Administration	**1,095**	**1,785**	**2,700**
Classrooms			
General Classrooms	1,610	2,415	4,830
Kindergarten class and Toilet		1,115	1,115
Classrooms Elementary	2,415	4,025	8,050
Science / Art Classroom	1,250		
Science Classrooms		1,150	2,300
Science Prep Rooms	250	250	250
Special Education	600	850	2,550
Support Space	150	300	450
Total classrooms	**6,275**	**10,105**	**19,545**
Arts			
Band		1,250	1,250
Choir		805	1,250
Band / Chior / Stage	1,250		
Performing Arts Support Space	150	350	550
Art Room		1,150	1,150
Art Support Space	100	150	300
Total Arts	**1,500**	**3,705**	**4,500**
Voc Ed			
Multi Purpose Shop/Lab (heavy)			1,600
Shop Storage	150	350	500
Multi-Purpose Shop/Lab (light)			1,150
Multi Porpose Shop / Lab (heavy / light)	1,600	1,600	
Computer Lab	735	735	805
Total Voc Ed	**2,485**	**2,685**	**4,055**
Core			
Media Center	900	1,200	1,400
Media Support Space	300	700	900
Sub total Academic	11,460	18,395	30,400
Academic Focus	573	920	1520
Multipurpose	5,100	7,000	7,700
Stage		800	1,000
Aux Gym			
Gym Seating			
Aux. PE Room			
Weight Room	500	500	650
Lockers / Shower / Toilets	1,200	1,800	2,100
Teacher/Coach Office & Support	100	200	300
PE storage / Equipment / Uniforms	200	300	400
Food Prep	500	1,000	1250
Table / Chair Storage	100	150	350
Sub-total Core	**9473**	**14570**	**17570**
Sub-total	**20828**	**32850**	**48370**
Net to Gross Ratio	7706	12154	17897
Total	**28534**	**45004**	**66267**
SF per Student	**380.46**	**300.03**	**189.33**

DESIGN GUIDELINES
K-12 SCHOOL MODEL COMPARISON

Room Type	75 Total SF	100 Total SF	150 Total SF	250 Total SF	350 Total SF
Administration					
Principal	150	150	150	150	150
Vice Principal		-	-	-	150
Secretary	100	200	200	300	300
Reception	50	50	50	75	100
Nurse/Toilet	150	150	150	200	225
Counselor			100	150	200
Guidance Records/Storage	25	25	50	50	75
Conference	100	125	150	175	200
Workroom			200	250	300
Lounge			200	250	300
Staff Toilet	70	70	130	130	130
Itinerant Office	100	100	100	200	200
Technology Support	50	50	75	100	125
Storage	100	150	200	275	350
Total Administration	**895**	**1,070**	**1,755**	**2,305**	**2,805**
Classrooms					
General Classrooms	2,415	2,415	5,600	7,425	10,725
Kindergarten class and Toilet		1,115	1,115	1,115	1,115
Classrooms Elementary	1,610	4,025	4,375	4,375	8,750
Science Classrooms	1,250	1,250	1,250	2,300	2,300
Science Prep Rooms	250	250	250	250	250
Special Education	600	680	680	850	2,550
Support Space	150	150	150	300	450
Total classrooms	**6,275**	**9,885**	**13,420**	**16,615**	**26,140**
Arts					
Band				1,250	1,750
Choir				1,250	1,250
Band and Chior	1,250	1,400	1,400		
Performing Arts Support Space	250	400	600	700	800
Art Room	1,050	1,050	1,050	1,150	1,150
Art Support Space	100	125	150	225	300
Total Arts	**2,650**	**2,975**	**3,200**	**4,575**	**5,250**
Voc Ed					
Multi Purpose Shop/Lab (heavy)			1,600	1,600	2,000
Shop Storage	300	400	500	650	750
Multi Purpose Shop/Lab (light)	1,050	1,050	1,050	1,150	1,150
Business Ed. Lab					
Family Consumer Science Lab					
Computer Lab	600	735	735	805	805
Total Voc Ed	**1,950**	**2,185**	**3,885**	**4,205**	**4,705**
Core					
Media Center	1,000	1,200	1,200	1,200	1,400
Media Support Space	500	600	700	800	900
Sub-total Academic	12,375	16,845	22,405	27,395	38,395
Academic Focus	619	842	1120	1370	1920
Commons / Auditorium	750	1,000	1,500	2,500	3,500
Stage	400	600	800	800	800
Gym	6,800	7,000	8,450	10,200	10,200
Aux Gym					
Aux. PE Room			1,000	1,600	1,600
Weight Room	650	650	650	650	780
Lockers / Shower / Toilets	2,000	2,000	2,100	2,200	2,300
Teacher/Coach Office & Support	100	100	100	200	300
PE storage / Equipment / Uniforms	300	400	600	700	800
Food Prep	500	700	1,000	1,150	1250
Table / Chair Storage	100	100	150	250	350
Sub-total Core	**13719**	**15192**	**19370**	**23620**	**26100**
Sub-total	25489	31307	41630	51320	65000
Net to Gross Ratio	9431	11584	15403	18988	24050
Total	**34920**	**42891**	**57033**	**70308**	**89050**
SF per Student	**465.59**	**428.91**	**380.22**	**281.23**	**254.43**

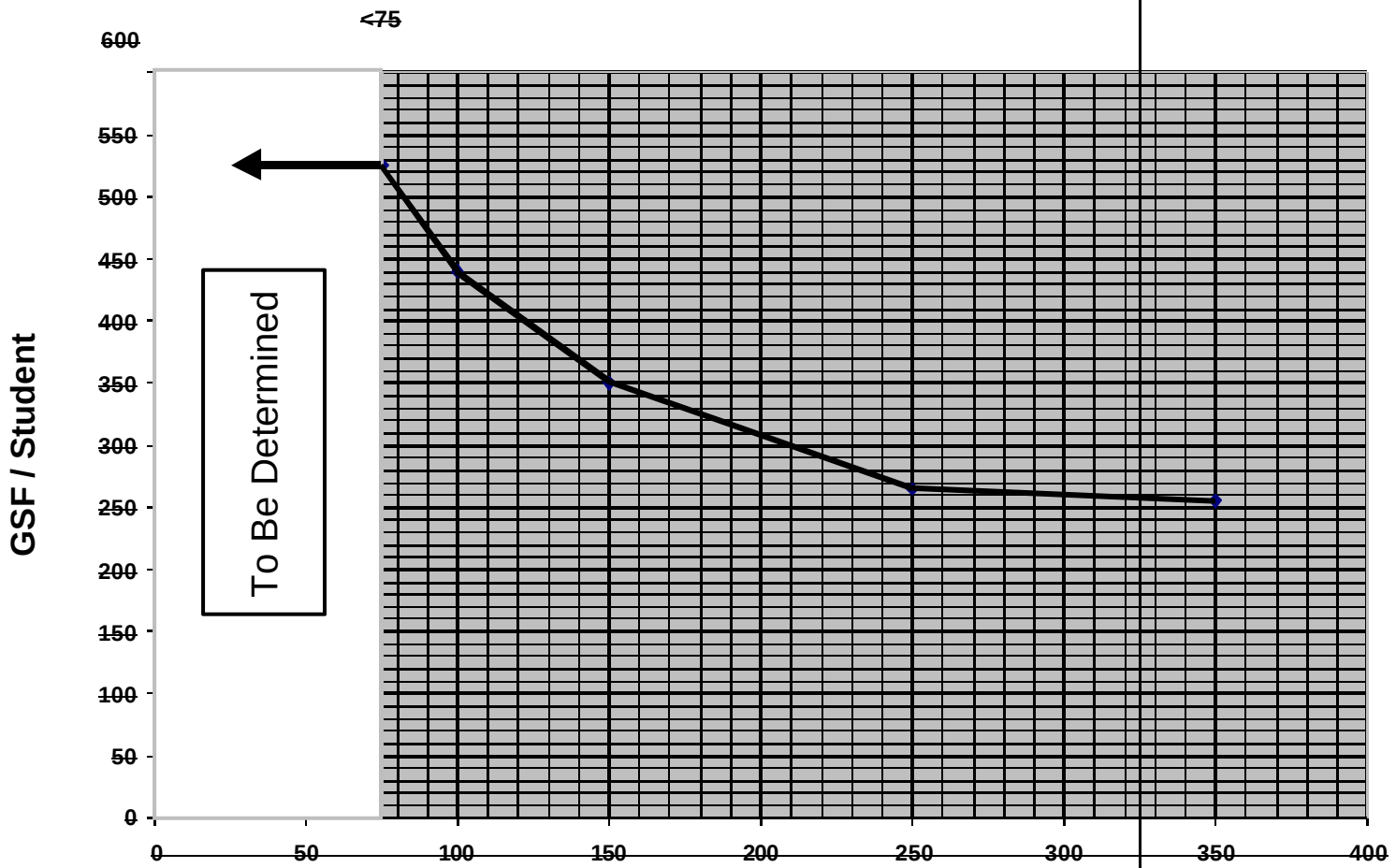
Note: Models are for planning guidance only. The actual design programs will be developed by the district in conjunction with the School Facilities Commission for each proposed facility.

DESIGN GUIDELINES
6-12 SCHOOL MODEL COMPARISON

Room Type	75 Total SF	100 Total SF	150 Total SF	250 Total SF	350 Total SF
Administration					
Principal	150	150	150	150	150
Vice Principal		-	-	-	150
Secretary	100	200	200	300	300
Reception	50	50	50	75	100
Nurse/Toilet	150	150	150	200	225
Counselor			100	150	200
Guidance Records/Storage	25	25	50	50	75
Conference	100	125	150	175	200
Workroom			200	250	300
Lounge			200	250	300
Staff Toilet	70	70	130	130	130
Itinerant Office	100	100	100	200	200
Technology Suppor	50	50	75	100	125
Storage	100	150	200	275	350
Total Administration	**895**	**1,070**	**1,755**	**2,305**	**2,805**
Classrooms					
General Classrooms MS	2,205	2,205	2,205	3,220	4,830
General Classrooms HS	2,940	2,940	3,675	6,440	8,855
Science Classrooms	1,250	1,250	1,250	2,300	2,300
Science Prep Rooms	250	250	250	250	250
Special Education	600	680	680	850	2,550
Support Space	150	150	150	300	450
Total classrooms	**7,395**	**7,475**	**8,210**	**13,360**	**19,235**
Arts					
Band				1,250	1,750
Choir				1,250	1,250
Band and Chior	1,250	1,400	1,400		
Performing Arts Support Space	250	400	600	700	800
Art Room	1,050	1,050	1,050	1,150	1,150
Art Support Space	100	125	150	225	300
Total Arts	**2,650**	**2,975**	**3,200**	**4,575**	**5,250**
Voc Ed					
Multi-Purpose Shop/Lab (heavy)	1,600	1,600	1,600	1,600	2,000
Shop Storage	300	400	500	650	750
Multi-Purpose Shop/Lab (light)	1,050	1,050	1,050	1,150	1,150
Business Ed. Lab					805
Family Consumer Science Lab					
Computer Lab	600	735	735	805	805
Total Voc Ed	**3,550**	**3,785**	**3,885**	**4,205**	**5,510**
Core					
Media Center	1,000	1,200	1,200	1,200	1,400
Media Support Space	500	600	700	800	900
Sub-total Academic	15,095	16,035	17,195	24,140	32,295
Academic Focus	755	802	860	1207	1615
Commons / Assembly	750	1,000	1,500	2,500	3,500
Stage	400	600	800	800	800
Gym	7,000	8,500	10,200	10,200	10,200
Aux Gym					6,200
Aux. PE Room			1,000	1,600	1,600
Weight Room	650	650	650	900	1,125
Lockers / Shower / Toilets	2,000	2,000	2,100	2,200	2,300
Teacher/Coach Office & Support	100	100	200	300	300
PE storage / Equipment / Uniforms	500	550	700	850	1,000
Food Prep	500	700	1,000	1,150	1250
Table / Chair Storage	100	100	150	250	350
Sub-total Core	**14255**	**16802**	**21060**	**23957**	**32540**
Sub-total	28745	32107	38110	48402	65340
Net to Gross Ratio	10636	11879	14101	17909	24176
Total	**39380**	**43986**	**52210**	**66311**	**89515**
SF per Student	**525.07**	**439.86**	**348.07**	**265.24**	**255.76**

Note: Models are for planning guidance only. The actual design programs will be developed by the district in conjunction with the School Facilities Commission for each proposed facility.

School Size Guidelines
Grades 6 - 12



~~Wyoming Public Schools~~

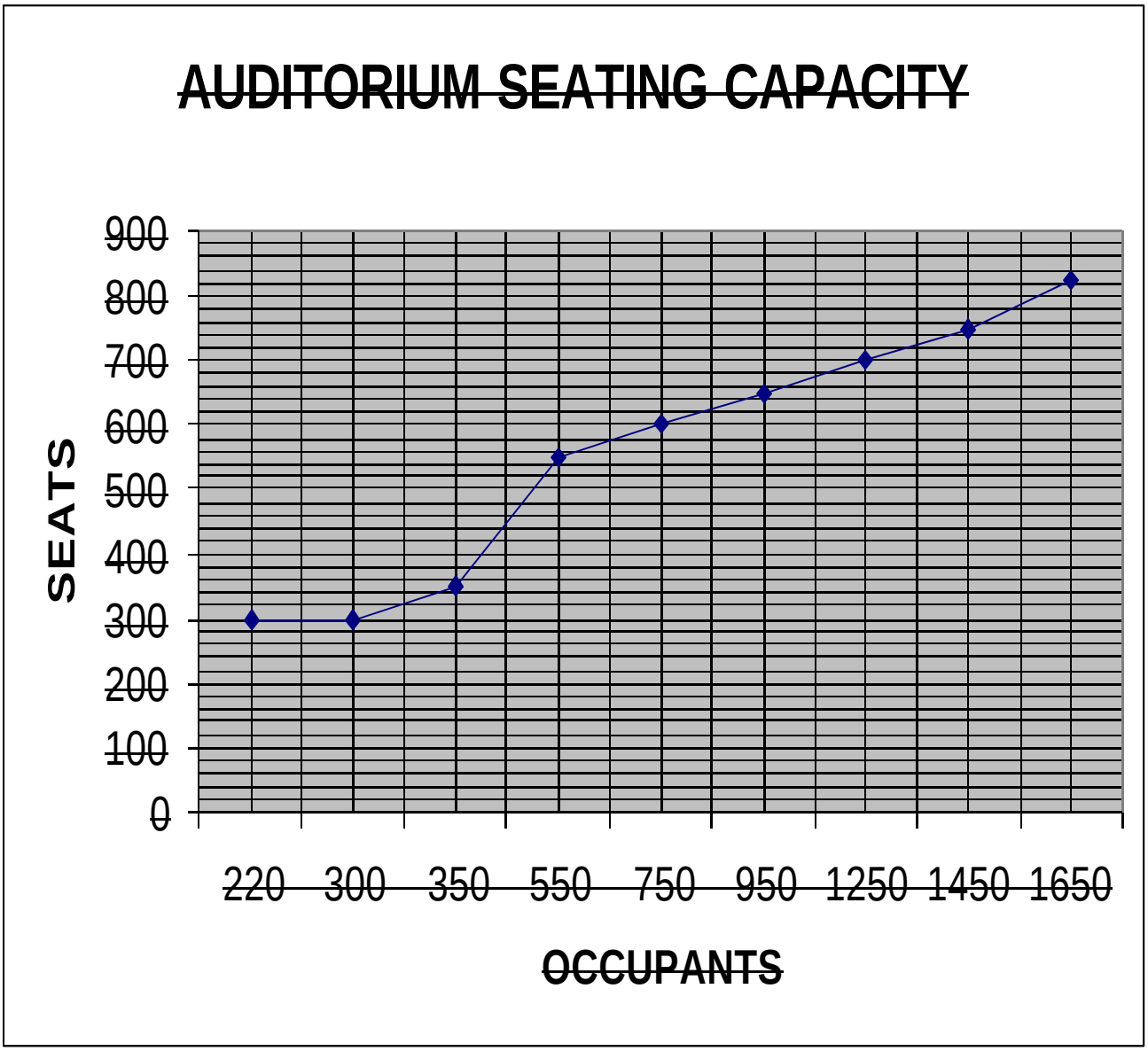
~~FACILITY DESIGN GUIDELINES~~

~~APPENDIX B AUDITORIUM~~

~~DESIGN CRITERIA~~

HIGH SCHOOL
AUDITORIUM SEATING CAPACITY

Occupants = Student design capacity plus 10%.
Auditoriums can be incorporated in school with occupancy over 220.
Minimum seating in an auditorium shall be 300.
One seat per occupant shall be provided for occupant loads up to 550.
Seats per occupant over 550 are calculated on a sliding scale, with no less than one seat per two occupants being provided.
High school design capacity includes grades 9-12 or 10-12 depending on the grade configuration within the school.



AUDITORIUM MODELS

Room Type	350 Total SF	550 Total SF	750 Total SF
Auditoriums			
Stage	2,000	2,500	3,000
Seating	2,695	3,948	4,333
Dressing/Make-up	750	750	1,000
Storage	500	750	1,000
Control Room	100	125	150
Subtotal	**6,045**	**8,073**	**9,483**
Circulation	2,237	2,987	3,509
Total	**8,282**	**11,060**	**12,992**
Reduction From Model			
Stage	800	1,000	1,000
Commons	1,225	1,925	2,625
Subtotal	**2,025**	**2,925**	**3,625**
Circulation	749	1,082	1,341
Total Reduction	**2,774**	**4,007**	**4,966**
Additional SF to Model	**5,508**	**7,053**	**8,026**

~~Wyoming Public Schools~~

~~FACILITY DESIGN GUIDELINES~~

~~APPENDIX C~~

~~SAFETY AND SECURITY CHECKLIST~~

District:
Project:

I. Policies and Procedures

A. District Policies

Question	Yes	No	N/A	Recommendation/Comment
1. Does the district have written policies requiring each school to have an emergency plan?				
2. Does the district have written policies related to building security?				
3. Does the district require each school to have security procedures specific to its buildings?				
4. Does the district have policies that require a security review for construction and/or renovation projects?				

B. School Policies and Procedures

Question	Yes	No	N/A	Recommendation/Comment
1. If this project is remodeling an existing school, is there an emergency plan for the existing school?				
2. If this project is remodeling an existing school, are there written security procedures specific to the school?				

II. Site Security

A. Fencing

Question	Yes	No	N/A	Recommendation/Comment
1. Are the school grounds fenced? Are all play areas fenced?				
2. Is the fence high enough so that intruders cannot easily climb over it?				
3. Are gates secured by locks?				
4. Are all areas of the school building and grounds accessible to cruising police vehicles and emergency vehicles?				

B. Playground

Question	Yes	No	N/A	Recommendation/Comment
1. Is visual surveillance of playground areas and equipment possible from a single point?				
2. Does the playground equipment have tamper-proof fasteners?				
3. Are there separate play areas for pre-kindergarten and kindergarten children?				
4. Do the protective surfaces around the playground equipment extend to at least 6'?				
5. Are structures more than 30 inches high spaced at least 9' apart?				
6. Do the project specifications reference the "Handbook for Public Playground Safety"?				

II. Site Security

C. Surveillance

Question	Yes	No	N/A	Recommendation/Comment
1. Does the layout of buildings and landscape elements ensure open sight lines?				
2. Are remote or high risk areas covered by surveillance cameras?				
3. Are the athletics fields organized to allow a single point of surveillance?				

D. Landscaping

Question	Yes	No	N/A	Recommendation/Comment
1. Are trees planted away from the building to prevent access to the roof and upper floors?				
2. Does the location and height of landscaping prevent surveillance?				
3. Are trees planted far enough back from intersections to allow good line of sight for traffic, especially taller buses?				

III. Traffic

A. Parking

Question	Yes	No	N/A	Recommendation/Comment
1. Is visual surveillance of parking lots possible from the main office?				
2. Are parking lots designed to minimize long straight runs that would encourage speeding?				
3. Are speed bumps used to slow traffic?				
4. Are raised sidewalks used to separate pedestrians in parking areas?				
5. Are student parking areas separate from other parking areas?				

B. Circulation

Question	Yes	No	N/A	Recommendation/Comment
1. Are the number of entrances and exits to the school minimized?				
2. Has traffic flow been directed to eliminate congestion and confusion?				
3. Are there designated visitor parking areas?				
4. Has auto and bus traffic been separated?				
5. Have hazardous entrances off main thoroughfares been eliminated?				

III. Traffic

C. Bus Loading Area

Question	Yes	No	N/A	Recommendation/Comment
1. Have bus loading areas been designed to restrict other vehicles?				
2. Are buses parked in single rows?				
3. Can buses turn or park without backing up?				
4. Are covered areas provided for waiting students?				

D. Parent Drop-off and Pick-up Area

Question	Yes	No	N/A	Recommendation/Comment
1. Is the parent drop-off and pick-up area clearly defined?				
2. Is it located so that students do not have to negotiate vehicular traffic?				

IV. Building

A. Interior

Question	Yes	No	N/A	Recommendation/Comment
1. Does each room have at least one window that can be used for emergency rescue?				
2. Can unused areas be closed off during after-school activities?				
3. Is the entrance lobby visible from the main office?				
4. Are major corridors at least 10' wide for elementary and middle schools and 12' wide for high schools?				
5. Are doors that open into corridors recessed or otherwise protected?				
6. Are light switches for toilet rooms and corridors protected?				
7. Are mirrors in toilet rooms and dance classrooms shatterproof?				
8. Do basketball courts have a minimum 6' safety border?				
9. Are locker rooms visible from inside gym teacher's offices?				
10. Are kilns located in separate rooms (not storage rooms) with adequate exhaust and ventilation?				

IV. Building

A. Interior

11. Do hallway doors have vision panels?				
12. Do enclosed stairways have electronic surveillance?				
13. Are elevators designed for limited access and electronic surveillance?				
14. Does the health or nursing room contain lockable storage?				
15. Are the ceilings in toilet rooms and locker rooms of a hard surface to eliminate the possibility of hiding places?				
16. Are interior media (library) stacks a maximum of 4' high and well spaced to facilitate visual surveillance?				
17. Does the layout of the cafeteria promote efficient traffic flow?				
18. Have doors been eliminated from group toilet rooms to allow acoustic surveillance?				
19. Are toilet partitions and equipment, such as hand dryers, heavy duty and securely attached?				
20. Is the building designed to minimize the number of staff necessary to provide open sight lines to all interior hallway/corridor and common spaces?				

IV. Building

A. Interior

21. Are restrooms designed to be closer to interior spaces and away from exterior doors?				

B. Exterior

Question	Yes	No	N/A	Recommendation/Comment
1. Are the exterior wall finishes graffiti repellant or capable of repeated cleaning?				
2. Are exterior covered walkways, walls, and berms designed to prevent access to roofs or upper level areas, and to promote adequate illumination and visual surveillance				
3. Is there only one clearly marked entrance for visitors?				
4. Are enclosed exterior courtyards designed to permit supervision by one individual?				

~~*V. Security Systems*~~

~~Question~~	~~Yes~~	~~No~~	~~N/A~~	~~Recommendation/Comment~~
~~1. Is there a central alarm system in the school which is remotely monitored?~~				
~~2. Are high risk areas (main office, computer room, cafeteria, gymnasium, shops and labs) protected by a security alarm system?~~				
~~3. Is there a two-way communication system between:~~ ~~- Classrooms and office?~~ ~~- Portable classrooms and office?~~ ~~- Large group areas and the office?~~				

~~*VI. Lighting*~~

~~Question~~	~~Yes~~	~~No~~	~~N/A~~	~~Recommendation/Comment~~
~~1. Is the perimeter of the school protected by adequate lighting?~~				
~~2. Is there sufficient lighting to provide marginal coverage in case a light does not work?~~				
~~3. Are photoelectric cells located out of reach of spotlights?~~				
~~4. Are accessible lenses protected by some unbreakable material?~~				
~~5. Is additional lighting provided at entrances and other points of intrusion?~~				
~~6. Are the switches and controls properly located and protected?~~				
~~7. Is access to electrical panels restricted?~~				

VII. Signage

Question	Yes	No	N/A	Recommendation/Comment
1. Are there signs posted that declare grounds to be drug-free and gun-free zones?				
2. Are there signs posted regarding the penalties for trespassing?				
3. Are there welcome signs that politely ask all visitors to check in at the office?				
4. Is there signage inside the building that provide directions to the office and other core spaces of the school?				

VIII. Temporary and Out-Buildings

A. Security

Question	Yes	No	N/A	Recommendation/Comment
1. Are out-buildings, sheds, and portable classrooms arranged to allow clear lines of sight for surveillance?				
2. Do portable classrooms have skirts to enclose the crawlspace?				

Wyoming Public Schools

FACILITY DESIGN GUIDELINES

APPENDIX D

LIFE CYCLE COST ANALYSIS

Life Cycle Cost Analysis Describe:			Original Design		Alternate 1		Alternate 2		Alternate 3	
Study Title:			Estimated Costs	Present Worth	Estimated Costs	Present Worth	Estimated Costs	Present Worth	Estimated Costs	Present Worth
Initial Capital Costs	Description of Component/Item									
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
	Total Capital Costs			$ -		$ -		$ -		$ -
	Initial PW Difference					$ -		$ -		$ -
Replacement Cost	Replacement Cost (Single Expenditure)	# of Years								
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
	Total Replacement Cost			$ -		$ -		$ -		$ -
Annual Costs	Description of O&M/Annual Cost									
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
	Total Annual Cost			$ -		$ -		$ -		$ -
LCC	Total Life Cycle Cost (Present Worth)			$ -		$ -		$ -		$ -
	Life Cycle Cost PW Difference					$ -		$ -		$ -
	Total Life Cycle Costs (Annualized)		$ -	per year	$ -	per year	$ -	per year	$ -	per year

Discount Rate:	5%	(The discount rate is the time/value of money and is a variable.)
Life Cycle (years):	10	
Escalation on Annual Costs	2%	(The escalation factor is the inflation factor and is a variable.)

Life Cycle Cost Analysis			Original Design		Alternate 1		Alternate 2		Alternate 3	
Describe:			Sloped Metal Roof		Minimum Slope Membrane		Asphalt Shingles			
Study Title:			Estimated Costs	Present Worth	Estimated Costs	Present Worth	Estimated Costs	Present Worth	Estimated Costs	Present Worth
Initial Capital Costs	Description of Component/Item									
	Roof, Includes Structure		$ 1,000,000	$ 1,000,000	$ 350,000	$ 350,000	$ 650,000	$ 650,000		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
	Total Capital Costs			$ 1,000,000		$ 350,000		$ 650,000		$ -
	Initial PW Difference					$ (650,000)		$ (350,000)		$ -
Replacement Cost	Replacement Cost (Single Expenditure)	# of Years								
	Metal Roofing	50 years	$ 400,000	$ 34,881		$ -		$ -		$ -
	Membrane Roofing	20 years		$ -	$ 150,000	$ 56,533		$ -		$ -
	Asphalt Shingles	30 years		$ -		$ -	$ 150,000	$ 34,706.62		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
	Total Replacement Cost			$ 34,881		$ 56,533		$ 34,706.62		$ -
Annual Costs	Description of O&M/Annual Cost									
	Snow Control		$ 5,000	$ 73,327		$ -	$ 2,000	$ 29,331		$ -
	Patch and Repair		$ 250	$ 3,666	$ 10,000	$ 146,654	$ 300	$ 4,400		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
				$ -		$ -		$ -		$ -
	Total Annual Cost			$ 76,993		$ 146,654		$ 33,730		$ -
LCC	Total Life Cycle Cost (Present Worth)			$ 1,111,875		$ 553,187		$ 718,437		$ -
	Life Cycle Cost PW Difference					$ (558,687)		$ (393,438)		$ -
	Total Life Cycle Costs (Annualized)		$ (89,220)	per year	$ (44,389)	per year	$ (57,649)	per year	$ -	per year

Discount Rate:	5%
Life Cycle (years):	20
Escalation on Annual Costs	2%

(The discount rate is the time/value of money and is a variable.)

(The escalation factor is the inflation factor and is a variable.)

Chapter 3
Uniform Adequacy Standards

Emergency rules are in effect no longer than 120 days after filing with the Registrar of Rules.

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 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, operation 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 purposed 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 building 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 Guidelines 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 grating 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.** The Uniform Statewide Adequacy Standards found in this section of the Rules and Regulations, shall be applied to all Commission-funded remedies.

(i) 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).

(ii) 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.

(iii) 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.

(iv) 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 school 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 student design capacity, or local code requirements.

(vi) 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).

(vii) Requests for land acquisition should originate with a request by each district to the Project Manager assigned to the district. The Schools 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 1 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 and 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 calculations as approved by the Commission.

(iii) ***Increasing Enrollment.*** Where the school district's past and the 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.

(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 districts(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 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 decision 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-effect 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 (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 begin 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), the 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, 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 received 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 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 the 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 established 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 coordinated 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 and dedicated source of funding for the enhancement, the mechanism by which construction of the enhancement will proceed and payment submittals be approved, and which established that construction and funding of the enhancement will neither impair nor impede construction of the base facility.

~~RULES AND REGULATIONS OF THE SCHOOL FACILITIES COMMISSION~~

Chapter ~~CHAPTER~~ 3
Uniform Adequacy Standards ~~UNIFORM ADEQUACY STANDARDS~~

Emergency rules are in effect no longer than 120 days after filing with the Registrar of Rules.

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.

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(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.

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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 purposed 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 building 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.

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(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.

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

(i) 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).

(ii) 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.

(iii) 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.

(iv) 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 school 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 student design capacity, or local code requirements.

~~(i) 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.~~

(vi~~i~~) 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 Schools 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 1 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 and 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 calculations as approved by the Commission.

(iii) ***Increasing Enrollment.*** Where the school district's past and the 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 districts(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 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 decision 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-effect 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 (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 begin 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), the 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, 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. <u>Local Enhancements.</u>

(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 received 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 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 the 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 established 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 coordinated 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 and dedicated source of funding for the enhancement, the mechanism by which construction of the enhancement will proceed and payment submittals be approved, and which established that construction and funding of the enhancement will neither impair nor impede construction of the base facility.

Chapter 8
Criteria for Identifying Prioritizing Remedies, and Establishing Project Budgets

Emergency rules are in effect no longer than 120 days after filing with the Registrar of Rules.

Section 1. Authority. This Chapter is promulgated pursuant to W.S. 21-15-114(a)(xv), W.S. 21-l5-117(a)(i), W.S. 21-l5-119(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 and building condition 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. 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 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 Capitol 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 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 budget 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 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 Administration 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 precious 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 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; and

(VI) may result in a recalculation of the statewide analysis if necessary.

(B) The Commission incorporates by reference the following methodology:

(I) Capacity Calculation Methodology adopted by the School Facilities Commission, effective on June 22, 2017.

(II) The Commission has determined that incorporation of the full text of this methodology would be cumbersome or inefficient given the length or nature of the methodology;

(III) The incorporation by reference does not include any later amendments or edition of the incorporated matter beyond the applicable date identified in subsection (B)(I) of this section; and

(IV) The incorporated methodology is maintained at the Department Office and is available for public inspection and copying at cost at the same location.

(C) **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 school 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) 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).

(vi) At least biennially, a new prioritized needs index shall be developed by Commission and that needs index shall be the basis upon which Commission funded remedies shall be determined.

(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 tor 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 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 factor 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 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.

~~RULES AND REGULATIONS OF THE SCHOOL FACILITIES COMMISSION~~

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

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(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 school 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.~~

(v~~i~~) 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).

(vi~~i~~) At least biennially, a new prioritized needs index shall be developed by 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 tor 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 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 factor 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 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 the Wyoming's school districts to understand how well the school facility support the ability to deliver a quality educational program begin 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 stat 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, and 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 SERVERE NEGATIVE IMPACT

As the assessment team finds that the functionally 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; material 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			

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 perfom1administrative 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 communication 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 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 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 buggers 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) an: easily controlled through convenient lighting control systems; daylighting is uniform throughout the dining space			
Acoustical isolation of mechanical, electrical and communications rooms and sound attenuation from adjacent rooms (both an issue of location and sound-damping materials)			
Heating & cooling; ventilation and air quality are appropriated 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 spaces and other spaces around the gym			
Heating/cooling controls are accessible to keep room temperature at appropriate levels; *Ventilation* provides good air circulation			
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**	**FIRST ORDER – APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY**
Number and placement of electrical allows for use of technology throughout the learning space			
Storage: • Equipment and supplies • Storage for teacher supplies and equipment			
Flooring is appropriate for 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 mom 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 sound attenuation from adjacent (both an issue of location and sound dampening			
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 SPACE – 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 with 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 fixture 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, clean 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 application 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 party 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 grade (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 are • Stacks area • Individual and small group activity; separated from large group instruction area • Large group instructional area • Computer lab/workstations			
Office are for media center specialist; storage of supplies and materials			
One or more entrances from the mail corridor; main entrance preferably double doors			
Direct access between media center and compute lab/workstations			

ENVIROMENTAL 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 limited 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, SURGACES, & STORAGE

DEFINING CHARACTERISTICS	SCORE/ NATURE OF REMEDY	COMMENTS	FIRST ORDER APPROXIMATION OF REMEDY TO IMPROVE FUNCTIONALITY
Number and placement of electoral outlets and data outlets are conveniently accessed in all 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 student 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 leaning 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 Adoptability 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 materials • 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 fixture 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			
When appropriate, ceiling supports and other structural supports to accommodate equipment			

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 burn			
Acoustics within the classroom 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 of the space			
Flexibility and Adoptability of classroom space to allow for multiple uses; moveable/operable walls to divide spaces — limited fixed equipment and furniture			
Student personalization including space on the walls and 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 for equipment • Storage for teacher supplies and equipment			
Flooring is appropriate for 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			

APPLIES 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 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 learning 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 learning space and chemical storage area			
Flexibility and Adoptability of classroom space to allow for multiple uses; appropriate fixed equipment and furniture			
Student personalization including space on the walls and student 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; • Supplies for equipment & supplies and other learning materials; • Storage for teacher supplies and equipment			
Flooring is appropriate for 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			