

**ADMINISTRATIVE PROCEDURES OF THE
MILWAUKEE PUBLIC SCHOOLS**

**ADMINISTRATIVE PROCEDURE 5.01(1)
FACILITIES PLANNING**

In the planning of individual building projects, it is important that primary consideration be given to needed educational programs so that new buildings will be designed and constructed to be maximally functional. For effective planning to take place, there must be involvement of parents and other community representatives, as well as of principals, school staff members, and representatives of the Central Services and supervisory staff.

(a) GUIDELINES

1. Three overriding principles guide the planning and involvement process:
 - a. an achievable timeline must be established and adhered to, and individual participants must be willing to meet these time constraints;
 - b. the process should be standardized as much as possible to facilitate the tasks involved and lessen turnover of the participants; and
 - c. existing school-community groups should be utilized as much as is feasible, with each constituency responsible for selecting its participants.
2. In order to implement this type of planning program, basic guidelines and procedures for involvement by those persons listed above are detailed below. These guidelines and procedures are intended to facilitate optimal involvement at the various stages of planning for each of the capital improvement projects.

(b) INVOLVEMENT OF SCHOOL-COMMUNITY COMMITTEE

1. The principal holds a key leadership role in the involvement of school and community representatives in planning for the capital improvements program. School and community representatives will be involved under the leadership of the principal. In some cases, a school-community group may already be formed and functioning; in other situations, the first step in the planning process will be to organize a committee.
 - a. The principal of a new school or addition must be identified as early as possible in order to provide this leadership for the group.
 - b. In the case of a totally new school in a neighborhood, the appropriate person from Department of Leadership Services will serve in the leadership role until the principal is selected and can assume that role.
 - c. The membership of each school-community committee shall include school staff members, MTEA representation, parents of students who will attend the school, and appropriate community members in addition to parents, residents from the neighborhood, and students in secondary schools.
2. Members of the committee shall be elected by the groups represented or shall be appointed by the principal, or a combination of the two procedures will be used in organizing the group. In addition, resource persons from the appropriate Central Services departments will be made available to assist the school-community committee on a consultant basis. Existing school-community groups should be utilized wherever possible.
3. In the case of a totally new school, representation of school staff should be sought on a volunteer basis from existing school(s) in the area. For non-school representatives, existing established neighborhood groups and resources from social service agencies serving the area should be utilized.
4. In cases where a capital improvement project calls for a new building to serve an attendance district to be created out of another current district or districts, a principal of a nearby school will be

called upon to serve in the leadership role. Membership on the school-community committee for the project will follow the pattern indicated above.

5. Each school-community committee will be advisory to the principal and will explore with him/her the needs and desired activities in terms of the specific school project. The committee will also offer suggestions and recommendations for the principal's consideration. Group consensus will form the basis for committee operation.

6. As the principal works with the school-community committee, he/she will consider the total group's ideas, majority and minority expressions, and any group consensus and then determine his/her own recommendation. Recommendations will not be based on voting by the committee.

7. The principal's recommendations, along with a statement of committee opinions, suggestions and recommendations, and an explanation of either consensus or majority-minority expressions will be transmitted to the appropriate staff member as indicated:

Department of Leadership Services — school administrative specialist

Division of Curriculum and Instruction — team leader

Division of Community Recreation — area administrator

8. Within budgetary limits and upon recommendation by the Department of Leadership Services, staff members serving on the school-community committee will receive released time as necessary to facilitate planning.

(c) RESPONSIBILITIES OF CENTRAL SERVICES DEPARTMENTS

1. All personnel involved in the capital improvement program shall function within the established line and staff structure of the Milwaukee Public Schools and shall be charged with the following specific responsibilities:

- a. Department of Leadership Services: Provides liaison between the field and Central Services personnel involved in planning each project.
- b. Department of School/Community Services: Develops specific planning process documents and provides consultant and resource personnel for each project while serving in a coordination role for all projects.
- c. Department of Educational Services: Provides resource personnel for each project and has primary responsibility for developing school program plans.
- d. Division of Community Recreation: Provides resource personnel for each project and has primary responsibility for developing adult education and recreation program plans.
- e. Department of Human Resources: Assists with the identification and assignment of staff members to schools.
- f. Superintendent's office: Staff members will be available to assist in the formulation of written and oral communications necessary for meetings and other aspects of the project, to provide counsel regarding the physical and mechanical arrangements of the meetings, and to furnish information to the media through established procedures.

2. Based on the involvement at the local school level, including the working relationships between and among the local school planning groups and the Central Services staff groups, educational specification documents will be developed. The documents will be submitted through the Division of Budget and Financial Reports to the Superintendent for review and formulation of recommendation to the Board.

3. Developing the educational specification documents will require joint involvement, particularly among the Division of Curriculum And Instruction, the Division of Community Recreation,

and the Division of Budget and Financial Reports. The documents will be based on identified goals and will provide descriptions of programs as well as specifications for implementing the programs.

(d) APPROVAL OF PLANS

1. Recommended plans for each of the capital improvement projects, as evolved through the procedures indicated, will be presented by the Superintendent to the Board for final approval.

2. Based on the involvement at the local school level, including the working relationships between and among the local school planning groups and the Central Services staff, an educational specification document will be developed. The document will be submitted through the Department of Leadership Services to the Superintendent for review and formulation of recommendations to the Board. The educational specification document will be based on identified goals and will provide descriptions of the programs and specifications for implementing these programs.

3. Based upon approval of the Board, plans will be developed for each project. The school-community committee will be given an opportunity to review and comment on the plans at the schematic design and design development stages. In addition, local school staff will be involved in specifics of individual areas of the design to the greatest degree possible.

(e) RESPONSIBILITIES OF ADMINISTRATIVE DEPARTMENTS

All personnel from the central administration involved in the capital improvement program will function within the established line and staff structure of the Milwaukee Public Schools and will be charged with the following specific responsibilities:

1. Division of Facilities and Maintenance

Develops specific planning process documents and provides resource personnel and consultant services. Serves as liaison among all administrative departments involved and as coordinator for all projects in the capital improvement program.

2. Department of Educational Services

Provides resource personnel and has primary responsibility for developing school program plans.

3. Division of Special Services

Provides resource personnel and program assistance in the various disability and supportive service areas.

4. Division of Community Recreation

Provides resource personnel and has primary responsibility for developing community recreation program plans.

5. Department of Human Resources

Assists in the identification and assignment of staff to schools.

6. Department of Communication and Public Affairs

Assists in formulation of communications necessary for meetings and other aspects of the project, including furnishing information to the media. Coordinates post-construction activities, including opening day activities and dedication ceremonies.

7. Department of Leadership Services

Provides consultant services in the areas of administration, security, and supervision.

8. Department of Finance

Provides resource personnel and ensures adequate funding is budgeted to ensure successful opening of new facilities. Works closely with the Division of Facilities and Maintenance Services and

Department of School Administrative Support and Accountability in developing staffing and budget requirements to implement the Board-approved program.

(f) BOARD INVOLVEMENT

1. Recommended plans for each of the major capital improvement projects, as evolved through the procedures indicated, will be presented by the Superintendent to the Board.

2. For other projects included in the facilities master plan, the Board and the Superintendent will agree upon a scope of plans to be reviewed and approved by the Board for each project of the magnitude mutually agreed upon. This scope may include approval of educational specifications, schematic design, design development, or contract documents. The Superintendent will ensure that the local school-community committee will be involved as required.

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Cross Ref.: Admin. Policy 5.01 Facilities

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