# SUSD Phase II
# Design Advisory Team

## Meeting 3
## April 16, 2026

# Welcome and Agenda

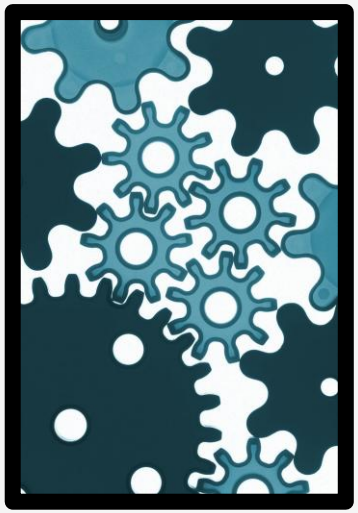


**SUSD Phase II Design Advisory Team**
**Meeting 3 – April 16, 2026**

| Time | Topic |
|---|---|
| 4:30 - 4:35 | **Welcome and Agenda** |
| 4:35 - 4:45 | **Advisory Team:**<br>- Grounding Our Work—Makeup, Purpose, Norms, Consensus<br>- Warm Up Connection |
| 4:45 - 5:00 | **Responding to Committee Questions – Meeting #2**<br>**Key information and data to address your questions:**<br>Facilities<br>Early Learning |
| 5:00 - 5:05 | **Decision Making Tool** |
| 5:05 - 6:05 | **Demographer Presents Models (3)**<br>- Table Processing/Discussions – Questions |
| 6:05 - 6:15 | **Break** |
| 6:15 - 7:10 | **Demographer Presents Models (3)**<br>- Table Processing/Discussions – Questions |
| 7:10- 7:30 | **Wrapping Up:**<br>- Identifying any data/information still requested by Committee<br>- Summary Statement<br>- Next steps/Closing |

Link

# Phase 2 Team – Makeup & Roles



**Membership:**

- 4 parents – each potentially impacted school
- 1 staff member – each potentially impacted school
- 7 SUSD community members at large

- Honored Experience: Dr. Carole Basile
  Jan Dubauskas, Esq.
- Facilitators

**Supporting Team Members:**

- ~~District Admin Team and Site Principals~~

# Purpose & Intended Outcomes

**SUSD -- School Repurposing & Enrollment Review**

**Website** - [Link]

[Phase II Design Team] – Design and develop recommendations for a path forward for schools in the Desert Mountain Learning Community, including Copper Ridge School.

**Specifically: Develop 3 options for a long-range plan that address projected enrollment trends and maximize the use of schools and facilities – inviting additional community/family input and further vetting by District Team members**

* Identify options to reduce our "footprint"to increase our impact – rendering full and thriving schools.

**Priority Considerations:**

- Optimize facility use
- Ensure financial viability
- Maintain academic excellence



# Norms to Guide Our Work Together



- **Engage fully**
  - active participation, start and end on time
- **Respect and seek to understand all perspectives**
  - assume positive intent, listen to understand
- **Collaborate constructively**
  - communicate openly, actively listen, disagree respectfully, stay flexible, be willing to compromise
- **Stay focused on solutions and shared goals**
  - use evidence to guide decisions, keep outcomes in mind
- **Cultivate a safe space for authentic and candid collaboration**
  - agree not to record meetings – nor share or attribute comments shared in confidence outside the group
- **Commit to consensus-based decision making**

# Consensus

**A group decision making process where the participants work together to find a solution that achieves broad acceptance – even if not everyone's first choice, and commit to moving forward together once consensus is reached.**



**Process:**

**5-Finger Consensus**

# Meeting Dates & Key Topics

## Tentative and flexible based on Design Team's needs



| | |
|---|---|
| March 26 ✓ | Design Team: Structure - Purpose - Launch<br>Budget & Marketing |
| April 2 ✓ | Enrollment Trends<br>Facility Usage<br>*Decision-Making Tool* |
| April 16 ✓ | Demographic Trends - Models |
| April 30 | Design Team - Dialogue |
| May 7 | Determine Recommended Options<br>Survey/Invite Community Input |

# *Our Context*

## Recognized Accomplishments
## Schools - Teachers - Students - Leaders




**Recent evidence:**

**SUSD Governing Board meetings**

# Phase 2 Team – Warm Up Conversation



- **Name**
- **Reminder: Your Connection to SUSD/School**
- **3 Points of Pride – What's best about your school (or SUSD community)?**

  **** Table Timekeeper***

# Table Groups: Questions, Insights & Feedback

**Follow up to Meeting 2**

**Key Clarifications:**

- It is the District's intention to keep "specialty" programs (DLI, STEAM, IB, Traditional, CGP) – and continue Special Ed and Gifted services.
- Determining future program locations of impacted schools – and revisions to school boundaries – will follow the work of this committee.
- Electing to repurpose a school does not mean early learning/Pre K experiences must be discontinued at that school.
- District has committed to address transportation logistics related to school repurposing – to support transitions.
- We will a craft survey at the end of our work to identify what parents/famiies would choose/enroll - based on models advisory committee brings forward.

# Responding to Your Questions

## (Meeting 2)



**Responses to questions grouped by table – Link**

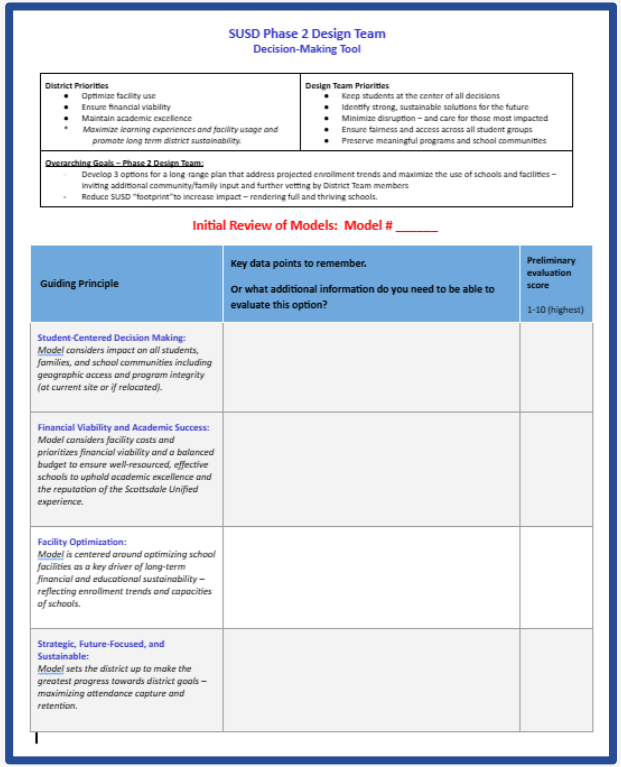
**Key Resource and Data to Address Your Questions:**

- Early Learning Longitudinal Data – **Link**

**Following Up - Facilities Usage Presentation**

- Program Capacity by School Report
- Building Services' expenditures past 3 years to maintain buildings (outside vendors)
- Capital Planning/Replacement Reserves Report
- DM Learning Community - Utility Cost Spreadsheet – Link

# Decision Making - Tool



SUSD Phase 2 Design Team
Decision-Making Tool

| District Priorities | Design Team Priorities |
|---|---|
| • Optimize facility use<br>• Ensure financial viability<br>• Maintain academic excellence<br>• *Maximize learning experiences and facility usage and promote long term district sustainability.* | • Keep students at the center of all decisions<br>• Identify strong, sustainable solutions for the future<br>• Minimize disruption – and care for those most impacted<br>• Ensure fairness and access across all student groups<br>• Preserve meaningful programs and school communities |

Overarching Goals – Phase 2 Design Team:
- Develop 3 options for a long range plan that address projected enrollment trends and maximize the use of schools and facilities – inviting additional community/family input and further vetting by District Team members
- Reduce SUSD "footprint" to increase impact – rendering full and thriving schools.

Initial Review of Models: Model # _____

| Guiding Principle | Key data points to remember.<br>Or what additional information do you need to be able to evaluate this option? | Preliminary evaluation score<br>1-10 (highest) |
|---|---|---|
| Student-Centered Decision Making: *Model considers impact on all students, families, and school communities including geographic access and program integrity (at current site or if relocated).* | | |
| Financial Viability and Academic Success: *Model considers facility costs and prioritizes financial viability and a balanced budget to ensure well-resourced, effective schools to uphold academic excellence and the reputation of the Scottsdale Unified experience.* | | |
| Facility Optimization: *Model is centered around optimizing school facilities as a key driver of long-term financial and educational sustainability – reflecting enrollment trends and capacities of schools.* | | |
| Strategic, Future-Focused, and Sustainable: *Model sets the district up to make the greatest progress towards district goals – maximizing attendance capture and retention.* | | |

[Link]

# Demographer - Introduction



## Rick Brammer (and Gillian Bowden)

- Applied Economics
- Specializes in performing small-area socioeconomic, housing, demographic, and enrollment analyses, having served various Association of Governments and some 50 Arizona school districts (including SUSD).

- Initial Models – Shared as PDF
  (For ease of illustration – initial models use existing SUSD boundaries.)

# 3 Models
# Table Discussions



**Note:** Models shared as PDFs have been included with M3 materials - on District website.

# Break



# 3 Models
# Table Discussions



# Sharing Design Team Progress with SUSD Community

**Summary statement & Slide Deck – Mtg. 3**

**Will be shared on:**

***SUSD School Repurposing & Enrollment*** **Website Link**

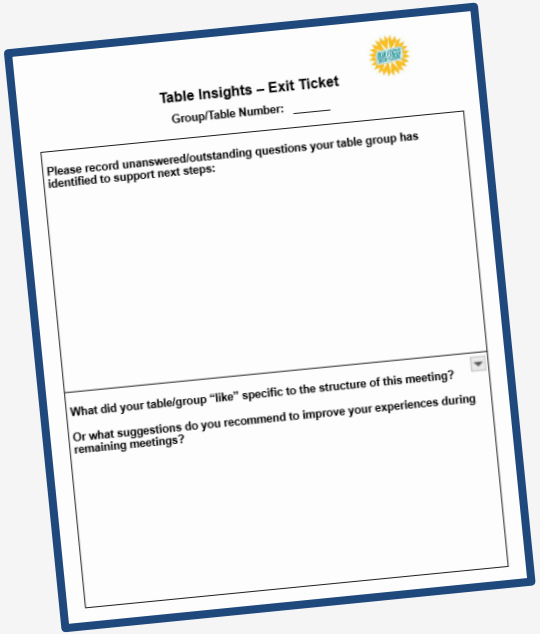
The third meeting of the SUSD Phase 2 Design Advisory Team opened with a welcome and review of the agenda, followed by a grounding in the team's makeup, purpose, norms, and commitment to consensus-based decision-making. Members engaged in a brief warm-up to reconnect and center their work.

Facilitators then shared prepared responses from district team members to questions raised during Meeting #2 – highlighting additional data and information specific to facilities and early learning. A decision-making tool to guide the committee's ongoing analysis and future recommendations was also introduced.

A demographer very familiar with SUSD's enrollment and demographic trends then shared multiple models – and committee members engaged in table discussions to begin to process the scenarios and reflect on their implications and potential to address priorities established by the District and Committee.

The meeting concluded with table groups identifying any additional data or information needed to support their decision-making and recommendations at subsequent meetings – followed by a summary of key takeaways and clarification of next steps.

# Wrapping Up


Table Insights – Exit Ticket

Group/Table Number: _____

Please record unanswered/outstanding questions your table group has identified to support next steps:

What did your table/group "like" specific to the structure of this meeting?

Or what suggestions do you recommend to improve your experiences during remaining meetings?

**Please Complete Table Exit Ticket -** Indicate any additional information needed to support decison-making

**Next Meeting:**

- April 30 – 4:30 - 7:30
- DMHS Library




**Recommended Homework:**

- Revisit information and models shared today.