

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session - November 26, 2007 - 4:00 PM  
District Administration Building, 210 County Rd. 101 N., Plymouth

### **AGENDA**

- |    |  |    |
|----|--|----|
| 1. | CALL TO ORDER - Board Chair Cohen                                  | 3  |
| 2. | ADMINISTRATIVE   |    |
|    | A. Futures Conference Update - B. Noyed                            |    |
| 3. | CURRICULUM AND INSTRUCTION   |    |
|    | A. Proposed Kimberly Lane Site Plan - G. Kipling                   | 4  |
|    | B. Transition Program Discussion - L. Fildes, B. Johnson           | 36 |
| 4. | FINANCIAL  |    |
|    | A. Proposed Three-Room Addition at Oakwood Elementary - A. Hopeman | 41 |
| 5. | HUMAN RESOURCES  |    |
| 6. | SCHOOL BOARD   |    |
|    | A. Superintendent Search Update - Board Sub-Committee              |    |
|    | B. Tentative Board Agenda for December 10, 2007                    | 63 |
| 7. | ADJOURN  | 65 |

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**VISION**

***A model of excellence among learning communities***

**MISSION**

***The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.***

**DISTRICT DIRECTIONS for 2005-2007**

- ***Apply our vision to all components of the District***
- ***Erase organizational barriers that limit participation of all cultural groups***
- ***Strive for smaller class sizes***
- ***Work toward a more individualized model of education***
- ***Promote a “client-centered” District***

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – November 26, 2007

**AGENDA ITEM:** 1. CALL TO ORDER/ROLL CALL

**COMMENTS BY:** Board Chair Cohen

	<u>PRESENT</u>	<u>ABSENT</u>
Mr. Gregory D. Baufield	_____	_____
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Gary W. Landis	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Mr. Bob J. Ostlund, Ex Officio	_____	_____



Independent School District 284  
Wayzata, Minnesota

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# **Shared Decision Agreement Between School and the Wayzata School Board for**

**School Name:**

**Kimberly Lane Elementary**

**This plan was reviewed on:** \_\_\_\_\_

**Signature of District Design Team** \_\_\_\_\_

**This plan was approved on:** \_\_\_\_\_

**Signature of School Board Chair** \_\_\_\_\_



## Shared Decisions Agreement Review Team Check List Form

### Procedure:

Prior to presentation to the Board, Site Improvement Plans will be reviewed for compliance with statutes, contracts, policies, and administrative regulations. Site Teams are advised that plans should be submitted at least thirty (30) days prior to date of desired Board action.

- Site Improvement Plans are sent to the Office of the Superintendent of Schools.
- Copies of the Site Improvement Plan will be sent to the following members of the review team as designated by the District Shared Decisions Design Team.
- This response sheet will be returned by reviewer to the Superintendent's Office within ten (10) days.
- Any areas of concern will be noted on response sheet along with suggestions for waivers where applicable.
- All response sheets will be forwarded to the chair of the site team.
- Review team members will decide if the Site Improvement Plan should be reviewed by any other departments such as Transportation, Food Service, Building and Grounds, etc. and forward a copy with a cover sheet for check-off response to the appropriate individual.

### Review Team Response

#### Office of the Superintendent

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date

#### Executive Director of Curriculum and Instruction

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date

#### Executive Director of Finance

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date

#### Executive Director of Human Resources

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date

#### Wayzata Education Association Representative

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date



**Site Team Members:**

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Year</u></b>
<b>Jody Holbeck</b>	<b>Parent</b>	<b>2007-2008</b>
<b>Lisa Brua</b>	<b>Parent</b>	<b>2007-2008</b>
<b>Kristen Smith</b>	<b>Parent</b>	<b>2007-2008</b>
<b>MayAnn Severud</b>	<b>Parent</b>	<b>2007-2008</b>
<b>Nahid Husain</b>	<b>Parent</b>	<b>2007-2008</b>
<b>Ronda Gjestvang</b>	<b>Teacher</b>	<b>2007-2008</b>
<b>Laura Dobosenski</b>	<b>Teacher</b>	<b>2007-2008</b>
<b>Sara Roberts</b>	<b>Teacher</b>	<b>2007-2008</b>



## Q COMP SITE GOAL

**District Student Achievement goal for Q Comp focus:** *It is recommended that this be a SMART goal.*

**Improve students' achievement in the areas of reading, math and writing as measured by performance on MCA IIs (Minnesota Comprehensive Assessment) and/or NWEA/MAP.**

**Site Student Achievement SMART goal for Q Comp focus:**

At Kimberly Lane, there will be a 1% increase of students who participate in spring MAP testing who will meet or exceed their individual NWEA reading RIT target score.

**Summarize the needs assessment (disaggregated data) that was used to determine this goal:** Kimberly Lane is setting a growth goal based on the third and fourth graders that will be forth and fifth graders during the 2007-08 school year.

These results are based on our spring 2007 MAP data

Third Grade: 63/99=63.6% achieved or exceeded target growth

Fourth Grade: 63/104=60.5% achieved or exceeded target growth

Overall growth in grades 3&4: 62% achieved or exceeded target growth

**Provide the action plan for the site goal:** The following items will be completed by Kimberly Lane to help students reach the site goal:

- Use Emergent Reader and Soar to Success strategies with low quartile students.
- Use fall and spring assessments in grades K-2 to measure accuracy, fluency, and comprehension.
- Use fall and spring MAP testing in grades 3-5 to measure growth and define instruction in the areas of vocabulary, comprehension, and literature.
- Train ten teachers in the National Urban Alliance (NUA) strategies related to vocabulary, comprehension skills and thinking maps.
- Use grade-level and cross-grade-level sharing of reading strategies and interventions to monitor progress at quarterly grade level planning days and staff meetings.
- Expand 'leveled text' book collection.
- Continue staff development opportunities in the area of vocabulary development.
- Expand staff development opportunities to include comprehension strategies, specifically in the area of narrative comprehension.
- Use classroom visits and observation to gain feedback about reading instruction in individual classrooms.
- Develop individual teacher and/or team goals to address individual student needs and plan for intervention strategies.



**DATA ANALYSIS OF PREVIOUS ALT COMP GOAL**

**Goal:**

One percent of Kimberly Lane students will advance one level in reading as measured by NWAEA testing from fall, 2006, to spring, 2007.

**Summary/Interpretation of Data Analysis:**

<b>Overall Reading Quartile</b>				
<b>School</b>	<b>Gains in Levels</b>	<b>Losses in Levels</b>	<b>Net Gain</b>	<b>% Net Gained in Levels</b>
Kimberly Lane	75	63	12/369	3.30%
<b>Students in Levels by Term</b>				
	<b>Fall</b>		<b>Spring</b>	
	<b>Student Count</b>	<b>Percent of Students</b>	<b>Student Count</b>	<b>Percent of Students</b>
<b>Level 1</b>	17	4.77%	15	4.07%
<b>Level 2</b>	49	13.28%	47	12.74%
<b>Level 3</b>	94	25.74%	92	24.93%
<b>Level 4</b>	209	56.64%	215	58.27%

**Goal Achieved: xx Yes                      No**



**Please list other building initiatives.**

**Initiative:**

**Increase sensitivity to our various racial and cultural groups by making changes in our daily delivery of curriculum and my improving the quality of our general operation of school.**

**Curriculum Goal: Focus on and make necessary curricular changes that reflect racial and cultural sensitivity. A committee of teachers has made and carried out recommended changes. It should be noted that they are an ongoing committee whose job is to continuously monitor and adjust activities at school to meet our goal.**

**Action planned or completed:**

- **Purchase a children’s book collection that more realistically presents various cultures and races. Books are being circulated throughout the building and read to all students.**
- **Update international flags representing all our nationalities of students in our school. Flags with labels are hung in our lunchroom.**
- **Post a worldwide map in our hallway and note the countries where our students were born.**
- **Read international facts during our morning announcements.**

**Committee members: Jessica Fricke, Deb Engebretson, Sara Roberts, Michele Stinson, Cindy Velline**

**General Operations Goal**

**Ensure that all daily operations of our school racially and culturally sensitive.**

**Action planned or competed:**

- **Create a student roster that has names written phonetically. This list is used to announce daily birthdays.**
- **Monitor the lunch menu and ensure sensitive food items such as pork are publicized.**

**Committee members: Jane Trout, Lisa Brua, Lily Perry, Vickie O’Brien**

**Timeframe:**

**The nature of these initiatives dictates that both committees be standing committees and that their work be ongoing.**



## Kimberly Lane Elementary

### Student Demographics

#### Student Population by Grade

*(Please insert 3 years of data provided by the Office of Assessment)*

	2006-2007			2005-2006			2004-2005		
Grade	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
EC									
K	63	65	18.3	56	59	23.2	66	66	22.0
1	63	61	24.8	69	66	22.3	55	60	23.0
2	53	64	23.4	57	65	24.0	72	69	25.5
3	58	61	23.8	75	66	25.8	58	64	24.6
4	70	50	24.0	62	68	26.0	81	60	28.0
5	74	62	27.2	76	60	27.4	55	59	28.5
Total	381	368		395	384		387	378	

### Student Demographics

#### Ethnic Distribution

*(Percent of population by ethnicity)*

	2006-2007	2005-2006	2004-2005
White American	78	84	85
African American	4	3	2
Asian American	16	12	12
Hispanic/Latino American	1	1	1
Indian American	0	0	0

#### Percent of Students on Free/Reduced

*(Percent of population)*

	2006-2007	2005-2006	2004-2005
Free	3	3	2
Reduced Price	1	1	1

## Student Mobility

The percent of students entering and leaving during the year, computed by dividing the number of transfers by the October 1 enrollment.

<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>

### Average Daily Attendance

<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
<b>96.8% of 649 Students</b>	<b>97.2% of 658 Students</b>	<b>96.9% of 632 Students</b>

# Student Achievement

## Minnesota Comprehensive Assessment (MCA-II)

2006-2007

	<b>Grade 3 Math</b>		<b>Grade 3 Reading</b>	
	% Proficient	Average Score	% Proficient	Average Score
Kimberly Lane	95.7	367.9	92.6	375.2
Wayzata	90.4	365.3	91.8	372.8
State	79.3	358.7	79.6	363.5

2005-2006

	<b>Grade 3 Math</b>		<b>Grade 3 Reading</b>	
	% Proficient	Average Score	% Proficient	Average Score
Kimberly Lane	95.7	367.2	89.7	373.2
Wayzata	92.0	365.2	89.5	373.1
State	77.8	357.8	81.6	365.3

2006-2007

	<b>Grade 4 Math</b>		<b>Grade 4 Reading</b>	
	% Proficient	Average Score	% Proficient	Average Score
Kimberly Lane	89.8	464.2	90.0	465.4
Wayzata	86.7	464.2	85.3	464.5
State	70.9	456.7	71.4	457.0

2005-2006

	<b>Grade 4 Math</b>		<b>Grade 4 Reading</b>	
	% Proficient	Average Score	% Proficient	Average Score
Kimberly Lane	91.4	463.1	92.9	467.2
Wayzata	87.3	463.0	90.5	467.3
State	69.0	455.0	76.7	459.6

2006-2007

	<b>Grade 5 Math</b>		<b>Grade 5 Reading</b>	
	% Proficient	Average Score	% Proficient	Average Score
Kimberly Lane	88.9	562.3	93.3	565.6
Wayzata	84.6	563.8	90.1	566.1
State	63.2	554.1	73.2	557.5

2005-2006

	<b>Grade 5 Math</b>		<b>Grade 5 Reading</b>	
	% Proficient	Average Score	% Proficient	Average Score
Kimberly Lane	91.0	564.8	92.4	569.0
Wayzata	85.0	562.8	90.6	567.8
State	59.0	551.8	76.9	559.1

**Student Achievement  
MAP (Measures of Academic Progress)**

**2006 –2007 MAP Results (Year One)**

Average scale scores and percentile ranks by grade

<b>Math</b>	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
	SS	PR	SS	PR	SS	PR
Kimberly Lane	218	82	230	85	239	87
Wayzata	215	78	226	79	235	81
National	202	50	211	50	219	50

<b>Reading</b>	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
	SS	PR	SS	PR	SS	PR
Kimberly Lane	208	72	215	73	222	76
Wayzata	207	70	214	70	220	72
National	200	50	207	50	212	50

**Staff Demographics**

<b>Experience Profile of Staff (Percent of Licensed Staff by Years of Teaching Experience)</b>				<b>Education Profile of Staff (Percent of Licensed Staff by education/training)</b>		
<b>1<sup>st</sup> Year</b>	<b>2 - 7</b>	<b>8 - 20</b>	<b>20+</b>	<b>BA</b>	<b>Masters</b>	<b>Doctorate</b>
<b>7%</b>	<b>39%</b>	<b>34%</b>	<b>20%</b>	<b>25%</b>	<b>75%</b>	

Kimberly Lane 2007-2008 Staff

Principal	Gary Kipling	Computer Lab	Steve Gustafson
Secretary	Jane Trout	Vision 21	Brenda Ferrens
Office Paraprofessional	Deb Betz	Literacy Specialist	Karen Bazany
Health Paraprofessional	Barb Wysocki	Literacy/Behavior	Dianne Vogen
Kindergarten	Nancy Carlson	Spanish	Carmen Avendano
Kindergarten	Jessica Fricke	Physical Education	Mike Monson
Kindergarten	Ronda Gjestvang	Physical Education	Kelly Allgaier
Kindergarten	Angie Sprague	Physical Education	Susie Hatch
Grade 1	Molly Cornelison	Adaptive PE	Sally Gerber
Grade 1	Deb Engebretson	Art	Cindy Velline
Grade 1	Rachel Falkowski	Vocal Music	Patty Zabinski
Grade 1	Lisa McLaughlin	Social Worker	Heidi Sandmeier
Grade 1	Alison Nelson	Psychologist	Kathie Wojtkiewicz
Grade 1	France Roberts	Speech	Patty Bloom
Grade 2	Greta Cender	ELL	Eram Mashadi
Grade 2	Debra Donahue	Q-Comp	Barbara Warden
Grade 2	Barb Hughes	Custodian	Doug Winzenburg
Grade 2	Nikki Ringate	Custodian	Jerry Franke
Grade 2	Sara Roberts	Custodian	Mike Galvin
Grade 3	Ann DesRoches	Custodian	Ron Ostgard
Grade 3	Laura Dobosenski	Culinary Express	Vicki O'Brien
Grade 3	Michelle Pool	Culinary Express	Corinne Guddal
Grade 3	Michele Stinson	Culinary Express	Randi Newton
Grade 3	Michele Thomas	Culinary Express	Geri Scudder
Grade 4	Suzanne Bot	Paraprofessional	Linda Anderson
Grade 4	Joe McAuliff	Paraprofessional	Jeanne Broms
Grade 4	Janelle Mattson	Paraprofessional	Wanda Fischbach
Grade 4	Janet Pearson	Paraprofessional	Patricia Knudsen
Grade 5	Kristin Hoppesch	Paraprofessional	Linda Leuer
Grade 5	Dick Pritchard	Paraprofessional	Barb MacIntyre
Grade 5	Brad Schaffer	Paraprofessional	Patricia Malec
Grade 5	Patricia Stellmaker	Paraprofessional	Cheryl Moline
Grade 5	Karen Ward-Elser	Paraprofessional	Kristin Mullen
Media Specialist	Debbie Mossefin	Paraprofessional	Deb Oelke
Learning Center	Carol Dunsmore-Clement	Paraprofessional	Lilly Perry
Learning Center	Victoria Horbert	Paraprofessional	Joyce Poppele
Home Base	Lauren DeMarte	Paraprofessional	Joanne Peterson
Home Base	Brandi Engh	Paraprofessional	Judy Peterson
Home Base	Maria Hagberg	Paraprofessional	Joyce Poppele
Home Base	Shahla Mashinchi	Paraprofessional	Becky Schellinger
Home Base	Courtland Pickens	Paraprofessional	Sandy Schaber
Home Base	Farah Rassouli	Paraprofessional	Deb Singler
Home Base	Deb Slomkowski	Paraprofessional	Carol Talus
Home Base	Kathryn Spiczka		



2007-2008  
Kimberly Lane Elementary  
Site Plan

# Site Council Membership

2006-2007

Carl Brandt

Katie Anderson

Jody Holbeck

Lisa Brua

Stephanie Schmidt

Kristen Smith

Ronda Gjestvang

Laura Dobosenski

Sara Flies

2007-2008

Jody Holbeck

Lisa Brua

Kristen Smith

MayAnn Severud

Nahid Husain

Ronda Gjestvang

Laura Dobosenski

Sara Roberts

# Alternative Compensation Goal for 2007-2008

***To achieve a 1% increase of  
students who participate in  
spring MAP testing meeting  
or exceeding individual  
reading RIT target score***

# Criteria for goal based on 2007 MAP analysis

- ★ Percentage of students meeting average growth target is higher for math than for reading

<u>GRADE</u>	<u>THIRD</u>	<u>FOURTH</u>	<u>FIFTH</u>
Reading	63.6%	60.5%	64.7%
Math	76.3%	75.4%	72.4%

# Criteria for goal based on 2007 MAP analysis

- Achieved or Exceeded Target Growth\*:
  - Grade Three: 63.6% (63 of 99)
  - Grade Four: 60.5% (63 of 104)
  - Combined: 62%

\*Results based on spring 2007 MAP Data

# Criteria for goal based on 2007 MAP analysis

- ★ Analyzed data of students NOT meeting expected growth by comparing RIT score to expected proficiency on MCA testing

		<i>Growth Index</i>	
		Below	Above
<i>Projected Proficiency</i>	Above	<b>32.5%</b> <b>(120)</b>	<b>61.5%</b> <b>(227)</b>
	Below	<b>4.3%</b> <b>(16)</b>	<b>1.6%</b> <b>(6)</b>

1. Below Growth:  $< 0$
2. Above Growth:  $\geq 0$
3. Above Proficiency:  $>$  state standard
4. Below Proficiency:  $<$  state standard

# Criteria for goal based on 2007 MAP analysis

- ✦ Analyzed reading scores indicate narrative comprehension lowest
- ✦ Further analysis showed Q-Comp goal from last year made appreciative gains

2007-2008  
Kimberly Lane School  
Professional Development  
Focus

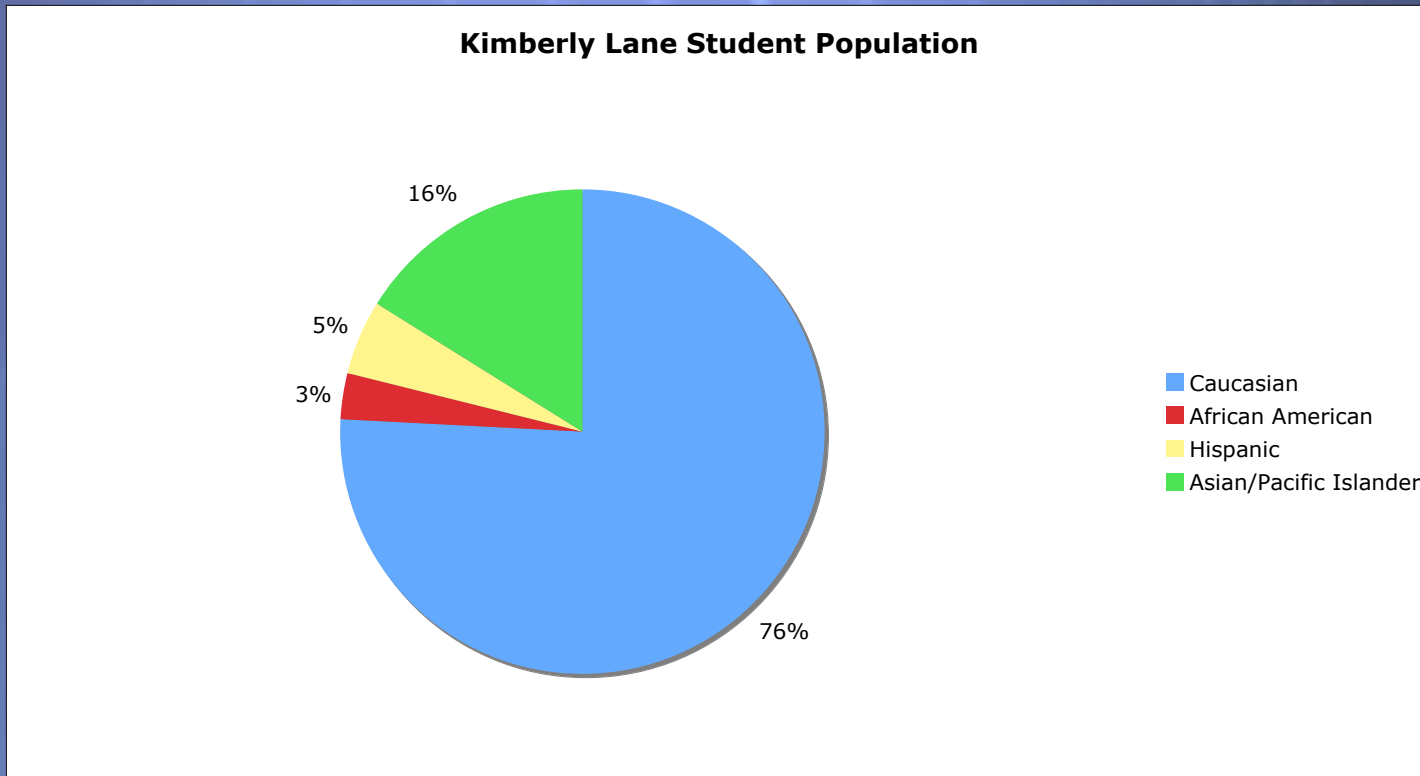
***Improving skills in  
teaching  
comprehension***

# Professional Development Activities

- ★ Book Study
  - ★ Strategies That Work: Teaching Comprehension to Enhance Understanding
- ★ MAP analysis
- ★ Continued Study of Response to Intervention (RTI)
- ★ Participation in Academy Classes
- ★ National Urban Alliance Training

# Kimberly Lane Building Initiatives

## ★ Address Diversity Changes



# Kimberly Lane Building Initiatives

Focus groups conducted:

**African American - France Roberts, Chair**

**Eram Mashidi - South Asian Americans, Chair**

**Michele Stinson - Asian Americans, Chair**

# Kimberly Lane Building Initiatives

## Focus Questions Created:

1. Do you feel welcome at Kimberly Lane?
2. Does your child feel accepted and valued at Kimberly Lane?
3. How do you feel about being involved in the PTA or other home/school connections?
  - Do you know who to contact for volunteer activities?

# Kimberly Lane Building Initiatives

## Focus Questions Created:

4. Do you feel your child is celebrated for whom they are?
  - If issues of racism or prejudices have come up, has your child talked with his/her teacher?
5. Do you feel the curriculum presents multiple perspectives?
  - Do your students see themselves in the curriculum?

# Kimberly Lane Building Initiatives

Focus Questions Created:

- 6. How do you feel about the communication that comes home from school?**
  - Are you able to understand the newsletters and flyers?

# Kimberly Lane Building Initiatives

## Focus Groups Formed:

- **Teachers submitted names of parents to be invited**
- **Invitations mailed**
- **Groups met in March**
- **Results tabulated and shared with faculty and site council**

# Kimberly Lane Building Initiatives

Two Groups formed to facilitate  
goal:

- **Curriculum comprised of teachers**
- **General operations comprised of office staff, food service staff, and parents**

# Kimberly Lane Building Initiatives

Focus group analysis resulted in the goal:

**Increase sensitivity to our various racial and cultural groups by making changes in our daily delivery of curriculum and by improving the quality of our general operation of school.**

# Kimberly Lane Building Initiatives

## Curriculum Initiative Action:

- **Purchase diverse children's book collection**
- **Update international flags in lunchroom**
- **Post world wide map in hallway and designate countries representing our children**
- **Read international facts in announcements**

# Kimberly Lane Building Initiatives

General Operations Action:

- **Phonetically write student roster**
- **Monitor lunch menu to ensure sensitivity**

# QUESTIONS?

# Memo

**To:** Wayzata Public Schools Board of Education  
**From:** Lori Fildes, Director of Special Services  
**CC:** Dr. Jane Sigford, Bonnie Johnson  
**Date:** 11/20/2007  
**Re:** November 26, 2007 Report to the Board of Education

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Wayzata Public Schools currently contracts with Intermediate District 287 to provide transition programming for youth ages 18 to 21 receiving special education and whose IEP teams determine education is required beyond their natural graduation year. Wayzata Public Schools is exploring the feasibility of providing this programming within the District. Bonnie Johnson and I will review with the Board, the progress we have made in studying this option.

We have not received confirmation from Intermediate District 287 on the actual deadline for providing them notice of withdrawal. The withdrawal date for programs affecting the 2007-08 school year was February 8, 2007. We anticipate the deadline for the 2008-09 school year to be approximately the same timeframe. We need to confirm the final costs versus revenue part of the proposal. It is proving to be a complex analysis given the Minnesota Department of Education changes in expenditure reporting and tuition billing. This information will be available to the board in a final form for review at its December Board Work Session.

Encl: PowerPoint Handout

**Special Education Department  
Transition Program Proposal**

**Purpose**

This report details a preliminary proposal to the Wayzata Public School Board for the development of a district program to provide transition services to students with disabilities ages 18-21 beginning the 2008-09 school year. District 287 currently provides these services to our students through programs such as Vector, Phase, and Invest.

**Background Information**

The Individuals with Disabilities Act of 2004 states that children with disabilities ages birth through 21 are entitled to a free and appropriate public education (FAPE). Specifically Section 300.29 requires transition services to be discussed for students beginning at age 14 and continuing throughout high school. These services are considered a coordinated set of activities that support progress from school to post-school adult life. The transition areas defined in Minnesota include post secondary education, jobs and job training, community participation, home living, and recreation and leisure. Students with significant transition needs may receive services until their goals are met or until the age of 21 years. This service is a continuation of high school, in which the high school diploma is awarded upon completion of these transition goal areas as identified in the students' Individual Education Plans (IEP's).

In preparation for this proposal, three other within-district transition programs in the West Metro area were visited,<sup>1</sup> and supervisors/staff members were interviewed about all aspects of their program.

**Student Population Served**

This proposed program would primarily serve young adults ages 18-21 years with disabilities.<sup>2</sup> The students with disabilities must demonstrate significant continuing special education needs post high school. The current population of Wayzata Schools transition-aged students served in the District 287 programs noted above consist

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<sup>1</sup> Programs visited include Transition Plus (Hopkins, St. Louis Park, and Minnetonka joint program), Osseo Secondary Transition Center, and Robbinsdale Transition Center.

<sup>2</sup> In specific but rare cases, the Wayzata Schools have determined that a student may require the services of a transition program at age 17 or prior to the end of their senior year of high school.

primarily of students with educational disabilities in the categories of Autism Spectrum Disorders (ASD), Deaf/Hard of Hearing (D/HH), Developmental Cognitive Disability (DCD), and Physical and Health Disability (PHD). Other primary disabilities occasionally in need of transition services would be students with Emotional and Behavioral Disability (EBD), Other Health Disability (OHD), and Specific Learning Disability (SLD). Criteria for students referred for these services are outlined below.

**Criteria for Students Referred to Transition Programs**

1. The student requires direct special education support for approximately half of their school day.
2. The student’s graduation requirements have been modified by their IEP.
3. A transition evaluation, which includes evaluation tools that provide normative data on the student’s transition abilities, will be completed and will identify significant deficits in three or more transition areas.
4. The student will have needs in the transition areas identified in their evaluations and reflected in their IEP goals/objectives as they advance through WHS.
5. The student will have taken classes that address transition areas at the high school, e.g. work seminar and on-the-job training classes, Independent Living, Child Development, Creative Foods, and/or attended the technical college to help determine if continued special education services are required to meet their transition needs.

**Cost Analysis**

Current tuition costs for transition programming for students from the Wayzata Public Schools

Average daily membership (ADM) in Vector, Phase and Invest for the 2006-2007 school year <sup>3</sup>	20.49
Total tuition costs for Vector, Phase and Invest (2006-07)	\$612,588.57 <sup>4</sup>
Cost per ADM- 2006-07	\$ 29,897

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<sup>3</sup> Current enrollment for the 2007-2008 year is 24 ADM

<sup>4</sup> Tuition costs will be higher 2007-2008 due to higher enrollment and an increase in tuition

Costs include within-the-school-day transportation but do not include the cost of transportation to and from the program. Since the program will be located within the district it is estimated that transportation costs to and from the program will be reduced.

The tuition costs for 287 programming are offset by revenue that flows directly to Wayzata. This revenue is based on the costs reported by Intermediate District 287 to the Minnesota Department of Education. Estimated revenue allocated to Wayzata Public Schools for FY 2007 is being finalized and will be provided prior to a final decision.

Projected cost estimate for full implementation of a district program (current estimate of enrollment – 30 students)

Teaching staff <sup>5</sup>	
3 teachers at a cost of \$54,301	\$162,903
1 teacher/supervisor	\$ 85,000
.25 FTE speech/language clinician	\$ 13,575
.25 FTE social worker	\$ 13,575
Paraprofessional support	
6 paras including job coaches (6 hours/day)	\$145,080
Receptionist/clerical staff	
2 at 6 hours per day	\$ 48,360
Start up costs at \$1,000 per pupil (instructional materials and supplies)	
	\$ 30,000
Within the day transportation needs	
	\$ 32,000
Total costs of above	
	\$520,493
Cost per pupil (without leasing/building costs and prior to revenue offset – see below)	
	\$ 17,350
Leasing costs and building maintenance	
	TBD

The District will report expenditures to the Minnesota Department of Education and will generate revenue based on the reported expenditures. Staff costs are reimbursed at 68% of the salary cost, materials and supplies are reimbursed at 52% of the purchased cost, and transportation is fully reimbursed. Expenditures that would not be reimbursed include staff benefits, office supplies, and general classroom supplies such as student desks.

---

<sup>5</sup> Cost estimate from current budget manual for beginning teacher.

Projected cost estimate for partial implementation and phase-in (for 16 students)

Teaching staff	
2 teachers at a cost of \$54,301	\$108,602
1 teacher/supervisor	\$ 85,000
.15 speech/language clinician	\$ 8,145
.15 social worker	\$ 8,145
Clerical/receptionist	\$ 24,180
Paraprofessional support (3 including job coach)	\$ 72,540
Start up costs at \$1,000 per pupil (classroom materials and supplies)	\$ 16,000
Within day transportation needs	\$ 30,000
Costs per student (prior to revenue offset)	\$ 22,038
Leasing costs	TBD

The District will generate offsetting revenue based on the same formula described above. However, partial implementation would require continued use of Intermediate District 287 transition programming, resulting in a higher cost total for transition services until the phase out process is completed.

Additional cost issues to consider

- Potential revenue from tuition income for students from other districts.
- A major reduction in the use of transition services through Intermediate District 287 could require us to take on 287 tenured staff members that are laid off as a result of the reduction. This situation may impact cost.

Advantages of providing a district transition program

In addition to the suggested cost benefit from running a within-district program, the following positive aspects should be considered:

- Access to the community in which the student lives
- Administrative oversight
- Smooth transition from Wayzata High School to Transition Programming
- Flexibility of using existing personnel
- Business partnerships
- Continuation of curricular scope and sequence using the Ten Sigma program curriculum

# **SCHEMATIC DESIGN REPORT**

## **WAYZATA PUBLIC SCHOOLS OAKWOOD ELEMENTARY SCHOOL CLASSROOM ADDITION & PARKING LOT EXPANSION PLYMOUTH, MINNESOTA**



To Solve. To Excel. Together.

18707 OLD EXCELSIOR BOULEVARD  
MINNETONKA, MN 55345

TSP PROJECT NO. 05070874  
NOVEMBER 16, 2007

**TABLE OF CONTENTS**

**NARRATIVE**

**GENERAL ..... 1**  
    **Schedule**  
    **Budget**  
**SITE..... 4**  
**STRUCTURAL SYSTEMS ..... 7**  
**ARCHITECTURAL ..... 9**  
**INTERIOR DESIGN ..... 12**  
**MECHANICAL..... 14**  
**ELECTRICAL..... 21**

**DRAWINGS**

- SITE SURVEY**
- SITE DEMOLITION PLAN**
- SITE PLAN**
- OVERALL BUILDING FLOOR PLAN**
- FLOOR PLAN ADDITION**
- EXTERIOR ELEVATIONS**
- BUILDING SECTION**

### **Introduction**

The project site is the current Oakwood Elementary School located at 7500 Penn Avenue South in Plymouth, Minnesota. A classroom addition will be added to the northwest corner of the existing building to accommodate the Step Program (special education).

The addition is approximately 4,800 square feet and is one story. The intent is to have the building fit seamlessly with the existing school building, matching brick color, building features, and interior materials. The northwest existing classroom will also be renovated to accommodate the Home Base program. This will include HVAC work, new finishes, a toilet room, and casework. It is also the intent to expand the parking lot area to the southwest side of the site, off of the fire lane.

### **Project Team**

The project team consists of:

Bert Haglund – Project Manager, TSP  
Jodelle Senger – Project Architect, TSP  
Brent Boelter – Civil Engineer, Inspec  
Tadd Holt – Structural Engineer, TSP  
Jon Lonneman – Mechanical Engineer, TSP  
Nick Achina – Electrical Engineer, TSP

### **Space Needs**

The Space Needs of the addition consist of 3 special education classrooms. One of the classrooms can be used as a large motor room depending upon enrollment of students. Other spaces for the addition include, an office for 3 teachers, a storage room for equipment, a laundry room, a kitchenette, a time out room, a break room, and 3 toilet rooms. An additional classroom is needed at the existing northwest classroom.

### **Schedule**

The project schedule calls for start of construction the week after school lets out in June and occupancy of the new building by the end of October.

### **Budget**

The budget includes all project related costs including, construction, the Conditional Use Permit fees, professional fees, and contingencies.

### **Sustainable Design**

The Minnesota Department of Education requires this project to use sustainable design concepts. The United States Green Building Council (USGBC) is a nationally recognized organization that has established sustainable design standards. USGBC has developed the Leadership in Energy and Environmental Design (LEED) Green Building Rating System and awards certification to projects that

demonstrate a commitment to sustainable design. The intent is to use the rating system as a guideline for the design of this project but not to submit for certification.

### **Building Code Summary**

The governing code is the Minnesota State Building Code, which includes the International Building Code (IBC) and The Rehabilitation of Existing Buildings. We will construct the new addition to 2006 IBC code so that the entire building can be converted to that code in the future with some work with ADA requirements.

#### Occupancy Groups

The building is primarily educational Group E. The gymnasium is an assembly Group A-3, but is accessory to Group E, so is not considered a separate occupancy, and is less than 10% of the floor area.

#### Type of Construction

Construction Type II-B.

#### Building Area and Height

- Building Addition Area – 4,800 square feet.
- Total Building Area – 72,706 square feet – this is over the allowable square footage so we need to provide a 2 hour fire wall at the new addition.
- Building Height - The one-story building addition will have a maximum height of 15 feet.
- An automatic fire sprinkler system is provided throughout.

#### Fire Rated Construction

The building is of non-fire rated construction, with the following exceptions.

- One-hour at boiler and furnace room.
- One hour at corridor walls.
- Two hour fire wall between the existing building and the addition.

#### Plumbing Fixtures for entire building

- Approximately 40 water closets and urinals.
- Approximately 51 sinks.
- Approximately 6 drinking fountains.

### **City of Plymouth Zoning Code Summary**

The site is zoned RSF-1-Single Family Detached 1. Schools are conditional uses and require a conditional use permit. We are assuming no variances are required. The water shed district will also be contacted for compliance.

#### Setback Requirements

- Along Hwy 101 - 50 feet to the structure.
- Along Co Rd 6 - 50 feet to the structure.
- Parking and drives – Still needs to be determined.

Maximum Height – 2 story – 55 feet

#### Maximum Area

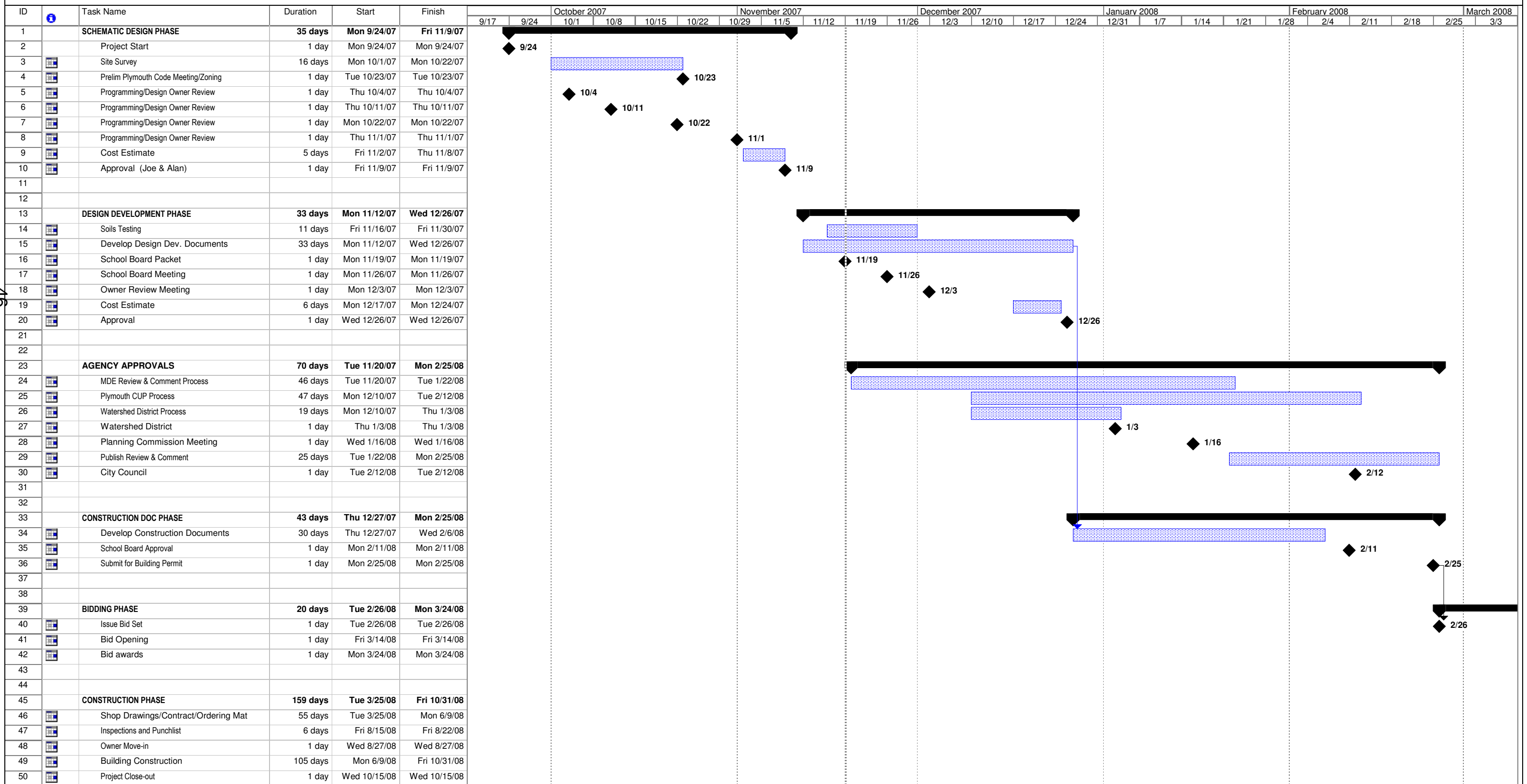
- Allowable – 14,500 square feet
- Increases for sprinkler – additional 43,500 square feet
- Increases for frontage – additional 10,875 square feet
- Total – 68,875 square feet

#### Parking Requirements

- Grades K-8: 1 stall per employee and 8 visitors.

The site meets the minimum requirement for parking. However, due to City of Plymouth sport activities at the fields just north of the building, new parking was added to accommodate that traffic.

**ISD 284 OAKWOOD CLASSROOMS ADDITION #05070874.0**



94

Project: ISD 284 Oakwood Classrms Add't  
 Project # 05070874.0  
 Date: Mon 11/19/07

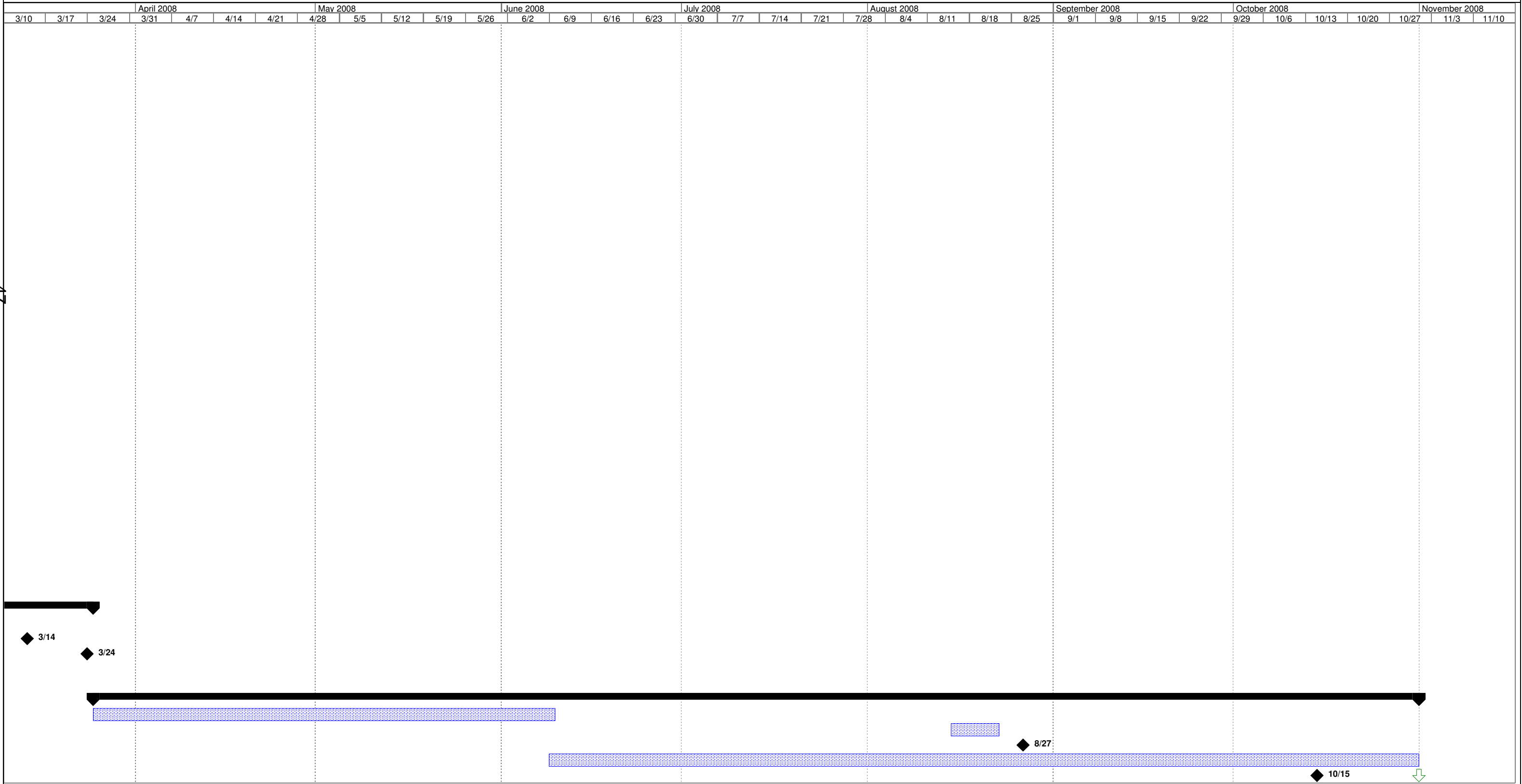
Task: [Blue Grid Bar] Progress [Black Bar] Summary [Black Arrow] External Tasks [Grey Bar] Deadline [Green Arrow]

Split: [Dotted Line] Milestone [Diamond] Project Summary [Grey Arrow] External Milestone [Grey Diamond]

S Brd Mtgs: Nov 12, Dec 10, Jan 14, Feb 11, Mar 10, Apr 14  
 SB Wk Sessions: Oct 22, Nov 26, Dec 3 & 17, 1/28, 2/25, 3/24, 4/28  
 Plan'g Comm: Dec 5, 19, 1/2, 16, 2/6, 20  
 City Council: Dec 11,25, 1/8,22, 2/12, 26  
 Watershed District: Dec 6,13, 20, 1/3, 10, 17

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 Page 1

ISD 284 OAKWOOD CLASSROOMS ADDITION #05070874.0



Project: ISD 284 Oakwood Classrms Add't  
 Project # 05070874.0  
 Date: Mon 11/19/07

Task		Progress		Summary		External Tasks		Deadline	
Split		Milestone		Project Summary		External Milestone			

S Brd Mtgs: Nov 12, Dec 10, Jan 14, Feb 11, Mar 10, Apr 14  
 SB Wk Sessions: Oct 22, Nov 26, Dec 3 & 17, 1/28, 2/25, 3/24, 4/28  
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 City Council: Dec 11,25, 1/8,22, 2/12, 26  
 Watershed District: Dec 6,13, 20, 1/3, 10, 17

47



## PROPOSED PROJECT BUDGET

*ISD 284 Wayzata Public Schools  
Oakwood Elementary School*

TSP Project No. 05070874  
11/16/2007

### CLASSROOM ADDITION

A.	Classroom Addition Construction		\$	1,151,487
B.	Inflation escalation to spring 2008 bid date	3.0%	\$	34,545
C.	Design Contingency	5.0%	\$	59,302
D.	Construction Contingency	5.0%	\$	62,267
E.	Architectural/Engineering Fees		\$	140,728
F.	Geotechnical Services		\$	1,265
G.	Survey		\$	2,005
H.	Construction Testing		\$	1,250
I.	City Fees and Permits		\$	29,445
	PROJECT BUDGET		\$	<b>1,482,293</b>

### CLASSROOM REMODELING

A.	Classroom Alteration Construction		\$	62,720
B.	Inflation escalation to spring 2008 bid date	3.0%	\$	1,882
C.	Design Contingency	5.0%	\$	3,230
D.	Construction Contingency	5.0%	\$	3,392
E.	Architectural/Engineering Fees		\$	7,722
F.	Geotechnical Services		\$	-
G.	Survey		\$	-
H.	Construction Testing		\$	-
I.	City Fees and Permits		\$	332
	PROJECT BUDGET		\$	<b>79,277</b>

### PARKING LOT EXPANSION

A.	Parking Lot Expansion Construction		\$	190,000
B.	Inflation escalation to spring 2008 bid date	3.0%	\$	5,700
C.	Design Contingency	5.0%	\$	9,785
D.	Construction Contingency	5.0%	\$	10,274
E.	Architectural/Engineering Fees		\$	19,304
F.	Geotechnical Services		\$	1,265
G.	Survey		\$	2,005
H.	Construction Testing		\$	1,250
I.	City Fees and Permits		\$	797
	PROJECT BUDGET		\$	<b>240,380</b>

**TOTAL PROJECT BUDGET** \$ **1,801,950**

## **SITE**

The proposed site modifications at Oakwood Elementary School include realignment of the western perimeter drive, construction of 48 additional parking spaces, and construction of new pedestrian walkways. Currently, the western perimeter drive serves as a connecting link for vehicular traffic traveling between the existing parking facilities located north and south of the school building.

Realignment of the west drive will allow 90 degree parking bays to be constructed along each side of the drive that meet City setback requirements, while retaining vehicular access to the northern and southern portions of the site. New site lighting will be incorporated into the final design to provide acceptable light levels in the new parking bays when evening events occur at the site. The proposed concrete sidewalks will provide a safe pedestrian route from the new parking area to the school building.

Because the realigned west drive will also serve as an access aisle for the proposed parking spaces, the net increase in impervious surfaces at the site will be minimized when compared to the surface area required for parking lot expansions elsewhere on-site. Due to proposed grading activities and additional impervious surfaces, a stormwater management facility will be needed to address Minnehaha Creek Watershed District requirements. The proposed infiltration basin/rain garden will be designed to meet stormwater runoff rate and quality requirements.

## STRUCTURAL SYSTEMS

### Design Loading

- Design Code: International Building Code 2006 Edition  
2006 Minnesota State Building Code
- Roof Live Load: 35 pounds per square foot plus ponding requirements, snow drift, equipment loads.
- Floor Live Load: 80 pounds per square foot
- Wind Loads: Basic Wind Speed: 90 MPH  
Wind Importance Factor: 1.15  
Wind Exposure Factor: B
- Seismic Loads: Not required by Minnesota State Building Code

Footing and Foundation System: A conventional spread footing and continuous wall footing foundation system is expected. The interior and exterior columns will be supported on isolated square spread footings. The exterior walls and any interior load bearing walls will be supported on continuous wall footings. The allowable bearing pressure for the properly prepared sub grade is 2000 pounds per square foot. All exterior doors are to have frost-free stoops. The cast in place concrete slabs-on-grade will be 4" thick and supported directly on grade. An ASTM E-1745 class "C" vapor barrier will be installed directly below the slab with 6" of drainage fill installed directly below the vapor barrier. The slabs will be reinforced with fiber mesh or flat sheets of welded wire fabric, depending on the floor finish required for the area. The concrete strengths for the footings and foundations will be 3000 psi. The concrete strength for the slab-on-grade will be 3000 psi.

Roof Structure: The roof system over the classrooms will consist of steel roof deck supported on steel bar joists. The roof deck will consist of 1 ½"x 22 ga wide ribbed steel deck. The steel bar joists will be spaced at between 4'-0" and 6'-0" on center and supported on structural steel beams supported on steel tube columns. The roof system over the corridor and support space will be 3" deep structural decking to tie into the existing building.

Lateral Force Resisting System: The roof deck and floor deck will be used as the horizontal diaphragm to transfer the lateral loads to braced frames and shear walls. A combination of shear walls and steel braced frames will be used to resist the lateral loads being transferred by the roof diaphragm and floor.

Exterior Wall Construction: The structure for the exterior walls will consist of 8" cmu. Some areas will act as bearing walls for the roof structure.

# ARCHITECTURAL

## Building Envelope Construction

The building envelope will generally consist of the following assemblies:

- Footings and foundation walls are cast-in-place concrete.
- The wall assembly consists of a masonry veneer, drainage cavity, rigid insulation, air barrier, and 8” CMU block. The CMU wall will be furred out with metal furring and gypsum board in the classroom. The south corridor wall will have a brick veneer applied to the CMU.
- The floor consists of concrete slab-on-grade.
- The roof assembly over the classrooms consists of bar joists with metal deck, rigid insulation, and a built-up roof membrane with a white cap sheet. The roof assembly over the corridor and support areas consists of 3” structural decking, rigid insulation, and a built-up roof membrane with a white cap sheet.
- Glazing systems at occupied spaces include aluminum framed fixed windows. Sealed, double insulated, clear low e glass is used throughout. There will be high clerestory windows at the classrooms.
- Window sills are precast concrete.
- The south and part of the west façade will have an overhang to tie into the existing building and to control direct sunlight.

## Interior Construction

### Walls

- Most interior partition walls consist of metal stud framing with gypsum board on each side and sound batt insulation to the underside of the floor or roof deck. The north side of the corridor wall will consist of the same construction except with a brick veneer on the corridor side.
- Program areas throughout will have abuse resistant gypsum board to 8 feet and regular gypsum board to the deck.

### Doors and Frames

- Doors to occupied spaces are 3'-0" wide solid core narrow lite wood doors with transparent finish in hollow metal frame.
- Provide all doors with heavy-duty hardware.

### Ceilings

- Ceilings in occupied spaces and in academic wing corridors are 2'x4' suspended grid with acoustical panels that have recycled content.
- Ceilings in toilet rooms are gypsum board on suspended metal framing.
- The kitchenette ceiling is 2'x4' suspended grid with vinyl faced gypsum board panels.
- The storage room will be exposed to structure.
- Ceilings will be 8'-4” high in the corridor, 10'-0” high in the classrooms, and 8'-0” high everywhere else.

### Casework

- Countertops are plastic laminate on a plywood base. Base cabinets and wall cabinets are plastic laminate on a plywood base with 3mm PVC edging and institutional grade hardware. Cubbies are plastic laminate on plywood base with 3mm PVC edging.
- Toilet countertops are solid polymer.
- Window stools are solid polymer.

### Window Treatment

Windows have either horizontal mini-blinds or vertical blinds.

### Building Specialties

- Markerboards - two 12-foot units in each classroom.
- Tackboards - one 4-foot unit in each classroom.
- Metal lockers - 240 total.
- Coat hooks and shelving - one 6-foot unit in each classroom.
- Storage shelving as needed.
- Interior signage that is ADA compliant.
- Diaper changing stations two of the toilets.
- Projection screen - one in each classroom.
- Corner guards - stainless steel to 6-foot height.

### Kitchen Equipment

The kitchenette is intended for a prep kitchen. It will have a 3 compartment sink, electric range, hand sink, and a commercial hood.

Floors are concrete slabs onto which are applied various finishes as noted in the Interior Design narrative.

### Security System

As provided by the owner.

### Technology

As provided by the owner.

### Phone System

As provided by the owner.

# INTERIOR DESIGN

## Materials Overview

### Flooring:

In the corridor, we recommend terrazzo to match the existing building. This surface would be the most durable to hold up to the high amount of foot traffic and wheelchairs entering the building and would tie into the existing corridors. For all classrooms, the flooring would transition to linoleum and carpet tile.

The kitchen will need to be quarry tile. The storage room and laundry room can be sealed concrete or linoleum. All vestibules should have a glue-down walk-off mat tile product wall to wall to catch dirt and prevent it from entering the building. The office area, time out room, and break out room will be carpet tile.

### Toilet rooms:

All toilet rooms will be porcelain tile floors, probably incorporating several colors/sizes within the same pattern for variety. All walls will be standard 4 ¼" x 4 ¼" wall tile. All toilet rooms will have a tile wainscot approximately 5' high. Several different colors might be used or a simple pattern. Toilet rooms will use wall mounted sinks.

### Walls:

Interior wall construction is primarily addressed in the Architectural section of the narrative. Interior walls will be painted, with 20% of the wall surface using an accent paint color. A variety of accent colors would be used to distinguish between the various program spaces.

## MECHANICAL

### **HVAC:**

The primary component of the HVAC system for the classroom addition will be a new constant volume air handling unit located on the roof above the toilet rooms. Heating will be provided by a new high efficiency natural gas boiler and routing water piping to the air-handling unit. Individual classrooms and offices will be served by hot water reheat coils in the supply ductwork.

Air conditioning will be provided by DX cooling as part of the air-handling unit. The preferred air handling unit manufacture is AAON which will be the basis of design.

An existing classroom will be remodeled in addition to the new classroom spaces. This space will either be tied into the new air-handling unit with a dedicated reheat coil or a new vertical unit ventilator with remote condensing unit on the roof will be installed similar to other spaces in the building. A new soffit will be added above the exterior windows to conceal new ductwork, similar to other spaces in the building.

Controls for the new equipment will be tied into a DDC system. Consideration will be given to utilizing the existing system with Automated Logic or exploring other vendors.

Exhaust fans will serve the new toilet, laundry and kitchen rooms.

TSP will investigate the option of using displacement ventilation in the new classrooms and possibly some of the other spaces. TSP will determine if displacement ventilation is a viable and effective application for this project. A recommendation regarding the use of displacement ventilation will be provided to the owner.

### **PLUMBING:**

Plumbing systems will consist primarily of roof drain systems and plumbing to the new rooms. Roof drain piping will be cast iron and fully insulated and will tie into the storm sewer system or will be piped to the rain garden. Waste and vent piping will be cast iron as well with new domestic water lines being copper. The new waste and water lines will tied into existing lines in the tunnel.

### **FIRE PROTECTION:**

All of the new expansion area will be fully sprinkled by tying into the existing building sprinkler system.

## **ELECTRICAL**

### **LIGHTING:**

Lighting in the classroom will mainly be 2 X 4 fluorescents with T8 lamps, with the capability of switching in sections.

Lighting in the toilets, storage, office, laundry and kitchen shall be controlled by occupancy sensors.

Lighting in the time-out room shall be compact fluorescent with a dimmable switch outside the room.

The break-out room shall be set up like a conference room.

Emergency lights shall be designed to match existing set-up.

Verify existing exterior lighting and match for new exterior lighting.

### **POWER & SYSTEMS:**

The classrooms will be set up for special needs children. Provide tamper-proof receptacles.

The break-out room shall be set up like a conference room.

The furniture in the office shall be pre-fabricated. Info on power requirement will be provided by the owner to aid design.

Provide (4) receptacles on each of the long walls in the classroom, and (3) receptacles on the short wall. There shall be a minimum of 11 receptacles in each classroom.

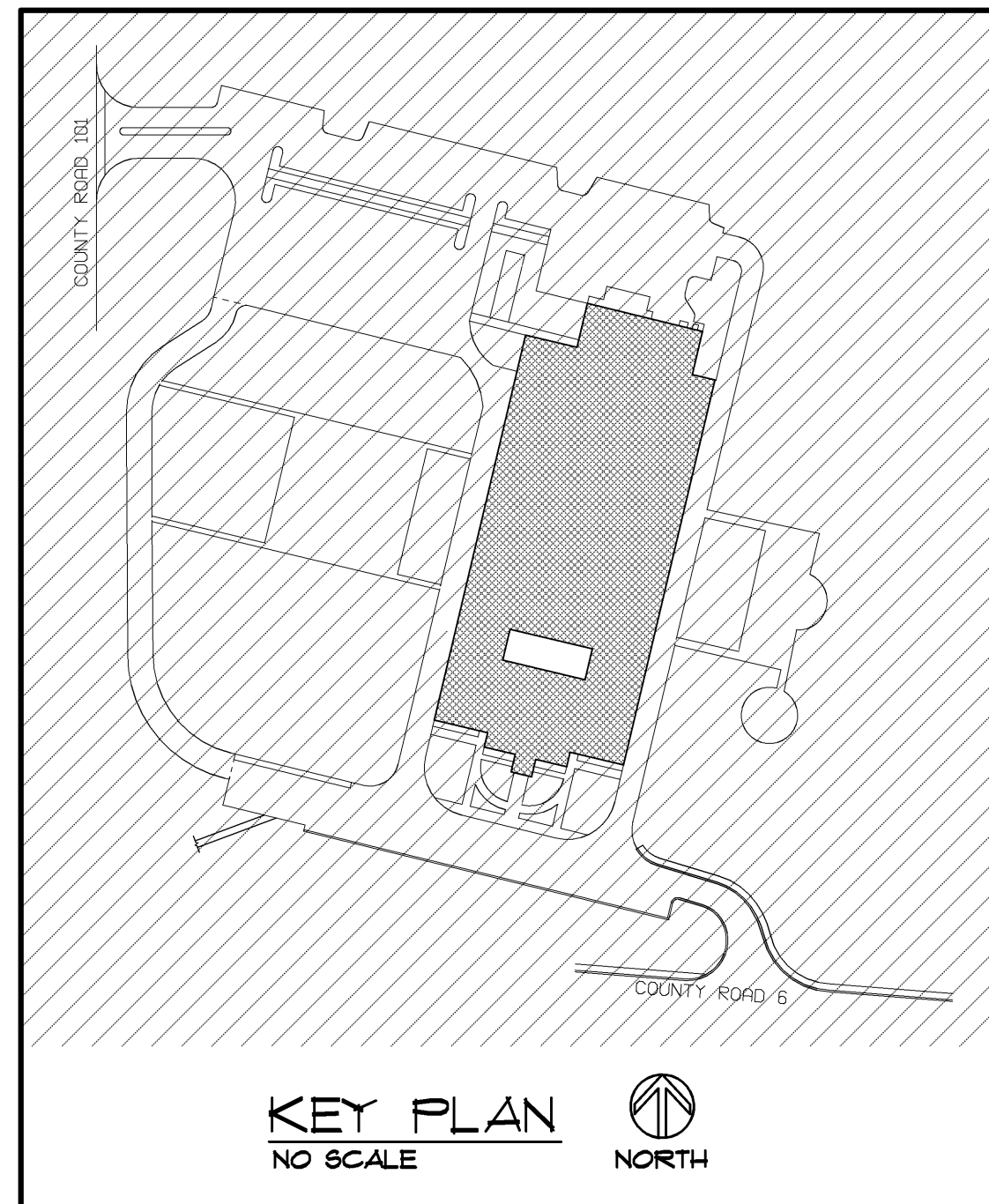
There shall be no devices in the time-out room. The door to this room shall be on magnetic lock with a smoke detector on each side of the door tied into the fire alarm system.

Contact Dan Carlson of the school district (763 745 5113) for owner guideline for fire alarm, card access and automatic key door access.

Kitchen equipment info shall be provided by owner.

Add 100Amp 120/208V Panel, located near the addition space, this panel will be fed from an existing fusible disconnect switch in the existing Main Distribution Panel in the boiler room. The feeder for this new panel can be routed in the underground tunnel system.





**KEY PLAN**  
NO SCALE



**GENERAL NOTES**

1. SITE DATA OBTAINED FROM PARTIAL TOPOGRAPHIC SURVEY PERFORMED BY SCHWELL & MADSON, INC.
2. CONTRACTOR RESPONSIBLE FOR LOCATING AND PROTECTING ALL SITE UTILITIES, INCLUDING PRIVATE UTILITIES. CONTACT GOMPER STATE ONE CALL AT 651-454-6002 PRIOR TO EXCAVATION.
3. ALL CONSTRUCTION MUST COMPLY WITH APPLICABLE ORDINANCES.
4. CONTRACTOR SHALL BE RESPONSIBLE FOR AND PAY FOR ALL CONSTRUCTION STAKING.
5. CONTRACTOR SHALL OBTAIN AND PAY FOR ALL CONSTRUCTION PERMITS.
6. PROTECT EXISTING FACILITIES AND VEGETATION WHICH ARE TO REMAIN.
7. RESTORE ALL DISTURBED AREAS, INCLUDING PAVEMENTS, LANDSCAPING, AND LAWN AREAS TO ORIGINAL CONDITION FOLLOWING CONSTRUCTION.

**LEGEND**

- - - 100 - - - EXISTING CONTOUR
- 991.5 X EXISTING SPOT ELEVATION
- [Cross-hatched pattern] BITUMINOUS PAVEMENT REMOVAL
- [Dotted pattern] CONCRETE PAVEMENT REMOVAL
- 6 - SILT FENCE

**DEMOLITION PLAN**

SCALE: 1" = 30'-0"



**GENERAL PROJECT NOTES :**

1. Verify measurements and conditions on the project.
2. Specifications include brief descriptions of existing conditions.
3. Review specifications for instructions not shown on drawings.
4. Existing and new materials common to several details may be noted on only one.
5. Shaded portions on details represent existing conditions.
6. Review project specifications for additional details not shown on drawings.
7. Contractor shall be responsible for maintaining safe working conditions on areas for employees or other persons at the site.

**GENERAL DETAIL NOTES :**

1. Shaded portion on key and site plan represent existing buildings.

**DETAIL SYMBOLS :**

[Cross-hatched pattern]	Existing/ New soil	[Dotted pattern]	Existing/ New concrete
[Dotted pattern]	Existing/ New base aggregate	[Cross-hatched pattern]	Existing/ New bituminous pavement

I HEREBY CERTIFY THAT THIS PLAN, SPECIFICATION, OR REPORT WAS PREPARED BY ME OR UNDER MY DIRECT SUPERVISION AND THAT I AM A DULY LICENSED ENGINEER UNDER THE LAWS OF THE STATE OF MINNESOTA.

**PRELIMINARY**

SIGNATURE: \_\_\_\_\_

TYPED OR PRINTED NAME: BRENTON E. BOELTER

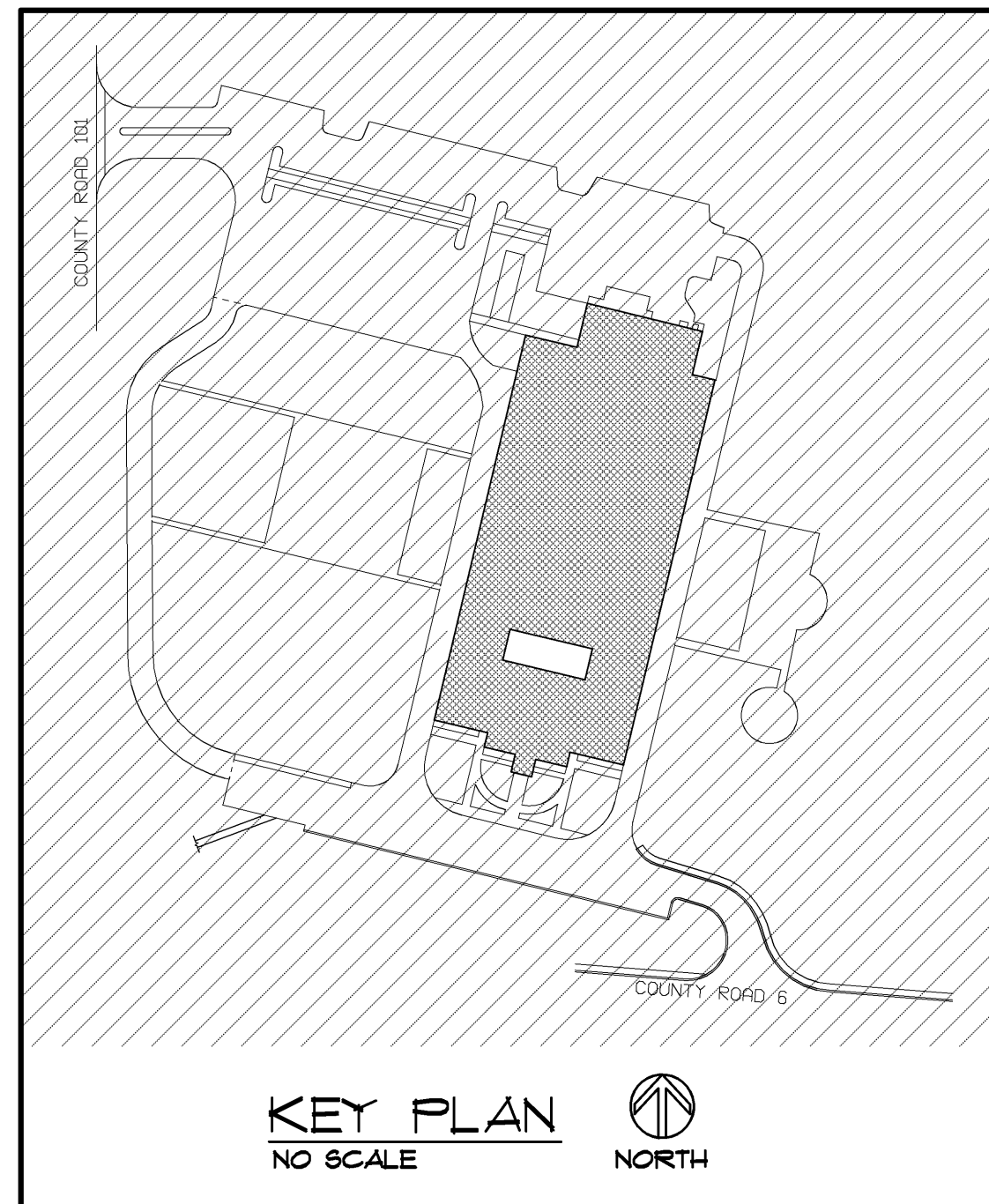
DATE: \_\_\_\_\_ REGISTRATION NO. 26877

**2008 SITE MODIFICATIONS**  
**OAKWOOD ELEMENTARY SCHOOL**  
**WAYZATA PUBLIC SCHOOLS**  
**PLYMOUTH, MINNESOTA**

**INSPEC** © 2007

5801 Duluth Street  
Minneapolis, MN  
55422  
Ph. 763-546-3434

PROJ. MGR	BB	DR.	BT
PROJ. NO.	21231	CK.	MR
DATE:	11/16/07	SHT.	1 OF 2



**KEY PLAN**  
NO SCALE

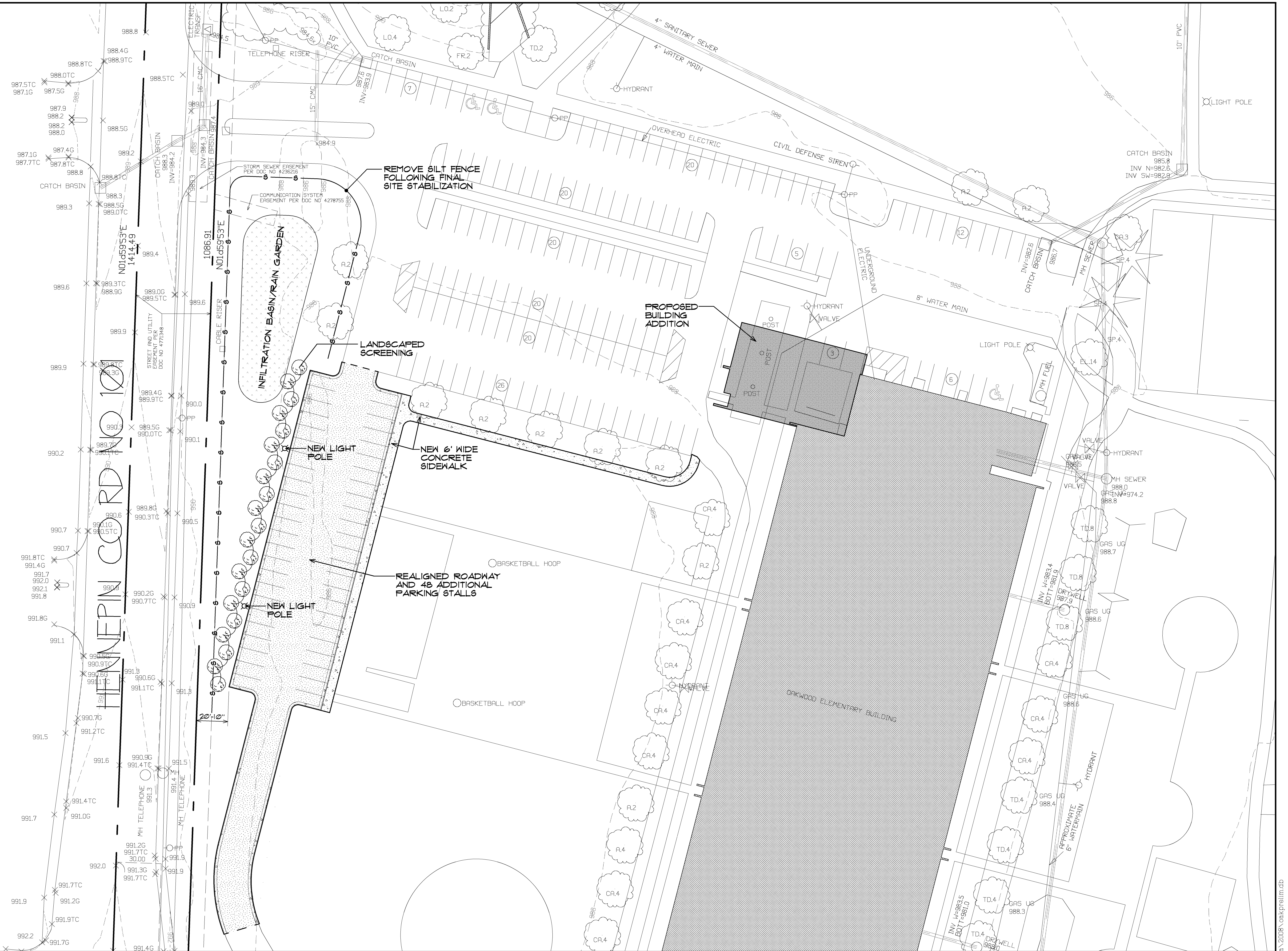
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**LEGEND**

- - - 100 - - - EXISTING CONTOUR
- 991.5 X EXISTING SPOT ELEVATION
- ⊗ NEW LIGHT POLE
- [Pattern] NEW BITUMINOUS PAVEMENT
- [Pattern] NEW CONCRETE PAVEMENT
- [Pattern] INFILTRATION BASIN/RAIN GARDEN
- - - 6 - - - SILT FENCE

**SITE PLAN**  
SCALE: 1" = 30'-0"



**GENERAL PROJECT NOTES :**

1. Verify measurements and conditions on the project.
2. Specifications include brief descriptions of existing conditions.
3. Review specifications for instructions not shown on drawings.
4. Existing and new materials common to several details may be noted on only one.
5. Shaded portions on details represent existing conditions.
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**GENERAL DETAIL NOTES :**

1. Shaded portion on key and site plan represent existing buildings.

**DETAIL SYMBOLS :**

[Pattern] Existing/ New soil	[Pattern] Existing/ New concrete
[Pattern] Existing/New base aggregate	
[Pattern] Existing/New bituminous pavement	

I HEREBY CERTIFY THAT THIS PLAN, SPECIFICATION, OR REPORT WAS PREPARED BY ME OR UNDER MY DIRECT SUPERVISION AND THAT I AM A DULY LICENSED ENGINEER UNDER THE LAWS OF THE STATE OF MINNESOTA.

**PRELIMINARY**

SIGNATURE: \_\_\_\_\_

TYPED OR PRINTED NAME: BRENTON E. BOELTER

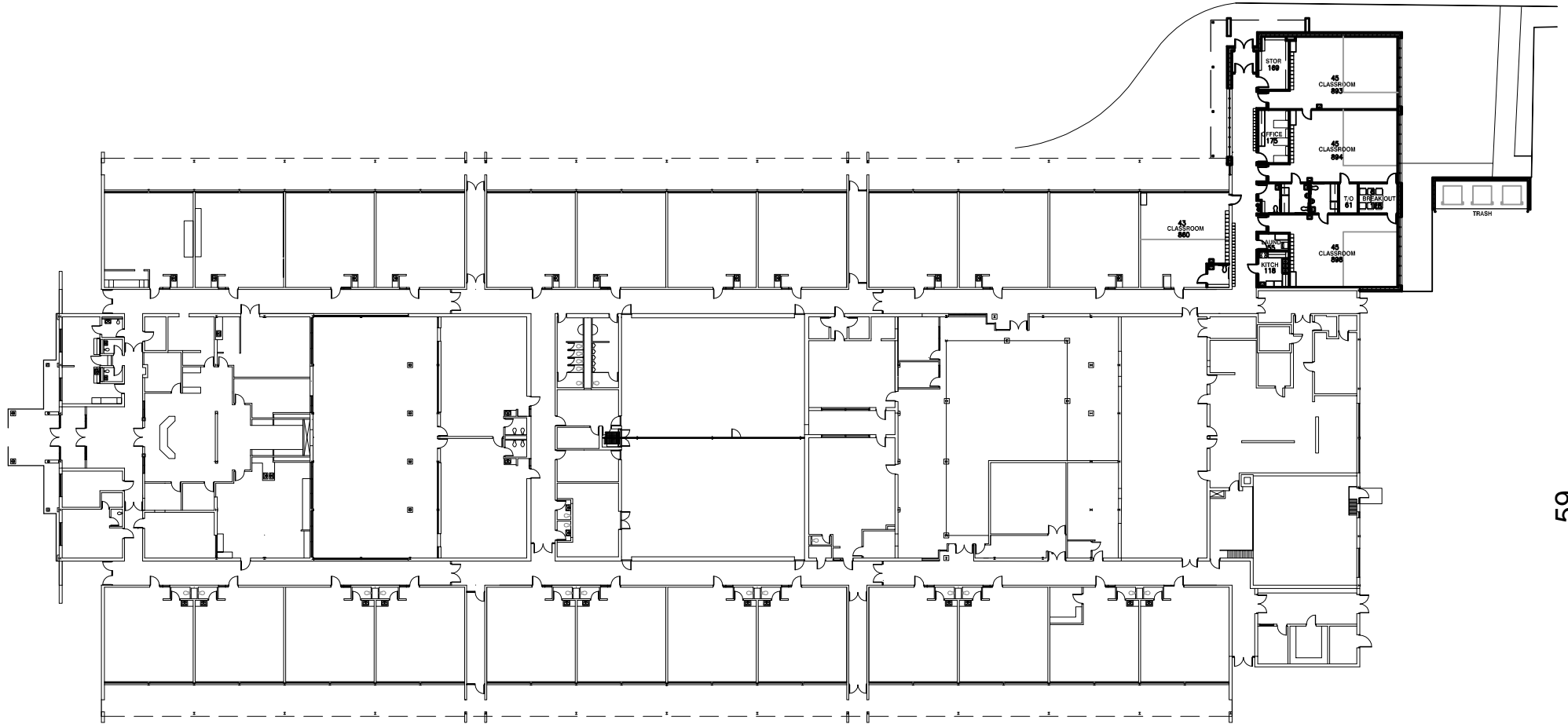
DATE: \_\_\_\_\_ REGISTRATION NO. 26877

**2008 SITE MODIFICATIONS  
OAKWOOD ELEMENTARY SCHOOL  
WAYZATA PUBLIC SCHOOLS  
PLYMOUTH, MINNESOTA**

**INSPEC** © 2007

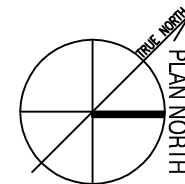
5801 Duluth Street  
Minneapolis, MN  
55422  
Ph. 763-546-3434

PROJ. MGR	BB	DR.	BT
PROJ. NO.	21031	CK.	MR
DATE:	11/16/07	SHT.	2 OF 2



59

OVERALL BUILDING FLOOR PLAN



ISD 284 Wayzata Public Schools

# OAKWOOD ELEM. SCHOOL CLASSROOMS ADDITION

SCALE: 1" = 50'-0"

4861 SQUARE FEET (ADDITION)

53 SQUARE FEET (HOME BASE TOILET)

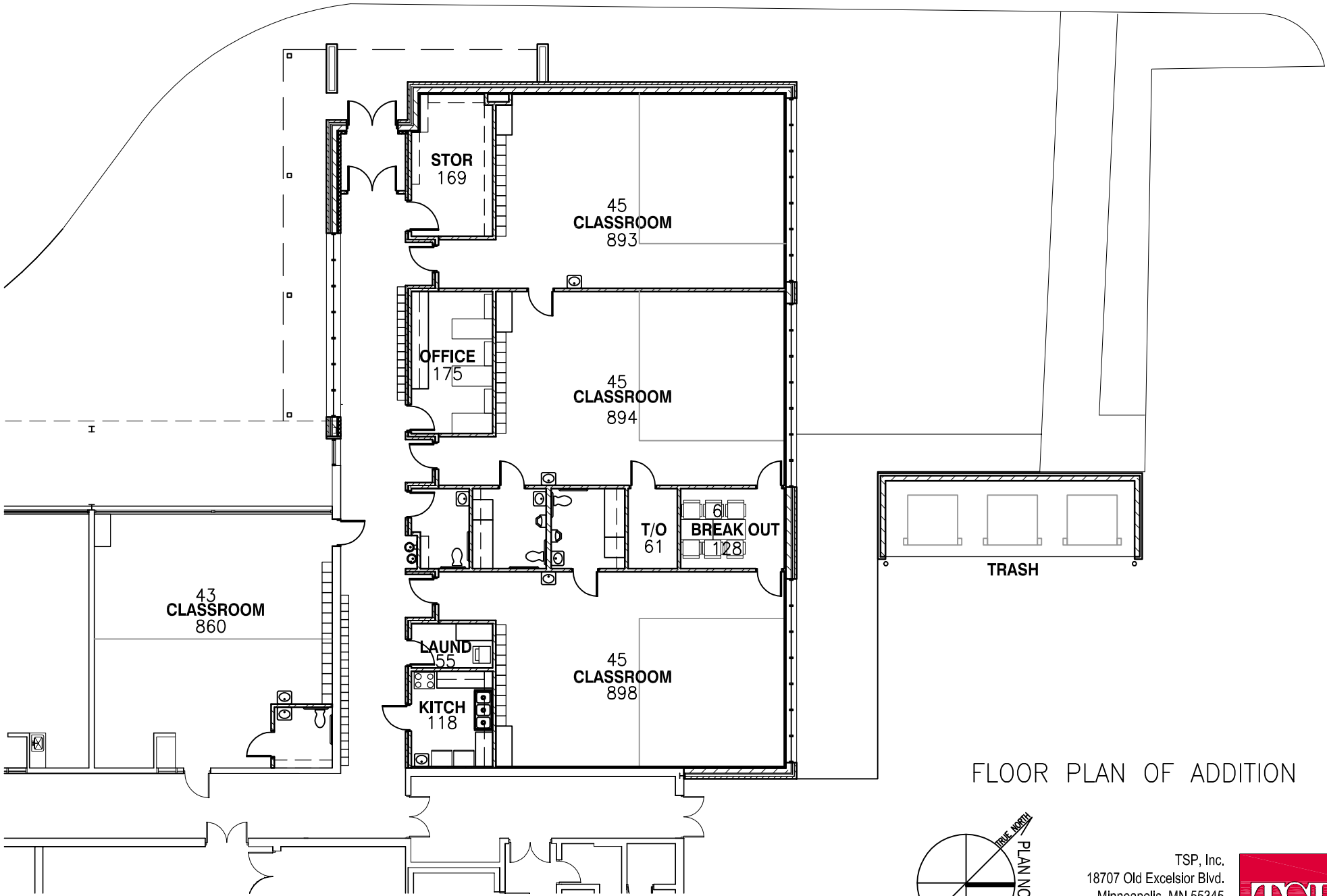
TSP, Inc.  
18707 Old Excelsior Blvd.  
Minneapolis, MN 55345

phone: (952) 474-3291  
fax: (952) 474-3928  
www.teamtsp.com



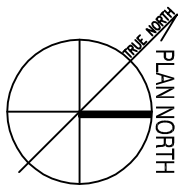
To Solve. To Excel. Together.

ISSUED 11/16/2007



60

FLOOR PLAN OF ADDITION



ISD 284 Wayzata Public Schools

# OAKWOOD ELEM. SCHOOL CLASSROOMS ADDITION

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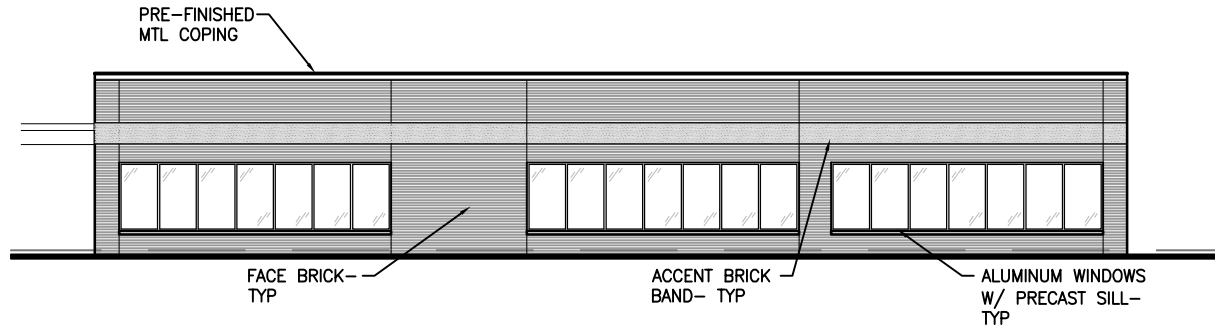


SCALE: 1/16" = 1'-0"

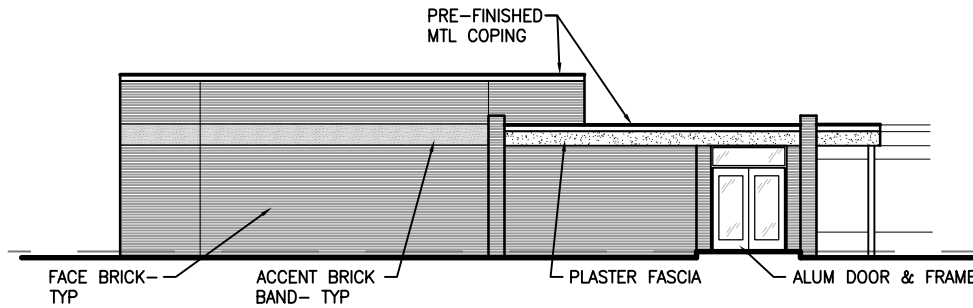
4861 SQUARE FEET (ADDITION)

53 SQUARE FEET (HOME BASE TOILET)

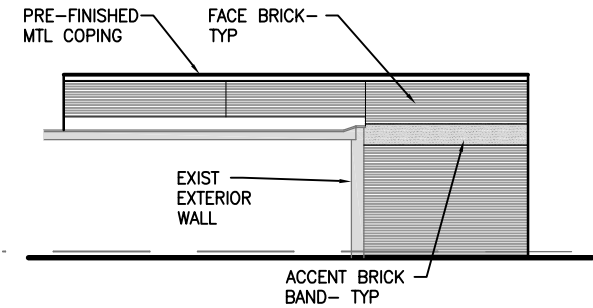
ISSUED 11/16/2007



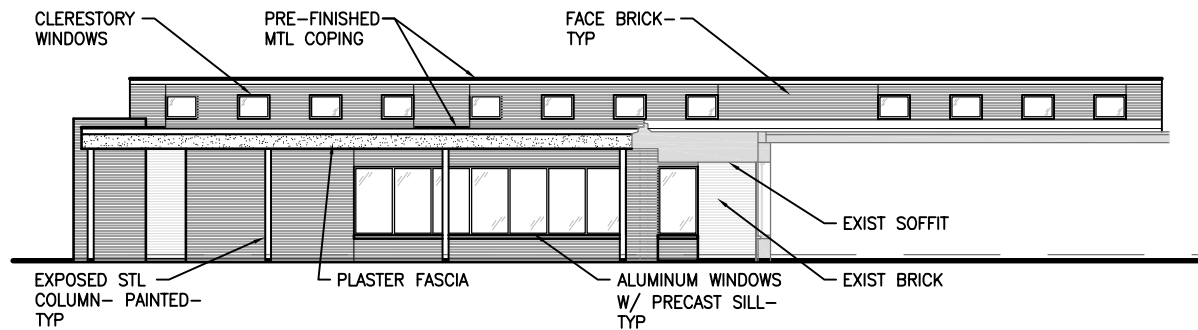
NORTH ELEVATION



WEST ELEVATION



EAST ELEVATION



SOUTH ELEVATION

ISD 284 Wayzata Public Schools

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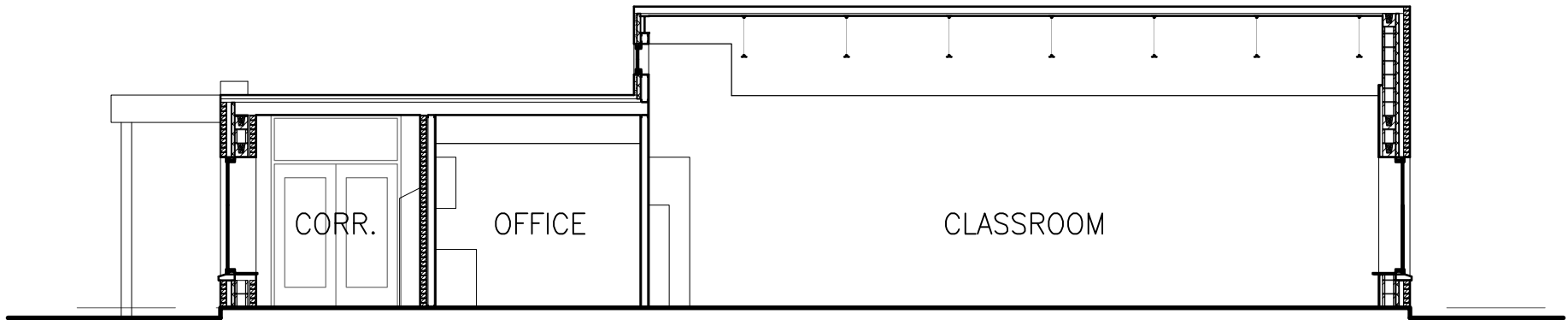
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62

BUILDING SECTION

ISD 284 Wayzata Public Schools

# OAKWOOD ELEM. SCHOOL CLASSROOMS ADDITION

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# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - December 10, 2007 - 7:30 PM  
Wayzata City Hall  
600 Rice Street, Wayzata

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS  
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
  - A. Approval of Minutes
    1. Regular Meeting - November 13, 2007
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
  - A. Kimberly Lane Elementary Student Presentation
4. SESQUICENTENNIAL MOMENT -
5. RECOGNITIONS
  - A. December Employee of the Month - Plymouth Creek Elementary -
  - B. WHS Girls' 200 Meter Freestyle Relay Team State Championship
  - C. Blue Ribbon School - Kimberly Lane Elementary
  - D. Wayzata Music Education Boosters (WMEB)
6. REPORTS FROM ORGANIZATIONS  
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
  - A. Student Council
7. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
  - B. Curriculum and Instruction
    1. Approval of Proposed Kimberly Lane Elementary Site Plan - G. Kipling
    2. Approval of Open Enrollment Non-Resident Agreement
    3. District Profile - L. Robbins
    4. Approval of Implementation of District Transitional Program - L. Fildes, B. Johnson
  - C. Human Resource Services
  - D. Finance and Business Services
    1. Monthly Financial Reports
    2. Refunding of Series 1999A General Obligation Bonds - Springstead Inc.
    3. Comprehensive Annual Financial Report for Fiscal Year Ending June 30, 2007
    4. Certification of 2007 Payable 2008 Property Tax Levy
8. OTHER BOARD ACTION
9. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD  
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
10. BOARD REPORTS
  - A. Update on Superintendent Search - Superintendent Search Committee
11. NEW BUSINESS

12. ADJOURN

**WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – November 26, 2007

**AGENDA SECTION:** 7. **ADJOURN**

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Cohen

If there is no additional business before the School Board, the Chair will adjourn the meeting.