



Facilities Master Plan



MONROE SCHOOL DISTRICT

August 7, 2025

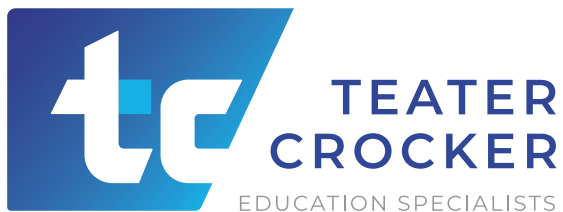
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1.0 Introduction

1.1 Community Background

Monroe is a growing city nestled in the Skykomish River Valley at the foothills of the Cascade Mountains in Snohomish County, Washington. Located approximately 30 miles northeast of Seattle, Monroe offers a mix of suburban neighborhoods, agricultural lands, and forested natural areas, creating a scenic and diverse setting for residents. Its proximity to both the Puget Sound region and recreational opportunities in the Cascades makes it an attractive location for families, professionals, and outdoor enthusiasts alike.

The land that is now known as Monroe, Washington, lies within the ancestral homelands of the Coast Salish peoples, including the Snohomish, Skykomish, and other Indigenous communities.

The City of Monroe traces its roots to the late 1800s when it was first settled near the confluence of the Skykomish, Snoqualmie, and Snohomish Rivers. Originally known as Tye City, the town was renamed Monroe in 1899 in honor of President James Monroe. Its early growth was spurred by the arrival of the Great Northern Railway, which transformed the town into a key hub for agriculture, timber, and commerce in the region.

Monroe's fertile river valley location made it ideal for farming, and by the early 20th century, it had become known for its dairy and produce industries. The construction of the Evergreen State Fairgrounds in the 1940s further cemented Monroe's place as a regional gathering point. Over time, Monroe evolved from a rural town into a vibrant small city with a growing population and a strong community identity.

The community is known for its strong civic identity and a family-oriented lifestyle, with a historic downtown district, vibrant parks and trails, and the regional Evergreen State Fair grounds. Residential areas range from well-established neighborhoods to newer housing developments, all benefiting from the city's blend of small-town charm and regional accessibility. Its history continues to shape its character as a place rooted in tradition while focused on thoughtful growth and educational opportunity.

Over the past decade, Monroe's population has grown steadily, driven by families seeking quality schools, access to natural beauty, and a close-knit community atmosphere. The city's demographics reflect a diverse and evolving population, with a mix of long-time residents and newcomers contributing to the area's cultural and economic vitality.



Median household incomes in Monroe are comparable to the broader Snohomish County area, and home ownership rates remain high, underscoring the city’s appeal as a stable and desired place to live.

Monroe’s local economy includes a mix of small businesses, regional employers, healthcare services, advanced manufacturing, and agriculture. Many residents commute to nearby employment centers in Everett and the Seattle metropolitan area, while others work in education, public safety, retail, and local government. The community continues to invest in infrastructure, housing, and public services to accommodate current and future growth.

1.2 School District Information

The Monroe School District serves approximately 5,932 students across PreK through 12th grade, drawing students from within the city of Monroe, as well as the surrounding unincorporated communities. Additionally, students from surrounding school districts attend Monroe’s schools, with the majority of out-of-district students attending Sky Valley Education Center, the district’s K-12 parent-partnership alternative learning school. The district also includes a comprehensive high school, an alternative high school, two middle schools, multiple elementary schools with PreK programs, and a variety of other support programs on site.

Monroe School District is committed to fostering academic excellence and personal growth for every student. Its schools offer a range of academic programs, extracurricular activities, and student support services designed to meet the diverse needs of its learners. The district values inclusion, innovation, and student voice, and is known for its collaborative partnerships with families, businesses, and community organizations.

The student body reflects Monroe’s growing diversity with students representing a range of racial, ethnic, and linguistic backgrounds. Roughly 60% of students identify as White while the remaining 40% of students identify as Hispanic/Latino, multiracial, Asian, Black, or Native American. Approximately 40% of students qualify for free or reduced-price meals, and 15% are English Language Learners. These demographics guide the district’s strategic work to ensure equitable access to opportunities and a supportive learning environment for all students.

The district's academic performance is consistently in line with or above state averages, and Monroe High School graduates are regularly accepted into colleges, universities, and career programs across the country. Monroe School District has a graduation rate of roughly 85% with many students opting into programs and tracks that offer the ability to graduate with college credits. With a focus on postsecondary readiness, the district offers Advanced Placement (AP) courses, dual credit opportunities, Career and Technical Education (CTE) pathways, and High School and Beyond planning to help students envision and prepare for life after graduation.

Monroe School District's strategic plan emphasizes academic growth, safe and welcoming schools, community partnerships, and the effective use of resources. The district maintains a student-centered approach while prioritizing long-term sustainability and continuous improvement.

Community involvement is a hallmark of the Monroe School District, with active parent groups, strong partnerships with local organizations, and a focus on creating a safe and supportive learning environment. The district's leadership and staff are dedicated to continuous improvement, professional development, and fostering a culture where every student can succeed. With a student-to-teacher ratio of about 19:1, class sizes allow for differentiated instruction and student support.

The district's vision is a future where every student in the Monroe School will know and say:

- I belong, and I matter.
- I am challenged, supported, and successful in my learning.
- I believe in myself, and my community believes in me.
- I feel connected to my learning, to my peers, and to the adults in my school.
- I see a future I want, and I know how to achieve it.

The district's mission is:

In the Monroe School District, our students experience a deep sense of belonging while being supported, challenged, and inspired to explore their passions, learn at high levels, achieve their goals, and graduate ready to thrive in their chosen path after high school.

The district anchors their work in six values. These values are: integrity, equity, student-centered, belonging, collaboration, and excellence.



In striving to achieve this Vision and Mission, as well as enact these values, the district is guided by a 5-year strategic plan adopted in 2024. This plan incorporated feedback from a large number of staff, families, students, and community members through focus groups, one-on-one meetings, and surveys. The Monroe School District’s strategic plan emphasizes academic growth, safe and welcoming schools, community partnerships, and the effective use of resources. The district maintains a student-centered approach while prioritizing long-term sustainability and continuous improvement.

GOALS	OBJECTIVES	PERFORMANCE INDICATORS & TARGETS
ALL STUDENTS ARE READY FOR THEIR FUTURE	<i>Build a system to ensure graduating seniors who complete a specified pathway are guaranteed acceptance to a post-secondary school or placement in a high-demand, livable-wage job.</i> <i>Ensure high levels of learning for all students across grade levels, courses, and content areas.</i> <i>Ensure all students leave each grade level with a portfolio of their interests, abilities, and aptitudes to inform their chosen pathway K-12.</i> <i>Ensure robust alternative learning pathways and choice programs are available for students.</i> <i>Collaborate with community organizations and childcare providers to create additional Pre-K options, including full-day programs and wraparound services for families.</i>	Earn the designation of a model Professional Learning Community (PLC) district. (TBD %) of students in grades 3-8 and 10 will meet grade level standards in English Language Arts (ELA) as measured by the Smarter Balanced (SBA) test in the spring of (insert school year). (TBD %) of students in grades 3-8 and 10 will meet grade level standards in math as measured by the Smarter Balanced (SBA) test in the spring of (insert year). Increase the number of students who are “ready for kindergarten” as measured by the WaKids assessment by (TBD %). Increase the percentage of 9th graders on track for graduation by (TBD %). Decrease opportunity gaps in learning and achievement by (TBD %). Increase high school seniors’ perceived readiness for their futures by (TBD %).

		Increase the number of industry certifications available to students in Career & Technical Education (CTE) courses, aligned with current high-demand, high-wage occupations by (TBD #). 100% of students in grades K-8 will make their annual progress goal on the i-Ready math and reading assessments by the end of the (insert school year). (TBD %) of students in grades K-8 will make their annual stretch goal progress on the i-Ready math and reading assessments by the end of the (insert school year). Increase % of graduates who have taken at least one high school Honors, Advanced Placement, or Dual Credit course. Increase % of graduates who have scored at least a 3 or higher on at least one Advanced Placement exam.
ALL STUDENTS ARE SAFE, KNOWN, VALUED, AND SUPPORTED	<i>Build school and classroom communities where all students are acknowledged, valued, feel safe, and know they belong.</i> <i>Ensure all students have access to comprehensive physical and behavioral health care services through our collaborative relationships with community partners.</i> <i>Develop a proactive approach to preventing harassment, intimidation, and bullying (HIB).</i> <i>Develop a comprehensive multi-tiered system of support (MTSS) that incorporates multiple evidence-based</i>	Increase the sense of belonging felt by our students by (TBD %) as measured by the Student Climate & Culture survey through Panorama. Decrease incidents of Harassment, Intimidation, and Bullying by (TBD %). Increase the number of students in grades K-12 participating in extracurricular activities and athletics by (TBD #).

	<i>approaches to teach positive skills and behaviors.</i> <i>Review, update, and implement our comprehensive emergency preparedness and response plan to ensure we prioritize the safety of our students and staff.</i>	Increase the percentage of students regularly attending school by (TBD %).
WE RECRUIT AND RETAIN EXCEPTIONAL, CARING WORKFORCE THAT REFLECTS THE DIVERSITY OF THE STUDENTS WE SERVE	<i>Implement robust recruitment strategies to attract a deep pool of exceptional, caring, culturally competent, and diverse applicants for all district positions.</i> <i>Our positive, inclusive, supportive, and high-trust organizational culture leads to employee retention and reduced turnover rates.</i> <i>Our comprehensive onboarding process provides essential information, resources, and training for all staff members and substitutes, ensuring a smooth and effective integration into our organization.</i> <i>We have a deep pool of professional, caring, and culturally competent substitutes for roles that serve students.</i>	Increase the percentage of staff members who report feeling valued, supported, and included by (TBD %) as measured by the annual staff climate and culture survey. Increase employee satisfaction level with the support and responsiveness of district departments' and programs' support by (TBD %). Increase staff retention rate by (TBD %) in all employee groups. Increase the number of applicants for all positions by (TBD%). Increase the staff diversity index by (TBD %). The staff diversity index measures the extent to which the demographic composition of the district's staff mirrors that of its student body across various dimensions of diversity, including race, ethnicity, gender, and language background. Decrease the turnover rate of staff members by (TBD %) in all demographic categories. Increase the percentage of staff members, including substitutes, who are fluent in Spanish by (TBD %).

FAMILY AND COMMUNITY MEMBERS ARE CONNECTED TO SCHOOL AND VALUED PARTNERS	<i>Curriculum and instruction materials are available to students, staff, and the community in an easy-to-understand and accessible way.</i> <i>Develop an atmosphere of mutual respect and trust based on culturally responsive relationships with families.</i> <i>Families have a clear understanding of how to access services (i.e. special education, multilingual learners, 504 plans) for their students and how to advocate on their behalf.</i> <i>Our well-kept facilities are easily accessible for community use.</i> <i>Develop a world-class customer service model to ensure our students, families, staff, and community members feel seen, valued, and supported.</i> <i>Regular communication with our community builds trust, transparency, and accountability.</i>	Increase the percentage of families who report feeling connected to their child's school by (TBD %). Increase the percentage of families and community members who report feeling valued and respected by school staff (TBD %). Increase the percentage of families satisfied with the IEP process by (TBD %). Increase the percentage of staff, students, families, and community satisfied with school and district office customer service (TBD %). Increase the percentage of people satisfied with facility use process and procedures by (TBD %).
WE EFFECTIVELY UTILIZE RESOURCES AND DEMONSTRATE TRANSPARENT FISCAL RESPONSIBILITY	<i>Our school facilities are modern, safe, and secure.</i> <i>Develop a "Community Guide to the Budget" to demonstrate fiscal transparency to our community in an accessible and understandable way.</i> <i>Policies and procedures are current and accessible, with established systems for monitoring progress and conducting reviews to ensure accountability and facilitate continuous improvement.</i> <i>Consistent and accurate data entry in our student and staff information system ensures it is fully functional and all programs that integrate with it can be utilized effectively.</i>	Increase community users' satisfaction with facility use and the state of our facilities by (TBD %). Reduce the variance percentage between budgeted and actual expenditures for key budget categories. Improve the district's transparency index score. Increase community satisfaction with the district's financial management practices and resource allocation decisions by (TBD %), as measured by survey. Increase community facility utilization rate by (TBD %).

Source: Monroe School District

1.3 Purpose of Study

Preceding this study, the Monroe School District was aware that, over time, the physical condition of school buildings declines, with multiple building systems having reached the end of their natural lifespan. The school board took seriously its charge to protect and preserve the school facility assets owned by the community and to ensure that its educational mission is supported by appropriate, cost-effective facilities.

Nearly ten years ago, the district undertook a formal facility planning process, which generated recommendations that led to a 2015 community approval of a capital bond that included a complete modernization of Park Place Middle School, a modernization of Salem Woods Elementary, the modernization and expansion of Frank Wagner Elementary, the expansion of Hidden River Middle School, and to infrastructure, safety, and security improvements at all other schools. Given the time since these previous improvements and needs highlighted by an updated study of facilities in 2022, the superintendent felt it was important to engage a community-representative committee to develop an updated comprehensive facility master plan driven by data and educational programming aligned to the district's updated strategic plan. The committee was charged with reviewing the current condition of its educational facilities, along with other relevant data from a facilities study, to develop priority considerations for the school board represented through a data-driven planning process.

In commissioning this study, the superintendent had several guidelines:

- The consultants had to provide the district with an independent, third-party, data-driven professional assessment of the conditions of its facilities, both physically as well as their adequacy for supporting the education program.
- The consultants must coordinate their work and report back to the Facility Advisory Committee.
- The work of the consultants and the committee had to demonstrate how best to improve existing facilities, focusing first on students and then on operational challenges, in a priority order determined by the committee.
- The work of the consultants and the committee had to demonstrate a plan for effective and efficient facilities, especially given current economic challenges and the need to qualify for state construction assistance funding.
- Reduction of personnel was not a goal of this study.
- Individual personalities were not factors in the study.
- In other words, the collective efforts of the consultants, the committee, the staff, and the school board are to determine facility improvement options that will help

make the school system even better while positioning the district to qualify for state construction grants through the School Construction Assistance Program (SCAP).

1.4 Methodology and Plan of Work

Before the commencement of the Facility Master Plan update effort, a detailed plan of work was developed. The many sub-tasks were grouped under the following major work tasks:

- | | |
|---------------------------|-------------------------|
| a. Project Initiation | e. Facility Assessments |
| b. Review of Programs | f. Develop Options |
| c. Enrollment Projections | g. Prepare Final Report |
| d. Capacity Analysis | |

The methodology used for this project primarily fell into three categories: (1) the gathering of information and data, (2) the analysis of that information and data, and (3) the development of options for improving facilities based on the data and the analysis.

The consulting team consisted of individuals with collective experience in architecture, school facility planning, school administration, school finance, and school operations.

1.5 Data Sources

Data and information were collected from a variety of sources, including, but not limited to:

- a) School District policies and procedures,
- b) Physical condition reports,
- c) Floor plans or diagrams of school facilities,
- d) Description of program uses of facilities.
- e) On-site professional adequacy evaluations,
- f) Interviews with staff and administrators,
- g) Grade configuration information.
- h) Student enrollment histories and projections,
- i) School class size protocols, and
- j) Web-based data.



2.0 ENROLLMENT PROJECTIONS

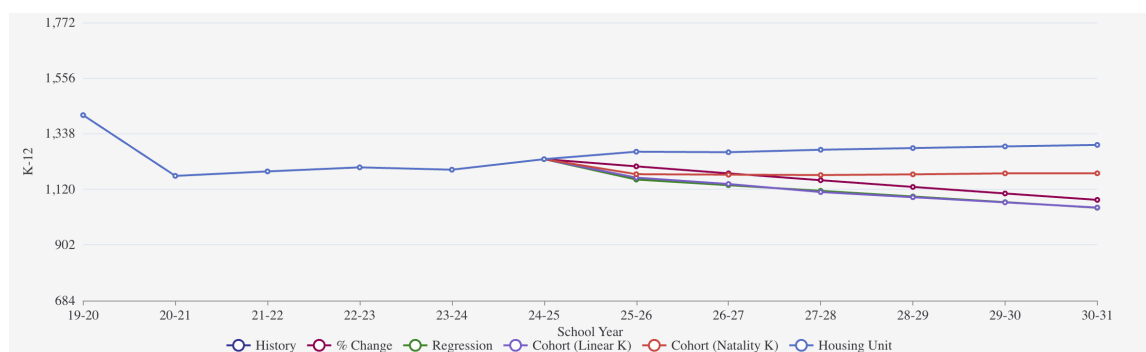
This chapter summarizes the district’s enrollment projections. Detailed information related to each projection method utilized has been included in a separate *Enrollment Projections Supplement* made available to the School Board in conjunction with this Facility Master Plan.

The consulting team has used both qualitative and quantitative information to develop the projections. A variety of “headcount” (rather than FTE) enrollment projection models have been used as a means of looking at future growth in different ways. Because most of these models use historical information as the basis for projections, the school district is encouraged to update these projections annually.

2.1 Historical Data

Historical enrollment data indicate a relatively steady student enrollment with slight growth over the past five years. Exhibit 2-1 charts the enrollment history for the Monroe School District for K-12 students as well as shows the projections across five different models.

**EXHIBIT 2-1
MONROE SCHOOL DISTRICT
ENROLLMENT HISTORY – GRAPHIC¹**



Source: K12enroll.com

¹ The resolution of graphical exhibits in this study have often been adjusted for improved comparative purposes. As a result, the slope of the lines on many line charts may be accentuated more than if the chart had a zero base in the vertical scale.

2.2 Summary

The consulting team used five different enrollment projection models to estimate future enrollments. Each model emphasized different types of data and therefore is limited in its effectiveness as a predictive tool. Although all models use historical information, two models (the percentage change model and the regression model) place special emphasis on that historical data. These models are quite effective predictors if there is no forecast of rapid community growth or decline and student population rates have had minimal fluctuation.

The other three models use historical enrollments but also consider student mobility patterns and the effects of the natality rates in prior years. The two cohort survival models are perhaps the best-known predictive tool using this type of data. However, like the percentage increase model and the regression model, the cohort survival model loses its predictive capabilities in communities that experience, or are expected to experience, very rapid changes in student growth or decline.

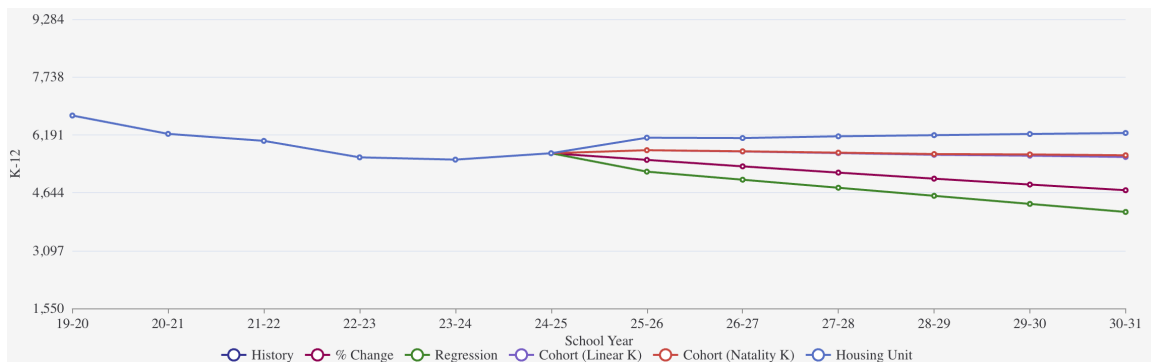
One model indicates a relatively flat enrollment growth, while two models indicate nearly flat projections. The remaining two models indicate a steady decline in enrollment. This relatively similar pattern of projections increases the overall confidence of the projections. Exhibit 2-12 is the summary table of the K-12 projections. Exhibit 2-13 is a graphic representation of the data in the table.

EXHIBIT 2-2 MONROE SCHOOL DISTRICT SUMMARY OF K-12 MODELS

	25-26	26-27	27-28	28-29	29-30	30-31
% Change	5,520	5,347	5,180	5,018	4,861	4,709
Regression	5,206	4,990	4,775	4,559	4,343	4,128
Cohort (Linear K)	5,779	5,745	5,702	5,657	5,633	5,598
Cohort (Natality K)	5,779	5,750	5,713	5,676	5,666	5,643
Student per Housing Unit	6,113	6,104	6,151	6,181	6,213	6,240

Source: K12enroll.com

EXHIBIT 2-3 MONROE SCHOOL DISTRICT K-12 ENROLLMENT SUMMARY - GRAPHIC



Source: K12enroll.com

Based on the information in the sections and exhibits above, the consulting team has calculated a “best estimate” that we believe most accurately represents the general direction of the prediction models.

Typically, the consulting team recommends that the district use this “best estimate” model for planning. The consulting team has also calculated a “lower estimate” and “higher estimate” for consideration by the district as they reflect on local issues that may have near-term impacts not factored into the projections. Exhibit 2-14 is a table detailing the “lower estimate,” “higher estimate,” and “best estimate.”

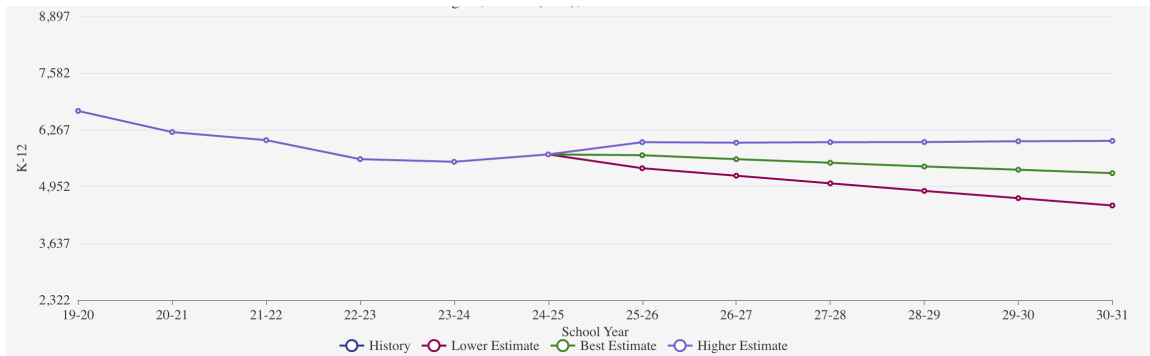
EXHIBIT 2-4 MONROE SCHOOL DISTRICT K-12 ENROLLMENT ESTIMATE RECOMMENDATION

	25-26	26-27	27-28	28-29	29-30	30-31
Lower Estimate	5,377	5,204	5,027	4,852	4,683	4,514
Best Estimate	5,679	5,587	5,504	5,418	5,343	5,263
Higher Estimate	5,981	5,970	5,981	5,984	6,003	6,012

Source: K12enroll.com

The green line in Exhibit 2-15 represents the “best estimate” of future enrollments. Both the “lower estimate” and “higher estimate” are also plotted on the graphic representation of the information in Exhibit 2-14.

**EXHIBIT 2-5
 MONROE SCHOOL DISTRICT
 K-12 ENROLLMENT ESTIMATE RECOMMENDATION – GRAPHIC**



Source: K12enroll.com

2.3 Additional Considerations

Every District has unique circumstances that should be considered when utilizing enrollment projection information, and the Monroe School District has at least one important item that should be factored into enrollment planning.

- a) Monroe School District offers several unique programs within the region through Sky Valley Education Center that bring a number of students in from other districts. If other districts were to begin offering similar programs in their districts, this would likely impact the district's enrollment projections.

3.0 CAPACITY AND UTILIZATION

Four main factors drive the capacity of a school building: (1) the physical size of the instructional spaces, (2) the class size limits, (3) the schedule of uses, and (3) the programs the school offers. Because capacity formulas often apply different “weights” to these factors, one can find many capacity definitions across the country. For the Monroe School District, a single method of calculating capacity was used – the instructional space model. This technique brings both consistency and clarity to the process of determining capacity.

Once capacity is determined, it can be compared to enrollments or projected future enrollments. This comparison produces a “utilization factor” that is discussed later in this chapter.

3.1 Capacity Analysis

Each school in the Monroe School District underwent an analysis to determine its capacity. School capacity, or the number of students a building is designed to reasonably accommodate, is largely driven by the number of students assigned to each class, the number of square feet in the classroom, the number of periods in the schedule, where teacher preparation periods occur, the ratio of required courses vs. elective courses, and the number of programs offered.

3.1.1 Methodology

Existing building capacity information was gathered through analysis of building floor plans and interviews with district personnel. The calculations required a variety of information:

- a. plans, maps, diagrams, and drawings of existing buildings
- b. information regarding the number of teaching spaces and their uses
- c. square footage information for each school
- d. interviews with staff
- e. on-site examination of each school

Many programs for students with “special needs” require smaller class sizes with more area per student, specialized utilities and equipment, as well as dedicated space for specialists to serve the students’ needs. Examples of the programs requiring different spaces include the Developmental Learning classrooms, resource room programs, speech

and language therapy, occupational and physical therapy, Title I (remedial reading and mathematics), gifted education, science, physical education, and music.

Capacity is calculated by multiplying the number of teaching spaces by type (e.g. kindergarten rooms, primary grade rooms, intermediate grade rooms, special education rooms, PE teaching spaces, music rooms, secondary general classrooms, art rooms, etc.) multiplied by the class size limit (often stated in the negotiated agreement or directly within Board policy). The sum of the products in each school type are then multiplied by a “scheduling factor.” Scheduling factors are used to reflect the fact that not every classroom can be scheduled to have a “perfect fit” of students in the attendance zone when compared to capacity standards. For elementary schools, a scheduling factor of 95% reflects this imperfect fit. In addition, the district must account for the practice of having each middle school and high school teacher use their classrooms without students for their preparation periods. At the middle school, junior high, and high school levels, the enrollment is multiplied by 83% to reflect the planning period for each teacher in a six-period instructional day (5 teaching periods ÷ 6 total periods = an 83% scheduling factor). Both the middle and high school capacities are then also multiplied by an Imperfect Fit Factor (IF²) of 95% to most accurately recognize programmatic capacity across the breadth of course offerings.

3.1.2 Current Capacity Standards

The consultants used the instructional space model of calculating capacity, which is based on an actual count of the different types of classrooms and their maximum enrollment. Often, general classrooms have a greater capacity than special learning classrooms (e.g., special education classrooms generally have lower capacity to meet requirements in state and federal education laws). Based on Monroe School District practices for classroom enrollment sizes, we have used the following values:

TK-PreK + Kindergarten	= 19 students
Grade 1	= 19 students
Grade 2	= 20 students
Grade 3	= 20 students
Grade 4	= 25 students
Grade 5	= 25 students
Grades 6-8	= 29 students
Grades 9-12	= 29 students
Career & Technical (CTE) @ Middle Level	= 20 students
Career & Technical (CTE) @ HS Level	= 20 students
Resource Room / Pull Out	= 28 students
Developmental Learning	= 10 students



Exhibit 3-1 details the different types of spaces and their capacity for the K-5 program. Please note that many special learning spaces (Library, Music, PE, etc.) do not have student capacity for K-5 because the students are counted in their home rooms. These special learning spaces are used for “pull-out” programs.

**EXHIBIT 3-1
K-5 SPACE STANDARDS**

Elementary School Instructional Space Model Standards	
TK/Pre-K	18
K - Full Day (FTE)	23
Grade 1	23
Grade 2	24
Grade 3	24
Grade 4	26
Grade 5	27
Art	0
Music	0
PE	0
Library	0
SLC	10
Resource Room, Title I, Pull Out	0
Other/Empty	27
Other/Accelerated	27

Source: Monroe School District

Exhibit 3-2 details the capacity standards for the Middle School and Junior High. The special learning spaces for the Middle Level Campus grade levels do have capacity since the schools are on a six-period schedule.

**EXHIBIT 3-2
MIDDLE SCHOOL & JUNIOR HIGH SPACE STANDARDS**

Middle Level Campus Instructional Space Model Standards	
Grade 6	29
Grades 7-8	29
Art	29
Music	29
PE	29
Science	29
CTE	20
SLC	10
Resource Room, Support	28
Other/Empty	29
Library	0

Source: Monroe School District

Exhibit 3-3 details the capacity standards for the High School. The special learning spaces for the High School grade levels also have capacity since the school is on a six-period schedule.

**EXHIBIT 3-3
HIGH SCHOOL SPACE STANDARDS**

High School Instructional Space Model Standards	
Grades 9-12	29
Art	29
Business Labs	20
Music	29
PE	29
Science	29
CTE	20
SLC	10
Resource Room, Support	28
Other/Empty	28

Source: Monroe School District

3.1.3 Current Capacity

To obtain the number of each classroom type, the consulting team analyzed a floor plan of each school and verified this information during on-site visits. Once the number of classrooms for each type of space was determined, the capacity for each school was calculated by multiplying the number of spaces (for each space type) times the capacity value from the capacity standards charts (See Exhibits 3-1 through 3-4).

For each school, once the capacity was determined, it was multiplied by a scheduling factor (if a secondary school) and an Imperfect Fit Factor (IF²). Scheduling factors reflect the district's practice of having secondary teachers use their classrooms without students for their preparation periods. Uniquely, the Innovation Center utilizes a 100% scheduling factor, meaning all spaces are used for each hour of the day. Imperfect Fit Factors are used to reflect the fact that not every classroom can be scheduled to have a "perfect fit" of the maximum enrollment standards. These factors have been used:

		Scheduling		IF ²
Elementary	=	n/a	x	95%
Middle	=	83% (5 of 6 periods)	x	95%
High	=	83% (5 of 6 periods)	x	95%
Sky Valley	=	Multiple	X	95%

Using the capacity standards from the tables in Exhibits 3-1 through 3-4 and the methodologies described, the capacities for each school have been calculated. Exhibit 3-5 displays the results of the calculations for all elementary schools. Exhibits 3-6 and 3-7 detail the calculations for the Middle Level schools and the High School, while Exhibit 3-8 illustrates the calculations for the Innovation Center.

**EXHIBIT 3-4
ELEMENTARY SCHOOL CAPACITIES**

ALL ELEMENTARY SCHOOLS			
Room Name	# Rooms	Room Capacity	Subtotal Capacity
PK/TK (full day eqv)	5	18	90
K Full Day	19	23	437
Grade 1	18	23	414
Grade 2	17	24	408
Grade 3	16.5	24	396
Grade 4	14	26	364
Grade 5	15.5	27	419
Art	4	0	-
Music	5	0	-
PE	4	0	-
Library	5	0	-
SLC	5	10	50
RR, Title I, Pull Out	14	0	-
Other/Empty	2	27	54
Other/Accelerated	2	27	54
Total Room Count	141		2,596
IF ² (Imperfect Fit Factor)			95%
Programmatic Capacity			2,466

Source: Teater-Crocker

**EXHIBIT 3-5
MIDDLE LEVEL CAMPUS CAPACITIES**

ALL MIDDLE SCHOOLS			
Room Name	# Rooms	Room Capacity	Subtotal Capacity
Grades 6-8	30	29	870
Art	2	29	58
Music	3	29	87
PE	4	29	116
Science	10	29	290
CTE	5	20	100
SLC	3	10	30
Resource Room, Support	3	28	84
Other/Empty	4	29	116
Library	2	0	-
Total Room Count	66		1,751
Scheduling Factor			83%
IF ² (Imperfect Fit Factor)			95%
Programmatic Capacity			1,386

Source: Teater-Crocker

**EXHIBIT 3-6
HIGH SCHOOL CAPACITIES**

MONROE HIGH SCHOOL			
Room Name	# Rooms	Room Capacity	Subtotal Capacity
Grades 9-12	37	29	1,073
Art	3	29	87
Business Labs	2	20	40
Music	2	29	58
PE	4	29	116
Science	8	18	144
CTE	8	20	160
SLC	2	10	20
Resource Room, Support	4	28	112
Other/Empty	4	28	112
Total Room Count	74		1,922
Scheduling Factor			88%
IF ² (Imperfect Fit Factor)			95%
Programmatic Capacity			1,598

Source: Teater-Crocker

3.2 Enrollment vs. Capacity

For schools to fully meet their educational goals, capacity and enrollment must be matched. When capacity exceeds enrollment (under-utilization), capital expenditures may be reduced or facilities removed from inventory. When enrollment exceeds capacity (over-utilization), capital expenditures may need to be increased. The formula for calculating utilization is **enrollment ÷ capacity = utilization**.

3.2.1 Elementary Enrollment and Capacity

The current PK-5 enrollment has variable capacity across the five elementary schools. Frylands Elementary is over-utilized at 104% utilization. Salem Woods Elementary is at 97% utilization and Chain Lake Elementary is at 94% utilization. Frank Wagner Elementary and Maltby Elementary are at 83% and 82% utilization, respectively. The total current elementary utilization rate is 92%, not including portable classrooms. The projected five-year enrollment decreases the utilization rate to 87%.

3.2.1 Middle Level Campus Enrollment and Capacity

The total current middle school utilization rate across the two campuses is 77%, though there is a significant gap between the rates for each campus. Park Place Middle School is at 88% utilization, and Hidden River Middle School is at 55% utilization. The five-year enrollment projection is expected to slightly increase the overall utilization rate to 78%. Still, this slight increase does not suggest that the gap between the utilization rates of each campus will significantly decrease over these five years.

3.2.2 High School Enrollment and Capacity

Monroe High School is operating at an 88% utilization rate. Leaders High School is operating at an 87% utilization rate. Higher utilization rates at the high school level are generally considered acceptable, especially as many high schools offer educational programs outside of the building and campus, such as apprenticeships, internships, and Running Start. The five-year enrollment projections increase this collective utilization rate for the two high schools to 104%. This indicates that there may be a strain on capacity related to the amount and type of space needed to support high-quality learning experiences within the district's current secondary facilities.

3.2.3 Sky Valley Education Center Enrollment and Capacity

Due to the number of unique programs offered at Sky Valley Education Center, the range of ages the programs cover, and varying extent to which these unique programs take place over a week, the utilization for Sky Valley Education Center was calculated uniquely. The utilization for Sky Valley was calculated using hours per day versus student counts. In the most recent school year, the school used only 88% of the available spaces, using this method. The graphic below represents the utilization method for Sky Valley Education Center. Exhibit 3-8, below, provides a visual of this methodology for Sky Valley Education Center’s utilization calculation.

EXHIBIT 3-7 SKY VALLEY EDUCATION CENTER UTILIZATION

SKY VALLEY EDUCATION CENTER	
Day of the Week	Average % of Available Hours Per Day Used
Monday	47%
Tuesday	95%
Wednesday	82%
Thursday	96%
Friday	38%
WEEKLY AVERAGE	72%

Source: Teater-Crocker

Exhibit 3-9 is a table detailing the current capacity, enrollment, and utilization for each school as well as projected enrollment and utilization rates.

**EXHIBIT 3-8
CURRENT AND PROJECTED FACILITY UTILIZATION**

School	Permanent Capacity	Feb 2025 Enrollment	Capacity Surplus (Deficit)	Current Utilization	Projected Enrollment 2030-31	Projected Utilization 2030-31
Chain Lake ES	462	436	26	94%		
Frank Wagner ES	652	543	109	83%		
Fryelands ES	403	420	(17)	104%		
Maltby ES	409	335	74	82%		
Salem Woods ES	533	518	15	97%		
Elementary Total	2,459	2,252	207	92%	2,132	87%
Hidden River MS	523	300	223	57%		
Park Place MS	864	764	100	88%		
Middle School Total	1,386	1,064	322	77%	1,086	78%
Monroe HS	1,598	1,406	192	88%		
Leaders HS*	64	57	7	89%		
High School Total	1,662	1,463	199	88%	1,736	104%
Sky Valley Edu Center	-	1,057	0	-	1,120	-

Source: Teater-Crocker

*Leaders High School has a class size of 15 and a scheduling factor of 75%

4.0 **CONDITION OF FACILITIES**

4.1 **Functional Adequacy**

Each Monroe School District school facility was assessed to determine how well it supports the educational program. This functional adequacy assessment, prepared by an educational professional, examines the sizes, adjacencies, equipment, supportive utilities, and other features of each space.

The assessment describes how well the facility supports the staff as they implement the educational program in each space. School spaces are “tools” that exist for an educational function. Therefore, the design characteristics of a school can significantly impact the ability of educators to accomplish their educational mission. Analysis of functional adequacy is not a clinical, objective effort. It requires an understanding of the educational program being delivered as well as the application of professional judgment to varying pedagogical circumstances. Assessing functional adequacy always has an element of subjectivity, but certain elements are well-recognized in the industry and were used in this assessment. For this project, the following areas were assessed:

Site, Parking, Playgrounds, Fields and General Classrooms	
Special Learning Spaces:	• Early Childhood-Kindergarten (elementary schools only) • Special Needs (special education, Title I, SLP, etc.) • Computer labs • Physical Education • Music • Library • Visual Arts • Science • Career Technical Education (secondary schools only) • Performing Arts • Enrichment
Support Spaces:	• Administration • Student Services • Staff Support • Food Service • Custodial-Maintenance

For each of the above functional spaces, the assessment professional determined the functional adequacy across several recognized categories. This assessment adopted those recognized categories and identified them as follows:

- The proper size of spaces
- Adjacencies (appropriate spatial relationships)
- Utilities, technology, fixed equipment, surfaces, and storage

Each category has one or more items assessed utilizing district criteria, national norms, and the professional judgment of a trained assessor. Each space has a rating assigned to it that reflects the approximate proportion of that space to the whole. The assessor then assigns a rating, and a total is calculated. If a space is not included in the program of studies for that school, the rating is removed from the possible point total. Each assessment also includes comments that help clarify any deficiencies or cite special circumstances.

Once a total score is calculated, a rating of “good,” “fair,” “poor,” or “unsatisfactory” is assigned. The scoring and rating are designed to help compare one facility to another or prioritize for capital improvement planning. Exhibit 4-1 details the key for this rating.

EXHIBIT 4-1 KEY FOR FUNCTIONAL ADEQUACY RATINGS

90+	Good: The facility design supports the educational program offered. It may have minor functional adequacy problems but generally meets the needs of the educational program.
75-89	Fair: The facility has some problems meeting the needs of the educational program and may require some improvements.
50-74	Poor: The facility has numerous problems meeting the needs of the educational program and needs significant improvements.
Below 50	Unsatisfactory: The facility is functionally inadequate and does not support the educational program in many areas.

Source: Teater-Crocker

Three schools, Frylands Elementary School, Leaders High School, and Sky Valley Education Center, scored in the “Poor” range. Sky Valley Education Center, in its assessment, was nearing “Unsatisfactory.” These schools’ scores were primarily due to the lack of appropriate program spaces (especially for special education supports), the age of the buildings, and the condition of the exterior areas, such as playfields, sidewalks,

and parking lots. Chain Lake Elementary, Frank Wagner Elementary, Salem Woods Elementary, Hidden River Middle, and Monroe High schools were rated “Fair”, while the rest of the buildings (Park Place Middle and Maltby Elementary) in the district were rated “Good”. The ratings for the schools in the Monroe School District are summarized in Exhibit 4-2.

EXHIBIT 4-2
SUMMARY OF FUNCTIONAL ADEQUACY RATINGS

School	Functional Adequacy Score	Functional Adequacy Description
Chain Lake ES	84	Fair
Frank Wagner ES	88	Fair
Fryelands ES	75	Poor
Maltby ES	90	Good
Salem Woods ES	87	Fair
Hidden River MS	85	Fair
Park Place MS	98	Good
Monroe HS	86	Fair
Leaders HS	70	Poor
Sky Valley Edu Center	59	Poor

Source: Teater-Crocker

4.2 Physical Assessment

The consulting team reviewed multiple sources of physical condition information previously compiled to determine relative physical condition of the district’s school buildings:

The physical condition assessments consider several factors, including the major building components (e.g., exterior building systems, interior building systems, mechanical systems, safety/building codes systems, etc.). Each of these major components is further broken down, and each sub-component is scored. If a school has multiple stand-alone buildings, they are scored separately. The key for the physical assessment is detailed in Exhibit 4-3.

EXHIBIT 4-3
KEY FOR PHYSICAL ASSESSMENT AND SITE ASSESSMENT RATINGS

95+	Excellent: The building and/or a majority of its systems are in excellent condition and only require preventative maintenance
85-94	Good: The building and/or a majority of its systems are in good condition and only require routine maintenance.
62-84	Fair: The building and/or some of its systems are in fair condition and require minor repair.
30-61	Poor: The building and/or a significant number of its systems are in poor condition and require major repair or renovation.
Below 30	Unsatisfactory: The building and/or a majority of its systems should be considered for replacement.

Source: Teater-Crocker

One school, Sky Valley Education Center, was scored as “Poor”. Salem Woods Elementary School was scored as “Fair-Excellent” due to the differences between the renovation and the remaining original building(s). The remainder of the schools in the district scored as “Good” through “Excellent”. Please note that Leaders High School was not scored due to its current existence as a series of portables. A summary of the physical condition score for each school is included in Exhibit 4-4.

**EXHIBIT 4-4
SUMMARY OF PHYSICAL ASSESSMENT RATINGS**

School	Built / Renovated	Physical Condition Score	Physical Condition Description
Chain Lake ES	1989	81.69 – 83.99	Good
Frank Wagner ES	1989/2019	82.08 - 100	Good - Excellent
Fryelands ES	2005	85.55	Good
Maltby ES	1968/1987/2005	82.97 – 86.81	Good
Salem Woods ES	1980/2018	72.43 - 100	Fair - Excellent
Hidden River MS	1999/2002/2005/ 2018	90.12 – 94.75	Good
Park Place MS	1974/2018	99.3 - 100	Excellent
Monroe HS	1999/2005	85.36 - 100	Good - Excellent
Leaders HS	--	--	--
Sky Valley Edu Center	1954/1964/1967/ 1980/1990	45.05 – 47.76	Poor

Source: Hutteball + Oremus Architecture; Monroe School District

5.0 COMMUNITY INPUT

As part of the school district planning committee process, the consulting team, under the direction of the Superintendent of the Monroe School District, sought input from the community and district staff through a Facility Advisory Committee.

The Superintendent established the committee to provide feedback to the administrative team and consultants throughout the planning process. This committee was comprised of a cross-section of community members, district staff, and school board members. The committee conducted five work sessions to study information, determine needs grounded in data analysis and educational programming, engage in the planning process, and gauge the community's responses to considerations for facility planning options.

Following is a list of the members of the Facility Advisory Committee and their community or school district affiliations. A subset of these individuals attended each of the committee meetings.

Syed Owais Alam	Parent/Community	Andre Loranc	Parent/Community
Molly Barnes	School Board	Emily Miller	Staff/Community
Brandi Blair	Parent/Community	Francesa Moen	Staff, Parent/Community
Cameron Bryant	Parent/Community	Terry Olson	Staff /Community
JeNell Buchanan	Staff/Community	Aditi Paliwal	Parent/Community
Alison Cummings	Parent/Community	Kelly Pitts	Staff/Community
Adam Denney	Staff	Lindsay Rathert	Parent/Community
Vanessa Dunnells	Parent/Community	Jakeh Roberts	Parent/Community
Kyle Fisher	City Council, Parent/Community	Libby Brown	Parent/Community
Lise (Sexton) Kirby	Parent/Community	Darby Vigus	Staff/Community
Kevin Klein	Parent/Community	Chuck Whitfield	School Board
Melanie Lockhart	Parent/Community	Erin Zacharda	Staff, Parent/Community

5.1 Facility Advisory Committee

In February 2025, the Monroe School District initiated a Facility Advisory Committee representing staff, community members, parents, board members, and alumni to engage in a facilities planning process.

The committee's responsibility was to analyze data and program information provided by the consulting team and then identify and prioritize facility improvement projects for the Monroe School District. These projects would then be presented to the School Board for consideration.

The committee met five times between February 2025 and June 2025. Meetings were scheduled for 5:30 p.m. and lasted approximately 1½ hours.

- In the first meeting, the committee was provided data and information gathered by the consulting team. This information included enrollment projections, analysis of capacity and utilization, facility assessments (including both physical and functional assessments), and general observations of the facilities by team members.
- At the second meeting of the committee, additional data requested by the committee during the first meeting were reviewed. Detailed findings from the site reviews of each site shared related to both the physical condition as well as the functional adequacy of each building. The committee engaged in small-group analysis of the data presented to date and then full group discussion of their initial processing.
- At the third meeting, the committee received back the summary results of their small-group analysis from the previous meeting as a set of initial priority recommendations. The committee also received additional information from semi-structured interviews undertaken with the principals of each of the initially identified buildings or program administrators. This information focused more deeply on the specific impacts of physical and functional deficiencies for the educational programming at each building. The committee used this information to further refine their priority recommendations.
- The fourth meeting layered cost and project timing information on the committee's draft priorities, and the committee used this information for further discussion and prioritization. Additionally, refinement of the priorities occurred considering the estimated cost and timing information. Finally, tax impacts of their priority recommendations, as well as potential matching state funding, and total project

estimated costs were shared. The committee engaged in discussion and came to a consensus recommendation.

5.2 History of Community Input

The community-based Facility Advisory Committee continues a successful history of previous committees reviewing data and program needs to prepare facility upgrade recommendations for the district.

The Monroe School District hosted a large-scale visioning summit in 2014 to reimagine the future of Monroe’s public schools. The renewed vision that emerged helped shape all aspects of the district’s educational work in the years that followed.

Nearly ten years ago, a similar committee made recommendations to the School Board, which led to the 2015 community approval of a capital bond totaling \$110,970,000. In addition, Monroe School District received roughly \$20.5 million in State Construction Assistance Program funding and \$640,000 in Mitigation Impact Fees to fund a total of roughly \$132 million in capital construction and improvements. This money was dedicated to building the new Park Place Middle School, modernizing Salem Woods Elementary School, modernizing and expanding Frank Wagner Elementary School and Hidden River Middle School, the construction of Monroe High School ball fields, and infrastructure, safety, and security improvements throughout the entire district. All projects were completed by 2022.

This bond will mature in or before 2035. A portion of the bonds were recently refunded to refinance the bonds in order to take advantage of lower interest rates and to save money.

In support of the 2015 bond, an inventory and area analysis of all district facilities was done in 2015, which formed the foundation for a long-range educational and facilities plan. This study was later updated in 2022 to reflect current conditions and needs.

Additional School Programs and Operations Levies were passed in 2018 and 2022. Monroe School District introduced its first official strategic plan in 2024

All of this progress was made possible through the involvement and support of the Monroe community – through focus groups, visioning events, committees, and other collaborative efforts.

5.3 Goals and Objectives Identified by the Committee

Early in the planning process, the committee identified a set of assumptions to guide the planning and recommendation process. These undergird the committee’s consensus recommendations included in this Facilities Master Plan.

- a. A long-term goal for the district is that all programs should be housed in purposeful, adequate spaces
- b. Secondary teachers will continue to “prep” in their classrooms
- c. Educational spaces will be utilized for current and emerging district programs

After an extensive review, the committee came to a consensus on a four-part recommendation for a bond request to the community by the School Board to address the district’s facility needs. The committee recommends that the Monroe School District School Board request a bond from the Monroe community to:

- Build a new Sky Valley Education Center
- Address major maintenance needs across school sites (e.g., safety updates, roofing, etc.), including phase 2 needs from previous modernization efforts for Salem Woods and Frank Wagner elementary schools
- Make needed enhancements across school sites of all grade levels to address Special Education facility needs
- Make needed enhancements across elementary schools to address Early Learning facility needs

6.0 FACILITY MASTER PLAN

The Facility Master Plan was developed by the Facility Advisory Committee as described in the previous chapter. The following recommendations were developed through consensus agreement of all committee members.

6.1 Facility Advisory Committee Recommendations

The committee recognized the following priorities and areas of importance for the district in considering capital facility improvements. The recommended projects are proposed as bringing the greatest value to the students, staff, and community of the Monroe School District, while also maximizing the state matching resources available to the district.

1. Sky Valley Education Center – New site with either new construction or significant renovation to turn a pre-existing structure into the new Sky Valley Education Center
2. Special Education Facilities Updates and Enhancements – Address Special Education program needs across all district facilities with Special Education programs
3. Early Learning Facilities Updates and Enhancements – Address Early Learning program needs across all district facilities with Early Learning programs
4. Major Maintenance – Address major maintenance needs across district facilities (e.g., safety updates, roofing, etc.), including phase 2 needs from previous modernization efforts for Salem Woods and Frank Wagner elementary schools

Exhibit 6-1 provides a visual representation of the Committee’s recommendations for consideration by the School Board.

EXHIBIT 6-1 COMMITTEES RECOMMENDATIONS TO THE MONROE SCHOOL BOARD



An important note about costs shared within this chapter: The committee reviewed cost information for each of the recommendations and then, as appropriate, escalated the cost out to the midpoint of expected construction. For a 2026 Bond, the consulting team recommended that a 2028 midpoint of construction be considered for total project cost planning. Therefore, all costs provided below reflect anticipated dollars with the 2028 construction midpoint in mind.

1. SKY VALLEY EDUCATION CENTER – NEW SITE/BUILD

The physical and functional deficiencies at Sky Valley Education Center can be best met, to bring the most value to the community, through a relocation of the program and strategic facilities enhancements or construction to both meet the variety of current program needs, as well as create a space to better meet the current and future needs of the community and school district. The committee reviewed considerations of a new site with a full build of a new center, as well as the modernization and repurposing of a pre-existing district facility – the Frank Wagner Center. The Committee decided to present the board with two recommended options for meeting the need of a new Sky Valley Education Center for a final decision.

In developing the committee’s recommendation, the consulting team undertook further examination of the options to determine it would be most cost-effective to modernize and expand the Frank Wagner Center compared to a completely new build at the Memorial Field site. Both, though, are viable options to meet the need of a new Sky Valley Education Center.



This new Sky Valley Education Center would be sized for 650-700 students and include flexible spaces to meet the needs of the Sky Valley Education Center, as well as elementary and secondary programming.

Exhibit 6-2 illustrates the two possible sites for the new Sky Valley Education Center included in the Committee’s recommendation to the Board.

EXHIBIT 6-2 SKY VALLEY EDUCATION CENTER SITE RECOMMENDATIONS



Source: INTEGRUS Architecture

Exhibit 6-3 provides the cost estimates for the new Sky Valley Education Center for each of the previously illustrated site locations. The cost (projected to the anticipated 2028 dollars to represent the midpoint of construction), for new construction at/near Memorial Field would be \$71,642,112, while an integration, renovation, and expansion of the Wagner Center is estimated to cost \$61,930,661.

EXHIBIT 6-3
SKY VALLEY EDUCATION CENTER SITE RECOMMENDATIONS COSTS

PROPOSED SITE LOCATION	
At/Near Memorial Field (new construction)	\$71,642,112
Wagner Center (integration, renovation, and expansion)	\$61,930,661

Source: Turner & Townsend Heery

2. FACILITIES UPDATES AND ENHANCEMENTS TO MEET SPECIAL EDUCATION PROGRAMMING NEEDS

The committee recognized that data from Functional Adequacy Reviews conducted at the onset of this planning process highlighted needs for improvements of facilities and spaces to meet Special Education programming needs. More specifically, opportunities such as:

- Improved storage and support spaces for Speech, Occupational, and Physical Therapy programs
- Dedicated play areas
- Expanded spaces and updated walls for Special Education programs
- Restrooms within and for Special Education program rooms, as well as kitchenettes
- Addition of changing tables

Exhibit 6-4 provides a breakdown of sites and estimated costs to address Special Education facility needs.

EXHIBIT 6-4
ESTIMATED COSTS TO ADDRESS SPECIAL EDUCATION FACILITY NEEDS

School / Site	
Salem Woods Elem.	\$10,419
Maltby Elem.	\$293,024
Frank Wagner Elem.	\$103,463
Hidden River MS	\$3,618
TOTAL	\$410,524

Source: Turner & Townsend Heery

3. FACILITIES UPDATES AND ENHANCEMENTS TO MEET EARLY PROGRAMMING NEEDS

The committee recognized that data from Functional Adequacy Reviews conducted at the onset of this planning process highlighted needs for improvements of facilities and spaces to meet Early Learning programming needs. More specifically, opportunities such as:

- Dedicated Pre-K/Kindergarten restrooms within classrooms
- Dedicated Kindergarten play areas
- Additional restroom enhancements to meet early learning needs
- Classroom storage and space enhancements to meet program space needs

Exhibit 6-5 provides a breakdown of sites and estimated costs to address Early Learning facility needs.

EXHIBIT 6-5
ESTIMATED COSTS TO ADDRESS EARLY LEARNING FACILITY NEEDS

School / Site	
Salem Woods Elem.	\$225,737
Chain Lake Elem.	\$590,000
Maltby Elem	\$225,737
Frank Wagner Elem.	\$75,246
Frylands Elem.	\$170,750
TOTAL	\$1,287,470

Source: Turner & Townsend Heery

4. DISTRICTWIDE MAJOR MAINTENANCE, LIABILITY, AND SAFETY-RELATED NEEDS AND IMPROVEMENTS

In addition, the committee prioritized addressing major maintenance, liability, and safety-related needs and improvements at multiple sites across the district that would complement maintenance projects underway, as well as bring long-term value to the students, staff, and community using the buildings. Student, staff, and community safety were paramount in the prioritization of these projects.

Some examples of work to be completed with these funds might include:

- Major roof replacement and maintenance across district facilities
- Building enhancements to support emergency response and responders
- Expansion of fire sprinkler systems
- Maintenance of play areas and coverages
- Heat pump compressor and refrigerant updates
- Flooring and stair replacements/updates
- Security upgrades to building facilities and access points
- Enhanced ADA access

A more detailed list of major maintenance work can be found in Appendix A at the end of this report.

In total, the estimated cost of these projects, detailed in Exhibit 6-6, is \$75,866,789.

EXHIBIT 6-6
ESTIMATED COSTS TO ADDRESS MAJOR MAINTENANCE AS WELL AS
LIABILITY AND SAFETY-RELATED FACILITY NEEDS

School / Site	
Chain Lake Elem.	\$4,493,042
Fryelands Elem.	\$3,697,165
Frank Wagner Elem. (Including Ren Wing and Gym)	\$35,216,270
Maltby Elem.	\$2,650,961
Salem Woods Elem	\$5,000,000
Hidden River MS	\$1,891,270
Park Place MS	\$3,933,031
Monroe HS	\$17,226,907
Wagner Center	\$1,758,143
TOTAL	\$75,866,789

Source: Turner & Townsend Heery

6.2 Estimated Costs for Committee Recommendations

As previously shared, the committee reviewed cost information for each of the recommendations and then, as appropriate, escalated the cost out to the midpoint of expected construction. For a 2026 Bond, the consulting team recommended that a 2028 midpoint of construction be considered for total project cost planning. Therefore, all costs provided below reflect anticipated dollars with the 2028 construction midpoint in mind.

There are two pathways and cost-points for the Board to consider addressing the Committee's recommendations. One is if the Board decides to convert Memorial Field into a new-build site for the new Sky Valley Education Center. The other is if the Board

decides to enhance, renovate, and expand the current Wagner Center to become the new Sky Valley Education Center.

Exhibit 6-7 illustrates the estimated 2028 cost of each of the four recommendations and their estimated escalated cost to address all recommendations shared within this chapter of the report.

**EXHIBIT 6-7
ESTIMATED RECOMMENDATION COSTS**

	SVEC	Major Maintenance	Early Learning	Special Education	TOTAL
SVEC @ Wagner Center	\$71,642,112	\$75,866,789	\$1,287,470	\$410,524	\$139,495,444
SVEC @ Memorial Field	\$61,930,661				\$149,206,895

Source: Turner & Townsend Heery

6.3 Capital Funding Source(s)

In discussions with district administration, bond consultants, and the facility planning consultants, the committee realizes that the size and scope of the project mean that the school district must utilize a Capital Bond program to raise the funds for addressing the recommendations.

6.4 Related Recommendations

The following recommendations from the consultants are intended to guide the implementation of the Facility Master Plan.



6.4.1 Review School Board Facility Policies

Periodic reviews of school board policies and administrative procedures will help staff and patrons more clearly understand the facility goals for the district and the processes necessary to reach those goals. These written documents will improve communications and guide the setting of priorities in the Facilities and Maintenance Department.

6.4.2 Update Enrollment Projections Annually

The enrollment projections should be updated annually as the Facility Master Plan is implemented. As facility conditions are improved and programs change, demographics will change, and the data will need to be updated. Actual enrollments should be compared to projected enrollments. This updated information should then be used to update the enrollment projections. Using updated enrollment projections will help the district address facility needs based upon changing trends in student enrollment and address those trends promptly. Should the district desire, an annual subscription to the same enrollment projection toolset utilized by the consulting team can be made available for district staff to access throughout the year.

6.4.3 Develop Educational Specifications and Other Building Standards

Current school pre-construction processes are complex and time-consuming. Before school design can even begin, it often takes many months to develop educational specifications, building standards, and product specifications. The district should develop these written documents and have them in place prior to the selection of the design team. By doing so, the district could enjoy the following benefits:

- a. By being “in front” of the planning process, and have more time for thoughtful input.
- b. By minimizing the “my school” and “my classroom” mentality by developing educational specifications and build standards early.
- c. By standardizing building components for maintenance. This will reduce the district’s inventory of different parts and allow economies of scale in the procurement process.

- d. By improving integration with maintenance and operations through the early development of standards.
- e. By saving money over time, both in fees and a shortened design time.
- f. By minimizing variance between different A/E firms during design through district ownership of educational specifications and facility standards.
- g. By having greater control of the final product.

6.4.4 Review and Update the Facility Master Plan Every Five Years

As facility conditions are improved, enrollment changes, and programs change, this Facility Master Plan will become somewhat outdated. To ensure that a viable, data-driven plan is current, the district should update this plan every five years. By keeping the plan and its data current, the district will be better able to adjust to changing conditions and student needs.

Appendix A

Sample Major Maintenance Projects

SITE	RECOMMENDATIONS
Chain Lake Elementary School	• Investigate potential of installing a vestibule at the main entry • Confer with district risk management to determine whether replacement of all wired glass relites should be considered. • Building does not contain a distributed antenna system for emergency responders • Consider renovations to the bus loop/staff parking area to add ada curb cuts for improved access • Consider renovations to kitchen and health restrooms to make ADA accessible • Stage is the only portion of the school that is fire sprinklered. Although not required (grandfathered), current standard requires all schools to be fully sprinklered by state law • Monitor asphalt surfaces for deterioration • Replace damaged concrete curbs • Complete replacement of original water mains in order to correct courtyard drainage issues • Investigate replacement of outside air louvers at main heat pump platforms of each building with units that meet free area requirement but minimize rainwater from entering the building • Replace failed window units • Replace degraded plastic laminate faced doors and bathroom countertops that call function into question • Replace or repair viny wall covering • Replace original carpet and rubber base • Replace heat pumps, boilers, and water heaters as required • Upgrade plumbing fixtures to low flow units • Switch to LED lighting as needed • Install CO2 sensors in schools and integrate with BMS • Replace fire and burglary alarm system
Fryelands Elementary School	• Investigate potential of installing a vestibule at the main entry • Replace aging expansion joints at CMU • Add diverters at roof-to-wall conditions to direct water into gutters and away from exterior walls • Replace heat pumps, boilers, and water heaters as required • Consider lighting retrofit building wide • Paint exterior • BMS controls • Switch to LED lighting as needed • Install CO2 sensors in schools and integrate with BMS • Replace curbs in turnaround • Replace fire and burglary alarm system

Frank Wagner Elementary School	• Install an integrated key system • Confer with district risk management to determine whether replacement of all wired glass relites should be considered. • Replace degraded plastic laminate faced doors and bathroom countertops that call function into question • Replace degraded bathroom tiles and missing grout • Replace stage draperies • Add cooling system to vital telecom spaces • Monitor and replace heat pumps serving 1989 construction as required • Renovate original 1989 classroom wing • Modernize 1989 gym building • LED lighting for old building • Install CO2 sensors in schools and integrate with BMS
Hidden River Middle School	• Repair exterior student stair at north end of 1999 classroom wing • Rekey all door hardware to district standard to consolidate • Replace damaged concrete curbs • Replace aging expansion joints at CMU • Monitor roofing and replace when necessary; consider diverters at roof-to-wall conditions to direct water into gutters and away from the exterior wall • Replace carpet and rubber base • Replace or repair plastic laminate stair caps • Caulk or replace grout where restroom tile has split • Assess sprinkler system and address needs • Add acoustical treatments in gymnasium • Install field lights on football field
Maltby Elementary School	• Consider alternative options to septic system access and controls located in soft surface play area to improve student safety • Repair and replace expansion joints at concrete paving • Monitor roofing and replace when necessary • Replacement of carpet and rubber base • Renovation of kitchen casework and finishes • Monitor and replace existing fire sprinkling piping as needed • Add durable exterior lighting to covered play area • Switch to LED lighting as needed • Install CO2 sensors in schools and integrate with BMS
Monroe High School	• Inspect and replace gutter clips on metal roofing system • Inspect and address stucco and caulk cracks • Repair and replace commons storefront as necessary • Replace aging expansion joints at CMU • Monitor and replace windows and failed units • Repair damages at class fiber reinforced columns • Launder acoustical curtains in choral and band rooms • Monitor and replace stair treads • Replace end-of-life HVAC and plumbing systems • Replace clock system • Address Cooling Tower to meet size needs for current building • Replace carpet and casework

	• Upgrade controls system to increase functionality • Interior and exterior painting needed • Lighting upgrades for Clean Building Act • Install CO2 sensors in schools and integrate with BMS
Park Place Middle School	• Address Building F renovation needs (HVAC system and finishes) • Covered walkways at bus dropoff • Install CO2 sensors in schools and integrate with BMS
Salem Woods Elementary School	• Replace Gym • Replace play area
Wagner Center	• Reroof facility, including full replacement of gutters and downspouts • Repair deteriorating plaster walls and ceilings • Replace corridor wood panel doors and relight glazing to conform to current code • Replace heat pump compressors and refrigerant • Replace failing windows • Replace plumbing lines and fixtures • Replace clock, intercom, emergency lighting and security systems • Energy efficiency upgrades (e.g., insulation) • Abate asbestos containing materials throughout building • Replace incandescent light fixtures with energy efficient fixtures

Source: Monroe School District Study & Survey (2022)