

SUSD Phase II
Design Advisory Team

Meeting 4
April 30, 2026

Welcome and Agenda

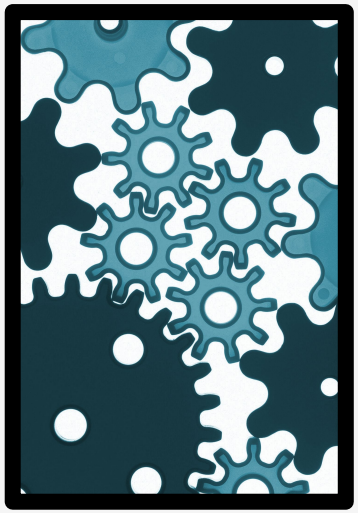


SUSD Phase II Design Advisory Team
Meeting 4 – April 30, 2026

Time	Topic
4:30 - 4:35	**Welcome and Agenda**
4:35 - 4:55	**Advisory Team:** - Grounding Our Work: Makeup, Purpose, Norms, Consensus - Warm Up Connection
4:55 - 5:05	**Spark Team Update** - Assistant Superintendent Ed Services - Lea Mitchell
5:05 - 5:20	**Setting the Stage:** - Our Context - District Team Clarifications - Cabinet review and responses to Questions/Models posed - Meeting #3 - Information sent via email - after Meeting #3 (Building Services Dept).
5:20 - 5:35	**Demographer: Clarifying Models 1-6 Shared Mtg. #3 - and New Model #7**
5:35 - 5:45	**Revisit Decision-making tool - Priority Considerations**
5:45 - 6:00	**Individual Indications – Based on Priority Considerations**
6:00 - 6:10	**Break**
6:10 - 6:30	**Table Work/Conversations:** - What adjustments to models does your table recommend – based on priority considerations?
6:30 - 6:50	**Consensus Definition** **Table Work/Conversations:** - Model(s) we can dismiss based on priority considerations
6:50 - 7:05	**Inviting Community Input - Survey**
7:05 - 7:30	**Wrapping Up:** - Summary Statement Meeting #4 - Next Steps - Meeting #5

Agenda 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

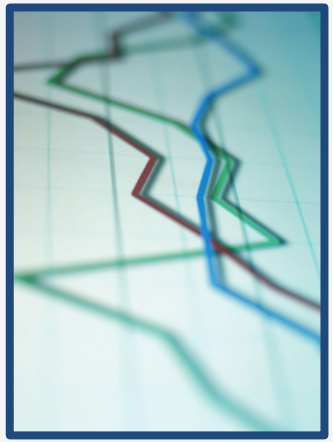
Meeting Dates & Key Topics

Tentative and flexible based on Design Team's needs



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

Phase 2 Team – Warm Up Conversation



National Conversation - "Right-Sizing" Districts

- Enrollment patterns are shifting nationwide
- Districts are "right-sizing" – making decisions to optimize facility usage to ensure resources can be prioritized to deliver the highest quality experiences for students – moving forward.

Right-Sizing/reducing physical footprint allows for "Repurposing."

- Repurposing explores how facilities that may no longer serve as schools can be reimagined to support the district and community in new ways (i.e. generating revenue, expanding community partnerships, housing programs and services that benefit students and families, etc.)

Phase 2 Team – Warm Up Conversation



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SUSD Team s being very intentional to invite ideas for consideration to repurpose facilities impacted by right-sizing.

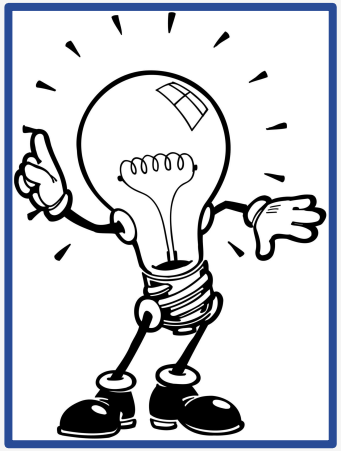
Warm Up Table Conversation:

- **Name - School - Role**

- **One idea/consideraton for "repurposing" buildings for the Spark Committee's consideration – general for campuses identified to repurpose in the DM Learning Community.** ***[Please record ideas shared.]***

SUSD SPARK Team - Update

Lea Mitchell - Assistant Supt. Ed Servies



Signature Program Advancement, Research and Knowledge (SPARK)

SUSD Website - Link

Committee Updates

SPARK Team

Serves as the district's collaborative body for program development, review, monitoring, and continuous improvement of specialty and signature programs and specialty schools.

Ensure specialized programming across the district is:

- Intentional
- Aligned
- Sustainable

Current Specialized Programs	Visual & Performing Arts Academy	Gifted & Advanced Studies
• DLI • AVID • IB • STEAM • Traditional		

Common Elements & Quality Indicators

Applied across all subcommittees:

- Alignment and Purpose
- Evidence and Effectiveness
- Equity and Accessibility
- Cost and Resources
- Training and Support
- Impact on Students and Staff
- Implementation Feasibility
- Data and Evaluation
- Community and Stakeholder Support
- Sustainability

From a Spark...Next Steps

In-take process and workflow to support consideration and exploration of new signature program or specialty school

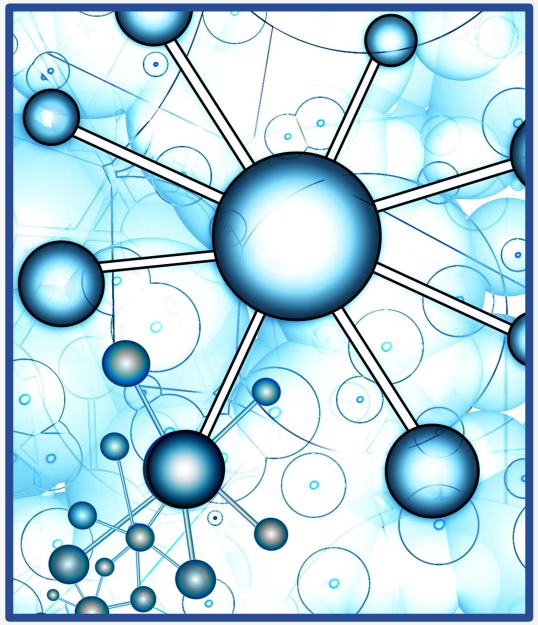
Each specialty school and signature program will complete an annual self-assessment using the quality indicators rubric. A program representative will provide an annual briefing for SPARK team consisting of program highlights, considerations, and ideas to elevate.



Phase 2 & Beyond → Vetted Specialized & Magnet Options

- Ready for district and Governing Board consideration
- Designed with site-specific flexibility
- Multiple pathways aligned to student and system needs

Our Context



SUSD Board Meeting - April 28
Future Bond Considerations

Valley Districts - Right-sizing Work

District Team - Key Clarifications

Shared Meeting #3:

- 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.

Additional Clarificaton: Priority Enrollment Practices

Responding to Your Questions

(Follow up – Meeting 3)



Additional Information Shared

Building Services – Emailed to Committee After Meeting 3

Utilities- The following links show the cost per student and the cost per square foot of buildings for each campus. Note:

- the more kids in a campus the cost per student goes down
- 3 most expensive campuses in each spreadsheet are highlighted
- FY 2026 is year to date and not full twelve months.

- 2026.04.15_Desert Mountain Learning Community_Utility Cost per Student.xlsx
- 2026.04.15_Desert Mountain Learning Community_Utility Cost per Square Foot.xlsx

Facility Conditions- The following link explores the Facility Condition Assessment – 10 year replacement forecast for capital materials & equipment at or approaching end of life.

Capital Planning_Replacement Reserves Report_DM LC + CRS.xlsx

Additional Information Shared

Building Services – Emailed to Committee After Meeting 3

Building Services 3-year expenditure totals for each campus – linked below.
These include materials and services provided by outside vendors but not in-house staff.

001 Maintenance & Operations = daily operational parts and services
610 District Additional Assistance = capital expenditures for fixed assets and contractor services
611 Capital Override = capital expenditures, typically playground equipment, athletic equipment, and shade structures

https://docs.google.com/spreadsheets/d/199d--INH5gmyqZgl2JB7YfHWlwLZs0QlSETRs685KCk/edit?usp=sharing

Model Clarifications

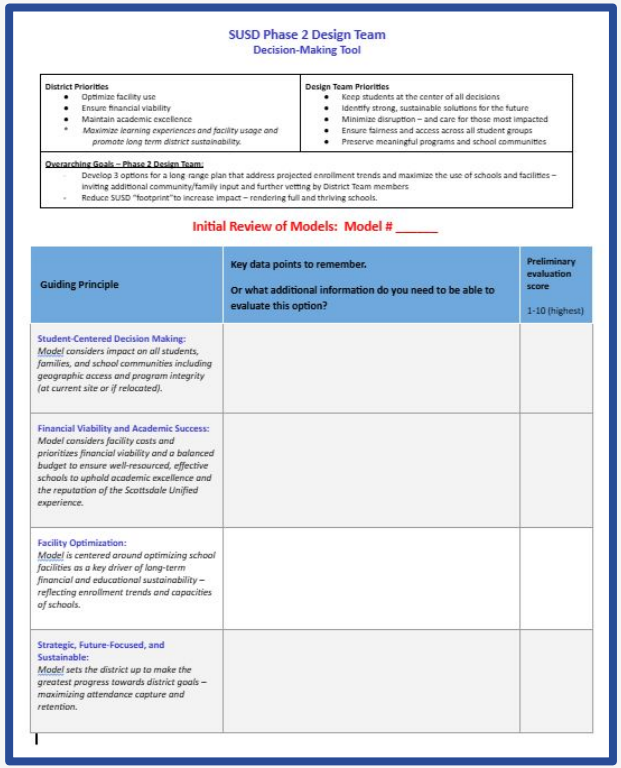
Rick Brammer and Gillian Bowden – Applied Economics



- Clarifications added to Models 1 - 6 (Shared Meeting #3)
- New Model – #7

Decision Making Tool - Priority Considerations





SUSD Phase 2 Design Team
Decision-Making Tool

District Priorities	Design Team Priorities
• Optimize facility use • Ensure financial viability • Maintain academic excellence • *Maximize learning experiences and facility usage and promote long term district sustainability.*	• Keep students at the center of all decisions • Identify strong, sustainable solutions for the future • Minimize disruption – and care for those most impacted • Ensure fairness and access across all student groups • 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. Or what additional information do you need to be able to evaluate this option?	Preliminary evaluation score 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.*		

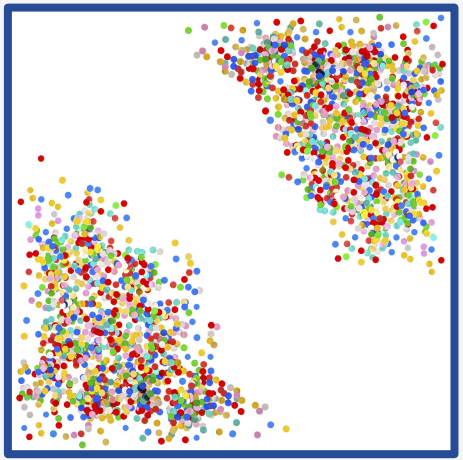
[Link]

Break



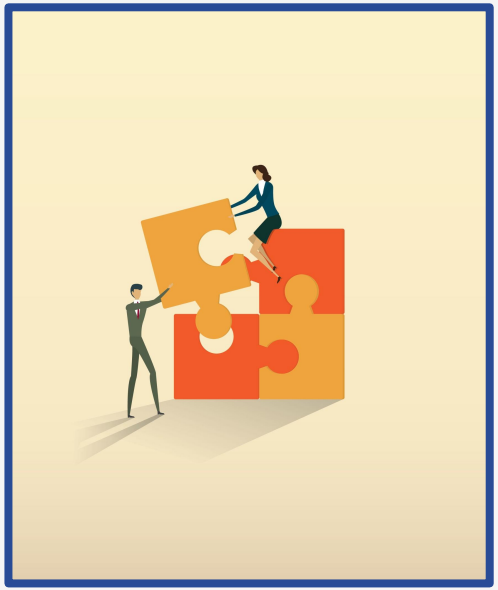
[Timer]

Initial Indications - Based on Priority Considerations



- Reminder: Recommendations from Design Team will be shared with the district team and community, with additional iterations to follow.

Table Work



Initial Indications

Reactions, feedback, notes or recommendations…

Inviting Community Input Survey



Sharing Design Team Progress with SUSD Community

Summary statement & Slide Deck – Mtg. 3

Will be shared on:

SUSD School Repurposing & Enrollment
Website Link

Re-crafted after Meeting #4 - Given slight adjustments to agenda in real time:

The fourth meeting of the SUSD Phase II Design Advisory Team opened with a welcome and agenda review, followed by the committee's regular grounding in its purpose, norms, and consensus-based decision-making process. Facilitators and district team members reaffirmed the importance of collectively upholding norms to honor members' commitments and support the integrity of the committee's work.

Members engaged in a brief warm-up, sharing potential ideas for the SUSD SPARK Committee's consideration where repurposing buildings may be identified, and then received an update on the SPARK Committee's ongoing work.

Facilitators provided context on the timing of bond considerations in SUSD and across the Valley and revisited clarifications and commitments from the district team. Responses to questions and ideas from Meeting #3 were reviewed, along with additional information shared by the Building Services Department following the previous meeting.

– Continued on Next Slide…

Sharing Design Team Progress with SUSD Community

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Continued from Previous Slide…

The district's demographer then provided further clarification on Models 1–6 shared during Meeting #3 and presented an additional Model (#7), proposed at the prior meeting. Committee members revisited priority considerations in the decision-making tool before indicating individual model preferences. Table groups then discussed reactions and additional recommendations for consideration for Models 1–7..

Facilitators shared tentative plans for Phase II continued work - indicating design team members will have an opportunity to indicate a preference to support next steps in PhaseII during Meeting #5.

The meeting concluded with members proposing potential survey questions to gather community input to inform next steps with confidence, along with a reminder of the final meeting planned for this Design Team, scheduled for May 7.

Wrapping Up



Please Complete Table Exit Ticket

Meeting 5:

- May 7 – 4:30 - 7:30
- DMHS Library