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DETERMINING NEEDS

The significance of providing school facilities that enhance the district's educational program is recognized by the Board. To assure a comprehensive approach to projecting and planning needs, at least the following aspects of need will be considered:

1. The expanding and changing educational program of the district
2. Relations with the total community, and projected developments in those relationships over the years
3. Plant and site aesthetics as they affect the education of pupils and feelings of people about their schools
4. Changing make-up of our population as to age distribution, educational levels, and enrollment projections
5. Community planning and zoning
6. Financial ability of the school district
7. Safety and welfare of pupils
8. Relationship between the projected new facilities and those already in existence
9. True economy reflecting full value for each tax dollar expended

The Superintendent is directed to establish such administrative arrangements as considered necessary to determine such needs. In so doing the Superintendent may draw upon a wide range of resources including the area utility, commercial, industrial, and governmental entities, as well as the district staff and educational consultants.

FIRST READING: 2/27/90

ADOPTED: 3/15/90

Reviewed 3/15/17

FACILITIES DESIGN AND CONSTRUCTION

To provide long-term usefulness to the district and to justify the expensive investment in a school plant, the School Board shall adhere to the following principles:

1. **FLEXIBILITY:** Modern technology has made available a wide choice of versatile construction materials that will make a building adjustable to future changes in curriculum and teaching methods.
2. **DURABILITY:** Buildings should be constructed of durable materials that are not necessarily expensive. On the other hand, the initial higher cost of good sound materials may be offset by lower operational or maintenance expense.
3. **EXPANSIBILITY:** If current population trends continue, most schools will have to be expanded to meet increased enrollments. The building design should provide for the possibility of future additions, while leaving the original concept of the structure intact.
4. **ACCESSIBILITY:** Buildings should be designed to allow easy flow of traffic for all who use the building. This principle applies not only to vehicular traffic (accessibility to public thoroughfares and ample provision for parking), but also to the establishment of good traffic patterns inside the school.
5. **ENVIRONMENTAL:** Aesthetic values must be considered in planning the total school environment. In order to provide the best possible learning environment, the surroundings should be comfortable, pleasing, and safe.

The School Board will seek input from all staff for the purpose of identifying needs and designs of the facilities. The Superintendent, in consultation with the Board, will be responsible for the coordination and development of building plans which best reflect the principals above.

FIRST READING: 2/27/90

ADOPTED: 3/15/90

Reviewed 3/15/17

EVALUATING EXISTING BUILDINGS

All existing school facilities will be evaluated annually for their safe, healthful, spatial, thermal, visual, sonic, and aesthetic requirements in terms of the desired educational programming.

In addition to the inspections provided by other district personnel, planning for major rehabilitation and remodeling will be incorporated in the school facilities master plan on a scheduled basis.

LEGAL REFERENCES: Section 120.10 Wis. Stat.
120.12
120.13
146.145
115.33
121.02 (1)(i)

CROSS REFERENCE: #3530 - Safe and Healthful Facilities
#3530 R-1 - Safety Inspections
#3530 R-2 - Safety Check Schedule
#3530.1 - Accident Reports
#3530.1 (E) - Accident Report Form

APPROVED: 12/16/75

REVISED: 2/27/90

READOPTED: 3/15/90

Reviewed 3/15/17

EDUCATIONAL SPECIFICATIONS

The Board shall require the Superintendent to develop a set of comprehensive educational specifications for the architect. These specifications, which shall then be discussed in conferences with the architect, shall include:

1. Information concerning the plan of school organization and estimated enrollment in the proposed building
2. A description of the proposed curriculum and the teaching methods and techniques to be employed
3. A schedule of space requirements, including an indication of relative locations of various spaces
4. A desired layout of special areas and the equipment needed for such areas
5. An outline of mechanical features and special finishes desired
6. A description of standard codes and regulations (school district, city, county, and state) affecting planning.

FIRST READING: 2/27/90

ADOPTED: 3/15/90

REVIEWED: 8/20/92

Reviewed 3/15/17

BOND CAMPAIGNS

While the Board may, and should, provide the public with information on school building needs, it may not use district funds to advocate "yes" votes on bond issues.

It is the policy of the Board to activate a Citizens Advisory Committee to examine building needs in advance of any building program so that the Committee may make its findings known both to the Board and to the public.

As the need for bond issue support arises, a Citizens Committee for Better Schools may be encouraged to form for the purpose of promoting the passage of the bond issue and collecting funds needed for such promotion.

School Board members and staff do not forfeit their rights as citizens to advocate their personal opinions.

FIRST READING: 2/27/90

ADOPTED: 3/15/90

Reviewed 3/15/17

SELECTION OF ARCHITECT

New ideas for building construction and design are emerging every day in modern architecture. No single architect or firm of architects can be expected to know or to have experienced all new developments. Appointment of several separate architects or architectural firms will produce a wider range of experience and talent encouraging a progressive development of better and more efficient plans.

In selecting architects the following criteria will be considered:

1. Training and experience, including that of partners and associates, either with the West De Pere School District or elsewhere.
2. Planning ability and promptness.
3. Specification writing, accuracy, and sufficiency of detail.
4. Design, appearance, and utility.
5. Inspection of job effectiveness.
6. Relation with contractors.
7. Experience with government agencies.

FIRST READING: 2/27/90

ADOPTED: 3/15/90

Reviewed 3/15/17

CONSTRUCTION CONTRACTING METHODS

The Board shall consider various contracting methods for delivery of construction services, including, but not limited to, conventional lump sum, design/build, negotiated general contractor and construction management or variations of those methods. If the Board undertakes to receive bids on any project, the Board reserves the right to reject any or all bids and to readvertise the project if necessary.

Factors to be considered by the Board in its choice of contracting methods shall include, among others, quality of the services, time frame for completion of the project, cost of the project, recommendations from other parties having utilized the services of the architects, contractors and consultants, and scope of services to be provided.

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REVISED: 8/02/00

READOPTED: 8/17/00

REVISED: 2/8/17

READOPTED: 4/18/17

SUPERVISION OF CONSTRUCTION

The Board shall require from personnel employed and directly responsible to the school district or by independent contract, a review of the architect's activities in the supervision of building construction. This review shall include adequacy of field inspection of the contractor's operations, administrative activities of the architect relating to construction, and any other matters relating to the interest of the school district. The district's representative shall make periodic reports certifying by their personal knowledge that the work of the construction contractor and the architect is being performed in accordance with plans, specifications, and contracts.

A change order will first be approved by the School Business Manager and then submitted to the Superintendent who will determine whether or not it is a matter for Board consideration. If the Superintendent decides Board consideration is not necessary, then the signature of the Superintendent, with the recommendation of the School Business Manager, shall be considered Board action.

Upon completion of the building construction and a final inspection of all its aspects by the architect, contractors, and school officials, a recommendation for its acceptance is made to the Board.

ADOPTED: 3/15/90

REVIEWED: 8/20/92

REVISED: 8/2/00

READOPTED: 8/17/00

Reviewed 3/15/17