Meeting Dates (4:00 - 7:00 PM)

- ~~February 26, 2025~~
- ~~March 26, 2025~~
- ~~April 23, 2025~~
- ~~May 21, 2025~~
- ~~July 30, 2025~~
- August 27, 2025

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KyreneSchoolDistrict

Long Range Plan

Meeting 6
August 27, 2025

KyreneSchoolDistrict

THE KYRENE PROMISE

WE PROMISE to provide welcoming, inclusive learning environments in which every student is honored, valued, and feels a strong sense of belonging and purpose.

WE PROMISE to provide rigorous, responsive learning environments in which every student is given what they need to develop knowledge, skills, confidence, and a passion for learning.

WE PROMISE to provide vibrant, world class learning environments in which every student believes they are empowered and prepared to make a meaningful impact on a rapidly changing world.

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READY FOR THE FUTURE

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KYRENE **KEY** VALUES

CONNECTION

We build and maintain trusting relationships so that our students, families and staff are seen, heard and valued.

COMPASSION

We treat and respond to others with dignity, understanding, empathy and kindness.

COURAGE

We possess the moral and mental strength to do what is right, even when it is challenging.

COLLABORATION

Together, we make a difference, by learning and working in unity to deliver excellence for our students, colleagues and community.

CURIOSITY

We reach beyond our comfort zone to explore innovative and unconventional ideas with a sense of wonder.

Why the need for a long range plan?

1. **Ensure Quality Education**
   Fewer students in a building impacts resources, programs and the student experience

2. **Optimize Space & Resources**
   Efficient use of buildings focuses resources on students rather than maintenance and operational costs.

3. **Support Financial Stability**
   Maintaining a balanced budget in line with district priorities to maximize funds for the classroom

4. **Ensure Community Engagement**
   Community-supported solutions are more sustainable and help to minimize disruptions to families and neighborhoods.

5. **Plan for Future Needs**
   Preparing now ensures schools are responsive to future demographic changes.

Committee Purpose

- Develop a recommendation to the Kyrene Governing Board for a long-range plan that addresses projected enrollment trends and maximizes the use of schools and facilities.

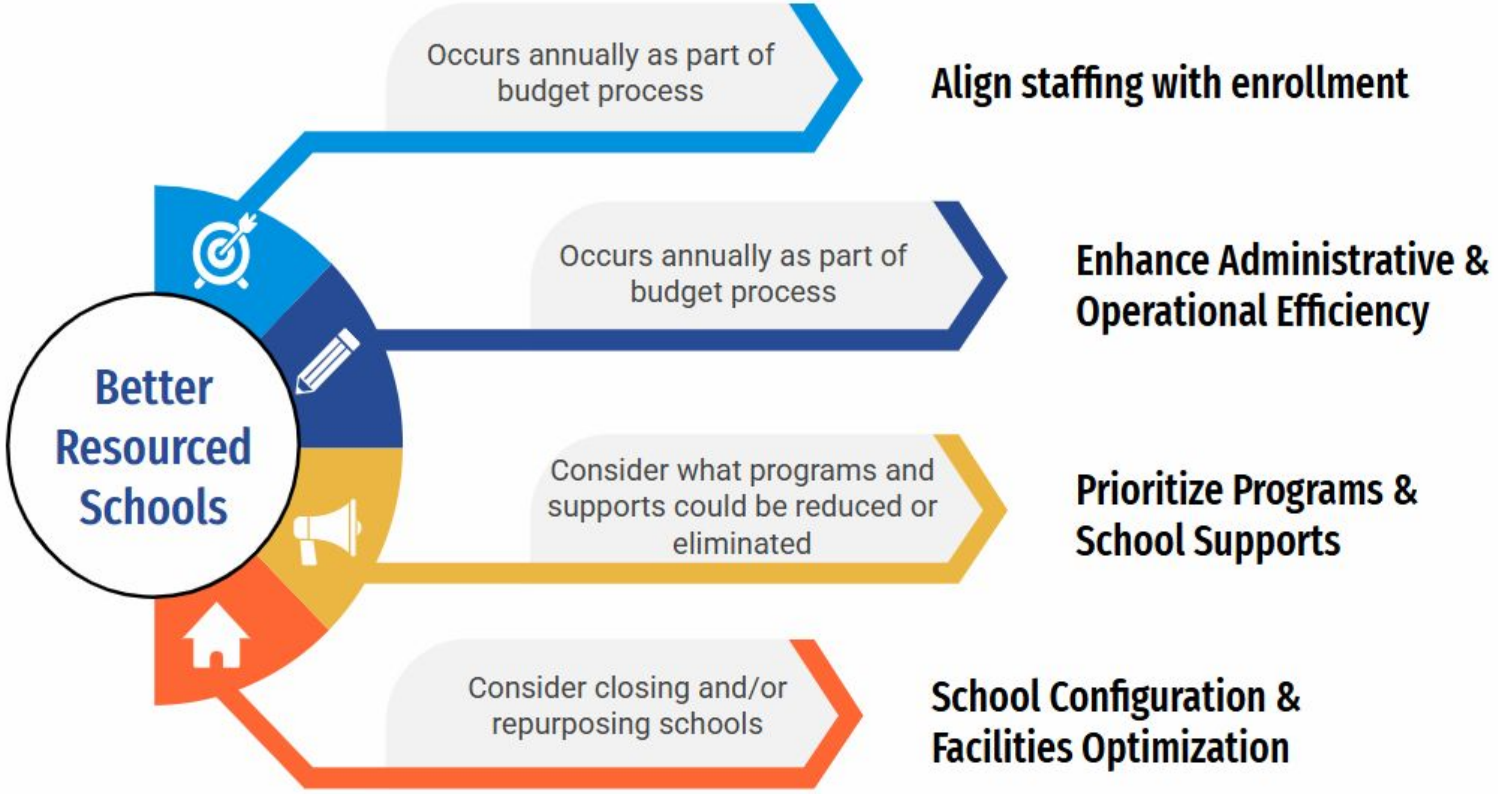
- Make a recommendation to the Kyrene Governing Board about whether to call for a continuation of the Maintenance and Operations (M&O) Override on the November, 2025 ballot.

Meeting Outcomes

By the end of this presentation, the Long Range Planning Committee will:

1. **Receive updates on the Study Session:** Choice Schools (Dual Language, Gifted)
2. **Understand legal requirements** for school closures, boundary changes, facilities, and land use
3. **Review demographer models:** multiple options presented within committee-defined parameters
4. **Reach consensus on one model** for recommendation to the Kyrene Governing Board in September

Strategic Levers



Governing Board Study Session Update

Choice Schools

Study Session - Choice Schools

Dual Language

- Current: Two schools (projected ~300 at one, ~500 at the other in five years)
- Initial Recommendation: Consolidate into one centrally located, open-enrollment school
- Board Feedback: Maintain one school on each side of the freeway (multi-path model if needed)

Gifted

- Current: Self-contained strands at two schools; gifted resource and MS GATE classes
- Initial Recommendation: Eliminate self-contained strands; create centrally located K–5 open-enrollment gifted academy
- Board Feedback: Support moving forward with K–5 gifted academy model

Legal Requirements

Jordan Ellel, Legal Counsel

School Closure Requirements

- A.R.S. 15-341(a)(32) lays out requirements for public notice and hearing.
  - 10 days before public hearing, provide notice to parents/guardians of all enrolled students that includes reason for closure;
  - Hearing must be held at least 10 days before a public vote of the governing board to close a school.
- Statute does not require separate meetings, but best practice would be to have a number of meetings to allow families near each school to participate.

Boundary Change Requirements

- Policy 5-101 and Procedure 5-101.A (consistent with A.R.S. 15-341(a)(37)) requires the District to provide parents/guardians notice of proposed changes and an opportunity to provide comment.
  - Can be done in conjunction with the public hearings for school closures;
  - Must provide notice to residents and families that will be affected by the boundary change;
  - Must place maps of the new boundaries on website.
- If school remains open after a boundary change, families must have option to remain enrolled at their original school, if there is available capacity.

Facility Uses

- Sell or Lease facility/land **- requires approval by the voters within the District.**
  - Voter approval does not mean that you must sell/lease the property.
  - Approval is good for 20 years from the date of the vote.
  - This is a multi-year process from initiating voter approval to entering a potential sale or lease.
- If selling or leasing facility, cannot reject a charter school **if they are the high bidder**.
- Sale proceeds may be limited to capital projects.

Facility Uses

- Repurposing of buildings is a possibility, although exact nature of any repurpose would need further legal review and may require division of school facilities input as it relates to impacts on available square footage.
- Vacant property may also be required to be listed with the division of school facilities; this does not require the District to sell or lease, but can have negative public relations effects.

School Models

Problem Statement

Kyrene School District, built to serve 20,000 students, expects enrollment to drop to 11,000–12,000 over the next five years—**resulting in a projected $7 million funding loss**. This decline necessitates a strategic, sustainable restructuring of facilities, resources, and systems to preserve educational quality and student experience.

Guiding Principles Rubric

Guiding Principle	4 - Exceeds	3 - Meets	2 - Approaching	1 - Does Not Meet
Planning Horizon: *Focused on the next 2–5 years to maintain the timeless spending model, achieve a balanced budget, and create better-resourced schools upholding the reputation of the Kyrene experience.*	Directly supports a 2-5 year outlook; significantly improves financial sustainability and school resources while enhancing the Kyrene experience.	Aligned with the 2-5 year timeframe; contributes to a balanced budget and supports resource improvements.	Recognizes short-term needs but lacks clarity or strength in supporting financial or resource goals.	Misaligned with timeframe or weakens financial sustainability and school resources.
Facility-Centered Solutions: *The plan is centered around school facilities as a key driver of long-term financial and educational sustainability.*	Strongly integrates facility use or reconfiguration as a foundation for long-term sustainability.	Includes clear facility-related strategies tied to sustainability.	Mentions facilities but lacks a central or coherent facility-driven approach.	Minimal or no emphasis on facilities as a lever for sustainability.
Multiple Solutions, One Goal: *Explore and evaluate a range of possible solutions, selecting those that make the greatest progress toward district goals while impacting the fewest students.*	Proactively explores multiple innovative options and selects those with high impact and low disruption.	Evaluates a reasonable set of options with consideration for minimizing student impact.	Presents limited options or lacks clarity in minimizing student disruption.	Offers a narrow or inflexible solution that significantly disrupts students or fails to advance goals.
Student-Centered Decision Making: *Each option will be measured by its impact on all students, school communities, and families.*	Thoroughly considers student outcomes, equity, and well-being across diverse groups.	Demonstrates consideration of students and families in decision-making.	Addresses the needs of students, families, and school communities with an overall positive impact.	Overlooks student and family impact; prioritizes operational factors over student outcomes.
Phased Implementation: *The plan may be rolled out over multiple years, allowing time for thoughtful execution, adaptation, and stakeholder engagement.*	Presents a clearly staged implementation with built-in flexibility and stakeholder feedback mechanisms.	Includes a phased approach with room for adjustment and communication.	Suggests phased steps but lacks detail or responsiveness.	Proposes rapid implementation with little time for adjustment or input.

Calculating Kyrene Instructional Capacity

Identify the instructional space at a school

Step 1: Determine the number of available rooms in a school that are roughly 900-1,000 sq ft and designed for instructional purposes.

Step 2: Subtract the number to be excluded for capacity calculations so that a set of rooms is set aside for programmatic purpose throughout the day (e.g. special education, community education, specials).

Calculate capacity

Divide the number of rooms identified by the number of grades served. For each grade, multiply the number of rooms by the maximum seat capacity for that grade level. Add these values together.

Room Use / Counts	# Rooms	# Seats	# Students
Grade K	3	25	75
Grade 1	3	25	75
Grade 2	3	27	81
Grade 3	3	29	87
Grade 4	3	31	93
Grade 5	3	32	96
Specials	3	0	0
Lab	1	0	0
Pre Kindergarten	2	0	0
Community Education	2	0	0
Extended Resource	3	8	24
		Kyrene Capacity	531

**Rise Up schools have reduced class sizes which uses a smaller maximum seat capacity.*

Transfer to Demographer Presentation

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West Models

West Models

		West Option A	West Option B
Overall Utilization		7 West Elementaries 72% 2 West Middle Schools 86%	6 West Elementaries 87% 2 West Middle Schools 86%
Cerritos	West	**OPEN**	**OPEN**
Colina	West	CLOSE	CLOSE
Esperanza	West	**OPEN**	**OPEN**
Estrella	West	CLOSE	CLOSE
Lagos	West	**OPEN** (Dual Language Path)	**OPEN** (Dual Language Path)
Lomas	West	**OPEN**	**OPEN**
Milenio	West	CLOSE/REPURPOSE	CLOSE/REPURPOSE
Monte Vista	West	**OPEN**	CLOSE
Sierra	West	**OPEN**	**OPEN**
Akimel A-al	West	CLOSE	CLOSE
Altadena	West	**OPEN**	**OPEN**
Centennial	West	**OPEN**	**OPEN**

East Models

East Models

		East Option A	East Option B	East Option C
Overall Utilization		7 East Elementaries 86% 2 East Middle Schools 87%	7 East Elementaries 90% 2 East Middle Schools 87%	6 East Elementaries 82% 2 East Middle Schools 87%
Brisas	East	CLOSE	**OPEN**	**OPEN**
Cielo	East	**OPEN**	**OPEN**	**OPEN**
Kyrene Traditional	East	**OPEN**	CLOSE/REPURPOSE	**OPEN**
Manitas	East	CLOSE/REPURPOSE	**OPEN**	**OPEN**
Mariposa	East	**OPEN**	CLOSE	CLOSE
Mirada	East	**OPEN**	CLOSE	CLOSE
Ninos	East	**OPEN** (Dual Language Path)	**OPEN**	**OPEN**
Norte	East	CLOSE	CLOSE	CLOSE
Paloma	East	CLOSE	**OPEN**	CLOSE
Waggoner	East	**OPEN**	**OPEN** (Dual Language Path)	**OPEN** (Dual Language Path)
Aprende	East	**OPEN**	**OPEN**	**OPEN**
Kyrene	East	**OPEN**	**OPEN**	**OPEN**
Pueblo	East	CLOSE	CLOSE	CLOSE

5 Middle School Models

5 Middle School Model

		5 Middle Schools Districtwide Option A	5 Middle Schools Districtwide Option B
Overall Utilization		13 Elementaries 82% 5 Middle Schools 69%	12 Elementaries 88% 5 Middle Schools 69%
Cerritos	West	**OPEN**	**OPEN**
Colina	West	CLOSE	CLOSE
Esperanza	West	**OPEN**	**OPEN**
Estrella	West	**OPEN**	CLOSE
Lagos	West	**OPEN** (Dual Language Path)	**OPEN** (Dual Language Path)
Lomas	West	**OPEN**	**OPEN**
Milenio	West	CLOSE/REPURPOSE	CLOSE/REPURPOSE
Monte Vista	West	CLOSE	CLOSE
Sierra	West	CLOSE	**OPEN**
Akimel A-al	West	**OPEN**	**OPEN**
Altadena	West	**OPEN**	**OPEN**
Centennial	West	**OPEN**	**OPEN**
Brisas	East	CLOSE	**OPEN**
Cielo	East	**OPEN**	**OPEN**
Kyrene Traditional	East	**OPEN**	CLOSE/REPURPOSE
Manitas	East	**OPEN**	**OPEN**
Mariposa	East	CLOSE	CLOSE
Mirada	East	**OPEN**	CLOSE
Ninos	East	**OPEN** (Dual Language Path)	**OPEN**
Norte	East	CLOSE	CLOSE
Paloma	East	CLOSE	**OPEN**
Waggoner	East	**OPEN**	**OPEN** (Dual Language Path)
Aprende	East	**OPEN**	**OPEN**
Kyrene	East	**OPEN**	**OPEN**
Pueblo	East	CLOSE	CLOSE

Break

5-Finger Consensus

5-Finger Consensus Overview

5-Finger Consensus

1st Vote

2nd Vote

3rd Vote: Majority Rules

- 5 – Strongly agree
- 4 – Agree
- 3 – Will go with group's decision
- 2 – Disagree
- 1 – Strongly disagree and can't support

1st Vote

On the first vote, if everyone shows a 5, 4 or 3, consensus has been reached, and we can move ahead.

If there are any 1s or 2s, those who indicate such are given the opportunity to explain to the rest of the group why they gave the rating and make recommendations to change the alternative in order to make it acceptable to them.

The originator of the alternative has the option to make the change or leave the option as it is and explains the decision to the rest of the group. If a change is made to the recommendation, then it is a new first vote. If no change is made then it goes on to the second vote.

2nd Vote

On the second vote, if everyone shows a 5, 4, 3, or 2, the decision is made, and we can move ahead.

The 2s are in essence saying, “I don’t think it is a good idea, but if that is what the group wants to do, I won’t block it.”

However, if there are any 1s, those who indicate such are given the opportunity to explain to the rest of the group why they gave the rating and make recommendations to change the alternative in order to make it acceptable to them.

Once more, the originator of the alternative has the option to make the change or leave the option as it is and explains the decision to the rest of the group. If a change is made to the recommendation, then it is a new first vote. If no change is made, then it goes on to the third vote.

3rd Vote

Majority rules

The decision is made based on the majority of the participants.

Next Steps

Tentative Timeline -Update

September 16

Board Presentation on Committee Recommendation

October 15 – November 20

Regional Public Hearings

December 2

Board Presentation on Final Recommendation

December 16

Board Vote

January 2026

Transition & Implementation Committees

Enrollment Begins for the 26-27 SY

2026-27 SY

Implementation of new boundaries*

*May be full implementation or split West/East over 2 years

Regional Public Hearings

Date	Location	Time	Venue
Oct 16	Kyrene	6:00 PM	Multi-Purpose Room
Oct 21	Akimel A-al	6:00 PM	Multi-Purpose Room
Oct 29	Centennial	6:00 PM	Multi-Purpose Room
Nov 5	Pueblo	6:00 PM	Multi-Purpose Room
Nov 12	Altadeña	6:00 PM	Multi-Purpose Room
Nov 19	Aprende	6:00 PM	Multi-Purpose Room

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