



EDTF
2024-2025

May 8, 2025

Enrollment Demographics Task Force

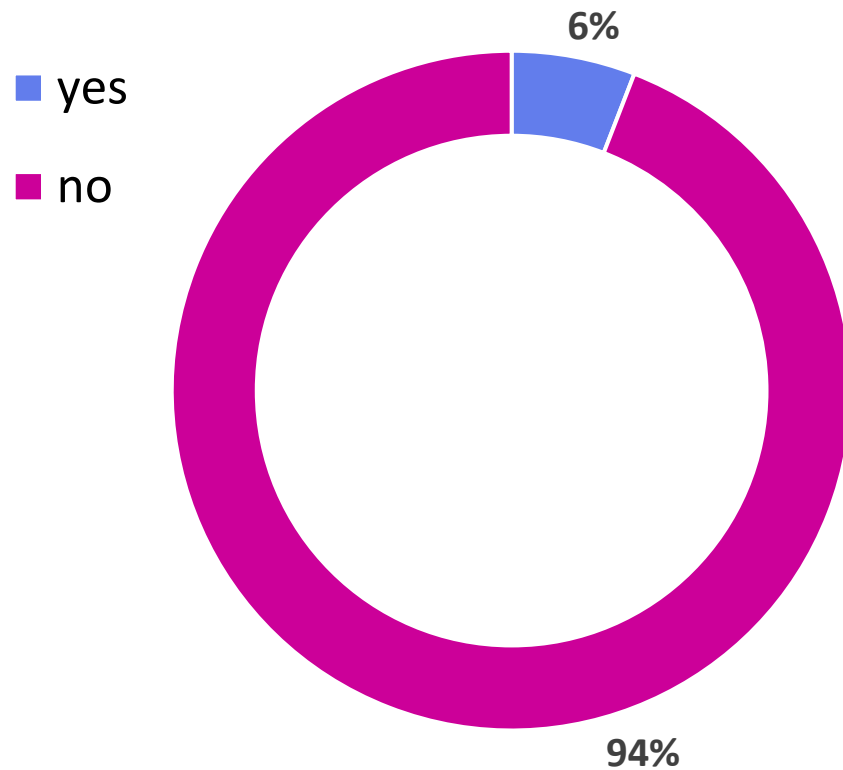
Agenda

Time	Topic
5:00-5:10p	Welcome
5:10-5:30p	Major Projects Recap <ul style="list-style-type: none">• EDTF Recommendations• Capital Bond Planning Task Force (CBPTF) Updates
5:30-5:50p	Program Placement Update
5:50-6:00p	EDTF Timeline Review
6:00-6:50p	Boundary Line Adjustment Milestones <ul style="list-style-type: none">• Small Group Discussion
6:50-7:00p	Next Steps

Major Projects Recap

Middle School Recommendation

Should the EDTF recommend that the Maltby Phase 2 Middle School be included in the 2026 Bond?

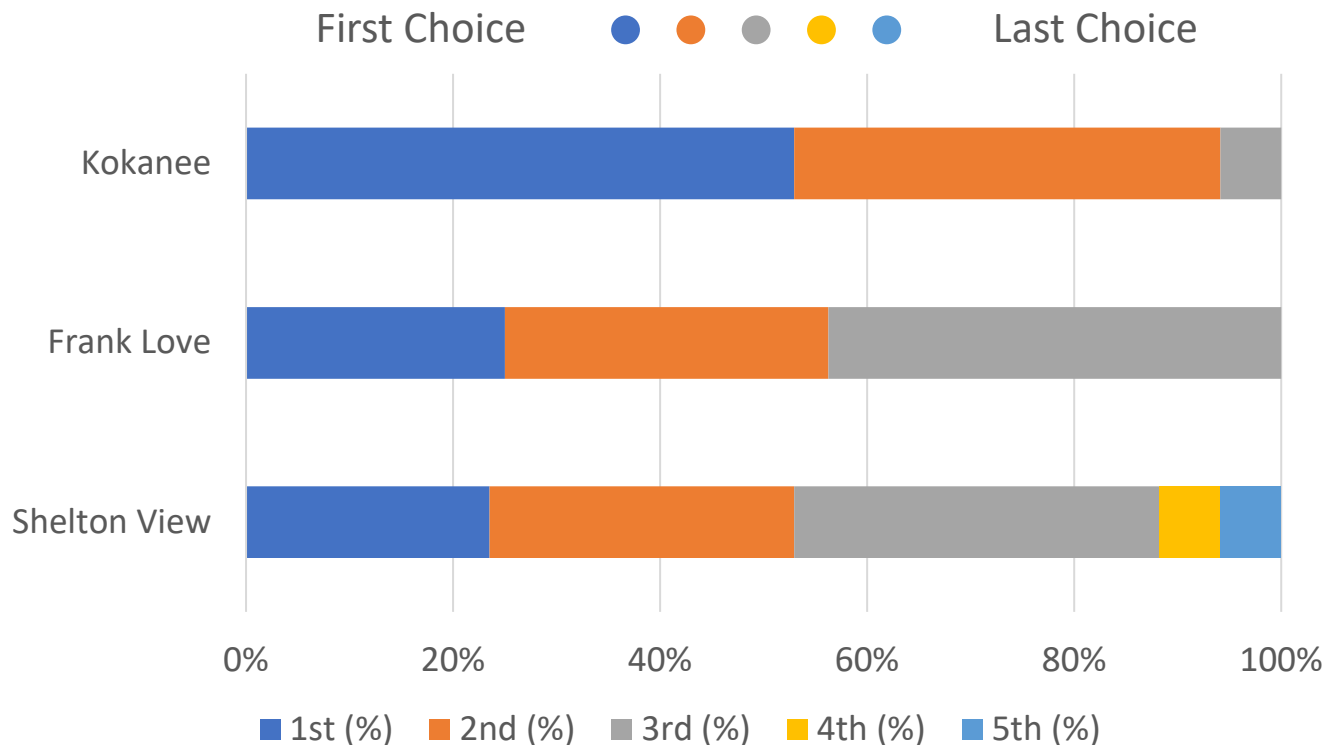


Key considerations for the “No” recommendation

- **Capacity is sufficient** – Existing schools and facility use can accommodate students.
- **Financially unfeasible** – Declining enrollment and budget constraints make a new school unjustifiable.
- **Enrollment rebalancing first** – Shifting students across schools should be prioritized before new construction.

Elementary School Recommendation

Which elementary schools should the EDTF recommend be included in the 2026 Bond?



Key Considerations Noted

- **Portable reduction priority** – Focus on schools with high portable usage and capacity constraints.
- **Future flexibility** – Ensure changes support long-term enrollment shifts and school capacity.
- **Permanent classrooms** – Prioritize permanent capacity rather than continued reliance on portables.

Capital Bond Planning Task Force Update

Replacement Projects - \$100M Estimate

- Demolish existing buildings
- Redistribute students to adjacent schools for duration of the project
- Replace portables with permanent classrooms
- Add capacity to anticipate future enrollment

Elementary Schools For Consideration:

*Arrowhead, Moorlands, Shelton View,
Wellington, & Westhill*

Growth Projects - \$75M Estimate

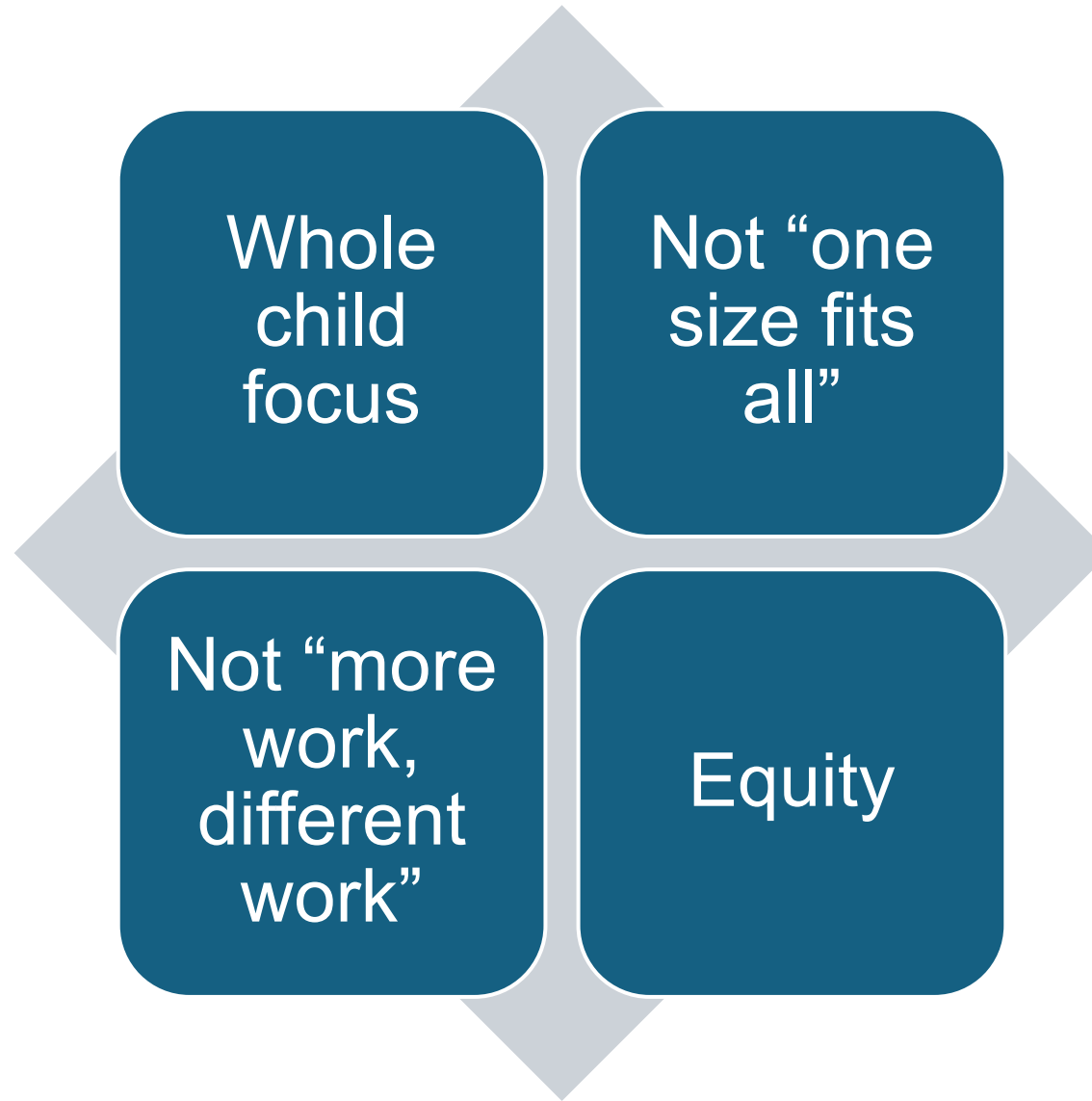
- Construct new school building
- Students remain in their home school for duration of the project
- Replace portables with permanent classrooms
- Add capacity to anticipate future enrollment

Elementary Schools For Consideration:

Frank Love & Kokanee

Program Placement Update

Highly Capable (HiCap)



Highly Capable (HiCap) Service Delivery

Integrated Highly Capable Cluster

Enrichment within the general education classroom for English Language Arts & Walk to Math

Self-Contained

Accelerated, enriched curriculum with HiCap peers

Math Designated Students Online HiCap Math

Online instruction for advanced math learners

HiCap Service Update for 2025-26

What's Changing	No Changes
<p>2nd grade HiCap students at these schools will stay at their neighborhood school:</p> <ul style="list-style-type: none">▪ Crystal Springs▪ Maywood Hills▪ Woodmoor	<p>These schools will continue to transition HiCap students to other sites to receive services:</p> <ul style="list-style-type: none">▪ Woodin → Hollywood Hill▪ Wellington → Hollywood Hill▪ Cottage Lake → Sunrise

Note: Students at Crystal Springs and Maywood Hills had been sent to Canyon Creek to receive services and students at Woodmoor were sent to Moorlands.

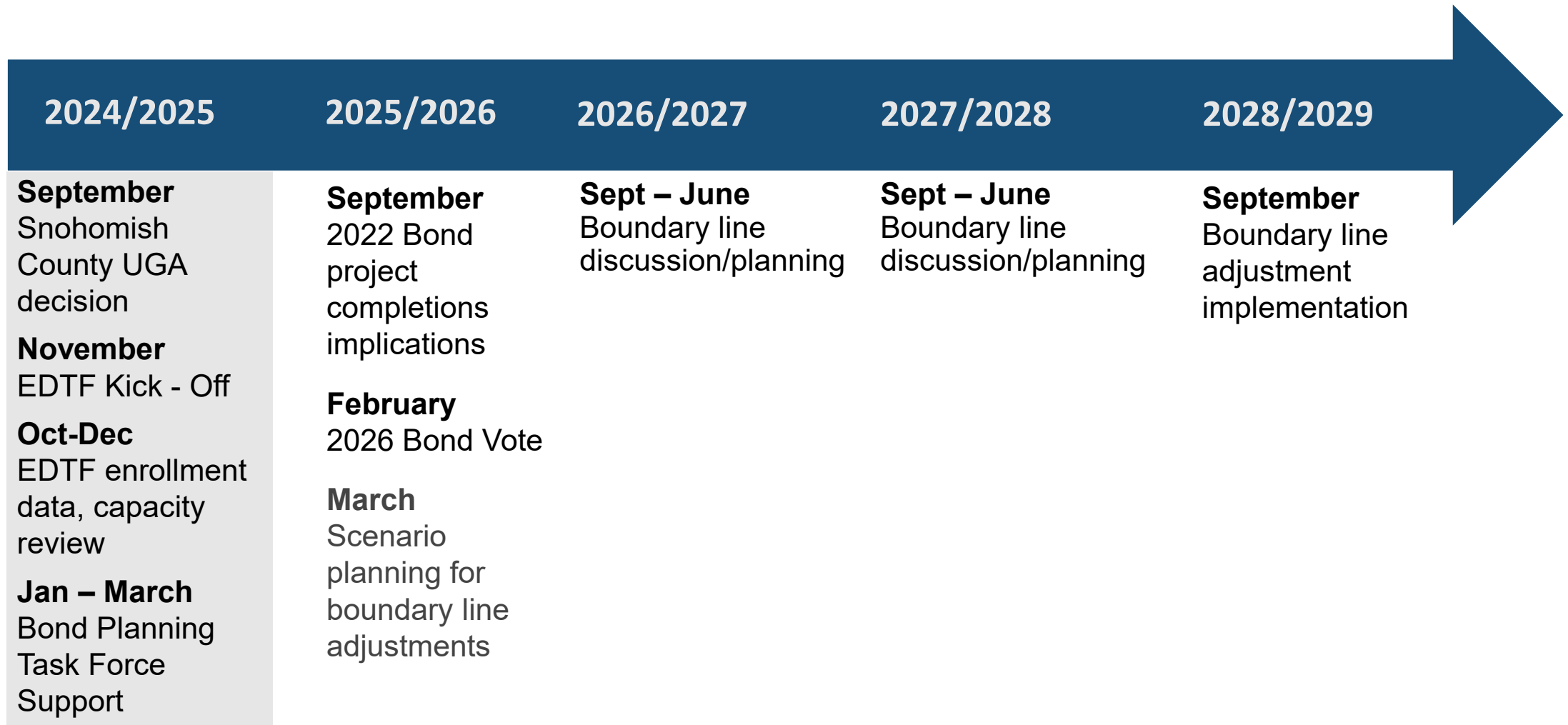
HiCap Implementation Plan

Table	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
RB	2/3/4/5 integrated (already done)					
AH	2/3 integrated	2/3/4 integrated	2/3/4/5 integrated	2/3/4/5 integrated	2/3/4/5 integrated	2/3/4/5 integrated
ER						
FL						
KO						
WH						
CC	2nd integrated	2/3 integrated	2/3/4 integrated 5 self-contained	2/3/4 integrated 5 self-contained	2/3/4/5 integrated	2/3/4/5 integrated
FW						
KE						
LW						
HH						
MO		2nd integrated	2/3 integrated 4 & 5 self-contained	2/3/4 integrated 5 self-contained	2/3/4/5 integrated	2/3/4/5 integrated
SR						
SV						
CS						
MH			2nd integrated 3/4/5 travel	2/3 integrated 4 & 5 travel	2/3/4 integrated 5 travels	2/3/4/5 integrated
WM						
CL			2-5 travel	2-5 travel	2-5 travel	
WE		5th self contained				
WO						

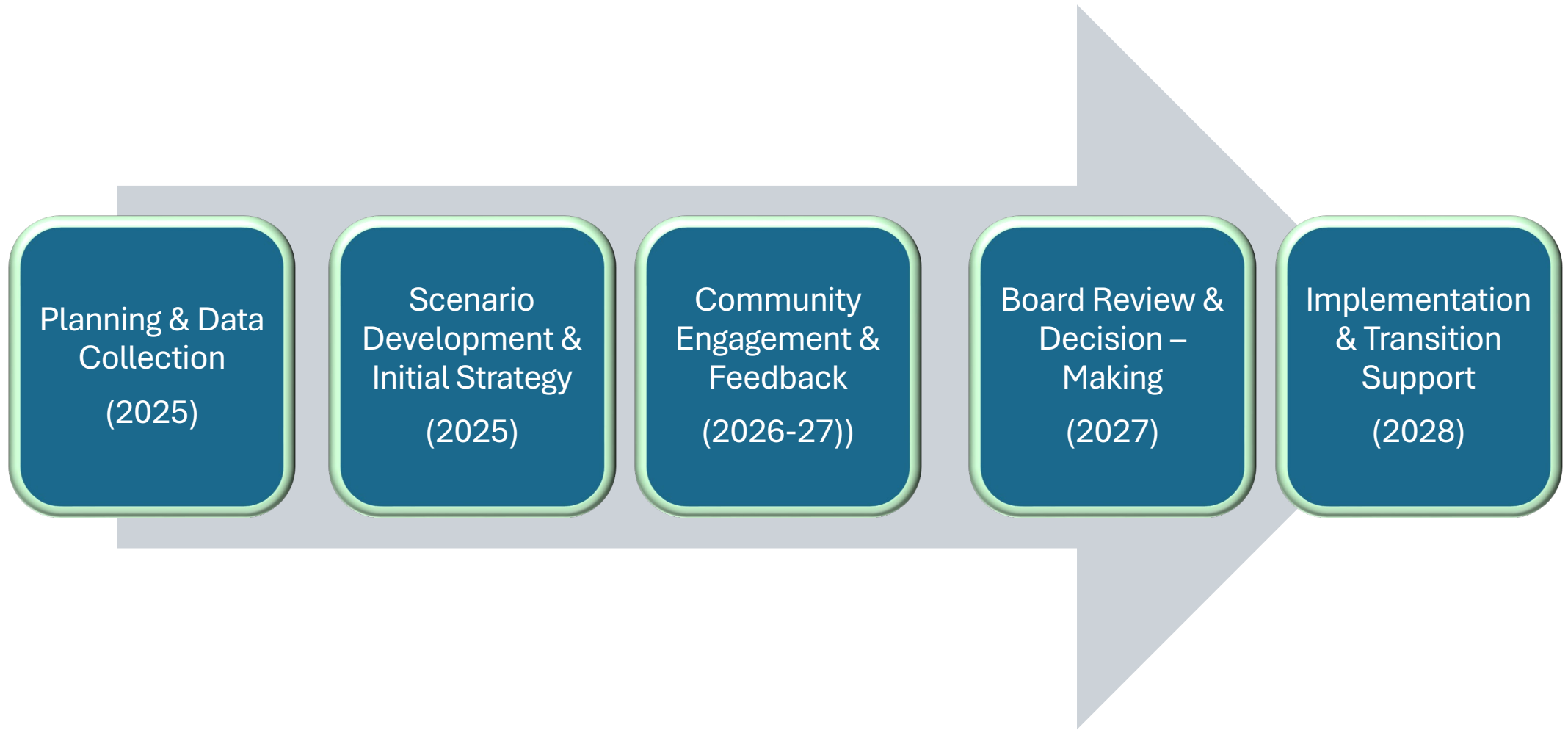
Note: 2/3/4/5 Integrated = Full implementation of HiCap program

Boundary Line Discussion

Anticipated EDTF Focus



Boundary Line Adjustment Milestones



Small Group Discussion

1. **Assign a notetaker:** Use the shared Google document to record your group's discussion.
2. **Review the Boundary Line Adjustment Milestones:** As a group, consider the stages outlined and discuss the following for each stage:
 - What are we missing?
 - Are these the right components?
 - What does success look like?

Planning & Data Collection

Committee Selection

Select Sub-Committee

Gather Enrollment & Growth Data

Analyze student trends and capacity limits

Review Past Boundary Line Recommendations

Assess insights from previous line adjustments

Demographer's Report & Forecasting

Future enrollment projections

- What are we missing?
 - Impacts to Transportation
 - Traffic Flow
 - Program impacts
 - Consideration of past boundary adjustments
- Are these the right components?
- What does success look like?
 - Involving cross-departmental collaboration
 - Visuals and scenarios to present to the community
 - Cost saving element in eliminating some Transportation with programs in neighborhood schools
 - Subcommittee setup:
 - Need big-picture perspective of ALL stakeholders - **objectivity**
 - Subject matter knowledge
 - Clear parameters around goals; what to consider; what not to consider
 - Objective standards

Scenario Development & Initial Strategy

Establish Key Boundary Considerations

*Define Goals
(balancing
enrollment, etc.)*

Align with Capital Planning

*Ensure scenarios
consider planned
school renovations*

Develop Preliminary Scenarios

*Create initial draft
boundary options*

Sub-committee Review & Refinement

*Gather insights from
focused workgroups*

- What are we missing?
- Are these the right components?
- What does success look like?

Community Engagement & Feedback

Plan Engagement Strategy

Determine how families, staff, and community members will be involved

Host Community Meetings & Surveys

Gather feedback on proposed scenarios

Adjust Scenarios Based on Feedback

Refine boundaries in response to concerns

School & Student Impact Analysis

Assess how changes affect transportation, programs, and student experiences

■ What are we missing?

- How many times are we taking these ideas back to the community? (how many iterations, want to limit the big conversations, to avoid confusion, reduce cost, etc.)
- Look at multiple ways to gather input.
- As we develop scenarios, consider looking at options, so it enables authentic conversations.
- Think about our most vulnerable populations/students (they are not always at the table, be creative to ensure we hear their "voice")
- Make sure that engagement piece is throughout so it is not at the "end"
- Think about online options zoom etc.
- Table top/charette exercises to engage indifferent ways.
- Staff are the best communicators/cheerleaders. Teachers are the ones to have some of the small conversations.
- Parent community very important.
- Be very transparent, ensure it is well developed, thoughtful
- Have a fillable form, that we can send a link, hear from all voices, ensure translated options for information.

■ Are these the right components?

■ What does success look like?

- Ensure that the input is authentic
- Be very transparent, ensure it is well developed, thoughtful

Board Review & Decision Making

Present Final Scenario to Board

Provide data-driven recommendations

Board Vote on Final Boundary Adjustments

Official approval

Board Study Sessions & Review

Address board concerns and final refinements

■ What are we missing?

- Very involved and participatory
- They will hear and listen to community feedback
- Must be collaborative
- Enough space between board vote and implementation to make sure that implementation part goes smoothly (ideally six months)
- Late winter is when we rollout K-enrollment. Have final decision set out Jan before next school year. Staffing process play out according to existing timelines/process
- Have a conversation with the board about what (if any) engagement they want to host outside of the EDTF process (or in addition too)
- Take the parameters that we set/guiding principles that it aligns with their thinking prior to EDTF engaging in the work.

■ Are these the right components?

■ What does success look like?

- That it shows we thought about whole district
- Board passes it!
- That community doesn't say "you didn't ask us, or listen to us"
- People are not surprised by what is brought to board.
- That the community engagement can have an impact.
- No new unknown concerns are raised to the board that we have not thought of or heard of...(last minute surprises)
- Show that we were very thorough in the process as we considered various ideas/voices/etc.

Implementation & Transition Support

Develop Communication Plan

*Ensure families and
staff understand the
changes*

Meetings between sending and receiving schools

*Help students
transition smoothly*

- What are we missing?
- Are these the right components?
- What does success look like?

Provide School – Specific Student Lists

*Inform Principals and
Teachers*

Monitor and Address Concerns

*Adjust as needed
post –
implementation*



Thank you