



Scottsdale *Unified*
SCHOOL DISTRICT

SUSD Phase II Design Advisory Team

Meeting 5
May 7, 2026

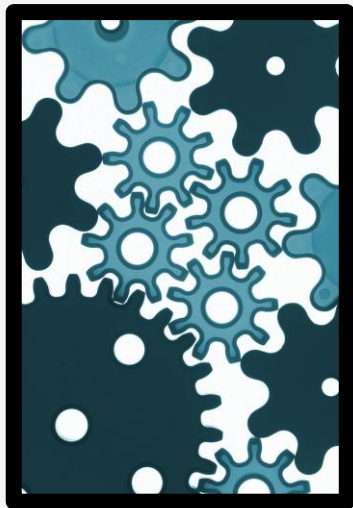
Welcome and Agenda



SUSD Phase II Design Advisory Team Meeting 5 – May 7, 2026	
Time	Topic
4:30 - 4:35	Welcome and Agenda
4:35 - 4:55	Advisory Team: <ul style="list-style-type: none">- Grounding Our Work: Makeup, Purpose, Norms, Consensus- Warm Up Connection
4:55 - 5:10	Setting the Stage: <ul style="list-style-type: none">- Reminder: District Team Clarifications- Follow Up to Questions and Insights Shared Meeting #4- SUSD Bond Information - Facilities
5:10 - 5:15	Share Next Plans: Phase 2 – Part B
5:15 - 5:40	Demographer Clarifications: <ul style="list-style-type: none">- Model B (Spin off of Model #5 Proposed by Committee during Meeting #4)- Responding to Table Ideas/Questions specific to Models (Meeting #4)
5:40 - 6:00	Revisit: <ul style="list-style-type: none">- Priority Considerations - Decision Making Tool- Individual Indications - Meeting #4 Individual Indications - Meeting #5
5:50 - 6:00	Break
6:00 - 6:20	Facilitated Observations – Individual Indications
6:20 - 6:40	Table Work - Review Survey Draft Based on Questions Submitted Meeting #4
6:40 - 7:00	Wrapping Up: <ul style="list-style-type: none">- Committee members: Indicate preference and availability to continue- Summary Statement Meeting #5

[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 <i>Decision-Making Tool</i>
April 16 	Demographic Trends - Models
April 30 	Design Team - Dialogue
May 7 	Determine Recommended Options Survey/Invite Community Input

Shared Understanding - Key Terms

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 reimaged 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



Schools within the Desert Mountain Learning Community and Copper Ridge School are in close proximity – and connected through shared neighborhoods and families.

- **What ideas do you have for intentionally strengthening relationships and building a positive sense of community across schools that may be impacted by right-sizing?**

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 Clarificatons:

- Priority Enrollment Practices
- Parallel track/conversations: SUSD Bond/Facilities

Following Up - Your Insights and Questions (Meeting 4)



- Program ideas - SPARK
- Ideas/questions specific to models
- Proposed questions - Community Survey
- Outstanding questions...

Clarifying Next Considerations/Work After Options Brought Forward by Phase II Committee (Part A)

Phase II - Part B



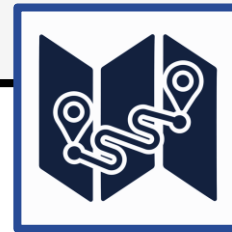
Timeline/Scope: June - August (4 meetings)

- Bring forward details of options/models for Board Consideration – Mid August
- 1st Public Hearing - Sept. 22

(Tonight/Individual Exit Ticket: Determine interest/availability of Committee members to continue.)

Clarifying Next Considerations/Work After Options Brought Forward by Phase II Committee (Part A)

Phase II - Part B



(Tentative Survey Launch: May 15 - June 1)

Review Survey Results

Deep dive into each model/option brought forward - District Team & Committee:

- Benefits
 - Drawbacks
- Financial impact
 - Reboundary options
- Community partnerships impacted
- Number of families impacted – and scope of impact

Examine any unresolved questions from Phase II Part A

Demographer Clarifications

Rick Brammer and Gillian Bowden – Applied Economics



- New Model – #8
(6b - Proposed at last meeting)
- Responding to Table Ideas (Meeting 4)

Decision Making Tool - Priority Considerations



**SUSD Phase 2 Design Team
Decision-Making Tool**

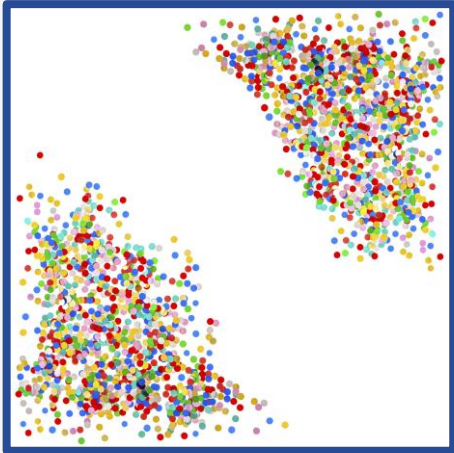
District Priorities <ul style="list-style-type: none"> • Optimize facility use • Ensure financial viability • Maintain academic excellence • Maximize learning experiences and facility usage and promote long term district sustainability. 	Design Team Priorities <ul style="list-style-type: none"> • Keep 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 <ul style="list-style-type: none"> - 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: <i>Model considers impact on all students, families, and school communities including geographic access and program integrity (at current site or if relocated).</i>		
Financial Viability and Academic Success: <i>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.</i>		
Facility Optimization: <i>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.</i>		
Strategic, Future-Focused, and Sustainable: <i>Model sets the district up to make the greatest progress towards district goals – maximizing attendance capture and retention.</i>		

[Link](#)

Individual Indications



- **Revisit - Meeting 4**
- **Meeting 5**

Break



Facilitated Observations - Indications



- **Revisit - Meeting 4**
- **Meeting 5**
Indicate top 3 options based on priority considerations

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.



Table Conversations - Consensus

Models 1, 2, and 8 were identified to be moved forward for further vetting in conjunction with survey data - during the continued work of Phase 2.

Community Input – Survey



Your questions - revised to ensure:

- **Comparable data:**
- **Decision-oriented:** Actual behavior, not just opinions
- **Segmented insights:** Allows for analysis across groups
- **Less redundancy:** Removes duplicates
- **Balanced tone**

Draft - Structure:

- One core survey
- Targeted follow up questions (branching)

Table Work



Now knowing options moving forward, what additional information (questions) do you recommend?

Other revisions?

Please record on one hard copy - per table.

Sharing Design Team Progress with SUSD Community



Added after the conclusion of the meeting...

Summary Statement:

The fifth meeting of the SUSD Phase II Design Advisory Team began with a welcome, agenda review, and a reaffirmation of the committee's purpose and norms. Facilitators emphasized the importance of adhering to norms to support thoughtful collaboration, productive conversations during the committee process, and positive engagement with the broader community.

Facilitators then shared initial plans for the continuation of Phase II work through a "Phase II Part B" process, which will include four additional meetings scheduled from June through August. Members were informed that this next phase will allow for deeper analysis of the model options advanced by the committee.

The district's demographer responded to questions raised during Meeting #4 and introduced an additional option, Model 8 -- proposed by committee members during the prior meeting. Committee members revisited the priority considerations and patterns of support that emerged from the preliminary model indications shared during Meeting #4 -- before again reflecting on the models presented and indicating preferences. Members then engaged in table discussions to compare perspectives, discuss areas of alignment, and identify the models they believed should move forward for additional analysis during Phase II Part B.

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Summary
statement &
Slide Deck –
Mtg. 5

Will be shared
on: *SUSD School
Repurposing &
Enrollment
Website* [Link](#)

Sharing Design Team Progress with SUSD Community



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As a result of these discussions, Models 1, 2, and 8 were identified to move forward for additional vetting during Phase II Part B.

The committee reviewed a draft community survey developed from ideas submitted during Meeting #4 and provided additional feedback for refinement. Facilitators clarified that district staff will finalize revisions to the survey prior to its anticipated launch on May 15, and that a separate, similar survey will also be developed to gather feedback from SUSD staff members.

The meeting concluded with members indicating their interest and availability to participate in the four additional meetings planned as part of the Phase II Part B process.

Wrapping Up

A sample of the Individual Exit Ticket form, titled "SUSD Phase II Design Advisory Team" and "Indicating Preference and Availability to Continue - Phase II Part B". It includes a name field, a thank you message, and three checkboxes for preference and availability.

SUSD Phase II Design Advisory Team

Indicating Preference and Availability to Continue - Phase II Part B

Name: _____

Thank you for your serving on the Phase II Design Team - Part A. Tentatively - four meetings have been planned to continue this important work, June-August.

Please indicate your preference and availability to continue to serve in this capacity:

☐ I would like to continue participating and anticipate being available for the four Part B meetings planned for June-August.

☐ I would like to continue participating; however, I expect to have limited availability during the summer months and respectfully decline.

☐ Thank you for the opportunity to participate on the committee. At this time, I will need to step away from participation in Part B.

Final Comments:

Individual Exit Ticket

Please indicate your preference and availability to continue - Phase II Part B.