



# For approval and action: FMP Recommendations

Washoe County School District  
Facility Modernization Plan  
*Investments for Equity, Efficiency & Community*

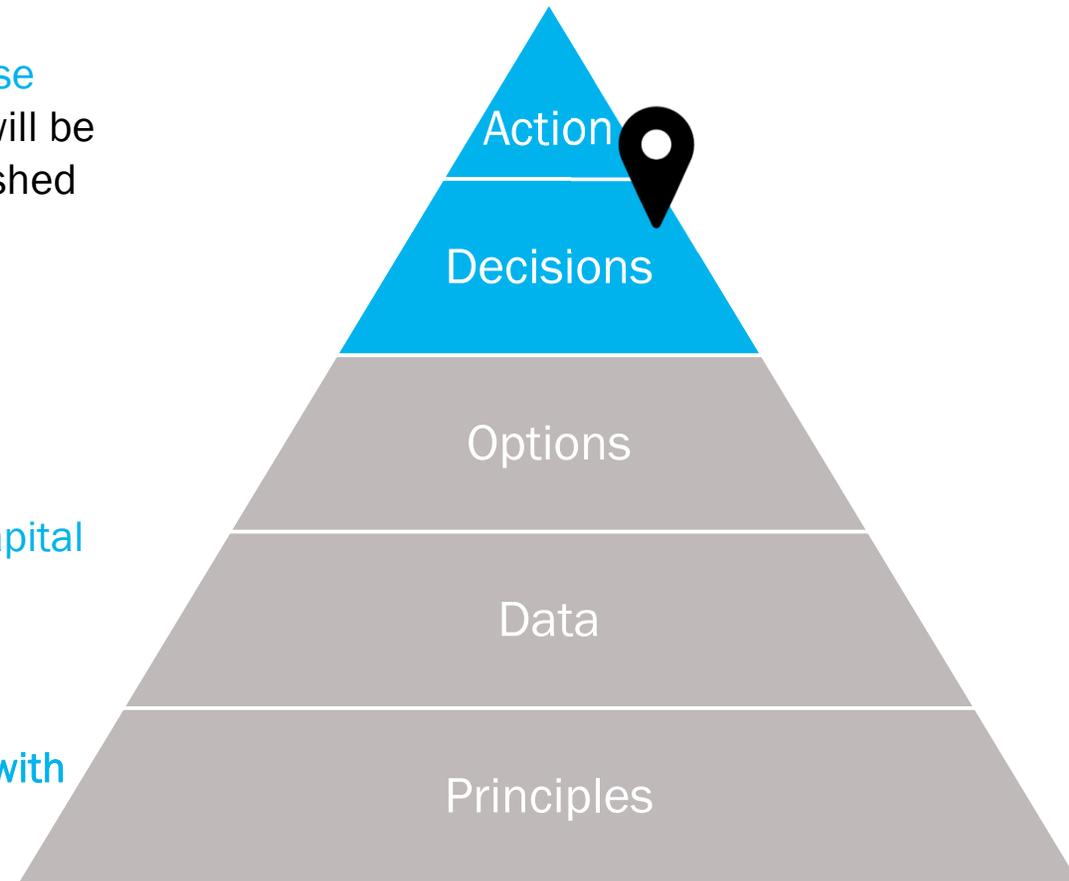
Dec 12, 2023

CANNONDESIGN

# Decision and Action

The FMP prescribes **recommendations** for **facility use** and **capital investment actions** over 15 years that will be individually presented in the future through established policies and processes.

- ✓ Nov 28, 2023: **first reading** of FMP presented for information and discussion.
- ✓ Dec 7, 2023: FMP presented and **approved by Capital Funding Protection Committee**.
- Dec 12, 2023: **detailed FMP report provided** and presented for **approval with direction to proceed with implementation** of recommended actions.



# Final Report

## FMP Recap

CANNONDESIGN

# FMP Final Report

## Facility Modernization Plan

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Washoe County School District

Final Report

December 2023



# 1 Purpose

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### Background

A large public school system preparing for the next chapter of its successful multi-decade program.

Washoe County School District (WCSD), the second largest school system in Nevada and within the top 60 largest in the United States, operates and maintains over 8 million square feet of buildings that serve more than 60,000 students attending 103 different schools.

WCSD schools span the 4,300 square miles of Washoe County in northeastern Nevada, stretching from the mature urban neighborhoods of Reno and Sparks, across several newer suburban communities, to the remote towns of Indian Village, Verdi, Washburn, and Gardnerville. Schools range in size from less than 200 student elementary schools to North Valleys High School housing 2,200 students.

For many years WCSD has benefited from a successful Capital Improvements Program (CIP) and is only able to take on this transformative plan due to responsible leadership, planning foresight, and community support.

The majority of funding comes from the 2016 ballot question WC 1, which gave the district a significant and sustained budget for capital programs. In 2020, the district had been severely underfunded for more than three decades and a multi-year assessment, building, and extensive consulting which regional experts predicted for several years. Through the vision of local leaders and financial commitment of Washoe County voters, WC 1 was leveraged to address these issues.

The original plan included specific projects for the first 10 years with the goal that the district would be responsive to changing conditions and update plans as necessary. With support of WC 1, the district quickly and effectively implemented the first phase of projects, which addressed overcrowding.

Washoe County School District | Facility Modernization Plan | Purpose

### 3. Under-enrolled schools

#### Regionalized declining enrollment

For the first two decades of the new millennium, WCSD experienced dramatic enrollment growth, largely due to ongoing development in the suburbs served by schools in the Des Moines Ranch, Galena, North Valleys, and Sparks High School verticals. At the same time, some neighborhoods experienced local enrollment declines – specifically those served by Sparks, Bloomer, and the High Schools, as well as the elementary schools leading Carson Middle School (which split between Reno and McQueen High School).

As indicated in the graphic at the right, beginning in 2007 there has been an overall decline in district enrollment, which the District's current projections indicate will continue. Many factors contribute to this trend, including the pandemic, local charter school growth, lower birth rates, the economy, and the high local cost of housing.

Since 2019, WCSD has constructed and rebuilt eight schools and responsibly managed enrollment crises, largely addressing the most severe cases of overcrowding. At the same time, while enrollment has steadily declined in the urban core, the District continues to operate the same number of schools in the same outdated, energy inefficient facilities, dating as far back as the 1950s.

Impact on educational program offerings Several schools in these areas have reached extremely low levels of enrollment, placing a financial and human resource strain on these

enrolled district educational plans, and through new and renovated facilities to better communities with some of the most outdated buildings.

Even before the coronavirus pandemic, WCSD's enrollment growth had slowed, and current projections predict continued enrollment decline. Many factors contribute to this trend, including the pandemic, local charter school growth, lower birth rates, the economy, and local cost of housing.

With fewer new schools needed in the newer areas of the county, WCSD wisely chose to explore how much and how best to reduce focus on making even bigger improvements for older schools and neighborhoods.

WCSD leadership's next phase of facilities modernization educational and program offerings, efficient systems, to better communities.

With this vision, we received the help of CannonDesign's student needs and informed planning year strategic plan community's best

### Challenges Investments in Equity, Efficiency, and Community

In 2023, WCSD faces three mounting trends presenting strategic challenges in administering the ongoing capital improvement program.

#### 1. Aging facilities built for a different era of education

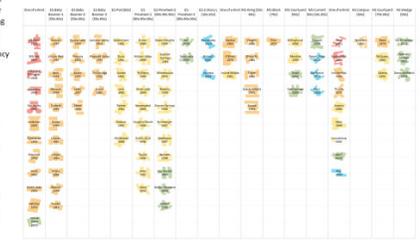
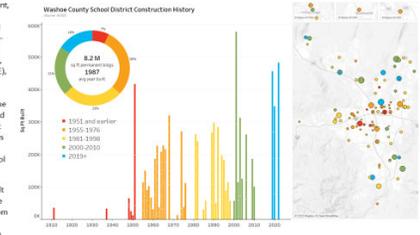
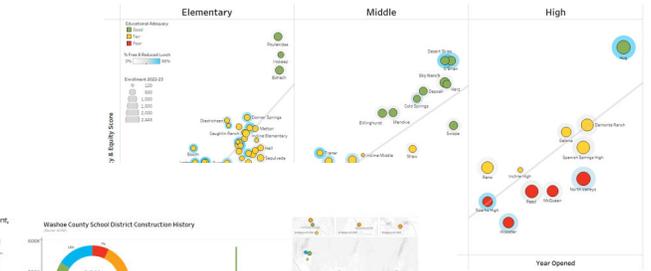
**Facility Age and Condition:** WCSD's current school buildings date back to Mount Rose K-8 Academy of Languages constructed in 1911, with a handful of other historic buildings such as Mitchell Elementary (1937) and Veterans Memorial Elementary (1948), as well as the community-cherished buildings at Sparks and Reno High Schools (both 1951). The majority of WCSD's buildings were constructed from the 1950s through 1970s, including dozens of schools built to prototypical designs over the decades, with local vernacular nicknames like the "Sheep Sheds" of the 1950s and 1960s, "Tods" of the 1980s, and "Pinwheels" constructed from the 1980s through the early 2000s. Largely due to eight new state of the art facilities constructed since 2019, the average building is 37 years old (weighted by square foot).

The District should be congratulated for effectively maintaining and implementing capital renewal and revitalization projects over the years, as confirmed by CannonDesign's peer review of WCSD's Facility Condition Assessment (FCA) which confirmed relatively low facility condition indexes and normal levels of Priority 1 deficiencies. Yet many of WCSD's aging facilities require age-driven upkeep and replacement of critical building systems approaching the end of their expected service life.

**Functional Adequacy:** At the same time, most Washoe County public school buildings were originally designed to support an outdated instructional model that has since evolved. As

Washoe County School District | Facility Modernization Plan | Purpose

program such as athletics, gifted and talented, arts, foreign language, career tech, as well as supports for students who require special education services. Compounding this challenge is that these under-equipped schools are facilities inefficiently using more operational dollars to go to maintaining and providing facilities that would otherwise be needed in teacher and program. Schools are equally enrolled within a between 60 and 80% of capacity, but according to enrollment projections, within a few years these half-filled schools will operate beyond 70% capacity, and 12 less than half full.



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### Facility Modernization Plan

A Strategic Capital Improvements Program for District Values, Equity, Resilient Learning, and Equity

It is within the context of these trends and challenges that elected leaders and staff service staff from WCSD envisioned a new approach to planning and implementing facility projects that would improve opportunities and outcomes for all WCSD students.

concluded in the FMP Facility Adequacy Assessment, most WCSD schools fall short to some degree against the District's current design standards and Educational Specifications, lacking sufficient up-to-date and specialized facilities for critical academic content areas of Science, Technology, Education, and Math (STEM), Career Technical Education (CTE), and Visual and Performing Arts, as well as specialized spaces for the delivery of special education and language learner services. While the District has successfully secured all elementary and middle school facilities with single points of public entry and is rolling out modern safety technologies districtwide, still pending are safety and security upgrades of the District's multi-building high school campuses.

Since 2019, WCSD has constructed new and rebuilt eight schools with innovative new designs, and the FMP aims to transition the rest of the portfolio from outdated buildings to modern, 21st century educational facilities that support best practices in teaching pedagogy. Modern facilities built new or retrofitted today provide a diverse array of learning spaces, arranged such that students and teachers have access to a variety of learning environments and tools in close proximity with visual transparency and acoustic separate.

#### 2. Inequitable access to quality school environments

As depicted in the data visualizations at the right, the oldest schools are concentrated around the urban core of Reno and Sparks, underscoring the District's initiative to resolve inequalities through capital investments in underserved communities.

WCSD students come from a broad variety of cultural, ethnic, socioeconomic backgrounds, and physical and mental abilities, requiring schools to provide a wider variety and heightened degree of academic, social, and health supports than ever before.

Washoe County School District | Facility Modernization Plan | Purpose

of each circle represents assessment scores, and indicates the percent of facilities built, and equity.

SO, CannonDesign's framework for the FMP addresses the unique needs of the population, variety of facilities to student progress.

community approach ensures that targeted assessment scores, and indicates the percent of facilities built, and equity.

any current equity needs into each school's benchmarked assessment scores, ensuring the schedule priority of schools serving students who struggle with equity gaps.

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# 2 Process

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### Guiding Principles

Based on input from WCSO leadership, interactive workshops of the DPG and SAC, and community input and survey responses, CannonDesign drafted a series of statements affirming the Guiding Principles for the FMP.

These tenets serve as a reminder of core values and purposeful goals throughout the planning process.

- The DPG will support the WCSO to:
- Provide equitable access to quality facilities and educational programs.
  - Remove barriers to student opportunity.
  - Make capital decisions that enable efficient operations, maximizing available budget for teachers and programs.
  - Include students, staff, and community in decision-making process.

### Also:

- All options are on the table to improve equity and student opportunity, including changing the number, site, location, and grade configuration of schools.
- However, no major changes will be put forward without first consulting the students, families, teachers, staff and community stakeholder affected by them.

### Data-Informed Planning

Before beginning the design thinking efforts of drafting operational scenarios and capital investments for the future, the FMP team collected and compiled comprehensive sets of data:

- WCSO's 2023 Strategic Plan;
- Student demographics and enrollment;
- Educational programs such as Magnet and Signature Programs, CTE, Special Education, Alternative Programs, and ESL;
- Organizational data – school attendance rates and vertical leader alignment;
- Facility assets, capacity, and condition; and
- Facility data – condition, location, and planning for future.

### The CannonDesign team:

worked to develop a data benchmarking tool to compare current school data for new schools, and alternatives. They also develop project scope, engagement of projects, C.



### Process Overview

Designing 'with, not for'

With the goal of establishing consensus among stakeholders for this large, diverse countywide school system, the FMP planning process features authentic school community engagement in which stakeholders were actively involved in the strategic design process.

### Participants

CannonDesign commissioned cross-sectional working groups of more than 100 internal and external school stakeholders working in facilitated partnership to define guiding principles, validate and understand planning data, and co-design and vet operational and capital scenarios.

To achieve transparency and procedural equity, FMP participants were organized in an intentional working group framework and sequence of steps to participate in developing facility plans on a countywide scale, weighing in on the needs of all schools. These participants served in five cross-sectional committees:

- **District Planning Group (DPG)** was comprised of an intentional balance of WCSO district and school administration as well as student and community representatives who reviewed data findings, suggested operational and capital options, considered community and stakeholder Advisory Group input, and informed consultant third-party recommendations.
- **Stakeholder Advisory Group (SAG)** comprised of students, teachers, parents, community members, and local leaders of vital institutions such as Washoe County, the WCSO K-12 Foundation, Truckee Meadows Tomorrow,

University of Nevada, Reno, Center for Autism and Neurodiversity, and the WCSO Zoning Advisory Committee. The SAG was recruited by CannonDesign with intentionally balanced cross-sectional composition, to ensure diversity of perspective. The role of the SAG was to act as liaisons to the community at large, study background data, review and provide feedback on the DPG's draft options and inform the DPG with the relative level of support for proposed recommendations. *Learn more* representatives of the SAG participated in DPG workshops to broaden perspective and heighten transparency.

- **WCSO Student Advisory Council (SAC)** comprised of high school students from across the county provided valuable input into FMP Guiding Principles and weighed in on draft options.
- **Needs Assessment Focus Groups** comprised of facility and educational leaders informed the design of the facility condition and adequacy assessment, as well as provided valuable insights into the needs of WCSO's vital programs at Piccolo School and Alternative Education centers.

All participating working group members are listed in Appendix D acknowledging their contributions to the FMP and a positive equitable future for all WCSO students.

### Community Engagement

Consulting school communities in their neighborhoods and their terms

Central to the FMP planning process was a series of open invitation districtwide community forums and regional and school conversations highlighted by small group workshops and pop-ups with facilitated discussions. All meetings were associated on school Community Councils as well as postings at schools, neighborhood churches, daycare centers, and community centers, and focused on the language interpretation and materials in English and Spanish.

- **Community Forums** were held in person and on virtual video conferences with open invitation to the community at large in which they had an opportunity to inform the FMP's guiding principles, view proposed draft options, and provide feedback through small group discussion.

Education Association and Association of Professional and Technical Administrators were consulted and briefed throughout the planning process.

Local Industry Organizations consulted and invited include the Reno-Sparks Chamber of Commerce, Associated General Contractors, Building and Construction Trades Council of Northern Nevada, Central Labor Council and Sierra Nevada Realtors.

Using an online survey deployed available in English and Spanish, input from more than 2,000 community members was successfully collected including over 200 students, yielding objective measures of stakeholder values and broad understanding of preference patterns.

By harnessing objective survey data disaggregated by role, neighborhood, language, and ethnicity,

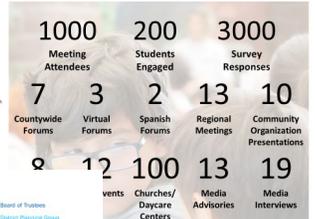


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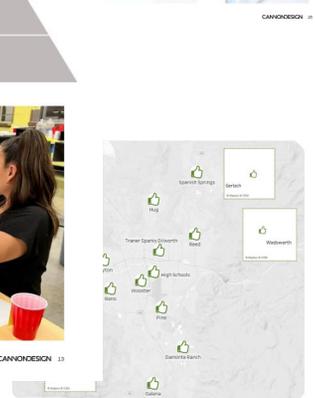
present represent the will of WCSO's diverse communities.

The second FMP survey conducted from September through October 2023 solicited and measured community feedback about all draft options developed in collaboration with WCSO stakeholders. In the survey, draft planning options were described objectively in written and video formats, highlighting the associated benefits and challenges associated with each option, including geographic details.

option, and that the DPG and SAC members recommended the options believed to be in the best interest of students and fostering districtwide equity.



- Board of Trustees
  - District Planning Group
  - Stakeholder Advisory Group
  - Community Forums & Surveys
  - Consultants & Staff
- FMP Community Engagement Sessions:**
- Stakeholder Community Forum #1 - Full District (July 6, 2022) Reno NV
  - Stakeholder Community Forum #2 - Districts 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100



Over 1400+ community survey and hundreds of live-poll responses confirm broad stakeholder support for recommended facility options and near-term studies. Moreover, impassioned testimonials from stakeholders at dozens of public meetings underscore the community's desire for countywide equity and progressive change.

# 3 Recommendations

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### Needs and Budget

Achieving equitable equity through a consistent, disciplined approach to prioritizing projects.

#### 15-Year CP Budget

A 15-year planning horizon was established for FMP based on a long-term schedule of major system life-cycles and the average duration within which building and building components are expected to retain their initial condition. This timeline is also confirmed by WCSU stakeholder survey feedback for reasonable timelines for...

The estimated 15-year capex program funding needs for improvements is \$2.25 billion, expressed in 2024 dollars.

Notes: • The FMP is an estimate. There are additional \$ not identified in the FMP's general fund report. Districts are encouraged to explore other funding sources for major capital projects and/or projects.

Additional Funding Securing additional funds to address public-private highly recommended and academic projects and/or projects.

Of significant relevance are available to public schools' energy efficiency and sustainability initiatives. Public school districts in the beginning to capitalize on...

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### Transformati

#### New Schools & Reconstruction

- Anderson
- Booth
- DISTIA
- Lemmon Valley
- Loder
- New Stead ES Site
- Pine
- Sparks Middle
- Sun Valley
- Towles
- Trane
- Vaughn
- Woolster

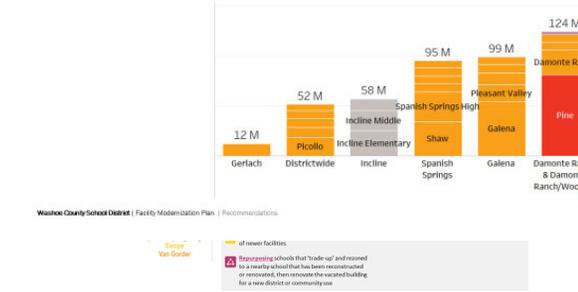
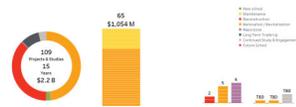
#### Recommended Projects

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services such as Public Private Partnership (PPP) or P3 arrangements that have been used effectively in Canada and European nations. The concept is manifested in numerous ways, and essentially leverages the agency's capital land value through long-term leases to private entities in exchange for front-end capital investments. P3 implies risk and requires experienced oversight to deliver successfully.

#### Prioritizing Project Scope to Fit Budget

The FMP outlines a sequence of capital projects that



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### Renovations & Enhancements (\$1.3B)

Building for districtwide equity within 15 years

#### Recommendations

Older schools will be subject to significant, proactive facility upgrades and even complete replacement, and the newer schools will be subject to general maintenance as needed. Projects are prioritized and sequenced based on facility assessment ranking and student need indicators (poverty, housing, special ed, EL) weighted by community survey results, with consideration of efficient packaging of similar design prerequisites.

comfortable, and inspiring environment to teach and learn in for every student. It also provides a campus that aligns with WCSU's design standards and practices and planning. However, due to the large renovation cost base or widespread building deterioration, it may require project scope to budget for individual ends may exceed available resources.

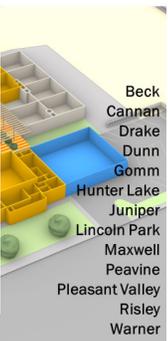
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### Fulfilling Promises to Invest in the Established Core Communities of WCSU

As indicated in the bar chart and map, all schools benefit from FMP facility improvements, and the largest FMP projects are recommended in the mature, core urban sections of Washoe County, upholding WCSU's commitment to invest in the communities with the oldest facilities where many of the district's neediest students are served. This continues the trend established with the recent replacement of Hug High School, construction of Debbie Smith Career Tech Academy, and the replacement of Vaughn Middle School.



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- Beck
- Cannan
- Drake
- Dunn
- Gomm
- Hunter Lake
- Juniper
- Lincoln Park
- Maxwell
- Peavine
- Pleasant Valley
- Risley
- Warner

Washoe County School District | Facility Modernization Plan | Recommendations

# 4 Implementation

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## Implementation

Setting a course of equitable investments in educational infrastructure



Washoe County School District | Facility Modernization Plan | Implementation

### Implementation Timeline

#### Timeline

The general CIP timeline by prioritized initiative is illustrated to the right, with schedule priority in Years 1 to 3 given to Legacy Projects, time-critical studies for potential PK-8 programs, Special and Alternative Education, and geographically remote schools, and launching critical Managed Growth projects.

Timing is intended to outline the general sequence of projects with reasonable expectation of periodic changes and does not comprise a defined project delivery schedule. Durations shown here account for initial pre-design studies, design, bidding, and construction, and are subject to change, based on funding cashflow, enrollment fluctuations, and WCSD educational priorities.

A detailed listing of projects within each group is included in the pages that follow.

#### Best Practices

WCSD should maintain procedures and responsible parties to monitor the progress of FMP implementation and ensure coordination between the FMP recommendations, the annual capital improvement program, and the annual maintenance program.

WCSD should also implement a budgetary control process to track construction cost escalation versus CIP budget growth, confirm that individual project scopes remain within budget bounds to ensure that all schools receive improvements within the 15-year timeframe of the plan.

WCSD should annually monitor enrollment projections and continue updating the facility assessment to incorporate new information on facility condition, capacity, and educational adequacy, adjusting the scopes of projects and their priorities through a deliberative process that accounts for new educational and social needs that cannot be anticipated at this time.

Washoe County School District | Facility Modernization Plan | Implementation

#### Implementation 1

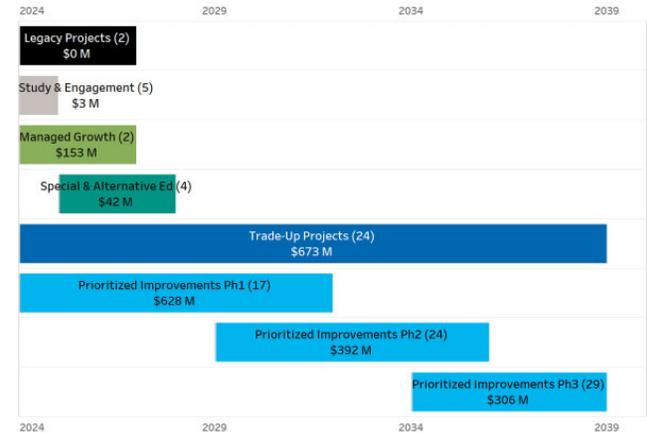
FMP Initiative	Scope
<b>Legacy Projects</b>	<ul style="list-style-type: none"> <li>Highline</li> <li>Highline</li> <li>Highline</li> </ul>
<b>Study &amp; Engagement</b>	<ul style="list-style-type: none"> <li>Highline</li> <li>Highline</li> <li>Highline</li> </ul>
<b>Managed Growth</b>	<ul style="list-style-type: none"> <li>Highline</li> <li>Highline</li> <li>Highline</li> </ul>
<b>Special &amp; Alternative Ed</b>	<ul style="list-style-type: none"> <li>Highline</li> <li>Highline</li> <li>Highline</li> </ul>
<b>Trade-Up Projects</b>	<ul style="list-style-type: none"> <li>Highline</li> <li>Highline</li> <li>Highline</li> </ul>

Washoe County School District | Facility Modernization Plan | Implementation

Commissioned under Washoe County School District and developed by the CannonDesign team in collaboration with over 100 school stakeholders and input from thousands of community members in a transparent, data-informed process, the **Facility Modernization Plan** is a \$2.2 billion 15-year capital improvement plan that outlines a strategic framework for project implementation and prioritized

### Implementation Timeline, Detailed (2 of 3)

FMP Initiative	Scope	Project Scope	Cost (\$M)	2024	2029	2034	2039
Prioritized Improvements Ph1	Highline	Remodel - Recreation	31.4				
	Highline	Remodel - Recreation	40.0				
	Highline	Remodel - Recreation	25.0				



Washoe County School District | Facility Modernization Plan | Implementation



Washoe County School District | Facility Modernization Plan | Implementation

Washoe County School District | Facility Modernization Plan | Implementation

# Appendix A: Recommended Projects

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### Recommended Projects

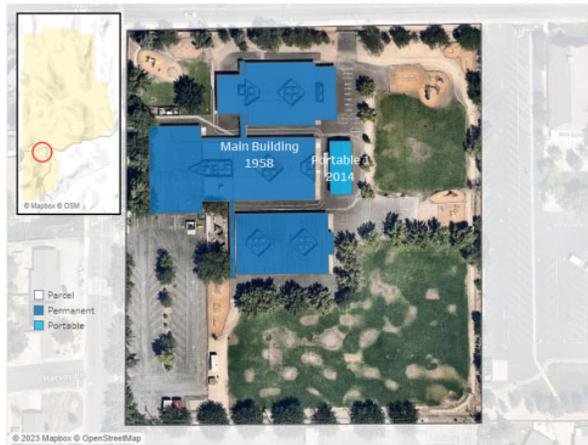
**Beck ES** (Swope / Reno)  
1965 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:  
Prioritized Improvements Ph3  
Renovation / Revitalization (Est ~2035 - 2037)  
\$16.0M (USD 2024)  
Optimize prototype renovation design based on lessons learned from Maxwell Sheep Shed pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. (Refer to FMP Reno Option B.)



**Bennett ES** (Desert Skies / Hug)  
1998 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:  
Prioritized Improvements Ph1  
Renovation / Revitalization (Est ~2028 - 2029)  
\$7.8M (USD 2024)  
Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. (Refer to FMP Hug Option B.)



# Appendix B: Options Development

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- 1 Purpose
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### Facility Options At-A-Glance

Below is a consolidated listing of facility, operational, and policy options developed and vetted with community input during the School Facility Master Plan, which in the following pages are each described in further detail, comparing relative costs, benefits and associated challenges for each, as well as community survey feedback. QR codes are included to streamable explanation videos for each set of draft options.

The image shows a summary page of facility options and a video player. The summary page lists various school options with QR codes and status indicators. The video player shows a map of the area around Sparks MS, Dilworth, and related elementary schools, with a callout box for Option C: Phased Reconstruction & Consolidation Trade-Up Scenario (Sparks 2.0).

**Facility Options At-A-Glance Summary:**

- High Schools Districtwide**
  - a. Current Operational Model
- Pine MS and related schools**
  - a. Current Operational Model
  - b. New Elementary School at Pine, Repurposed Smithridge and Dodson
  - c. New PK-8 School at Pine, Repurposed Smithridge and Dodson
  - d. New Elementary Schools at Pine and one other area site with Regional Consolidation
  - e. New PK-8 School at Pine and Regional Consolidation
- Traner MS, Sparks MS, Dilworth MS, and Associated Elementary schools**
  - a. Renovations Under Current Operational Model
  - b. Phased Reconstruction & Consolidation Trade-Up Scenario (Traner 2.0)
  - c. Phased Reconstruction & Consolidation Trade-Up Scenario (Sparks MS 2.0)
  - d. Phased Reconstruction & Consolidation Trade-Up (Traner PK-8 & Sparks MS 2.0)
  - e. Regionwide Migration to PK-8
- Clayton MS and related schools**
  - a. Prioritized Renovations Under Current Operational Model
  - b. Phased Reconstruction & Consolidation Trade-Up Scenario
- Damonte Ranch and related schools**
  - a. Prioritized Renovations Under Current Operational Model
- Galena and related schools**
  - a. Prioritized Renovations Under Current Operational Model
- Gerlach, Incline, and Natchez (Geographically Remote Schools)**
  - a. Continued Enrollment Study & Community Engagement
- Hug/Desert Skies/Sun Valley Area**
  - a. Prioritized Renovations Under Current Operational Model
  - b. New Sun Valley ES
- McQueen/Billinghurst Area**
  - a. Prioritized Renovations Under Current Operational Model
- North Valleys High School and Related Middle Schools**
  - a. Monitored High School Growth Under Current Operational Model
  - b. North Valleys High School Additions and Renovations
  - c. New High School Signature Program on Cold Springs Campus
  - d. North Valleys 9th Grade Center on Cold Springs Campus

**Recommendation Legend:**

- Recommended
- Not Recommended
- Continued Study

**Video Player Content:**

WCSD FMP Survey Traner MS, Sparks MS, Dilworth MS y escuelas primarias relacionadas

**Traner, Sparks MS, Dilworth & Related Elementary Schools**  
Option C: Phased Reconstruction & Consolidation Trade-Up Scenario (Sparks 2.0)

Map labels: Lemelson (1989), Cannan (1961), Risley (1964), Maxwell (1959), Drake (1960), Greenbrae (1965), Dunn (1981), Dilworth (1985), Lincoln Park (1957), Smith, Ka (1963), Mathews (1997), Spars Middle (1965), Traner (2006), Duncan (1967).

Callout Box: Cannan, Lemelson, or Mathews (to be determined 2029+)

1. Reconstruct Sparks MS or renovate 'like new' at ~1400 capacity.
2. Vacate Traner and rezone to new Sparks MS (~fall 2026).
3. Reconstruct or renovate Traner MS 'like new' as a 700-capacity ES.
4. Rezone Duncan and one neighboring school to new ES (~fall 2029+).

Legend:

- General Maintenance
- Renovation / Revitalization
- Reconstruction
- New School
- Grade Reconfiguration
- Consolidation / Repurpose
- New Program
- Attendance Re-Zoning
- Long-term Reconstruction or Consolidation w/ Interim Renov.
- Continued Study

# Appendix B: Options Development

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**Reno Area Options:**

**Reed Area Options:**

**Traner, Sparks, Dilworth, and Associated Elementary Schools:** *Garb M, Maxwell, Mitchell*

**McQueen/Billinghurst Area Options:**

**Incline Area Options:**

**Hug / Desert Skies / Sun Valley Area Options:**

**Galena Area Options:**

**Vaughn, Pine, Herz, Depoali Area Middle & Elementary Options:**

**North Valleys Area Elementary School Options:**  
*Gomes, Inskip, Silver Lake, Desert Heights, Lemmon Valley, Alice Smith, Stead*

**Monitored Growth Under Current Operational Model**

- Continue operating all elementary schools at existing sites.
- Implement prioritized maintenance, revitalization, and renovation projects at all schools.
- Monitor housing developments and enrollment projections for future elementary school and/or rezoning

**One-Time Capital Cost / Annual Operational Cost**

\$\$\$\$ / \$\$\$\$

**Benefits**

- Updates older facilities with educational and student support enhancements.

**Challenges**

- Moderate crowding at Lemmon Valley and Stead.

**Stakeholder Support (All & Directly Impacted)**

★★★★ 3.5

27	41
52	
25	
17	

**Canon/Design Recommendation:** Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above in Option B.

---

**B New Stead and Lemmon Valley Reconstruction**

- Phase 1: Construct new 750 capacity elementary school at WCSD-owned Silver Dollar Lane site near Stead.
- Phase 2: Vacate and reconstruct Lemmon Valley at 750 capacity, using new school as temporary swing space.
- Phase 3: Move Stead to new school and repurpose old Stead facilities for other beneficial educational and/or community use, such as Pre-K, business hub, recreation, staff development, and/or staff housing, etc.

- Implement prioritized maintenance, revitalization, and renovation projects at all other schools.
- Monitor housing developments and enrollment projections for future elementary school and/or rezoning.

**One-Time Capital Cost / Annual Operational Cost**

\$\$\$\$\$ / \$\$\$\$\$

**Benefits**

- Replaces the two oldest schools from the 1950s-1960s in North Valleys area.
- Phased plan with construction taking place on vacant sites improves safety, time, and construction cost.
- Possibility for Boys and Girls Club from Silver Dollar
- Maybe build Stead as ECC

- Relieves moderate crowding at Lemmon Valley and Stead.
- Updates older facilities with educational and student support enhancements.
- Improves outdated buildings, allows students to be safe and be in schools like their peers.

**Challenges**

- For ~1-1.5 school years, Lemmon Valley would temporarily operate at Silver Dollar Lane site, ~5 miles away during construction.
- Concern for creating equity

- Need for more transportation options to keep students from walking home
- Flood zone and standing water on campus

**Stakeholder Support (All & Directly Impacted)**

★★★★★ 4.3

122	30
57	
11	
6	
4	

# Appendix C: Facility Assessment

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- 1 Purpose**
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Site name



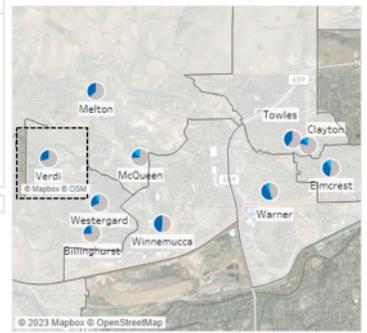
### McQueen Planning Group

McQueen, Billingshurst, Melton, Verdi, Westergard, Winnemucca, Clayton\*, Towles, Elmcrest\*, Warner\*

\*Clayton splits to Reno and McQueen. \*Elmcrest splits to Reno and McQueen. \*Warner splits to McQueen and Reno.

Spanish Spring HS	Site name	Year-prototype	Condition	Adequacy	Acres	(a) Enrollment 2022 / 2027 / Growth	Site	(b) WCSDCapacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Utili Perm	Utili w/ Port	Capacity Util
Shaw MS	McQueen HS	1985-HS Courtyard (70s 80s)	●	●	49.1	1639/1480/-159	●	1760/247	84% / 74%	280	●	●	●
Hall ES	Billingshurst MS	1990-MS Courtyard (90s)	●	●	13.1	907/881/-26	●	1139/48	77% / 74%	258	●	●	●
Spanish Spring Elementary ES	Melton ES	2002-ES Pinwheel-2 (80s 90s 00s)	●	●	10.1	543/479/-64	●	764/0	63% / 63%	285	●	●	●
Taylor ES	Verdi ES	1962-One of a Kind	●	●	11.0	222/247/25	●	350/0	71% / 71%	103	●	●	●
Sky Ranch MS*	Westergard ES	1989-ES Pinwheel-1 (80s 90s 00s)	●	●	10.9	481/437/-44	●	596/48	73% / 68%	159	●	●	●
Bohach ES	Winnemucca ES	1994-ES Pinwheel-2 (80s 90s 00s)	●	●	11.2	487/397/-90	●	764/0	52% / 52%	367	●	●	●
Stonebrook ES ES	Clayton MS*	1965-One of a Kind	●	●	21.1	723/845/122	●	979/95	86% / 79%	134	●	●	●
Van Gorder ES	Elmcrest ES*	1959-One of a Kind	●	●	4.1	319/285/-34	●	492/48	58% / 53%	207	●	●	●
	Peavine ES*	1955-ES Baby Boomer-2 (50s 60s)	●	●	4.8	325/305/-20	●	414/0	74% / 74%	109	●	●	●
	Warner ES*	1964-ES Baby Boomer-1 (50s 60s)	●	●	5.1	397/246/-151	●	492/48	50% / 46%	246	●	●	●
	Towles ES	1965-ES Baby Boomer-1 (50s 60s)	●	●	21.1	313/293/-20	●	492/0	60% / 60%	199	●	●	●
	<b>TOTAL</b>					<b>6356/5895/-461</b>		<b>8242/532</b>	<b>72% / 67%</b>	<b>2,347</b>	●	●	●

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port



Washoe Co

# Appendix B: Options Development

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## Acknowledgements

CannonDesign and our partner firms IN2 Architects, GIS LLC, and Changing Dynamics extend sincere appreciation to the many students, parents, teachers, school administrators, civil servants, elected officials, and community members listed below who collectively contributed thousands of hours to the development of the FMP.

### Washoe County School District Board of Trustees

Elizabeth "Beth" Smith	WCSD Board, District D, President
Diane Nicolet, Ph.D.	WCSD Board, District G, Vice President
Joseph "Joe" Rodriguez	WCSD Board, District C, Clerk
Jeffrey Church	WCSD Board, District A
Colleen Westlake	WCSD Board, District B
Alex Woodley	WCSD Board, District E
Adam Mayberry	WCSD Board, District F

### WCSD Executive Leadership Team

Dr. Susan Enfield	Superintendent
Dr. Seng Dao Keo	Deputy Superintendent
Emma Garrett Nelson	Special Assistant to the Superintendent
Adam Searcy	Chief Operations Officer
Michele Anderson	Chief Communications & Community Engagement Officer
Mark Mathers	Chief Financial Officer
Dr. Troy Parks	Chief Academic Officer
Dr. Paul LaMarca	Chief Student and Family Supports Officer
Joe Ernst	Chief Continuous Improvement Officer
Dr. Kristina Mason	Chief Talent Officer
Dr. Chris Turner	Chief Information Officer
Jason Trevino	Chief of School Police
Neil Rombarado	Chief General Counsel

### District Planning Group

Mark Mathers	Chief Financial Officer
Dr. Troy Parks	Chief Academic Officer
Jason Trevino	Chief of School Police
Dr. Paul LaMarca	Chief Student and Family Supports Officer
Lauren Ford	Associate Chief of Teaching, Learning, and Leadership
Dr. Mike Paul	Associate Chief of Teaching, Learning, and Leadership
Tiffany McMaster	Associate Chief of Teaching, Learning, and Leadership
Melynda Baker	Associate Chief of Teaching, Learning, and Leadership
Sara Cunningham	Associate Chief of Teaching, Learning, and Leadership
Denise DuFrene	Associate Chief of Teaching, Learning, and Leadership
Jen Van Tress	Associate Chief, Specialized Instruction
Ann Marie Dickson	Deputy Superintendent, Nevada Dept of Education
Tina Springmeyer	Director, Child & Family Services
Jenni Anderson	Director, Elementary Curriculum & Instruction
Megan Waugh	Director, English Language Development
LaNesha Battle	Director, Equity & Diversity
Amy Marable	Director, Gifted and Talented Education
Dr. Chris Turner	Chief Information Officer
Rechelle Murillo	Director, Intervention
Shirley Kakovskiy	Director, Nutrition Services
Kindra Fox	Director, Secondary Curriculum & Instruction
Joshua Hartzog	Director, Signature Academies/CTE
Angela Flora	Director, Special Education Programming
Tristan McElhany	Director, Student Behavior Support
Scott Lee	Director, Transportation
Jessica Wilson	Principal, Elmcrest Elementary
Katherine Loudon	Counseling Coordinator

### Stakeholder Advisory Group

Angela Fuss	City of Reno Government
Armando Ornelas	Planner, City of Sparks Government
*Christine Hull	Chair, Zoning Advisory Committee, Parent
Dave Solaro	Assistant County Manager, Washoe County
Erica Mirich	Truckee Meadows Tomorrow, Board President
Heidi Gavrilles	Principal, Bohach ES
Joe Gablica	Architect, Former Facilities Chief
Katy Simon Holland	Board President, Washoe K-12 Foundation, Former WCSD Trustee and Board President, Former Washoe County Manager
*Kelly Stevens	Vice President, United Way
*Mahalia Medina	Student, Hug High School
Maijia Talso	Teacher, Vaughn Middle School
*Melissa McGovern	Clinic Coordinator, UNR Center for Autism and Neurodevelopment, Parent
Mickael (Elane) Hodges	Student, Hug High School
Mike Nakashima	Principal, Swope Middle School
*Miriam de la Rosa	Parent, Hug High School

\* Denotes SAG Liaison participating in DPG Workshops

### FMP Leadership & Project Management

Adam Searcy	Chief Operations Officer
Tami Zimmerman	Chief Capital Projects & Facilities Management Officer
Dawit Hadgu	Deputy Chief Capital Projects & Facilities Mgmt Officer
Coleen DeLong	School Capital & Public Relations Specialist
Teresa Poulson	Director, Planning & Design
Randy Baxley	School Planner (Retired)
Brett Rodela	School Planner, GIS Analyst
Kelly Wyatt	Executive Assistant

# Final Report

## FMP Recap

CANNONDESIGN

# FMP Initiatives



## Legacy Projects

*Promises fulfilled*



## Continued Study

*Finding community consensus for action*



## Managed Growth

*A place for every student*



## Special & Alternate Education

*Serving students with the most needs*



## Trade-Up Strategy

*Investing in newer, better resourced schools*



## Prioritized Improvements

*Building for districtwide equity*

# FMP Implementation Timeline



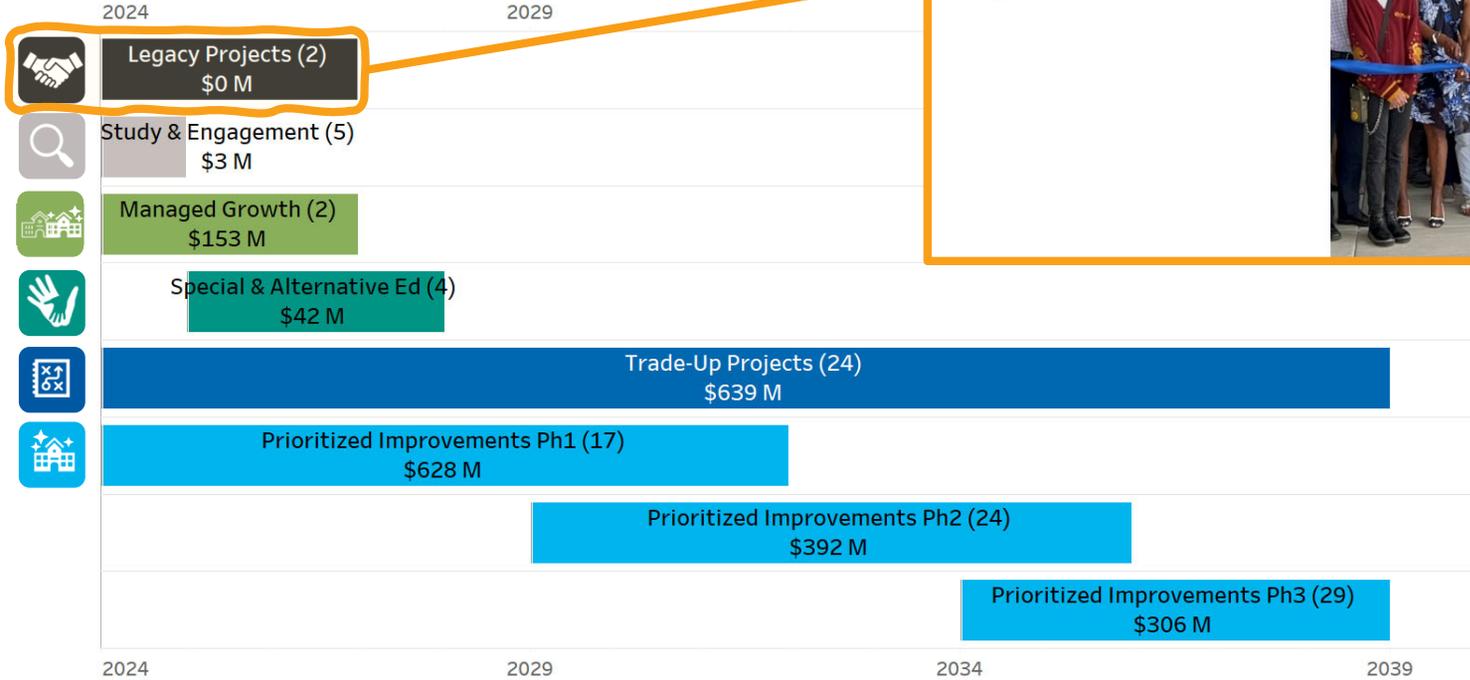
## Legacy Projects

*Promises fulfilled*

Completion of ongoing capital projects.

*Projects:*  
 Debbie Smith Career Tech Academy  
 RISE at DSCTA  
 Vaughn MS Reconstruction





# FMP Implementation Timeline



## Continued Study

*Finding community consensus for action*

Some schools require continued study, educational programming, and stakeholder engagement beyond the FMP to establish educational strategy, confirm local priorities, and define capital projects.\*

### PK-8 Task Force

- Schools: Pine and Traner
- Full-time administrator, multidisciplinary task force, community advisory group
- Research, peer site visits, community outreach

### Geographically Remote Schools

- Schools: Incline ES, MS, HS; Natchez; Gerlach
- Independent, local planning committees
- Short study and recommendations to BOT

\* FMP includes schedule and budget placeholders for capital projects resulting from a near-term study phase.



# FMP Implementation Timeline



## Managed Growth

*A place for every student*

New and re-construction projects designed to relieve current and forecasted school crowding, timed with enrollment projections and decision/action trigger points.

*Projects:*  
 North Valleys HS Additions & Renovations  
 New Stead ES at Silver Dollar Lane  
 New HS in North Valleys\*  
 New ES in Spanish Springs \*  
 New ES in Verdi\*  
 \* pending anticipated residential development





# FMP Implementation Timeline



## Special & Alternative Education

*Serving students with the most needs*

Renovations for WCSD's vital and unique educational programs serving students with special needs.

*Projects:*

- [Piccolo Renovations](#)  
*vocational training, parent spaces, distance learning*
- [Turning Point \(Hare Bldg\) Renovations](#)  
*physical separation of MS and HS students, outdoor learning/recreation, mental health clinical space, skills development space, intake/transitional space*
- [Innovations Improvements](#)  
*renovations or relocation to alternate larger site*
- [Inspire Academy](#)  
*renovations and space for outdoor learning*





# FMP Implementation Timeline



## Trade-Up Strategy

*Investing in newer, better resourced schools*

Replacement of oldest, least adequate facilities currently housing under-enrolled programs as catalyst for 'newer and fewer' strategy, concentrating capital and operating budgets in better-resourced educational programs, implemented over 15 years with periodic review of enrollment and continued stakeholder engagement.

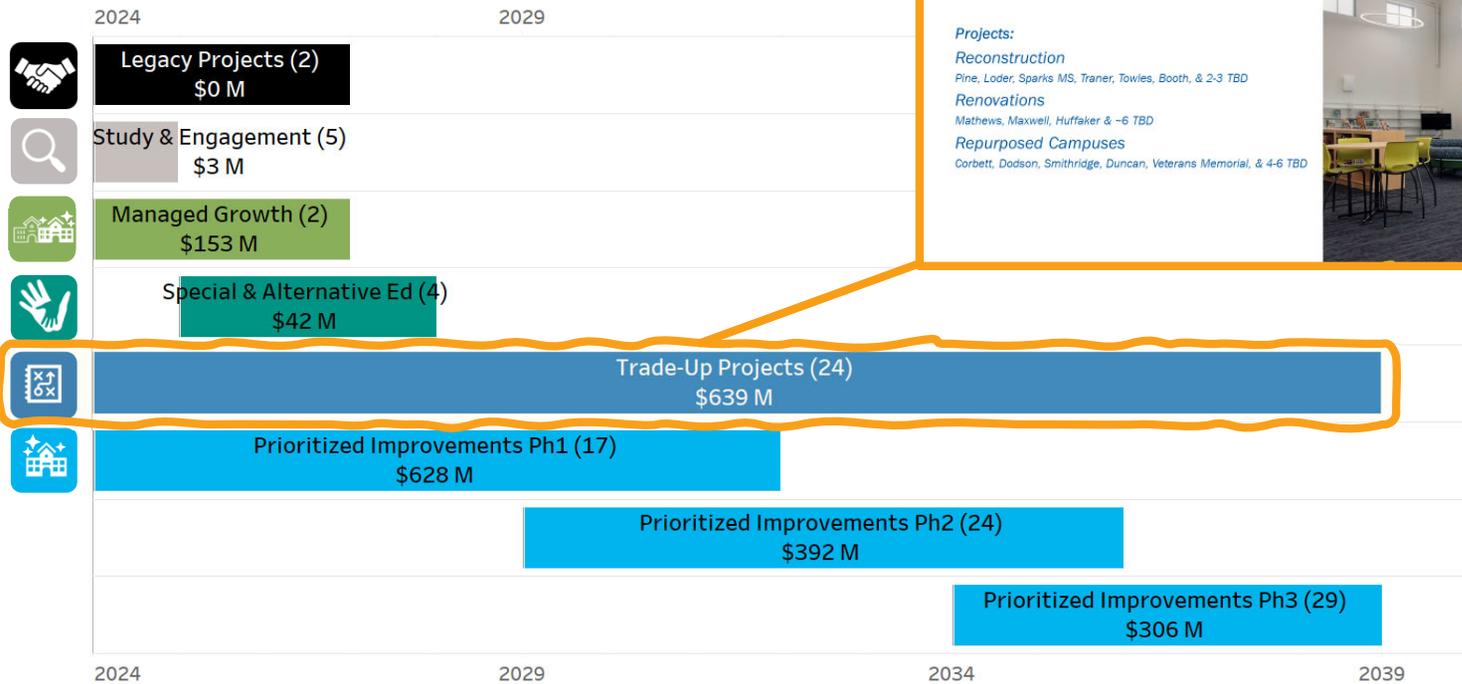
**Projects:**

**Reconstruction**  
Pine, Loder, Sparks MS, Triner, Towles, Booth, & 2-3 TBD

**Renovations**  
Mathews, Maxwell, Huffaker & ~6 TBD

**Repurposed Campuses**  
Corbett, Dodson, Smithridge, Duncan, Veterans Memorial, & 4-6 TBD





# FMP Implementation Timeline



## Prioritized Improvements

*Building for districtwide equity*

Older schools will be subject to significant, proactive facility upgrades, and newest schools will be subject to general maintenance as needed.

- Health, Safety, & Security
- Shade Structures
- STEM, CTE, Arts, Athletics
- Flexible Learning Hubs
- Technology & Furniture

Projects are prioritized based on facility assessments and student need indicators (poverty, homeless, special ed, ELL) weighted by community survey results, with consideration of efficient packaging of similar design prototypes.



2024

2029

Legacy Projects (2)  
\$0 M

Study & Engagement (5)  
\$3 M

Managed Growth (2)  
\$153 M

Special & Alternative Ed (4)  
\$42 M

Trade-Up Projects (24)  
\$639 M

Prioritized Improvements Ph1 (17)  
\$628 M

Prioritized Improvements Ph2 (24)  
\$392 M

Prioritized Improvements Ph3 (29)  
\$306 M

2024

2029

2034

2039

## Washoe County School District Facility Modernization Plan:

- All Schools Improved Within 15 Years



# Washoe County School District Facility Modernization Plan:

- All Schools Improved Within 15 Years
- **With Current Funding Sources**



## Washoe County School District Facility Modernization Plan:

- All Schools Improved Within 15 Years
- With Current Funding Sources
- **Overcrowding Eliminated Districtwide**



## Washoe County School District Facility Modernization Plan:

- All Schools Improved Within 15 Years
- With Current Funding Sources
- Overcrowding Eliminated Districtwide
- **\$140M in avoided capital renovations at repurposed campuses**



## Washoe County School District Facility Modernization Plan:

- All Schools Improved Within 15 Years
- With Current Funding Sources
- Overcrowding Eliminated Districtwide
- \$140M in avoided capital renovations at repurposed campuses
- **Millions of dollars annual general fund savings that can be reinvested in teachers & programs**



## Washoe County School District Facility Modernization Plan:

- All Schools Improved Within 15 Years
- With Current Funding Sources
- Overcrowding Eliminated Districtwide
- \$140M in avoided capital renovations at repurposed campuses
- Millions of dollars annual general fund savings that can be reinvested in teachers & programs
- **Exploration of new PK-8 model to expand choice and access to quality programs**



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