

**Facilities Investment Plan  
Wisconsin Department of Public Instruction  
2009-2015**



Prepared for  
State Building Commission  
and  
Division of State Facilities  
Department of Administration

Prepared by Policy and Budget Team  
in collaboration with the  
Wisconsin Educational Services Program for the  
Deaf and Hard of Hearing,  
Wisconsin Center for the Blind and  
Visually Impaired  
and  
The Reference and Loan Library

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## **Introduction**

In accordance with the requirements outlined in Wisconsin Statutes s. 13.48(6) and s. 16.84(6), the Department of Public Instruction (DPI) is required to submit long range facility and space plans to the State Building Commission and the Division of State Facilities, Department of Administration. DPI's Facilities Investment Plan is required to contain two sections. The purpose of the Six-Year Plan (Section One) is to describe the agency's mission, program responsibilities and program directions anticipated during the planning period, including: major policy issues and other factors affecting program development and change; the impact of those changes and additions to facilities needed to implement the programs over the long-term planning period; the assessment of existing space in relation to the facilities' needs; the consideration of alternatives in meeting those needs; and the identification of specific projects to meet the long-term needs of the agency. The purpose of the Long Range Maintenance or Preservation Plan (Section Two) is to identify what long-term maintenance or preservation measures need to be addressed to adequately maintain existing facilities' mechanical and infrastructure systems.

This Facilities Investment Plan is based on the information and assumptions most reasonable at the current time; however, it is with the understanding that planning is a continuous process providing a method of review and modification of changing agency needs, goals and objectives that the contents of this project plan are presented.

Three DPI programs come under the auspices of the state building program: The Wisconsin Education Service Program for the Deaf and Hard of Hearing (WESP-DHH), the Wisconsin Center for the Blind and Visually Impaired (WCBVI) and the Interlibrary Loan and Resource Sharing Program, also known as the State Reference and Loan Library.

## **I. Six-Year Plan**

### **A. Agency Mission Statement**

The Wisconsin Department of Public Instruction provides leadership, service and advocacy for public education to ensure educational equity and excellence for all Wisconsin's children and citizens.

Article X, Section 1, of the Wisconsin Constitution vests the responsibility for supervision of public instruction with the state superintendent and such officers as the Legislature may direct. The duties and powers of the state superintendent and the department are described in Chapter 115 of the Wisconsin Statutes. Major responsibilities of the state superintendent are: supervising public elementary and secondary schools; providing for educational program review; providing for the education of handicapped children; licensing and certifying teachers; setting standards for pupil admissions to first grade; acceptance of federal educational aid; assessing pupil achievement statewide and designing a uniform financial accounting system for schools. Chapter 121 of the statutes deals with state-administered aids for public schools and Chapter 43 deals with the department's role in the development of library services throughout the state.

The mission and focus of the department is “A Quality Education for Every Child”, and is reflected in the strategic themes of the superintendent’s New Wisconsin Promise:

- Closing the achievement gap between economically disadvantaged students or children of color and their peers.
- Quality teachers in every classroom and strong leadership in every school.
- Improving student achievement with a focus on reading and a balanced literacy standard that has all students reading at grade level.
- Investing in early learning opportunities through the four-year-old kindergarten, Preschool to Grade 5, and SAGE class size reduction programs.
- Shared responsibility – increasing parental and community involvement in our schools and libraries to address teenage literacy, drop-outs and truancy.
- Career and Technical Education as a comprehensive strategy to involve students in becoming active citizens by better understanding their role in the family, society, and the world of work.
- Providing effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success.

### **1. Mission Statement and Program Responsibilities of Subunits of DPI**

#### **a. Mission Statement of the Division for Learning Support: Equity and Advocacy (DLSEA)**

The division consists of two state schools affected by the facilities plan, the Wisconsin School for the Deaf (WSD) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI). The mission of the division is to provide technical assistance, leadership, advocacy, staff development, training and education to help meet the diverse learning needs of Wisconsin's youth, including their cultural, emotional, social, health and education needs. The mission is met through collaboration with federal, state and local groups. The division, through the state schools, WSD and WCBVI, provides direct instruction to students and technical assistance through outreach to local educational agencies (LEAs), communities and families statewide. The fulfillment of the mission involves managing state and federal resources, monitoring and evaluating programs and practices, and facilitating school district and community efforts to meet specific needs of students.

The division's staff and resources are committed to attaining the following goals:

- School compliance with federal and state laws enacted to ensure equitable educational opportunities for protected groups of students
- Closer cooperation and collaboration among parents, schools, communities and other local organizations
- Increased coordination and collaboration between the department and other state agencies and organizations
- Schools foster a climate that supports student physical, mental, emotional, and social well-being and safety

- School districts provide developmentally appropriate instructional programs and services based on high standards for a successful transition into adult society and life-long learning.

### **1. Mission Statement and Program Responsibilities of the Wisconsin School of the Deaf (WSD)**

The Wisconsin School for the Deaf is dedicated to educational excellence for Wisconsin's deaf and hard of hearing children.

Students enrolled at the school are provided a comprehensive academic, vocational and social/emotional learning program. As part of the state's free public school system, no charge is made for room, board, tuition, laundry and associated services.

WSD's major focus for the next five to ten years will be the continued development of a literacy program that utilizes the strategy and techniques of bilingual education via American Sign Language (ASL). WSD continues to focus on using the results from the Wisconsin Knowledge and Concepts Examination to improve the curriculum and instructional program. Reading and writing in English is a priority and support services focus on this area.

As WSD has seen a substantial increase in the number of students with educationally significant mental health issues, mental health services are a major focus. The residential program has implemented a student support program geared toward providing certain mental health services including a special resource unit for the most severe students. The educational program includes four resource/self-contained classrooms for students with mental health and behavior issues. WSD has also offered summer school for deaf and hard of hearing children since 2004 and expects to expand that during the summer of 2009.

Telecommunications technology is used to provide outreach services to students who are deaf or hard of hearing throughout the state and their local education agencies (LEAs). In conjunction with the Outreach Program, WSD provides additional classes in ASL and Deaf culture to LEAs throughout the state. WSD will also provide classes in ASL, Deaf culture, and teacher training topics to staff at LEAs through the telecommunications program. The WESP-DHH Outreach Program, recognized nationally for its innovative programs, continues to expand the services it offers to students, parents, and school districts throughout the state.

The program responsibilities of WSD include the following areas:

- a) **Preschool**—Recognizing the true educational handicap for deaf or hard of hearing youth as that of language acquisition during the critical early development period, WSD provides access to a visual language model, ASL, which is accessible to all deaf and hard of hearing children regardless of the degree of hearing loss. Language acquisition, pre-reading, school readiness and social/emotional development are the focal points of this program, intended for youth between the ages of 3 - 5.
- b) **Regular Academic**—A regular program of academics, similar in subject and course content to that of public schools and ranging from kindergarten through 12th grade is provided for all students with a focus on providing a visually accessible language. The specific handicap requires the use of ASL to teach course content as well as English as a second language. The educational complexity of a hearing loss requires a prescriptive personalized educational approach with an intensified 1:4-8 teacher to student ratio as per national standards for deaf and hard of hearing children.
- c) **Adaptive Education**—Integrated and differentiated educational programming are provided for multiple disabled deaf and hard of hearing students. The additional handicapping conditions of these students require specialized and structured programming as well as ratios ranging from 1:1 to 1:4 staff to students.
- d) **Vocational**—Recognizing the difficulty imposed by hearing loss in a competitive employment area, WSD provides a program of prevocational and vocational exploration and skill development. The vocational program focuses on the use of computers in industry and business to prepare students for the modern world of work.

- e) **Social Living Program**—Since WSD is a statewide educational program, it is residential by necessity. WSD's responsibility as surrogate parents is to help students develop into independent, self-supporting citizens with a strong sense of responsibility, leadership and appropriate social and emotional skills. The residential program also provides a rich visual environment to facilitate visual language acquisition. The WSD residential program provides the necessary environment for deaf and hard of hearing students to learn and participate in Deaf Culture, important to their sense of self-awareness and cultural identity.
- f) **Summer School**—This program was suspended in 1996-1997 due to construction-related problems. Funding for this program was denied after 1996-1997. WSD began offering summer programming again in the summer of 2004. WSD's summer program incorporates outdoor exploration, sports camp, and driver education. Plans are being made to add additional components in 2009 including a transitional camp.
- g) **Extra-curricular Activities**—WSD offers a strong extra-curricular activities program to teach leadership skills, self-confidence, teamwork, and a sense of responsibility. WSD provides a full program of middle school and high school athletics for boys and girls as well as a variety of clubs and organizations.
- h) **Support Services**—Three areas of support services are provided: the Health Center, supported by qualified nurses and an on-call physician for minor medical care; the Food Services Division, providing kitchen and dining operations, laundry, and custodial services; and the Buildings and Grounds Division, providing facilities upkeep, minor construction, outside security, heating, and utility services.

## **2. Mission Statement and Program Responsibilities of the Wisconsin Center for the Blind and Visually Impaired (WCBVI)**

The mission of the Wisconsin Center for the Blind and Visually Impaired (WCBVI), in accordance with the Wisconsin Department of Public Instruction, parents, staff and students, is as follows:

“The Center for the Blind and Visually Impaired, as an integral part of the Wisconsin Department of Public Instruction, works in partnership with local education agencies and other service providers, to serve as a statewide network of professionals, resources, materials and equipment to promote quality professional practices directed toward ensuring excellence in educational programming and expanded opportunities for students who are blind or visually impaired.”

For students this means providing them the tools and skills in order to:

- reach the highest levels of economic, vocational and personal success in adulthood, commensurate with individual's abilities;
- develop students' own natural abilities;
- cultivate positive social interaction with peers and community;
- enhance self-esteem;
- develop personal responsibility and decision-making abilities; and
- preserve the individual's dignity in a positive, supportive environment that acknowledges the role of parents and families in student success.

In 1999, Wisconsin Act 9 created the WCBVI. The components of WCBVI include a residential school (pre-school through age 21) program, outreach services, library services, material production services, and one regional service provider. The WCBVI campus in Janesville plays an essential role in fulfilling this statewide mission.

Major thrusts within the Center's mission over the next six to ten years will be on continually improving the quality of educational opportunities provided through the residential school program, including an academic and a functional life skills curriculum aligned with model academic standards and incorporating the expanded core curriculum for students who are blind or visually impaired. Expanded LIFEhouse programming will enable students attending the residential school to participate in more hands-on, supervised independent living experiences. Additionally, modified independent living skills curriculum will be offered to students who are blind

or have low vision throughout Wisconsin. In addition, WCBVI programs include short-course classes and evaluations to allow students who participate in public education in a local district to receive meaningful, intensive instruction on a short term basis in critical areas such as Braille and orientation and mobility.

Other necessary program enhancements include the continuing evolution of quality skills-focused summer programs for students K-12; increased vocational/employment readiness opportunities and programs; 5<sup>th</sup> year senior option focused on expanded core curriculum and employment/post-secondary school preparation; increased public education regarding available services at the WCBVI; continued updating of curriculum materials and library resource materials; implementing specialized training, facilities, and personnel in the area of assistive technology for the blind; the expansion of services to the preschool and school-age populations for children who are visually impaired attending school in local districts, and delivery of WCBVI curricular materials and library media access to the adult blind population.

The WCBVI's program responsibilities encompass the following:

- a) **Regular School Program**—Wisconsin youth who are blind or visually impaired are eligible to attend the regular school year program of the Wisconsin School for the Visually Handicapped (WSVH). The school operates as part of the free public school system of the state. The instructional components of the program are specialized skills of blindness, academic, vocational, physical education and recreation, and personal management. WSVH is also involved in a cooperative project with the Janesville Public School System and Blackhawk Technical College. Seventy five percent of the students currently enrolled in the WSVH program are identified as having one or more disabilities in addition to visual impairment.
- b) **Materials & Production**—This program provides essential equipment and materials to students and professionals to enhance learning in the preferred learning media and/or evaluation of the feasibility of different technologies and educational resources for use by students with visual impairments. This program includes full time production of Braille, large print and electronic materials in compliance of the National Instructional Materials Accessibility Standard (NIMAS) to ensure that students who are blind or have low vision receive their books and educational materials at the same time as their sighted peers. Services include the distribution of numerous educational materials and supplies to any school district, CESA, parent, or child enrolled in a home schooled private educational program. Services include adaptation of existing materials, development of new materials and preparation of a wide variety of instructional aids.
- c) **Outreach Consultants**—This WCBVI team assists Teachers of the Visually Impaired and Orientation and Mobility Specialists throughout the state as enumerated in 1999 Wisconsin Act 9. The Outreach Team provides student evaluation services, consultations, assessments, technical assistance, inservice trainings, and other support to LEA staff. Individual student evaluations are performed at the request of local school districts. WCBVI has developed this service for children, their families, and the local districts. The professional staff has formed an evaluation team comprised of a broad spectrum of disciplines including low vision, orientation/mobility, academics, language development and psychology. Upon referral of a child by a local district, the team collects data to assist in planning the evaluation, conducts the evaluation, and provides the district with a complete written report and possible education program suggestions designed specifically for the individual child. These reports are for use by a local district Individualized Educational Program (IEP) committee.
- d) **Program for Preschool Age Children**—Wisconsin Act 9 of 1999 provided the necessary impetus to WCBVI to expand its services to preschool age children who are blind or have low vision. A statewide program of services to these children and their families is administered by WCBVI. It sponsors conferences for parents of preschool age children, identifies as many children as possible, works with their families on an individual and group basis, works with local public school systems and nursery schools to involve children in preschool activities and assists public health and social service personnel who come in contact with families of preschool age children.
- e) **Adult Summer Session**—Each summer, WCBVI sponsors an adult instructional program geared toward the individual rehabilitative needs of those in attendance. This program is required under 1999 Wisconsin Act 9. The main components of the program are personal and home management, vocational education,

communication skills, interpersonal relationships and self-esteem. This program is vitally important to the older blind population who do not have access to vocational rehabilitation services because they are not pursuing employment. As the older population grows, and thus the older blind population, this program will become increasingly valuable and more necessary.

- f) **Individual Education Program (IEP) Team Evaluation Assistance**—Under Wisconsin Statute 115.80(3), each local school district must have an IEP evaluation for each child suspected of having a disability as defined in Wisconsin Statute 115.76(3). The law requires that the membership of this team include an individual expert in the particular disability in question. Most Wisconsin school districts do not have a professional staff member certified by DPI to teach "visually impaired." To meet the needs of these districts, Chapter 115 rules and regulations allow certain WCBVI staff members to serve, upon the request of local districts, as members of the local IEP team when the team evaluates a child suspected of having or known to have a visual impairment.
- g) **Low Vision Clinics**—WCBVI conducts a yearly series of low vision clinics, staffed by DPI/WCBVI specialists, a pediatric ophthalmologist and one or two optometrists. The clinics are designed to serve partially-sighted children throughout the state, providing important information about the visual acuity of individual participants. This data enables WCBVI staff to make well-informed recommendations that can positively impact the education of students who are blind or have low vision.
- h) **Information Referral and Inservices**—WCBVI continues to be an on-going resource for inservices related to the educational needs of individuals with visual impairments, and general information inservices on visual impairments to local school districts, parents of visually impaired children and other interested parties. Reference materials are maintained and supplied upon request to interested parties. Videotape Training Programs are loaned on a regular basis. Materials are provided free of charge to residents of Wisconsin.
- i) **Children's Summer Programming**—WCBVI has provided comprehensive summer programming to students throughout Wisconsin. This programming greatly expands opportunities available to children across the state, optimizing the use of WCBVI facilities and the expertise of staff who work with students who are blind or have low vision. These programs continue to grow. Past program content includes employment education, independent living skills, history, science, technology, recreation, orientation and mobility and art education. While the themes of the individual programs may change, students continue to gain skills that will increase their ability to reach their personal, professional and scholastic goals.

## **b. Mission Statement for the Division for Libraries, Technology, and Community Learning (DLTCL)**

The mission of the division is to meet the informational and the lifelong learning needs of all Wisconsin residents by promoting equity of access to and the improvement of public, school and state government library services, multi-type library networks and the use of instructional technology.

The major thrusts of the division mission for the next decade will include the improvement of public library system services, development of interlibrary loan and resource sharing programs for all types of libraries, improvement of the delivery of reference and information services to state government employees and Wisconsin citizens, and an increase in the use of technology to improve the efficiency of library and instructional programs.

### **1. Mission Statement and Program Responsibilities of the Reference and Loan Library**

The mission of this team is to implement statutory responsibilities of the DPI related to provision of interlibrary loan and reference services, development of resource sharing tools, management of the interlibrary loan contracts that contribute to a statewide information network and management of the Wisconsin Document Depository Program and Wisconsin Digital Archives. The team engages in statewide planning, coordination and provision of services to assure that Wisconsin residents have access to the collective knowledge and information resources in the state's libraries.

The team also manages the Child Care Information Center (CCIC) under a contract with the Department of Workforce Development and provides space for staff and storage for the Support Families Together Association (formerly Wisconsin Child Care Improvement Project (WCCIP)).

The program responsibilities of the team include the following areas of service:

- a) Supplement Library and Information Resources—This responsibility is carried out through the operation of the Reference and Loan Library which supplements the resources of public, school, state agency, institution, other libraries and systems through the development and management of a collection of books, periodicals, audiovisual and other materials. This collection contains over 237,200 books, audiovisual materials, software and current and back issues of 1,600 periodical subscriptions. The library houses 31 people.
- b) Provision of Reference Services—The staff of the Reference and Loan Library search the collection, conduct data base searches and make other contacts to fill requests received from the public schools, state agencies, institutions and other libraries and systems. The majority of requests are referred by public library systems on behalf of their member libraries. Institutions and state agencies receive reference services and loan of materials directly from the Reference and Loan Library. Approximately 3,000 Wisconsin libraries have access to this service. The staff also provide virtual reference services using chat and email services through the Internet (AskAway).
- c) Interlibrary Loan Clearinghouse—The Reference and Loan Library staff manage contracts and agreements with public library systems, state-level and out-of-state resource centers and provide clearinghouse services for interlibrary loan requests. The library currently contracts with Wisconsin Library Services (WiLS), and Milwaukee Public Library and has agreements with MINITEX in Minnesota and the Library of Congress to provide access to library resources. (The MINITEX Library Information Network is a publicly supported network of academic, public, state government, and special libraries working cooperatively to improve library service for their users.) Requests are also referred to public library systems, other libraries in Wisconsin, and out-of-state libraries. Approximately 3,000 Wisconsin libraries have access to this service.
- d) Library Automation—The staff coordinate automation activities, negotiate and monitor contracts for the development of a statewide author/title/subject database of computer records of Wisconsin library holdings (WISCAT), a gateway for searching local online library catalogs, an interlibrary loan management system, and full text databases of magazines, newspapers, reference materials, and web-based information. The team coordinates the management of interlibrary loan requests and the delivery of materials to libraries. The team serves over 1,300 libraries through this program and also makes services available directly to any Wisconsin resident with Internet access.
- e) State Government Document Depository Program/Wisconsin Digital Archives—State government documents are acquired and distributed to selected Wisconsin libraries. Staff also capture and archive electronic publications for state agencies. The team services 52 libraries through this program.
- f) State Library Agency Processing Center—The team provides automated cataloging and material processing services to state agency and institution libraries that contract with the processing center.
- g) Database Search Services—The team contracts for statewide access to full text magazines, newspapers and reference services for libraries, schools, universities, and Wisconsin residents with Internet access. The team works with 170 internet service providers in Wisconsin and over 1,000 libraries with this program. The team staff also use the databases available to assist in answering reference questions. Online database access is available to any Wisconsin resident with Internet access.
- h) Child Care Information Center (CCIC)—This service was transferred from Central Wisconsin Center in 1998. The service is funded by the Department of Workforce Development and is located at the Reference and Loan Library. The CCIC provides library and informational services to Wisconsin child care providers. The collection includes 12,000 books and audiovisual materials. The CCIC also maintains an inventory of brochures, publications, newsletters, and shipping and mailing supplies that require a large amount of storage space. The CCIC collection needs a greater allocation of space.

## B. Anticipated Program Direction

### 1. Wisconsin School for the Deaf

During the 1970's, WSD began experiencing some major changes in the characteristics of its student population, and started providing services to students with severe health and medical concerns. The school's enrollment has shifted from a population of deaf students without additional disabilities to the current situation where some 50 percent of WSD's students exhibit multiple disabilities. There are also a significant number of students who do not have an identifiable secondary disability, but whose intellectual or academic performance is severely affected. Nearly one-half of the students with multiple disabilities are so severely impaired that a differentiated curriculum and mode of instruction must be provided which focuses on readiness and life skills instead of academic classes. The result is that WSD provides programming to meet the needs of a diverse student population ranging from the college bound to those who require programming for basic needs. The state model for serving this diverse population is an integrated approach. The delivery of services under this model requires maximum staff flexibility and appropriate facilities to meet the needs of these unique students.

In FY01, the Wisconsin Educational Services Program for the Deaf and Hard of Hearing emerged as outreach services for the deaf and hard of hearing were integrated with the residential school program. The Outreach Program provides numerous services and follow-up activities to local school districts. These services include educational needs evaluations, individual education plan team expertise, teacher-program-school consultation, preservice and inservice assistance, curriculum materials, vocational education and referral services. Interactive ASL and Deaf Culture classes are offered to public schools throughout the state via WSD's distance learning program.

In the early 1980s, an abnormal increase in the number of hearing impaired students occurred due to the rubella outbreak of the 1960s. Since then the enrollment at WSD has witnessed some modest fluctuations, but over the past seven years the regular school enrollment has been relatively stable. WSD resumed offering summer school in 2004. This venue provides non-WSD students an opportunity to experience WSD. The following table illustrates the enrollment shifts in the various programs at WSD over the past five years.

**Table A**  
**Summary of Services, 2002-2007**

<b>Enrollment/Services</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
WSD-Regular School	147	142	133	133	142
WSD-Summer School	0	86	84	138	139
<b>Total on Site</b>	<b>147</b>	<b>228</b>	<b>217</b>	<b>271</b>	<b>281</b>
Outreach Students	47	150	270	327	307
Outreach Parents/Staff	40	85	68	367	205
Outreach Inservice	114	295	300	137	250
<b>Total off Site</b>	<b>201</b>	<b>530</b>	<b>638</b>	<b>831</b>	<b>762</b>
<b>Grand Total</b>	<b>348</b>	<b>758</b>	<b>855</b>	<b>1102</b>	<b>1063</b>

### 2. Wisconsin Center for the Blind and Visually Impaired

During the 1990s, there was a strong trend downward in the enrollment of the Center's school. The role of the Center's school is changing from what it has been historically. It used to be that students came for an entire school year and placement in the school program was for years at a time. Due to many factors, there has been a shift to emphasize short-term, intensive placements rather than the traditional school term placement. These short-term placements will increase in frequency, causing WCBVI to restructure the way in which school based services are provided. At the same time, there is a vital need to continue the traditional placement option for many students whose individualized needs require this type of instruction.

The WCBVI will be the leader in providing students who are blind or visually impaired with a solid education in the expanded core curriculum; one that deals with the many specialized areas of blindness, such as skills for independent living and travel, use of Braille and low-vision devices, social skills and vocational training. Furthermore, these skills must be tied into the general curriculum as defined in the Wisconsin Educational Standards to ensure students are being presented with the same opportunities and expectations as their sighted peers. Often the traditional seven hour school day presents a barrier for blind or visually impaired students to receive instruction in both the general and expanded core curriculum. Thus, intensive short-term training in the expanded core curriculum will prepare students across the state to compete in the general curriculum using the tools most appropriate to their unique learning and communication modes.

Scientific education technology has made dramatic advances in the last few years. Reading machines, paperless Braille and computer assisted instruction are available and used to meet the individual needs of students. Technology supports program initiatives for WCBVI, where students enroll on a short-term basis to be trained to use the technology. Centralized technology training reduces costs and duplication to the local schools involved by placing the most appropriate technology with the student. In addition, the WCBVI is developing a technology staff to assist local school districts in building, configuring, and maintaining computer systems for integrated non-visual access. These systems will be built based on a WCBVI standard, and the WCBVI will provide some support for these systems.

The total number of instructional hours available to students in high school is 1,157 (Wisconsin Educational Standards). These hours do not always allow time for intense specialized skills training as students are required to take certain courses to graduate. While the Individual Education Plan (IEP) covers some areas, students can graduate and still have training needs. The Fifth Year Option allows students to complete their high school graduation requirements and, while still in the educational system, have a school year with intense training in expanded core skills.

Adults who need specialized training because of blindness at a later age are not likely to have immediate access to special services because doctors are not aware of the adult services at WCBVI. Staff at WCBVI are now working with a consortium of agencies that provide services to adults who are blind or visually impaired to restructure and improve the quality, accessibility, and visibility of training that is offered in the adult program.

Program responsibilities for WCBVI will continue for the 75 percent of visually impaired children with multiple disabilities including severely impaired deaf and blind children. The center will also expand its mini course options for students who are educated primarily in their local districts.

The WCBVI Outreach Team employs content area support specialists housed at the center in Janesville to better meet the diverse needs of the students who are blind or have low vision, their families and the professionals who work with them throughout Wisconsin. A regional support specialist is housed at CESA 8 in Tomah to better assist students, families and professionals in Northern Wisconsin. Comprehensive low vision clinics are administered in Northern and Southern Wisconsin in order to optimize the number of students served while maximizing cost effectiveness. The program provides students, families and local school district staff with information about use of low vision aids and adaptive techniques that will enable many of these children to use their remaining vision more effectively.

While the percentage of more severe student needs has been increasing gradually, it is evident from a statewide review of needs that many students with only visual impairments can use more expanded core skills instruction. The following table depicts a six year pattern of services.

**Table B**  
**Summary of Services**  
 2001-2007

Enrollment/ Services	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
WSVH Regular School Year Enrollment	84	69	69	66	61	57
LIFEHouse Enrollment	NA	NA	NA	2	8	9
WCBVI Short Course Enrollment	NA	NA	NA	NA	10	14
Preschool Services	38	254	275	92	116	247
Educational Services Center/Outreac h Services-- books and materials	1972*	1591* #	799	1141	744	1057
Individual Student Evaluations	174	214	300	194	208	245
Participants at Low Vision Clinic	56	49	82	59	50	87
WCBVI Summer Program Enrollment	198	41	56	65	112	74
Adult Summer Program Enrollment	22	24	21	28	33	32

\* These numbers are based on a calendar year

# Decrease because no out-of-state requests are being served.

The WSVH enrollment has varied from 2001 to 2007. Recent trends show that students are often utilizing the residential school and/or WCBVI Short Course programming as a means to learn and enhance the skills of blind/expanded core curriculum skills, then returning to the local district to put the skills to practice in their local school. There has been a statewide increase in the number of visually impaired students entering schools of 6 to 8 percent per year. These students must be absorbed into existing local services.

The program of services to visually impaired preschool children continues to serve students and families across the state. These children will enter school districts that have resources limited by shortages in trained teachers of the visually impaired. Early identification allows the WCBVI to focus all services, from consultation to on-campus programs, toward the highly specialized educational needs of children who are blind or visually impaired, and through earlier intervention, reduce the impact on those finite resources in local schools. The program provides consulting, diagnostic and supportive services to local school districts, to families, to social services agencies, and to the children themselves.

As noted in Table B, children from throughout Wisconsin receive a range of services from WCBVI's Outreach Team. This team provides Braille, large print textbooks and equipment to children who are blind or visually impaired attending programs in their local school districts. The evaluation team began its operations in 1977-78, with an

increased emphasis placed on outreach services in order to meet the needs of the students educated in their local district. The evaluations are done at the request of the district and assist the district in its educational planning for individual children who are blind or have low vision.

Based on a needs assessment presented to Teachers of the Visually Impaired (TVI) in Wisconsin, a plan has been developed and implemented to provide comprehensive summer programming for school-aged children with visual impairments. The summer programs continue to grow and evolve to meet the diverse needs of the students that are being served. It should be noted that the Legislature has not yet provided specific funding for this mandated service which the Legislative Audit Bureau, the DPI Taskforce, the Joint Legislative Council, and the Blind and Visual Impairment Education Council have all determined is vital to the success of students in the future. The Center continues to provide these programs without additional funding.

### **3. Reference and Loan Library**

A number of major policy decisions on the part of DPI and other state agencies or contracting libraries could affect the long-range plans of the team and the operation of the Reference and Loan Library. Three major policy areas are summarized below:

a) Collection Growth—Collection development policies are continuously being reviewed to determine which areas may need expansion, reduction or (in the case of periodicals) conversion to microfilm. Interlibrary loan policy changes affect the types of materials needed and stored. A collection policy was developed in 1992 and is reviewed periodically. Occasionally, specialized materials are contributed by other state government agencies, organizations, or individuals to the library.

The following collection areas will continue to grow:

1. Book collections
2. State government publications
3. Videocassettes
4. DPI archival materials
5. Last copy fiction donated by libraries
6. Sheet music
7. Schematic materials
8. Periodicals
9. Child Care Information Center collections

The periodical collection expands more quickly than the rest of the collection since periodical back runs are kept as new issues are added each year. Periodicals are transferred from the DPI Library and Statistical Information Center each year and back files are kept for that library. Microfilming of some portions of the collection has been explored, but there are currently insufficient funds in the capital materials budget to purchase microfilm or contract for microfilming. Making hard copy from microfilm for interlibrary loan requires the use of expensive equipment which is often difficult and costly to use and maintain.

b) Library Contract Changes—The service levels and cost of the contracts will be monitored to determine if contract services are adequate and cost effective.

The library currently contracts with Milwaukee Public Library (MPL) and Wisconsin Library Services (WiLS) to provide access to selected parts of their collections through interlibrary loan. Changes in policies concerning interlibrary loan of materials could affect the acquisition of materials by the Reference and Loan Library. It will be necessary to examine the interloan contracts to assure that the contracts provide the most cost effective method of providing access to specific types of materials.

The library also has a contract with MPL to operate the Regional Library for the Blind and Physically Handicapped. The contract pays for staff and operational costs, but there is no charge for space for the Regional Library, even though the current space occupied by the Regional Library is 9,000 square feet. Both salaries and space are more expensive in Milwaukee than in Madison, and increased or new charges in these areas could substantially affect the cost of the overall service and the cost effectiveness of providing them through contract. This operation provides

limited walk-in service as well as substantial service via mail. The space requirements are large but could be provided from the type of facility now occupied by the Reference and Loan Library if it were expanded. Moving the services of the Regional Library would not be necessary or desirable unless the contract terms for the provision of services from MPL change dramatically. If the terms change, alternatives would need to be explored.

c) State Agency Services—The need for increased or changed service to state agency libraries or personnel will be assessed and planning will be undertaken in conjunction with other state agencies.

The Reference and Loan Library currently provides lending and reference services to state agencies. If a state agency operates a library, backup reference and interlibrary loan services are provided through the library. If the agency does not operate a library, service is provided directly to agency employees through telephone and mail. Currently little walk-in service is provided to state agency personnel. Over the last ten years, a number of state agencies have discontinued or reduced their agency library services, including DOA, DWD, DHFS, DNR, Mendota Mental Health Institute and Central Wisconsin Center.

Even though the Reference and Loan Library is currently located on the edge of the east side of town, there are requests for walk-in use. The Department of Agriculture has built a new building near the Reference and Loan Library and staff have expressed interest in using the library. The Child Care Information Center users frequently stop at the library. The present building does not meet the building code requirements (stacks too close together, no public use areas) for a public library so these requests are normally restricted. The Reference and Loan Library could offer a substantially improved service to state agency personnel if open access to the collection and services were possible. Such a change would require consideration of internal space layout, staffing needs and work schedules. Additional space would also be needed. It may be desirable to evaluate the feasibility of offering walk-in service through a small outlet in downtown government facilities that would be operated by the Reference and Loan Library. Such a change would require careful planning with other state agencies and library personnel and care would need to be taken so that service would not conflict with that provided by other agencies and the Madison Public Library.

The Reference and Loan Library staff have discussed ways that the library and State Historical Society Library can improve the document depository program in storing library materials and public records. On a national level, the concept of "Information Resources Management" ties together the functions of libraries, archives, public records management and automated information systems.

In summary, the program responsibilities of the Reference and Loan Library could expand over the next ten years. Given the current level of spending for library materials, the present collection will grow and require additional shelf space. There is presently little unused shelf space. Before any of the land behind the building can be used, it will be necessary to gain an easement to the property that is now landlocked. Some of the land behind the building has been graded to avoid flooding.

## **C. Changes in Facilities Needs and Evaluation**

### **1. Wisconsin School for the Deaf**

The projected space needs for the 2009-2015 biennia will be outside of the school's operating budget as the demolition and reconstruction of Walker Hall take place from 2009-2011. An inventory of the buildings' gross square footage yields approximately 225,700 gross square feet (GSF).

The following table lists the buildings and programs associated with each, the size and year of construction and the relative condition of each.

<b>Building and Program</b>	<b>Size-GSF</b>	<b>Year</b>	<b>Condition</b>
Administration	6,600	1965	Good
Hannon-Food Service/Phy Ed.	29,500	1936	Good
Baran-Receiving	3,200	1979	Fair
Education-Academic	68,000	1911-1971	Poor/Fair
Power Plant/Maintenance	11,000	1950	Fair

<b>Building and Program</b>	<b>Size-GSF</b>	<b>Year</b>	<b>Condition</b>
Huff Hall-Residential	87,100	1972	Poor/Fair
Health Center- Health/Gym	7,800	1989	Poor/Good
Kastner-Education	<u>12,500</u>	1965/89	Fair
<b>Total</b>	<b>225,700</b>		

## 2. Wisconsin Center for the Blind and Visually Impaired

The projected space needs for 2009-2015 are expected to fall within the school's operating budget. Visually impaired students with multiple disabilities account for 75 percent of the student population. Budgetary considerations should be made for programs that would best meet the unique needs of these students.

Technological advancements, emergency needs, student status and unforeseen factors may influence a budget spanning the six year period of time.

An inventory of the WCBVI buildings would yield approximately 189,800 GSF and includes areas not easily reclaimed for program utilization, such as walls and stairwells.

The following table lists the buildings and associated programs, size, the year constructed and condition.

<b>Building and Program</b>	<b>Size-GSF</b>	<b>Year</b>	<b>Condition</b>
Center for Arts	4,400	1988	Excellent
Laundry-Cold Storage	2,000	1919	Poor
Power House-Steam Generation	7,750	1952	Good
Girls Dorm-Res. & Recreation	21,500	1955	Good
Boys Dorm-Res. & Recreation	22,000	1962	Good
Gym-PE and Recreation	6,500	1962	Good
Ed. Bldg. Academic Instruction	21,000	1966	Good
Auditorium-Dining	42,650	1966	Good
Administration & Health Ctr.	9,700	1966	Good
Walkways (3)	5,000	1966-82	Good
Swimming Pool	9,800	1975	Excellent
PEPC-Residence & Acad. Instr.	25,500	1975	Good
Engine Repair Garage	5,000	1975	Good
Access Ramps (2)	890	1979	Excellent
Educational Services Center	<u>6,150</u>	1982	Good
<b>Total</b>	<b>189,800</b>		

## 3. Reference and Loan Library

The Reference and Loan Library, located at 2109 South Stoughton Road, Madison, WI, consists of a single floor metal building constructed on a concrete slab. The floor space is 25,200 gross square feet (140 feet wide and 180 feet long). Approximately 50 percent of the building is used for staff work space and includes the normal space allocated for desks and other equipment, space for microcomputers, terminals, microfilm and microfiche readers, photocopying and other equipment used in interlibrary loan, cataloging, circulation and shipping, and two meeting rooms. The remaining space houses the collection of books, periodicals, documents and audiovisual materials. The building was specifically constructed for the Reference and Loan Library in 1979, leased for ten years, and purchased in 1989. The building is zoned MI (industrial). No zoning change is needed for any contemplated changes. According to the Department of Administration, the replacement cost of the Reference and Loan Library is approximately \$866,300.

Collection and staff space needs reflect normal growth patterns for providing service at current levels. As of May 2008, the Reference and Loan Library maintained the following collections:

<b>Type of Material</b>	<b>Number of Units</b>
Books	167,540
Wisconsin Documents	30,271
Mixed media kits	490
Phonorecords	14,977
Audiotapes	14,891
Motion Pictures	192
Videotapes	13,992
Microfilm	6,924
Pamphlets	2,129
Compact discs	2,483
Video discs	173
Software	125
<b>Total</b>	<b>254,187</b>

The book collection is systematically weeded and growth does not take place in the same proportion as for other areas, such as periodicals, documents and audiovisual materials. In addition to the periodical purchases, back files are transferred from the DPI Library and Statistical Information Center due to space limitations and the high cost of floor space at the GEF III Office Building. The CCIC collection continues to grow. Space is needed for additional filing cabinets to house schematic drawings. The state government document collection is expected to grow more quickly as the library is more successful in obtaining documents from state agencies.

Shelf space is critical for all areas. There is no room for additional shelving. An estimate for additional space needs in the next five years follows:

Books	2,500 sq. ft.
A-V Materials	1,500 sq. ft.
Periodicals	1,000 sq. ft.
Aisles between stacks	1,000 sq. ft.
<b>Total:</b>	<b>6,000 sq. ft.</b>

**Staff space:** Staffing level adjustments, the closing of the card catalog, and reconfiguring of computer workstation areas has helped ease overcrowding. There is one vacant cube that can be used for additional staff if needed.

**Storage of publications for distribution:** The CCIC prints and disseminates a large volume of publications which need to be stored following printing. It is not unusual to get 4-5 pallets filled with publications which often sit in the aisle while staff wait for orders or find space for storage. Storage space has become very limited.

## **D. Proposed Projects and Evaluation of Alternatives**

### **1. Wisconsin School for the Deaf**

#### **2009-2011 Biennium**

##### **Project Title / Description**

##### **Est. Budget**

##### **Walker Hall Demolition & Reconstruction**

**\$3,452,000**

The reconstruction of Walker Hall would provide a safe and secure classroom building that would meet the long-term facility needs of these handicapped students.

Alternative

Demolition and reconstruction of the current Walker Hall is to take place in the 2009-11 biennium. The Building Commission approved release of Building Trust Funds for planning in April 2008.

**2011-2013 Biennium**

**Enclosed Walkways**

**\$85,000**

This project would provide enclosed, covered and heated walkways for students, staff and the general public. At this time, students must travel across campus in inclement weather. Considering many of the students have multiple disabilities, enclosures of this type would greatly increase student safety. Further, if a lockdown of the campus became necessary, walkways would secure the campus much more quickly.

Alternative

Continue to require students to walk across campus no matter the weather and maintain individual entrances at each of the buildings.

**2013-2015 Biennium**

No major projects proposed.

**2. Wisconsin Center for the Blind and Visually Impaired**

**2009-2011 Biennium**

No major projects proposed.

**2011-2013 Biennium**

No major projects proposed.

**2013-2015 Biennium**

No major projects proposed.

**3. Reference and Loan Library**

**2009-2011 Biennium**

No major projects proposed.

**2011-2013 Biennium**

No major projects proposed.

**2013-2015 Biennium**

**Reference and Loan Library New Addition**

**Est. Budget**  
**\$600,000**

During this period and after, space to store library materials will become critical. Currently, most shelves are more than three-fourths full. The book collection is systematically weeded and growth does not take place in the same proportion as for other areas, such as periodicals, documents and audiovisual materials. In addition to the periodical purchases, back files are transferred from the DPI Library and Statistical Information Center due to space limitations and the high cost of floor space at the GEF III Office Building. The CCIC collection continues to grow. Space is needed for additional filing cabinets and to house schematic drawings. The state government document collection is expected to grow more quickly as the library is more successful in obtaining documents from state agencies. The current collections for the Reference and Loan Library are worth approximately \$12.5 million. The CCIC needs additional storage space for publications waiting to be distributed.

Shelf space is critical for all areas. There is no room for additional shelving. An estimate for additional space needs in the next five years follows:

Books	2,500 sq. ft.
A-V Materials	1,500 sq. ft.
Periodicals	1,000 sq. ft.
Aisles between stacks	1,000 sq. ft.
Total:	6,000 sq. ft.

Alternative

The agency will explore renting space to store CCIC pamphlets and printed materials waiting for distribution which would free up some space. In the future, however, more dramatic alternatives will need to be addressed in order to maintain the collection.

**E. Six-Year Summary Chart – See Table 1.**

## **II. Long Range Maintenance or Preservation Plan (2009-2019)**

### **A. High Level Plan or Strategy to Maintain Facility Asset Value**

The following specific plans to maintain facility condition and asset value have been developed:

#### **1. Wisconsin School for the Deaf**

##### **2009-2011 Biennium**

###### **Ceiling Tile Replacement \$87,000**

The majority of the ceiling tile at this school is very old and in poor repair. These tiles should be replaced with new humidity resistant tiles. There are approximately 182,000 sq. ft. of tile that should be replaced. In addition, much of the grid work is rusted beyond repair and must also be replaced.

###### Alternative

Continue to utilize the rusted and non-aesthetically pleasing ceiling tiles.

###### **Masonry Repairs \$30,000**

Masonry repairs are ongoing at both residential schools. An annual P.M. inspection program has been established at both of the schools. Because of the varying need annually, (i.e., cracked brick work, deterioration of sealant and incidental damages) predicting the funding at each institution is difficult. Based on experience, this is an estimate of the approximate amount of funding necessary to repair the masonry at the two sites for a two year period.

###### Alternative

Masonry needs vary, but maintaining safety in areas where students, staff, and the public are present often makes the work necessary.

##### **2011-2013 Biennium**

###### **Sports Surface Replacement Track, Football Field and Ball Diamond \$480,000**

This project will resurface the running track. The numerous cracks and heaved asphalt poses a safety hazard as athletes can trip on heaves or catch spikes in the cracks. The ball diamond infield needs to be replaced as it is in unplayable condition. The surface of the infield does not drain properly after rains resulting in longstanding pools of water. The outfield should be redone as the surface is uneven and creates a safety hazard for athletes. The football field needs to be completely resurfaced. The slope is insufficient to properly drain the field and the surface is uneven. The football field is used for football by both WSD teams and the local youth league games. The track and the ball field are used for practices and games by WSD teams.

###### Alternative

The surfaces of these recreational areas open athletes to many opportunities for injury. With improved surfaces, athletes would be at less risk for injury and the drainage of each area would be enhanced.

##### **2013-2015 Biennium**

No major projects proposed. As the Program develops its long-range plans, needs may emerge.

##### **2015-2017 Biennium**

No major projects proposed. As the Program develops its long-range plans, needs may emerge.

##### **2017-2019 Biennium**

No major projects proposed. As the Program develops its long-range plans, needs may emerge.

## 2. Wisconsin Center for the Blind and Visually Impaired

### 2009-2011 Biennium

#### **New Residential Furniture & Furnishings**

**\$95,000**

This project would provide new floor, wall, and window coverings in the boys and girls dorms. It would also replace the laminate on cabinets and the furniture that is built into the dorm rooms.

#### Alternative

Furniture and furnishings in the dorms are in very poor condition. If replacement is not approved, students will have to continue using the old furniture and furnishings that have lasted well beyond their expected lifetime.

#### **Replace Sanitary/Domestic Supply Plumbing**

**\$65,000**

This project will replace the approximately sixty-year-old domestic and sanitary plumbing at both sites. Numerous problems over the past 10 years indicate that replacement is required. At both sites, the plumbing has reached or exceeded its useful life expectancy of thirty years and maintenance problems including blockages and sanitary venting are prevalent.

#### Alternative

The only alternative to this project would be to do nothing and wait for the supply lines to fail. This approach would lead to a higher cost to the state because the lines would then be subject to emergency repairs. This approach does not meet the needs of the schools.

#### **Swimming Pool Repairs**

**\$60,000**

This project would provide sand blasting and painting of the swimming pool at WCBVI. Currently the interior pool walls and floor are peeling and chipping paint. It is assumed that existing technology was not available at the time of construction to provide a suitable interior covering such as "rubberized" paint to withstand the adverse conditions experienced in a chemically laden environment.

#### Alternative

The only alternative would be to do nothing, which would eventually cause closure of the pool due to excessive paint peeling and chipping.

#### **Replacement of HVAC Re-Heat Coils**

**\$75,000**

The scope of this project is to relocate or replace approximately thirty steam re-heat coils located in the Main, Academic and Administration Buildings to increase efficiency and provide access for maintenance. All three of these structures were built at approximately the same time. When installed, the coils were located in areas where they were not accessible for routine and corrective maintenance.

#### Alternative

One alternative would be to contract to have the reheat coils cleaned. This approach, although seemingly viable, would promote vendor dependency, which could result in a higher operating budget requirement.

#### **Humidification Coil Repair/Replacement and Installation**

**\$40,000**

This project would provide funding to repair two existing steam humidification coils located in the boys and girls dormitories. The project would include the installation of a humidification unit in the primary dorms. Currently none of the dormitories have humidification of any type.

#### Alternative

One alternative would be to replace the existing air handling system to the dormitories, which would be excessively expensive. Cost projections exceed \$500,000 for replacement. The only other alternative would be to do nothing.

#### **Sidewalks**

**no estimate yet**

There are several sidewalks near the horseshoe-shaped drive that are in disrepair and need replacement. Concrete work is on hold until the timeline determines it a feasible project (awaiting DOA). The DOA input has been requested.

Alternative

Continued use of these dangerous sidewalks is a definite safety concern for the visually impaired students served at the WCBVI.

**Roofing Over the Ramp to the Education Building**

**no estimate yet**

This roofing project needs more input and is waiting for DOA assessment. The DOA input has been requested.

**2011-2013 Biennium**

No major projects proposed. As the Program develops its long-range plans, needs may emerge.

**2013-2015 Biennium**

No major projects proposed. As the Program develops its long-range plans, needs may emerge.

**2015-2017 Biennium**

No major projects proposed. As the Program develops its long-range plans, needs may emerge.

**2017-2019 Biennium**

No major projects proposed. As the Program develops its long-range plans, needs may emerge.

**3. Reference and Loan Library**

The life expectancy of the facility is 40-50 years and it is now nearly 30 years old. In the past, the roof, the HVAC, and the internal ductwork have been replaced. The loading dock and front entrance have been built. A gutter system was installed and actions taken to control water entry into the building. It is possible that these improvements could somewhat extend the life of the building. Energy efficient lighting has also been installed for the second time.

The maintenance plan (Table 2) lists a variety of actions that need to be taken to continue to use the building for its current purposes. Several that have cost estimates are noted below. Others need commercial quotes once project interest or approval has been given.

**2009-2011 Biennium**

**Interior Painting**

**\$2,000**

The interior of the building is in need of new paint. As in any facility, the walls are marked, the paint has chipped in certain areas, and discoloration has occurred. Painting the interior of the building would freshen it up.

Alternative

The building would keep the old paint.

**Carpeting**

**\$50,000**

The building last received new carpet in 1996. The high traffic areas on the floor are getting worn and need the carpet replaced.

Alternative

The building would keep the old carpet.

**Clean Ductwork**

**\$2,000**

To ensure air quality in the building, the ductwork is in desperate need cleaning.

Alternative

The ductwork would be maintained, as is.

## **2011-2013 Biennium**

### **Heating, Ventilation, Air Conditioning (HVAC) Replacement                      \$75,000**

The HVAC was last attended to in 1994. There is need for a major overhaul or replacement of the current system.

#### Alternative

Maintain the HVAC in its current state, realizing it will need attention in the near future.

## **2013-2015 Biennium**

No major projects proposed.

## **2015-2017 Biennium**

No major projects proposed.

## **2017-2019 Biennium**

No major projects proposed.

The Reference and Loan Library will also contact MG&E and see if it is possible to get an updated energy audit for the building. However, this may reveal some issues that have not yet been identified.

The Reference and Loan Library currently employs a half-time facilities repair staff person. This person is responsible for interior cleaning, yard work, and small jobs that can be completed fairly quickly and are not costly. Larger jobs are generally contracted out as is the maintenance of the HVAC, humidifier, plumbing, electrical work, large scale painting, and other projects. The staff person also defines the scope of larger jobs, obtains quotes for the work, supervises, and signs off on the work.

A major problem is that even the cost of smaller jobs exceeds the ability to obtain funding for all but very routine maintenance on a regular schedule. The Reference and Loan Library uses GPR, federal, gift and grant funds, SEG-Universal Services Fund, and other sources to pay for programs. It is usually not possible to adequately budget for larger maintenance projects since many sources of funding are limited and cannot absorb building maintenance costs.

DOA has suggested that the agency consider using maintenance assistance and staff from other DPI facilities (the two schools) to assist with projects to utilize the diversity of skilled staff, to save the cost of contracting out, and to get some deferred maintenance projects handled faster. This would need to be considered on a project by project basis to determine if it is justified and would save costs. There are projects that could benefit from this type of assistance such as those related to fixing cracks in the floor and helping with the roof insulation problems. Both involve caulking and need more than one person to do the work safely. Contacts have been made with the school facility repair staff, but staff have not been able to set aside time to help the Reference and Loan Library staff. If it is not possible to get assistance from the schools, DOA suggests combining several of these projects together into a small project to see if it is possible to get DOA assistance; however, the idea of using bonding to do this type of work is not appealing to DOA. During 2007-2009, DOA has assisted with small project funding.

## **B. Overview of Total State Owned and Leased Space**

### **1. Wisconsin School for the Deaf**

The Wisconsin School for the Deaf is located in the City of Delavan, Walworth County. An inventory of the buildings' gross square footage yields approximately 225,700 G.S.F.

The following table lists the buildings and programs associated with each, the size, the year of construction and the value.

<b>Building and Program</b>	<b>Size-GSF</b>	<b>Year Built</b>	<b>Value</b>
Administration	6,600	1965	\$510,900
Hannon-Food Service/Phy Ed.	29,500	1936	\$2,370,400
Baran-Receiving	3,200	1979	\$239,600
Education-Academic	68,000	1911-1971	\$4,567,500
Power Plant/Maintenance	11,000	1950	\$3,180,500
Huff Hall-Residential	87,100	1972	\$9,052,100
Health Center- Health/Gym	7,800	1989	\$777,700
Kastner-Education	<u>12,500</u>	1965/89	<u>\$1,116,900</u>
<b>Total</b>	<b>225,700</b>		<b>\$21,815,600</b>

## 2. Wisconsin Center for the Blind and Visually Impaired

The Wisconsin Center for the Blind and Visually Impaired is located in the City of Janesville, Rock County. An inventory of the WCBVI buildings yields approximately 189,800 G.S.F. and includes areas not easily reclaimed for program utilization, such as walls and stairwells.

The following table lists the buildings and associated programs, size, the year constructed and the value.

<b>Building and Program</b>	<b>Size-GSF</b>	<b>Year Built</b>	<b>Value</b>
Center for Arts	4,400	1988	\$514,200
Laundry-Cold Storage	2,000	1919	\$147,200
Power House-Steam Generation	7,750	1952	\$2,204,800
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Gym-PE and Recreation	6,500	1962	\$501,700
Ed. Bldg. Academic Instruction	21,000	1966	\$1,646,400
Auditorium-Dining	42,650	1966	\$3,489,200
Administration & Health Ctr.	9,700	1966	\$717,000
Walkways (3)	5,000	1966-82	\$349,200
Swimming Pool	9,800	1975	\$1,058,000
PEPC-Residence & Acad. Instr.	25,500	1975	\$2,432,000
Engine Repair Garage	5,000	1975	\$278,400
Educational Services Center	<u>6,150</u>	1982	<u>\$507,700</u>
<b>Total</b>	<b>189,800</b>		<b>\$18,227,700</b>

## 3. Reference and Loan Library

The Reference and Loan Library, located at 2109 South Stoughton Road, Madison, WI, consists of a single floor metal building constructed on a concrete slab. The floor space is 25,200 gross square feet (140 feet wide and 180 feet long). Approximately 50 percent of the building is used for staff work space and includes the normal space allocated for desks and other equipment, space for microcomputers, terminals, microfilm and microfiche readers, photocopying and other equipment used in interlibrary loan, cataloging, circulation and shipping, and two meeting rooms. The remaining space houses the collection of books, periodicals, documents and audiovisual materials. The building was specifically constructed for the Reference and Loan Library in 1979, leased for ten years, and purchased in 1989. The building is zoned MI (industrial). No zoning change is needed for any contemplated changes. According to the Department of Administration, the replacement value of the Reference and Loan Library is approximately \$866,330.

## C. Agency Owned Facilities – Long Term Maintenance Issues - See Table 2.