

Stakeholder comments and questions from 4/5 community conversation at Incline High School

Documentation of conversation and stakeholder input/questions is summarized and grouped categorically below. Answers to specific questions are annotated in blue. Hand-written notes collected on printed outlines of draft options are also included for reference.

WCSD trustees and employees present included: Trustee Jeffrey Church, Trustee Dr. Diane Nicolet, Area 3 Superintendent Dr. Mike Paul, Chief Operations Officer Adam Searcy.

FMP General:

- What is the FMP? The Facility Modernization Plan is part of WCSD's new Strategic Plan, developed in partnership with stakeholders and community, and will guide districtwide facility use and capital investment decisions for the next five to ten years.
- Does the FMP put student needs first? Absolutely.
- What are the kinds of outcomes being considered? Facility Outcomes include Repair/upgrade/expand facilities, Demolish/replace facilities, Repurpose or divest facilities. Educational Program Outcomes include New/expanded educational programs, Magnet Programs, Virtual Programs. Portfolio Outcomes include Feeder alignment, Grade reconfiguration, Consolidation. Policy Outcomes include Attendance policy/zoning changes, Alternative calendar/schedule.
- Are school closures part of this? Possibly. Over time WCSD experiences changes in the population of students in our care – from growth and decline of enrollment, to a variety of services needed by students. We owe it to our students to periodically study the current and upcoming circumstances and make decisions about the number, size, and location of schools to ensure that public resources are used effectively to provide the best opportunities for students. WCSD doesn't take school consolidation lightly and only considers this option when there is a clear benefit to students. WCSD also understands that schools are a vital part of our neighborhoods with rich history and community attachment and is committed to including affected communities in the decision-making process.
- What is CannonDesign's role? CannonDesign is analyzing WCSD facilities, student data, and programs, helping WCSD facilitate a planning and engagement process, and will provide WCSD Board of Trustees recommendations for their consideration.
- Who makes the decisions? The WCSD Board of Trustees.
- Have decisions already been made? No. The FMP process was designed to explore different options and get community feedback before recommendations are made. Draft Options (including the option to maintain current operating model) are developed to begin conversation with community.
- Will the community have the chance to offer up their own ideas and vote on options? Yes. After community conversations, surveys will be conducted in the fall to solicit input and measure the level of support for different draft options.
- Will community input be considered and affect decisions? Yes. FMP recommendations will be based on best outcomes for students and resource constraints, with strong consideration of community preferences.
- What is the timeline for the plan? FMP is scheduled for completion in late 2023.
- What is the timeline of capital projects and any changes that could be recommended? The FMP will outline projects over the next 5-10 years. Changes for schools usually won't happen until after major construction projects are complete, which take years to design and build. Very few, if any portfolio changes such as grade reconfiguration or consolidation can happen right away.
- There are still a lot of unanswered questions. True. We are in an exploratory phase of the planning process in which stakeholders help determine what questions need to be answered.
- Where can I find information and ask questions? Please refer to www.washoeschools.net/fmp

Incline general comments/questions:

- Is WCSD already talking to potential buyers of IMS? No.
- Observation made that it's important to get this right because there are not enough alternative options in Incline, especially for low-income families.

- Many Incline residents hadn't heard about the FMP until invitation to regional community meeting.
- Communications about FMP to teachers best coming from principals.
- Idea: establish an Incline planning committee to develop options.
- When is the next opportunity for community input? [WCSD to schedule another meeting in Incline Village before the end of the school year.](#)
- How is student voice incorporated into the process? [Student voice is included throughout the process. The District Student Advisory Committee was engaged last fall. Students are on the Stakeholder Advisory Group, and are participating as liaisons to the District Planning Committee. Students also participate in Community Forums and Conversations, and are invited to participate in community surveys.](#)
- Who from Incline is on Stakeholder Advisory Group? One student member, plus a new volunteer expressed interest to participate on the SAG.

Data

- General: stakeholder desire for online access to reports and data.
- Enrollment projections: PK-12 enrollment has dropped in half since 2000-01. Enrollment projected to drop another 23% in five years.
- Do the enrollment projections account for new young family residents moving in since 2020?
- Enrollment projections: Hypothesis shared that if WCSD invests for in Incline facilities and programs, more families currently selecting private and charter options would attend WCSD.
- Assessment: Clarification that educational adequacy assessment is an objective gap analysis of the facilities as they exist compared to WCSD's new school standards, and not an evaluation of the programs or staff. Eg. measures of the building's design to house and enhance special education services, not the quality of the services themselves.
- Capacity: stakeholder perception of building utilization diverges from calculated capacity utilization because schools are using all classrooms for special programs, extended learning areas, and non-instructional purposes, which are specifically designed.
- Capacity: high school counsellor who builds course schedule offered to share estimates of classroom uses by period.
- Capacity: community member with experience in master scheduled offered to volunteer time to the planning process.

Options

- **Option A – Current Operating Model**
 - o General:
 - Vocal support for maintaining status quo.
 - Desire expressed for facility enhancements, including space for teacher collaboration, project based learning, solar PV panels integrated into curriculum.
 - Improvements to provide equity of facilities in Incline Village compared to newer parts of WCSD.
 - o Challenges:
 - Declining enrollment is reducing class options, impacting all students, especially low income. Eg. observation that there is currently one teacher for the 22 2nd grade students at IES.
 - Desire expressed for increased operational funding for teachers, programs, special education services, Gifted and Talented, Career Technical Education, Social/Emotional Wellness, etc.
 - Desire expressed for investment in human capital, salaries, professional development.
 - Increasingly difficult for teachers to live in the community due to high housing costs.
 - o
- **Option B PK-6, 7-12 Schools**
 - o General:
 - Vocal opposition to changing current PK-5, 6-8, 9-12 model.
 - Opinion expressed that opportunity cost of challenges outweighs benefits.
 - Comment from retired educator, IHS was actually originally designed as a 7-12 school.

- Is there research how well other 7-12 schools of this size serve students compared to other models?
- Desire to see campus master plan indicating what the campus would look like and how it would operate.
- How would the master course schedule work for 7-12?
- Schools are currently using unscheduled classrooms for other educational purposes that are built into newer school designs, which means there isn't actually as much surplus capacity that the schedule would suggest. Stakeholders said they are happy with the space for special programs that currently exist – culinary, wellness zone, robotics, inquiry lab, music, art, athletics, exploratory, podcast studio.
- Would this affect current variance approvals for children of staff from outside of Incline Village?
- Benefits:
 - What would be the benefits for students? For teachers?
 - Does PK-6, 7-12 improve or reduce program offering and services, including special education services?
 - Would PK-6, 7-12 increase class size?
 - Would PK-6, 7-12 reduce the number of teachers?
 - Is there a guarantee that operational savings would stay in Incline schools?
 - Is there a guarantee that potential revenue generated from middle school property would stay in Incline schools?
 - Observation that lower capital cost of Option B versus Option A might not be accurate depending on what would be needed at 7-12 site.
- Challenges:
 - This model would be different from the rest of WCSD.
 - Risk to social development for 7th and 8th graders attending same campus as older 9th-12th graders – drugs, sex, bullying. Stakeholder who went to a different 7-12 school reported feeling intimidated by older students, negatively impacted academic performance. Current students said they didn't think 7th and 8th graders were ready to be on campus with older students. Comment from retired educator, Middle School students 'weren't wanted there' when 7&8 with in IHS. This requires positive culture and additional adult supervision. Are there statistics about bullying and sexual abuse in 7-12 versus 9-12?
 - IHS and IMS gyms are already inadequate for PE, athletics, and extra-curricular activities.
 - Is it physically feasible to move 7th and 8th grade onto the HIS campus? Preference for separate co-located schools on shared site would be difficult to make work at IHS campus.
 - Operating 6th grade at the elementary school would be challenging to offer rich curriculum.
 - What would happen to teachers? Credentialing in Nevada is either K-8 or 7-12. Teacher expressed worry that current IMS teachers with K-8 certificates might not have a job in a 7-12 school.
 - Idea that this would cause more families to opt out of WCSD, increasing socio-economic segregation. Anecdotes from neighboring school districts that discussing/implementing grade reconfiguration and consolidation saw declining enrollment, including Whittell in Douglas County.
 - Idea that local private or charter school would buy the property and fill it with students they're currently turning away.
 - What is Pan B if IMS is repurposed and then in the future enrollment rises?
 - Does this option consider local building standards, such as TRPA impervious cover regulations, etc?
- **Option C – alternate stakeholder-generated ideas**
 - PK-8 school
 - PK-4, 5-8, 9-12
 - Rebuild IMS
 - Signature Academies to draw students from Reno/other schools

School Closure Administrative Regulation

- Why is this changing? Revisions are being proposed to update the Administrative Regulation to a more current and manageable process.
- Would Incline community still have a say in school closures? Absolutely. All meetings prescribed by this Administrative Regulation are required to be Public in nature which provides ample opportunity for all residents to provide their input. That is of course, in addition to the community engagement associated with this Facilities Modernization Plan. Ultimately any decisions remain the authority of the Board of Trustees, who also conduct their work entirely in the public arena.

Operational Budget Allocations

- Disapproval expressed about taxes paid in Incline being higher than the per pupil allocations received. 'We're sending \$20 million down the hill every year'. Idea vocalized about seceding from WCSD.
- Idea: seek re-designation of Incline schools as 'rural', which might make them eligible for additional state funding.

History / legacy decisions:

- Incline ES closed and was vacant for many years, then sold. Will this happen to IMS too?
- Is it true that IMS property was donated to WCSD by IVGID, and cannot be sold?

Incline Area Options:
Incline HS, Incline MS, Incline ES

A Current Operational Model

- Continue operating three schools with K-5, 6-8, and 9-12 grade programs.
- Implement prioritized revitalization and renovation projects at all three schools.

B PK-6 and 7-12 Schools

- Close Incline Middle School and transition to a new PK-6th and 7-12th grade configuration operating on Incline ES and Incline HS campuses.
- Repurpose Incline MS facility for other beneficial uses, such as community recreation center, education and business entrepreneurship hub, staff professional development center, and/or staff housing, etc.
- Implement prioritized Revitalization and Renovation projects at IES and IHS.

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KEEP IMS UPDATE FACILITY

NO OTHER SCHOOL OPTIONS FOR MIDDLE TO LOW CLASS FAMILIES

WHEN CUTTING SERVICES, STUDENTS WILL GET SUB-PAR EDUCATION

NO EXTRA SPACE

How MUCH \$ TO "Reboot" a school IES IHS?

NOT ACCURATE

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- Reconstruction New School
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One-Time / Annual Cost
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Benefits

- Current grade configuration (K-5, 6-8, 9-12) aligns with district standard.
- No organizational changes to implement.
- Capital investments will update older facilities with educational and student support enhancements.

Challenges

- Reduces available budget for schools, educational programs, and student supports, such as honors/AP, arts, languages, etc.
- Extremely low enrollment and inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in programs.

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Benefits

- Locates Incline 7th and 8th grade on the high school campus, providing students direct access to more advanced classes, programs, and extra-curricular activities, etc.
- Increases available budget for schools, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.

Challenges

- MS/HS teachers assigned more courses and disciplines requiring more prep and planning.
- Student support staff split between multiple campuses, e.g. custodian, grounds staff, speech.
- Difficulty to cover and support in areas of staff shortages.
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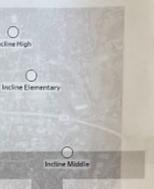
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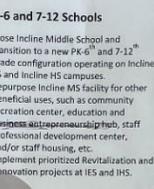
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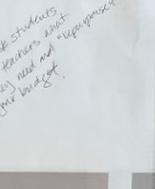
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Find FUNDING TO FIND POSITIONS @ IMS
RENOVATIONS
SOCIAL/EMOTIONAL WILL BE BIG
** DESIGNATE INCLINE SCHOOLS AS RURAL SCHOOLS **

DISRICT DOES NOT SUPPORT INCLINE SCHOOLS. WE FEEL LIKE WE SHOULD OUR OWN STAFF THAT WORK AND LIVE LOCALLY IS A CONCERN.
NO REPRESENTATION WOULD BE HILL FOR IV
Many to go schools:
 - Large class size
 - Funding process that is slow
 - Give the students more
 - Teachers are not happy
 - Over a large discrepancy
 - Gap in socio-economic groups
 - Capacity to developmentally changed more such as personal ability + drug awareness
 - Staff cuts
 - Some require drop of teachers

*Getting schools would not be completed in 10 years that the facility maintenance and the is accomplish -
 - Retention of special ed programs*

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and this subject, someone responded for "what's the best that came from this conversation?"

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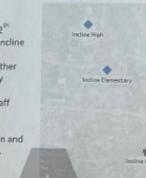
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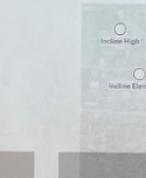
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Highly priced

- Remodel existing 3 schools
- Schools miss priority for education programs next year
- Leave the teachers' salaries, hire more teachers that can provide both education for and kids
- The OR program was changed in our community due to lack of financing. Many OR students are affected by this.

- LEAVE IT ALONE
- Be Retain more of Incline tax money for schools improvements
- Propose awesome improvements to modernize our schools.

we need industrial arts / Trades Training workshop make shop with electrical for solar, welding, etc

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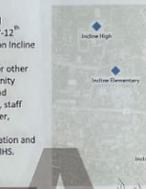
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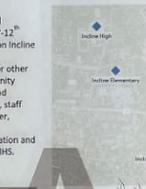
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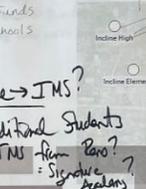
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\$ / \$

Benefits

- Enables more full-time support staffing at two sites versus split across three, e.g. clinical aide, teacher aides, custodian.
- Creates opportunity to leverage surplus facilities into new resources for educational, business, and community use.
- Capital investments will update older facilities with educational and student support enhancements.

Challenges

- Risk of long-term IMS vacancy demands work, creativity, and recruiting external partnerships to maximize benefit of new programs at IMS campus.
- Teachers and staff travel long distances to school due to high cost of housing in Incline Village.

Athletes already involved in space. HS needs more industrial arts (voc. ed...)

adding students into this is not a good idea. HS needs more industrial arts (voc. ed...)

Not enough available space. IHS facility not designed to accommodate MS/HS

loss of jobs/positions

keep Incline Funds in Incline Schools

K-8? or go back to IMS? or Bus Additional Students to IHS from Park? or Sign up teachers?

* learn from Considerate at Chittell (Douglas Cant) - designated their public school

Social / fractional Minority development need

decreases equity for Incline students by limiting programs/extra-curricular/athletics

IHS Culture decline: unvalued / unappreciated loss of identity for HS

TRUST

loss of IHS specific programs/space/resource

Culinary, Wellness Zone, Robotics, Inquiry Lab, Art, Debate, Coding, Staff, Music Band, Education, Athletics! 1:1 Tech! Podcast Studio