

# Report to the Select Committee on School Facilities

September 8, 2011



## **Executive Summary**

Report to the Select Committee on School Facilities  
June 13, 2011 Meeting Follow-up

The School Facilities Commission became the School Facilities Department on July 1<sup>st</sup> of this year pursuant to legislation passed by the Sixty-First Legislature in the form of Senate File 0110. Prior to July first and the June 13, 2011 Select Committee hearing, the SFD has been working to implement the changes detailed in SF 0110 along with new operational statutes required by Senate File 0016.

The charge of the SFD has not changed; we are to provide educational facilities to the citizens of Wyoming that meet the State's adequacy standards. Since our June Meeting we have worked closely with the Commission members, Select Committee members and JAC members to better understand the intent and the effect of recent legislation.

Through the work of implementing statute changes, the SFD feels it can bring a much needed stability to the 2011 Needs Index. This goal is one of great importance, not only to satisfy the statute but to provide a continued and ordered procession of remedies for our educational facilities across the State.

In order to support the 2011 Needs Index, there will need to be clear policy and rules promulgated that will outline how capacity, air quality and illumination requirements are met without affecting facilities that are in the queue. The SFD has been able to identify facilities with these concerns and proposes to confirm the conditions with planning resources. Remedies for the deficiencies could then be funded by the supplemental budget. Other concerns expressed in our June meeting; enrollment projections, core space sizes, minimums to be included in all schools such as number of classrooms based on enrollment, major maintenance expenditures, and facility plans, all need to be further developed.

The SFD will strive to become more efficient in its operations. Part of this work is underway as we assess the organization by internal review, which includes compliance to audit findings. The informal review shows that full compliance to audit findings has not been accomplished. The SFD is currently working with a third party to assess and confirm the audit compliance. Upon the conclusion of their investigation, the findings and processes identified will be put in place. To complete and verify all recommendations are then in place and operating, the SFD will have the original auditors RSM McGladrey provide a final review.

This process while detailed, will allow the SFD to serve its customers and the State of Wyoming in a more efficient and transparent manner. Efficiencies will also be realized through a stable Needs Index that will allow the SFD and districts' to better plan for the future.

## SF0016

- The School Facilities Department (SFD) developed two lists as part of the 2011 annual report as directed by the Select Committee. The Capacity list includes districts that self reported a capacity issue or SFD data indicated a capacity issue. The SFD is further developing a capacity tool to apply to districts in accordance with Senate File 0016. See Attachment 1.
- The annual report contains two lists of projects for consideration. The Needs Index includes buildings identified by condition of the building incorporating illumination, air quality, and tech readiness from our suitability study and the Capacity list which includes buildings that have been self reported by districts or identified through SFD data.
- We do not currently have square footages of individual classrooms in school buildings. The SFD is working with Rich Seder to further develop a tool to incorporate the new requirements of Senate File 0016 which will be applied to capacity reported buildings.
- The SFD incorporated illumination and air quality in the condition of buildings by drawing from the current suitability study in order to meet Senate File 0016 requirements. The functionality study did not measure air quality or illumination based on a standard but instead asked questions of building personnel and the team, physically inspected lighting and air quality, and scored them based on a 1 to 4 rating (4 = excellent, 1= poor). This information was incorporated in the Needs Index as outlined in Attachment 2. We are currently scheduled to meet at the end of September with the consultants who modeled the original Facility Condition Assessment, to develop standards and incorporate tech readiness, air quality and illumination within future assessments of buildings.
- See Attachment 3 for information on districts reporting facility needs related to the 16 to 1 requirement.

**Wyoming School Facilities Department**  
**School and District Building Capacity Process White Paper**  
**DRAFT September 1, 2011**

The Wyoming School Facilities Department (SFD) is charged with ensuring the appropriate numbers of classrooms are available for each school district to deliver a quality education program. This white paper proposes a comprehensive process to be utilized by school districts and the SFD in the presentation and review of capacity issues consistent with those standards set forth in W.S. 21-15-117(e).

At the core of this process is the responsibility of each school district to review and present to the SFD what they believe to be capacity issues, i.e., a shortage of classroom space given their student populations in their schools. In this self-analysis and self-nomination, school districts will be asked to present evidence of currently existing or an impending shortage of classroom space.

From the initial presentation of a shortage of classroom space, the SFD and the school district will work together to conduct deeper investigations into the physical capacities of district school buildings to serve the current and projected populations of children. The data and information to be considered, at a minimum, and outlined in this white paper are:

- A full school building inventory;
- School building capacity estimates utilizing at least three methodologies; and
- Current and projected student populations to be served in those school buildings.

The totality of this information and other information presented by the district and gathered by the SFD will be considered in its entirety. Additionally, the review of capacity issues will include not only a review of the capacity of the school in question, but also a review of the entire district at all grade levels consistent with W.S. 21-15-117(e)(i). The examination and review of capacity issues may not be isolated to a review of the presented data, but may also include site visits by SFD staff and other experts to better understand the local context and conditions.

Based on these analyses and confirmation of a capacity issue, the SFD and school district will work together to develop the most cost-effective and educationally appropriate options, including the examination of the total acreage of existing sites when exploring the range of cost-effective remedies (W.S. 21-15-117(e)(v)).

The information presented here is based on a current understanding of the statutory requirements at the time of writing, the SFD rules & regulations as they currently exist, and the availability and accessibility of resources (including data) to be considered. Changes to one or more of these conditions may impact the ways in which capacity reviews are conducted.

### *School Building Inventory*

To serve as the core of the capacity-analysis process, Wyoming school districts shall provide to the SFD a full inventory of schools in their district. Most of this information should already exist in the SFD AIM™ database. To ensure completeness, school districts shall provide the following information for all school buildings in their district:

- School name as listed with the Wyoming Department of Education (WDE) along with the WDE identification number for that school;
- All school buildings and SFD identification numbers associated with that school;
- Gross square footage of all buildings associated with that school;
- Total acreage of the site associated with that school and the comparison to the SFD guidelines for sites Chapter 3, Section 6(c)(ii) given the grade level and number of students currently served in that school;
- The presence and use of temporary modular or portable facilities as classroom spaces;
- Other school buildings and their associated sites, with square footage and site acreage, that exist in the district inventory that might otherwise not show up as an active school with WDE (e.g., closed or mothballed schools);
- Computer-assisted design (CAD) drawings that are fully to scale.

As the SFD works to better understand some of the local circumstances associated with each school, districts will also be asked to provide for each school:

- Grade levels (e.g., elementary, middle, high school, etc.) and grades served in the school (e.g., K-2, K-5, 6-8, 7-9, 9-12, 10-12, etc.) as reported to WDE;
- Identification and association of additional classroom spaces physically adjoining or in close proximity to main school buildings that are used to deliver the educational program (e.g., vocational education classrooms and shops);
- Designation of the school as remote or geographically isolated and not in proximity to any other schools in the district;
- District enrollment policies that might impact the capacity of individual schools, such as open enrollment; and
- Other extenuating circumstances that might otherwise impact the capacity of a school building.

These pieces of information shall be maintained by the SFD in the AIM™ database.

### *School Building Capacity*

School building capacity is defined as the number of students that can be effectively served within that school building. Wyoming school districts will be required to provide the school building capacity of every school in their district using the three methods described below:

1. Available square footage of the school building using SFD design guidelines;
2. Through a count and measure of available classrooms; and
3. Classroom utilization analysis.

Each method recognizes differences in capacity based on the grade levels to be served within the building, i.e., elementary school, secondary school (middle, high, and 7-12), K-8, and K-12. Each of these methods of calculating capacity will provide a unique estimate or range of estimates. No single method should be considered absent the full set of estimates and, along this line of reasoning, determinations of school building capacity shall be determined only after considering the full set of estimates using these three methodologies.

#### Available Square Footage Using SFD Guidelines

The SFD facility design guidelines referenced in Chapter 3, Section 4(b) of the School Facilities Commission's Rules and Regulations provide the gross square footage of school buildings based on the number of children to be served. Using these same design guideline square footage calculations, every school building in the district shall calculate a capacity number of children that might be served in a school building based on the grade level of the school and the gross square footage of the school building.<sup>1</sup> Calculating school building capacity using this methodology is consistent with requirements set forth in W.S. 21-15-117(e)(iii).

#### Count and Measure of Available Classrooms

The SFD has historically collected the number of general education and special education classrooms in the schools that were equal to or larger than 560 square feet to calculate school building capacity. This methodology was premised on general education classrooms serving 19 students in elementary school classrooms and 21 students in secondary school classrooms and 9.5 students in special education classrooms.

This methodology critically understates the capacity of a school building for two reasons. First, the count of classrooms does not count those classroom spaces and teaching stations that are smaller than 560 square feet - classroom spaces that can be used to effectively deliver a high-quality education. Similarly, the count of classrooms of at least 560 square feet also assumes a maximum of 560 square feet, thus a fixed student load in each classroom regardless of the actual size of that classroom. Classrooms larger than 560 square feet have

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<sup>1</sup> School districts can use the SFD facility design guidelines calculator located on their Website to calculate the student capacity associated with a school given the grade level of the school and the gross square footage of the school building. The SFD facility design guidelines calculator can be downloaded at [http://www.wyoming.gov/loc/03302010\\_1/resources/Documents/design%20guidelines/WY%202008%20SFC%20Guidelines%20Calculator.xls](http://www.wyoming.gov/loc/03302010_1/resources/Documents/design%20guidelines/WY%202008%20SFC%20Guidelines%20Calculator.xls).

greater student capacity, but that extra capacity is not captured because of a lack of actual measurements of classrooms.

Moving forward, school districts will be required to: count all available classrooms, provide the designation, e.g., general education, special education, specialist (art, music, etc.), and other programmatic efforts of those classrooms, and the actual square footage of those classrooms not to be limited by a minimum size of 560 square feet. Collecting this information to calculate school building capacity is consistent with those requirements in W.S. 21-15-117(e)(ii).

The count and measure of available classrooms will be used to calculate a capacity estimate using per-student square footage parameters for classroom space found in the SFD's facility design guidelines. The classroom capacity can be determined by dividing that total classroom square footage by the square feet per student that might be expected when designing and constructing classrooms.

Classroom design parameters provide general guidance about how many square feet per student might be considered when designing and constructing classrooms.<sup>2</sup> General education classroom capacity shall be calculated by dividing the square footage of the classrooms by 35 square feet for elementary school classrooms and 32 square feet for secondary school classrooms. For instance, a 770 square foot elementary school general education classroom would have a capacity of 22 students (770 square feet divided by 35 square feet per student). Similarly, a 770 square foot secondary school general education classroom would have a capacity of 24 students (770 square feet divided by 32 square feet per student). The SFD's design guidelines articulate that special use classrooms such as special education, art, music, science, physical education, and vocational (career-technical) education would have a minimum square footage per student parameter as general education classrooms, but would likely require more square feet per student given the nature of those programs.

Classroom loading factors are then applied to the total number of students calculated through the classroom count and measurement methodology to compute the final capacity. Elementary schools will utilize a loading factor of 0.95 with the assumption that general education and special education classrooms are utilized 95 percent of the school day. Secondary schools will utilize a loading factor of no more than 0.85 with the assumption that general education and special education classrooms are utilized at most 85 percent of the school day—occupied six of seven periods of the day. Smaller secondary schools will have lower loading factors recognizing fewer students will be occupying each classroom in order to fulfill Carnegie credits and graduation requirements.<sup>3</sup>

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<sup>2</sup> The School Facilities Department, in their previous iterations of rules and regulations, included a set of square feet per student classroom design parameters and can be still be seen on the Secretary of State's Website as Chapter 0, Appendix, Section VI: <http://soswy.state.wy.us/Rules/RULES/5458.pdf>.

<sup>3</sup> An additional set of loading factors offered by the SFD is included in its Rules & Regulations, Chapter 8, Section 4(a)(iv)(B) and can be used by school districts in calculating the capacity of their schools in addition to the loading factors presented in the body of this paper.

As of August 31, 2011, the exact square footages of every teaching station do not exist in the SFD database. Wyoming school districts shall utilize the existing counts and designations of classrooms (those that exceed 560 square feet) as an interim estimation method of school building capacity. To calculate estimates of capacity a range of student counts per classroom will be utilized. For elementary school classrooms, a lower bound of 16 students per classroom and an upper bound of 19 students will be used.<sup>4</sup> For secondary school classrooms, a lower bound of 18 students and an upper bound of 21 students will be used.<sup>5</sup> These student counts per classroom would be utilized for general education classrooms. A student count of 9.5 students shall be used for all special education classrooms. The loading factors articulated earlier in this section would then be applied to provide a capacity range for each school building using the classroom count and measure method. As stated at the beginning of this section, these estimates of school capacity are perhaps the most restrictive given the assumption that the counted classrooms are only 560 square feet and the exclusion of those teaching stations that are less than 560 square feet.

Additionally, school districts will be required to identify and designate the number of general education classrooms in those school buildings identified as serving elementary school grades that serve grades Kindergarten through 3<sup>rd</sup> grade. The Wyoming Legislature has asked school districts to provide evidence that the district has maintained an average student-teacher ratio of not greater than 16-to-1 for the aggregate of all classes in Kindergarten through grade three (W.S. 21-13-307(a)(iv)). The SFD will consider the number of classrooms designated as serving children in these primary grades in their analysis of school building capacity.

#### Classroom Utilization Analysis

A third methodology to calculate school building capacity to be presented by the school district to the SFD for review is a classroom utilization analysis. Accompanying the count, measurements, and designations of all teaching and learning spaces required in the previous methodology, the school district must present in understandable terms how those classrooms are utilized throughout the day. In presenting this information, the SFD would require districts to present:

- The number of teachers generated by the Wyoming Funding Model including the number of general education classrooms teachers, the number of specialist teachers, and the number of other teachers included in the model;
- The total number of actual teachers employed in the school with clear designations of their roles (e.g., # of K-3 teachers, number of art teachers, etc.); and
- Class schedules and classroom utilization given the number of students in the school and the number of instructional staff employed in that school.

This methodology of estimating school capacity, through the measuring of load and utilization, is consistent with those requirements found in W.S. 21-15-117(e)(iv). A full

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<sup>4</sup> The lower bound of 16 students corresponds to 560 square feet of classroom space divided by the 35 square feet per student classroom design parameter set forth in the previous section.

<sup>5</sup> The lower bound of 18 students corresponds to 560 square feet of classroom space divided by the 32 square feet per student classroom design parameter set forth in the previous section.

description of the instructional strategies and programming pursued in the school would be helpful to provide context and better understanding of the resource allocation and classroom utilization data. For instance, if the school utilizes block scheduling, that might help to explain why large numbers of classrooms go unutilized during the school day. In presenting their instructional and resource allocation strategies, it would be helpful to the SFD to include a description about how these strategies align themselves with the latest research on instruction and resource utilization.

### *Population Analyses and Projections*

Once the above capacities have been calculated, the districts and SFD will match student populations being served (or to be served) in those school buildings to determine whether there is a current or imminent shortage of classroom spaces. Therefore, a population analysis and projections must be included as a part of the self-nomination process for the school and grade level in question and for the district as a whole consistent with W.S. 21-15-117(e)(i).

In the future, each district should include these population analyses and projections in their facility plans. These population analyses can then be matched to the calculated capacities of available school buildings to determine whether the district has or will have an appropriate number of classrooms to serve its population of students.

The following current and projected populations will be presented, at a minimum, as part of the self-nomination process:

- Most-recent year and five-year trend of enrollment count (October “snapshot”) by grade;
- Most recent-year and five-year trend of end-of-year enrollment count by grade;
- Most-recently completed year and five-year trend of Average Daily Membership (ADM) by grade as reported by WDE;
  - Analysis and explanation for differences between enrollment and ADM that exceed 5 percent
- Five-year and ten-year cohort survival analyses and projections with clear assumptions;
  - Discern differences between enrollment bubbles (i.e., unexpectedly higher enrollments in one or two grade levels compared to other grades) and sustained enrollment growth (i.e., consistently higher enrollments of incoming classes of students);
- Kindergarten pre-screening or preschool enrollments (particularly for elementary schools serving children in primary grades);
- County or hospital number of births over a five year period with a historical correlational analysis between number of births and number of children entering Kindergarten four or five years thereafter;
- Documented new housing starts designed to serve families with analyses about the number of intra-district moves compared to new families entering the district;
- Documented economic projections for the school district, including any analyses offered by the Wyoming Economic Analysis Division (EAD);

- Utilize historical enrollment data to help understand trends associated with Wyoming's economic cycles;

To the extent possible, the district should provide any electronic data used to analyze enrollments and projections with the SFD for ease of verification.

The list of information provided in this section should not be considered exhaustive. As districts determine that data or information beyond those elements listed in this section are important to understand current and/or future projections, the district should share that as part of their self-nomination and include it in their facility plan. All assumptions about the collected data and the analytical methods must be made explicit and supported by documentation.

Upon verification of capacity issues, the SFD will work with the district to develop a cost-effective remedy that may take the form of one or more of the following: the construction of a new facility, the construction of additional classrooms to an existing facility, the internal remodel of an existing facility, and/or the reconfiguration of existing schools. The SFD and school district will examine the total acreage of existing sites when exploring the range of cost-effective remedies (W.S. 21-15-117(e)(v)). Capacity-related remedies will be prioritized within the capital construction budget and funded with capital construction funds and/or local funds.



# STATE OF WYOMING

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## SCHOOL FACILITIES DEPARTMENT

Matthew H. Mead  
Governor

Ian Catellier  
Director

July 8, 2011

Senate File 16 (Enrolled Act No. 44) requires the School Facilities Department (Department) to incorporate up-to-date standards for technology readiness, air quality and illumination into a measure for building condition. While the current building condition assessment examines specific components related to these systems, it does so against the original design of the system, and not necessarily against up-to-date standards as required by new law. In addition to the current condition scores, the Department also assesses technology readiness, air quality and illumination utilizing the Department's educational functionality assessment. To comply with new law, the Department proposes incorporating the functionality scores of each of the three additional components into the condition score. This new approach to calculating building condition scores will then include the Department's best available data reflecting up-to-date standards.

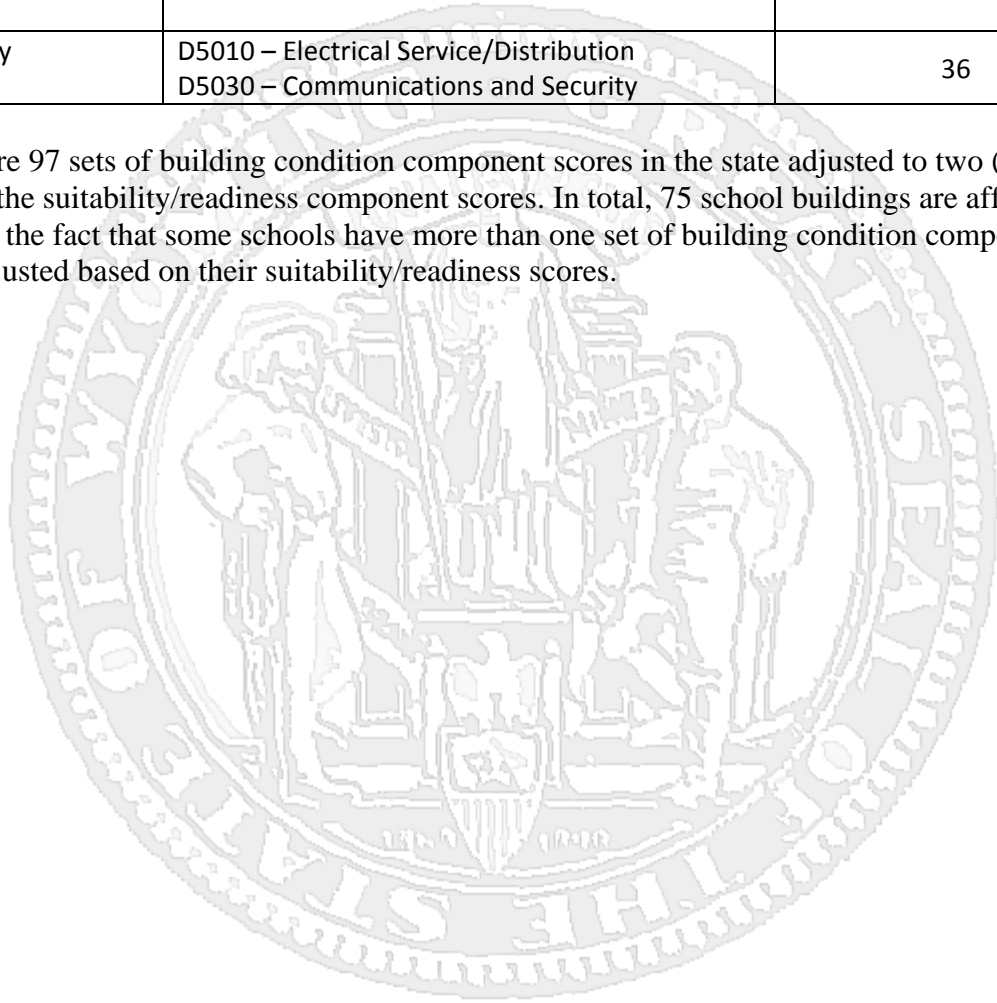
The Department proposes adjusting the current condition score for each of the three systems downward by one (1) point if that component's functionality score fell below the acceptable level for functionality (75%). For example, if a building's average functionality score for illumination was 60%, the corresponding building condition score for illumination would then be adjusted down one point (i.e., a condition score of 3 will be adjusted down to a 2).

In addition, if a system's average functionality score for technology readiness, air quality and illumination is below 50% (indicating the system is essentially failing), the Department proposes adjusting that system's condition score downward to a one (1), regardless of its original condition score. A condition score of one (1) indicates the system needs immediate attention by the school district and the Department.

This approach allows for immediate incorporation of the best data currently available to the Department. Application of existing data in this manner meets the intent of the new law. The Department will further refine the facility condition assessment process through development of rules and regulations.

<b>Suitability/Readiness Component</b>	<b>Building Condition Components</b>	<b># Schools w/Changed Building Condition Components to 2 or Less*</b>
Lighting	D5020 – Lighting & Branch Wiring	8
HVAC	D3020 – Heat Generating Systems D3030 – Cooling Generating Systems D3040 – Distribution System D3050 – Terminal & Package Units D3060 – Controls & Instrumentation	53
Technology	D5010 – Electrical Service/Distribution D5030 – Communications and Security	36

\* There are 97 sets of building condition component scores in the state adjusted to two (2) or less based on the suitability/readiness component scores. In total, 75 school buildings are affected reflecting the fact that some schools have more than one set of building condition component scores adjusted based on their suitability/readiness scores.



School Facilities Department  
16:1 Student teacher Ratio Report

DATE OF CONFER.	DISTRICT	CLASSROOMS NEEDED (as reported by Districts)	TEACHERS NEEDED	COMMENTS (K-3 enrollment is based on Oct. 2010 count)
6/2/2011	Albany #1		10	District reported they will be at 16:1 ratio for 2011-2012, but will add 10 teachers for 2011-2012 to meet ratio.
6/7/2011	Big Horn #1			District reported they are at 16.3:1 ratio.
6/7/2011	Big Horn #2			District reported they are at 16.4:1 ratio, but includes one (1) federally funded teacher. District will use general funds in 2011-2012 to fund teacher.
7/1/2011	Big Horn #3		1	District reported they are at 17.87:1 ratio, will add one (1) teacher for 2011-2012.
6/27/2011	Big Horn #4			District reported they are at 16:1 ratio.
6/16/2011	Campbell #1		2	District reported they are at 18.99 ratio, but includes four (4) federally funded teachers. District will add two (2) teachers for 2011-2012 and will change the funding source for four (4) teachers from federally funded to general fund. A new elementary school will open in the Fall of 2012 and will help with space. Will request a waiver for 2011-2012.
6/3/2011	Carbon #1			District reported they are at 18.19 ratio, will work with WDE to come up with a plan to meet required ratio.
5/12/2011	Carbon #2			District reported they meet 16:1 ratio.
6/1/2011	Converse #1		2	District reported they are at 16.91 ratio, will add two (2) teachers for 2011-2012.
6/1/2011	Converse #2			District reported they are at 17.17:1 ratio, district will request a waiver for 2011-2012. The need is for more classrooms.
5/25/2011	Crook #1		1	District reported they will be at 16:1 ratio after hiring one (1) teacher for 2011-2012.
4/26/2011	Fremont #1			District reported they are at 19:1 ratio, will ask for a waiver for 2011-12.
6/6/2011	Fremont #2			District reported they are at 16:1 ratio.
5/4/2011	Fremont #6		1	District reported they are at 16.8:1 ratio, will add one (1) teacher in 2011-2012.
5/16/2011	Fremont #14		1	District reported they are at 17.67:1 ratio, district will add one (1) teacher for 2011-2012.
5/17/2011	Fremont #21			District reported they are currently at 14.5:1 ratio, but includes two (2) federally funded teachers. District will use general funds in 2011-2012 to fund the two (2) teachers.

School Facilities Department  
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5/17/2011	Fremont #24		1	District reported they are currently at 18:1 ratio, but includes one (1) federally funded teacher. District will add one (1) teacher for 2011-2012 and will change funding source for one (1) teacher from federally funded to general fund.
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School Facilities Department  
16:1 Student teacher Ratio Report

DATE OF CONFER.	DISTRICT	CLASSROOMS NEEDED (as reported by Districts)	TEACHERS NEEDED	COMMENTS (K-3 enrollment is based on Oct. 2010 count)
5/18/2011	Fremont #25			District reported they are currently at 24.2:1. District will request a waiver for 2011-2012.
5/18/2011	Fremont #38			District reported they are at 17.7:1 ratio. District reported, "WE HAVE MOVED STAFF AROUND AND SHOULD BE AROUND 15:1 RATIO".
4/19/2011	Goshen #1			District reported they meet 16:1 ratio.
6/9/2011	Hot Springs #1			District reported they are at 15.82:1 ratio.
5/31/2011	Johnson #1			District report they are at 16.65:1 ratio, will request a waiver for 2011-2012 due to limited classrooms. New Elementary will be in design soon and should provide additional space after being built.
6/10/2011	Laramie #1			District reported they are at 22.33:1 ratio, will submit a plan and request a waiver for 2011-2012.
4/18/2011	Laramie #2			District reported they meet 16:1 ratio.
5/16/2011	Lincoln #1		2	District reported they meet 16:1 ratio, but includes two (2) federally funded teachers. District will use general funds in 2011-2012 to fund the two (2) teachers. District is working with Roger Clark at WDE on a plan.
4/12/2011	Lincoln #2	8		District reported they are at 20.56:1 ratio, will ask for a waiver for 2011-2012
5/11/2011	Natrona #1			District reported they are at 17:1 ratio, a waiver will be requested for 2011-12.
6/9/2011	Niobrara #1			District reported they are at 13:1 ratio, ratio does not include virtual students or teachers.
5/9/2011	Park #1			District reported they are at 18.56:1 ratio, will add one (1) teacher in 2011-12 and address ratio as necessary. Did not count a small rural school (49 students or less) in district ratio.
5/24/2011	Park #6			District reported they are at 17.74:1 ratio, will request a waiver for 2011-2012 due to inadequate space available for additional teachers.
6/21/2011	Park #16			District reported they are at 16:1 ratio.
5/9/2011	Platte #1			District reported they meet 16:1 ratio
5/10/2011	Platte #2			District reported they meet 16:1 ratio
6/29/2011	Sheridan #1			District reported they are at 15.94:1 ratio.
4/19/2011	Sheridan #2			District reported they are at 17:1 ratio, will ask for waiver-2011-12.
6/14/2011	Sheridan #3			District reported they are currently meeting the 16:1 ratio.
6/14/2011	Sublette #1		4	District reported they are at 21:1 ratio, will add four (4) teachers for 2011-2012 which will put them at 16.85:1 ratio. Will work with WDE.

School Facilities Department  
16:1 Student teacher Ratio Report

DATE OF CONFER.	DISTRICT	CLASSROOMS NEEDED (as reported by Districts)	TEACHERS NEEDED	COMMENTS (K-3 enrollment is based on Oct. 2010 count)
6/29/2011	Sublette #9			District reported they are at 15.1:1 ratio. District will also change one (1) federally funded teacher to general fund.
5/5/2011	Sweetwater #1		28	District reported they are at 21:1 ratio, Will phase 28 new teachers in over three years, will ask for waivers for 2011-12, 2012-13, and 2013-14.
4/13/2011	Sweetwater #2		9	District reported they are at 19:1 ratio. District will add nine (9) new teachers for 2011-2012.
5/10/2011	Teton #1		2	District reported they are at 16.8:1 ratio, will add two (2) new teachers in 2011-12 and as needed.
5/3/2011	Uinta #1	4		District reported they are at 18:1 ratio, new 5-6 facility is in planning and should address any need for additional rooms.
5/2/2011	Uinta #4	2		District reported they meet 16:1 ratio.
5/3/2011	Uinta #6	4	3	District reported they are at 20:1 ratio, will add three (3) teachers in 2011-12.
6/20/2011	Washakie #1	4	1	District reported they will be at 18.38 ratio, will add one (1) teacher in 2011-2012. District will ask for a waiver for 2011-2012 and work on a plan.
6/21/2011	Waskakie #2			District reported they meet 16:1 ratio.
6/28/2011	Weston #1		1	District reported they are at 15.7:1 ratio. This includes adding one (1) teacher and changing one (1) teacher from grant funded to general fund for the 2011-2012 school year.
6/28/2011	Weston #7			District reported they are at 19.25:1 ratio. District will request a waiver for 2011-2012.

## Enrollment Projections, Building Size

- Enrollment projection calculations are currently done using a tool which is based upon mathematical patterns and is known as the cohort survival method. The SFD uses two methods which look at the most recent 5 years and 20 years of actual enrollment information when calculating the cohort survival of a district. Because most districts in Wyoming have shown growth in the last 5 years and both growth and declines in student populations over the last 20 year period both methods are used to guide discussions with districts. Because there is not an incoming class for kindergarten a linear regression model is applied to project future enrollment. The SFD uses the “FORECAST” function provided in Excel to make this calculation. Further documentation and an example of the enrollment projection process is explained in the 2011 Annual Report document, Population Trends tab, pages 7 and 8.
- We currently use the SFD guideline calculator to determine the gross square footage of new educational buildings. The square footage calculator was developed by Rich Seder, a consultant to the SFD and is based on the configuration of a school and projected population of the school using the cohort survival methodology or best information available. Please refer to the 2011 Annual Report, Project Cost Estimating tab, page 73.
- VE and Design Process: The SFD believes that there is opportunity to enhance the process of developing educational specifications, ensuring adherence to the SFD adequacy standards, developing a schematic design, and conducting a value engineering analysis of the project all as required by W.S. 21-15-118, in working toward identifying the most cost effective remedy. The SFD will be considering ways to utilize management processes and allocating and directing resources with the goal of achieving a more unified effort throughout the design and construction process.
- Corridor Widths: It is the opinion of the SFD that the process of developing a schematic design (programming, verification, and design) has not resulted in the reduction of corridor widths. The minimum requirements for a building’s egress system (corridors, stairways, doorways, etc.) is determined by the Architect, based on building code requirements. Building codes require a determination of the number of people (occupant load) in the various spaces in a building that may be traveling egress paths via stairs, aisles and access doors to a corridor, that may connect to other corridors, and which will eventually lead to an exit. Along that path, as the number of people increase, the width of corridors and doors will typically get wider. The building codes prescribe the design method to determine egress routes in the event of emergency. In addition and typically, corridor width may be increased beyond minimum code requirements to accommodate building design criteria developed with the input of the school district:
  1. In the event where fixed items such as lockers are located on one or both sides of a corridor the code required width must be maintained. Therefore the corridor must be made wider to accommodate the fixed items.

2. Functionally acceptable corridor width must be established by the Architect and school district staff based on the intended programmatic use and student circulation patterns planned for the building. Typically school staff is highly aware of the need to have adequately sized corridors since they have firsthand knowledge of circulation problems if they do not. In conjunction with lockers, space should be provided for students standing in front of their lockers. Main corridors and corridors serving spaces such as cafeterias, gymnasiums, auditoriums etc. must be sized to accommodate the increased student passage to those spaces.

A combined effect of the aforementioned design criteria could result in a corridor that is double or more in width than what building codes may require.

- Common/Core Space: The SFD recognizes that the process of reviewing statutory requirements with the districts needs to be an ongoing process. Further the need for policy and standards based decision making processes are necessary to assure that facilities designs support the adequacy standards. The adequacy standards should then define the space allocations for commons and all other spaces. Recognizing that common and core spaces such as lunch rooms, auditoriums, corridors, gymnasiums, media centers, kitchens and utilities, etc. may be difficult, costly, or untimely to expand at a future date; future adequacy standards may be considered to direct that such spaces may be enlarged or otherwise designed for expansion to take into consideration projected near term needs, subject to SFD planning guidelines. Limitations on expenditures for this approach could be established as a maximum percentage based on the overall project budget.
- Determining when to replace rather than renovate is a challenging process individual to each building. Our current Facilities Condition Model suggests that when a buildings deferred maintenance is over 40% of the cost of replacing the major components of the building replacement is the best option. The problem with this theory is it does not take into account suitability, capacity or what exact components require deferred maintenance and are driving the deferred maintenance. Buildings will be evaluated on a individual basis to determine the most cost effective remedy per W.S. 21-15-117.
- Buildings constructed under the current guidelines for enrollment and square footage using 2010 enrollments are at an average of 72% capacity. The current square footage guidelines were adopted in 2008 and enrollment projections in 2010. Since inception the SFD has constructed approximately 4 million square feet of building space. Under our current major maintenance formula the state would only fund 2.9 million square feet of this space. Rightsizing buildings is critical as the impact on districts with excess square footage dilutes Major Maintenance funding resulting in increased deferred maintenance across the state. See Attachment 4.

Information related to the question, "Are we building schools that will address enrollment needs?"

District	Grade Configuration	Calculator Term for Configuration	School Name	Year Built (Opened)	Gross Sq Ftage	District Provided Enhanced SF for School	Gross SF less Enhanced SF	Estimated Enrollment for the SF using the current SFD calculators	2010 Enrollment	% Oct 2010 enrollment of estimated design enrollment
BIG01	P-5	elementary	Rocky Mountain Elementary	2005	37,034	0	37,034	234	196	84%
BIG01	6-12	6-12	Rocky Mountain HS (6-12)	2010	78,175	7,066	71,109	237	209	88%
BIG03	K-5	elementary	Greybull Elementary	2007	37,054	0	37,054	234	209	89%
CAM01	P-6	elementary	Hillcrest ES	2009	68,620	2,500	66,120	499	419	84%
CAM01	P-7	elementary	Prairie Wind (Replaced	2010	68,414	2,500	65,914	498	412	83%
CAM01	K-8	elementary	Recluse ES/MS	2007	17,509	0	17,509	51	31	61%
CAR02	K-6	elementary	Elk Mountain ES	2009	8,862	0	8,862	45	21	47%
CAR02	K-6	elementary	Medicine Bow K-6	2009	8,862	0	8,862	45	23	51%
CON02	K-4	elementary	New Grant ES	2008	44,289	0	44,289	297	255	86%
FRE06	P-5	elementary	Wind River ES	2008	55,162	9,000	46,162	315	163	52%
FRE25	K-5	elementary	New Aspen Park ES	2009	56,650	0	56,650	418	310	74%
FRE25	6-8	middle	Riverton Middle School (6-8)	2002	116,169	0	116,169	785	594	76%
FRE38	K-8	k-8	Arapahoe ES/MS	2010	71,472	5,473	65,999	320	326	102%
GOS01	K-2	elementary	Lincoln ES (Goshen)	2006	44,070	0	44,070	295	259	88%
GOS01	6-8	middle	Torrington MS (6-8)	2008	68,800	0	68,800	354	291	82%
HOT01	9-12	high	Hot Springs County HS (9-12)	2006	121,070	0	121,070	592	219	37%
JOH01	9-12	high	Buffalo HS (9-12)	2006	118,633	0	118,633	574	352	61%
JOH01	6-8	middle	Clear Creek MS	2007	68,401	0	68,401	349	245	70%
JOH01	K-12	k-12	Kaycee K-12	2005	64,370	0	64,370	211	151	72%
LAR01	K-6	elementary	Baggs ES	2008	49,035	0	49,035	343	322	94%
LAR01	K-6	elementary	Freedom Elementary School	2005	44,561	0	44,561	300	329	110%
LAR01	K-6	elementary	Rossman ES	2009	48,477	0	48,477	337	311	92%
LAR01	K-6	elementary	Saddleridge	2009	48477	0	48,477	337	302	90%
LAR01	9-12	high	South High School	2010	241,079	17,000	224,079	1,336	527	39%
LAR01	K-6	elementary	Sunrise	2007	48,472	0	48,472	337	355	105%
LAR01	8-12	alt high	Triumph HS (8-12)	2008	66,552	0	66,552	350	226	65%
LAR02	K-6	elementary	Burns ES	2010	53,000	0	53,000	382	195	51%
LIN02	4-6	elementary	Etna ES	2009	45,289	0	45,289	297	250	84%
LIN02	K-3	elementary	Thane ES	2009	55,526	0	55,526	407	336	83%
NAT01	6-9	middle	C Y Middle School	2010	117,500	697	116,803	788	721	91%
NAT01	K-5	elementary	Cottonwood	2009	60,718	0	60,718	459	309	67%
NAT01	K-6	elementary	Fort Caspar ES	2006	63,140	0	63,140	477	444	93%
NAT01	6-8	middle	Frontier Middle School	New plus	105,125	0	105,125	703	171	24%
NAT01	K-8	k-8	Poison Spider ES_MS	2009	60,776	0	60,776	297	223	75%
NAT01	K-5	elementary	Summit ES	2010	55,700	0	55,700	409	146	36%
PAR01	9-12	high	Powell HS (9-12)	2007	137,686	22,010	115,676	552	457	83%
PAR01	K-5	elementary	Southside ES (Park)	2008	49,800	0	49,800	350	334	95%
PAR06	K-5	elementary	Sunset	2010	57,800	5,974	51,826	370	306	83%
PLA01	6-8	middle	Wheatland MS	2002	79,848	0	79,848	465	228	49%
SHE01	6-12	6-12	Big Horn School (6-12)	2010	110,460	0	110,460	423	255	60%
SHE01	9-12	high	Tongue River HS (9-12)	2009	73,622	0	73,622	264	152	58%
SHE02	K-5	elementary	Highland Park ES (K-5)	2006	49,890	0	49,890	351	321	91%
SHE02	8-9	middle	Sheridan Jr HS	2005	147,178	0	147,178	992	681	69%
SHE02	K-5	elementary	Woodland Park ES	2009	54,700	0	54,700	399	282	71%
SHE03	K-6	elementary	Arvada ES	2009	3,400	0	3,400	19	12	63%
SHE03	P-6	elementary	Clearmont ES	2007	10,000	0	10,000	51	41	80%
SUB01	K-5	elementary	Pinedale ES	2010	81,095	5,600	75,495	563	488	87%
SUB09	K-5	elementary	LaBarge ES	2008	24,034	2,500	21,534	120	72	60%
SWE01	K-4	elementary	Sage ES	2009	64,825	0	64,825	490	384	78%
TET01	K-2	elementary	Davy Jackson ES	2009	81,488	8,000	73,488	555	467	84%
TET01	3-5	elementary	John Colter ES	2002	65,000	0	65,000	491	421	86%
TET01	9-12	alt high	Summit HS (9-12)	2004	10,474	0	10,474	49	41	84%
UIN01	K-5	elementary	Clark ES	2007	36,000	0	36,000	255	222	87%
UIN06	6-8	middle	Lyman MS	2009	102,225	25,957	76,268	428	215	50%
WAS01	6-8	middle	Worland Middle School	2004	101,245	18,500	82,745	495	315	64%
WES01	P-5	elementary	Newcastle ES	2002	56,275	0	56,275	415	353	85%
WES01	9-12	high	Newcastle HS	2002	99,365	0	99,365	435	238	55%
WES07	9-12	high	Upton High School	2002	60,500	0	60,500	183	83	45%

Notes

1. Indicates the school was not designed using the current SF calculator. The calculator was adopted in 2008. Schools opened in 2008 or before were "sized" using other processes. Schools opened in 2009 may have been sized using similar concepts that were formally adopted after the design had been undertaken. Some schools "phase" in the enrollment, for example, only 9th and 10th graders were enrolled in LAR01 South High School for the 2010-11 school year so in the 2011-12 school year there will be 9th, 10th, and 11th grade students with 9th through 12th in the 2012-13 school year. Detailed records of the projected student enrollment are not readily available and would take human resources to research the documentation with little to be gained. A reasonable conclusion from the data is that the schools built during the tenure of the SFC are sufficiently large enough for the enrolled populations, but exception, as unusual as they are, do occur. The cost of building facilities for which there is even a lower probability of being too small includes the actual design and construction costs plus the costs of operating and maintaining buildings that are frequently too large.

2. Descriptive Statistics for those schools opened in 2009 or later

Mean	72%
Median	77%
Mode	84%
Range	66%
Minimum	36%
Maximum	102%
Count	26

## **Historic Buildings**

The Wyoming State Historic Preservation Office, (SHPO) in conjunction with the U.S. National Park Service work to separate the ‘old’ from the ‘historic’ when it comes to assessing buildings over 50 years old in Wyoming. The nomination process, to place a building on the, National Register of Historic Places, may be initiated by any citizen by submission of a form to SHPO (see their web site). The determination of schools as to their historic worth is based on many factors including; integrity of location, the age of the building, the architectural significance, the historic era of its design and construction and its association with the growth of education in a community. These are the criteria for inclusion into the National Register of Historic Places of which about 26 (twenty six) Wyoming schools are now listed. Keep in mind the National Register does not restrict the rights of property owners to use, develop, or sell the property. Although placing a property on the National Register neither stops alterations to a building nor requires owners to provide the public access to the property, it can provide the owner with eligibility for certain financial incentives. Being on the Registry also provides honorific recognition of the structure to the public.

There are many folks in the state of Wyoming who share an interest in the preservation of the numerous historical buildings throughout Wyoming. The state supports these efforts through the Wyoming SHPO, located in Cheyenne and private, non-profit organizations such as the Alliance for Historic Wyoming, headquartered in Casper.

The Wyoming State Legislature provided funding in 2008 to develop The Historical Context Study of Schools in Wyoming and its attendant National Register Multiple Property Documentation Form. This is representative of the state’s efforts to financially assist in the work of preservation.

It is difficult to determine exactly how many school buildings still exist in Wyoming; a database of approximately 400 Wyoming schools has been compiled from several sources. A survey of pre-1960 buildings owned the by state’s forty-eight school districts conducted in 2006 was used to update the original database, as was an informal field survey of approximately one hundred pre-1960 school buildings in eighteen counties undertaken by the University of Wyoming American Studies Program between 2005 and 2008. Entries maintained by the Wyoming State Historic Preservation Office were added to the database to bring the total to 407 entries.

It is probable that there are many other historic school buildings across the state that have been closed in years past, which either remain empty, have been adapted to new uses, no longer retain historic integrity or been demolished. The informal survey conducted by the University of Wyoming found that a significant number (approximately 50%) of pre-1960 school buildings have been altered to the point that they have lost their historic integrity.

It is difficult to provide exact statistics on the current status of all historic school buildings in Wyoming. Surveys performed between 2005 and 2008 place the number at approximately 125, pre-1960 schools that are still in use as schools; however, their condition, integrity and future prospects are unknown. Approximately sixty former schools have been adapted for new uses, most as community centers.

Certainly some judgment is subjective; many of these schools have characteristics that warrant careful consideration of their being renovated for continued use as an educational facility or re-purposed for beneficial use in their communities. While the SFD has no explicit policy regarding consideration of historic structures other than remodeling as necessary, as the SFD evaluates remediation of historic schools, the total cost of ownership and the extra cost of restoration are considerations that must be weighed in the decision-making process as these schools are presented for renewal due to condition.

Due to many historically significant buildings being demolished over the years, public awareness has been heightened in an effort to have consideration given to the historic value of Wyoming’s older structures and better decision-making applied in the identification, evaluation, and management of Wyoming’s heritage resources. These judgments’, about these facilities, ought to be made as regards to the cost to restore and re-purpose before they are demolished.

The following is the current, known list of Wyoming schools on the NRHP:

<b>County</b>	<b>Listed on National Register</b>	<b>Listed in a National Register District</b>
Albany	East Side School	
Albany	Lincoln School	
Albany	Iverson Hall Girls School	
Albany		Cathedral School for Boys (Sherwood Hall)
Big Horn	Lower Shell School	
Big Horn		Big Horn Academy and Cowley Gym
Carbon		Sinclair Elementary School
Crook	Sundance School (Old Stoney)	
Fremont		Fort Washakie Fort School
Fremont	St. Michael's Mission	
Fremont	Shoshone Episcopal Mission	
Fremont	Delfelder School	
Fremont		1970 South Pass Historical Site School (now archeological site)
Laramie	Park Addition/Chaplin School	
Laramie	Corlett Elementary School	
Laramie	Deming/Miller Elementary School	
Laramie	Hebard Elementary School	
Laramie	Cheyenne High School/Central High	
Laramie	Storey Gymnasium	

Laramie Mabel Fincher (Triumph High School)  
Laramie Old Pine Bluffs High School  
Laramie Lulu McCormick Junior High  
Laramie Churchill Elementary School  
Laramie Johnson Junior High  
Natrona Natrona County High School  
Natrona Roosevelt High School  
Park Pioneer School  
Park Ralston Community Clubhouse  
Sublette Daniel School House  
Sweetwater Reliance High School  
Teton Teton Science School  
Uinta

Fort Bridger's Carter School House

## Major Maintenance

- *Major Maintenance:* Funds are distributed yearly to each district in July based on a formula driven by Gross/Allowable building sq footage and structured phase funding for newer buildings according to W.S. 21-15-109. New buildings are phased into full funding over a 7 year period.

*Component Funding:* Not all districts have the funding to replace or repair major components when needed. Component funding is used to assist districts that do not receive a sufficient amount of Major Maintenance funds in a year to replace or repair costly systems. This funding is carved out of Capital funding and is not driven by the Needs Index or Capacity list but by financial need.

*Capital Funding:* Capital Funding is driven by the Needs Index and/or the Capacity list and results in a building “replacement or renovation increasing the value of the school building or facility by improving the functioning of the building or facility or the capacity of the building or facility, or both”, in accordance with W.S. 21-15-111.

- Districts are required to report to the School Facilities Commission, on an annual basis, their expenditures from Major Maintenance which we refer to as a District 680 form per W.S. 21-15-109. The annual 680 is reported through our facilities management database AIM and reports expenditures on a building and component basis. Please refer to the 2011 Annual Report, Financial Report tab, page 32.
- The SFD is requesting an increase of \$19,231,513 in Major Maintenance funding which is primarily due to new buildings that have been built by the SFD phasing into our major maintenance calculation meeting their full formula allowance. The current budget request should provide full funding of Major Maintenance in both years of the 13/14 biennium.
- The SFD is reducing the amount requested for Component funding, which addresses district component projects, in the 13-14 biennium. This reduction recognizes the original intent of Component funding and takes into account Major Maintenance available balances. We are currently developing a methodology and criteria to evaluate districts in need of this funding and prioritization of component projects.

## **Adequacy Standards, Condition Assessment**

Wyoming State Statute 21-15-115, (c)

(c) The commission shall not less than once every four (4) years, review and evaluate the building and facility adequacy standards established under subsection (a) of this section. Review and evaluation of the standards shall include the identification of local enhancements to buildings and facilities during this review and evaluation period, and based upon criteria and procedures developed by the commission, a determination as to whether and how any local enhancements should be incorporated into the statewide standards.

The SFD is charged to complete this adequacy review every four years. This assessment will be due in the coming year. The SFD will need to develop a plan to accomplish this goal. The SFD will work in cooperation with the districts to complete this task.

The SFD will also need to perform a new condition assessment of educational facilities across the state. This is a large task. In the past consultants were used to perform a large part of this work due to the scope size and time constraints to complete this work. The SFD proposes to work out a plan in cooperation with the districts and their facility managers along with SFD staff to gather the data needed for this assessment.

We feel this arrangement can be advantageous for both the SFD and the districts by having the individuals who know their facilities the best provide information and then the SFD can follow up with a more in-depth review of conditions noted as a possible higher concern. The SFD will develop a template for this assessment and verify along with the districts the assessment findings.

One of the goals of this assessment will be how can we best determine which assets should be remedied with the use of major maintenance funds or capitol funds and which assets should be scheduled for replacement due to the age or quality of the facilities' construction.

## Facility Planning

- The current year facility planning process took place in May through early July of 2011. Districts received facility plan training in January and February of 2011 on building their plans in the AIM facilities management database in accordance with 21-15-116. All 48 districts were required to enter their information in AIM related to planned Major Maintenance projects and requested Capital projects along with the other information which was district or SFD provided to meet 21-15-116. Each of the 48 district facility plans is currently in AIM and available for public viewing.
- We are currently working with consultants on improving our Capacity, Condition, and Projection tools as required in SF0016. This will provide districts with a clearer facilities vision to create meaningful and more detailed facility plans in the future. Stabilization of the Needs Index and identifying buildings which will be renovated or replaced as they work their way up the list is necessary for the creation of accurate facility plans and developing the most cost effective remedies for capital construction monies.
- For the most cost effective deployment of district major maintenance and capital funding, early identification of renovation or replacement of buildings is critical to building accurate facility plans and being good stewards of state funding. Currently the SFD begins looking at the remedy of a building when it ranks high enough on the Needs Index for Capital funding or a self identified capacity issue exists. Early planning and identification of components that are driving the building up the list and accurate student projections can be remediated in some instances with major maintenance or component capital funding not requiring complete replacement. We are currently discussing methodology for determining renovation versus replacement as most of the obvious (replacement buildings) have been remedied.

## **Agency audit findings and close out audits**

### Consultant costs and Value Engineering services

The services listed here are under review and will be modified as the SFD moves forward. As organizational changes are implemented we will be improving the process of development and approval of schematic design documents with district staff. We will continue to use the VE services for the 10% and 35% reviews until staff expertise and workloads can be examined. SFD staff will be responsible for confirming that VE recommendations have been incorporated into the project along with the 60% and 90% reviews. The actual process of the 10% and 35% review will also be changed by distributing documents to all parties electronically for review and the formal review will be via tele-conference. This approach will expedite the turnaround times and eliminate travel expenses whenever possible. We have pro-rated 2 years of the current contract cost into the 13/14 budget and will reassess this cost and service prior to the 15/16 budget.

The SFD is charged to assess facility conditions every two years. We currently have some monies obligated to Facility Engineering Associates, we will use their resources where needed but we will need to develop a plan to assess facility conditions in the coming year. The reversions shown (spread sheet follows this narrative) can be put toward this effort.

Engineering contracts currently called “task orders” will be used to their completion and then replaced by “as needed contracts”. The “as needed contracts” will be advertised statewide, firms will submit qualifications and hourly rates for a fee basis. These firms will then be used in an equitable manner across the state.

### Audit Findings

The following information is a portion of our internal review. This contains a lot of information to be presented here but we need to take these issues seriously and assure the findings are fully implemented. Much of this work is now underway but will then be finally confirmed by RSM McGladrey.

Review of audit findings and resolutions yet to be implemented:

#### ***RSM McGladrey Audit 2009***

1. *“Information in project files was difficult to find due to an unorganized filing system.”* This process has been modified but work is not yet complete.
2. *“Additional staff should have comprehensive training on the AiM (Asset intelligent Management) database.”* The staff back-up for comprehensive operation of this system is not complete.

3. *“Standardized wording of contracts, approval by Attorney General”*. The review of the contracts by the Attorney General’s office is now underway due to my review of the contract language. Crucial items were not included, such as Sovereign Immunity. Another area of concern is that the current language was developed by “inviting “the architects and contractors to participate in developing the contract language. The result of this is language is a benefit to the architect and contractor rather than the owner.
4. *“Remediation selection does not consistently evaluate all possible alternatives.”* Recent updates of legislative language state that the most cost effective remedy shall be provided. The SFC will need to develop rules and guidelines to assure this process is clearly defined, verifiable and implemented.
5. *“SFC building and technology guidelines and standards need continual development.”* These standards are not yet well defined and need to be completed.
6. *“Provide meaningful reporting to the legislature, stakeholders in a timely and transparent manner.”* This process has been improved but refinement is still needed. We are currently working with LSO to accomplish the desired reports. The AiM database has provided a much-needed location for all data to be compiled, fulfilling a recommendation of this audit. We are working to develop financial reporting directly from the AiM system that will meet all requirements of the LSO and Select Committee. When completed, the manual entering of information will be eliminated, decreasing the chance of error.
7. *“The SFC lacks clearly defined individual responsibilities and authorities.”* This information is not yet clearly defined. During the upcoming transition to the School Facilities Department, as outlined by SF0110, individual responsibilities and authority will be defined in the new rules.
8. *“The SFC does not have a formal records management system.”* The AiM database was implemented to manage electronic records pertaining to facility scoring, assessment data, project prioritization, and project funding allocation, and has back up redundancy stored off site. We will be installing our own server in the very near future to allow independent back up within our control.
9. *“The SFC should identify key performance indicators.”* This process has not been implemented.
10. *“SFC should create a communication plan, which designates when the SFC constituents receive updates, information and define the format.”* This work is not in place.
11. *“Skills of the SFC staff need evaluation on a routine basis.”* This item needs definition and implementation.

### **State of Wyoming Audit**

1. *SFC should continue to work toward full implementation of AiM ...along with an interface to the Wolfs system.* An update of the AiM system is scheduled for this fall. We will continue to pursue the Wolfs interface.
2. *SFC should implement closeout audits.* SF0110 makes provisions for this work and it will be implemented upon the closeout of our next large project.
3. *Provide detailed meeting minutes.* Efforts to improve details from Commission meetings are on-going.
4. *Cross train staff to maintain operation of critical systems.* This work is not in place.

5. *Educate school districts on the role of the SFC and the financing of schools, and define relationships with districts.* The rules and guidelines for use of funds need to be more clearly defined, with clear instruction provided from SFC staff on the proper use of funds, especially use of contingency, or any remaining funds on a project.

#### Close out Audits

SF 0110 provides the use of a third party audit to conduct this work. The SFD will utilize this resource to confirm change order and contract close out along with contractor compliance to SF 0144 and the preference laws.

<b>Suitability Contracts</b>	<b>Total Costs</b>	<b>Dates Paid</b>	<b>Contract Balance</b>
<b>*CHERYL C QUINLAN</b>	\$135,594.45	5/7/09 - 12/15/10	\$13,433.36
DENNIS WILSON	\$131,093.30	5/11/09 - 8/2/10	\$0.00
MARIE M CAMPBELL	\$117,991.36	5/7/09 - 10/26/10	\$0.00
<b>*RONALD H HINZ</b>	\$114,681.15	5/7/09 - 12/1/10	\$26,102.64
VICKI L COX	\$14,130.20	5/7/09 - 6/15/2009	\$0.00
<b>**TROY B DECKER</b>	\$254,834.51	5/7/2009 - 12/31/11	\$97,455.49
<b><u>\$768,324.97</u></b>			

\* These contract balances are going to be reverted.

\*\*This includes current \$150,000 contract (01/1/11 - 12/31/11). Monthly average \$12,500.

<b>Assessment Contract</b>	<b>Total Cost</b>	<b>Dates Paid</b>	<b>Contract Balance</b>
MGT Contract	\$2,208,118.78	10/22/02 - 08/13/07	\$0.00

**Building Assessments & Staff**

<b>Training Contract</b>	<b>Spent to Date</b>	<b>Dates Paid</b>	<b>Contract Balance</b>
FEA	\$382,751.39	08/17/06 - 04/17/11	\$20,249.15

<b>Value Engineering Contract</b>	<b>Spent to Date</b>	<b>Dates Paid</b>	<b>Contract Balance</b>
Coleman & JUB	\$4,191,130.66	10/21/04 - 03/24/11	\$724,994.48

<b>Engineering Contract</b>	<b>Spent to Date</b>	<b>Dates Paid</b>	<b>Contract Balance</b>
AVI	\$1,634,787.18	08/03/06 - 04/07/11	\$207,268.71

School Facilities Department  
2011 Needs List - Annual Report

Needs Index	District	Building Description	AiM #	Condition Score	Grade Configuration
1	CAR02	Hanna ES	0402-004-0100	0.5489	K - 6
2	SHE02	Story ES	1702-005-0100	0.5061	K - 5
3	NAT01	North Casper ES	1301-015-0100	0.4535	K - 5
4	SWE01	Independence HS	1901-005-0100	0.3948	9 - 12
5	NAT01	Kelly Walsh HS	1301-036-0100	0.3908	9 - 12
6	CAM01	Lakeview ES	0301-009-0100	0.3717	K - 6
7	CAR01	Rawlins HS	0401-013-0100	0.3680	9 - 12
8	CAR01	Sinclair ES	0401-010-0100	0.3678	K - 5
9	GOS01	Lingle-Fort Laramie ES	0801-012-0106	0.3620	K - 5
10	FRE02	Dubois HS	0702-003-0100	0.3509	9 - 12
11	FRE01	Pathfinder HS Learning	0701-010-0100	0.3478	9 - 12
12	SWE01	Farson/Eden K-12	1901-017-0100	0.3424	K - 12
13	ALB01	Laramie HS	0101-021-0100	0.3395	10 - 12
14	FRE24	Shoshoni K-12	0724-002-0101	0.3341	K - 12
15	SHE02	Coffeen ES	1702-003-0100	0.3323	K - 5
16	UIN01	Evanston MS	2101-007-0100	0.3258	6 - 8
17	FRE14	Wyoming Indian ES	0714-001-0100	0.3124	K - 5
18	NAT01	Midwest K-12	1301-037-0100	0.3116	K - 12
19	NAT01	Natrona County HS Ma	1301-038-0100	0.3039	9 - 12
20	GOS01	LaGrange School	0801-004-0100	0.3009	K - 6
21	LAR01	Carey JHS	1101-029-0100	0.2929	7 - 9
22	LAR01	Hebard ES	1101-017-0100	0.2880	K - 6
23	SWE01	Desert K-8	1901-002-0100	0.2850	K - 8
24	PLA01	Glendo K-12	1601-008-0100	0.2778	K - 12
25	NAT01	Roosevelt HS	1301-039-0100	0.2757	7 - 12
26	NAT01	Pineview ES	1301-018-0100	0.2753	K - 6
27	SUB09	Big Piney MS	1809-004-0100	0.2740	6 - 8
28	LAR01	Deming ES	1101-012-0100	0.2734	K - 3
29	LAR01	Dildine ES	1101-013-0100	0.2670	K - 6
30	FRE01	Starrett Jr HS	0701-008-0100	0.2623	7 - 8
31	SWE01	Lincoln ES Annex	1901-004-0100	0.2598	5 - 6
32	NAT01	Evansville ES	1301-004-0100	0.2578	K - 5
33	NAT01	Woods Learning Cente	1301-028-0100	0.2560	K - 8
34	NAT01	Mills ES	1301-013-0100	0.2526	K - 5
35	LIN02	Star Valley MS	1202-008-0100	0.2525	7 - 8
36	CAM01	Westwood HS Main Blc	0301-024-0100	0.2465	9 - 12
37	FRE14	Wyoming Indian MS M	0714-002-0100	0.2448	6 - 8
38	FRE01	North ES	0701-004-0100	0.2440	K - 6
39	CAR02	Saratoga ES	0402-008-0100	0.2435	K - 6
40	SWE01	Westridge ES	1901-014-0100	0.2424	K - 4
41	SHE02	Sagebrush ES	1702-008-0100	0.2359	K - 5
42	LAR01	Davis ES	1101-011-0100	0.2348	K - 6
43	LAR01	Cole ES	1101-009-0100	0.2342	K - 6
44	WAS02	Ten Sleep K-12	2202-001-0100	0.2334	K - 12
45	LAR01	McCormick JHS	1101-031-0100	0.2322	7 - 9
46	CAM01	Campbell County HS (N	0301-023-0100	0.2294	10 - 12
47	CAM01	Twin Spruce JR HS Pari	0301-019-0101	0.2286	7 - 9
48	GOS01	Southeast K-12	0801-011-0100	0.2259	K - 12
49	FRE25	Riverton HS Alternative	0725-007-0102	0.2248	9 - 12
50	CAR01	Mountain View ES	0401-008-0100	0.2229	K - 5

School Facilities Department  
Needs List 2011 vs 2010 Top 50 from the 2011 Annual Report

District	Building Description	AiM #	Needs Index 2011	Needs Index 2010
CAR02	Hanna ES	0402-004-0100	1	2
SHE02	Story ES	1702-005-0100	2	3
NAT01	North Casper ES	1301-015-0100	3	4
SWE01	Independence HS	1901-005-0100	4	15
NAT01	Kelly Walsh HS	1301-036-0100	5	255
CAM01	Lakeview ES	0301-009-0100	6	25
CAR01	Rawlins HS	0401-013-0100	7	14
CAR01	Sinclair ES	0401-010-0100	8	27
GOS01	Lingle-Fort Laramie ES	0801-012-0106	9	17
FRE02	Dubois HS	0702-003-0100	10	12
FRE01	Pathfinder HS Learning Center	0701-010-0100	11	33
SWE01	Farson/Eden K-12	1901-017-0100	12	20
ALB01	Laramie HS	0101-021-0100	13	22
FRE24	Shoshoni K-12	0724-002-0101	14	28
SHE02	Coffeen ES	1702-003-0100	15	29
UIN01	Evanston MS	2101-007-0100	16	6
FRE14	Wyoming Indian ES	0714-001-0100	17	26
NAT01	Midwest K-12	1301-037-0100	18	31
NAT01	Natrona County HS Main Bldg	1301-038-0100	19	255
GOS01	LaGrange School	0801-004-0100	20	46
LAR01	Carey JHS	1101-029-0100	21	19
LAR01	Hebard ES	1101-017-0100	22	88
SWE01	Desert K-8	1901-002-0100	23	50
PLA01	Glendo K-12	1601-008-0100	24	30
NAT01	Roosevelt HS	1301-039-0100	25	255
NAT01	Pineview ES	1301-018-0100	26	21
SUB09	Big Piney MS	1809-004-0100	27	43
LAR01	Deming ES	1101-012-0100	28	40
LAR01	Dildine ES	1101-013-0100	29	34
FRE01	Starrett Jr HS	0701-008-0100	30	41
SWE01	Lincoln ES Annex	1901-004-0100	31	91
NAT01	Evansville ES	1301-004-0100	32	24
NAT01	Woods Learning Center	1301-028-0100	33	32
NAT01	Mills ES	1301-013-0100	34	39
LIN02	Star Valley MS	1202-008-0100	35	48
CAM01	Westwood HS Main Bldg	0301-024-0100	36	62
FRE14	Wyoming Indian MS Main Bldg	0714-002-0100	37	67
FRE01	North ES	0701-004-0100	38	255
CAR02	Saratoga ES	0402-008-0100	39	56
SWE01	Westridge ES	1901-014-0100	40	64
SHE02	Sagebrush ES	1702-008-0100	41	53
LAR01	Davis ES	1101-011-0100	42	23
LAR01	Cole ES	1101-009-0100	43	58
WAS02	Ten Sleep K-12	2202-001-0100	44	42
LAR01	McCormick JHS	1101-031-0100	45	44
CAM01	Campbell County HS (North) Main	0301-023-0100	46	82
CAM01	Twin Spruce JR HS Parish Hall	0301-019-0101	47	120
GOS01	Southeast K-12	0801-011-0100	48	68
FRE25	Riverton HS Alternative School	0725-007-0102	49	81
CAR01	Mountain View ES	0401-008-0100	50	255

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Needs List 2011 vs 2009 Top 50 from the 2011 Annual Report

District	Building Description	AiM #	Needs Index 2011	Needs Index 2009
CAR02	Hanna ES	0402-004-0100	1	17
SHE02	Story ES	1702-005-0100	2	13
NAT01	North Casper ES	1301-015-0100	3	31
SWE01	Independence HS	1901-005-0100	4	52
NAT01	Kelly Walsh HS	1301-036-0100	5	25
CAM01	Lakeview ES	0301-009-0100	6	39
CAR01	Rawlins HS	0401-013-0100	7	55
CAR01	Sinclair ES	0401-010-0100	8	32
GOS01	Lingle-Fort Laramie ES	0801-012-0106	9	64
FRE02	Dubois HS	0702-003-0100	10	50
FRE01	Pathfinder HS Learning Center	0701-010-0100	11	38
SWE01	Farson/Eden K-12	1901-017-0100	12	61
ALB01	Laramie HS	0101-021-0100	13	154
FRE24	Shoshoni K-12	0724-002-0101	14	85
SHE02	Coffeen ES	1702-003-0100	15	80
UIN01	Evanston MS	2101-007-0100	16	36
FRE14	Wyoming Indian ES	0714-001-0100	17	37
NAT01	Midwest K-12	1301-037-0100	18	41
NAT01	Natrona County HS Main Bldg	1301-038-0100	19	66
GOS01	LaGrange School	0801-004-0100	20	92
LAR01	Carey JHS	1101-029-0100	21	73
LAR01	Hebard ES	1101-017-0100	22	124
SWE01	Desert K-8	1901-002-0100	23	130
PLA01	Glendo K-12	1601-008-0100	24	76
NAT01	Roosevelt HS	1301-039-0100	25	29
NAT01	Pineview ES	1301-018-0100	26	65
SUB09	Big Piney MS	1809-004-0100	27	95
LAR01	Deming ES	1101-012-0100	28	82
LAR01	Dildine ES	1101-013-0100	29	16
FRE01	Starrett Jr HS	0701-008-0100	30	49
SWE01	Lincoln ES Annex	1901-004-0100	31	142
NAT01	Evansville ES	1301-004-0100	32	63
NAT01	Woods Learning Center	1301-028-0100	33	72
NAT01	Mills ES	1301-013-0100	34	99
LIN02	Star Valley MS	1202-008-0100	35	91
CAM01	Westwood HS Main Bldg	0301-024-0100	36	8
FRE14	Wyoming Indian MS Main Bldg	0714-002-0100	37	118
FRE01	North ES	0701-004-0100	38	44
CAR02	Saratoga ES	0402-008-0100	39	109
SWE01	Westridge ES	1901-014-0100	40	150
SHE02	Sagebrush ES	1702-008-0100	41	107
LAR01	Davis ES	1101-011-0100	42	14
LAR01	Cole ES	1101-009-0100	43	89
WAS02	Ten Sleep K-12	2202-001-0100	44	104
LAR01	McCormick JHS	1101-031-0100	45	78
CAM01	Campbell County HS (North) Main	0301-023-0100	46	205
CAM01	Twin Spruce JR HS Parish Hall	0301-019-0101	47	153
GOS01	Southeast K-12	0801-011-0100	48	48
FRE25	Riverton HS Alternative School	0725-007-0102	49	113
CAR01	Mountain View ES	0401-008-0100	50	87