

Facility Master Plan



CHENEY PUBLIC SCHOOLS

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Thank You!

01.

The Cheney Public Schools administration and staff, as well as the Facility Planning Committee, spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

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TABLE OF CONTENTS

	Page
1.0 INTRODUCTION	
1.1 Community Background.....	1-1
1.2 School District Information.....	1-1
1.3 Purpose of the Study.....	1-1
1.4 Methodology and Plan of Work.....	1-2
1.5 Data Sources.....	1-3
2.0 EDUCATIONAL PROGRAMS	
2.1 Educational Programs.....	2-1
3.0 ENROLLMENT PROJECTIONS	
3.1 Historical Data.....	3-1
3.2 Average Percentage Change.....	3-2
3.3 Linear Regression Model.....	3-4
3.4 Cohort Survival Model (Linear K).....	3-5
3.5 Cohort Survival Model (Natality K).....	3-7
3.6 Student per Household Unit.....	3-9
3.7 Summary.....	3-10
4.0 CAPACITY AND UTILIZATION	
4.1 Capacity Analysis.....	4-1
4.2 Enrollment vs. Capacity.....	4-5
5.0 CONDITION OF FACILITIES	
5.1 Functional Adequacy.....	5-1
5.2 Physical Assessment.....	5-3
6.0 COMMUNITY INPUT	
6.1 Facility Planning Committee.....	6-1
7.0 FACILITY MASTER PLAN	
7.1 Facility Planning Committee Recommendations – Phase One.....	7-1
7.2 Facility Planning Committee Recommendations – Phase Two.....	7-2
7.3 Estimated Timeline and Costs for Committee Recommendations...	7-2
7.4 Related Recommendations.....	7-4

APPENDICES

- Appendix A – School Capacity Tables
- Appendix B – Functional Adequacy Assessments





1.0 Introduction

1.1 Community Background

Cheney Public Schools serves a large area encompassing the cities of Cheney and Airway Heights in Washington State. The area is situated in the eastern area of the state, just west of the Spokane metro area.

The area encompasses or is adjacent to large areas of farmland and timber, Eastern Washington University, Spokane International Airport and Fairchild Airforce Base.

The city of Cheney was incorporated in 1883 and the city of Airway Heights was incorporated in 1955. While Cheney is slightly larger than Airway Heights, the latter is experiencing significant growth and is anticipated to eclipse Cheney as the largest city in the district within a few years.

1.2 School District Information

Cheney Public Schools has approximately 5,200 students living within its boundary. The School Board consists of five members, elected by registered voters in the school district. The Board hires a Superintendent to serve as their chief executive officer. The educational programs are offered in four “categories” of school organizational types: (a) five PK-5 elementary schools, (b) two 6-8 middle school, (c) one 9-12 high school, and (d) alternative programs including Three Springs High School, Open Doors and HomeWorks! delivering personalized learning, on-line, homeschool support and credit recovery programs.

The activities of the district are guided by the Mission Statement:

Cheney Public Schools exists to guarantee a safe and caring environment where ALL students learn at high levels and graduate with options for post-secondary education, careers, and civic engagement.

1.3 Purpose of Study

Preceding this study, Cheney Public Schools was aware of immediate and anticipated long-term growth in the community and the corresponding demand on school facilities. In addition, the district was fully aware that, over time, the physical condition of school buildings decline. The School Board has taken seriously its charge to protect and preserve the school facility assets owned by the community and to ensure that their educational mission is supported by appropriate, cost-effective facilities.

Therefore, the district felt it was important to understand the current condition of its educational facilities. Further, the Board determined that they needed a data-driven plan





to help them map the future of the district and how they might improve educational facilities.

In commissioning this study, the Superintendent had several guidelines:

- The consultants had to provide the District with an independent, third-party, data-driven professional assessment of the conditions of its facilities, both physically and their adequacy educationally.
- The consultants must coordinate their work and report back to the district internal planning team, the School Board, and the community-based Facility Planning Committee.
- The work of the consultants and the committee had to demonstrate how best to improve existing facilities, focusing first on students then on operational challenges, in a priority order determined by the district internal planning team.
- The work of the consultants and the committee had to demonstrate a plan for **effective** and **efficient** facilities, especially given “tightening” school finance trends.
- Reduction of personnel was not a goal of this study.
- Individual personalities were not factors in the study.
- In other words, the collective efforts of the consultants, the committee, the staff, and the Board were to determine facility improvement options that would help make the school system even better.

1.4 Methodology and Plan of Work

Prior to the commencement of the Facility Master Plan effort, a detailed plan of work was developed. The many sub-tasks were grouped under the following major work tasks:

- | | |
|---------------------------|-------------------------|
| a. Project Initiation | e. Facility Assessments |
| b. Interviews | f. Develop Options |
| c. Enrollment Projections | g. Final Report |
| d. Capacity Analysis | |

The methodology used for this project primarily fell into three categories: (1) the gathering of information and data, (2) the analysis of that information and data, and (3) the development of options for improving facilities based on the data and the analysis.

The consulting team consisted of individuals with collective experience in architecture, construction, school facility planning, school administration, school finance, and school operations.





1.5 Data Sources

Data and information were collected from a variety of sources including, but not limited to:

- a. School District policies and procedures,
- b. Physical condition reports,
- c. Floor plans or diagrams of school facilities,
- d. Description of program uses of facilities,
- e. Grade configuration information,
- f. Student enrollment histories and district projections,
- g. School class size protocols, and
- h. Web-based data.





2.0 EDUCATIONAL PROGRAMS

2.1 Educational Programs

Cheney Public Schools (the district) offers a comprehensive set of educational programs and services to be supported by their facilities. In addition to thorough basic education classes in English-language arts, mathematics, social studies and science, the district schools offer electives in a variety of program areas. The District offers PK-12 programs in music, art, physical education, technology, library services, counseling services, and CTE program offerings. It also offers a variety of programs for students in need of additional time and support as well as enrichment/extension programs.

The district also provides a Home Works! program to support home-based instruction at the alternative high school site. The facilities that house all these programs need to be adequate to deliver an educational program that is diverse and comprehensive. Exhibit 2-1 provides an overview of the educational programs that require adequate spaces to support them.

EXHIBIT 2-1
CHENEY PUBLIC SCHOOLS
EDUCATIONAL PROGRAMS

Content	Elementary	Middle	High
Arts	All students are offered a sequential elementary music program aligned with state and national standards. Classes occur in specialized spaces.	In the arts, the middle school has an instrumental and vocal music program, drama, and a visual arts program. Classes occur in specialized spaces.	The comprehensive high school has music (band and/or choir), drama, visual arts to include graphic arts, sign shop, digital photography, drawing and painting and pottery. Classes occur in specialized spaces.
Health and Physical Education	All students are offered health and physical education classes. Physical	All students are required to take health and physical education classes. Health may	All students are required to take health class and physical education





	<p>education is required for all students.</p> <p>Classes occur both indoor in specialized spaces and on fields.</p>	<p>be taught as a stand-alone class or integrated into science or physical education classes.</p> <p>Classes occur both indoor in gyms and specialty spaces and on fields.</p>	<p>classes. Most students take the health requirement in the 9th grade.</p> <p>Classes occur both indoor in gyms and specialty spaces and on fields.</p>
Literacy	<p>The literacy program is aligned with the Common Core State Standards for English Language Arts. It incorporates reading, writing, speaking and listening in a balanced approach that includes direction instruction, guided reading, independent reading, interactive read-aloud, and writing instruction. All schools have a collection of leveled books, allowing teachers to guide students to appropriate fiction and non-fiction books.</p> <p>Classes typically occur in general classroom spaces.</p>	<p>The middle school literacy program is aligned with the Common Core State Standards for English Language Arts. It incorporates reading, writing, speaking and listening. The middle school program guides the work with standards, instruction and assessment.</p> <p>Classes typically occur in general classroom spaces.</p>	<p>The high school literacy program is aligned with the Common Core State Standards for English Language Arts. It incorporates reading, writing, speaking, and listening. The high school program guides the work with standards, instruction and assessment.</p> <p>Specific attention is given to appropriate levels of text complexity to support the reading demands of college and career. Writing is integrated throughout all ELA courses and across all content areas.</p> <p>Classes typically occur in general classroom spaces.</p>
Math	<p>Math instruction is aligned with the Common Core State Standards and incorporates a</p>	<p>Math instruction is aligned with the Common Core State Standards and incorporates a balance</p>	<p>Math instruction is aligned with the Common Core State Standards and incorporates a</p>





	<p>balance of conceptual understanding, procedural proficiency, and problem solving/mathematical processes and is supplemented with other computational practice programs.</p> <p>Classes typically occur in general classroom spaces.</p>	<p>of conceptual understanding, procedural proficiency, and problem solving/mathematical processes. In addition to general math courses Algebra and is provided.</p> <p>Classes typically occur in general classroom spaces.</p>	<p>balance of conceptual understanding, procedural proficiency, and problem solving/mathematical processes. Major courses include Algebra I, Geometry, Algebra II, Pre-Calculus, and AP Calculus and Financial Literacy.</p> <p>Classes typically occur in general classroom spaces.</p>
<p>Intervention Support Programs</p>	<p>Intervention instruction is provided at every level through Title I and LAP programs as well as district-funded programs. These programs emphasize instruction in literacy and mathematics.</p> <p>Classes typically occur in either general classroom or specialized instructional spaces.</p>	<p>Intervention instruction is provided at every level through Title I and LAP programs as well as district-funded programs. These programs emphasize instruction in literacy and mathematics.</p> <p>Classes typically occur in either general classroom or specialized instructional spaces.</p>	<p>Intervention instruction is provided at every level through Title I and LAP programs as well as district-funded programs. These programs emphasize instruction in literacy and mathematics.</p> <p>Classes typically occur in either general classroom or specialized instructional spaces.</p>
<p>Specially Designed Instruction</p>	<p>Specially Designed Instruction is provided through a Functional Academic classroom and is created to support them in academic and well as life skills.</p>	<p>Specially Designed Instruction is provided through a Functional Academic classroom and is created to support them in academic and well as life skills.</p>	<p>Specially Designed Instruction is provided through a Functional Academic classroom and is created to support them in academic and well as life skills.</p>





	<p>The classrooms are generally set up differently than general classrooms and require some specialized spaces and special configurations. Specialist offices are also located in these spaces to deliver services to the students.</p>	<p>The classrooms are generally set up differently than general classrooms and require some specialized spaces and special configurations. Specialist offices are also located in these spaces to deliver services to the students.</p>	<p>The classrooms are generally set up differently than general classrooms and require some specialized spaces and special configurations. Specialist offices are also located in these spaces to deliver services to the students.</p>
Science	<p>Science instruction is provided using researched-based science kits/units at each grade level. Science provides every student the opportunity to directly experience scientific principles through guided inquiry.</p> <p>Classes typically occur in general classrooms.</p>	<p>Science is approached from the perspective of scientists. Students engage in an inquiry-based program using researched-based science kits/modules that align well with elementary and high school science programs.</p> <p>Classes occur in specialized spaces.</p>	<p>Secondary science programs lead students to an understanding of key concepts in life and physical science.</p> <p>Classes occur in specialized spaces.</p>
Social Studies	<p>The social studies curriculum is comprised of a developmental sequence: Families, neighborhoods, communities, Washington State history up to statehood, U.S. geography, and U.S. history from pre-colonization through the revolution.</p>	<p>Social Studies includes the study of ancient civilizations, U.S. history, world geography, and Washington State history from statehood to the present.</p> <p>Classes typically occur in general classroom spaces.</p>	<p>Social Studies is comprised of world history, U.S. history, American government and economics.</p> <p>Classes typically occur in general classroom spaces.</p>





	Classes typically occur in general classroom spaces.		
Social Emotional Supports	<p>The Social Emotional program provides personal and career guidance services for students. These may include counseling, social work, and health services.</p> <p>These services generally occur in offices, and specialized spaces.</p>	<p>The Social Emotional program provides personal and career guidance services for students. These may include counseling, social work, and health services.</p> <p>These services generally occur in offices, and specialized spaces.</p>	<p>The Social Emotional program provides personal and career guidance services for students. These may include counseling, social work, and health services.</p> <p>These services generally occur in offices, and specialized spaces.</p>
Technology	<p>Technology is incorporated throughout the day in elementary schools. Every student has access to computers and all classrooms are wired or wifi access to the Internet and have projection capabilities.</p> <p>No dedicated instructional spaces are necessary for this program.</p>	<p>Technology is incorporated throughout the day in middle schools. Every student has access to computers and all classrooms are wired wifi access to the Internet and have projection capabilities.</p> <p>No dedicated instructional spaces are necessary for this program.</p>	<p>Technology is incorporated throughout the day in high school. Every student has access to computers and all classrooms are wired wifi access to the Internet and have projection capabilities.</p> <p>No dedicated instructional spaces are necessary for this program.</p>
World Language	<p>In preparation for world language classes, students explore various cultures and languages through other programs (e.g. social students, literacy, etc.</p>	<p>In preparation for world language classes, students explore various cultures and languages through other programs (e.g. social students, literacy, etc.</p>	<p>Three world languages are offered at the high school level.</p> <p>Classes typically occur in general classroom spaces.</p>





	Classes typically occur in the general classrooms.	Classes typically occur in general classroom spaces.	
Advanced Placement			<p>Advanced Placement courses are offered in the high school.</p> <p>Classes typically occur in general classroom spaces or, in some cases, specialized learning spaces.</p>
Career and Technical Education			<p>Courses offered include agriculture, construction/woods, metals, family and consumer sciences, computer applications, and information technology.</p> <p>These courses are typically occur in specialized learning spaces.</p>





3.0 ENROLLMENT PROJECTIONS

This chapter is devoted to reviewing community growth issues, historical enrollment data, computerized enrollment projection models, and estimating the impact of future enrollments on the capacity of school buildings. The consulting team has used both qualitative and quantitative information to develop the projections. A variety of enrollment projection models have been used as a means of looking at future growth in different ways. Because most of these models use historical information as the basis for projections, Cheney Public Schools is encouraged to update these projections annually. Information from local agencies was also used in this endeavor.

3.1 Historical Data

Historical enrollment information shows steady increase in student enrollment over the past five years. During the 20-21 school year, when most districts realized a significant drop in students due to the COVID closures, Cheney Public Schools realized less than 1% reduction and then returned to the previous growth trajectory the subsequent year. Exhibit 3-1 details the enrollment history for Cheney Public Schools for K-12 students. Exhibit 3-2 charts the data shown in Exhibit 3-1.

**EXHIBIT 3-1
CHENEY PUBLIC SCHOOLS
ENROLLMENT HISTORY**

	17-18	18-19	19-20	20-21	21-22
K-12 Enrollment	4,711	4,904	4,972	4,930	5,201

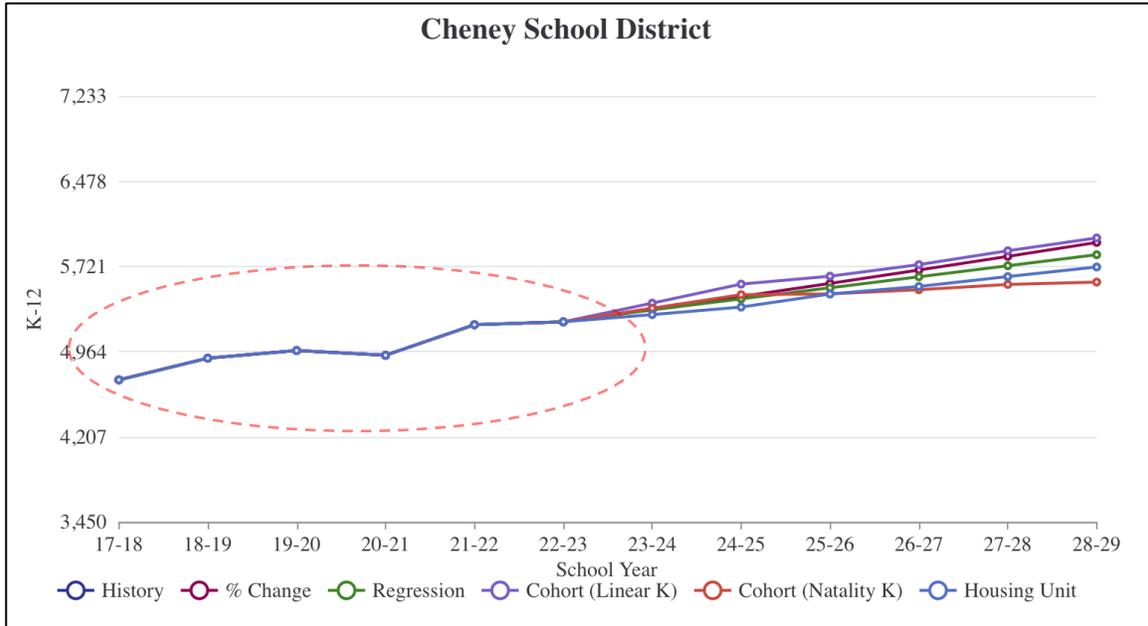
Source: OSPI (2023)

(Please note: The resolution of graphical exhibits in this study have often been adjusted for improved comparative purposes. As a result, the slope of the lines on many line charts is actually accentuated more than if the chart had a zero base in the vertical scale.)





**EXHIBIT 3-2
CHENEY PUBLIC SCHOOLS
ENROLLMENT HISTORY – GRAPHIC**



Source: K12enroll.com (2023)

3.2 Enrollment Projection - Average Percentage Change

3.2.1 Methodology

The average percentage change model calculates future school enrollment growth based on the historical average enrollment changes. This model multiplies the historical average percentage change times the prior year enrollment to project future enrollments.

3.2.2 Calculations and Projections

The average projected enrollment increase during this period for grades K-5 is 8%. Grades 6-8 average a projected increase of 14%. The high school enrollment during this period is projected to increase 13%. Overall, the K-12 enrollment is projected to increase 11%. This model predicts that enrollments for the K-12 system will continue to increase by approximately 594 students over the next six years. Exhibit 3-3 is a table detailing the projected enrollments using the percentage change factors which are calculated by averaging the enrollment increases and decreases over the last six years. Exhibit 3-4 is a graphical representation of the table information.



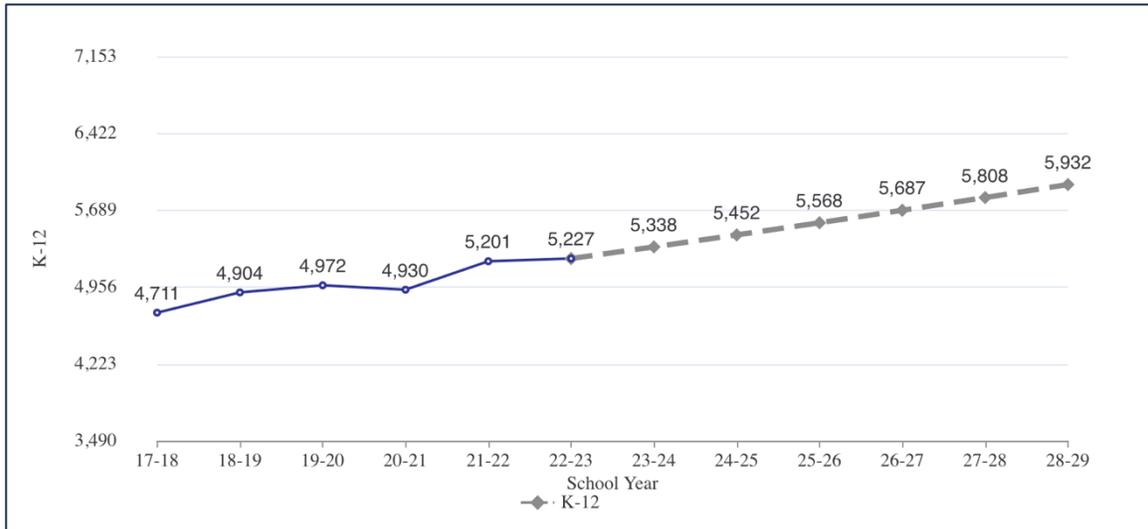


**EXHIBIT 3-3
CHENEY PUBLIC SCHOOLS
PERCENTAGE CHANGE MODEL**

	23-24	24-25	25-26	26-27	27-28	28-29
K-5	2,492	2,528	2,565	2,602	2,640	2,679
6-8	1,292	1,336	1,381	1,428	1,476	1,526
9-12	1,556	1,593	1,631	1,670	1,710	1,751
K-12	5,338	5,452	5,568	5,687	5,808	5,932

Source: K12enroll.com (2023)

**EXHIBIT 3-4
CHENEY PUBLIC SCHOOLS
PERCENTAGE CHANGE MODEL – GRAPHIC**



Source: K12enroll.com (2023)





3.3 Enrollment Projection - Linear Regression Model

3.3.1 Methodology

Linear regression is a mathematical approach to estimating an unknown future value of a variable by performing statistical calculations on known historical values. Once calculated, several future values for different future dates can then be plotted to provide a “regression line” or “trend line”. There are many types of regression formulas. Since recent enrollment growth has followed a more-or-less constant path, a linear regression formula was chosen. This straight-line model estimates future enrollment - a model that finds the linear trend based on the historical data.

3.3.2 Calculations and Projections

Exhibit 3-5 is a table detailing the projected enrollment using the regression model and based on the historical enrollments for the last six years. This model predicts that enrollments for the K-12 system will increase by approximately 490 students in the next six years. Exhibit 3-6 is a graphical representation of enrollment history and the K-12 projection from the table data.

**EXHIBIT 3-5
CHENEY PUBLIC SCHOOLS
LINEAR REGRESSION MODEL**

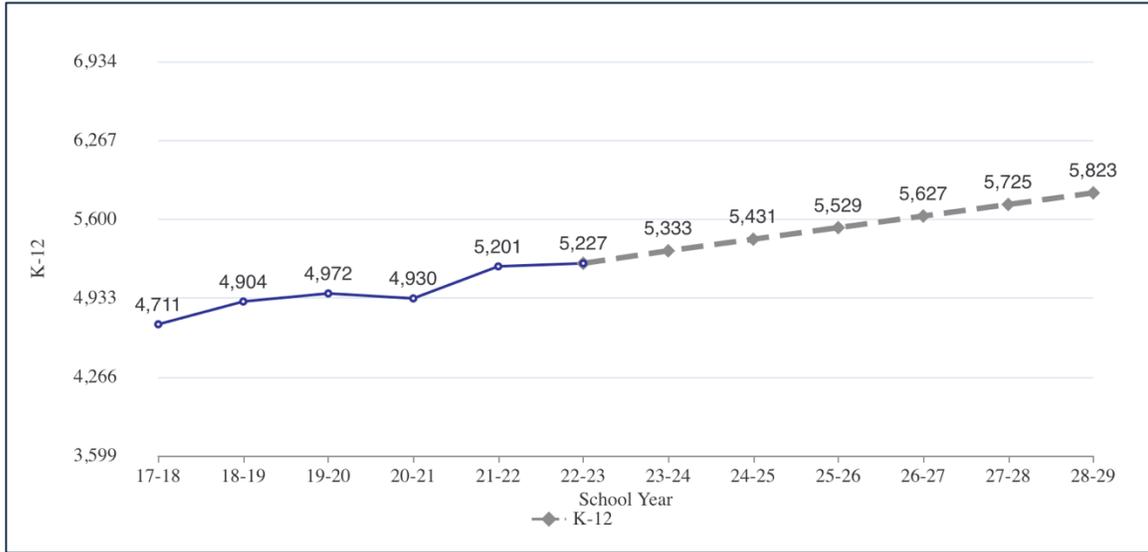
	23-24	24-25	25-26	26-27	27-28	28-29
K-5	2,434	2,460	2,486	2,512	2,538	2,564
6-8	1,304	1,335	1,365	1,396	1,427	1,457
9-12	1,594	1,636	1,677	1,718	1,760	1,801
K-12	5,333	5,431	5,529	5,627	5,725	5,823

Source: K12enroll.com (2023)





**EXHIBIT 3-6
CHENEY PUBLIC SCHOOLS
LINEAR REGRESSION MODEL – GRAPHIC**



Source: K12enroll.com (2023)

3.4 Enrollment Projection – Cohort Survival Model (Linear K)

3.4.1 Methodology

The cohort survival method calculates the growth or decline in enrollment in a grade level over a period of six years based on the ratio of students who are enrolled each of the previous years, the “survival rate”. This ratio is then applied to the incoming class to calculate the trends in that class as it “moves” or graduates through the school system. For example, if history shows that between the first and second grades, the classes for the last six years have grown by an average of 3.5%, then the size of incoming classes for the next six years are calculated by multiplying them by 103.5%. If the history shows a declining trend, the multiplying factor will be less than 100%. The cohort survival model accounts for the net effect of students transferring in and out of the school system, or between schools, for any reason. For example, if 15 students transfer out of the public school system into a private school and 20 students transfer in as a result of a new business in town, the net effect is five additional students. This increase in students will be reflected in a higher “survival” rate.

One of the more difficult challenges of projecting enrollments with the cohort survival model is the determination of future kindergarten enrollments. This is critical, especially for communities experiencing rapid demographic change. There are two methods of projecting kindergarten enrollments. This first model (Linear K) projects future





kindergarten enrollments using a linear regression line based on the historical kindergarten enrollments.

3.4.2 Calculations and Projections

Exhibit 3-7 is a table detailing the projected enrollments using the cohort survival method based on the enrollment over the last six years and using a linear regression model for the kindergarten projection. When analyzing future enrollment projections, one must always be aware of the kindergarten enrollment data. The impact of the survival cohort, especially in the elementary grades, is most influenced by the kindergarten enrollment. If kindergarten enrollment increases, all future years are similarly affected.

This model predicts that the overall K-12 enrollment will increase by 579 students over the next six years. Exhibit 3-8 is a graphical representation of the table data.

**EXHIBIT 3-7
CHENEY PUBLIC SCHOOLS
COHORT SURVIVAL MODEL (LINEAR K)**

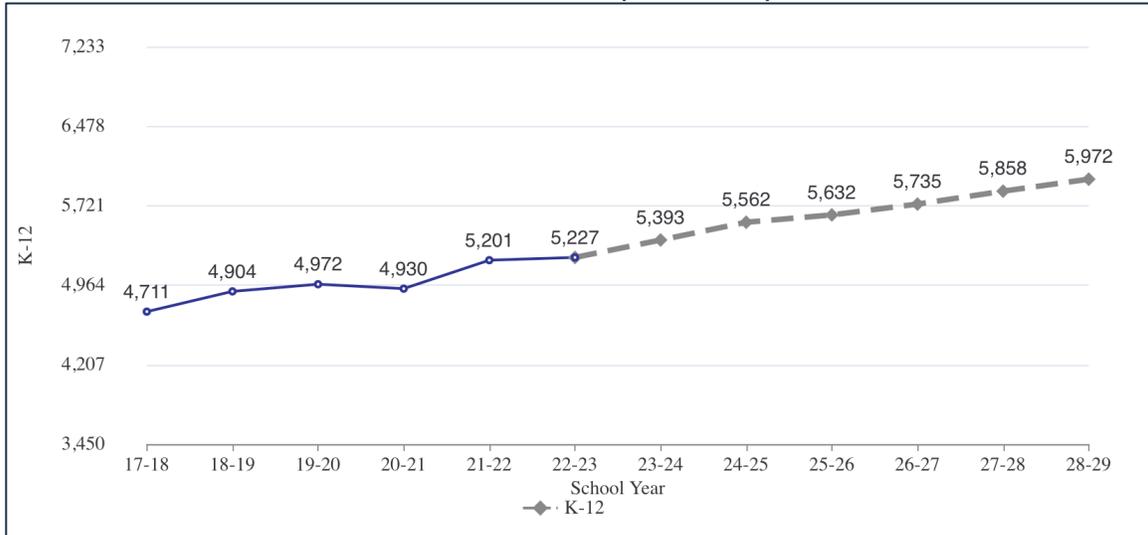
	23-24	24-25	25-26	26-27	27-28	28-29
K-5	2,519	2,586	2,645	2,680	2,724	2,768
6-8	1,272	1,279	1,291	1,346	1,400	1,447
9-12	1,602	1,697	1,696	1,709	1,734	1,757
K-12	5,393	5,562	5,632	5,735	5,858	5,972

Source: K12enroll.com (2023)





EXHIBIT 3-8
CHENEY PUBLIC SCHOOLS
COHORT SURVIVAL MODEL (LINEAR K) – GRAPHIC



Source: K12enroll.com (2023)

3.5 Enrollment Projection – Cohort Survival Model (Nativity K)

3.5.1 Methodology

As stated earlier, when analyzing future projections, one must always be aware of the kindergarten enrollment data. The impact of the survival cohort, especially in the elementary grades, is most influenced by the kindergarten enrollment. If kindergarten enrollment increases, all future years are similarly affected. Instead of using a linear regression formula to determine kindergarten enrollments, this model uses birth rate (natality) information. It is based on the correlation between historical birth rates (natality rates) and historical kindergarten enrollments. The natality correlation model works well when projecting kindergarten enrollments for the next six years but must be combined with the regression model when projecting for extended periods.

3.5.2 Calculations and Projections

This model predicts that the overall district enrollment will increase in the next six years by approximately 232 students. Exhibit 3-9, then, is a table detailing the projected enrollments using the cohort survival method based on the enrollment over the last six years and using a natality correlation model for the kindergarten projection. Exhibit 3-10 is a graphical representation of the table data for K-12 with a kindergarten projection based on natality.



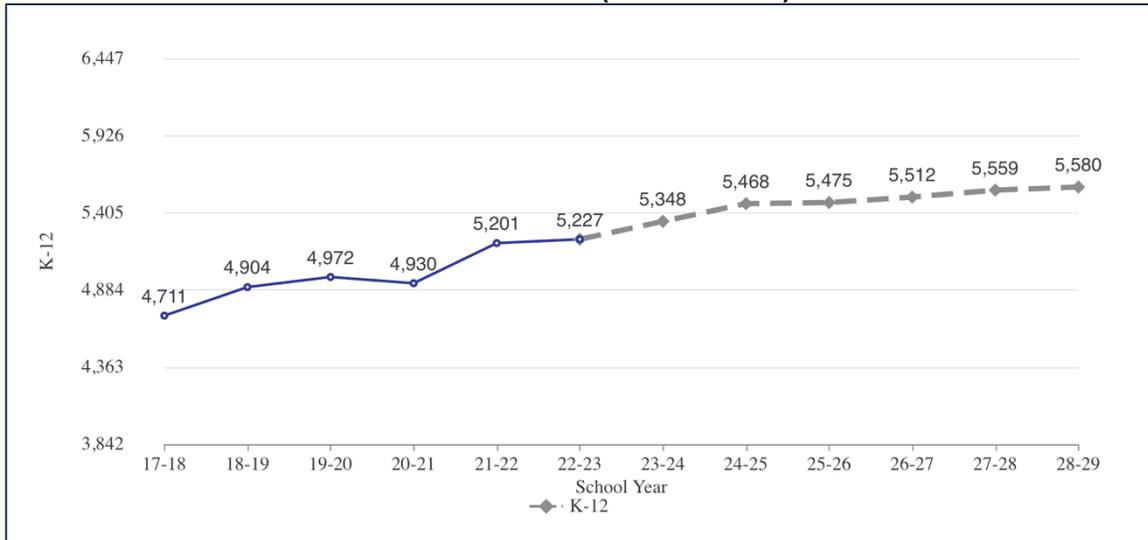


**EXHIBIT 3-9
CHENEY PUBLIC SCHOOLS
COHORT SURVIVAL MODEL (NATALITY K)**

	23-24	24-25	25-26	26-27	27-28	28-29
K-5	2,474	2,492	2,488	2,457	2,425	2,376
6-8	1,272	1,279	1,291	1,346	1,400	1,447
9-12	1,602	1,697	1,696	1,709	1,734	1,757
K-12	5,348	5,468	5,475	5,512	5,559	5,580

Source: K12enroll.com (2023)

**EXHIBIT 3-10
CHENEY PUBLIC SCHOOLS
COHORT SURVIVAL MODEL (NATALITY K) – GRAPHIC**



Source: K12enroll.com (2023)





3.6 Enrollment Projection – Student per Household Unit

3.6.1 Methodology

The student per housing unit model of projecting growth uses housing unit data from the U.S. Census. The number of students in the district is divided by the housing unit count to develop a ratio of students per housing unit. This ratio is commonly called a "yield factor." That yield factor is then applied to projected future housing growth for the study period. (It is important to note that a yield factor is different than a student generation rate commonly used in impact fee studies. Student generation rates deal exclusively with new housing construction and give you a picture at a point in time of how many students live only in new housing. Student yield factors deal with how many students live in all housing in the district. It includes students living in "old houses" as well as students moving into new housing.)

3.6.2 Calculations and Projections

This student per housing unit model shows an increase in enrollment similar to the other models detailed above. This model predicts that the overall increase in the next six years will be approximately 423 students. Exhibit 3-11 is a table detailing the projected enrollments using the student per housing unit model. Exhibit 3-12 is a graphical representation of the table data for K-12.

**EXHIBIT 3-11
CHENEY PUBLIC SCHOOLS
STUDENT PER HOUSEHOLD UNIT MODEL**

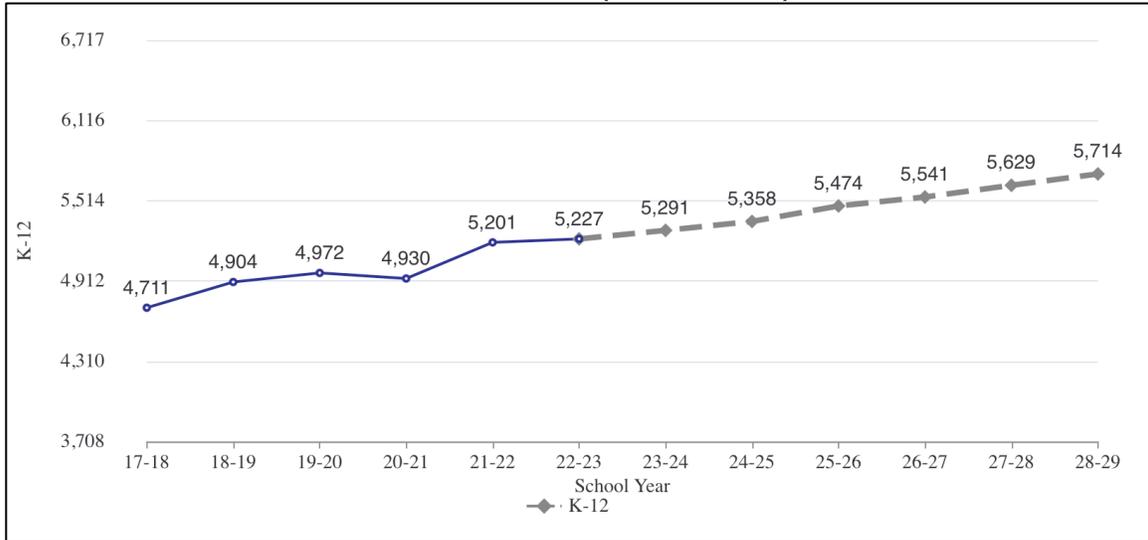
	23-24	24-25	25-26	26-27	27-28	28-29
K-5	2,486	2,517	2,572	2,604	2,645	2,685
6-8	1,268	1,285	1,313	1,328	1,349	1,370
9-12	1,537	1,556	1,589	1,609	1,635	1,659
K-12	5,291	5,358	5,474	5,541	5,629	5,714

Source: K12enroll.com (2023)





EXHIBIT 3-12
CHENEY PUBLIC SCHOOLS
COHORT SURVIVAL MODEL (NATALITY K) – GRAPHIC



Source: K12enroll.com (2023)

3.7 Summary

3.7.1 K-12 Summary Information

The consulting team used five different enrollment projection models to estimate future enrollments. Each model emphasizes different types of data, and therefore is limited in its effectiveness as a predictive tool. Although all models use historical information, three models, (the percentage change model, regression model and students per housing unit model) place special emphasis on that historical data. These models are quite effective predictors if there is no forecast of rapid community growth or decline and student population rates have had minimal fluctuation.

Two of the other models use historical enrollments but also take into account student mobility patterns and the effects of the natality rates in prior years. The two cohort survival models are perhaps the best-known predictive tool using this type of data. However, like the other models, the cohort survival model loses its predictive capabilities in communities that experience, or are expected to experience, very rapid changes in student growth or decline.

All five of the models predict that enrollments will increase over the next six years. This information was validated through interviews with city and county planning officials. Exhibit 3-13 is the summary table of the K-12 projections and Exhibit 3-14 is a graphic representation of this data.



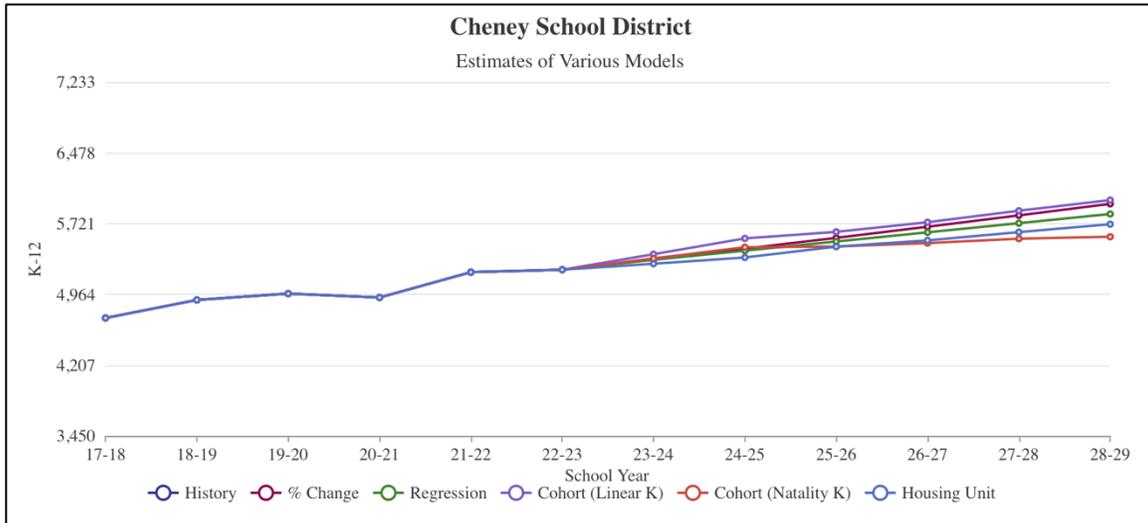


**EXHIBIT 3-13
CHENEY PUBLIC SCHOOLS
SUMMARY OF K-12 MODELS**

	23-24	24-25	25-26	26-27	27-28	28-29
% Change	5,338	5,452	5,568	5,687	5,808	5,932
Regression	5,333	5,431	5,529	5,627	5,725	5,823
Cohort (Linear K)	5,393	5,562	5,632	5,735	5,858	5,972
Cohort (Nativity K)	5,348	5,468	5,475	5,512	5,559	5,580
Student per Housing Unit	5,291	5,358	5,474	5,541	5,629	5,714

Source: K12enroll.com (2023)

**EXHIBIT 3-14
CHENEY PUBLIC SCHOOLS
SUMMARY OF K-12 MODELS - GRAPHIC**



Source: K12enroll.com (2023)

Based on the information in the sections and exhibits above, the consulting team has calculated a “best estimate” that we believe represents the general direction of the prediction models.

Typically, the consulting team would recommend that the district use this “best estimate” model for planning. The consulting team also calculated a “lower estimate” and “higher estimate” for consideration by the district as they reflect on the possibilities.

The consulting team offers Exhibit 3-15, a table detailing the “lower estimate,” “higher estimate,” and “best estimate.”





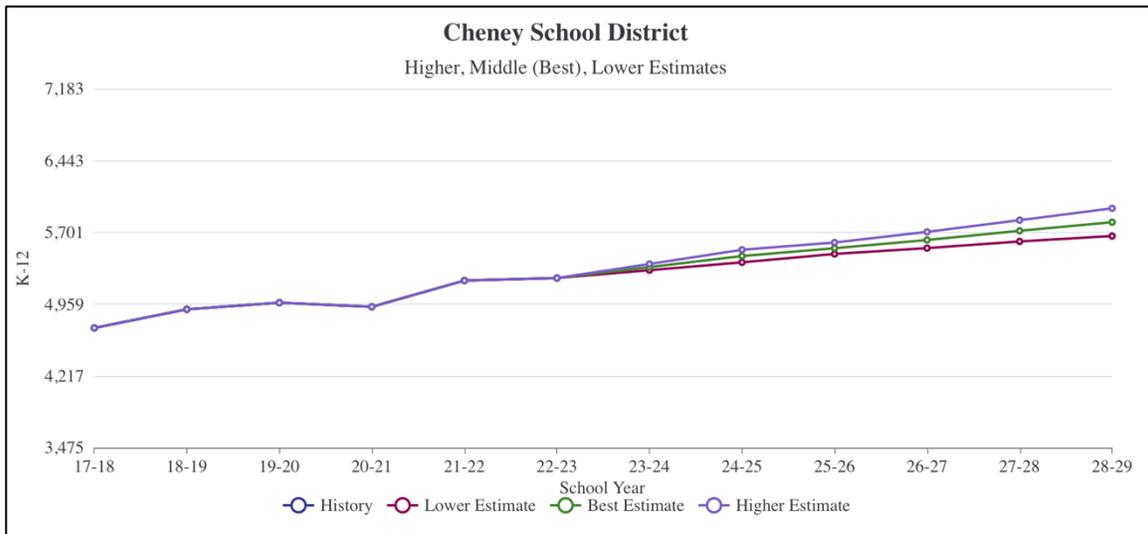
**EXHIBIT 3-15
CHENEY PUBLIC SCHOOLS
K-12 ENROLLMENT ESTIMATE RECOMMENDATION**

	23-24	24-25	25-26	26-27	27-28	28-29
Lower Estimate	5,308	5,389	5,476	5,536	5,605	5,661
Best Estimate	5,340	5,454	5,535	5,620	5,715	5,804
Higher Estimate	5,372	5,519	5,594	5,704	5,825	5,947

Source: K12enroll.com (2023)

The center line in Exhibit 3-16 represents the “best estimate” of future enrollments. Both the “lower estimate” and “higher estimate” are also plotted on the graphic representation of the information in Exhibit 3-15.

**EXHIBIT 3-16
CHENEY PUBLIC SCHOOLS
K-12 ENROLLMENT ESTIMATE RECOMMENDATION – GRAPHIC**



Source: K12enroll.com (2023)





4.0 CAPACITY AND UTILIZATION

The capacity of a school building is driven by four main factors: (1) the physical size of the instructional spaces, (2) the class size limits, (3) the schedule of uses, and (3) the programs that are offered by the school. Because capacity formulas often apply different “weights” to these factors, one can find a number of capacity definitions across the country. For Cheney Public Schools, a single method of calculating capacity was used – the instructional space model. This brings both consistency and clarity to the process of determining capacity.

Once capacity is determined, it can be compared to enrollments or projected future enrollments. This comparison produces a “utilization factor” that is discussed later in this chapter.

4.1 Capacity Analysis

Each school in the district underwent an analysis to determine its capacity. School capacity, or the number of students a building is designed to reasonably accommodate, is largely driven by the number of students assigned to each class, the number of square feet in the classroom, the number of periods in the schedule, where teacher preparation periods occur, the ratio of required courses vs. elective courses, and the number and types of programs offered.

4.1.1 Methodology

Existing building capacity information was gathered through analysis of building floor plans, on-site evaluations and interviews with district personnel. The calculations required a variety of information:

- a. plans, maps, diagrams, and drawings of existing buildings
- b. information regarding the number of teaching spaces and their uses
- c. square footage information for each school
- d. interviews with staff
- e. on-site examination of each school

Many “special needs” programs require smaller class sizes with more area per student, specialized utilities and equipment, and space for specialists to serve the students’ needs. Examples of the programs requiring different spaces include the self-contained classrooms, resource room programs, speech and language therapy, occupational and physical therapy, Title I (intervention reading and mathematics), gifted education, science, physical education, and music.

Capacity is calculated by multiplying the number of teaching spaces by type (e.g. kindergarten rooms, primary grade rooms, intermediate grade rooms, special education





rooms, PE teaching spaces, music rooms, secondary general classrooms, art rooms, etc.) multiplied by the class size limit (often stated in the negotiated agreement or in School Board policy). The sum of the products in each school type are then multiplied by a “scheduling factor.” Scheduling factors are used to reflect the fact that not every classroom can be scheduled to have a “perfect fit” of students in the attendance zone when compared to capacity standards. For elementary schools, a scheduling factor of 95% reflects this imperfect fit. In addition, the district must account for the practice of having each middle school and high school teacher use their classrooms without students for their preparation periods. At the middle school level, the enrollment is multiplied by 83% to reflect the planning period for each teacher in a six-period instructional day $5 \text{ teaching periods} \div 6 \text{ total periods} = \text{an } 83\% \text{ scheduling factor}$). At the high school level, the enrollment is also multiplied by 83% to reflect the planning period for each teacher in a six-period instructional day. Both the middle and high school capacities are then also multiplied by the imperfect fit factor of 95%.

4.1.2 Current Capacity Standards

The consultants used the instructional space model of calculating capacity which is based on an actual count of the different types of classrooms and their maximum enrollment. Often, general classrooms have a greater capacity than special learning classrooms (e.g., special education classrooms have lower enrollments due to the legal requirements of handicapped education laws.) Based on Cheney Public Schools practices for classroom enrollment sizes, we have used the following values:

Kindergarten	=	20 students
Grades 1-3	=	20 students
Grades 4-5	=	24 students
Grades 6-8	=	28 students
Grades 9-12	=	28 students
Special Education (Life Skills)	=	12 students
Title I, Resource	=	12 students

Exhibit 4-1 details the different types of spaces and their capacity for the K-6 program. Please note that many special learning spaces (computer lab, music, PE, etc.) do not have student capacity for K-6 because the students are counted in their home rooms. These special learning spaces are used for “pull-out” programs.





**EXHIBIT 4-1
K-5 SPACE STANDARDS**

Elementary School Instructional Space Model Standards	
Head Start	
Pre-K	
K - Half Day (FTE)	
K - Full Day (FTE)	20
Grade 1	20
Grade 2	20
Grade 3	20
Grade 4	24
Grade 5	24
Art	0
Music	0
PE	0
Science	0
Computer Labs	0
Self Cont. Sp Ed	12
RR, Title I, or Other Pull Out	0

Source: Cheney Public Schools (2023)

Exhibit 4-2 details the capacity standards for the middle school. The special learning spaces for the middle school grade levels do have capacity since the schools are on a six-period schedule.

**EXHIBIT 4-2
MIDDLE SCHOOL SPACE STANDARDS**

Middle School Instructional Space Model Standards	
Grade 6	28
Grades 7-8	28
Art	28
Business Labs	28
Music	28
PE	28
Science	28
CTE	26
Self Cont. Sp Ed	12
RR, Title I, or Other Pull Out	12

Source: Cheney Public Schools (2023)





Exhibit 4-3 details the capacity standards for the high school. The special learning spaces for the high school grade levels do have capacity since the school is also on a six-period schedule.

**EXHIBIT 4-3
HIGH SCHOOL SPACE STANDARDS**

High School Instructional Space Model Standards	
Grades 9-12	28
Art - Graphic	28
Art - Drama	28
Business Labs	28
Computer Labs	28
Music	28
PE	28
Science	28
CTE	26
Self Cont. Sp Ed	12
RR, Title I, or Other Pull Out	12

Source: Cheney Public Schools (2023)

4.1.3 Current Capacity

In order to obtain the number of each classroom type, the consulting team analyzed a floor plan of each school and verified this information using information during on-site visits. Once the number of classrooms for each type of space was determined, the capacity for each school was calculated by multiplying the number of spaces (for each space type) times the capacity value from the capacity standards charts (Exhibits 4-1 through 4-3).

The use of portable classrooms was removed from Permanent Capacity calculations, as the district desired to plan for a future without the necessity of these spaces to meet core classroom needs.

For each school, once the capacity was determined, it was multiplied by a scheduling factor (if a secondary school) and an imperfect fit factor (IF²). Scheduling factors reflect the district’s practice of having secondary teachers use their classrooms without students for their preparation periods. Imperfect fit factors are used to reflect the fact that not every classroom can be scheduled to have a “perfect fit” of the maximum enrollment standards.





These factors have been used:

		Scheduling		IF ²
Elementary	x	n/a	x	95%
Middle	x	83% (5 of 6 periods)	x	95%
High	x	83% (5 of 6 periods)	x	95%

Using the capacity standards from the tables in Exhibits 4-1 through 4-3 and the methodologies described, the capacities for each school have been calculated. Exhibit 4-4 shows the results of the calculations. Detailed tables of capacity calculations for each school are included in Appendix A.

**EXHIBIT 4-4
SCHOOL CAPACITIES**

School	Permanent Capacity
Betz Elementary	445
Salnave Elementary	376
Snowdon Elementary	376
Sunset Elementary	486
Windsor Elementary	509
Elementary Total	2,193
Cheney Middle School	714
Westwood Middle School	705
Middle School Total	1,419
Cheney High School	1,631
Three Springs High School	110
High School Total	1,741
District Total	5,353

Source: Teater-Crocker, (2023)

4.2 Enrollment vs. Capacity

In order for schools to fully meet their educational goals, capacity and enrollment must be matched. When capacity exceeds enrollment (under-utilization) capital expenditures may be reduced or facilities removed from inventory. When enrollment exceeds capacity (over-utilization) capital expenditures may need to be increased. The formula for calculating utilization is “enrollment ÷ capacity = utilization.”





4.2.1 Elementary Enrollment and Capacity

The current K-5 enrollment is over capacity at four of the five schools. The total current elementary utilization is 108%. The projected five-year enrollment increases the utilization rate to 115%. Current capacity is being met through the use of portable classrooms.

4.2.1 Middle School Enrollment and Capacity

The current grade 6-8 enrollment is under capacity. The middle school utilization is 86%. The projected future utilization will increase to 101%. This utilization rate indicates that the middle schools, while having room to grow in size, will be at capacity in just a few years.

4.2.2 High School Enrollment and Capacity

The current 9-12 enrollment is under capacity at Cheney High School, with a utilization rate of 86%. Three Springs High School is over capacity at 104%. The combined high school utilization rate is 87%. This utilization rate is projected to increase to 102% over the next five years. This utilization rate indicates that the high schools, similar to the middle schools, will be at capacity in just a few years.

Exhibit 4-5 is a table showing the current capacity, enrollment and utilization for each school as well as projected enrollment and utilization rates.





**EXHIBIT 4-5
CURRENT AND PROJECTED FACILITY UTILIZATION**

Site	Permanent Capacity	Oct. 1, 2022 Enrollment	Current Utilization	Projected Utilization Fall 2027
Betz ES	445	492	111%	
Salnave ES	376	286	76%	
Snowdon ES	376	516	137%	
Sunset ES	486	540	111%	
Windsor ES	509	540	106%	
Elementary Total	2,193	2,374	108%	115%
Cheney MS	714	628	88%	
Westwood MS	705	586	83%	
Middle School Total	1,419	1,214	86%	101%
Cheney HS	1,631	1,397	86%	
Three Springs Alt. Sc	110	115	104%	
High School Total	1,741	1,512	87%	102%
Totals	5,353	5,100		

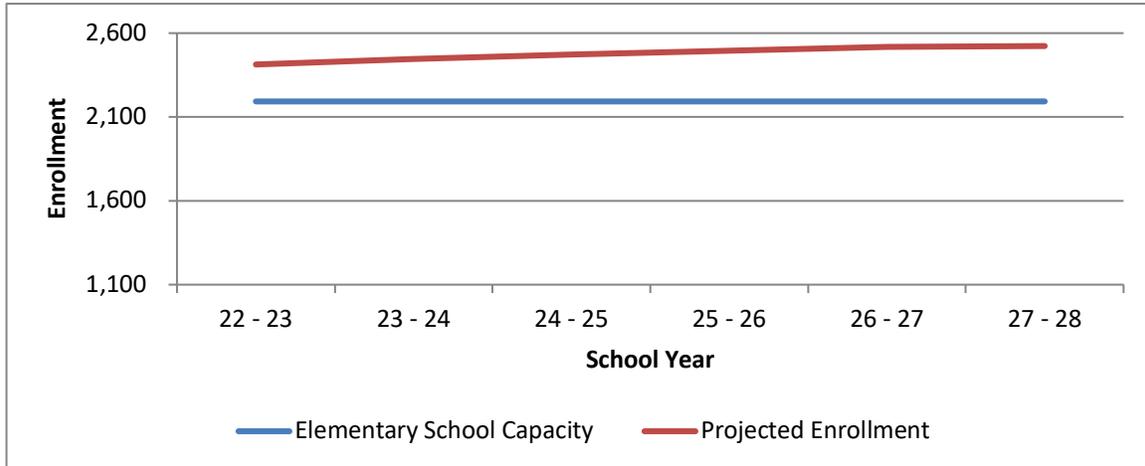
Source: Teater-Crocker (2023)

Exhibits 4-6 through 4-8 provide graphical representations of the relationship between capacity and enrollment for the coming six years at each school level.



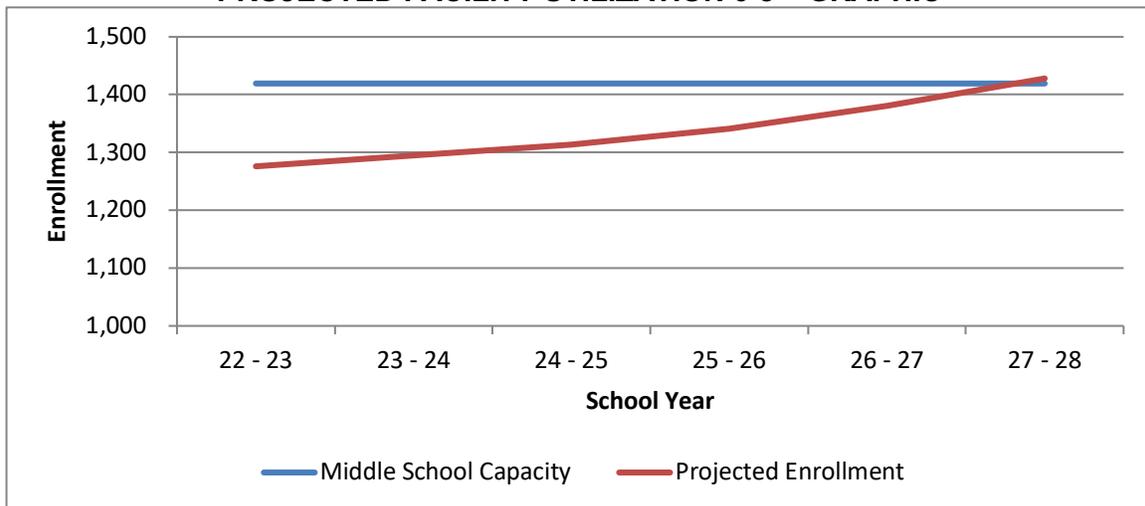


**EXHIBIT 4-6
PROJECTED FACILITY UTILIZATION K-5 – GRAPHIC**



Source: Teater-Crocker (2023)

**EXHIBIT 4-7
PROJECTED FACILITY UTILIZATION 6-8 – GRAPHIC**

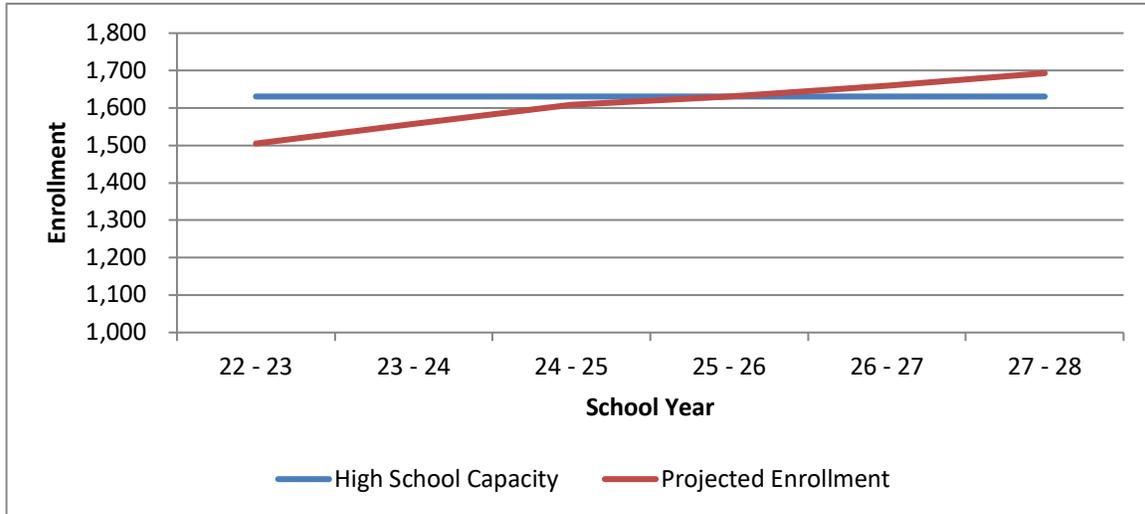


Source: Teater-Crocker (2023)





**EXHIBIT 4-8
PROJECTED FACILITY UTILIZATION 9-12 – GRAPHIC**



Source: Teater-Crocker (2023)





5.0 CONDITION OF FACILITIES

5.1 Functional Adequacy

Each Cheney Public Schools K-12 school facility was assessed to determine how well it supports the educational program. This functional adequacy assessment, prepared by an educational professional, examines the sizes, adjacencies, equipment, supportive utilities, and other features of each space.

The assessment describes how well the facility supports the staff as they implement the educational program in each space. School spaces are “tools” that exist for an educational function. Therefore, the design characteristics of a school can significantly impact the ability of educators to accomplish their educational mission. Analysis of functional adequacy is not a clinical, objective effort. It requires an understanding of the educational program being delivered as well as the application of professional judgment to varying pedagogical circumstances. Assessing functional adequacy always has an element of subjectivity, but certain elements are well-recognized in the industry and were used in this assessment. For this project, the following areas were assessed:

- Site
- General Classrooms
- Special Learning Spaces
 - Early Childhood-Kindergarten (elementary schools only)
 - Specials Needs (special education, Title I, SLP, etc.)
 - Computer labs
 - Physical Education
 - Music
 - Library
 - Visual Arts
 - Science
 - Career Technical Education (secondary schools only)
 - Performing Arts
 - Gifted Education
- Support Spaces
 - Administration
 - Student Services
 - Staff Support
 - Food Service
 - Custodial-Maintenance





For each of the above functional spaces, the assessment professional determined the functional adequacy across several recognized categories. This assessment adopted those recognized categories and identified them as follows:

- The proper size of spaces
- Adjacencies (appropriate spatial relationships)
- Utilities, technology, fixed equipment, surfaces, and storage

Each category has one or more items assessed utilizing District criteria, national norms, and the professional judgment of a trained assessor. Each space has a rating assigned to it that reflects the approximate proportion of that space to the whole. The assessor then assigns a rating and a total is calculated. If a space is not included in the program of studies for that school, the rating is removed from the possible point total. Each assessment also includes comments that help clarify any deficiencies or cites special circumstances.

Once a total score is calculated, a rating of “good,” “fair,” “poor,” or “unsatisfactory” is assigned. The scoring and rating are designed to help compare one facility to another, or prioritize, for capital improvement planning. Exhibit 5-1 details the key for this rating.

**EXHIBIT 5-1
KEY FOR FUNCTIONAL ADEQUACY RATINGS**

90+	Good: The facility design supports the educational program offered. It may have minor functional adequacy problems but generally meets the needs of the educational program.
75-89	Fair: The facility has some problems meeting the needs of the educational program and may require some improvements
50-74	Poor: The facility has numerous problems meeting the needs of the educational program and needs significant improvements
Below 50	Unsatisfactory: The facility is functionally inadequate and does not support the educational program in many areas.

Source: Teater-Crocker (2023)

Both middle schools scored in the “Good” range. Five schools, Betz Elementary, Snowdon Elementary, Sunset Elementary, Windsor Elementary, and Cheney High School scored in the “Fair” range. One school, Salnave Elementary, scored in the “Poor” range. Three Springs High School scored in the “Unsatisfactory” range.

In light of the district’s determination that portable classrooms are not appropriate long-term solutions for permanent classroom space, schools with portable classrooms realized lower functional adequacy scores when these spaces were scored “Fair”, “Poor” or “Unsatisfactory” for the programmed purpose. For planning purposes, these buildings





have been given a secondary score for how they would be rated without the use of portable classrooms and assuming “Good” functional spaces.

The ratings for the schools in Cheney Public Schools are summarized in Exhibit 5-2. The detailed assessment for each school can be found in Appendix B.

**EXHIBIT 5-2
SUMMARY OF FUNCTIONAL ADEQUACY RATINGS**

School	Functional Adequacy Score	Functional Adequacy Description	Funct. Adq. Score w/o Portables	Func. Adq. Description w/o Portables
Betz Elementary	88	Fair	92	Good
Salnave Elementary	65	Poor		
Snowdon Elementary	79	Fair	92	Good
Sunset Elementary	77	Fair	87	Fair
Windsor Elementary	87	Fair	87	Fair
Cheney Middle School	95	Good		
Westwood Middle School	97	Good		
Cheney High School	86	Fair		
Three Springs High School	33	Unsatisfactory	60	Poor

Source: Teater-Crocker (2023)

5.2 Physical Assessment

The consulting team reviewed physical condition information compiled through the engineering Study and Survey in an effort to determine physical condition of the district’s school buildings.

The physical condition assessments consider a number of factors including the major building components (e.g. exterior building systems, interior building systems, mechanical systems, safety/building codes systems, etc.). Each of these major components is further broken down and each sub-component is scored. The key for the physical assessment is detailed in Exhibit 5-3.





**EXHIBIT 5-3
KEY FOR PHYSICAL ASSESSMENT AND SITE ASSESSMENT RATINGS**

95+	Excellent: The building and/or a majority of its systems are in excellent condition and only require preventative maintenance
85-94	Good: The building and/or a majority of its systems are in good condition and only require routine maintenance.
62-84	Fair: The building and/or some of its systems are in fair condition and require minor repair.
30-61	Poor: The building and/or a significant number of its systems are in poor condition and require major repair or renovation.
Below 30	Unsatisfactory: The building and/or a majority of its systems should be considered for replacement.

Source: OSPI (2022)

Three schools, Snowdon Elementary and both middle schools, were rated as “Good”. All other schools in the district were rated as “Fair”. These scores are an acknowledgement of the excellent attention to maintenance by the district and the community’s ongoing support for facility updates and improvements. The summary of the physical condition scores are included in Exhibit 5-4.

**EXHIBIT 4-4
SUMMARY OF PHYSICAL ASSESSMENT RATINGS**

School	Functional Adequacy Score	Functional Adequacy Description
Betz Elementary	79.63	Fair
Salnave Elementary	77.05	Fair
Snowdon Elementary	91.04	Good
Sunset Elementary	80.27	Fair
Windsor Elementary	76.67	Fair
Cheney Middle School	91.14	Good
Westwood Middle School	91.07	Good
Cheney High School	83.14	Fair
Three Springs High School	74.04	Fair

Source: OSPI 2021





6.0 COMMUNITY INPUT

As part of the school facility master planning process, the Superintendent established a facility planning committee to provide feedback to the administrative team and consultants throughout the planning process. This committee was comprised of a cross-section of community members and district staff. The committee conducted six work sessions to study information, guide the planning process, and gauge the community's responses to several short and long-range school facility planning options. In addition, the committee conducted three community outreach sessions in conjunction with a district-wide ThoughtExchange engagement to collect input on draft recommendations.

6.1 Facility Planning Committee

In December 2022 Cheney Public Schools convened a Facility Planning Committee. The purpose of this committee was to develop and agree on the core elements of a Long-Range Facilities Plan:

- Driven by the District's Educational Programming needs and the focus on student success;
- Supported by Data and a shared understanding of that Data;
- Incorporating existing facilities needs into the overall plan; and
- Prioritizing projects defined within the Long-Range Facility Plan

The committee represented the three primary communities within the district: The City of Airway Heights, the City of Cheney and the West Plains area. Applications were accepted and a lottery was undertaken to obtain a balance of representation across these primary areas. Each area had five parent representatives and two to four community representatives for a total community representation of 24 members.

Additional members included a handful of district and building administrators and two board members. These committee members operated primarily as technical experts to answer committee member questions and otherwise listened and allowed the community and parent members to develop the planning recommendations.

The committee met six times between the months of December 2022 and May 2023. The meetings lasted approximately 1½ to 2 hours. In order to accommodate the schedules of all the community members, the meetings occurred in person at different schools across the district. In addition, the meetings alternated Monday and Tuesday evenings with a Zoom meeting available the following evening after each meeting for those that could not attend the in-person meeting.





In the first meeting, the committee received a presentation of the data collected by the facility planning consultants and the facility planning process.

At the second meeting the committee reviewed questions from the previous meeting and received a presentation on site locations available throughout the district. The committee also engaged in a table-top exercise to begin to utilize the data available to determine future school building needs.

The third meeting focused on reviewing where residential growth was occurring across the district, and an initial prioritization of facility needs relative to the growth and previously reviewed data. They also engaged in an interactive process of exploring the impact of building new schools on the utilization and capacity at the different grade levels.

In the fourth meeting the committee worked on finalizing some short-term, or immediate, needs driven by the data and prepared for the upcoming community meetings to solicit feedback on their draft recommendations.

The fifth meeting focused on finalizing the recommendations to take forward to the community for feedback.

Three community meetings occurred in early May, with members of the committee attending each meeting and facilitating conversations with attendees after presentations by the committee chairs, the Superintendent, and the planning consultant. Community feedback was gathered through notetaking by committee members and information captured via ThoughtExchange both in the meetings as well as outside of the meetings.

In the sixth, and final, meeting the committee reviewed the community feedback captured and entered through ThoughtExchange in order to finalize a recommendation to the school board. The committee came a consensus on a recommendation that the committee chairs would present to the school board for review and action.

In June the committee co-chairs presented the committee's recommendations for short and long-term action items to the school board.





7.0 FACILITY MASTER PLAN

The Facility Master Plan was developed by the community-representative Facility Planning Committee as described in the previous chapter. In this chapter, their recommendations, accepted by the Cheney Public Schools School Board, are detailed and supported with planning-level cost estimates and schedules.

7.1 Facility Planning Committee Recommendations – Phase One

The committee recognized the following priorities and areas of importance for the district in considering future capital facility improvements for action as soon as possible.

ELEMENTARY SCHOOLS

The committee's consensus recommendation was that the construction of two additional elementary schools should be the top priority for the district. The committee recommended that the district should undertake this priority in a phased approach, while incorporating steps moving other long-term needs forward. The immediate first steps of the recommendation are to build a new elementary school in the Airway Heights area in order to accommodate the number of students already living in that area and to acquire land for a second elementary school near growing student populations.

SECONDARY SCHOOLS

The committee's recommendations included the upcoming need for another secondary school in the district to address middle and high school capacity challenges that will manifest themselves in the coming years. The committee recommended that the district immediately engage in acquiring a large parcel of property in, or near, a high-growth area of the district where a secondary school and related athletic fields can be developed.

EXISTING SCHOOLS

The committee also recommended that as part of the short-term actions the district address existing updates and renovations to existing schools as defined by the district facility department and administrators.

TRANSPORTATION

The final element in the committee's recommendation for facility improvements was for the district to acquire land and construction a second, or more central, transportation center in order to increase the efficiency of student transportation and better utilize the district's transportation assets.





7.2 Facility Planning Committee Recommendations – Phase Two

The committee recognized the following priorities and areas of importance for the district in considering future capital facility improvements for action after the completion of, or in conjunction with, the priorities in Phase One.

THRESHOLDS FOR NEW SCHOOL CONSTRUCTION

The committee recommended that the district set student enrollment thresholds at which to return to the community for funding of a secondary school and additional elementary schools.

After significant analysis of the relationship between capacity, utilization and program impacts, the committee recommended that at the elementary level the process of returning to the community for an additional elementary building should be initiated when elementary enrollment reaches 95% of programmed building capacity.

At the middle and high school levels, due to the sizes of these new schools and the programmatic ability to accommodate higher utilization rates, the committee recommended that the process should be initiated when BOTH middle and high school utilization rates are over 100% of programmed capacity AND the combined student enrollment in grades 6-12 exceeds programmed building capacity by more than 600 students.

7.3 Estimated Timeline and Costs for Committee Recommendations

The committee reviewed cost and timeline information, provided by the consulting team and district officials, related to the recommended projects. This information included district contributions, OSPI matching funds, and bond revenue requirements.

The financial and project consultants determined that the recommended facility plan could be executed with \$68,000,000 in bond revenue. A recommendation was made to the School Board for consideration of undertake a bond initiative for this amount to address the Phase One recommendations.

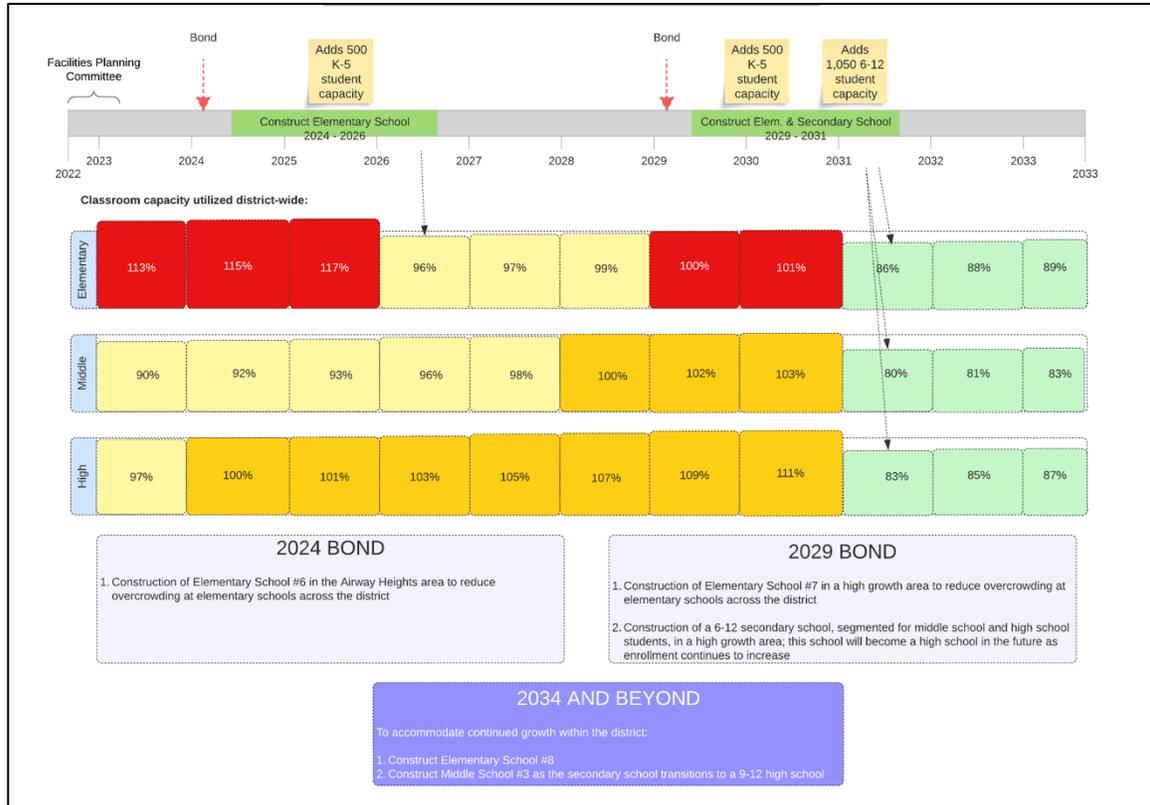
TIMELINE

The committee presented the School Board with the same timeline that was presented to the community as one of the options. This timeline indicates when the district should run bond efforts to finance construction, when construction will occur, when newly constructed buildings would come online and the impacts to utilization of existing programmed capacity at each grade span.





**EXHIBIT 7-1
CHENEY PUBLIC SCHOOLS FACILITY PLANNING ROADMAP**



PHASE ONE COST

High level cost information was also presented to the School Board related to initiating Phase One of the recommended actions. *This cost information was prepared for planning and comparison purposes and should be finalized prior to undertaking a bond effort.*

**EXHIBIT 7-2
CHENEY PUBLIC SCHOOLS FACILITY PLANNING COST ESTIMATES**

New Elementary School	\$50 million
Land for Future Elementary School	\$3 million
Land for Future Secondary School	\$5 million
Updates/Renovations to Existing Schools	\$10 million
TOTAL BOND	\$68 million

Estimated Cost per Thousand = \$0.52 per thousand





7.4 Related Recommendations

The following recommendations from the consultants are intended to provide guidance with the implementation of the Facility Master Plan.

7.4.1 Review School Board Facility Policies

Periodic reviews of school board policies and administrative procedures will help staff and patrons more clearly understand the facility goals for the district and the processes necessary to reach those goals. These written documents will improve communications and provide guidance in the setting of priorities in the Facilities and Maintenance Department.

7.4.2 Update Enrollment Projections Annually

The enrollment projections should be updated annually as the Facility Master Plan is implemented. As facility conditions are improved and programs change, demographics will change, and the data will need to be updated. Actual enrollments should be compared to projected enrollments. This updated information should then be used to update the enrollment projections. Using updated enrollment projections will help the district address facility needs based upon changing trends in student enrollment.

7.4.3 Evaluate Elementary Attendance Boundaries

A key component of the Facility Master Plan is the efficient use of existing facilities. To effectively accomplish this objective, the district should regularly review and, if necessary, update elementary school boundaries in order to maximize the use of existing facilities. Care must be taken to balance the need to efficiently utilize facilities with the needs of students. Attendance boundary policies can be developed to address both concerns. Similar policies in other districts often include allowing students to remain at a particular school once enrolled, not requiring a change when safety concerns exist, transportation changes, etc. Any policy on boundary changes should be reviewed on a regular basis.

7.4.4 Develop Educational Specifications and Other Building Standards

Current school pre-construction processes are complex and time consuming. Before school design can even begin, it often takes many months to develop educational specifications, building standards, and product specifications. The district should develop these written documents and have them in place prior to the selection of the design team. By doing so, the District could enjoy the following benefits:





- a. Being “in front” of the planning process and have more time for thoughtful input.
- b. Minimizing the “my school” and “my classroom” mentality by developing educational specifications and building standards early.
- c. Standardizing building components for maintenance. This will reduce the District’s inventory of different parts and allow economies of scale in the procurement process.
- d. Improving integration with maintenance and operations through the early development of standards.
- e. Saving money over time, both in fees and a shortened design time.
- f. Minimizing variance between different A/E firms during design through District ownership of educational specifications and facility standards.
- g. Having greater control of the final product.

7.4.5 Review and Update the Facility Master Plan Every Five Years

As facility conditions are improved enrollment changes, programs change, and this Facility Master Plan will become somewhat outdated. To ensure that a viable, data-driven plan is current, the district should update this plan every five years. By keeping the plan and its data current, the district will be better able to adjust to changing conditions and student needs.





APPENDIX A

SCHOOL CAPACITY TABLES





Betz ES			
	# Rooms	Room Capacity	Subtotal
Pre-K	2	0	-
K Full Day	4	20	80
Grade 1	4	20	80
Grade 2	4	20	80
Grade 3	3	20	60
Grade 4	3	24	72
Grade 5	3	24	72
Music	2	0	-
PE	1	0	-
Self Cont. Sp Ed	2	12	24
RR, Title I, Pull Out	3	0	-
Total Room Count	31		468
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			445

Salnave ES			
	# Rooms	Room Capacity	Subtotal
Pre-K	1	0	-
K Full Day	3	20	60
Grade 1	3	20	60
Grade 2	3	20	60
Grade 3	3	20	60
Grade 4	3	24	72
Grade 5	3	24	72
Music	1	0	-
PE	1	0	-
Self Cont. Sp Ed	1	12	12
RR, Title I, Pull Out	1	0	-
Total Room Count	23		396
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			376





Snowdon ES			
	# Rooms	Room Capacity	Subtotal
Pre-K	1	0	-
K Full Day	3	20	60
Grade 1	3	20	60
Grade 2	3	20	60
Grade 3	3	20	60
Grade 4	3	24	72
Grade 5	3	24	72
Music	2	0	-
PE	1	0	-
Self Cont. Sp Ed	1	12	12
RR, Title I, Pull Out	1	0	-
Total Room Count	24		396
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			376

Sunset ES			
	# Rooms	Room Capacity	Subtotal
Pre-K	2	0	-
K Full Day	4	20	80
Grade 1	4	20	80
Grade 2	4	20	80
Grade 3	4	20	80
Grade 4	4	24	96
Grade 5	3	24	72
Music	2	0	-
PE	1	0	-
Self Cont. Sp Ed	2	12	24
RR, Title I, Pull Out	4	0	-
Total Room Count	34		512
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			486





	Windsor ES		
	# Rooms	Room Capacity	Subtotal
Pre-K	2	0	-
K Full Day	4	20	80
Grade 1	4	20	80
Grade 2	4	20	80
Grade 3	4	20	80
Grade 4	4	24	96
Grade 5	4	24	96
Music	2	0	-
PE	2	0	-
Self Cont. Sp Ed	2	12	24
RR, Title I, Pull Out	3	0	-
Total Room Count	35		536
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			509





Cheney MS			
	# Rooms	Room Capacity	Subtotal
Grade 6	5	28	140
Grades 7-8	10	28	280
Art	1	28	28
Business Labs		28	-
Computer Labs		0	-
Music	2	28	56
PE	3	28	84
Science	6	28	168
CTE	3	26	78
Self Cont. Sp Ed	2	12	24
RR/T-1 Pull Out	4	12	48
Total Room Count	36		906
Scheduling Factor =			83%
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			714

Westwood MS			
	# Rooms	Room Capacity	Subtotal
Grade 6	5	28	140
Grades 7-8	10	28	280
Art	1	28	28
Business Labs		28	-
Computer Labs	1	0	-
Music	2	28	56
PE	3	28	84
Science	6	28	168
CTE	3	26	78
Self Cont. Sp Ed	2	12	24
RR/T-1 Pull Out	3	12	36
Total Room Count	36		894
Scheduling Factor =			83%
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			705





Cheney HS			
	# Rooms	Room Capacity	Subtotal
Grades 9-12	36	28	1,008
Art - Graphic	2	28	56
Art - Drama	2	28	56
Music	2	28	56
PE	5	28	140
Science	9	28	252
CTE	16	26	416
Self Cont. Sp Ed	3	12	36
RR/T-1 Pull Out	4	12	48
Total Room Count	79		2,068
Scheduling Factor =			83%
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			1,631

Three Springs Alt. School			
	# Rooms	Room Capacity	Subtotal
Grades 9-12	3	16	48
Art	1	16	16
Computer Labs	1	16	16
Science	2	16	32
CTE	1	16	16
RR/T-1 Pull Out	1	12	12
Other - Community	1	0	-
Total Room Count	10		140
Scheduling Factor =			83%
"Imperfect Fit" Factor =			95%
Instructional Space Model Capacity =			110





APPENDIX B

FUNCTIONAL ADEQUACY ASSESSMENTS





Betz Elementary School
Cheney Public Schools
Cheney, WA
Total Score = 88% or "Fair"
Date Scored: October 3, 2022
Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Exterior										
Pedestrian Circulation	Y	Fair		x						One of the crosswalks to the front playground goes through the main parent drop off zone.
Vehicle Circulation (incl. service vehicles)	Y	Good								
Grounds and Fields	Y	Fair		x		x			x	The school's ADA compliant playground equipment is inadequate. There is no separate pre-k and kindergarten playground.
Parking	Y	Fair		x					x	The school has no visitor parking spots. Parking is a significant distance from the front entrance.
Safety-Security, Signage, Fencing, Etc.	Y	Good								
Administration										
Administrators	Y	Fair	x							The principal's office is undersized. It's unable to seat a minimum of four people around a conference table.
Reception-Clerical-Business	Y	Fair	x							The reception area inside the main office is small and contains two wooden benches. There is additional seating in the security vestibule.
Discipline (Security, Detention, ISS, etc.)	N									
Administrative Support	Y	Fair	x	x	x	x	x	x	x	The conference room has been converted into a cot room for the health services due to Covid. The records are stored in the hallway adjacent to the principal's office.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Student Services										
Counselor, SW Offices	Y	Fair								The counselor lacks a reception area or a conference room.
Clinic and Restroom	Y	Fair	x	x					x	The student cots are located in a conference room across the hall from the clinic. They are not easily supervised from the main clinic area.
Student Services Support	Y	Fair	x	x	x	x	x	x	x	The school lacks enough office space for student support staff. Staff are presently housed in a general classroom.
Staff Support										
Staff Workrooms	Y	Good								
Staff Lounge	Y	Good								
Staff Restrooms	Y	Fair	x	x	x	x	x	x	x	The school only has two sets of staff restrooms.
Staff Support	Y	Fair	x	x	x	x	x	x	x	Some itinerant staff share a classroom due to a lack of office space.
Food Services										
Food Preparation	Y	Good								
Cafeteria	Y	Fair			x					The cafeteria lacks table and chairs storage.
Dishwashing-Scullery	Y	Good								
Food Storage (Freezer, Cooler, Dry Storage)	Y	Good								
Food Services Support	Y	Good								
Custodial-Maintenance										
Custodial/Maintenance	Y	Good								
Restrooms and Corridors	Y	Fair				x				The restrooms are not equipped with urinal partitions.
Custodial-Maintenance Support	Y	Good								
General Classrooms										
General Classrooms	Y	Good							x	Many of the windows are water stained due to the sprinkler system.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Early Childhood/Kindergarten										
Early Childhood Classrooms	Y	Poor	x	x	x	x	x	x	x	The early childhood classrooms are undersized. The ECAP prekindergarten program is located in portables.
Early Childhood Support	Y	Poor	x	x	x	x	x	x	x	The early childhood ECAP program is located in portables.
Special Needs										
Special Education - Resource	Y	Fair	x		x					Because there are not enough resource rooms, some of the resource staff are located in general classrooms.
Special Education - Cognitive	Y	Good								
Special Education - Behavior	Y	Unsatisfactory	x	x	x	x	x	x	x	The cognitive preschool program is located in portables.
Title I	Y	Good								
Speech Therapy	Y	Good								
Psychologist	Y	Good								
Special Needs Support	Y	Good								
Physical Education										
Gymnasium/Multipurpose	Y	Good								
Physical Education Support	Y	Fair			x					There is inadequate storage for physical education equipment.
Music										
Music	Y	Fair	x	x	x	x	x	x	x	A general classroom is used for some music instruction. It lacks adequate storage or acoustical treatments.
Music Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Library - Media										
Library	Y	Fair	x				x			The library is undersized. The bookshelves are tall, causing the library to be difficult to visually supervise.
Library Support	Y	Good								
Computer Labs										
Computer Lab(s)	N									
Computer Lab Support	N									
Visual Arts										
Art	N									
Art Support	N									
Science										
Science Room	N									
Science Room Support	N									
Performance										
Stage	Y	Good								
Auditorium/Performance Space	Y	Fair	x							The cafeteria is not large enough to seat the audiences for student programs.
Stage-Auditorium Support	Y	Fair					x			The public address system for the auditorium is starting to fail.
Gifted Education										
	N									





Salnave Elementary School
Cheney Public Schools
Cheney, WA
Total Score = 65% or "Poor"
Date Scored: October 3, 2022
Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Exterior									
Pedestrian Circulation	Y	Poor	x	x					Pedestrian crossings are located adjacent to the parent drop-off/pullout.
Vehicle Circulation (incl. service vehicles)	Y	Poor	x	x				x	The parent and bus drop-offs are located in parking lots. The bus drop-off area is very narrow.
Grounds and Fields	Y	Good							
Parking	Y	Poor	x					x	The school lacks adequate offstreet parking. The school is not equipped with any visitor parking stalls.
Safety-Security, Signage, Fencing, Etc.	Y	Poor		x		x			Due to the configuration of the school, line-of-sight supervision is difficult. The school lacks adequate fencing in some areas.
Administration									
Administrators	Y	Good							
Reception-Clerical-Business	Y	Good							
Discipline (Security, Detention, ISS, etc.)	Y	Fair	x	x					The school has two small rooms adjacent to the principal's office that can be used for student intervention.
Administrative Support	Y	Fair	x			x			The school lacks a conference room.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Student Services										
Counselor, SW Offices	Y	Fair							x	The counselor lacks a reception area or conference room.
Clinic and Restroom	Y	Fair	x	x						The nurse lacks a separate area to make confidential phone calls.
Student Services Support	Y	Good								
Staff Support										
Staff Workrooms	Y	Good								
Staff Lounge	Y	Good								
Staff Restrooms	Y	Fair	x	x	x	x	x	x		The building lacks an adequate number of staff restrooms.
Staff Support	Y	Good								
Food Services										
Food Preparation	Y	Poor	x							The kitchen area is undersized for the number of students served.
Cafeteria	Y	Unsatisfactory	x	x	x	x	x	x		The school lacks a cafeteria. Students eat in their classrooms.
Dishwashing-Scullery	Y	Poor	x				x			The dishwashing area is undersized.
Food Storage (Freezer, Cooler, Dry Storage)	Y	Poor	x		x	x				The kitchen area lacks adequate dry storage, freezer and cooler capacity.
Food Services Support	Y	Poor	x						x	The kitchen area lacks a locker area and an office for the kitchen manager.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Custodial-Maintenance										
Custodial/Maintenance	Y	Good								
Restrooms and Corridors	Y	Poor	x	x					x	There is one set of student restrooms per floor.
Custodial-Maintenance Support	Y	Good								
General Classrooms	Y	Poor	x		x				x	Many of the classrooms have up to six different walls making configuration difficult. HVAC control is an issue in most classrooms. Many of the classroom lack adequate electrical outlets and have limited storage. Some of the classrooms lack natural light.
Early Childhood/Kindergarten										
Early Childhood Classrooms	Y	Fair	x		x	x			x	The pre-k classrooms are undersized and lack adequate storage for large items.
Early Childhood Support	Y	Fair				x				Early childhood spaces not equipped with a changing table.
Special Needs										
Special Education - Resource	Y	Good								
Special Education - Cognitive	Y	Good								
Special Education - Behavior	N									
Title I	Y	Fair	x					x		The Title I spaces have five walls or more and are difficult to configure. Most of them have no windows or natural lighting.
Speech Therapy	Y	Fair			x					The speech therapy room is adjacent to the area in which students pick up their lunches. Noise between the spaces negatively affects the program.
Psychologist	Y	Good								
Special Needs Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Physical Education										
Gymnasium/Multipurpose	Y	Good								
Physical Education Support	Y	Good								
Music										
Music	Y	Fair	x	x	x				x	The music room has seven different walls. It lacks natural lighting and adequate storage for large instruments. It has a low ceiling and is located a significant distance from the gymnasium, where performances occur.
Music Support	Y	Poor	x	x	x				x	The music teacher lacks an office area to fix equipment and store music.
Library - Media										
Library	Y	Fair	x		x			x		The library is undersized, lacks natural lighting, and has inconsistent HVAC.
Library Support	Y	Unsatisfactory	x	x	x	x	x	x	x	The library lacks a workroom and adequate storage for supplies and materials. These spaces, and the office, are used for itinerant staff.
Computer Labs										
Computer Lab(s)	N									
Computer Lab Support	N									
Visual Arts										
Art	N									
Art Support	N									
Science										
Science Room	N									
Science Room Support	N									





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Performance										
Stage	Y	Unsatisfactory	x	x	x	x	x	x		The school utilizes the gymnasium for programs. It is not equipped with a stage.
Auditorium/Performance Space	Y	Good								The gymnasium is adequate in size to seat program audiences. The school does have another area referred to as the arena which can seat smaller groups.
Stage-Auditorium Support	Y	Fair				x	x			The gymnasium is not equipped with specialized lighting. It does have a public address system that is adequate.
Gifted Education										
	N									





**Snowden Elementary School
Cheney Public Schools
Cheney, WA**

Total Score = 79% or "Fair"
Date Scored: October 3, 2022
Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Exterior										
Pedestrian Circulation	Y	Good								
Vehicle Circulation (incl. service vehicles)	Y	Fair	x	x					x	The parent drop-off zone is located in the parking lot.
Grounds and Fields	Y	Good								
Parking	Y	Good								
Safety-Security, Signage, Fencing, Etc.	Y	Fair				x				There is inadequate external signage directing people to the main office. The school lacks internal directional signage.
Administration										
Administrators	Y	Good								
Reception-Clerical-Business	Y	Fair	x							The reception area is undersized.
Discipline (Security, Detention, ISS, etc.)	Y	Good								
Administrative Support	Y	Good								
Student Services										
Counselor, SW Offices	Y	Fair	x						x	The counselor lacks a reception area or conference room.
Clinic and Restroom	Y	Fair		x					x	The cots in the clinic have been relocated to the conference room.
Student Services Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Staff Support										
Staff Workrooms	Y	Fair	x		x					The work room is undersized and lacks adequate storage for supplies and materials.
Staff Lounge	Y	Fair	x							The staff lounge is small for the staff population.
Staff Restrooms	Y	Good								
Staff Support	Y	Good								
Food Services										
Food Preparation	Y	Fair	x							The kitchen preparation area is small in size.
Cafeteria	Y	Fair	x						x	The cafeteria is small. The columns in the back of the cafeteria make table configuration difficult.
Dishwashing-Scullery	Y	Good								
Food Storage (Freezer, Cooler, Dry Storage)	Y	Fair	x		x					The kitchen lacks adequate dry storage.
Food Services Support	Y	Fair	x			x				The kitchen manager's office is a desk in the corner of the kitchen.
Custodial-Maintenance										
Custodial/Maintenance	Y	Good								
Restrooms and Corridors	Y	Good								
Custodial-Maintenance Support	Y	Good								
General Classrooms	Y	Fair	x	x	x	x	x	x	x	The fifth grade classrooms are located in portables. The classrooms lack adequate storage for large items such as science kits.
Early Childhood/Kindergarten										
Early Childhood Classrooms	Y	Fair	x		x					One of the kindergarten classrooms is a general classroom which does not contain a restroom. The early childhood education classrooms are undersized and lack adequate storage for larger items.
Early Childhood Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Special Needs									
Special Education - Resource	Y	Good							The resource instruction is in several break-out areas located adjacent to the hallways.
Special Education - Cognitive	Y	Good							
Special Education - Behavior	N								
Title I	Y	Good							
Speech Therapy	Y	Good							
Psychologist	Y	Good							
Special Needs Support	Y	Poor			x				There is no resource room storage for the many levels of instructional materials and equipment.
Physical Education									
Gymnasium/Multipurpose	Y	Good							
Physical Education Support	Y	Good							
Music									
Music	Y	Unsatisfactory	x	x	x	x	x	x	Band is taught in a portable.
Music Support	Y	Unsatisfactory	x	x	x	x	x	x	Band is taught in a portable.
Library - Media									
Library	Y	Fair	x						The library is undersized for the student population.
Library Support	Y	Good							
Computer Labs									
Computer Lab(s)	N								
Computer Lab Support	N								
Visual Arts									
Art	N								
Art Support	N								





	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Science									
Science Room	N								
Science Room Support	N								
Performance									
Stage	Y	Good							
Auditorium/Performance Space	Y	Poor	x					x	Due to the size of the cafeteria/auditorium musical programs are being performed in the gymnasium using risers. The cafeteria/auditorium is not large enough to accommodate the audiences.
Stage-Auditorium Support	Y	Good							
Gifted Education									
	N								





Sunset Elementary School
Cheney Public Schools
Cheney, WA
Total Score = 77% or "Fair"
Date Scored: October 4, 2022
Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Exterior										
Pedestrian Circulation	Y	Good								
Vehicle Circulation (incl. service vehicles)	Y	Poor	x	x					x	The bus loading and unloading zone is located on the street. Most parents drop off and pickup on the street. There is a pre-k drop-off area in the parking lot in front of the building.
Grounds and Fields	Y	Fair		x		x			x	The playground has significant drainage problems. None of the playground equipment is ADA compliant. Playground equipment is stored in the hallway. The school lacks a separate pre-k and kindergarten playground.
Parking	Y	Good							x	The school lacks any designated visitor parking spots.
Safety-Security, Signage, Fencing, Etc.	Y	Fair				x			x	The school lacks adequate fencing between the delivery driveway and the playground.
Administration										
Administrators	Y	Good								
Reception-Clerical-Business	Y	Fair			x					There is inadequate storage for materials and supplies. Large rolls of paper are stored in the hallway.
Discipline (Security, Detention, ISS, etc.)	Y	Good								
Administrative Support	Y	Fair							x	The conference room is now utilized by the Title Intervention Teacher.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Student Services										
Counselor, SW Offices	Y	Good								
Clinic and Restroom	Y	Fair							x	The cots in the nurses office are relocated to the community kitchen making line of sight supervision more difficult.
Student Services Support	Y	Good								
Staff Support										
Staff Workrooms	Y	Good								
Staff Lounge	Y	Good								
Staff Restrooms	Y	Good								
Staff Support	Y	Fair							x	Three itinerant staff offices were originally part of the library support facilities.
Food Services										
Food Preparation	Y	Good								
Cafeteria	Y	Fair							x	Children do not eat lunch in the cafeteria due to additional physical education classes that cannot be taught in the gymnasium. Students eat in their home classroom.
Dishwashing-Scullery	Y	Good								
Food Storage (Freezer, Cooler, Dry Storage)	Y	Fair			x					The kitchen area lacks adequate dry storage.
Food Services Support	Y	Good								
Custodial-Maintenance										
Custodial/Maintenance	Y	Good								
Restrooms and Corridors	Y	Fair				x				The boys restrooms are not equipped with urinal partitions.
Custodial-Maintenance Support	Y	Good								
General Classrooms	Y	Fair	x	x	x	x	x	x	x	One fifth grade classroom is located in a portable.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Early Childhood/Kindergarten										
Early Childhood Classrooms	Y	Fair	x	x	x	x	x	x		Two pre-k classrooms are located in portables.
Early Childhood Support	Y	Fair	x	x	x	x	x	x		Two pre-k classrooms are located in portables
Special Needs										
Special Education - Resource	Y	Fair	x	x	x				x	Many of the resource rooms are general classrooms. Workrooms in the library are currently used for Title Interventionist staff. A former storage room is used for resource staff.
Special Education - Cognitive	Y	Fair			x					The self-contained special education room lacks adequate storage for large equipment and mobility devices.
Special Education - Behavior	Y	Fair		x					x	The Tier II Behavior Intervention room is not equipped with a restroom. It also has acoustical interference from the music room, located directly across the hall.
Title I	Y	Good								
Speech Therapy	Y	Good								
Psychologist	Y	Good								
Special Needs Support	Y	Good								
Physical Education										
Gymnasium/Multipurpose	Y	Good				x				The gymnasium windows are covered with butcher paper because they are not equipped with blinds.
Physical Education Support	Y	Good								
Music										
Music	Y	Fair	x	x	x				x	A portion of the music program is taught in a general classroom.
Music Support	Y	Fair			x				x	Music rooms lack adequate storage for large instruments and equipment.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments	
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other			
Library - Media											
Library	Y	Poor	x		x					x	The library is undersized. The entryway to the library houses shelves that are used to store resource or interventionist materials.
Library Support	Y	Unsatisfactory	x	x	x	x	x	x	x		The library support spaces are used to house itinerant staff and resource or interventionist faculty.
Computer Labs											
Computer Lab(s)	N										
Computer Lab Support	N										
Visual Arts											
Art	N										
Art Support	N										
Science											
Science Room	N										
Science Room Support	N										
Performance											
Stage	Y	Unsatisfactory	x	x	x	x	x	x	x		The school is not equipped with a stage. Performances are done in the gymnasium using risers.
Auditorium/Performance Space	Y	Fair					x	x	x		The gymnasium lacks special lighting and appropriate acoustical treatments for performances.
Stage-Auditorium Support	Y	Unsatisfactory	x	x	x	x	x	x	x		The school does not have a stage.
Gifted Education											
	N										





**Windsor Elementary School
Cheney Public Schools
Cheney, WA**

Total Score = 87% or "Fair"
Date Scored: October 5, 2022
Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas							Comments	
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other			
Exterior											
Pedestrian Circulation	Y	Good									
Vehicle Circulation (incl. service vehicles)	Y	Fair	x	x						x	The parent drop-off lane is located in a parking lot. It is undersized and very congested.
Grounds and Fields	Y	Fair					x	x			The school lacks ADA compliant playground equipment. The intercom system on the playground is not functional.
Parking	Y	Fair					x			x	The parking lot also serves as the drop-off zone for students. The school lacks visitor parking.
Safety-Security, Signage, Fencing, Etc.	Y	Good								x	The school grounds are adjacent to the middle school grounds. They are not separated by a fence.
Administration											
Administrators	Y	Fair		x							The staff mailboxes are located directly across the hall from the principal's office doorway. Confidentiality in the principal's office is a concern.
Reception-Clerical-Business	Y	Poor	x							x	The reception area is small and houses three chairs. The administrative assistant work area is undersized.
Discipline (Security, Detention, ISS, etc.)	Y	Good									
Administrative Support	Y	Fair	x		x						The work room is located adjacent to the library. The school lacks adequate storage for supplies and materials. The conference room is small.





	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Student Services									
Counselor, SW Offices	Y	Good							
Clinic and Restroom	Y	Fair		x					The conference room currently houses a cot. It is not easily supervised from the nurses clinic.
Student Services Support	Y	Fair			x				Student services lacks adequate built-in storage for supplies and materials. Some items are stored in the hallways.
Staff Support									
Staff Workrooms	Y	Fair	x		x				The work room is located adjacent to the library. It's undersized and lacks adequate built-in storage cabinetry for supplies and materials.
Staff Lounge	Y	Good							
Staff Restrooms	Y	Fair	x	x				x	The school lacks an adequate number of staff restrooms.
Staff Support	Y	Good							
Food Services									
Food Preparation	Y	Fair	x			x			The kitchen lacks adequate preparation space.
Cafeteria	Y	Fair	x		x			x	Breakfast is served in the cafeteria. Lunch is eaten in the classrooms. Some of the tables fold up and are stored in the walls. The school lacks adequate storage for the remaining tables. The cafeteria is also the community room.
Dishwashing-Scullery	Y	Good							
Food Storage (Freezer, Cooler, Dry Storage)	Y	Poor	x		x				The refrigerator, freezer, and dry storage areas are all undersized.
Food Services Support	Y	Fair	x	x				x	The kitchen manager lacks an enclosed office.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Custodial-Maintenance										
Custodial/Maintenance	Y	Fair			x					The custodial area lacks adequate storage for equipment and materials.
Restrooms and Corridors	Y	Fair				x				The boys restrooms lack urinal partitions.
Custodial-Maintenance Support	Y	Good								
General Classrooms										
	Y	Good								
Early Childhood/Kindergarten										
Early Childhood Classrooms	Y	Fair			x	x			x	Not all of the kindergarten classrooms have a restroom. The pre-k and kindergarten classrooms lack adequate storage for large items. One of the pre-k classrooms needs a changing table. The sinks in the classrooms are not at the age appropriate height.
Early Childhood Support	Y	Good								
Special Needs										
Special Education - Resource	Y	Fair		x	x				x	Two resource rooms are adjacent to the community room. Noise between the spaces can be an issue. The reading intervention room houses two teachers. The resource rooms lack adequate built-in storage cabinetry for all the teaching supplies and materials.
Special Education - Cognitive	Y	Fair				x				The room lacks a changing table in the restroom.
Special Education - Behavior	Y	Good								
Title I	Y	Good								
Speech Therapy	Y	Good								
Psychologist	Y	Fair		x						The psychologist office is located at the opposite end of the building from the main office and is not proximate to other student support personnel.
Special Needs Support	Y	Fair			x					The school lacks adequate built-in storage for all large equipment such as mobility devices.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Physical Education										
Gymnasium/Multipurpose	Y	Good								
Physical Education Support	Y	Good								
Music										
Music	Y	Poor	x	x	x	x	x	x	x	The music room lighting is poor. Shelves for instrument storage are located in the hallway.
Music Support	Y	Fair	x	x	x	x	x	x	x	Some music is taught in a portable.
Library - Media										
Library	Y	Good								
Library Support	Y	Good								
Computer Labs										
Computer Lab(s)	N									
Computer Lab Support	N									
Visual Arts										
Art	N									
Art Support	N									
Science										
Science Room	N									
Science Room Support	N									
Performance										
Stage	Y	Unsatisfactory	x	x	x	x	x	x	x	The school does not have a stage. Programs are held in the gymnasium and risers are used as needed.
Auditorium/Performance Space	Y	Fair						x		The acoustics are poor in the gymnasium.
Stage-Auditorium Support	Y	Unsatisfactory	x	x	x	x	x	x	x	The school lacks specialized lighting or storage for props, costumes, materials and supplies, or risers.
Gifted Education										
	N									





Cheney Middle School
Cheney Public Schools
Cheney, WA
Total Score = 95% or "Good"
Date Scored: October 4, 2022
Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas							Comments	
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other			
Exterior											
Pedestrian Circulation	Y	Good									
Vehicle Circulation (incl. service vehicles)	Y	Fair	x	x						x	The parent drop-off lane is in a parking lot.
Grounds and Fields	Y	Fair				x				x	The athletic fields are not equipped with restrooms or a concession stand.
Parking	Y	Good									
Safety-Security, Signage, Fencing, Etc.	Y	Fair				x					The school lacks adequate internal and external directional signage, including visitor parking.
Administration											
Administrators	Y	Fair						x		x	The principal's office has an tall ceiling with large windows. The acoustics in the space are very poor and controlling the temperature is difficult.
Reception-Clerical-Business	Y	Fair	x								The reception area is small.
Discipline (Security, Detention, ISS, etc.)	Y	Good									
Administrative Support	Y	Good									
Student Services											
Counselor, SW Offices	Y	Good									
Clinic and Restroom	Y	Fair				x					The boys restrooms lack urinal partitions.
Student Services Support	Y	Good									





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAC, Acoustics	Other		
Staff Support										
Staff Workrooms	Y	Good								
Staff Break Room	Y	Good								
Staff Support and Restrooms	Y	Good								
Food Services										
Food Preparation	Y	Good								
Cafeteria	Y	Fair			x					The cafeteria lacks adequate table storage.
Dishwashing-Scullery	Y	Good								
Food Storage (Freezer, Cooler, Dry Storage)	Y	Good								
Food Services Support (office, lockers, etc.)	Y	Fair	x						x	The kitchen manager lacks a private office.
Custodial-Maintenance										
Custodial - Maintenance	Y	Good								
Restrooms and Corridors	Y	Fair				x				Male restrooms lack urinal partitions.
General Classrooms										
	Y	Good								
Science										
Science Labs	Y	Good								
Science Support	Y	Good								
Special Needs										
Special Education - Resource	Y	Good								Two resource rooms are currently housed in rooms that were originally designed for self-contained special education.
Special Education - Cognitive	Y	Good								
Special Education - Behavior	Y	Poor	x		x	x			x	Behavioral self-contained special education is in a general classroom without individual workstations. The room lacks a restroom.
Title I	Y	Good								
Psychologist/SLP	Y	Good								
Special Needs Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAC, Acoustics	Other		
Physical Education										
Gymnasium/Multipurpose	Y	Good								
Weight Room	Y	Good								
Lockers	Y	Good								
Physical Education Support	Y	Good								
Performing Arts										
Music - Instrumental	Y	Good								
Music - Vocal	Y	Fair			x					The vocal room is used to teach orchestra. It does not have adequate storage for instruments.
Music Support	Y	Good								
Drama - Stage	Y	Good								
Auditorium/Performance Space	Y	Fair	x							The commons area is not large enough to seat crowds who would like to attend performances.
Drama Support	Y	Good								
Library - Media										
Library	Y	Good								
Library - Meeting, Conference	Y	Good								
Library Support	Y	Good								
Computer Labs										
Computer Labs	Y	Good								
Computer Lab Support (MDF, IDF, etc.)	Y	Good								
Visual Arts										
Art-2D/3D	Y	Good								
Art - Computer Graphic	N									
Art Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAC, Acoustics	Other	
Career Technical Education									
Introduction to Technology	Y	Good							
Introduction to Technology Support	Y	Good							
Family Consumer Science	Y	Fair				x		x	The configuration of the kitchen lab areas make it difficult to accommodate four students.
Family Consumer Science Support	Y	Good							
Business	N								
Business Support	N								
Woods and Crafts	N								
Woods and Crafts Support	N								
Other	Y	Good							Pre-engineering
Gifted Education									
	N								





Westwood Middle School
Cheney Public Schools
Cheney, WA
Total Score = 97% or "Good"
Date Scored: October 5, 2022
Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Exterior									
Pedestrian Circulation	Y	Good							
Vehicle Circulation (incl. service vehicles)	Y	Fair		x				x	The parent drop-off lane is in the main parking lot.
Grounds and Fields	Y	Fair				x		x	The athletic fields lack restrooms or concession stands.
Parking	Y	Good							
Safety-Security, Signage, Fencing, Etc.	Y	Fair				x			The school lacks adequate internal and external directional signage, including visitor parking.
Administration									
Administrators	Y	Fair	x					x	The principal's office has an tall ceiling with large glass windows. Controlling the temperature and acoustics in the room is difficult.
Reception-Clerical-Business	Y	Good							
Discipline (Security, Detention, ISS, etc.)	Y	Good							
Administrative Support	Y	Good							
Student Services									
Counselor, SW Offices	Y	Good							
Clinic and Restroom	Y	Fair	x					x	The clinic has one restroom. It is often used by transgender students.
Student Services Support	Y	Good							





	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAC, Acoustics	Other	
Staff Support									
Staff Workrooms	Y	Fair	x		x				The workroom lacks storage for large rolls of paper. They are stored in the hallway.
Staff Break Room	Y	Good							
Staff Support and Restrooms	Y	Good							
Food Services									
Food Preparation	Y	Good							
Cafeteria	Y	Good							
Dishwashing-Scullery	Y	Good							
Food Storage (Freezer, Cooler, Dry Storage)	Y	Good							
Food Services Support (office, lockers, etc.)	Y	Fair				x		x	The kitchen manager lacks a separate office.
Custodial-Maintenance									
Custodial - Maintenance	Y	Good							
Restrooms and Corridors	Y	Fair				x			The boys restrooms lack urinal partitions.
General Classrooms									
	Y	Good							
Science									
Science Labs	Y	Good							
Science Support	Y	Good							
Special Needs									
Special Education - Resource	Y	Good							
Special Education - Cognitive	Y	Fair		x				x	The restroom with the changing table is located at the other end of the hallway.
Special Education - Behavior	Y	Fair				x		x	The classroom is not equipped with individual workstations. The room lacks a restroom.
Title I	Y	Good							
Psychologist/SLP	Y	Good							
Special Needs Support	Y	Good							





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAC, Acoustics	Other		
Physical Education										
Gymnasium/Multipurpose	Y	Good								
Weight Room	N									
Lockers	Y	Good								
Physical Education Support	Y	Good								
Performing Arts										
Music - Instrumental	Y	Good								
Music - Vocal	Y	Good								
Music Support	Y	Good								
Drama - Stage	Y	Good								
Auditorium/Performance Space	Y	Fair	x							The area cannot accommodate everyone who would like to attend performances. Also due to the configuration of the space, line-of-sight to the stage is restricted.
Drama Support	Y	Good								
Library - Media										
Library	Y	Good								
Library - Meeting, Conference	Y	Good								
Library Support	Y	Good								
Computer Labs										
Computer Labs	Y	Good								
Computer Lab Support (MDF, IDF, etc.)	Y	Good								
Visual Arts										
Art-2D/3D	Y	Good								
Art - Computer Graphic	N									
Art Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAC, Acoustics	Other	
Career Technical Education									
Introduction to Technology	Y	Good							
Introduction to Technology Support	Y	Good							
Family Consumer Science	Y	Fair	x	x					The kitchen labs areas do not provide enough workspace for four students at a time.
Family Consumer Science Support	Y	Good							
Business	N								
Business Support	N								
Woods and Crafts	Y	Good							Intro to Engineering
Woods and Crafts Support	Y	Good							Intro to Engineering
Other	N								
Gifted Education									





Cheney High School
Cheney Public Schools
Cheney, WA
Total Score = 86% or "Fair"
Date Scored: October 6, 2022
Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Exterior									
Pedestrian Circulation	Y	Good							
Vehicle Circulation (incl. service vehicles)	Y	Good							
Grounds and Fields	Y	Good							The high school facility does not house all of the sports fields. For example swimming utilizes the University facilities.
Parking	Y	Good							
Safety-Security, Signage, Fencing, Etc.	Y	Fair				x		x	The school lacks adequate internal directional signage. The numbering of the classrooms, primarily the 400 and 300 numbered rooms, are confusing.
Administration									
Administrators	Y	Good							
Reception-Clerical-Business	Y	Good							
Discipline (Security, Detention, ISS, etc.)	Y	Good							
Administrative Support	Y	Good							
Student Services									
Counselor, SW Offices	Y	Good							
Clinic and Restroom	Y	Fair		x					With the clinic configuration, professional staff cannot easily make confidential phone calls. Many transgender students utilize the restroom in the clinic. The clinic is equipped with only one restroom.
Student Services Support	Y	Good							





	Program Space Needed?	Assigned Rating	Comment Areas							Comments	
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other			
Staff Support											
Staff Workrooms	Y	Good									
Staff Lounge	Y	Good									
Staff Support and Restrooms	Y	Good									
Food Services											
Food Preparation	Y	Good									
Cafeteria	Y	Good									
Dishwashing-Scullery	Y	Good									
Food Storage (Freezer, Cooler, Dry Storage)	Y	Fair	x		x						The freezer is undersized and the kitchen lacks adequate dry storage.
Food Services Support (office, lockers, etc.)	Y	Good									
Custodial-Maintenance											
Custodial - Maintenance	Y	Good									
Restrooms and Corridors	Y	Poor	x				x			x	Boys restrooms lack urinal partitions. The older restrooms in the building are undersized, congested, and poorly ventilated.
Custodial-Maintenance Support	Y	Good									
General Classrooms	Y	Fair				x				x	The new classrooms meet general classroom standards. The older classrooms are smaller and lack built-in storage cabinetry. The lighting in the older classrooms needs to be updated.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Science										
Science Labs	Y	Fair	x		x	x	x	x		The new science labs meet educational standards. The older science rooms lack adequate storage, are equipped with desks with the lab stations being on the perimeter or back of the room. Some of them have old lab stations with a sink trough down the middle and storage for equipment and materials above the lab stations. The older science facilities are outdated and need renovation.
Science Support	Y	Fair	x		x	x				Many of the older science rooms lack adequate storage and preparation areas.
Special Needs										
Special Education - Resource	Y	Good								
Special Education - Cognitive	Y	Poor	x		x	x			x	The room is undersized and lacks adequate storage for large equipment including mobility devices. The room is not equipped with the a life skills lab.
Special Education - Behavior	Y	Fair	x			x			x	The room lacks a restroom and adequate storage for large equipment.
Title I	Y	Good								
Psychologist/SLP	Y	Good								
Special Needs Support	Y	Good								
Physical Education										
Gymnasium/Multipurpose	Y	Good								
Weight Room	Y	Good								
Lockers	Y	Good								
Physical Education Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Performing Arts										
Music - Instrumental	Y	Fair			x				x	The instrumental music program lacks an ensemble sized practice room. Uniforms, music and other items are stored in a loft above the office area.
Music - Vocal	Y	Good								
Music Support	Y	Good								
Drama - Stage	Y	Good								
Auditorium/Performance Space	Y	Good								The school has a large auditorium and a little theater at opposite ends of the building from each other. The little theater is not used by the drama department and is used occasionally as a lecture room.
Drama Support	Y	Good								
Library - Media										
Library	Y	Fair	x						x	The library is undersized for the student population. It lacks adequate natural lighting.
Library - Meeting, Conference	Y	Fair	x						x	The library lacks a conference room. The main library does accommodate full classes for meetings.
Library Support	Y	Good								
Computer Labs										
Computer Labs	Y	Good								
Computer Lab Support (MDF, IDF, etc.)	Y	Good								
Visual Arts										
Art - 2D/3D	Y	Poor	x		x				x	Both art rooms are small. They lack an adequate number of sinks. They lack access to an outdoor art patio.
Art - Computer Graphic	Y	Fair	x				x		x	The digital photography lab is undersized and lacks a studio area for portraits. Student work areas are congested due to room size and the amount of equipment.
Art Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Career Technical Education									
Agriculture, Food, & Nat. Resources	Y	Fair	x		x				The general agricultural classroom is undersized for the number of students in the program and lacks adequate storage for supplies and materials. The floriculture greenhouse and general classroom are not proximate to each other.
Agriculture, Food, & Nat. Resources Support	Y	Fair	x						The agricultural faculty lack an office area.
Architecture and Construction	Y	Poor	x		x				The woods area is a shop-classroom combination that is undersized for the number of students in the program. The curriculum is designed for framing residential construction. The size of the shop restricts the activities that can be taught. The shop lacks an outdoor construction area. The computer assisted drafting classroom is small and lacks adequate natural lighting and storage.
Architecture and Construction Support	Y	Fair	x		x				The faculty lacks access to a private office area.
Arts, A/V Tech. & Communications	N								
Arts, A/V Tech. & Communications Support	N								
Business Mgmt. & Administration	Y	Fair	x		x				The DECA classroom is an undersized general classroom with limited storage. The yearbook classroom is a general classroom that lacks adequate storage.
Business Mgmt. & Administration Support	Y	Fair	x		x				Instructors lack a private office area.
Education and Training	N								
Education and Training Support	N								
Finance	N								
Finance Support	N								
Government and Public Administration	N								
Government and Public Administration Support	N								





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Career Technical Education (Cont'd)										
Health Science	Y	Fair								The sports medicine program utilizes two instructional spaces. It lacks an adequate number of training tables and lab stations for the number of students in the program.
Health Science Support	Y	Poor	x		x	x			x	There is no office area or adequate large-equipment storage.
Hospitality and Tourism	Y	Poor	x	x	x	x			x	The culinary arts program lacks an industrial kitchen, adequate preparation areas, storage for dry goods and cooking utensils. It is not equipped with a restaurant or serving area. The early childhood development program lacks a functioning lab.
Hospitality and Tourism Support	Y	Poor	x		x				x	The faculty lack a separate office area.
Human Services	N									
Human Services Support	N									
Information Technology	Y	Good								
Information Technology Support	Y	Good								
Law, Pub. Safety, Corrections, & Security	N									
Law, Pub. Safety, Corrections, & Security Support	N									
Manufacturing	Y	Fair	x		x				x	The metal shop is undersized for the number of students in the program and lacks adequate storage of supplies and materials. The shop area lacks an outside covered welding/construction area. The shop is also used to teach some power mechanics curriculum.
Manufacturing Support	Y	Good								





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAC, Acoustics	Other		
Career Technical Education (Cont'd)										
Marketing	N									
Marketing Support	N									
STEM	N									
STEM Support	N									
Transportation, Distribution, & Logistics	N									
Transportation, Distribution, & Logistics Support	N									
Other	Y	Fair			x			x		The work-based learning classroom lacks natural lighting and has limited storage.
Other Support	Y	Good								





Three Springs High School
 Cheney Public Schools
 Cheney, WA
 Total Score = 33% or "Unsatisfactory"
 Date Scored: October 6, 2022
 Scorer: Dr. Jerry Gee

	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Exterior									
Pedestrian Circulation	Y	Fair		x				x	The students must cross through the parking lot/main drive way to access additional buildings. Home Work! students must pass through the parking lot/driveway to access the playground and the cafeteria.
Vehicle Circulation (incl. service vehicles)	Y	Poor		x				x	Buses load and unload on the street and the parents drop off in the parking lot.
Grounds and Fields	Y	Fair							Access to playground is across driveway.
Parking	Y	Fair					x		Parking lots are not well lighted.
Safety-Security, Signage, Fencing, Etc.	Y	Poor	x	x		x		x	The high school main building lacks a security vestibule or line-of-sight supervision of the front door. It lacks adequate external signage. The Home Work! program does have direct line-of-sight, but does not have a security vestibule.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Administration										
Administrators	Y	Poor								The principal's office is also the conference room and general meeting room.
Reception-Clerical-Business	Y	Fair		x	x				x	The secretaries' office is off of the main entryway. It is undersized and lacks adequate storage. The high school does not have a reception area. The Home Work! program secretarial space also lacks a reception area.
Discipline (Security, Detention, ISS, etc.)	Y	Poor		x					x	The high school is housed in three buildings and two portables. Line-of-sight security is a concern. Communications between the buildings can be an issue during an emergency.
Administrative Support	Y	Poor	x		x				x	Restrooms are shared by staff and students. The mail boxes and storage are in the back entryway.
Student Services										
Counselor, SW Offices	Y	Poor	x	x	x				x	The counselor office is located between the nurse area and gameroom. Confidentiality is a concern. The counselor lacks a conference room or reception area.
Clinic and Restroom	Y	Unsatisfactory	x	x	x	x	x	x	x	The high school has a cot in a small area at the back of the school. There is no nurse on staff. The room lacks a restroom or sink. It is used for storage and other purposes as well. The Home Work! program has a health room space.
Student Services Support	Y	Unsatisfactory	x	x	x	x	x	x	x	The high school lacks spaces for student support services.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments	
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other			
Staff Support											
Staff Workrooms	Y	Poor	x	x	x					x	The high school has a copier and mailboxes in the back entryway, but it lacks storage and an assembly area for materials. The Home Work! program has a work area.
Staff Lounge	Y	Fair					x				The high school has a small kitchen that lacks adequate space and seating for staff. The Home Work program has a small staff kitchen/lounge.
Staff Support and Restrooms	Y	Unsatisfactory	x	x	x	x	x	x	x		The school does not have additional staff support facilities or staff restrooms.
Food Services											
Food Preparation	Y	Fair								x	The school has a serve-only kitchen but it is not configured for easy serving.
Cafeteria	Y	Unsatisfactory	x	x	x	x	x	x	x		The cafeteria is also a classroom and multipurpose room.
Dishwashing-Scullery	Y	Poor					x				The dishwashing equipment has been removed and relocated to a different site.
Food Storage (Freezer, Cooler, Dry Storage)	Y	Fair	x							x	The school lacks adequate dry storage.
Food Services Support (office, lockers, etc.)	Y	Poor	x	x	x	x	x	x	x		New staff/student restrooms have been constructed off of the kitchen. There are no other food services support areas.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments	
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other			
Custodial-Maintenance											
Custodial - Maintenance	Y	Poor	x	x	x					x	The school lacks custodial closets in each of the buildings. This requires custodians to transport equipment and materials between facilities.
Restrooms and Corridors	Y	Fair	x	x						x	Each building does have a restroom. The condition of the restrooms varies significantly. All of the restrooms are shared between staff and students.
Custodial-Maintenance Support	Y	Unsatisfactory	x	x	x	x	x	x	x	x	The school lacks custodial-maintenance support facilities.
General Classrooms											
General Classrooms	Y	Poor	x	x	x					x	Some classrooms are undersized and lack adequate storage. In some cases, access to one room requires you to go through another one. Two general classrooms are located in portables. The classroom buildings are separated by some distance.
Science											
Science Labs	Y	Unsatisfactory	x	x	x	x	x	x	x	x	Science is taught in a portable classroom. The science room is on a septic system which does not allow easy disposal of some chemical materials.
Science Support	Y	Unsatisfactory	x	x	x	x	x	x	x	x	Science is taught in a portable classroom.
Special Needs											
Special Education - Resource	Y	Poor	x		x				x	x	A small classroom located at one end of the building houses general classroom instruction and resource instruction. The room is also used for storage and is not a conducive educational environment.
Special Education - Cognitive	N										
Special Education - Behavior	N										
Title I	N										
Psychologist/SLP	Y	Poor	x	x	x	x	x	x	x	x	The school lacks dedicated spaces for various itinerant staff.
Special Needs Support	Y	Unsatisfactory	x	x	x	x	x	x	x	x	The school lacks special needs support facilities.





	Program Space Needed?	Assigned Rating	Comment Areas							Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other		
Physical Education										
Gymnasium/Multipurpose	Y	Unsatisfactory	x	x	x	x	x	x		There is no gym. Physical education is taught in a classroom located in a portable.
Weight Room	N									
Lockers	N									
Physical Education Support	Y	Unsatisfactory	x	x	x	x	x	x		There is no gym. Physical education is taught in a classroom located in a portable.
Performing Arts										
Music - Instrumental	Y	Unsatisfactory	x	x	x	x	x	x		Music is in the portable classroom that is also used for physical education.
Music - Vocal	Y	Unsatisfactory	x	x	x	x	x	x		Music is in the portable classroom that is also used for physical education.
Music Support	Y	Unsatisfactory	x	x	x	x	x	x		The school has no music support facilities.
Drama - Stage	N									
Auditorium/Performance Space	Y	Poor	x	x	x	x	x	x		The large room that is utilized as a cafeteria, classroom, and conference center can be utilized for large groups of students and parents. It is not capable of comfortably seating the entire student body.
Drama Support	N									
Library - Media										
Library	Y	Fair	x		x				x	The school lacks a library facility. The Home Works! program uses a small, congested room to store and check out homeschooling materials.
Library - Meeting, Conference	N									
Library Support	N									
Computer Labs										
Computer Labs	Y	Poor	x	x	x					An undersized computer lab located in the back of one building and without storage. It can only be accessed by going through another classroom.
Computer Lab Support (MDF, IDF, etc.)	Y	Unsatisfactory	x	x	x	x	x	x		The school lacks computer lab support facilities.





	Program Space Needed?	Assigned Rating	Comment Areas						Comments
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other	
Visual Arts									
Art - 2D/3D	N								
Art - Computer Graphic	N								
Art Support	N								
Career Technical Education									
Agriculture, Food, & Nat. Resources	N								
Agriculture, Food, & Nat. Resources Support	N								
Architecture and Construction	N								
Architecture and Construction Support	N								
Arts, A/V Tech. & Communications	N								
Arts, A/V Tech. & Communications Support	N								
Business Mgmt. & Administration	Y	Poor	x		x	x		x	The career technical education instructional area is a general classroom. It lacks specialized equipment or additional storage. It is adjacent to the small computer lab that is used by all students.
Business Mgmt. & Administration Support	Y	Unsatisfactory	x	x	x	x	x	x	Other than a classroom there are not any additional support facilities for business management or any other CTE programs.
Education and Training	N								
Education and Training Support	N								
Finance	N								
Finance Support	N								
Government and Public Administration	N								
Government and Public Administration Support	N								
Health Science	N								
Health Science Support	N								





	Program Space Needed?	Assigned Rating	Comment Areas							Comments	
			Size	Adjacency	Storage	Fixed Equip.	Lighting, IAQ, Acoustics	Other			
Career Technical Education (Cont'd)											
Hospitality and Tourism	Y	Poor								x	The school purchased equipment for a culinary arts lab. When remodeling the space for equipment installation, sewage problems were discovered. Until corrected, culinary arts is not being taught.
Hospitality and Tourism Support	Y	Poor								x	The school purchased equipment for a culinary arts lab. When remodeling the space for equipment installation, sewage problems were discovered. Until corrected, culinary arts is not being taught.
Human Services	Y	Unsatisfactory	x	x	x	x	x	x	x		A few sewing machines are used for limited instruction in a shared space. The school lacks a dedicated space for sewing.
Human Services Support	Y	Unsatisfactory	x	x	x	x	x	x	x		The school lacks a dedicated space for sewing instruction.
Information Technology	N										
Information Technology Support	N										
Law, Pub. Safety, Corrections, & Security	N										
Law, Pub. Safety, Corrections, & Security Support	N										
Manufacturing	N										
Manufacturing Support	N										
Marketing	N										
Marketing Support	N										
STEM	N										
STEM Support	N										
Transportation, Distribution, & Logistics	N										
Transportation, Distribution, & Logistics Support	N										
Other	N										
Other Support	N										

