


**Washoe County School District**

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Board of Trustees; Adam Mayberry, President \* Alex Woodley, Vice President \* Christine Hull, Clerk  
Diane Nicolet \* JJ Phoenix \* Beth Smith \* Colleen Westlake \* Joe Ernst Superintendent

## **Reuse & Disposition Framework for Closed Schools**

### **I. Introduction.**

Closed or repurposed schools represent significant public assets that hold both financial and community value for the Washoe County School District and the broader community it serves. Because these school sites are limited and often uniquely positioned to serve youth and community needs, it is critical that any decision regarding their future use is made thoughtfully, transparently, and in alignment with the District's core educational mission. The District is committed to ensuring that decisions regarding closed school sites consider student outcomes, responsible stewardship of public resources, and meaningful engagement with affected communities.

Board Policy 7086(5) requires District staff ("staff") to evaluate certain criteria when making recommendations to the Board of Trustees on the future use of a closed or repurposed school. After considering the history of the school within the community and input from current families and community members, Board Policy 7086(5) directs staff to consider five specific options for future uses. These options are outlined below:

#### **District Internal Reuse**

- The property's value for the purposes of any other academic program operated by the District in direct service to our students; and
- The property's value for the purposes of any other non-academic central services program or department operated by the District.

#### **External Sale or Reuse**

- The property's value for the purposes of serving youth in our community with or by another Governmental Entity or Non-Profit Organization;
- The property's value for the purposes of serving adults, including WCSD staff, in our community with or by another Governmental Entity or Non-Profit Organization; and
- The property's value on the open market for sale through a public process.

This Reuse and Disposition Framework for Closed Schools ("Framework") outlines the structured decision-making process designed to guide staff recommendations and support informed consideration by District leadership and the Board of Trustees. The Framework is

designed to provide a uniform, transparent, and repeatable method for evaluating the future-use options identified in Board Policy 7086.

The Framework first determines whether an identified internal District need warrants focused evaluation and community input regarding potential internal District reuse. If internal District reuse is not advanced, then the process proceeds to a phased community outreach effort, issuance of a public Notice of Opportunity, and solicitation of proposals for the external sale or reuse of the school site. Concurrently, staff will prepare a comprehensive Baseline Site Information Dossier to ensure a consistent evaluation for each affected school site. The Executive Steering Panel will then engage in a Quantitative Evaluation to analyze viable external disposition options, including public sale or lease, and qualifying external reuse proposals received during the solicitation window. During the Quantitative Evaluation, the Panel will utilize an objective, transparent, and equitable criteria for analyzing proposed reuse and sale options. Based on this analysis, the Panel will develop a formal recommendation to the Superintendent regarding the external sale/lease or reuse of the school site. Upon the Superintendent's approval, staff will present the site-specific recommendation to the Board of Trustees for consideration and possible action, together with any statutorily required resolutions, agreements, or contracts necessary to implement the selected option.

## **II. Oversight, Review, and Approval Structure.**

The Board of Trustees plays a critical governance role in ensuring that decisions regarding the reuse or disposition of District facilities are aligned with community priorities, educational needs, and the long-term interests of the District. The Board will receive timely updates and take action at key milestones, as set forth in the Framework.

The Executive Steering Panel will oversee the actual evaluation and disposition process for closed schools. The Panel will review and refine the Framework, examine the analysis and scoring results for each closed school site, and will develop formal recommendations regarding potential reuse or disposition options.

Panel Members:

- **Panel Chair:** Deputy Superintendent, who shall also serve as the academic representative, or a designee appointed by the Superintendent;
- **Panel Members:** Chief Operations Officer; Chief Financial Officer; Office of the General Counsel; Chief Communications and Public Relations Officer; and Chief Academic Officer (if the Deputy Superintendent is not designated as Panel Chair).
- **Non-Voting Panel Members (as invited by the Panel Chair):** Chief Human Resources Officer; Chief Facilities Management Officer; authorized consultants; and other individuals as invited by the Panel Chair.

The Executive Steering Panel may retain or consult with subject matter experts, as desired, in the areas of real estate development, economic development, planning, financial analysis, or any other areas to support a strong technical analysis.

The Superintendent will review and consider the recommendations developed by the Executive Steering Panel, including both framework-level recommendations and site-specific disposition or reuse recommendations. The Superintendent is responsible for approving final staff recommendations before they are presented to the Board of Trustees for consideration and possible action.

The Board of Trustees will be engaged at key decision points throughout the process. Following any Closure or Change of Use approvals for a school by the Board of Trustees pursuant to Policy 7086, The Board will also review and act upon site-specific recommendations developed through the approved Framework. In addition, Board approval will be obtained for any statutorily required resolutions, agreements, or contracts related to the reuse or disposition of closed school facilities.

### **III. Potential Reuse or Disposition Options.**

When evaluating the future use of closed or repurposed school facilities, the Washoe County School District may consider several disposition and reuse pathways for a closed or repurposed school site. Each option is intended to support responsible stewardship of public assets while balancing financial, educational, operational, and community considerations. Depending on site characteristics, community needs, and market conditions, the District may evaluate one or more of the following options:

#### **A. District Reuse.**

The District recognizes that closed or repurposed school facilities may, in certain circumstances, present a compelling opportunity for internal reuse that directly advances the educational mission and operational efficiency of the District. Repurposing existing facilities can reduce capital expenditures, avoid unnecessary costs, accelerate program implementation, and maximize the value of publicly funded assets. Internal reuse also enables the District to respond more effectively to enrollment shifts, program demand, and consolidation needs while maintaining ownership and control of the property.

Facilities may be retained and repurposed when doing so creates operational efficiencies, cost savings, and/or meaningful programmatic opportunities that support student outcomes. Therefore, depending on District needs and individual site characteristics, internal reuse may take the form of either: (a) the relocation, establishment, or expansion of student-serving programs; or (b) the relocation of existing central administrative or operational functions. In appropriate circumstances, sites may also function as shared services hubs that co-locate District services with community-based providers—such as

behavioral health or student support services—where such partnerships enhance service delivery while preserving District oversight and ownership.

#### **B. Private Sale, Lease, or Exchange.**

The District may determine that outright sale (or lease) of a property provides the greatest overall benefit and allows the District to reinvest resources into educational priorities, capital improvements, or operational needs. Under these circumstances, the District will follow the applicable process set forth in Nevada law, which may include a sale or lease under NRS Chapter 393 or a sale or lease through a memorandum of understanding with a local government entity under NRS Chapter 277.

Additionally, NRS Chapter 277 permits the District to exchange property of equal value with another public agency, the State of Nevada, or a department or agency of the State or a Native American tribe.

Also, in certain cases, the District may pursue subdivision of excess land or minor entitlement improvements prior to sale, as long as such actions are expected to increase market value or broaden the pool of potential purchasers.

#### **C. Community Partnerships.**

The District may determine that maintaining public ownership while allowing shared or partner-driven use provides strong community and educational benefits. Under this approach, facilities may be repurposed to support childcare programs, after-school programming, recreational services, low-income housing, public health services, or other youth and family services that align with community needs and District priorities.

Partnership structures may include joint development agreements under NRS Chapter 277, in which local governmental partners and affiliated nonprofits or public housing entities operate services that provide measurable public benefit to the District. All partnership agreements shall clearly define applicable governance structures, financial commitments, capital maintenance responsibilities, operational control, performance expectations, and reversionary or termination provisions to ensure protection of District assets and continued alignment with the District's educational mission and long-range strategic planning objectives.

#### **D. Interim Use.**

In some circumstances, the District may determine that temporary or short-term use of a school site is appropriate while long-term disposition or reuse options are evaluated or pursued. Interim uses should be structured to minimize capital investment, maintain site integrity, and preserve the District's ability to transition to long-term reuse or disposition options when appropriate.

## **E. Temporary Decommissioning.**

The District may temporarily remove a school site from active use when market conditions, enrollment projections, or strategic planning considerations support holding the property for potential future need and where no interim use can be identified. Facilities placed into decommissioned status will be periodically reevaluated to ensure continued alignment with enrollment forecasts, capital planning priorities, and community needs.

## **IV. Identified Need for Internal District Reuse (Internal Reuse).**

Based on existing facility needs and financial feasibility, the District may determine that a closed school site is suitable for internal District reuse. When a need for internal reuse is identified and approved by the Superintendent, Board action will then be sought to proceed with the further evaluation of the identified internal reuse option. Following initial Board approval, the District will conduct a focused community engagement process, in which targeted community input is sought and considered regarding internal District reuse.

This focused community engagement process may include:

- Public notice that the school site is being considered for internal District reuse;
- Targeted outreach to local families, affected staff, and neighborhood stakeholders; and
- At least one community meeting, listening session, or written comment opportunity regarding the proposed internal reuse.

Community input will be summarized and presented to the Superintendent, along with a final recommendation on the proposed internal reuse. If the Superintendent approves the final recommendation, staff will present the proposed internal reuse to the Board of Trustees. The presentation will include a summary of the identified programmatic need, site suitability analysis, one-time and ongoing costs, and results of the focused community engagement process relative to internal District reuse. Formal Board action will be required prior to implementation. Additional costs associated with the internal reuse of a facility will be considered during the annual budget process and capital planning process.

If a future change in circumstances occurs, whereby the internal reuse of a closed school site is no longer in the best interests of the District, the closed school site will be reevaluated under this Framework for possible external sale or reuse.

## **V. Evaluation of External Sale or Reuse (External Reuse).**

Where a closed school site is not identified for an internal District reuse, Board action will be sought in order to proceed with the evaluation of possible external sale or reuse options. This evaluation process will include community outreach and engagement, the creation of a site-

specific Baseline Site Information Dossier, and a public call for proposals, which are then subject to a quantitative evaluation before a final recommendation is made.

#### **A. Community Outreach and Engagement.**

A phased community outreach process will accompany the evaluation of the closed school site for possible external sale or reuse. Community engagement is intended to inform decision-making by identifying neighborhood priorities, consider stakeholder perspectives, and potential partnership interests, while ensuring affected families, staff, and neighborhoods receive timely and accurate information. Community input will be considered as one component of the overall evaluation process and will be weighed alongside financial, operational, educational, and statutory considerations outlined in Board Policy 7086(5).

The District's outreach process is designed to:

- Ensure early awareness and access to accurate information;
- Provide meaningful opportunities for input without requiring technical or development expertise from participants;
- Identify common themes, community priorities, and potential partnership interest;
- Maintain transparency regarding how input will be considered;
- Document outreach efforts for inclusion in the Baseline Site Information Dossier; and
- Community outreach will occur in structured phases aligned with key decision milestones.

This phased community engagement process will proceed as follows:

##### **Phase 1 – Public Notification and Awareness**

Following Board action to study or approve closure/change of use pursuant to Board Policy 7086, the District will formally notify the community that a site has entered the evaluation process.

Notification methods may include:

- Direct communication to impacted families and staff;
- Districtwide messaging platforms;
- Media release; and
- Direct notification to local government agencies and community partners.

All communications will clearly state:

- That the site is entering an evaluation process;
- That no final reuse or disposition decision has been made; and

- That structured opportunities for community input will be provided.

## **Phase 2 – Centralized Information Portal**

The District will maintain a dedicated webpage for each subject property within the existing Facility Modernization Plan website. The webpage will include:

- Overview of the Reuse and Disposition Framework for Closed Schools;
- Frequently Asked Questions;
- Timeline of the evaluation process;
- Contact information for submitting comments; and
- Links to Board materials and presentations.

This webpage will serve as the primary source of public information and will be updated regularly throughout the process.

## **Phase 3 – Community Survey (Broad Input Collection)**

As an initial step in the community outreach efforts, the District will deploy a structured survey to gather broad-based community input regarding future external reuse or sale.

The written survey will focus on:

- General neighborhood priorities (e.g., youth services, recreation, housing, educational uses, community gathering space);
- Perceived community needs;
- Concerns related to traffic, safety, or neighborhood compatibility;
- Historical or sentimental significance of the school; and
- Interest in partnership from nonprofit or governmental entities.

The purpose of the survey is to identify themes and community values and not to crowdsource development proposals.

Survey results will be summarized and included in the Baseline Site Information Dossier.

## **Phase 4 – Community Listening Session(s)**

After survey results are compiled, the District will conduct one or more community listening sessions regarding future external reuse or sale.

These listening sessions will:

- Present factual site information from the Baseline Site Information Dossier;

- Share high-level reuse categories outlined in Board Policy 7086(5);
- Summarize survey themes; and
- Provide structured opportunities for facilitated discussion.

Listening sessions may focus on:

- Community priorities and compatibility considerations;
- Concerns or opportunities associated with potential reuse categories; and
- Clarification questions about process and timeline.

Listening sessions will be structured to gather input and not to negotiate development outcomes or conduct technical land use planning.

Meeting summaries will document participation levels and recurring themes, to be considered during the Quantitative Evaluation process.

### **Phase 5 – Documentation and Integration into Evaluation**

All outreach efforts will be documented, including:

- Communication methods used;
- Participation levels;
- Stakeholder categories represented; and
- Summary of recurring themes and priorities.

Community input will inform, but not independently determine, the Quantitative Evaluation process outlined below. Recommendations will reflect a balanced consideration of educational mission alignment, fiscal stewardship, legal requirements, operational feasibility, and community perspective.

### **B. Baseline Site Information Dossier (External Sale or Reuse).**

In order to evaluate specific sites for possible external sale or reuse, it is important to norm basic information concerning each site. For each property that falls within the Reuse and Disposition Framework for Closed Schools, staff will create a consistent Baseline Site Information Dossier, so that evaluations are consistently applied. Baseline Site Information Dossier shall include the following, as applicable:

- **Property profile:** Address; parcel size; building GSF; year built; site map; utilities; parking; playgrounds/fields; surrounding parcels; deed restrictions; grant obligations; bond-financed asset restrictions; utility easements; and leased spaces.
- **Physical condition:** FCA (Facility Condition Assessment) score; environmental assessment data; and site infrastructure conditions.

- **Zoning:** Current zoning, permitted uses, density/FAR, height, parking, historic/resource overlays, special districts, environmental constraints (floodplain, wildfire risk), and rezoning feasibility.
- **Community context:** Alignment with neighborhood plan and character; political feasibility; likely community partners; and history of the site within the community.
- **Operating economics:** Current carrying costs (security, utilities, insurance, minimal maintenance); costs if decommissioned; and incremental costs for interim use.
- **Internal Needs and Financial Alignment:** Current Capital Improvement Plan; current Facility Modernization Plan; Board-adopted strategic plan objectives; available bond funding or restricted capital funds; lifecycle cost projections; deferred maintenance offsets; and impact on long-range financial planning.
- **Market context:** Current site appraisals or valuations; recent comparable land/building sales; recent comparable land/building leases; demand in the surrounding area; rent levels; cap rates; potential for subdivision of parcel; and potential revenue generation from sale or alternative uses.
- **Risks:** Environmental; title risks; other encumbrances; community opposition; timeline risks; litigation exposure; and construction or capital funding constraints.

### **C. Call for Proposals and Expressions of Interest (External Sale or Reuse).**

During and apart from the community engagement process, the District will issue a Notice of Opportunity announcing that the District is considering the external sale or reuse of a closed school site, consistent with Board Policy 7086. The Notice will outline the anticipated timeline, submission requirements, and general evaluation criteria. Unless otherwise extended by the Superintendent for good cause, the solicitation window will remain open for not less than thirty (30) calendar days.

Submission of a proposal does not create any entitlement, preference, or obligation on the part of the District. The District retains full discretion to determine the appropriate future use of the property consistent with Board Policy 7086 and applicable law, including Nevada Revised Statutes Chapters 277 and 393.

#### **1. Public Notice.**

Prior to opening the solicitation window, the District will implement a coordinated communications strategy designed to ensure broad public awareness, transparent access

to information, and equitable opportunities for participation. Outreach efforts will direct community members, prospective proposers, and partner agencies to a single, centralized project webpage that will serve as the authoritative source for solicitation materials, including submission requirements, evaluation criteria, timelines, contact information, and all relevant site documentation.

To maximize outreach, the District will disseminate the Notice through multiple channels, which may include:

- District communication platforms, direct mail, and social media;
- Direct notification to local and regional government agencies, community-based organizations, and other stakeholders with an established interest in land use, housing, education, or community development;
- Public news media and other community news sources; and
- Community meetings.

All communications will reference the same core information and will be released according to a structured timeline to maintain fairness and consistency.

## **2. Proposal Components.**

To ensure consistent and equitable review, proposals should include the following:

- Statement of qualifications including organizational background, previous experience that demonstrates the respondent's capability to carry out the proposed reuse of the site and other qualifications;
- Description of the proposed use and intended beneficiaries;
- Explanation of alignment with community needs and District priorities;
- Preliminary financial plan, including capital investment and operational sustainability;
- Proposed transaction structure (e.g., purchase, lease, joint development, exchange, license);
- Proposed terms;
- Anticipated implementation timeline; and
- Identification of any required zoning, entitlement, or regulatory approvals.

The District may deem incomplete submissions non-responsive.

## **3. Submission Handling and Evaluation Materials.**

Proposals received under this Framework, together with all related scoring sheets, comparative analyses, internal memoranda, draft recommendations, and Executive Steering Panel materials, are part of the District's predecisional and deliberative decision-making process. In accordance with Nevada law, the District will treat such materials as

confidential during the pendency of the evaluation process, in order to preserve candid internal discussion, protect negotiating posture, and maintain the integrity of the review.

Additionally, proposals may contain trade secrets, confidential commercial information, proprietary financial data, or other competitively sensitive material. In accordance with Nevada law, the District will maintain such information as confidential where release would cause competitive harm or impair the District's ability to obtain similar information in the future. Proposers must identify any claimed confidential material at the time of submission; however, the District retains sole authority to determine whether any portion of a submission is exempt from disclosure or subject to redaction under Nevada law.

#### **4. Screening and Threshold Review.**

Upon closure of the solicitation window, staff will conduct an initial screening to determine whether submissions meet minimum threshold criteria, including:

- Completeness and responsiveness;
- Conceptual, financial, and operational feasibility;
- Legal permissibility; and
- Consistency with District policy and Strategic Plan.

Proposals that fail to satisfy threshold criteria may be excluded from further consideration.

The District is not obligated to negotiate with any proposer or to select any proposal submitted. Rather, responsive proposals will be summarized and incorporated into the evaluation materials provided to the Executive Steering Panel and considered as part of the Quantitative Evaluation Process. No proposal shall be deemed accepted or binding unless and until formally approved by the Board of Trustees in a public meeting consistent with Nevada law and applicable Board policy.

#### **D. Quantitative Evaluation (External Sale or Reuse).**

Once the Executive Steering Panel is provided with the Baseline Site Information Dossier, the Panel will meet and evaluate eligible proposals for external reuse received during the solicitation window, in addition to an external sale option. The Executive Steering Panel will utilize the following evaluation criteria:

- **Mission Alignment and Student Benefit** – Degree to which the proposed use aligns with the District's educational mission, strategic objectives, and the public purposes identified in Board Policy 7086;

- **Financial Value and Fiscal Stewardship** – Overall financial benefit to the District, including proposed purchase price or lease revenue (if applicable), capital investment, long-term financial sustainability, lifecycle cost considerations, and opportunity cost relative to open-market disposition;
- **Project Feasibility and Implementation Readiness** – Demonstrated ability to finance, entitle, construct, and operate the proposed project within a reasonable timeframe, including clarity of development plan, funding sources, and schedule;
- **Organizational Capacity and Track Record** – Experience, qualifications, and demonstrated performance of the proposing entity and its development/operational team in completing similar projects of comparable scale and complexity; and
- **Community Compatibility and Benefits** – Consistency with community priorities identified during the outreach process, neighborhood compatibility, mitigation of potential adverse impacts, and measurable public benefit to youth, families, or the broader community.

If additional information is needed to evaluate a proposal, then the Panel will contact the proposing party, outline the information needed, and provide a deadline for submitting the requested information.

After scoring is completed, the option/proposal that most satisfies the evaluation criteria will inform future use for the subject property and provide the basis for staff recommendations to the Board of Trustees on next steps. If one or more options/proposals tie for the highest score, then the Executive Steering Panel will engage in additional analysis to determine the most appropriate recommendation for future use.

#### **E. Selection of Option (External Sale or Reuse).**

The Executive Steering Panel will review the results of the Quantitative Evaluation and the Chair will then present the final recommendation to the Superintendent for consideration. Once the Superintendent accepts a recommendation from the Executive Steering Panel on the external sale or reuse of a closed school site, staff will present the site-specific recommendation to the Board. Formal Board action will be required before any final decision is implemented. Staff will then return to the Board for important touchpoints and statutorily required resolutions, agreements, or contracts related to the reuse or disposition of the school site.

If the Board approves a recommendation for the public sale or lease of a closed school site, then staff will follow the statutory requirements governing school district property transactions, which could include either public sale under NRS Chapter 393 or sale through an agreement under NRS Chapter 277.

If the Board approves a recommendation for community repurposing for the benefit of youth or family services, then staff will explore joint development or intergovernmental partnership opportunities for the redevelopment of the property, through memoranda of understanding or interlocal agreements with local governmental entities or public housing authorities consistent with NRS Chapter 277. Any resulting memorandum of understanding or interlocal agreement will clearly define the roles and responsibilities related to capital investment, operational management, disposition timeline, and the mutual benefit to the District.

Lastly, in certain circumstances, the most responsible and strategically sound decision may be to temporarily decommission a school site and retain ownership for potential future use, rather than immediately pursuing reuse, partnership, or sale. When evaluating a hold strategy, staff will consider projected enrollment trends, regional housing and demographic forecasts, anticipated capital replacement timelines, property carrying costs, and the feasibility of interim or temporary uses that may offset maintenance expenses while preserving future reuse opportunities. A hold strategy could include either the decommissioning of the school site, a short-term lease, or a negotiated license to access the property for a purpose in alignment with the District's core educational mission and needs. If a hold strategy is presented to the Board and approved, then staff will take reasonable and appropriate steps to carry out that selected reuse option. The school site may be reevaluated under the Framework at a future date.