



We'll get started soon. Please sit with people you don't already know

Traner, Sparks, & Dilworth Regional Conversation

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

May 15, 2023

CANNONDESIGN

Agenda

Welcome (2 min)

Context (10 min, presentation)

Data (10 min, presentation)

Draft Options (15 min, presentation)

Conversation (40 min, activity)

Survey (5 min, live poll)

Next Steps (5 min)



Context

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A long time ago...

WC-1 Building/Repairs Promises (2017-2025)

• School Repairs (\$20 M/year)	\$180 M
• Additions to Damonte Ranch HS	\$30 M
• Cold Springs HS	\$110 M
• South McCarran/Butler Ranch Area HS	\$110 M
• Wildcreek Area HS to replace Hug HS	\$110 M
• Repurposing of existing Hug HS	\$20 M
• Sun Valley Area MS	\$55 M
• Arrow Creek Area MS	\$55 M
• Spanish Springs Area MS	\$55 M
• South Meadows Area ES	\$23 M
• North Valleys/Spanish Springs Area ES	\$23 M
• Seven ESs to avoid ES Multi-Track Year Round (MTYR) Calendar	\$161 M
• Core schools investments	\$50 M
• Nutrition Services Expansion	\$3 M
• Transportation Yard Expansion	\$7 M
• Inflation Escalation	\$100 M

Progress in Sparks

Capital Investment Report	
For the Period 07/01/2016 - 05/31/2023	
Site	Total (millions)
Reed HS	\$10.2
Sparks HS	\$6.4
Traner MS	\$2.3
Sparks MS	\$1.0
Dilworth MS	\$1.9

Examples

Sparks HS:

- \$1.5mil roofing replacement (2023)
- \$1.3mil replace track and improve field (2023)
- Seating/furniture, paint, theater lighting, pipes, insulation, flooring

Reed:

- \$3.3mil HVAC bid awarded in 2022
- \$2mil roofing 2019

SMS

- \$1mil for computer and robotics lab, maker space and classroom remodel 2017

Traner

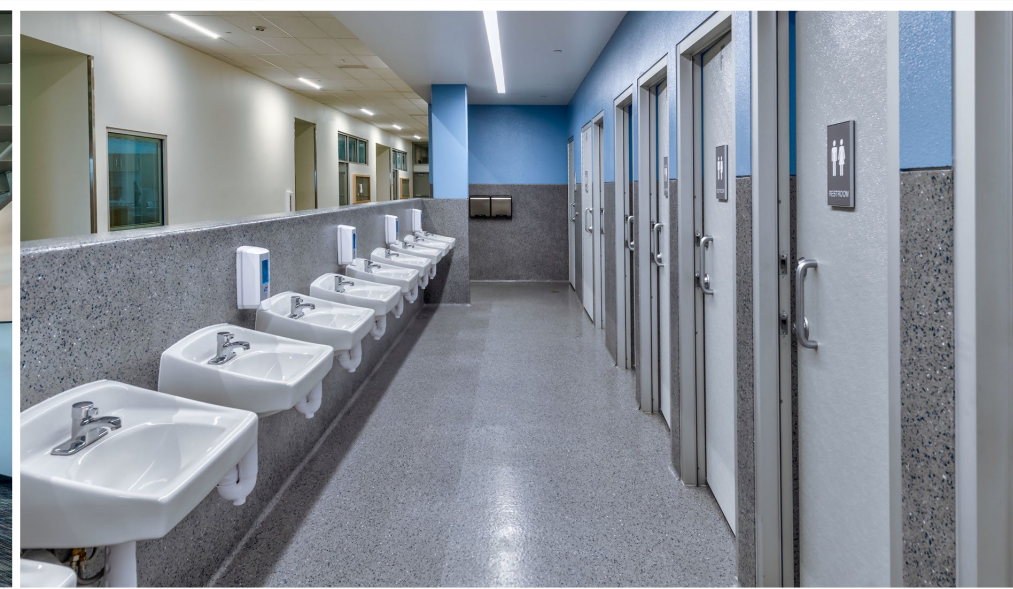
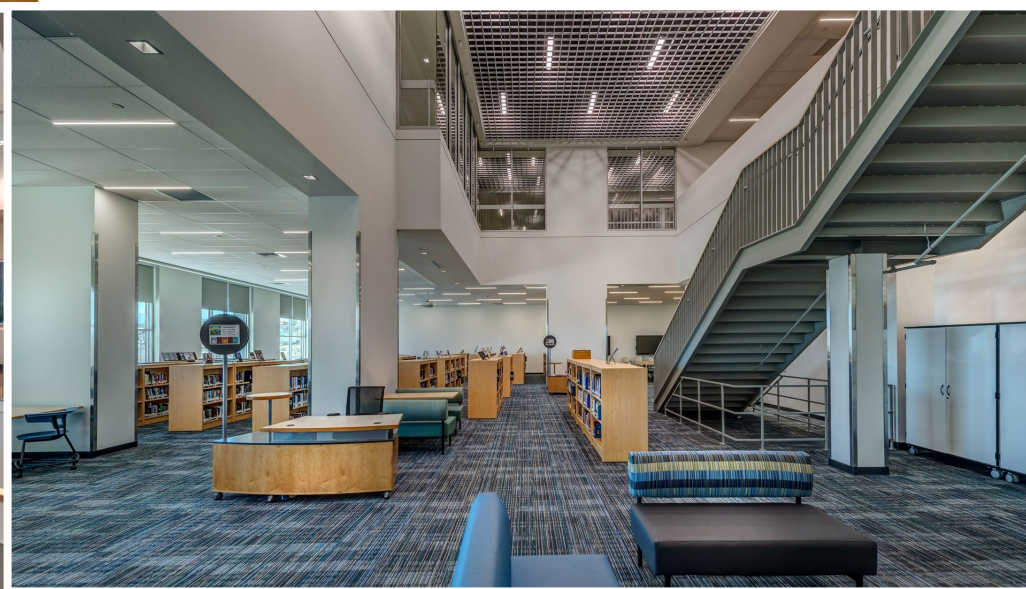
- \$850k to repurpose new boilers from old O'Brien bid 2022

Hug High School

New construction on separate site in Sparks



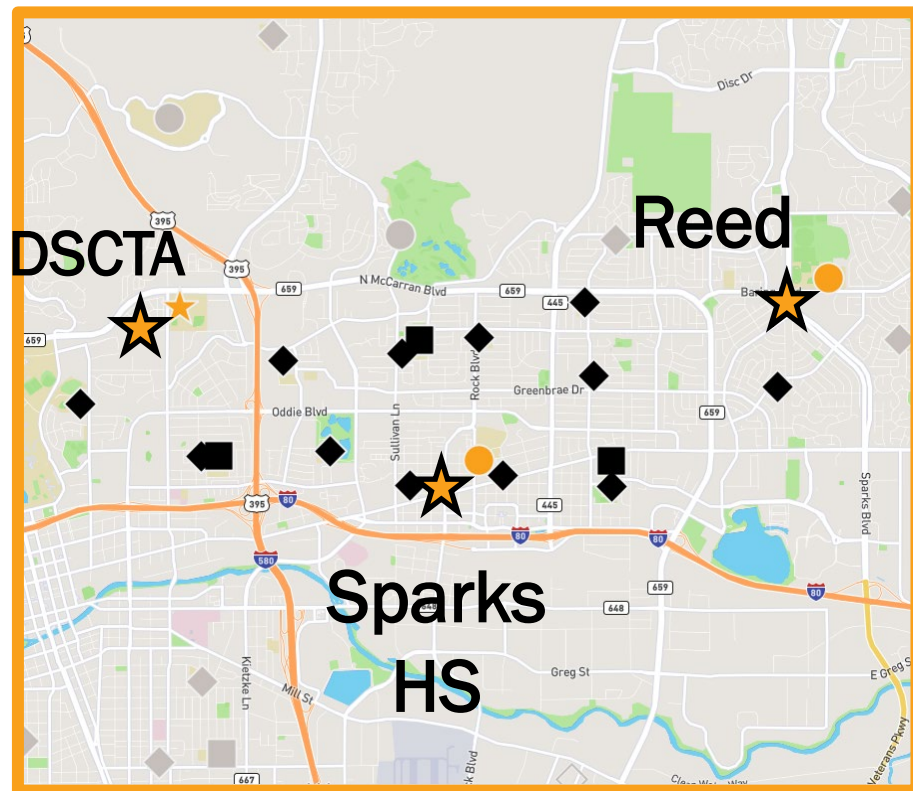
Hug High School



Debbie Smith Career Tech Academy (opening fall 2025)

Purpose:

- More district-wide options for high school
- Transform an aging campus
- Relieve overcrowding



What's Next?

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Sparks HS and Reed HS

- Sparks (1951) and Reed (1974) buildings are **among the oldest and least adequate of WCSD** high school facilities.
- While details are not subject of this meeting, the FMP will include **significant high-priority capital improvements** for both schools.
- Scope of major renovation/additions will include **spaces for collaborative learning** and **student/staff wellness**, revitalization and **updated building systems**, **energy efficiency** upgrades, as well as various **educational program enhancements**, such as STEM, Career Tech, Arts, and Athletics.



New Schools: 'Newer, Fewer, Bigger'

New O'Brien Middle School

Purpose:

- Relieve overcrowding crowding
- Unify PK-5, 6-8 grade configuration
- Provide new facilities
- Prototype 3-story "replacer" design



Why Sparks?

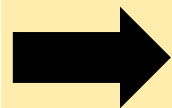
- Aging Facilities
- Larger enrollment = more electives
 - Example(s) from HR to come
- Save “wasted” money, which can be spent on teachers, staff, etc.



Spend Money to Save Money: Capital vs. Operating Funds

Operating Funds

- Day-to-day Operations
- Teachers, counselors
- Bus drivers, maintenance/custodial
- Lights, heat/AC



This is the place where NV ranks low in Funding

Capital Funding

- Used to build and repair schools
- Can't be used for Operations (by law!)
- WCSD, since voter-approved ballot question WC-1 in 2016, has enough(!) capital funding

- Older Buildings: expensive to maintain, not energy efficient (especially with small enrollment)
- New Buildings: less expensive to maintain, very energy efficient, economy of scale
- Fewer, newer buildings save operating costs = more money for operations

Why are we here tonight?

Your perspectives are valued.

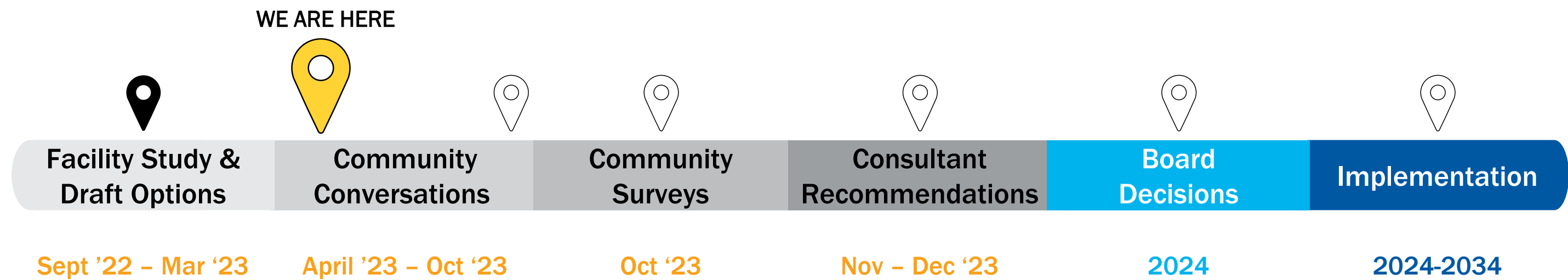
The next phase of the WCSD's WC-1-funded Capital Improvements Program is focused on major investments in the oldest schools.

We owe it to our students and teachers to take stock of circumstances and determine how to best invest public resources in their futures.

The District is exploring different options and believes community participation is essential to designing the best solutions. No decisions have been made!



Facility Master Plan Process & Timeline



Meeting Agreements

- Students first.
- Assume positive intent.
- Space for everyone to speak.
- Respect differences - it's okay to disagree.
- Be mindful of who isn't in the room.
- Respect time.

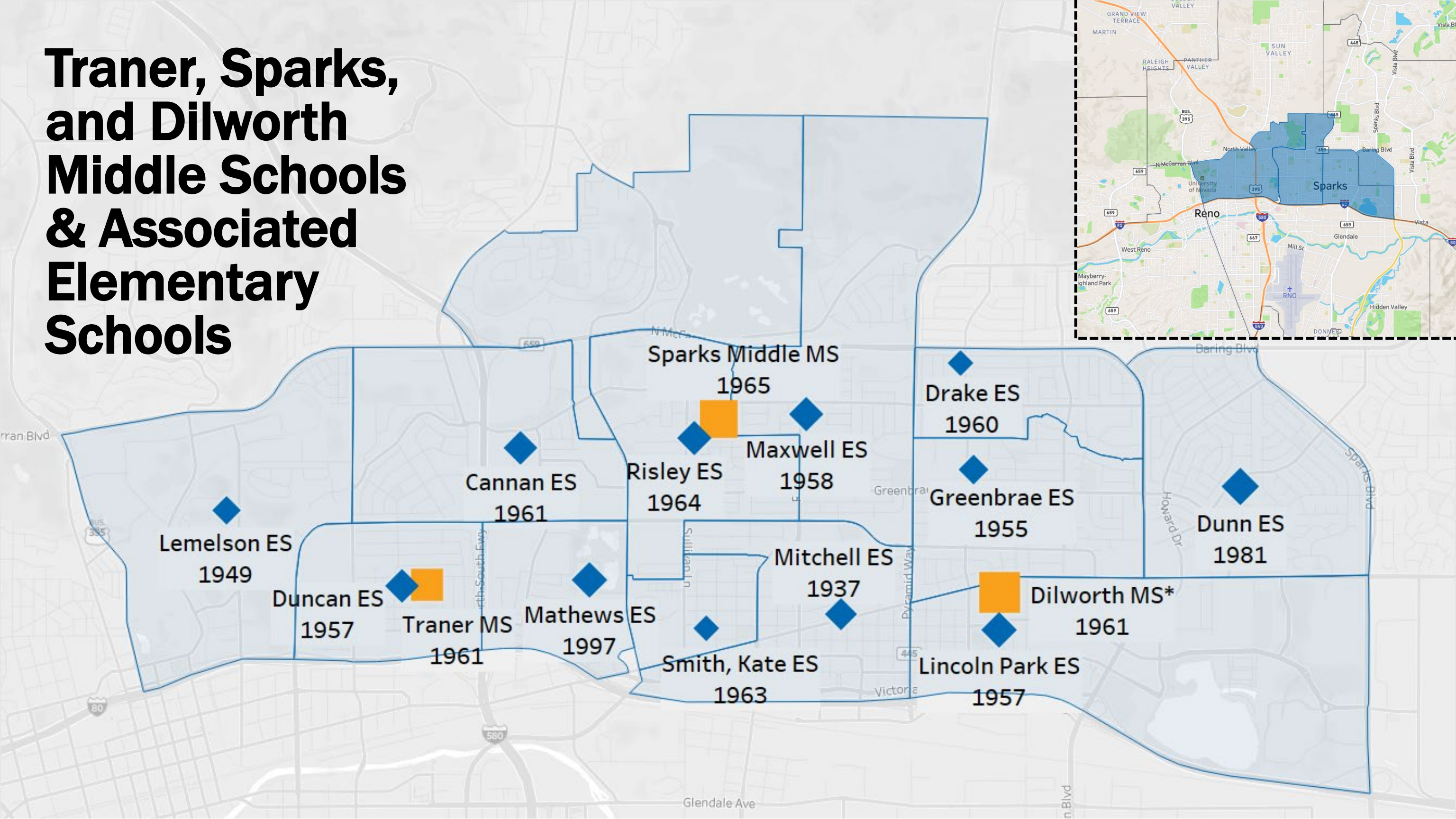


Data

CANNONDESIGN



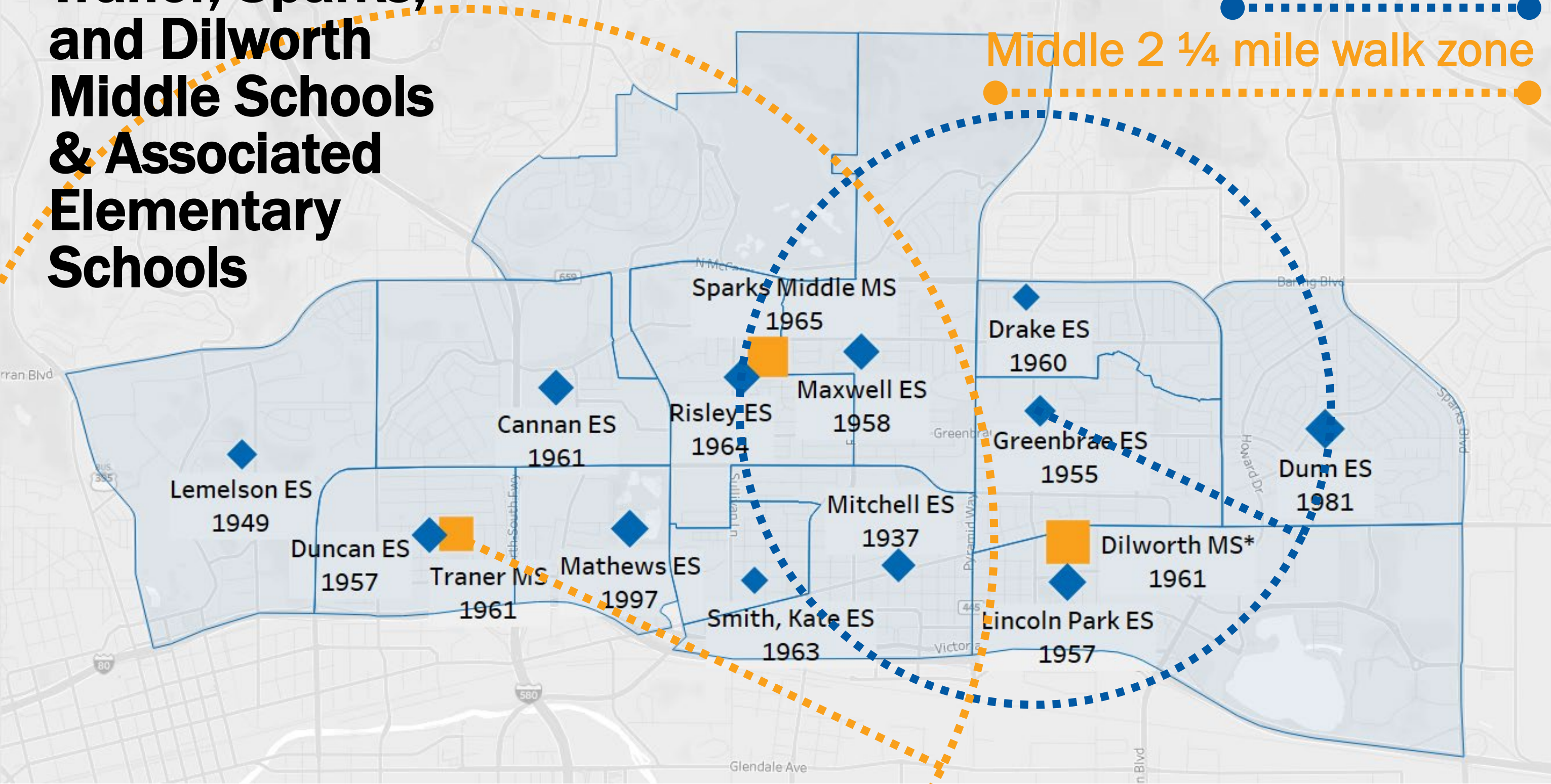
Traner, Sparks, and Dilworth Middle Schools & Associated Elementary Schools



Traner, Sparks, and Dilworth Middle Schools & Associated Elementary Schools

Elementary 1 ¼ mile walk zone

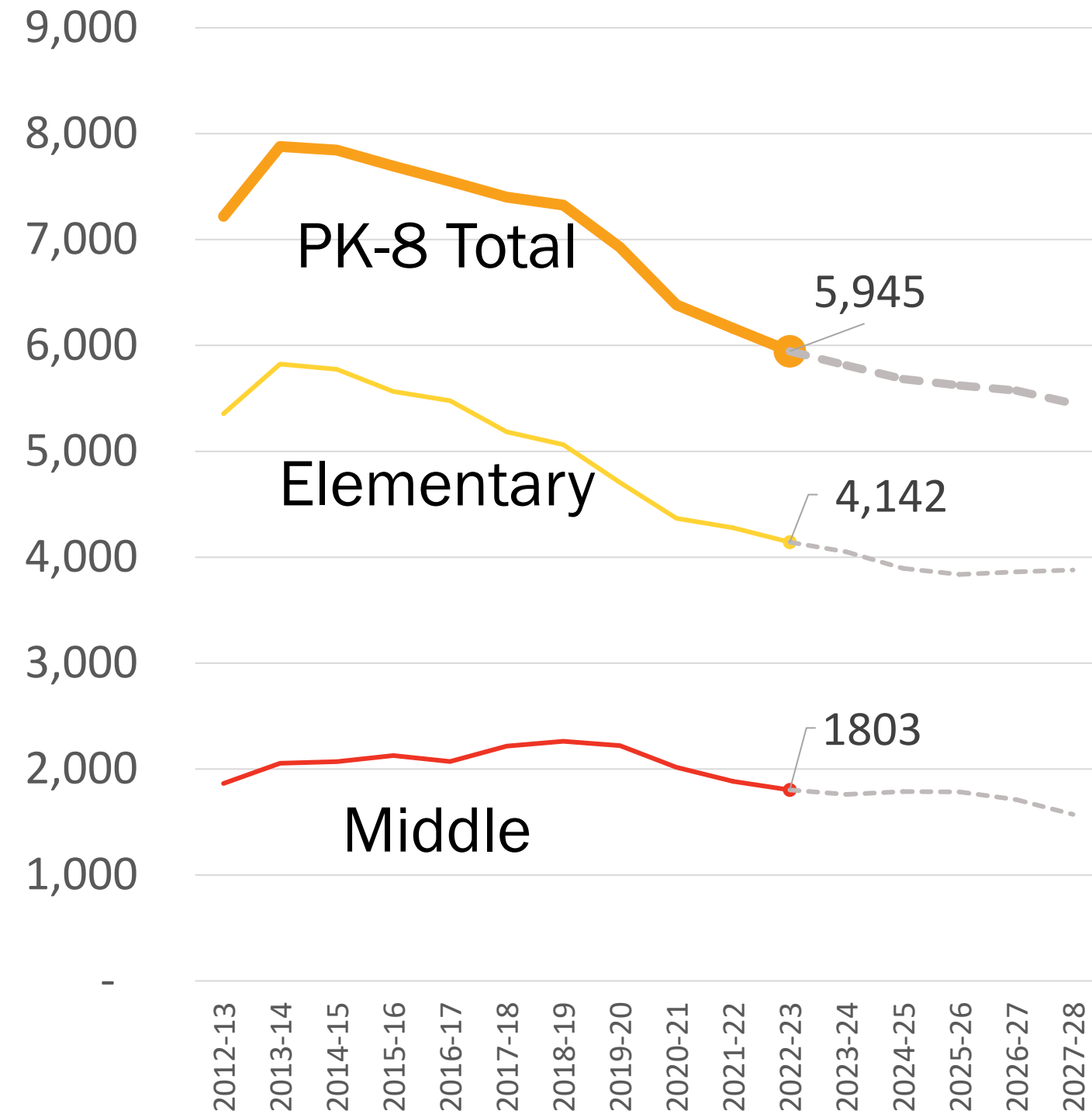
Middle 2 ¼ mile walk zone



Enrollment Projections

- PK-8 Enrollment in Traner, Sparks, and Dilworth verticals has declined 18% in last 10 years and is currently projected to decline 8% over the next 5 years.

Historical and Projected Enrollment
(Traner, Sparks, Dilworth MS and Related Elementary Schools)



Facility Assessment Data

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port
Sparks Middle MS	1965-MS Wing (50..	●	●	20.0	●	655/544/-111	●	936/0	58% / 58%	392	●	●
Maxwell ES	1958-ES Baby Boo..	●	●	6.5	●	401/367/-34	●	518/143	71% / 56%	151	●	●
Mitchell ES	1937-One of a Kind	●	●	4.2	●	302/320/18	●	362/143	88% / 63%	42	●	●
Risley ES	1964-ES Baby Boo..	●	●	20.0	●	354/358/4	●	570/48	63% / 58%	212	●	●
Smith, Kate ES	1963-One of a Kind	●	●	3.1	●	217/207/-10	●	272/95	76% / 56%	65	●	●
Dilworth MS*	1961-MS Wing (50..	●	●	12.6	●	617/635/18	●	796/48	80% / 75%	161	●	●
Drake ES	1960-ES Baby Boo..	●	●	5.0	●	222/193/-29	●	518/0	37% / 37%	325	●	●
Dunn ES	1981-ES Pod (80s)	●	●	7.8	●	446/435/-11	●	608/48	72% / 66%	173	●	●
Greenbrae ES	1955-One of a Kind	●	●	4.1	●	321/276/-45	●	362/95	76% / 60%	86	●	●
Lincoln Park ES	1957-ES Baby Boo..	●	●	9.1	●	423/384/-39	●	492/71	78% / 68%	108	●	●
Traner MS	1961-MS Wing (50..	●	●	15.6	●	531/393/-138	●	796/48	49% / 47%	403	●	●
Cannan ES	1961-ES Baby Boo..	●	●	5.1	●	381/354/-27	●	634/0	56% / 56%	280	●	●
Duncan ES	1957-ES Baby Boo..	●	●	6.0	●	351/338/-13	●	544/48	62% / 57%	206	●	●
Lemelson ES	1949-One of a Kind	●	●	6.0	●	283/254/-29	●	440/0	58% / 58%	186	●	●
Mathews ES	1997-ES Pinwheel-..	●	●	10.0	●	441/394/-47	●	764/71	52% / 47%	370	●	●
TOTAL					MS	1803/1572/-231		2528/95	62% / 60%	956	●	●
					ES	4142/3880/-262		6084/760	64% / 57%	2,204	●	●

Facility Assessment Data

#1 Average age 61 years

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSO Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port
Sparks Middle MS	1965-MS Wing (50..	●	●	20.0	●	655/544/-111	●	936/0	58% / 58%	392	●	●
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Facility Assessment Data

#2 Small sites difficult to renovate unless vacant

Site name	Year-prototype	Condition	Adequacy	Acres	2022/2027/2029	Size	Perm / Portable	Utilization 2027 Perm / Total	(Shortage) Perm 2027	Util Perm	Util w Port
Sparks Middle MS	1965-MS Wing (50..	●	●	20.0	●	655/544/-111	●	936/0	58% / 58%	392	●●●
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Facility Assessment Data

#3 Low enrollment

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port
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Facility Assessment Data

#4 Under-utilization

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Facility Assessment Data

#5 'Trade Up' Opportunities for Middle Schools

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Mitchell ES	1937-One of a Kind	●	●	4.2	●	302/320/18	●	362/143	88% / 63%	42	●	●
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TOTAL						MS 1803 / 1572 / -231		2528 / 95	62% / 60%	956	●	●
						ES 4142 / 3880 / -262		6084 / 760	64% / 57%	2,204	●	●

Facility Assessment Data

#5 'Trade Up' Opportunities for Elementary Schools

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2021 / 2027 / Growth	Size	(b) Capacity Perm / Portable	Utilization 2027 Perm / Total	(d) Capacity Surplus (Shortage) Perm 2027	Util Perm	Util w Port
Sparks Middle MS	1965-MS Wing (50..	●	●	20.0	●	655/544/-111	●	936/0	58% / 58%	392	●	●
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Lemelson ES	1949-One of a Kind	●	●	6.0	●	283/254/-29	●	440/0	58% / 58%	186	●	●
Mathews ES	1997-ES Pinwheel-..	●	●	10.0	●	441/394/-47	●	764/71	52% / 47%	370	●	●
TOTAL						MS 1803/1572/-231		2528/95	62% / 60%	956	●	●
						ES 4142/3880/-262		6084/760	64% / 57%	2,204	●	●

Fall 2022 FMP Survey – 1400+ Responses (179 from Traner, Sparks MS, and Dilworth verticals)

70%

prefer to move to a
brand-new, well-equipped
school *a little farther
away from home*

85%

believe the **quality of
education and student
support programs** is more
important than
*small school size and
convenient location*

Draft Options

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Yes, if...

Draft Options for Traner/Sparks/Dilworth Middle Schools and Associated Elementary Schools



A Renovations Under Current Operational Model



- Continue operating all schools in their current locations and grade configurations.
- Implement prioritized revitalization and renovation projects at all schools.

One-Time Capital Cost / Annual Operational Cost

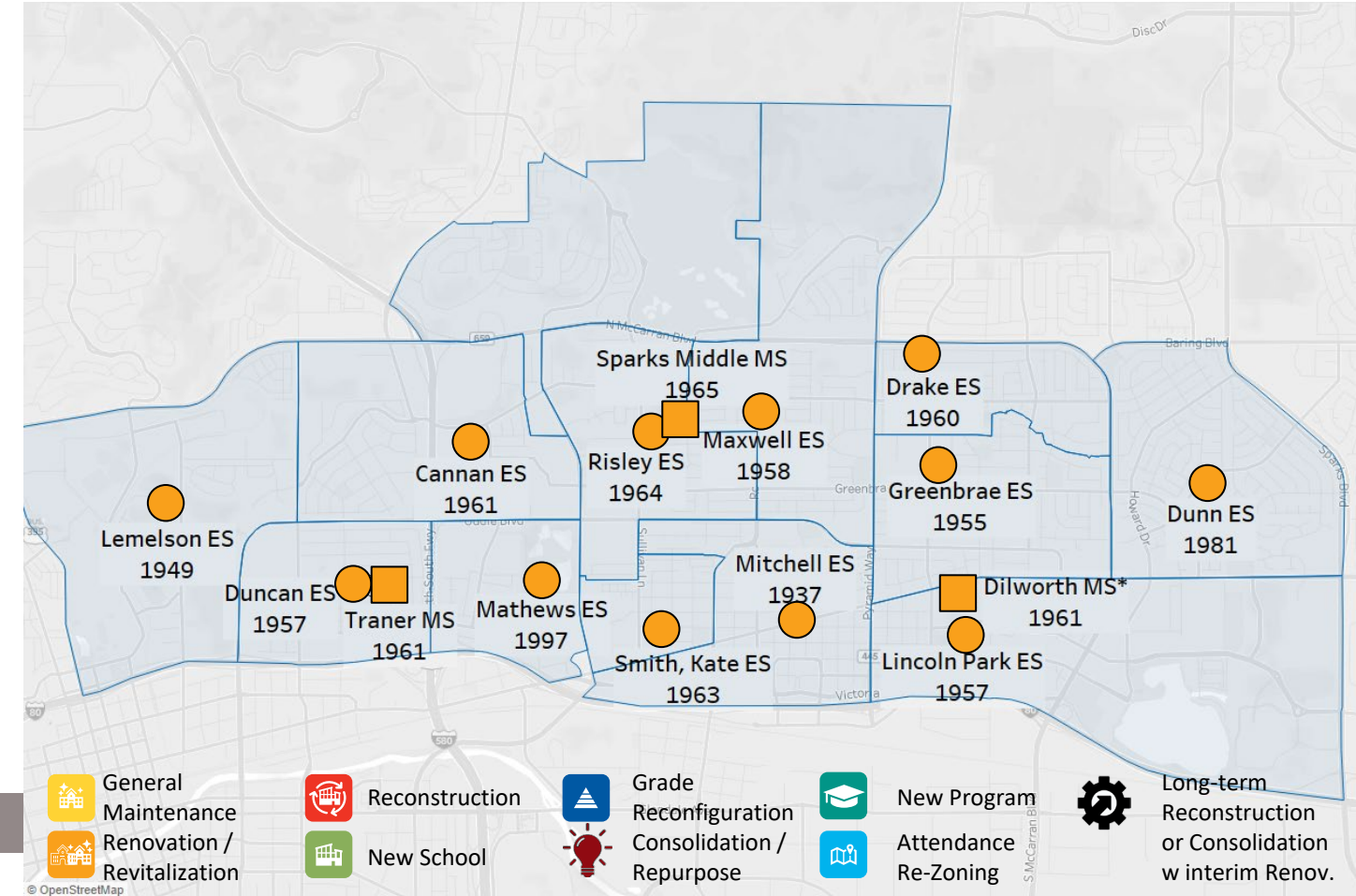
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Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No organizational changes to implement.

Challenges

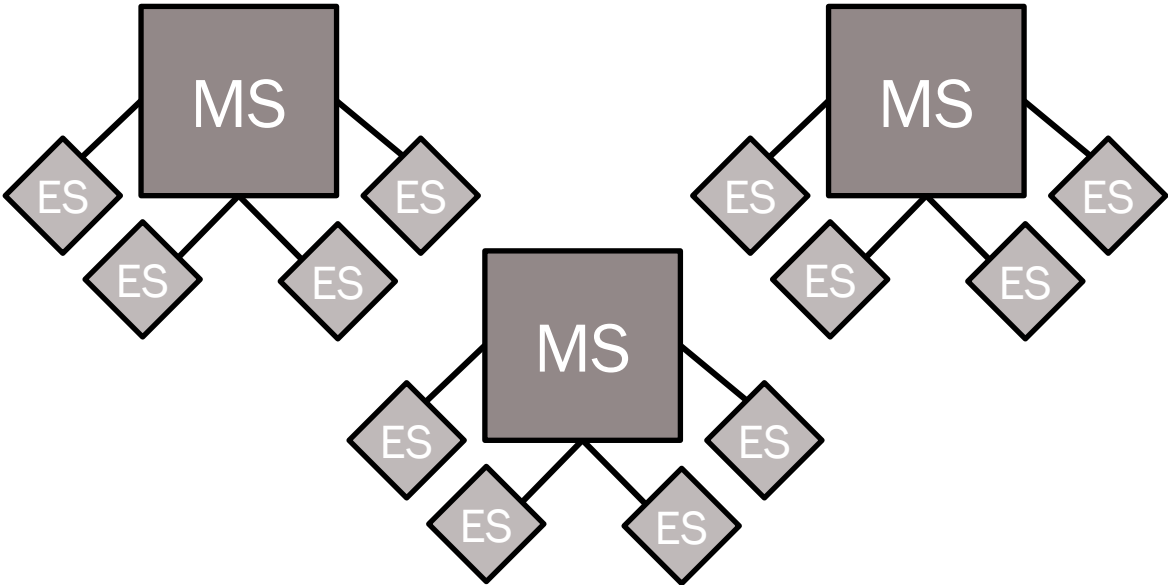
- Low-capacity utilization in several schools in very close proximity.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors, gifted and talented, arts, languages, counsellors, etc.
- Implies slower and less-impactful capital projects due to spreading CIP budget across many campuses.



Current operations

Traner, Sparks, & Dilworth Verticals	Current facilities
Elementary Students	3880
Elementary Schools	12
Students per school	193 - 435
Classes per Grade	1 to 3
Capacity Utilization	64%
Middle Students	1572
Middle Schools	3
Students per school	393 - 635
Classes per Grade	4 to 7
Capacity Utilization	62%

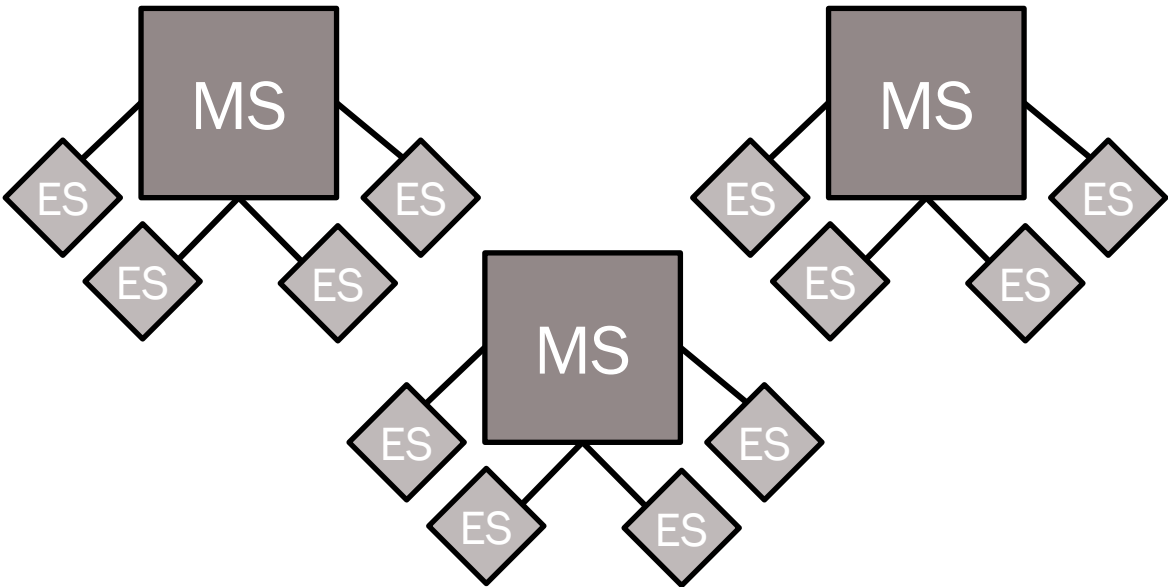
Current facilities:



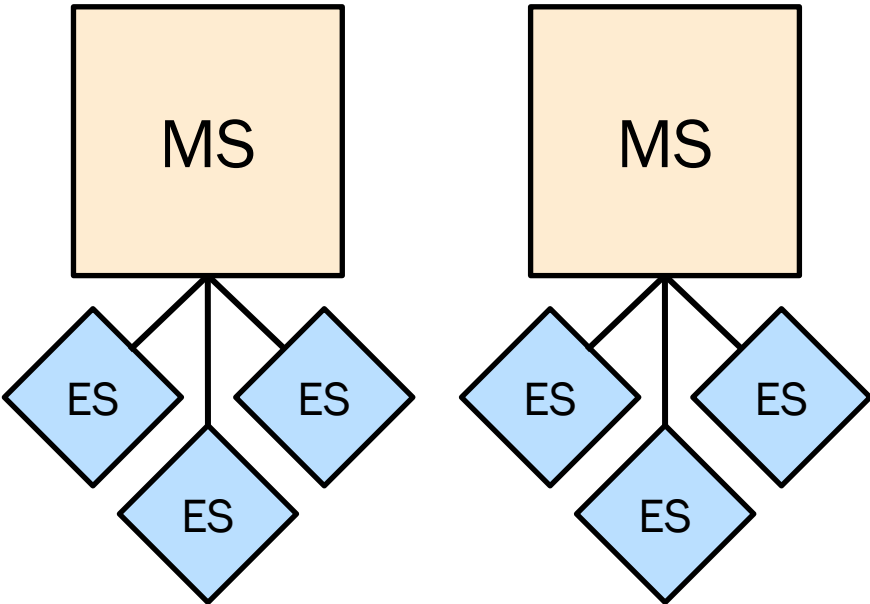
If built new today...

Traner, Sparks, & Dilworth Verticals	Current facilities	If built new today
Elementary Students	3880	
Elementary Schools	12	6
Students per school	193 - 435	700
Classes per Grade	1 to 3	4
Capacity Utilization	64%	90%
Middle Students	1572	
Middle Schools	3	2
Students per school	393 - 635	1400
Classes per Grade	4 to 7	12
Capacity Utilization	62%	75%

Current facilities:



If built today:

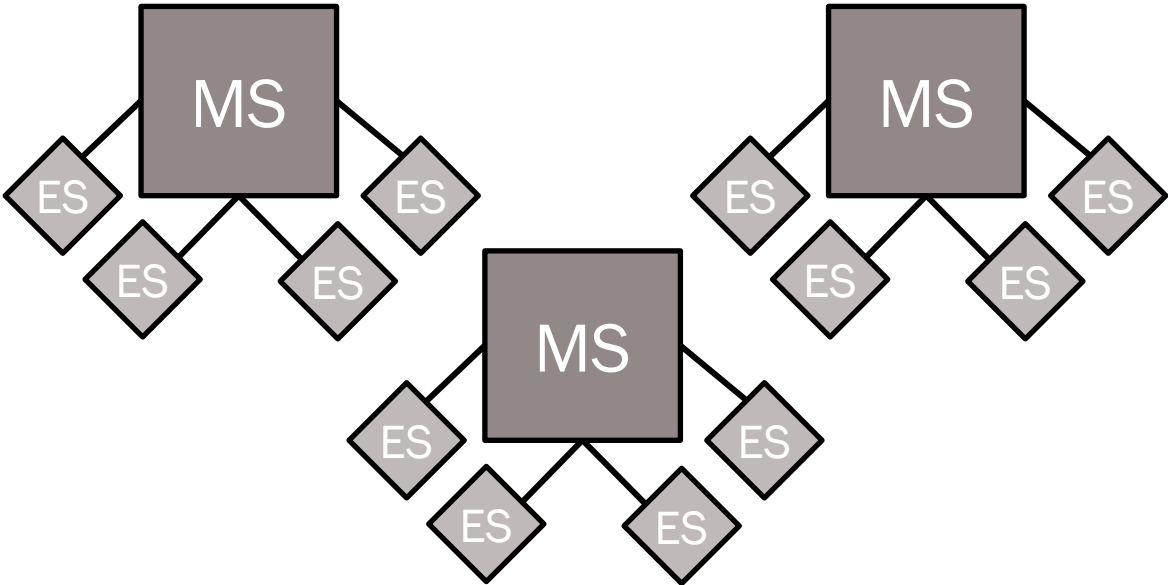


If built new today...

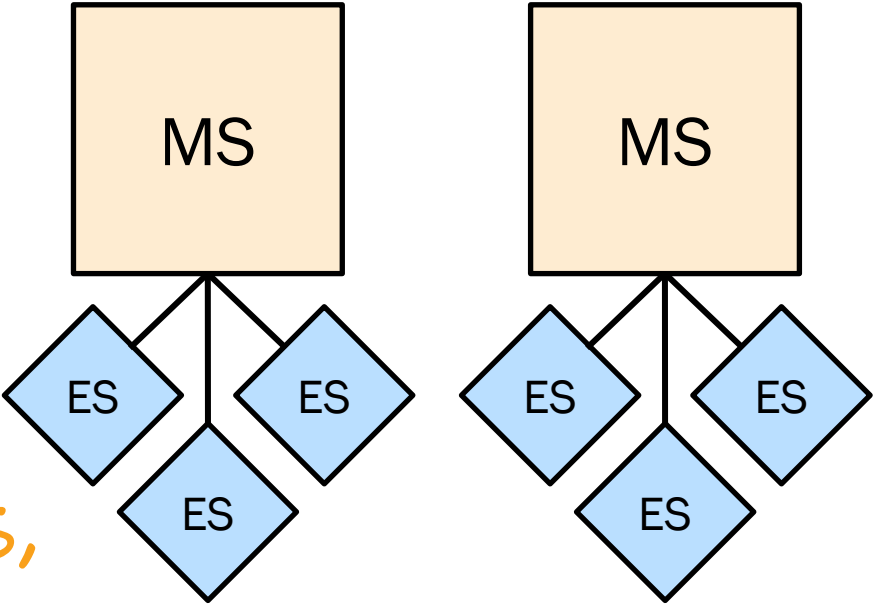
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Middle Students	1572	
Middle Schools	3	2
Students per school	393 - 635	1400
Classes per Grade	4 to 7	12
Capacity Utilization	62%	75%

Larger scale enables stronger educational programs: e.g. music, art, Special Ed, honors, languages, athletics, and team teaching.

Current facilities:



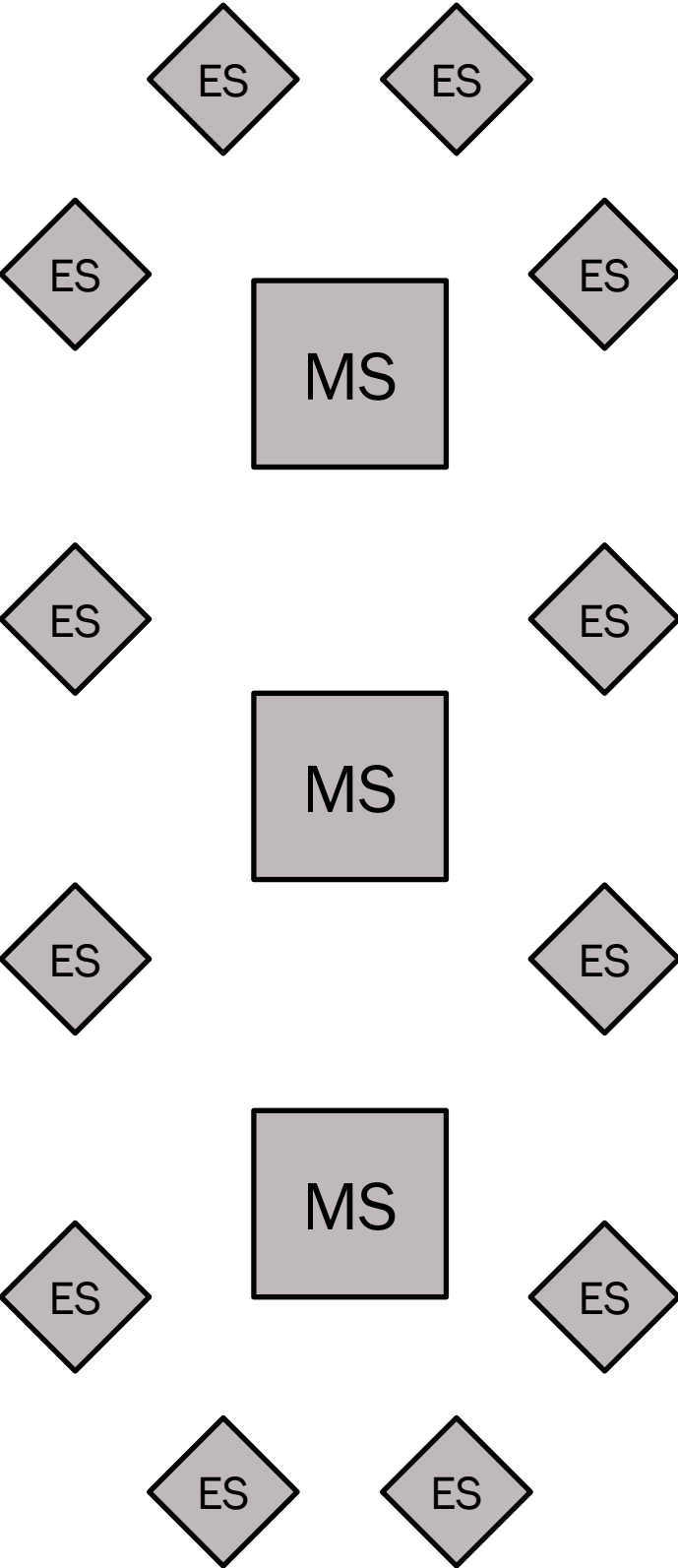
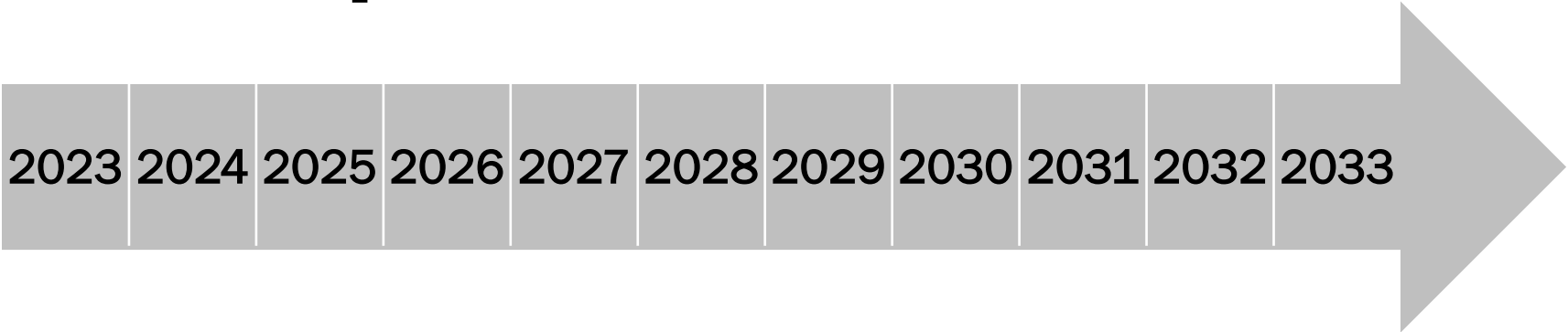
If built today:



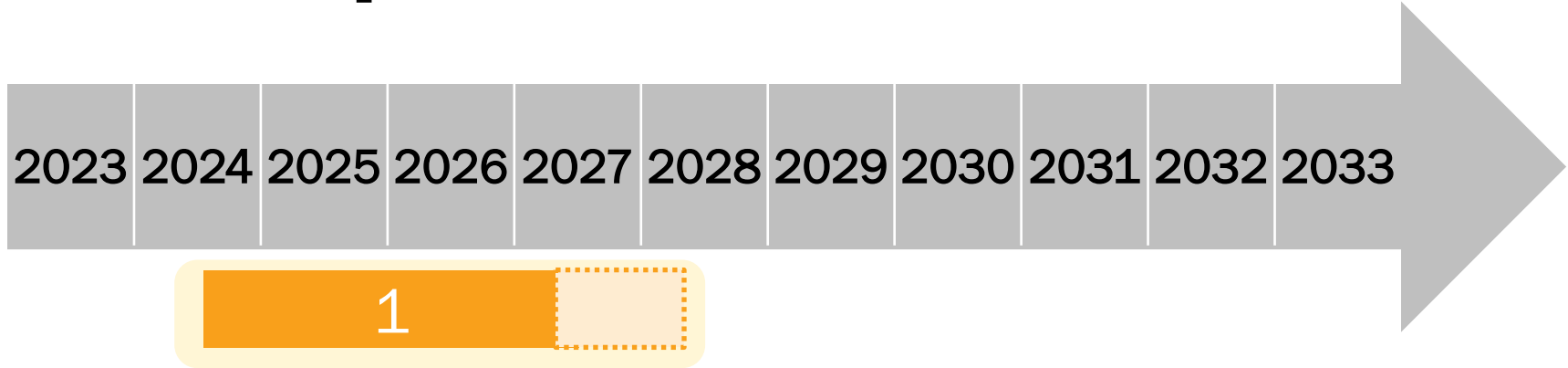
What might an alternative look like?

- 'Trade-Up' outcomes – students needs come first - no school consolidations without clear student benefit with improved facilities and educational programs.
- Equip staff to do their best work – teachers and administrators are essential to the District's mission.
- Honor the community – schools are a vital part of our neighborhoods with rich history and community attachment - no changes without extensive community engagement.
- Repurposing surplus facilities – find new functions and programs to best serve the community.
- Long, multi-phased process – school design and construction takes time

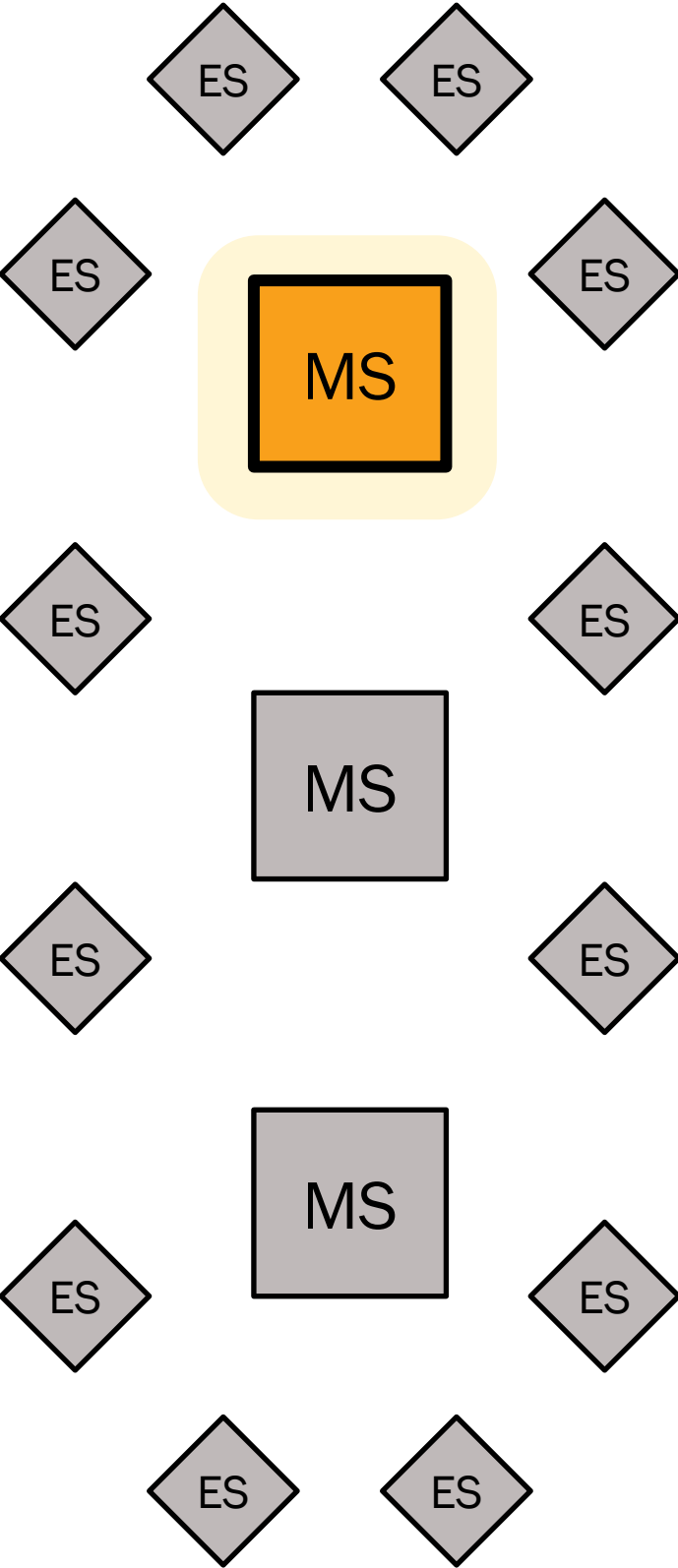
Trade-Up Timeline



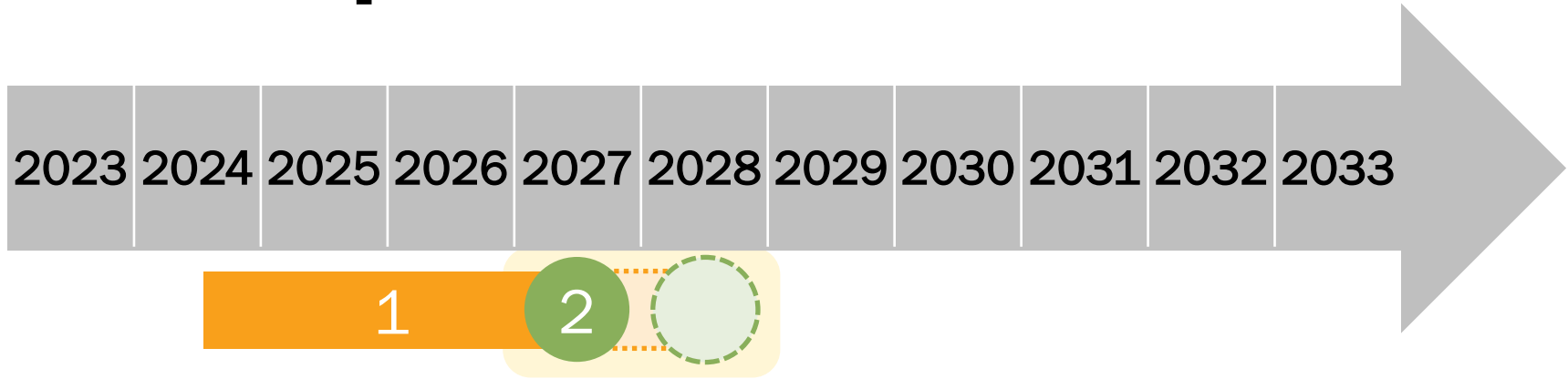
Trade-Up Timeline



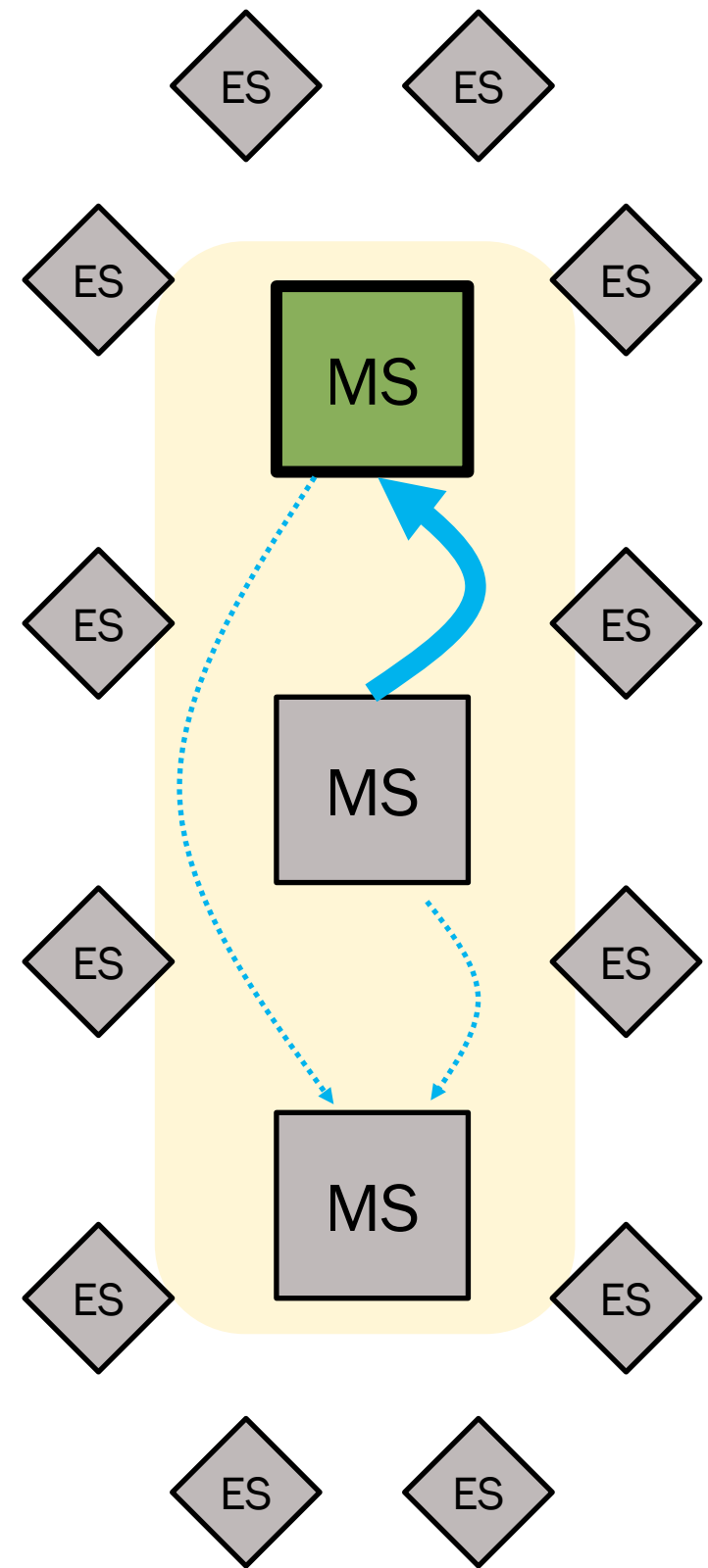
- 1. Redesign a Middle School & reconstruct or renovate ‘like new’ at ~1400 capacity



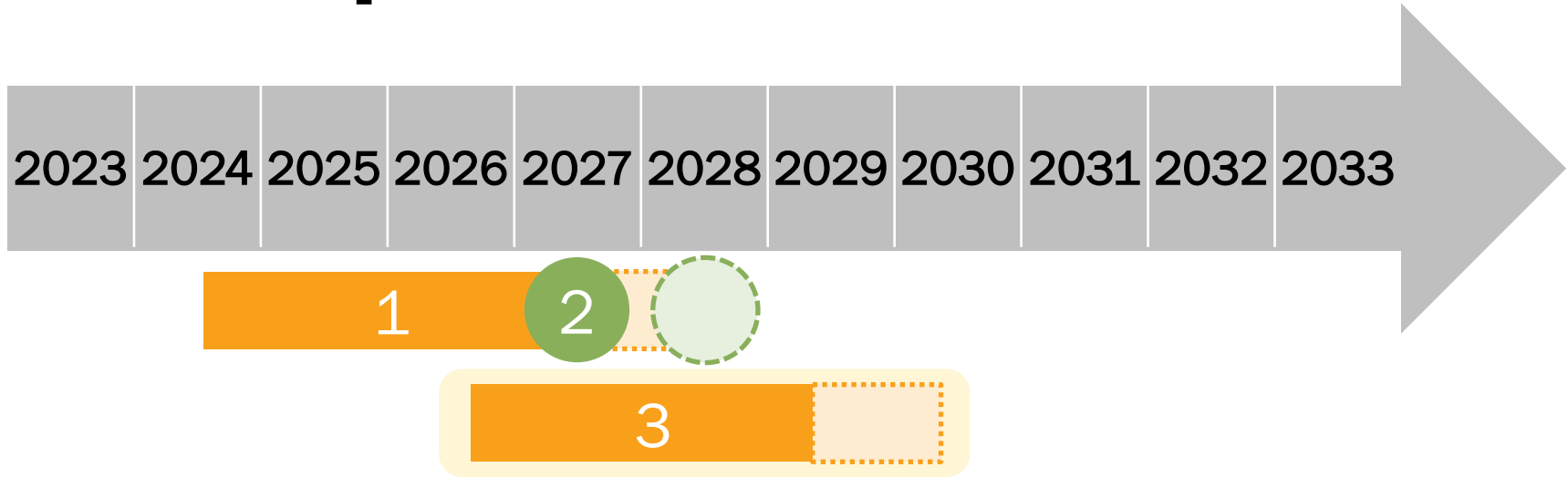
Trade-Up Timeline



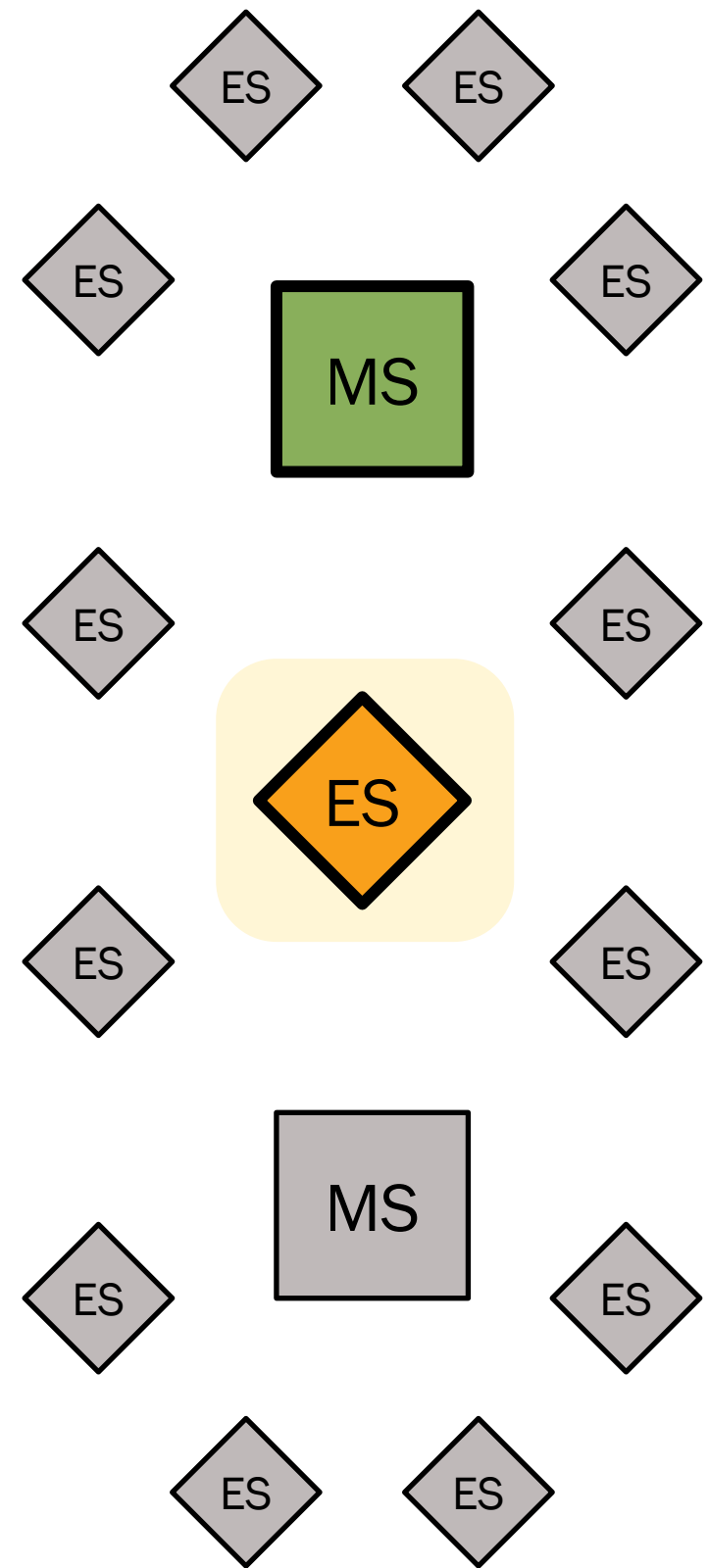
- 1. Redesign a Middle School & reconstruct or renovate ‘like new’ at ~1400 capacity
- 2. New, consolidated middle school opens



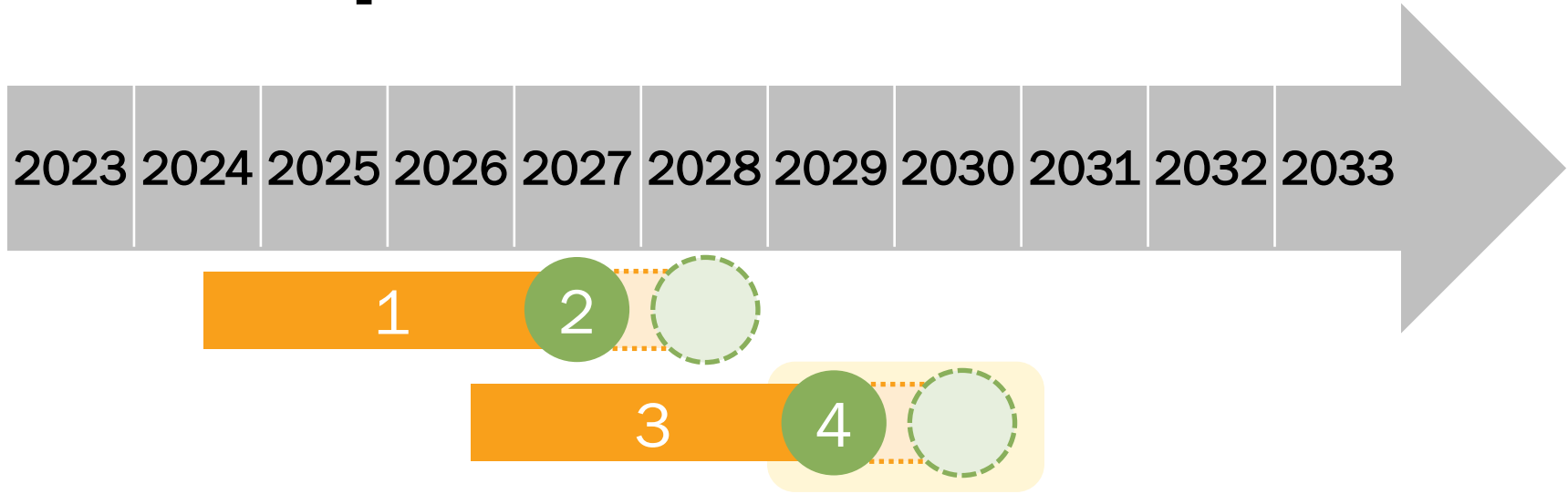
Trade-Up Timeline



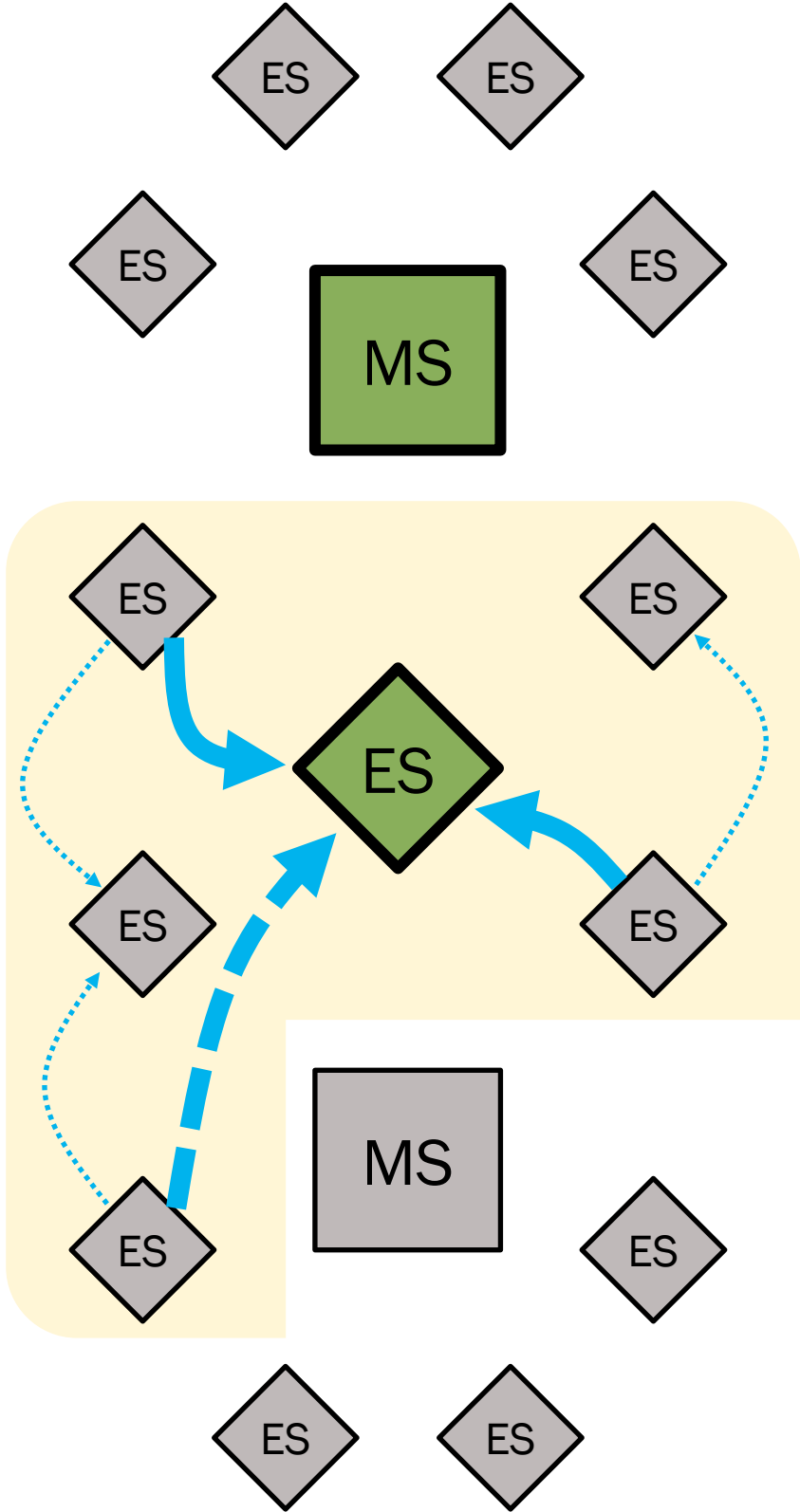
- 1. Redesign a Middle School & reconstruct or renovate ‘like new’ at ~1400 capacity
- 2. New, consolidated middle school opens
- 3. Reconstruct or renovate another Middle School ‘like new’ as a 700-capacity Elementary School



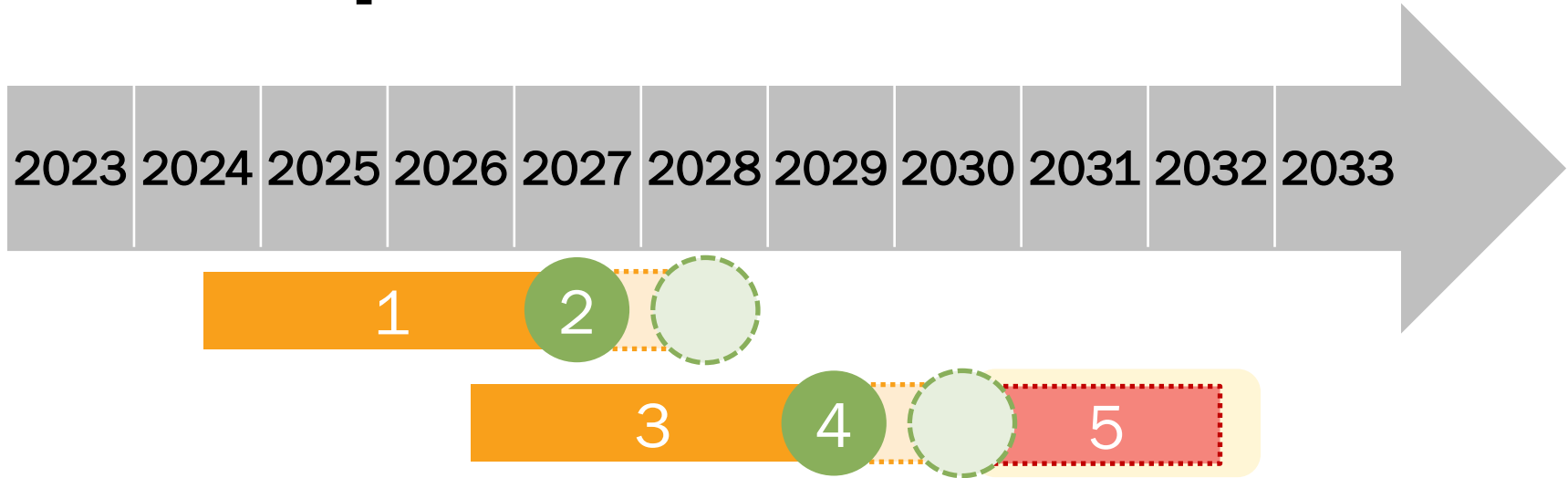
Trade-Up Timeline



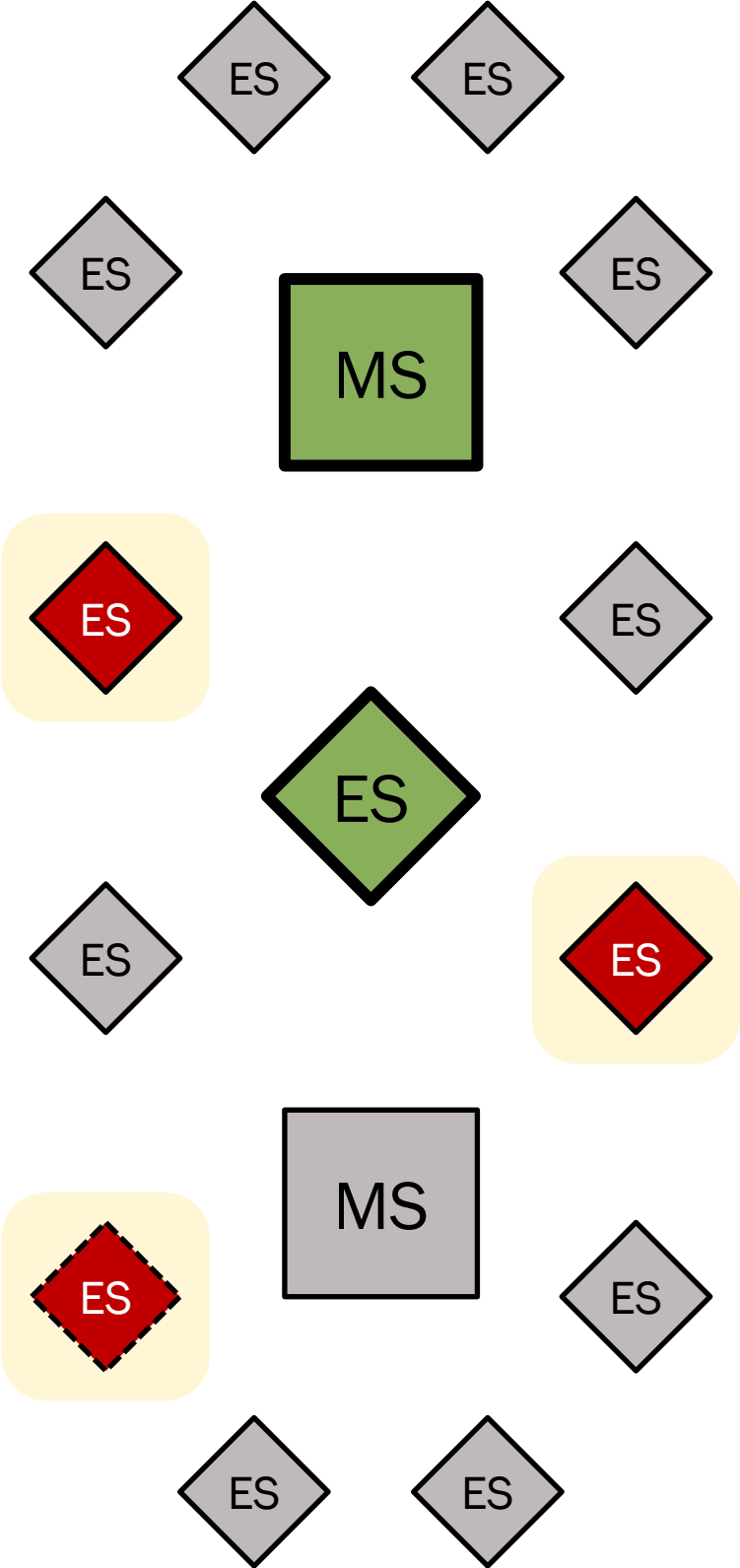
1. Redesign a Middle School & reconstruct or renovate ‘like new’ at ~1400 capacity
2. New, consolidated middle school opens
3. Reconstruct or renovate another Middle School ‘like new’ as a 700-capacity Elementary School
4. New, consolidated elementary school opens (2-3)



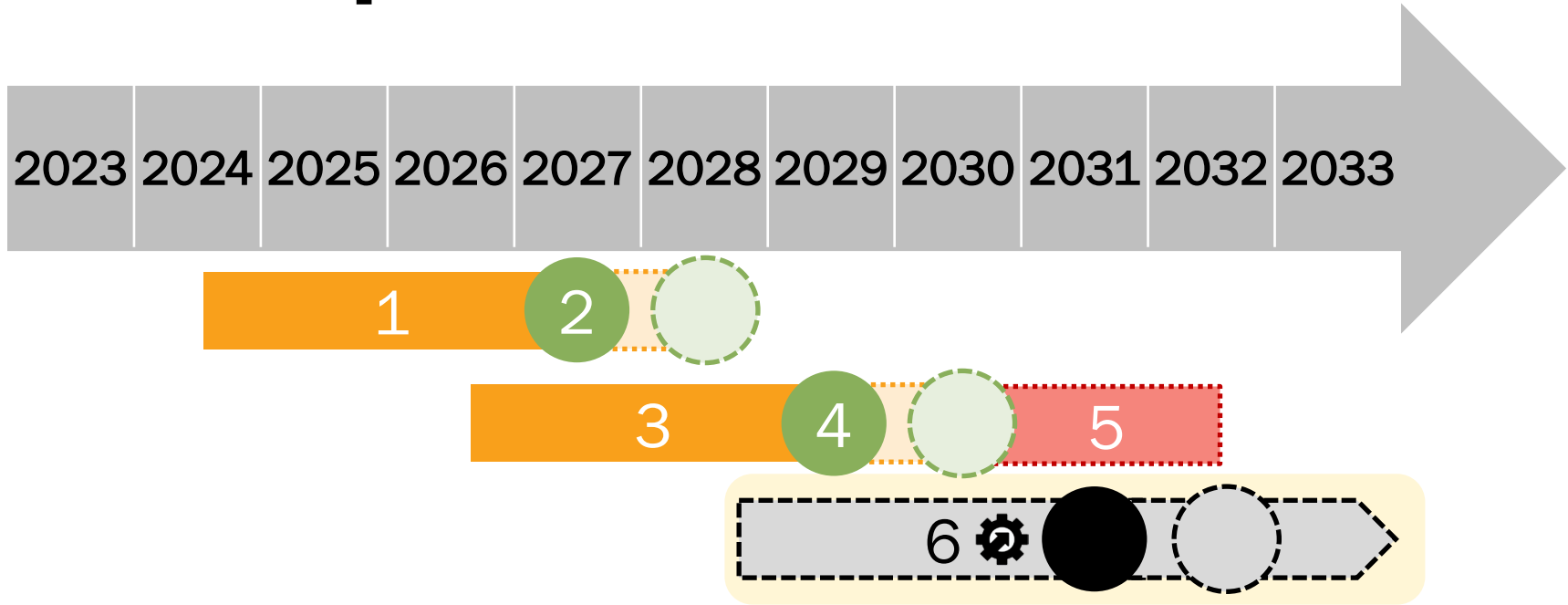
Trade-Up Timeline



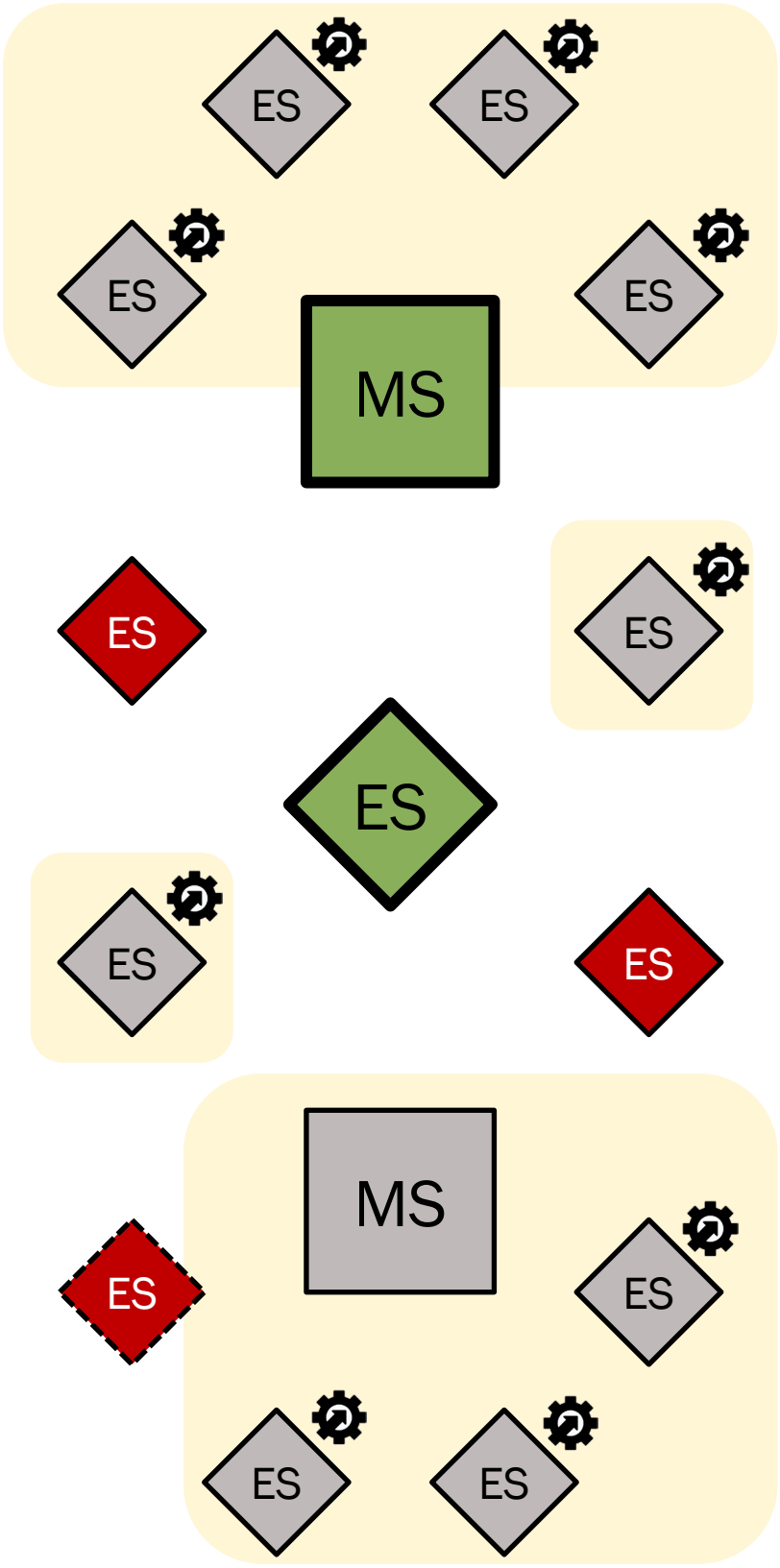
1. Redesign a Middle School & reconstruct or renovate ‘like new’ at ~1400 capacity
2. New, consolidated middle school opens
3. Reconstruct or renovate another Middle School ‘like new’ as a 700-capacity Elementary School
4. New, consolidated elementary school opens (2-3)
5. Repurpose surplus sites for swing space & community use



Trade-Up Timeline



1. Redesign a Middle School & reconstruct or renovate ‘like new’ at ~1400 capacity
2. New, consolidated middle school opens
3. Reconstruct or renovate another Middle School ‘like new’ as a 700-capacity Elementary School
4. New, consolidated elementary school opens (2-3)
5. Repurpose surplus sites for swing space & community use.
- ⚙️ 6. With newly vacated sites, continue ‘trade up’ cycle of renovating and consolidating campuses.



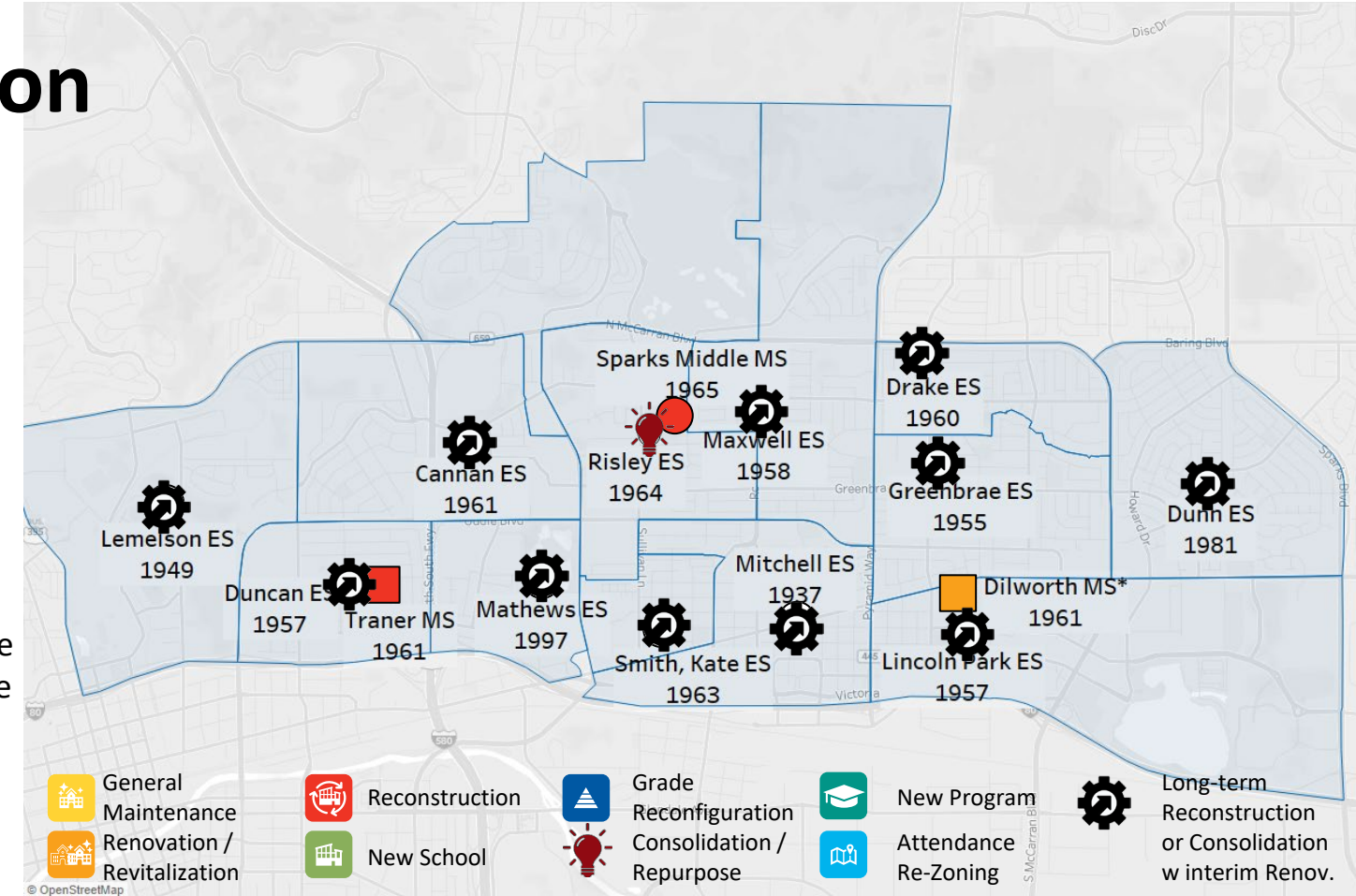
B Phased Reconstruction & Consolidation Trade-Up Scenario (Traner 2.0)



- Begin long-term sequence of renovating and/or replacing old, outdated middle and elementary school facilities with state-of-the-art buildings designed with WCSD-standard features and capacity, enabling the phased consolidation of programs into new facilities on fewer locations. 'Trade-up' strategy ensures that affected students and staff would only be rezoned to schools that have first had major capital improvements that improve educational environments and access to programs.
- At all stages, design facilities and educational program focus (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.
- First: Renovate or reconstruct Traner MS at ~1400 capacity and open as new consolidated middle school, serving students in current Traner and Sparks neighborhoods. If necessary, rezone middle school boundaries based on refreshed demographic data closer to time of implementation. (Earliest 4-5+ years)
- Next: Renovate or reconstruct Sparks MS as a new ~700-student elementary school and open as new consolidated elementary school to serve students in Risley and neighboring zones. Temporarily use surplus capacity in neighboring schools and/or modular classrooms as swing space. Determine which elementary schools to consolidate and rezone closer to time of implementation based on refreshed demographic data. Close and repurpose Risley and other surplus schools for other beneficial community uses, such as pre-k, recreation, entrepreneurship hub, staff professional development and/or housing, or temporary construction swing space, etc. (Earliest 6-7+ years)
- Then: Initiate new cycle of construction and consolidation of area elementary schools, informed by periodic enrollment projections and community engagement, at a pace of approximately 1-2 every 3-4 years, pending available funding. All school facilities not named above would be candidates for eventual major reconstruction & renovation or repurposing, several years in the future. (Earliest 8+ years)
- Concurrent with above projects, implement prioritized revitalization projects to ensure safe and educationally appropriate conditions.

One-Time Capital Cost / Annual Operational Cost

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Benefits

- Replaces old, inadequate facilities with modern, efficient buildings.
- Moves students into new larger schools scaled to support robust educational programs and support services.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Opportunity to leverage surplus facilities into new resources for educational, business, and community use.

Challenges

- Rezoning requires careful consideration of community impacts.
- Requires organizational change.
- Complex swing space and phasing plan.
- Longer walk distances or bus transportation for some families.

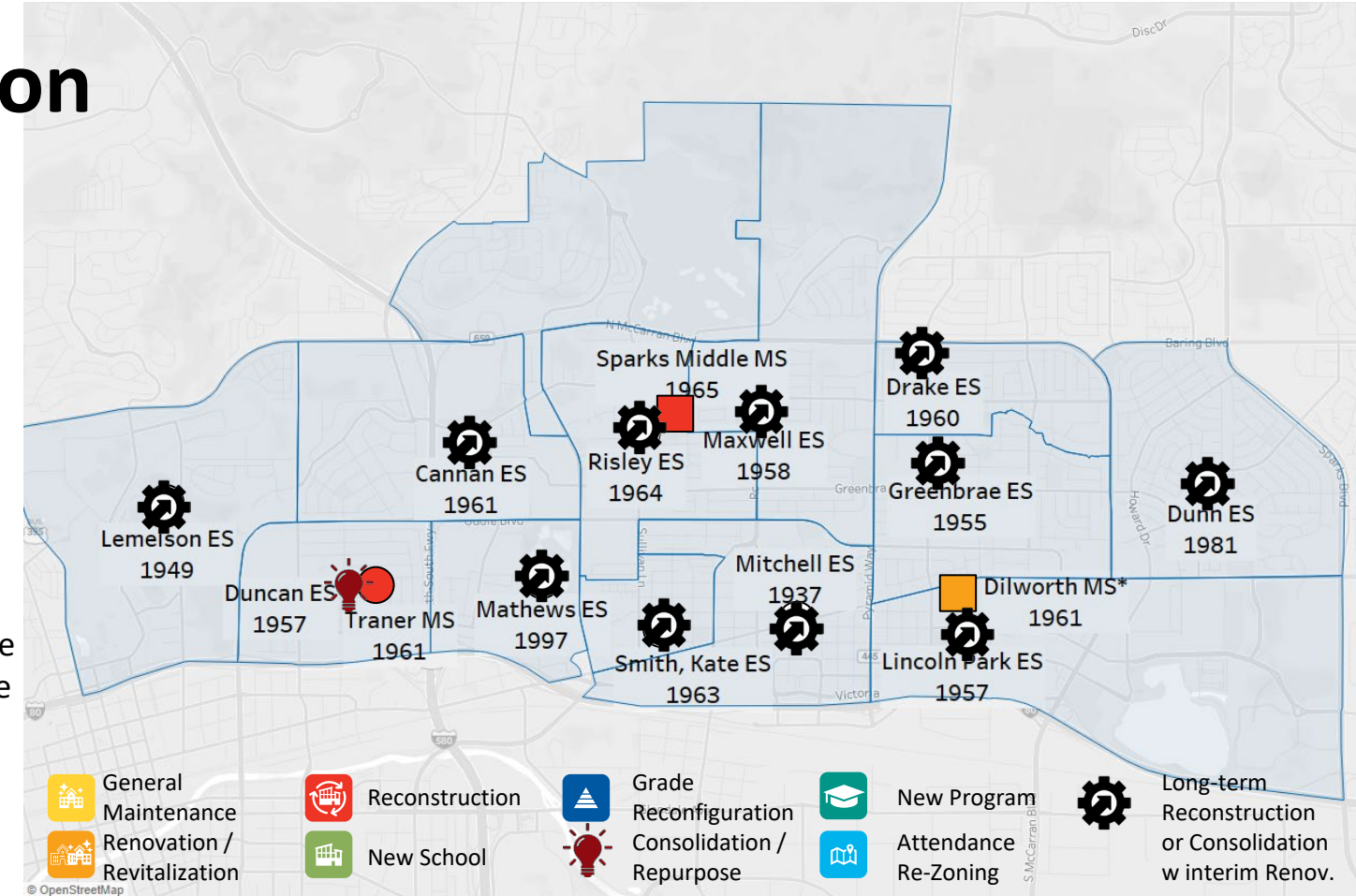
C Phased Reconstruction & Consolidation Trade-Up Scenario (Sparks MS 2.0)



- Begin long-term sequence of renovating and/or replacing old, outdated middle and elementary school facilities with state-of-the-art buildings designed with WCSD-standard features and capacity, enabling the phased consolidation of programs into new facilities on fewer locations. 'Trade-up' strategy ensures that affected students and staff would only be rezoned to schools that have first had major capital improvements that improve educational environments and access to programs.
- At all stages, design facilities and educational program focus (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.
- First: Renovate or reconstruct Sparks MS at ~1400 capacity and open as new consolidated middle school, serving students in current Sparks and Traner neighborhoods. If necessary, rezone middle school boundaries based on refreshed demographic data closer to time of implementation. (Earliest 4-5+ years)
- Next: Renovate or reconstruct Traner MS as a new ~700-student elementary school and open as new consolidated elementary school to serve students in Duncan and neighboring zones. Temporarily use surplus capacity in neighboring schools and/or modular classrooms as swing space. Determine which elementary schools to consolidate and rezone closer to time of implementation based on refreshed demographic data. Close and repurpose Duncan and other surplus schools for other beneficial community uses, such as pre-k, recreation, entrepreneurship hub, staff professional development and/or housing, or temporary construction swing space, etc. (Earliest 6-7+ years)
- Then: Initiate new cycle of construction and consolidation of area elementary schools, informed by periodic enrollment projections and community engagement, at a pace of approximately 1-2 every 3-4 years, pending available funding. All school facilities not named above would be candidates for eventual major reconstruction & renovation or repurposing, several years in the future. (Earliest 8+ years)
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Conversation

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Discussion Prompt

1. Elect a **note-taker** and **spokesperson**/s who will share ideas with the whole room.
2. Take turns **sharing your impressions** of each option, focusing on the stated **benefits** and **challenges** listed for each.
3. If you strongly support or oppose any of the options, are there any **additions/edits to the benefits or challenges** that would more fully explain your position?
4. Are there any 'yes, if' **adjustments, conditions, or qualifications** that would improve any of the options?
5. Do you have any ideas for **different options** that aren't listed?
6. **What have you learned** from others in the group?



Survey



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Next Steps



Community Engagement

Community Forum Series 1: FMP Overview

- ✓ Sept 21, 5:30-6:15pm (virtual)
- ✓ Sept 22, 6:00 p.m., Desert Skies MS

Community Forum Series 2: Community Priorities

- ✓ Oct 19, 11:30am-1:30pm, McKinley Arts Center
- ✓ Oct 19, 5:30-7:30pm, Dilworth MS
- ✓ Oct 20, 5:30-7:30pm (virtual)

Community Forum Series 3: School Engagements

- April-Sept, multiple locations and dates

Community Forum Series 4: Improvement Options

- Aug-Oct, multiple locations and dates, TBA

www.washoeschools.net/fmp

