

Board of Education Special Meeting  
Tuesday, March 29, 2022 6:30 PM  
Jr/Sr High School Gym  
611 West 7th Street  
Wayne, Nebraska 68787

- I. Call the Meeting to Order
  - I.a. Pledge of Allegiance
  - I.b. Announce Open Meetings Act Posting and Location - Posted at Wayne Community Schools, Published in the Wayne Herald (3/22/2022), and online: [www.wayneschools.org](http://www.wayneschools.org)
  - I.c. Action on Absence and Roll Call
  - I.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.
- II. Personnel
  - II.a. ELL Teacher - Discuss, Consider, and Take Necessary Action on the 7-12 ELL Instructor Position
  - II.b. Resignation - Discuss, Consider, and Take Necessary Action on Resignation
    - II.b.I. Certificated Staff Resignation- Discuss, Consider, and Take Necessary Action on Certificated Staff Resignation
- III. Facility Plan Presentation - Bob Soukup, Architect
  - III.a. Bob Soukup, Architect
  - III.b. Small Group Discussion
  - III.c. Large Group Feedback
- IV. Adjournment



# [2019-2029]

## FACILITIES PROGRAM STATEMENT + MASTER PLAN

**WAYNE COMMUNITY SCHOOLS**

Wayne, Nebraska  
January 13, 2020



**CARLSON  
WEST  
POVONDRA**  
ARCHITECTS

**Prepared for:**

Wayne Community Schools  
611 West 7th Street  
Wayne, Nebraska 68787

**Prepared by:**



5060 Dodge Street  
Omaha, Nebraska 68132

**School Board Members**

**Mark Lenihan, Ed.D** / Superintendent  
**Wendy Consoli** / Board Member  
**Justin Davis** / Board Member  
**Lynn Junck** / Board Member  
**Jaime Manz** / Board Member  
**Jodi Pulfer** / Board Member  
**Sylvia Ruhl** / Board Member

**Contributing Teachers**

**Gwen Frideres** / Pre-K Teacher  
**Misty Bear** / Pre-K Teacher  
**Mandi Ferna** / Pre-K Teacher  
**Emily Rockhill** / Kindergarten Teacher  
**Lisa Meyer** / Kindergarten Teacher  
**Tanya Heikes** / Kindergarten Teacher  
**Staci Foote** / Kindergarten Teacher  
**Sonya Tompkins** / Elem. School Art Teacher  
**Monica Jensen** / Elem. Music Teacher  
**Dave Wragge** / Jr. High Science  
**Dale Hochstein** / Life Sciences + Coach  
**Jeanne Brink** / Chemistry  
**Lisa Janke** / Physical Sciences  
**Toni Rasmussen** / Agriculture Teacher  
**Tony Cantrell** / Shop Teacher  
**Amy Jackson** / High School Art Teacher  
**Alex Wieland** / High School Band Teacher  
**Tracy Anderson** / Vocal Music Teacher  
**Julie Osnes** / Media Specialist + Drama  
**Carolyn Harder** / Musical Co-Director  
**Adam Hoffman** / Math Teacher + Coach  
**Traci Krusemark** / Math Teacher + Coach  
**Terry Bear** / Physical Education + Coach  
**Rob Sweetland** / Phys. Education + Coach  
**Rocky Rhul** / Coach  
**Dave Wragge** / Wrestling Coach



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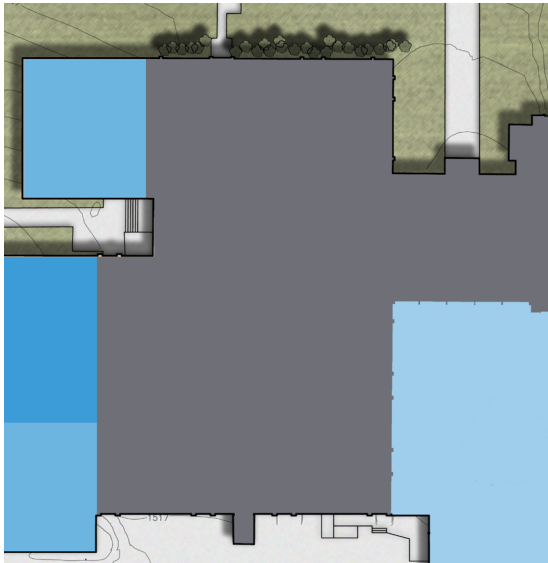
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# EXECUTIVE SUMMARY

01

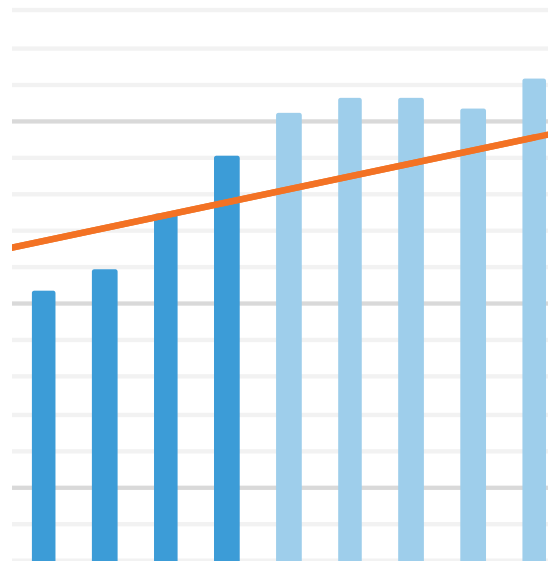
## PURPOSE

**Chapter One** sets out the purpose of the document, desired goals, and explains the process of inquiry and design that went into developing the Program Statement and Future Master Plan for Wayne Community Schools.



02

## GROWTH



**Chapter Two** tells the story of the district's history and its future. It takes a look at current and projected student enrollment, in hopes of understanding the future needs of the district, and how it relates to tax funding.

03

## ANALYSIS

While understanding future demands is key, **Chapter Three** seeks to gain an understanding of the district's current facilities, listing current strengths and weaknesses to be prepared for the next decade of learning.



## FUTURE NEEDS



**Chapter Four** lists the future programmatic needs of Wayne Community Schools that are missing from Chapter Three's analysis. It details proposed program needs for both space and equipment at the early childhood, elementary, and junior/senior high level.

## PROPOSED MASTER PLAN

Taking into consideration the anticipated growth of the school district, existing deficiencies in needed space, and the necessary programs over the next ten years, **Chapter Five** shows the Proposed Master Plan in two alternatives.



## NEXT STEPS

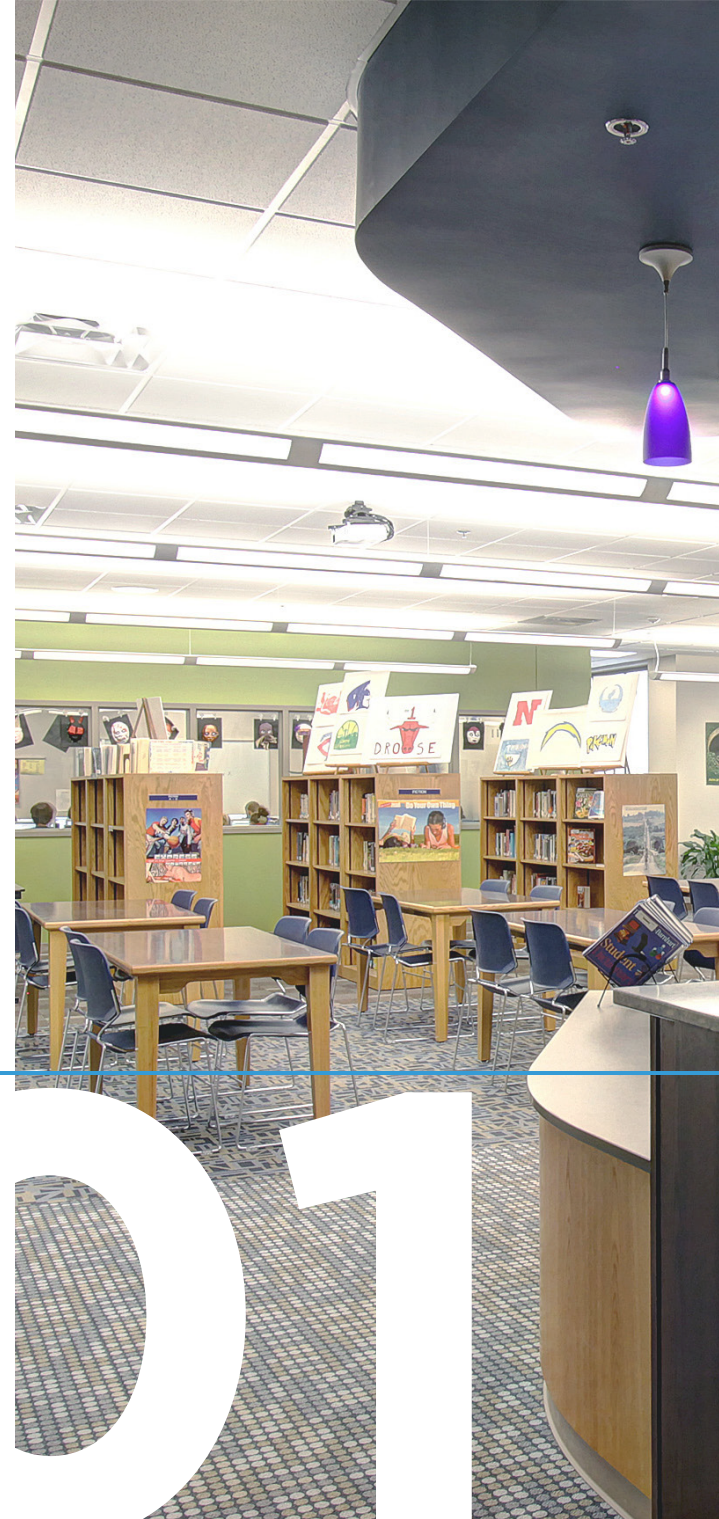


**Chapter Six** identifies the next steps forward for Wayne Community Schools, including an estimated project cost for the proposed alternatives, and what a potential timeline might be moving forward.

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# INTRODUCTION

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# 1.1 PURPOSE + OBJECTIVES

## PURPOSE

Wayne Community School District is experiencing a growth in the student population, especially in the younger grades. This trend is anticipated to continue into the near future. Due to this growth, the district commissioned this study to gain a better understanding of the existing facilities in the district, and the current and anticipated needs

of the district staff and students. In understanding these needs, a program statement can lay out what is needed in the district's facilities, and look at a preliminary master plan to imagine what renovation, addition, and/or new building may be needed to provide for the current and future students of Wayne Community Schools.



Fig. 1.1.1: Hallway to Ag Shop, 2018



Fig. 1.1.2: High School Gymnasium, 2019

## OBJECTIVES

Overall, this study looks at the variety of options available to the school district to anticipate and provide for the growth of the incoming generation of children. It presents the anticipated program and estimated fiscal impacts of these space requirements to help the school district and its constituents make an informed decision on the best direction forward in the coming decade.

This objective can be broken down into the following goals:

1. Understand the school district's history and current demographic make-up; one has to know where they have been to know how to move forward and shape what/who they want to be.
2. Analyze the existing facilities of the school district, including the strengths, weaknesses, and opportunities of the Junior/Senior High School, the Elementary School, and the Early Learning Center, which is currently in a leased space on Providence Road.
3. Create a variety of options that could fulfill the current and incoming demographics and growth, while improving upon the district facilities' needs. In this preliminary stage, thinking outside the box at a variety of solutions is key for the district to be equipped for the best future.
4. Write a program statement(s) for the various options, to address current district needs, while accounting for the programmatic space requirements of incoming students.
5. Design the spatial adjacencies and forms that fulfill the program statements, and work to enrich the school district's curriculum, amenities, extra-curriculum activities, as well as the needs of the community at large.
6. Outline the steps necessary to move forward, and give an estimated cost of construction and project at large. Estimate the time necessary to fulfill steps at a high-level to help illustrate the continued process for Wayne Community Schools.

## 1.2 PROCESS

To understand current trends, needs, and wants of the district, this study was a highly collaborative effort, led primarily through interviews with school district staff, teachers and coaches. These interviews were conducted as both individual interviews and as focus groups of pre-kindergarten, kindergarten, science, art, performing arts, tech and agriculture, and coaches, to understand existing strengths and limitations of the facilities at Wayne Community Schools.

The designers who led the study have been working in the community, and in collaboration with the school district for more than ten years. Those who were not directly involved in previous projects to improve the physical spaces, studied these projects and reacquainted themselves with a facilities study conducted in 2014 — a study looking at similar stresses and facilities needs of today, as well as a Bond Referendum of 2015.

After gaining an understanding of these past design projects, and getting immersed in the ongoing conversation among staff and teachers, the designers wrote the anticipated program statements, and designed the conceptual master plan and various architectural solutions to help the school district in its growth over the next ten years.

### MISSION STATEMENT

The Programming Book and Future Master Plan were influenced by the Wayne Community School District's Mission Statement:

*Learning for Life, Every Student, Every Day*



## 2.1 HISTORY OF THE SCHOOL DISTRICT

The City of Wayne has a rich heritage of education. Shortly after being settled in 1869, a Lutheran Academy was established in 1887. The higher education effort was short lived closing two years later, however interest in education remained strong, and the Nebraska Normal College was established in 1891 (now present-day Wayne State College).

The first school in the community was built in 1908; a three-story masonry structure. It was one-of-a-kind at a time when most children were attending school in one-room sod or wood school houses. Through its evolution as an educational facility, this structure has grown with the district serving students of all ages. This testament to education stands to this day, and is now used exclusively as the district's elementary school.

In 1965, the current senior high school was built. Over the next few decades the facility saw numerous renovations and addition projects. The most recent and significant project constructed a new two-story middle school wing to the south in 2011-12. As the middle school students moved to their new home in the fall of 2012, elementary students backfilled the old middle school, and the elementary building was demolished. To this day, the City of Wayne carries a reputation and culture of placing a high value on providing quality educational programs and facilities for their youngest generations.



Fig. 2.1.1: Historic postcard showing original building, Photo Courtesy of: <https://picclick.com/NE-Wayne-Nebraska-High-School-362840452361.html>

## 2.2 DISTRICT DEMOGRAPHICS

After a dip in total population in the 1980s and 1990s, the City of Wayne has seen a rebound of its population over the last two decades, with the city recording 5,663 citizens in the last national census (2010). Wayne County had a population of 9,595 people. In the 2010 census, there were 1,953 households, 23.3% of which had children under the age of 18 years. As a percentage of the total population, 15.5% of individuals were aged 0-18. (Source: *City of Wayne website and Wikipedia*).

In 2019, the Wayne Community School District has 980 total students (532 at the elementary school, 448 at the junior/senior high school). Additionally, there are 40 students at the early learning center, a maximum allowable number due to facility and teacher-count limitations. While the district population has fluctuated year-to-year, with the lowest enrollment being 834 in 2007, there has been a steady increase in enrollment since 2012. On average, the school district is seeing an increase in the student population of 12% each year. For more detailed analysis, refer to the tables and graphs on page 14.

Based on projected student population calculations, the growth of the last seven years looks to sustain itself through at least 2024. The influx of students at the youngest ages could be due to a combination of factors: More families staying in the City of Wayne; an increase in children per family household; and an influx of workforce to the area. With larger class sizes, the grades ranging from Pre-Kindergarten through first grade will most acutely feel the physical constraints of the existing facilities. Current building and educational code standards require that students in these grades must have classrooms located on the ground floor. As first graders, students may occupy space on the second floor of a facility as long as they have a dedicated egress stair that is not utilized by any other students in the event of an emergency.

For a better understanding of the current enrollment and demographic composition of the elementary and junior/senior high schools, refer to pages 15-16.

**Table 2.2.1: Wayne County Population**

1960	4217
1970	5379
1980	5240
1990	5142
2000	5583
2010	5660
2018 (Est.)	5622
U.S. Decennial Census	



**District Student Population**

- Elementary School (50%)
- Jr/Sr High School (46%)
- Early Learning Center (4%)

*Fig. 2.2.1: Comparatively, the Elementary School makes up the largest percentage of the District's population.*

**Figure 2.2.2: Student Enrollment (Historic + Projected)**

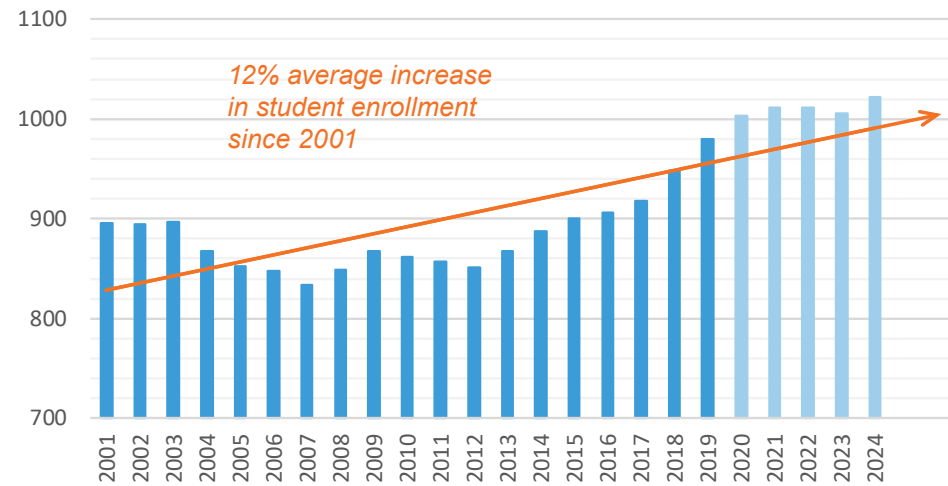


Fig. 2.2.2: Student enrollment has been steadily increasing, and the projected enrollment numbers are supposed to outpace the average growth from the last decade.

**Table 2.2.2: Student Enrollment by Grade**

	2015	2016	2017	2018	2019	2020*	2021*	2022*	2023*	2024*
Pre-K	33	28	34	31	40	40	40	40	40	40
Kinder.	65	65	54	84	54	85	75	75	75	75
Grade 1	65	65	67	61	84	65	85	75	75	75
Grade 2	65	65	68	71	57	84	65	85	75	75
Grade 3	56	65	70	65	76	60	84	65	85	75
Grade 4	51	56	69	71	68	75	60	84	65	85
Grade 5	74	51	57	69	75	70	75	60	84	65
Grade 6	64	74	60	58	78	75	70	75	60	84
<b>Elementary</b>	<b>473</b>	<b>469</b>	<b>479</b>	<b>510</b>	<b>532</b>	<b>554</b>	<b>554</b>	<b>559</b>	<b>559</b>	<b>574</b>
Grade 7^	61	64	82	64	61	83	80	75	80	65
Grade 8	72	61	72	85	65	65	83	80	75	80
Grade 9	65	72	69	80	85	64	65	83	80	75
Grade 10	64	65	82	72	82	85	64	65	83	80
Grade 11	80	64	70	78	73	80	85	64	65	83
Grade 12	64	80	64	71	82	72	80	85	64	65
<b>Jr/Sr High</b>	<b>406</b>	<b>406</b>	<b>439</b>	<b>450</b>	<b>448</b>	<b>449</b>	<b>457</b>	<b>452</b>	<b>447</b>	<b>448</b>
<b>Total</b>	<b>879</b>	<b>875</b>	<b>918</b>	<b>960</b>	<b>980</b>	<b>1003</b>	<b>1011</b>	<b>1011</b>	<b>1006</b>	<b>1022</b>

\*Projections.

^Yearly influx from St. Mary's Catholic School.

# JR./SR. HIGH SCHOOL DEMOGRAPHICS

	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelveth	Total
Boys	29	33	47	36	48	49	242
Girls	32	32	38	46	25	33	206
<b>Total</b>	<b>61</b>	<b>65</b>	<b>86</b>	<b>82</b>	<b>73</b>	<b>82</b>	<b>448</b>

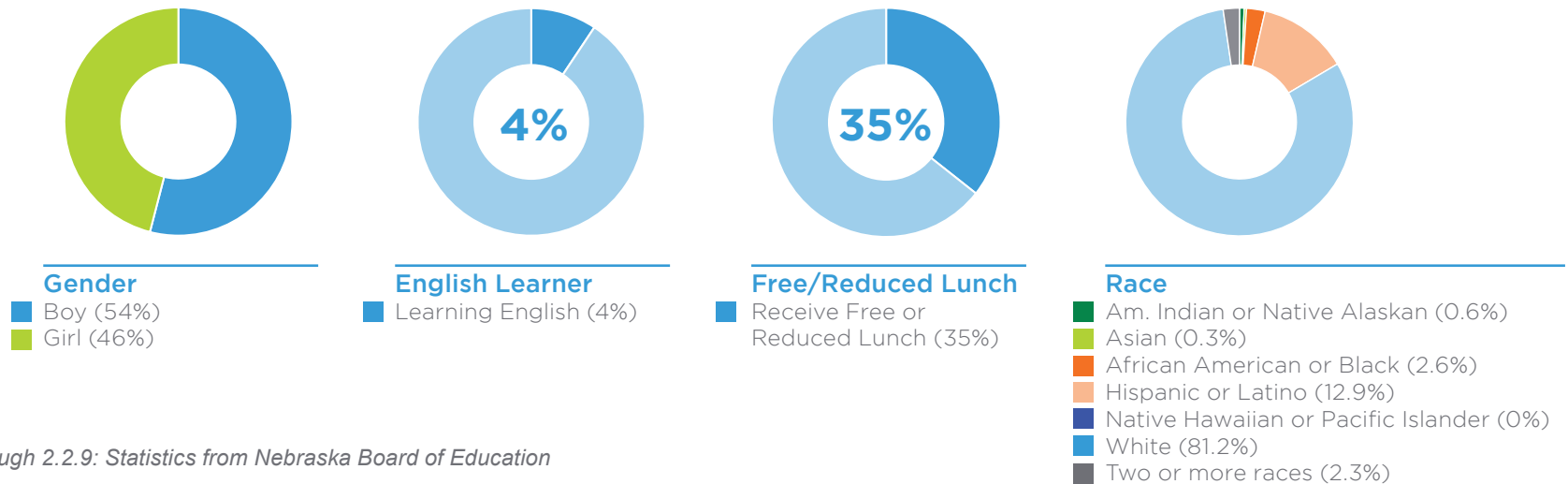


Fig. 2.2.6 through 2.2.9: Statistics from Nebraska Board of Education



Fig. 2.2.3 Photo credit: Facebook



Fig. 2.2.4 Photo credit: Kim Henggeler-Olson, Facebook



Fig. 2.2.5 Photo credit: Jill Brodersen, Facebook

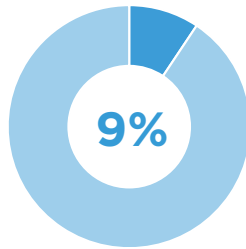
# ELEMENTARY SCHOOL DEMOGRAPHICS

**Table 2.2.4: School Enrollment by Grade in 2019**

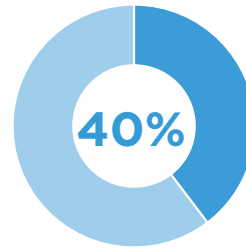
	Kindergarten	First	Second	Third	Fourth	Five	Sixth	Total
Boys	32	42	27	41	38	48	38	266
Girls	22	42	30	35	30	27	40	226
<b>Total</b>	<b>54</b>	<b>84</b>	<b>57</b>	<b>76</b>	<b>68</b>	<b>75</b>	<b>78</b>	<b>492</b>



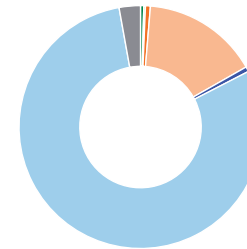
**Gender**  
 ■ Boy (54%)  
 ■ Girl (46%)



**English Learner**  
 ■ Learning English (9%)



**Free/Reduced Lunch**  
 ■ Receive Free or Reduced Lunch (40%)



**Race**  
 ■ Am. Indian or Native Alaskan (0.4%)  
 ■ Asian (0.2%)  
 ■ African American or Black (0.7%)  
 ■ Hispanic or Latino (15.5%)  
 ■ Native Hawaiian or Pacific Islander (0.7%)  
 ■ White (79.7%)  
 ■ Two or more races (2.8%)

Fig. 2.2.13-2.2.16: Statistics from Nebraska Board of Education



Fig. 2.2.10 Photo credit: Wayne Community Schools website



Fig. 2.2.11 Photo credit: Jill Hefner Walling, Facebook



Fig. 2.2.12 Photo credit: Nebraska Loves Public Schools, Facebook

## 2.3 COMPARISON TO PEER DISTRICTS

In the effort to understand where the district has been, its demographic make-up, and to aid in planning its direction ahead in the coming years, an informative tool is drawing comparisons between the Wayne Community School District to its peer institutions in the region. To this end, the Nebraska Board of Education provides comparative metrics between regional peers.

What stands out from the statistics (at right) is the fact that the junior/senior high school is smaller than other regional high schools in the area; the percentage of teachers to students is lower in Wayne; and while Wayne Jr/Sr High School has a smaller percentage of gifted students, it has higher performance statistics across the board, in English/Language Arts, Mathematics and Science. It has a lower graduation rate, but a higher college-bound rate per class.

Conversely, the elementary school is larger than its peer institutions in the region, and subsequently has more teachers. It has a higher percentage of population that are English learners and who receive free or reduced lunch. It offers more curriculum for gifted students, but underperforms its peers in standardized testing.

**Table 2.3.1: Junior/Senior High School**

	WCS	Peers
Total Students	<b>303</b>	481
Total Teachers	<b>18</b>	34
English Learners	<b>4%</b>	2%
Free/Reduced Lunch	<b>36%</b>	32%
Gifted Students	<b>10%</b>	14%
Performance on NSCAS ACT		
English/Language Arts	<b>66%</b>	62%
Mathematics	<b>71%</b>	62%
Science	<b>69%</b>	62%
Graduation Rate	<b>92%</b>	94%
College-Bound	<b>90%</b>	80%
Statistics from Nebraska Board of Education		

**Table 2.3.3: District Staff**

Administration	6
Teachers	66
Paraprofessionals	37
Secretarial/Other	11
Custodial	11
Food Service	14
Students served by Contracted Agencies	13

**Table 2.3.2: Elementary School**

	WCS	Peers
Total Students	<b>459</b>	334
Total Teachers	<b>32</b>	21
English Learners	<b>9%</b>	5%
Free/Reduced Lunch	<b>40%</b>	37%
Gifted Students	<b>15%</b>	4%
Performance on NSCAS		
English/Language Arts	<b>55%</b>	61%
Mathematics	<b>65%</b>	67%
Science	<b>76%</b>	80%
Statistics from Nebraska Board of Education		

## 2.4 TAX LEVIES + LAND VALUATION



Fig. 2.4.1: Entrance to Kern Track & Field, 2015



Fig. 2.4.2: Detail of Locker Room Bench, 2018

**Table 2.4.1: History of Tax Levies in Wayne**

Year	Tax Levy Amount	Total Land Value in Wayne County	Total Amount to School District
2013	\$1.17	\$671,730,054	\$7,859,241.63
2014	\$1.00	\$835,569,792	\$8,355,697.92
2015	\$1.09	\$912,108,473	\$9,941,982.36
2016	\$1.12	\$928,117,634	\$10,394,917.50
2017	\$1.04	\$933,622,310	\$9,709,672.02
2018	\$1.04	\$930,575,568	\$9,677,985.91
2019	\$1.03	\$940,972,248	\$9,692,014.15

### TAX LEVIES IN WAYNE COUNTY

The Wayne Community School District is primarily funded through millage taxes levied against property.

The recent history of tax levy that goes towards funding the school district can be found in Table 2.4.1. Of note, in 2014 there was a significant drop in the levy amount (\$0.17) due to a school bond that was paid off and dropped from property tax collection. Currently, the school board collects a tax levy of \$1.03, which equates to a district budget of \$9,692,014.15 (from property taxes).

# ANALYSIS OF EXISTING FACILITIES

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# FIGURE 3.0.1: AERIAL MAP OF DISTRICT FACILITIES



**Key**

A. Early Learning Center (Leased Space) / Pre-K  
B. Junior/Senior High School / 7th-12th

C. Kern Track + Field  
D. Elementary School / K-6th

*Aerial map courtesy of Google Maps, circa 2019.*

# 3.1 JUNIOR/SENIOR HIGH SCHOOL

## OVERVIEW

Originally built in 1965, the Junior/Senior High School is a great asset to the community, and has been renovated or received additions in 1983, 1999 and most recently in 2010. While improvements have been strategically funded/implemented over time, including a recently renovated agriculture and industrial technology shop, the Junior/Senior High School would still benefit from modern improvements to targeted programmatic spaces outlined in this study.

**Table 3.1.1: High School Renovations and Upgrades**

Year	Project	
1965	Original School Built	■
1983	Shop Addition	■
1999	Addition	■
2001	Fire Alarm Upgrade	
2008	Elevator Addition	
2010	ADA Upgrades	
2010	High School Renovation + Middle School Addition	■
2013	Kern Track + Field Complex Renovations + ADA Upgrades	
2013	HVAC Upgrade	
2013	Master Plan + Study completed	
2015	Study for new Auditorium and Pre-K classrooms	

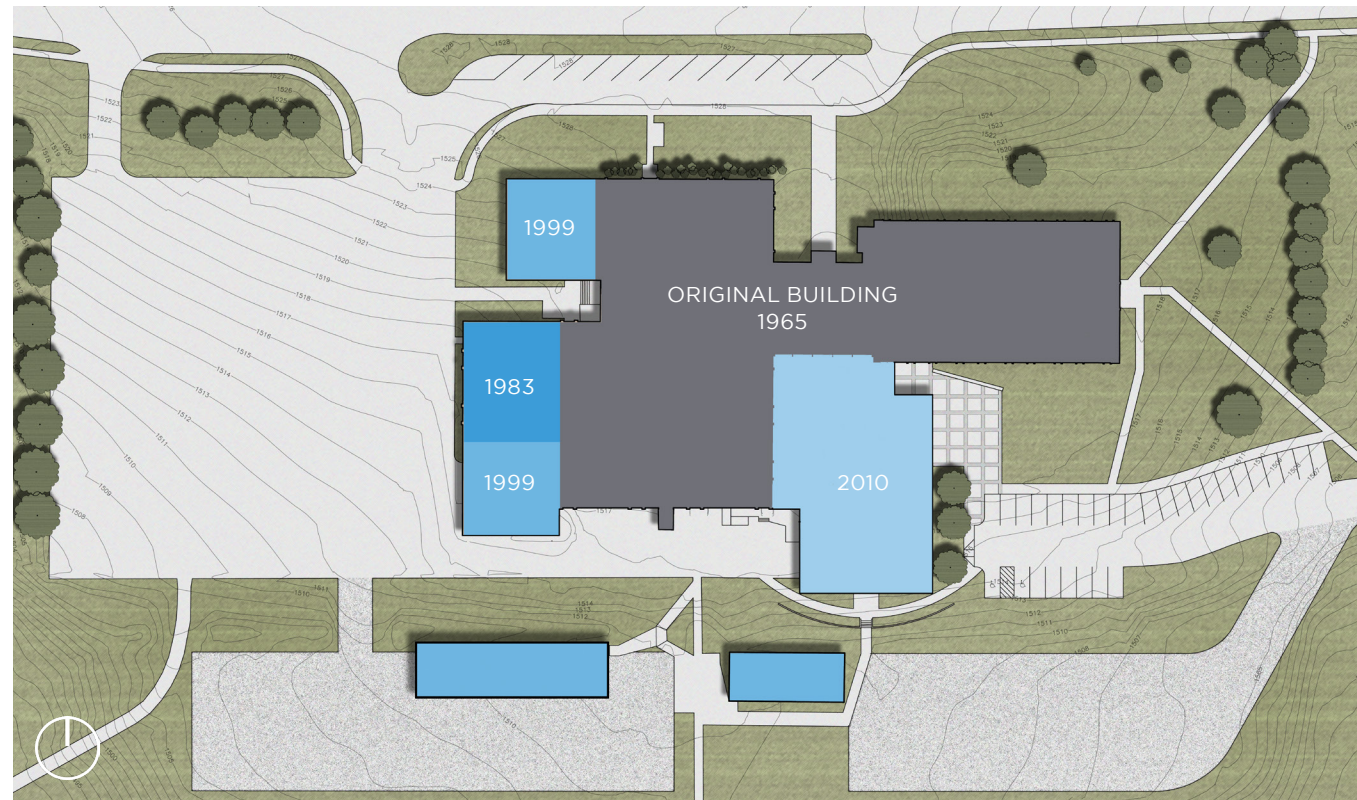


Figure 3.1.1: Junior/Senior High School Site Plan showing additions over time

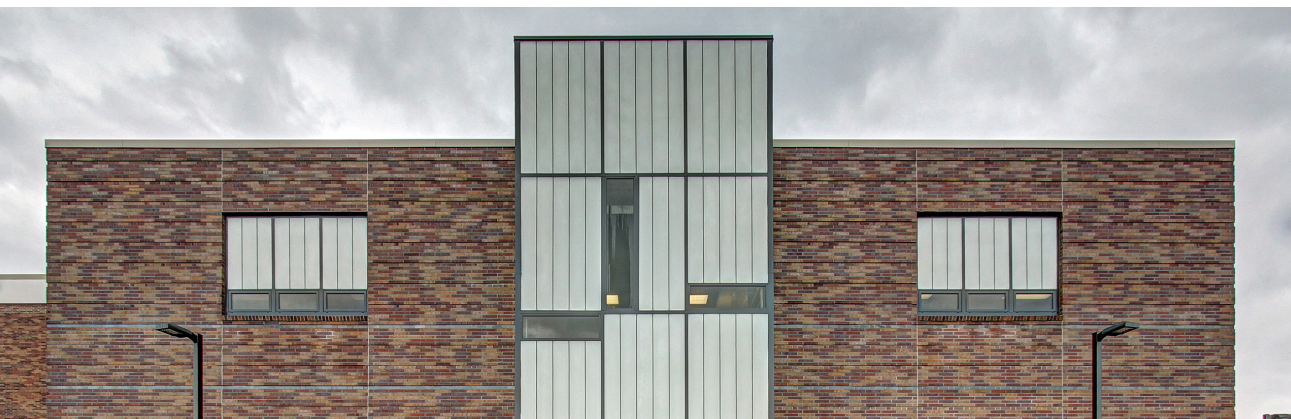


Fig. 3.1.2: West Elevation, 2013



Fig. 3.1.3: Cafeteria, 2013



Fig. 3.1.4: Reception, 2013



Fig. 3.1.5: Hall of Fame Wall, 2013



Fig. 3.1.6: Kitchen, 2013



Fig. 3.1.7: Science Room, 2013



Fig. 3.1.8: Music Room, 2013



Fig. 3.1.9: Media Center, 2013

# FIGURE 3.1.10: HIGH SCHOOL FLOOR PLAN - LOWER LEVEL



# FIGURE 3.1.11: HIGH SCHOOL FLOOR PLAN - UPPER LEVEL



**Key**

- Classroom
- Unique Equipment Classroom
- Physical Education
- Music / Art / Drama
- Media Center
- Administration
- Circulation
- Storage / MEP





Fig. 3.1.12: Weight Room, 2015



Fig. 3.1.13: Music class, 2014

## STRENGTHS

The Junior/Senior High School remains in overall great shape, and luckily, there is room to grow at the current site for future needed additions. Within the last decade, the high school received a new middle school wing, including a new full service kitchen and cafeteria. The administration offices were renovated allowing for greater visibility to the secure entrance vestibule.

In 2016, the locker rooms were renovated, as were the Industrial Technology and Agricultural Shop. The competition gymnasium just received a refinished wood floor, and is a high-quality asset to the community at large.

## DEFICIENCIES

While the competition gymnasium and locker rooms are in great shape, there is significant need of an auxiliary gymnasium space where Junior Varsity sports can practice. The current weight room is too small with no cardio equipment, or access to water fountains. The current wrestling room is too small and humid. For all athletic events, a shared commons space is needed with access to restrooms, and space for people to chat, and buy concessions.

These areas of improvement were compiled through interviews with both administrative staff and teachers. For a list of highlights from the teacher focus groups, see the table on the following page. For the full copy of the Meeting Minutes from focus groups, see Appendix A.

The science rooms are in need of renovations, with some rooms lacking modern safety equipment, natural light, and ventilation hoods necessary to run experiments with students. Along with these interior renovation needs, there is need for more parking, and for the current parking to be paved so that less dirt is brought into the building from the gravel lots.

### REPLACEMENT COST

To replace the existing Junior/Senior High School at 108,999 sq ft, in 2019 dollars, it would cost:

**\$32,699,700.**

**Table 3.1.2: Physical Attributes listed by Focus Groups****Assets**

<b>A</b>	Symbiotic relationship between Shop and Agriculture	+
<b>B</b>	Art teachers like the kiln for pottery projects	+
<b>C</b>	Science rooms with open layout and movable tables are useful and easy to use	+

**Deficiencies**

<b>D</b>	Science room needs emergency equipment, and ventilation hood(s) to run experiments	-
<b>E</b>	Need space for greenhouse and/or mobile kitchen where students can grow plants and foods, a joint effort between Science and Agriculture teachers	-
<b>F</b>	Move wrestling room so that athletes don't travel through the Shop (dangerous)	-
<b>G</b>	Ag office needed; Project space and storage space is too small	-
<b>H</b>	Art room is too small; lacking counterspace, sinks, lockable storage	-
<b>I</b>	Band Room needs noise dampening and storage for instruments	-
<b>J</b>	Auditorium needs to be ADA accessible; needs new curtain, rigging, lights, tech booth and fly space	-
<b>K</b>	Restrooms are too far from gym; no common space for gym overflow or concessions to host a tournament	-
<b>L</b>	Need another Gym, (JV has late practice; Choir/Band rehearsals in the gym are hard to schedule)	-
<b>M</b>	Need athletic storage room and small visitor's locker room	-
<b>N</b>	Weight Room needs water fountains, cardio equipment and access to restrooms	-



Fig. 3.1.14: Art Room, 2016



Fig. 3.1.15: Wrestling Room, 2013

## 3.2 ELEMENTARY SCHOOL

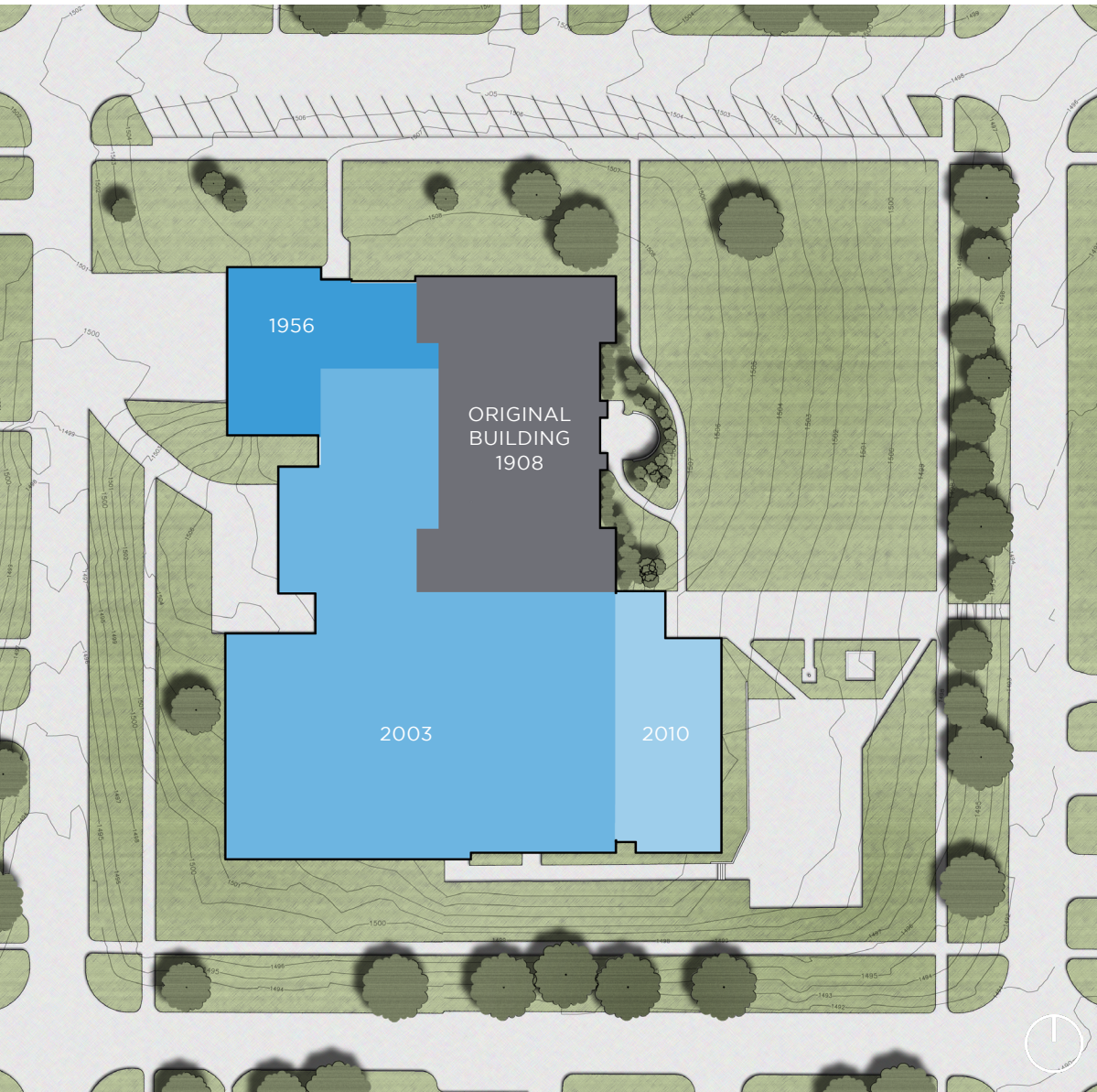


Figure 3.2.1: Diagram showing Elementary School site plan with additions

### OVERVIEW

The Elementary School building was constructed over 100 years ago, in the optimism of creating a place to educate the youth of the community in a building that would stand the test of time. The current building has received additions and/or renovations in 1956, 2003 and 2010. Just prior to 2003, the facility was in need of some major renovations. When faced with the option of tearing down the structure or investing more capital funds to make the needed renovations and additions, the community voted to maintain the historic structure and aesthetic. Almost 20 years later, the building still maintains much of its original architectural significance.

**Table 3.2.1: Elementary School Renovations and Upgrades**

Year	Project	
1908	Original School Constructed	■
1956	Addition	■
2003	Middle School Addition	■
2010	Elementary Addition + Renovation	■
2013	Master Plan + Study completed	
2015	Study for new Auditorium and Pre-K classrooms	
2019	HVAC Improvements	



Fig. 3.2.2: Exterior front facade showing 1923 Building and 2010 Addition, 2013



Fig. 3.2.3: Lobby, 2013



Fig. 3.2.4: Classroom, 2013



Fig. 3.2.5: Classroom, 2013



Fig. 3.2.6: Playground, 2012

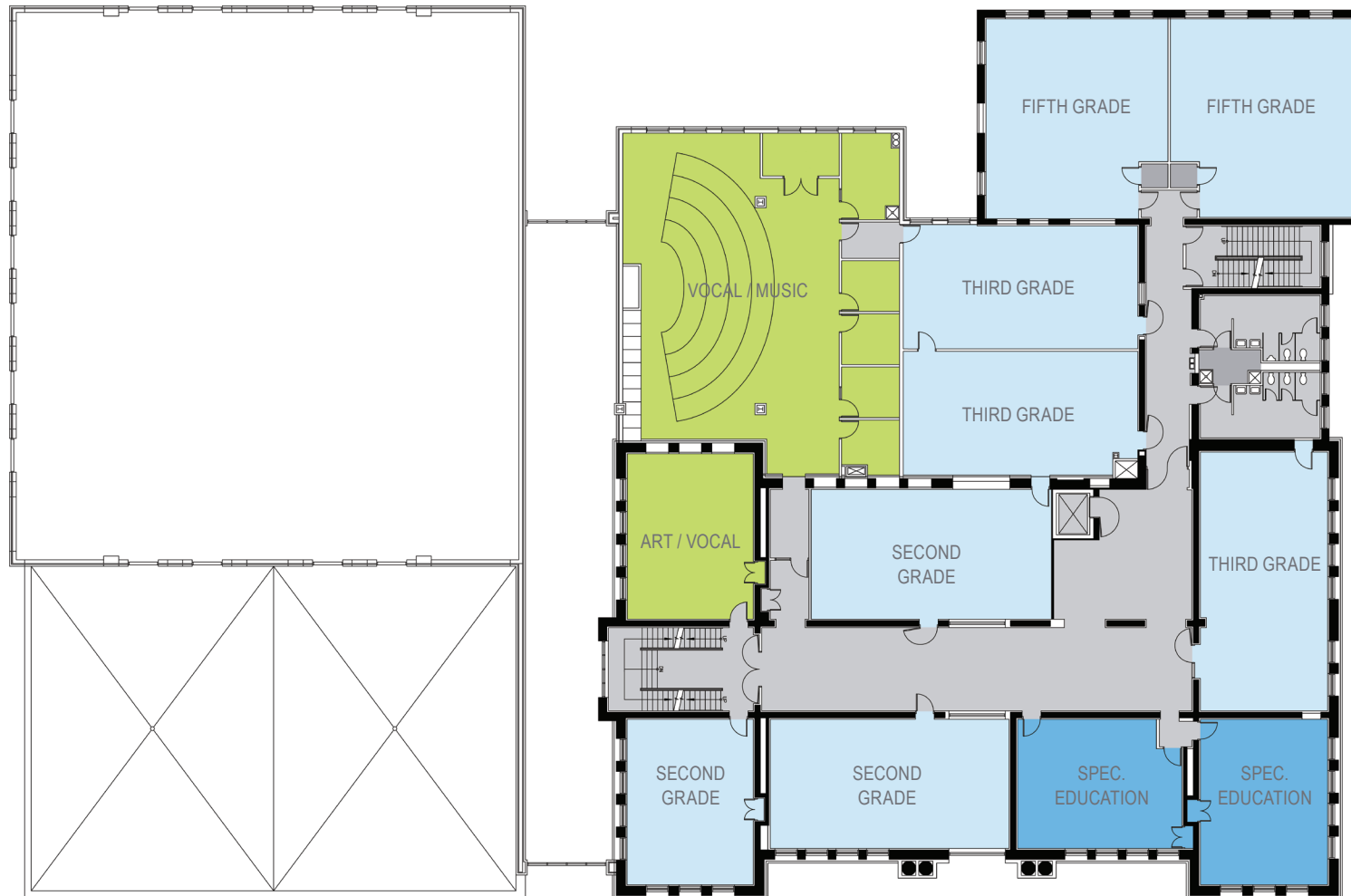


Fig. 3.2.7: Main Entrance, 2013

# FIGURE 3.2.8: ELEMENTARY - FIRST FLOOR PLAN



# FIGURE 3.2.9: ELEMENTARY - SECOND FLOOR PLAN



**Key**

- Classroom
- Unique Equipment Classroom
- Physical Education
- Music / Art / Drama
- Kitchen / Support
- Administration
- Circulation
- Storage / MEP



# FIGURE 3.2.10: ELEMENTARY - THIRD FLOOR PLAN



**Key**

- Classroom
- Unique Equipment Classroom
- Physical Education
- Music / Art / Drama
- Library
- Administration
- Circulation
- Storage / MEP



## STRENGTHS

In 2010, the school added three new classroom and a new secure entrance vestibule on the southeast side. A new playground was constructed at that time as well. The district is currently replacing the main outside air intake unit that serves the classroom spaces. Designs have also been completed to systematically replace heat pumps throughout the facility as they reach the end of their useful service. While there is no longer room for future additions, there is still exterior green space for the students to use for leisure.

## DEFICIENCIES

The current site configuration does not have an efficient and safe drop-off and pick-up area, a concern for younger grades in particular. Likewise, there is not adequate parking at the school. While the historic structure is a great asset to the community and is a testament to the community's history, it can be cumbersome to maintain and heat. Due to the growing population of young children in the district, there is need to provide four sections at each grade (currently there are three). This reality, along with the limited space to grow on site, is a problem that needs creative problem solving.

These areas of improvement have been compiled from numerous interviews with the administrative and teaching staff. For a list of highlights from the teacher focus groups, see the table on the following page. For the full copy of the meeting minutes from focus groups, see Appendix A.



*Fig. 3.2.11: Layering of architectural styles and history*



Fig. 3.2.12: Classroom, 2019



Fig. 3.2.13: Kindergarten classroom, 2013

**Table 3.2.2: Physical Attributes listed by Focus Groups**

**Assets**

<b>A</b>	Kindergarten rooms with half carpet/half hard surface are very useful	+
<b>B</b>	Three of the four classrooms have adequate area for the size of class.	+
<b>C</b>	Storage cabinets with large drawers and flat files work well for storing books and materials.	+

**Deficiencies**

<b>D</b>	Need a designated drop-off and pick-up lane, especially for young students	-
<b>E</b>	Current Art space is too small, and in need of sinks and storage; because it is a shared space, frequent room rearrangements are problematic	-
<b>F</b>	Kindergarten classrooms need designated bathrooms, water fountains in the classroom, and low sinks	-
<b>G</b>	Kindergarten need large, ideally square classrooms, with adequate storage	-
<b>H</b>	Kindergarten needs Recovery room, and new desks that don't tip over.	-

**REPLACEMENT COST**

To replace the existing Elementary School, at 71,200 sq ft, in 2019 dollars, it would cost:

**\$21,360,000**

## 3.3 EARLY LEARNING CENTER

### OVERVIEW

Wayne Community Schools offers two Pre-Kindergarten sections for three- and four-year old children in the district. This Early Learning Center is a great asset to the community, as it has been proven that providing education at this age greatly increases children's success in school, as well as their lifelong learning skills.

Currently, the ELC is housed in a leased space on Providence Road, on the other side of town from the other district facilities. While this leased space has adequate room for different types of learning for the two sections, the facility is on the cusp of needing to start a wait list to accommodate the demand for Pre-Kindergarten classes.

The staff at the ELC like the storage provided at the Providence site, however would prefer a better drop-off/pick-up area, and a more secure entry into the building and playground.

In 2015, the district conducted a study to build an Early Learning Center, however the project did not progress further than a program statement and preliminary design, shown at right.

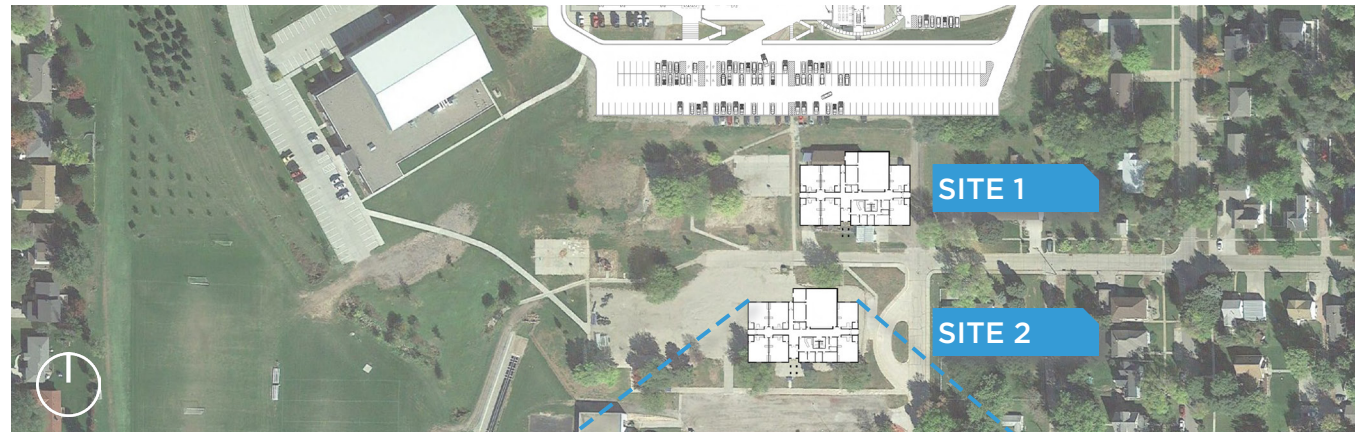


Fig. 3.3.1: A study from 2015 explored two possible locations for building an ELC near the current Jr/Sr High School



Fig. 3.3.2: The proposed floor plan for an Early Learning Center, designed in 2015

# FIGURE 3.3.3: CURRENT EARLY LEARNING CENTER



Fig. 3.3.3: Floor plan showing the current leased space at 803 Providence Road



Fig. 3.3.4: Classroom, 2019



Fig. 3.3.5: Playground, 2019



Fig. 3.3.8: Reception, 2019



Fig. 3.3.6: Exterior, 2019



Fig. 3.3.7: Active Learning Space, 2019



Fig. 3.3.9: Storage, 2019



Fig. 3.3.10: Office, 2019



Fig. 3.3.11: Bathrooms, 2019



Fig. 3.3.12: Storage, 2019

## PHYSICAL NEEDS

Interviews were conducted with focus groups of both Pre-Kindergarten and Kindergarten teachers about what would be needed if the district built and owned their own Early Learning Center.

The highlights are in the table below, and the full Meeting Minutes can be found in Appendix A.

**Table 3.3.1: Physical Attributes listed by Focus Groups**

**Needs at a New Facility**

	House up to 50 students, 5 teachers minimum, with hard and soft areas in each classroom;
<b>A</b>	Sinks and bathrooms in individual classrooms;
<b>B</b>	Quiet and Loud Activity centers, with separation between;
<b>C</b>	Two outdoor playgrounds with fences that are age appropriate (3-5 yo and 5+);
<b>D</b>	Teacher Work Room and Storage, similar to current storage room;
<b>E</b>	Library, Nurse's Station, School Washer/Dryer; Storm Shelter;
<b>F</b>	Secure entrance with good security during lockdowns;
<b>G</b>	Windows at kids' vision level;
<b>H</b>	Gym facility for group games;
<b>I</b>	Sensory and/or autistic room for Special Education
<b>J</b>	

### RENTAL COST FLOW

The school district spends approximately \$5,000 per month on the leased space on Providence Road. That equates to \$60,000 per year. If the ELC stays in the space through the current leased terms (year 2024), rent will cost:

**\$240,000.**

# FACILITY REQUIREMENTS FOR FUTURE PROJECTS

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# 04

## 4.1 TWO ALTERNATE SOLUTIONS



Fig. 4.1.1: Industrial Technology Shop, 2018



Fig. 4.1.2: Portable/Exterior classroom, 2019

### ANCITIPATED IMPACT OF GROWTH

As demonstrated in Chapter 2, Wayne Community Schools is expected to grow, especially in the younger grades over the next five years. The growth is anticipated to be significant enough to require an extra section (and classroom) in each grade.

When the analysis of existing facilities conducted in Chapter 3 is layered on top of this expected growth, a few possible solutions start to emerge as to how the school district can intelligently grow, taking advantage of its existing strengths, while optimizing on opportunities to eliminate shortcomings in its physical facilities.

## MULTIPLE POSSIBILITIES FORWARD

Two options for addressing the anticipated growth could be pursued by the School District: Option 1. New Early Learning Center (Grades Pre-K through 1) or Option 2: New High School (Grades 9 through 12).

### **Option 1: New ELC**

A new Early Learning Center could be constructed, with necessary programming for three units of Pre-Kindergarten, and four units of Kindergarten and First Grade classrooms. This solution would solve the most acute problem at hand: the growing student population at the appropriate grades. It would also redirect money being spent on rent on Providence Road toward an owned structure. The current elementary school would then have more space to accommodate Grades 2 through 6.

In this option, subsequent money would be spent at the Junior/Senior High School to accommodate their space limitations and needed programmatic renovations, including:

1. Adding four more Science and Art classrooms in the east high school wing;
2. Building a performing arts addition with ADA access, necessary technology and stage preparations area, and a new band room;

3. Renovating the northwest corner of the building to be an athletics facility with commons, concessions and restrooms, and a larger wrestling and weight/cardio rooms.
4. This in turn, would free up space in the southwest corner to give to the shop and agriculture classrooms for needed storage, offices, and workspaces.

### **Option 2: New High School**

An alternate approach would be to build a new high school to house Grades 9 through 12, and ensure that all programmatic needs are met for the various deficiencies raised through the teacher's focus groups.

This would in turn free up the current Junior/Senior High School to be used for Grades 5 through 8, and the Elementary School could house Pre-Kindergarten through 4th Grade. Modification would still be required at the elementary facility to locate the first grade classrooms on the second floor with a dedicated egress stair.



Fig. 4.1.3: Auditorium, 2014



Fig. 4.1.4: High School Cafeteria, 2012

## 4.2 PROPOSED PROGRAM: OPTION 1

To continue to flesh out the options available to Wayne Community Schools, program statements were developed for both options. These lists detail the space requirements for each solution, to understand the magnitude of the structures necessary to meet facility needs and/or fill current deficiencies.

These options will be envisioned further in Chapter 5, and in Chapter 6, can be used to estimate the fiscal impact on the school district, and subsequent tax payers' levy amount.

### ALTERNATE BID

This program includes the space requirements for two options: to build a multipurpose room for just the Early Learning Center to use, or to replace the multipurpose room with a 300-seat gymnasium for various district programs to use after hours. The alternate bid also includes First Grade classrooms.

<b>Base Bid</b>	<b>Alternate Bid</b>	<b>Qty.</b>	<b>Sq. Ft.</b>	<b>Total</b>
<b>Administration</b>				
Reception				300
Workroom / Supply				250
Small Conference / Office				150
Small Conference				150
Staff / Public Restroom		2	75	150
SPED Coordinator				180
Health Office				150
Superintendent Office				200
<b>Classrooms</b>				
Pre-K		3	1200	3600
Kindergarten		4	1200	4800
<i>Alternate</i>	<i>First Grade</i>	4	900	3600
<i>Alternate</i>	<i>Toilets</i>	2	250	500
<b>Activity</b>				
Multi-Purpose Space				3500
<i>Alternate</i>	<i>Full Auxillary Gym (Seating for 300)</i>			7000
<i>Alternate</i>	<i>Public Toilets</i>	2	250	500
<i>Alternate</i>	<i>Locker Rooms</i>	2	200	400
Media Center				1500
Serving Kitchen				700
District Storage				600
<b>Support Spaces - Circulation, Structure, MEP</b>				
Base Bid				4869
<i>Alternate Bid</i>				6189
<b>Total Gross Area</b>				
Base Bid				21,099 sf
<i>Alternate Bid</i>				26,819 sf

Table 4.2.2: High School Program (Addition and Renovation)					
	Lower Level	Upper Level	Qty.	SqFt.	Total SF
<b>Performing Arts Addition</b>					
Auditorium	Seating				6250
	Stage				1360
	Dressing Room				450
	Toilets		2	75	150
	Set Staging				1000
	Lighting Storage				350
	Storage				325
		Upper Storage			1400
		Catwalk			220
		Sound Booth			200
Support	Concessions				230
	Coats				160
	Ticket Office				190
	Toilets		2	250	500
Classrooms	Band Room				2150
	Practice Rooms		3	100	300
Other	Office				130
	Commons				3400
	Mechanical Room				850
<b>Classroom Addition</b>					
	Science Room				1050
	Art Room				1200
	Corridor				500
		Science Room			1050
		Science Room			1200
		Corridor			500
<b>Renovation</b>					
	Weight Room				4910
		Wrestling Room			4519
<b>Total Gross Area</b>					
	Performing Arts Addition				19,615
	Classroom Addition				5,500
	Renovation				9,429

### HOW BIG IS THE THE EXISTING BUILDING?

Currently, the existing building is:  
Lower Level is 57,864 square feet, and the  
Upper Level is 51,135 square feet.

## 4.2 PROPOSED PROGRAM: OPTION 2

**Table 4.2.3: High School, 320 Students (New Construction)**

		Qty	SqFt	Total SF
<b>Educational Spaces</b>				
General Classrooms		10	900	9000
Media Center	Circulation/Distribution			300
	Seating/Stacks/Computer Access			1200
	Small Group Meeting			150
	Classroom			600
	Workshop/Stor.			300
Technology Lab				1200
Science Rooms		3	1200	3600
Science Storage		3	300	900
Special Education Classroom/Lab				1200
Technical Education	Wood Shop/Classroom			1800
	Welding/Auto/Small Engine			3500
	Agriculture			1200
	Tech. Ed. Storage			1500
Fam. + Consumer Science	Lab			1000
	Classroom			800
Art	Classroom			1200
	Kiln Room			450
	Storage			350
Music	Instrumental			2500
	Vocal			1200
	Instrument Storage			800
	Uniform Storage			400
	Small Practice	2	80	160
	Group Practice	2	120	240

**Table 4.2.3: High School, 320 Students (New Construction)**

	Qty	SqFt	Total SF
<b>Physical Education and Athletics</b>			
Gymnasium	Main		12,500
	Auxiliary		8000
Weights/Fitness			3500
Locker Rooms	Varsity		3600
	Junior Varsity		3600
Storage	Gym		900
	Athletic		1200
<b>Support Spaces</b>			
Administrative	Reception		300
	Principal		200
	Secreterial Work Station		100
	Teacher Breakroom		250
	Work + Mail Room		350
	Staff Toilets		180
	Small Conference		200
	Large Conference		400
	ISS		250
	Nurse		800
	Guidance		500
	Records/Supply		300
Food Service	Cafeteria (10sf/student)		3200
	Serving Kitchen		1500
	Storage		300
	Freezer		350
	Office		150
	Toilet/Locker		150
	Receiving		350

**Table 4.2.3: High School, 320 Students (New Construction)**

	Qty	SqFt	Total SF
Auditorium	Seating		6000
	Stage		3000
	Dressing Room	2	500
	Make-Up Room		250
	Costume Storage		225
	Scene Shop		1000
	Control Room		250
	Catwalks		750
	Storage		325
	Concessions		230
	Coats		160
	Ticket Office		190
<b>Building Systems/Maintenance</b>			
Custodial			800
Custodial Closets			60
Toilets	2.5% of Net Area		2323
General Storage	3% of Net Area		2788
Mechanical/Electrial	8.5% of Net Area		7898
Circulation and Structure	20% of Net Area		18,584
<b>Total Net Area</b>			<b>92,920</b>
<b>Total Gross Area</b>			<b>126,313</b>

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# MASTER PLAN + RECOMMENDATIONS

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# FIGURE 5.0.1: PROPOSED MASTER PLAN



## 5.1 PROPOSED MASTER PLAN

The proposed master plan looks to build on the existing school district campus, by siting a new Early Learning Center adjacent to the Junior/Senior High School and Kern Track + Field. One of the major design considerations of the site plan was creating an easy drop-off and pick-up area for parents of young students. The design allows for smooth flow of traffic from the Wayne Community Center parking lot to the intersection of School Drive and West 5th Street, increasing vehicular connectivity for the neighborhood. With the location of a new paved parking lot to the south, parents may also approach the building from the east without interfering with the one way traffic from the Wayne Community Center.

Additionally, the building siting can take advantage of existing and proposed parking lots to maximize their use, especially at different times of day. For instance, the ELC parking lot will be most utilized during the daytime, while the same parking lot can be used evenings and weekends for activities at Kern Track + Field, and at the high school.

The main entrance to the new ELC building will be on the south façade, which could have large windows letting in plenty of natural, energizing light. This south entrance will also have the greatest amount of natural ice and snow melt in the winter for safe sidewalks.

The proposed additions to the Junior/Senior High School take advantage of the site's topography in designing a new auditorium. Likewise, the performing arts addition utilizes existing parking lot areas. The master plan would pave those parking lot areas as they are currently just gravel lots.



*Fig. 5.1.1: Future site of the proposed Early Learning Center, looking north*



*Fig. 5.1.2: Future site of the proposed Early Learning Center, looking south*

## 5.2 OPTION 1: NEW EARLY LEARNING CENTER

### JR/SR HIGH SCHOOL ADDITIONS

To meet existing needs at the high school, two additions are envisioned, along with a renovation of the spaces north of the competition gymnasium:

First, a two-story, four-classroom addition would be built on the east high school wing. The new construction would allow for many needs to be met for three larger science classrooms



Fig. 5.2.1: Bird's eye view, new Early Learning Center

equipped with adequate laboratory space, sinks, and for safety showers and equipment. A new larger art classroom would also be provided, with sufficient sink and storage space.

Second, a performing arts wing is designed at the southeast corner of the building. The placement takes advantage of site topography, existing parking lots, as well as an adjacency to both the existing choir room and cafeteria/ commons space for crowd and event overflow. While having a commons that connects to the existing commons/cafeteria, the proposed design could close access to the school during evening or weekends, to maximize events and users of a new auditorium and stage. The main entrance to the south has direct access to parking, and places a ticket office, coat check,

bathrooms, and concessions upon arrival.

Third, the existing auditorium would be reused as a lecture hall, and the relocated art and band rooms free up space to complete an athletic node of activity. This renovation would create a larger weight room and separate cardio room; and a larger wrestling room. On the upper floor, a commons area is created offering space for concessions, sufficient bathrooms, and general space for visitors to congregate outside of the competition gym during school events. Currently these activities take place in the corridor, which causes congestion and safety concerns. By relocating the wrestling practice room, the current practice space can be utilized as expansion space for the Ag and shop classes.

## ELC NEW CONSTRUCTION

The proposed floor plan for the new Early Learning Center places the reception desk and district administrative offices at the front door, acting as an access point that controls visitors entering the building. Also at the core of the building are all of the shared amenities, such as the Serving Kitchen and Food Preparation, Library, and Recreational Multi-purpose Room. Having these centrally located in the floor plan makes them equidistant to all classrooms. Each classroom has a recessed opening and designated toilet for their room. In the long-term phasing of the building, additional classrooms could be added on the school's west wing, potentially housing first grade classrooms.

Another alternative to the Early Learning Center, is replacing the recreational multi-purpose room with a 330-spectator auxiliary gymnasium. During the day, the space would be used by the ELC, and in the evenings and weekends, the space could be programmed with much needed practice and event space. Adequate locker rooms for home and away teams also encourages use for Junior Varsity and youth sporting events.

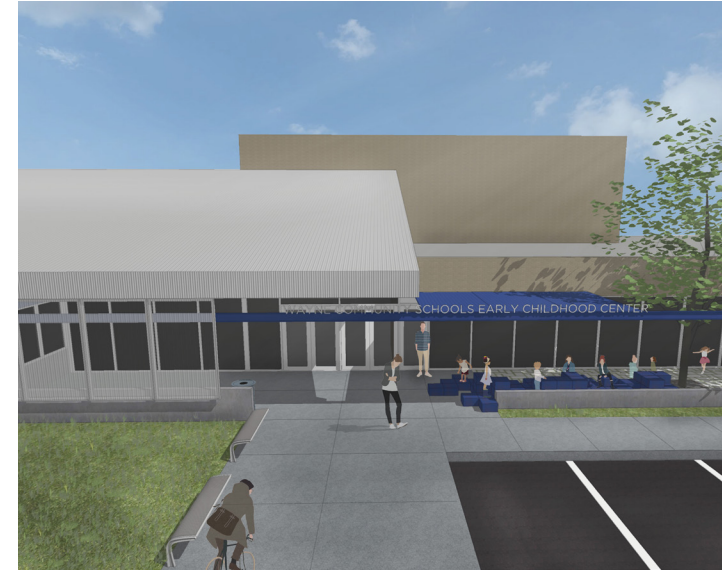
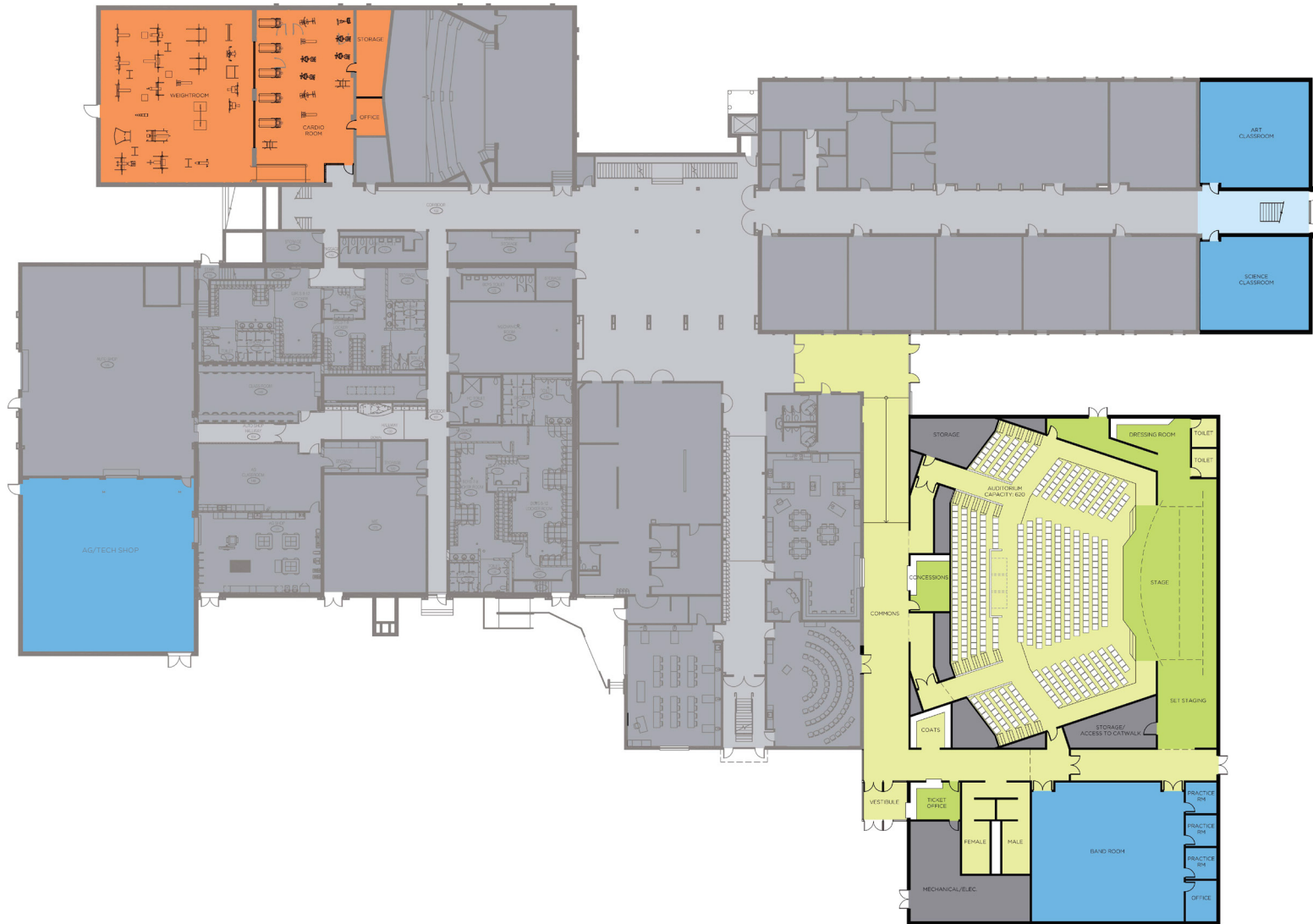


Fig. 5.2.2: Front elevation, Early Learning Center



Fig. 5.2.3: Playground, Early Learning Center

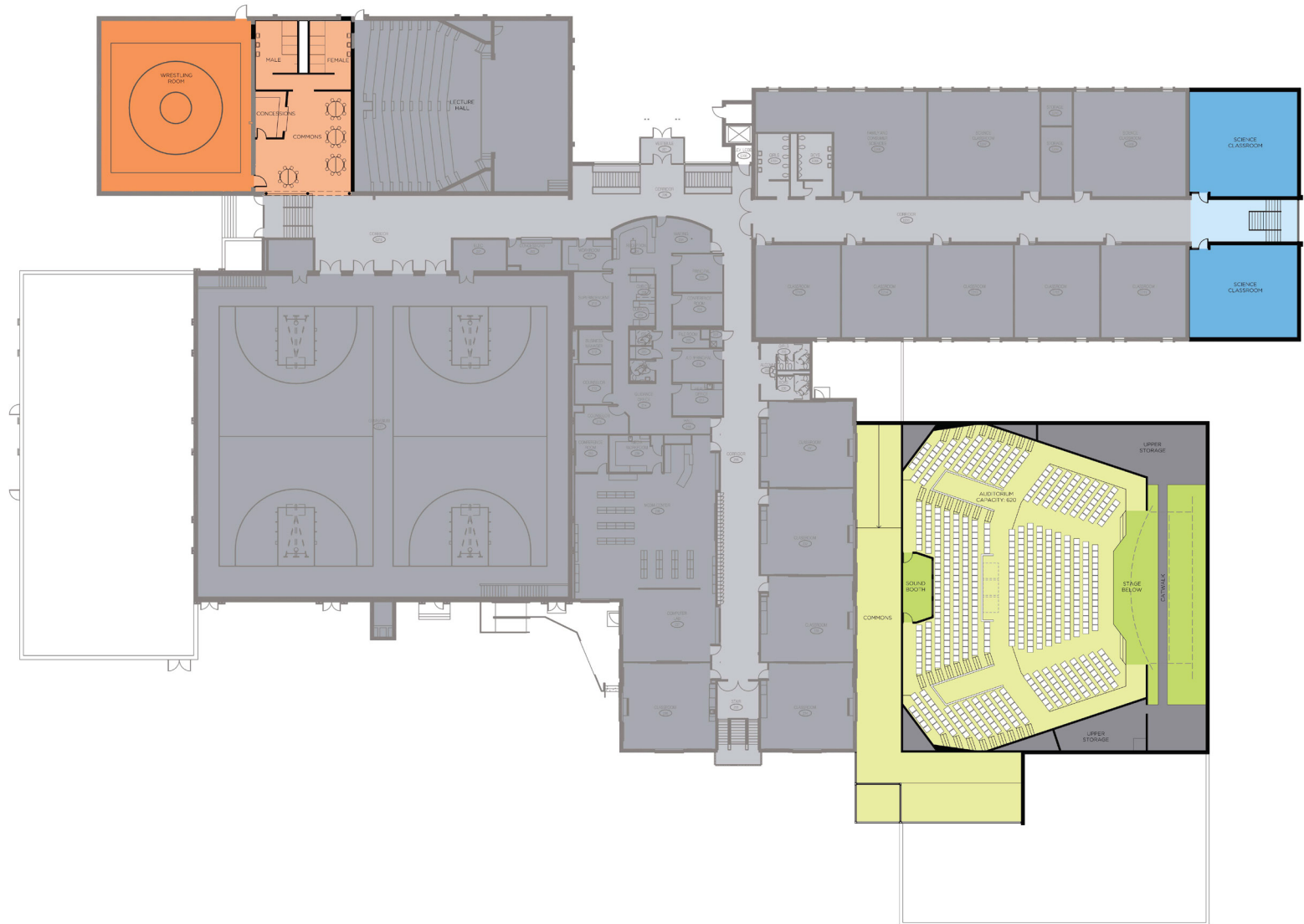
# FIGURE 5.2.4: JR/SR HIGH LOWER LEVEL



### Key

- New Classroom
- New Auditorium
- Athletic Renovation
- Existing Building

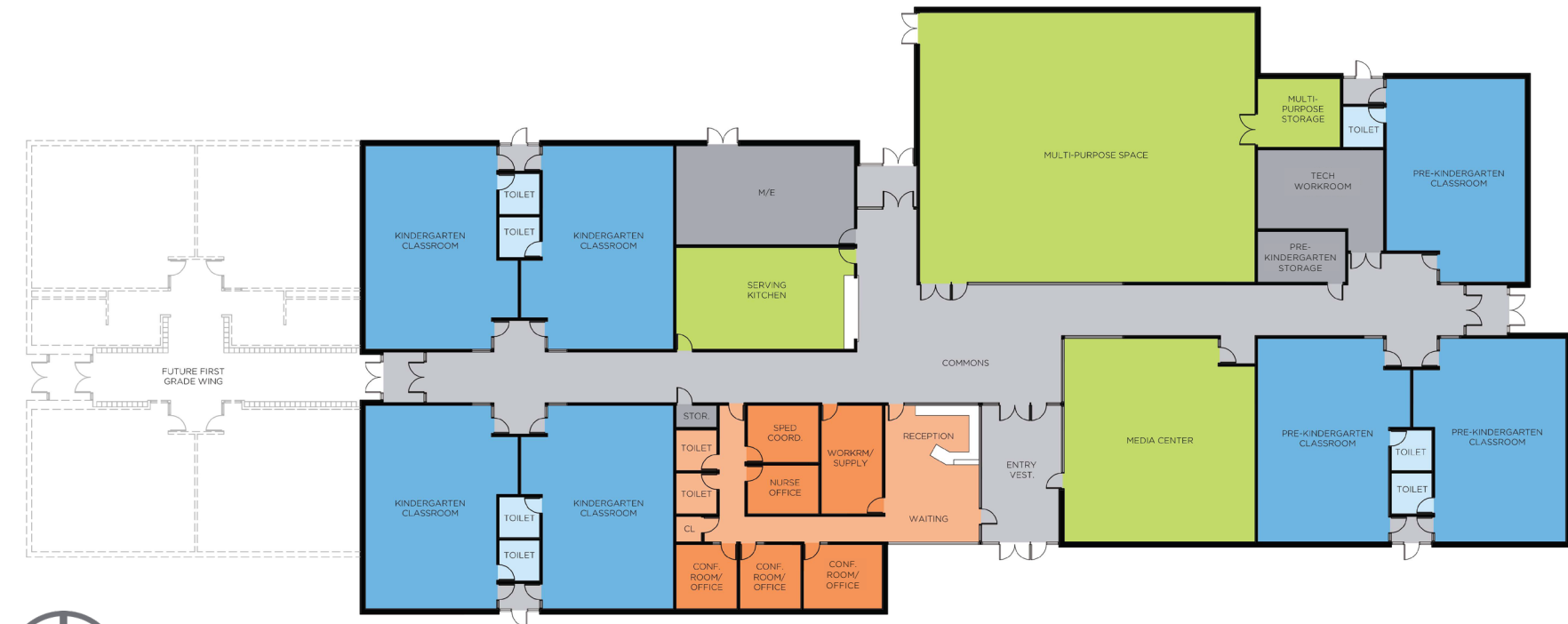
# FIGURE 5.2.5: JR/SR HIGH UPPER LEVEL



**Key**

- New Classroom
- New Auditorium
- Athletic Renovation
- Existing Building

# FIGURE 5.2.6: EARLY LEARNING CENTER BASE BID



## Key

- Classroom
- Activity and/or Support Spaces
- Administration
- Circulation

# FIGURE 5.2.7: EARLY LEARNING CENTER ALTERNATE



**Key**

- Classroom
- Activity and/or Support Spaces
- Administration
- Circulation

A. Alternate Bid Gymnasium  
 B. Alternate First Grade Classrooms

## 5.3 OPTION 2: NEW HIGH SCHOOL



An alternate option to building a new Early Learning Center for the anticipated influx of young students, would be to build a new high school for the older students (9th through 12th grades), and reprogram the existing school structures to house a middle school for 5th through 8th grade, making room in the existing elementary school for the Early Learning Center (Pre-Kindergarten through 4th grade). This master plan did not seek to identify a specific site, but ideally the district would find a location that would allow up to 40 acres of contiguous land. The initial program would not look to rebuild new athletic fields. The district would still have use of the Kern Track & Field as well as access to Wayne State College for Varsity Football.

Wayne also has softball and baseball fields available for school use at this time. Future site selection should still contemplate the ability to build these additional athletic facilities in the event that the current shared spaces are no longer available.

This option would still require additional construction at the elementary school as the first-grade classes with 4 sections would have to be located on the second floor of the facility. A dedicated egress stair would have to be constructed for the first-grade rooms.

*Fig. 5.3.1: A current aerial is overlaid with labels explaining where grades would be housed*

### Key

A. Grades 9 through 12 would move to a new site  
 B. Grades 5 through 8 would take over the current Jr/Sr High

C. Grades Pre-K through 4 would fill out the current Elementary

# ESTIMATED FISCAL IMPACTS

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## 6.1 CRITERIA FOR COST ESTIMATING

At this preliminary planning stage, where possible solutions are proposed that address the variety of issues facing the school district in the upcoming decade, cost estimates are just that: cost estimates that remain high level based on the proposed program.

The designs are analyzed on a cost per square foot basis, taking into account the current bidding climate, cost of materials, and adjusting for expected inflation of construction beginning in the Spring/Summer of 2020.

The estimated project costs provided below take into account both Construction Cost and Project Costs.

- **Construction Costs** are the value of the materials and labor required for the physical structure, as well as a General Contractor's cost for project management, supervision, overhead, and profits.
- **Project Costs** include costs required for the proper planning, engineering, and design of the work, furniture, fixtures, equipment, site surveys, geotechnical soil investigations, printing of bidding documents, as well as a projected 5% contingency.

When added together the Construction Cost and Project Costs represent the Total Project Cost.



Fig. 6.1.1: FFA Mural near the Ag Shop, 2019

## 6.2 ESTIMATED PROJECT COST

### DESIGN SOLUTION 1: NEW ELC + HIGH SCHOOL ADDITIONS / RENOVATIONS

The estimated construction cost for a new Early Learning Center would be as follows:

Early Learning Center	Cost Range
<b>Base Bid</b>	
Construction Value	\$5,300,000 to \$5,800,000
Total Project Cost	\$6,100,000 to \$6,700,000
<b>Alternate Design</b>	
Construction Value	\$6,700,000 to \$7,400,000
Total Project Cost	\$7,700,000 to \$8,500,000

Together these conceptual renovations, additions, and new construction make up Alternate Design Solution 1.

If the district were to pursue Early Learning Center (Alternate Design), the new performing arts wing, the two story classroom addition, and the interior renovations the Estimate of Probable Cost would be as follows:

The estimated construction cost for the proposed additions and renovations to the high school would be as follows:

High School	Cost Range
<b>New Performing Arts Wing</b>	
Construction Value	\$7,300,000 to \$8,300,000
Total Project Cost	\$8,400,000 to \$9,500,000
<b>New Two Story Classroom Addition</b>	
Construction Value	\$1,400,000 to \$1,700,000
Total Project Cost	\$1,600,000 to \$2,000,000
<b>Interior High School Renovations</b>	
Construction Value	\$1,900,000 to \$2,200,000
Total Project Cost	\$2,200,000 to \$2,550,000

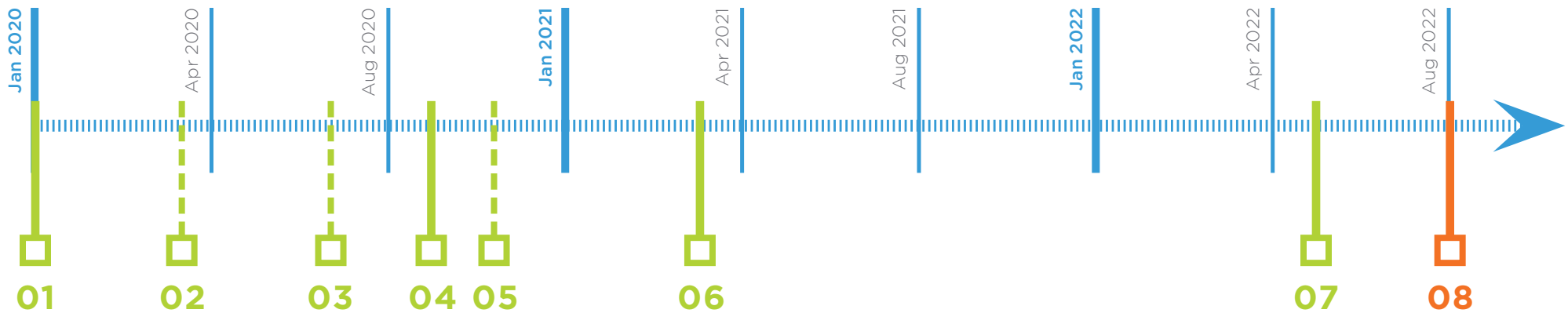
Design Solution 1	Total Cost Range
Construction Value	\$17,300,000 to \$19,600,000
Total Project Cost	\$19,900,000 to \$22,550,000

### DESIGN SOLUTION 2: NEW HIGH SCHOOL

The estimated construction cost for the new High School Program, **excluding land acquisition costs**, would be as follows:

Design Solution 2	Total Cost Range
Construction Value	\$34,700,000 to \$37,900,000
Total Project Cost	\$39,900,000 to \$43,600,000

# 6.3 ESTIMATED PROJECT TIMELINE



- 01 January 2020:**  
Finish Facilities Study and District Master Plan document; Deliver to the school board;
- 02 Spring 2020:**  
Create a community group to review the findings and proposed solutions for the school district; discuss options moving forward, and create a recommendation to the school board;
- 03 Summer 2020:**  
School board decides how much funding would need to be secured through a bond issue or other means of financing; Issue a Bond Referendum;
- 04 September 2020:**  
Community votes on a bond referendum;
- 05 Fall/Winter 2020/2021:**  
Design architectural solution; create construction documents;
- 06 Spring 2021:**  
Break ground;
- 07 May 2022:**  
Finish construction;
- 08 August 2022:**  
Occupy spaces and/or building(s).

# APPENDIX A: MEETING MINUTES

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# FOCUS GROUP WITH SCIENCE



CARLSON  
WEST  
POVONDRA  
ARCHITECTS

5060 Dodge Street  
Omaha, Nebraska 68132  
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[cwparchitects.com](http://cwparchitects.com)

Sep 27, 2019, 11:10 am

**Meeting Minutes**

Meeting Location: Wayne Public Schools

19151 Wayne CS Master Planning Study  
312 Douglas St.  
Wayne, NE 68787  
CWP 19151

**Attendees:**

Dave (JH Science)  
Dale (Life Sciences)  
Jeanne (Chemistry)  
Lisa (Physical Sciences)

Submitted by Bob Soukup, CWP Architects

Please inform CWPA within 7 days of receipt of minutes if any corrections are required.

cc: Erik Anderson (EAnderson@cwparchitects.com)

Project #19151 Wayne CS Master Planning Study

A. Items discussed – Science Teachers

1. Dave's Notes
  - a. Dave likes his open layout room with movable tables. Has adequate windows for sunlight for plants. There are plenty of counters on sides of room. The current room size is adequate for the number of students per class (26-27 students)
  - b. There is no emergency equipment in the room currently
  - c. Dave would like a robotics / stem area if he could pick one thing to change.
2. Dale's Notes
  - a. Dale's room does not have much natural light, which is a problem. Size is currently fine with having 24-26 students in every class. Counter top storage is adequate.
  - b. Dale would use a hood occasionally if one was in his room, but gas is just in front of room and using hot plates currently is fine as well.
  - c. Having a shower system in the room would be beneficial as well. The aquarium that sits in the back of the room would be used if it was fixed.
  - d. Currently no lab stations, with sinks at counters.
  - e. Having a greenhouse could be nice as both sciences and AG could use it, but not mandatory.
3. Jeanne's Notes
  - a. Jeanne's room has fixed lab stations on sides of room without hood stations. The overall current room size is fine as is.
  - b. Current sinks are too small and it would be nice if there was running hot water.
  - c. Ventilation in room is not the best, and Jeanne would do more experiments if there was a good ventilation system, there currently is gas at perimeter stations and workstations.
4. Lisa's Notes
  - a. The current layout of Lisa's room is fine as is, but the overall size is a little small. There are 3 lab stations on each side with tight walking between work stations. There are nice built-in cabinets in room and she has emergency equipment in room.
  - b. Lisa has to move the tables in her room or go to other the gym or football field if activity is too large for current classroom.
  - c. Her current classroom is secluded from the other science rooms, which she doesn't mind as the corridor in front of her classroom is not busy during passing periods, but notes it would be nice for all science classroom to be by one another as she could collaborate with life sciences.
  - d. There is already a separate chemical storage.
  - e. If Lisa could pick one thing to change it would be to have a larger, reserved space for all science teachers to share when doing larger experiments (which could also house Dave's robotics / stem / etc. too)

# FOCUS GROUP WITH AG & SHOP



**CARLSON  
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Sep 27, 2019, 2:15 pm

## Meeting Minutes

Meeting Location: Wayne Public Schools

19151 Wayne CS Master Planning Study  
312 Douglas St.  
Wayne, NE 68787  
CWP 19151

## Attendees:

Toni (Shop)  
Tony (AG)

## A. Items discussed – AG/Shop Interview

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1. Toni's Notes
  - a. Classroom recently doubled in size with access greatly improving, which has helped a lot.
  - b. The drafting class is usually biggest group, with 12-16 students at a time.
  - c. Current equipment is adequate, but if there was more room it could be nice to have duplicates of most used machinery to speed up process for students.
  - d. Storage is currently shared for all classes, but having a standalone "dirty storage" to put engines would help.
  - e. Having a dust collector in the woodshop along with new lighting for entire shop would help.
  - f. During wrestling season, wrestlers always have to walk through shop to get to practice, causing distractions and opportunities for an accident.
2. Tony's Notes
  - a. Ag currently has 12-24 students per class. The classroom layout is rectangular, making it harder to set up classes.
  - b. Project space and storage space sometimes makes classroom feel cramped, and having a shared space makes it that much more difficult.
  - c. Tony would like extra space for an office and an open room where kids can work on projects during study period.
  - d. It would be nice to have a space dedicated to short-term livestock storage for animal handling activities.
  - e. Tony would like to bring in different foods, have a mobile kitchen for farm-to-table teaching, which would be more AG based and not like a home-ec class.
  - f. For actives like dissecting cow stomachs it would be nice to have a separate lab that is well ventilated.
  - g. Having a greenhouse is a possibility but not mandatory.
  - h. It would be nice to keep Shop and AG rooms close together as Tony uses the welding area for a couple weeks during the year.

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Submitted by Bob Soukup, CWP Architects

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cc:

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Project #19151 Wayne CS Master Planning Study

# FOCUS GROUP WITH ART



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Sep 27, 2019, 10:35 am

**Meeting Minutes**

Meeting Location: Wayne Public Schools

19151 Wayne CS Master Planning Study  
312 Douglas St.  
Wayne, NE 68787  
CWP 19151

**Attendees:**

Amy (8-12)  
Sonya (K-6)

A. Items discussed – Art Teachers

1. Sonya's Notes
  - a. There is currently no 7<sup>th</sup> grade art classes, they study AG.
  - b. On Mondays Sonya see two kindergarten classes, and sees the 3<sup>rd</sup> kindergarten class on Fridays. First grade classes have to split for specials.
  - c. Sonya currently shares her space with the elem. choir teacher and maintenance tears down and sets up tables, etc. every time the room switches subjects, including after school hours where art groups meets in classroom.
  - d. There are 28-30 students a period (with some high-learner classes having around 11 students) with the next two school years getting even larger, which will be a problem as current space is barely large enough as is.
  - e. Five kids sit at six 8'-0" table, with 3 kids on long side and 2 on ends. Students can't sit all around table as everyone needs to see front of room. Table set up is fine, but tables buckle when students push off from them.
  - f. There are no built-in cabinets in room, and Sonya uses an electric sink as there is not sink in room either. The 8<sup>th</sup> graders build a scaled model of city every year and there is no space to store supplies or her cart.
  - g. Sonya uses a projector to introduce new sections. It would be nice if there was a designated space for reading books in classroom.
  - h. Sonya uses cafeteria in afternoons for art class, with storage cart being all she has for supplies, etc.
  - i. 65-70 kids are involved with "Camp Invention" every summer, and the program is spread out throughout building, it would make it easier if there was a dedicated art room with sink.
  
2. Amy's Notes
  - a. About 25 students are in each class. The room is too small for current number of students. Art shares a wall with science, and is hoping science moves to other science block so that Art can gain some of that space. Amy has to go to other classrooms to teach technology classes.
  - b. Currently there is no counterspace or lockable storage.
  - c. The art room currently has a working kiln and Art room location is fine where is.
  - d. Amy currently has one sink but if she is able to take over existing science room. There is plumbing already installed and could be utilized for a possible island with more sinks.
  - e. If Amy could pick one thing to change about her room if would be to have more storage that can close, lock and stay hidden from daily use of room

Submitted by Bob Soukup, CWP Architects

Please inform CWPA within 7 days of receipt of minutes if any corrections are required.

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Erik Anderson (EAnderson@cwparchitects.com)

Project #19151 Wayne CS Master Planning Study

# FOCUS GROUP WITH PERFORMING ARTS



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Omaha, Nebraska 68132  
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Sep 27, 2019, 1:30 pm

## Meeting Minutes

Meeting Location: Wayne Public Schools

19151 Wayne CS Master Planning Study  
312 Douglas St.  
Wayne, NE 68787  
CWP 19151

## Attendees:

Alex (5-12 band)  
Tracy A (vocal music, Musical)  
Monica (elem. music)  
Julie (1-Acts)  
Carolyn (co-direct musical)

## A. Items discussed – Fine and Performing Arts

1. Band
  - a. Acoustical Analysis done by Wenger. Current space's reverb is at 1.3 and decibel reading 98.51 decibels. Wegner claimed it would cost \$18,000 per room to for noise dampening. (A total of \$36,000)
  - b. Air handler in room is too loud, so Alex turns it off.
  - c. Storage for instruments goes in choir space. Alex does not like having lockers at front of classroom.
  - d. Elem. band room shares with k-4 music. For large groups they go to the gym. Scheduling around gym classes creates issues.
  - e. Middle School space is adequate. Alex likes having a flat floor for dance small group usage. Sometimes the HVAC acts up.
  - f. The ceiling leaks sometimes.
2. Current Auditorium concerns.
  - a. Current Auditorium is not Accessible.
  - b. There is a strong need for new rigging, curtains and lighting. There currently is no fly space. Sets can only be about 4'-0" high.
  - c. New seats would be nice, along with a new tech booth.
  - d. Currently there is no dual work spaces – closure of one side limits events on other.
  - e. The school cannot fit entire 7-12 classes into auditorium at one time because of seat limitations.
3. Potential New Auditorium
  - a. A new performing arts space could be self-contained, with a separate lobby showing art displays.
  - b. A new performing arts space would eliminate the need of sharing the existing gym space, which becomes difficult with needed to protect gym floor and athletic schedule makes gym off limits at times.
  - c. It would be nice if new space could hold 400-500 people, that way all 7-12 students could fit at once.
  - d. The existing auditorium could become a lecture hall, or a shop space for building sets.
  - e. The community could use the new auditorium after school hours if access to rest of building could lock.

Submitted by Bob Soukup, CWP Architects

Please inform CWPA within 7 days of receipt of minutes if any corrections are required.

cc:

Erik Anderson (EAnderson@cwparchitects.com)

Project #19151 Wayne CS Master Planning Study

# FOCUS GROUP WITH COACHES



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Sep 27, 2019, 12:45 pm

## Meeting Minutes

Meeting Location: Wayne Public Schools

19151 Wayne CS Master Planning Study  
312 Douglas St.  
Wayne, NE 68787  
CWP 19151

### Attendees:

Terry  
Rob  
Rocky  
Dale – Track  
Adam  
Traci K. – Girls Sports  
Dave - Wrestling

### A. Items discussed – Coaches

1. When Playing Home-Games
  - a. Restrooms are not easily accessible for fans when game is being played.
  - b. There are currently separate locations for meeting rooms for coaches during matches that spread out throughout the school because there are no dedicated for spaces for this currently – the SPED room, media room, weight room, all currently get used for this but it would be nice to have dedicated spaces.
  - c. Wayne cannot currently host tournaments because there is not enough space in the high school and people would need to travel to the elementary building.
  - d. Storage is an issue and equipment are stored wherever there is room, so if team is practicing in a different location it makes it harder to move equipment from place to place.
  - e. When there is a boy / girl double header, they currently put the rival boys' team in the Jr. High boy's locker room, where each team can clearly hear each other during half time and after game when other team is celebrating, etc. – it would be nice if there was a smaller PE locker room for visiting teams somewhere else.
2. Current Gym
  - a. 50% of school year activities take place in gym
  - b. Time setting up for activities cuts into teaching time.
  - c. There is not enough space, making JV not start practice until 6:00 pm
  - d. Restrooms are not close to gym.
  - e. Not enough storage.
  - f. Volleyball can have 3 courts in current gym.
3. Wrestling Concerns
  - a. The current space for wrestling is too small and too far away from bathrooms. Currently the room can only fit 1 mat wide, being 2 mats long would be better.
  - b. Heating/cooling is not the best in the current space. Inconsistency of temp makes it really humid in space, so doors always stay open.
  - c. They are currently not enough adequate storage space. Mops hang out in open, leave mats out, which is not bad as it makes the life of the mats last longer, but Dave would like to purchase another mat but has nowhere to store it.
4. Weight Room / Storage concerns
  - a. The weight room does not have water, lockers, cardio equipment, or restrooms.
  - b. Weight lifting takes place four days a week.
  - c. Batting practice with a cage could fit into lifting/fitness.
  - d. Volleyball currently has no adequate storage and location of current storage is problematic.
  - e. All sports teams currently do laundry in SPED room, and it would be nice to have a small laundry facility with washer / dryer.

5. Having a New Auxiliary Gym
  - a. Because of lack of gym space, current students don't get out of practice until 8:30 at night, making it harder for them to do homework, etc. outside of school.
  - b. Having a wood floor would probably be best.
  - c. Having a classroom along with gym would be beneficial.
  - d. Having more storage along with a few rows of bleachers would be nice.
6. Track and Field / House / Baseball Field
  - a. If track and field house is renovated, it would be nice to have lockers/bathrooms/ with adequate lighting, heating/cooling, and a scoreboard.
  - b. Sometimes there are no places to practice with changing seasons, and having a turf field would make it easier to play on as current field doesn't dry out.
  - c. Having indoor hitting cages would help the baseball team

Submitted by Bob Soukup, CWP Architects

Please inform CWPA within 7 days of receipt of minutes if any corrections are required.

cc:

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Project #19151 Wayne CS Master Planning Study

# FOCUS GROUP WITH KINDERGARTEN



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5060 Dodge Street  
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Sep 27, 2019, 9:45 am

## Meeting Minutes

Meeting Location: Wayne Public Schools

19151 Wayne CS Master Planning Study  
312 Douglas St.  
Wayne, NE 68787  
CWP 19151

## Attendees:

Emily, Lisa, Tanya, Staci

## A. Items discussed – Kindergarten Interview

### 1. Emily's Notes

- Location and overall square footage of room is satisfactory, but having a space that is squarer instead of rectangular would allow for the ability to monitor children more easily. If school goes the route of having "Station Spaces" in rooms, current rooms would need to get bigger.
- Emily likes having half of the room floor finish being carpet while the other half is hard surface flooring. Emily would like to use a carpet pattern to designate zones in room.
- Emily likes the amount of storage in her room, especially the big flat file storage that can fit large books inside. She also likes having a drinking fountain in her room.
- Emily does not like current desks as they are too small and tip over easily.
- It would be nicer to have each classroom have their own bathroom, as the current communal bathroom has too few stalls in the boy's room and the kids are scared of the automatic flushers.
- If Kindergarten moves to new building, we need to include consideration for art, music, and a library.

### 2. Lisa's Notes

- Being on a lower level makes Lisa feel like her class is too disconnected from the rest of the kindergarten classes. Having the classrooms be in a pod form would make things easier.
- Having a bathroom close to, or inside her room would make things easier. The sink in her room is nice, but has no bubbler.
- Lisa wishes her classroom wasn't all carpet so kids could keep their boots in the room during winter months. Columns in the middle of the classroom restrict layout. Lighting and temperature are not great in room.

### 3. Tanya's Notes

- Tanya loves her current room layout and size, its perfect for her and she would not want to change anything. Storage in room is great, she loves her mobile cubbies. Having half carpet / half hard surface (polished concrete) floors works well for Kindergarten.
- Tanya does not want to close off the stair leading to her room.
- The sink in Tanya's room is too high, she would like a lower sink. She would like a drinking fountain in her room as well.
- The projector screen blocks her board when down.
- Tanya wished she had more windows in her room.

### 4. Staci's Notes

- Staci's current room is much smaller than the others, as was not originally planned to be a kindergarten room. A dividing partition was knocked down between two smaller rooms to make the space. Staci's space shares a wall with an old vault, which could potentially be knocked down to create a bigger room.
- The space only has one defined path to move around which is small and not ADA accessible. Computer cart and sometimes desks need to be moved every time kids want to move around or they have indoor recess.
- Staci does not like having two doors into her space, it minimizes wall space. She also doesn't like having two smoke detectors as the noise is deafening, and does not have adequate wall or storage space.
- Staci does not have room for a desk, sink or drinking fountain in her room

### 5. Groups Notes

- A gatekeeping layout would be nice.
- Having recovery and time out rooms would help as well.
- Being closer to the playground would be nice.
- Having more parking by the school with a designated pick up and drop off area would make things easier for teachers and parents.
- All teachers use a projector.

Submitted by Bob Soukup, CWP Architects

Please inform CWPA within 7 days of receipt of minutes if any corrections are required.

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Project #19151 Wayne CS Master Planning Study

# FOCUS GROUP WITH EARLY LEARNING CENTER



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[cwparchitects.com](http://cwparchitects.com)

Sep 27, 2019, 2:45 pm

## Meeting Minutes

Meeting Location: Wayne Public Schools

19151 Wayne CS Master Planning Study  
Poplar Street  
Wayne, NE 68787  
CWP 19151

## Attendees:

Gwen  
Misty  
Mandi

## A. Items discussed –Pre-K Interview

1. Current Preschool Notes
  - a. Current preschool hosts two groups of twenty kids, all day (8am – 3pm) with half days on Fridays.
  - b. Parents currently sign in while kids go to opposite side of space when dropping off.
  - c. With current growth, they could see as many as 50 kids needing to be part of pre-k but with this space, they cannot go over 2 groups of 20.
  - d. Current day-to-day schedule:
    1. Go to activity centers – three to four kids in each center. Would like better separation between quiet and loud activities.
    2. Group activities at tables (7 per group)
    3. Outside activities
    4. Lunch
    5. Story-time
    6. Rest time – 45 min to 1 hr
    7. Snack time
    8. Art
    9. Play outside
    10. Music / Movement
    11. Parents pick-up
    12. Teachers clean up space
  - e. There is one teacher to every ten students
  - f. Some preschool programs are starting to close, or are wanting to combine programs, which they cannot do in current space.
2. Things that work in current space
  - a. Are happy with the amount of storage given in current space.
  - b. Nice to have offices, conference tables, own facility.
  - c. It is nice to have a big, open layout where transitions can take place throughout the day.
3. Things that don't work in current space
  - a. There is no washer or dryer when accidents happen.
  - b. There is no nurse station
  - c. Security is big issue, having glass doors makes them feel unsafe during lockdowns.
  - d. Windows do not open when wanting natural ventilation, and are high off the ground where kids can't look out of them.
  - e. The building does not house a storm shelter.
  - f. Flooring is hard even with carpet.
  - g. There is a lack of space for parent programs, like graduation, etc.
  - h. Playground is highly visible; it would be nice to have a taller fence to block views. Having the walking trail right next to the school is problematic with random people walking by with dogs, etc.
  - i. There is no teach work room.
  - j. Traffic outside of school (mainly people going to pharmacy next door) is not controlled and is dangerous

4. Things to have if moving into a new building.
  - a. There would need to be two different playgrounds – one for 3-5 yr olds and one for 5 +
  - b. It would be nice to have sinks and toilets in and out of classrooms
  - c. Having a first aid area and area for taking shoes off and on would be beneficial.
  - d. Having a gatekeeping system is a must.
  - e. Teachers would like to have a library
  - f. Having a gym facility for programs and group games would be beneficial
  - g. It could be nice having a classroom dedicated to students who are too old for pre-k but not yet ready to start kindergarten.
  - h. Need good amount of storage.
  - i. Having a mass media room with teachers work room would help a lot.
5. New SPED program
  - a. The community spends \$500,000 a year to bus children to other district for SPED programs, while Misty is a SPED teacher and could save the community money by teaching in Wayne.
  - b. It would be nice to have a sensory / autistic room for new space.

Submitted by Bob Soukup, CWP Architects

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