

School Board Retreat

August 25, 2025
4:30- 7:30pm



**Edmonds
School District**



Land Acknowledgement

We acknowledge the original inhabitants of this place, the Sdohobsh people and their successors the Tulalip Tribes, who since time immemorial have taken care of, hunted, fished and gathered on these lands.

We respect their sovereignty, their right to self-determination, and we honor their sacred spiritual connection with the land and water.

By acknowledging these homelands, we commit to working with tribal nations to further the education aims they have identified in our classrooms and schools.

Today's Agenda

- Welcome/ Icebreaker
- Strategic Plan Discussion
- Start/ End Times Committee
- 2026 Levy Discussion
- Superintendent Communications Discussion

Welcome & Icebreaker



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School District**

What's your why?

Being a board member can be tough!

With a partner, share what your why was for joining the board and what your why is now? Has it changed?

Think about how your why continues to motivate you in this challenging work!



The background features a dark blue field with decorative diamond patterns in the corners. The top-left and bottom-right corners contain a grid of diamonds in various shades of blue and teal, ranging from light to dark. The text is centered in the dark blue area.

Strategic Plan Discussion

Introduction

- **Our current Strategic Plan ends in 2026.**
- It is a School Board responsibility to provide leadership to the development and monitoring of the district's goals and the Strategic Plan designed to meet those goals.
- Decisions we make regarding the Strategic Plan will impact our Board goals and the goals of the Superintendent.
- The extent of changes we might make in district goals will also impact district action steps and strategies underway.

Possible Approaches

Three possible approaches we might take to our Strategic Plan leadership:

- Continuing with the current version of the Strategic Plan for one more year (i.e., rolling it into a plan that ends in 2027), with another review scheduled for next year.
- Tweaking parts of the current version of the Strategic Plan but basically staying with the same overall design. Two options here are:
 - Make small modifications for one more year, with another review scheduled for next year.
 - Make small modifications that have yearly increments embedded for multiple years.
- Starting a new Strategic Plan from scratch.

Do you have other ideas for approaches we might take?



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Reflection Time

- Take about 5 minutes to review our current Strategic Plan on the district website.
- As you review and reflect on the current Strategic Plan, think about the pros and cons for the options we might take at this point in time in our planning and goal setting.



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Continue with Current Version- 1 More Year

- What are some advantages of this approach?
- What are some disadvantages of this approach?



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Tweak parts of current version but use same overall design – 1 more year

- What are some advantages of this approach?
- What are some disadvantages of this approach?



**Edmonds
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Tweak parts of current version but use same overall design – multiple years

- What are some advantages of this approach?
- What are some disadvantages of this approach?



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Start a New Strategic Plan Now

- What are some advantages of this approach?
- What are some disadvantages of this approach?



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Summary of our Discussion

- To what extent do we seem to have consensus in our thinking?
- Based on our discussion, what should our next steps be?



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BREAK

This or That

CHOOSE

CHOOSE



Start & End Times Committee



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School Start and End Times Joint Committee

Board Report 8/25/25



Agenda

- Review of 24-25 Meetings/Work
- Review of Two Recommendations
- Review of survey data
- Other data relevant to the conversation
- Discussion

What are OUR priorities?

Common priorities that guided the work of the group were:

1. Equity for students, staff and families
2. Mental health and well-being
3. Schedules should be developmentally appropriate
4. Safety
5. Fiscally responsible

AND- support high levels of student learning

Surrounding District High School Start Times

Edmonds	7:20 am	83% grad rate
Everett	7:30 am	93% grad rate
Shoreline	7:50 am	90% grad rate
Northshore	8:15 am	96% grad rate
Lake Washington	8:30 am	94% grad rate

Meetings in 24-25

October 28, 2024

December 2, 2024

January 13, 2025

February 10, 2025

April 21, 2025

Updates to the Board

4/26/24 update

6/28/24 update

September 10, 2024- Board Study Session

2/7/25 update

6/27/25 update

Summary of the 24-25 Work

10/28/25 Meeting

- Reviewed Spring 2024 Survey Data
- Reviewed 5 potential reconfiguration models
 - [Option 2](#)
 - [Option 3](#)
 - [Option 4](#)
 - [Option 5](#)
 - [Option 6](#)

12/2/2025 Meeting

- In light of one of the options considered, the committee reviewed athletic participation numbers and potential impacts
- Developed a pro/con list for each of the 5 options being considered
- Reviewed Spring 2024 survey data on rotation of elementary school start times

2/10/2025 Meeting

- Finalized the pro/con list for each of the 5 options
- Based on the pro/con discussion, the committee arrived at two options
 - Option 1-
 - Option 2-
- Finalized survey language
- Developed a timeline for Spring 2025 survey based on the 2 recommended options

4/21/25 Meeting

- Review Spring 2025 survey responses
- Recommended both options for further consideration

Survey

Survey Overview

- Opened on March 17, 2025
- Closed on April 4, 2025
- 3104 responses
 - 1945 families
 - 588 staff
 - 571 students
- 2885 written comments

Option 1

Option 1:

- 12 elementary schools operate on Tier 1 (7:20 am - 1:52 pm)
- All high schools operate on Tier 2 (8:05 am - 2:35 pm)
- All middle schools and 3 elementary schools operate on Tier 3 (8:45 am - 3:15 pm)
- 8 elementary schools operate on Tier 4 (9:25 am - 3:55 pm)

Option 2

Option 2:

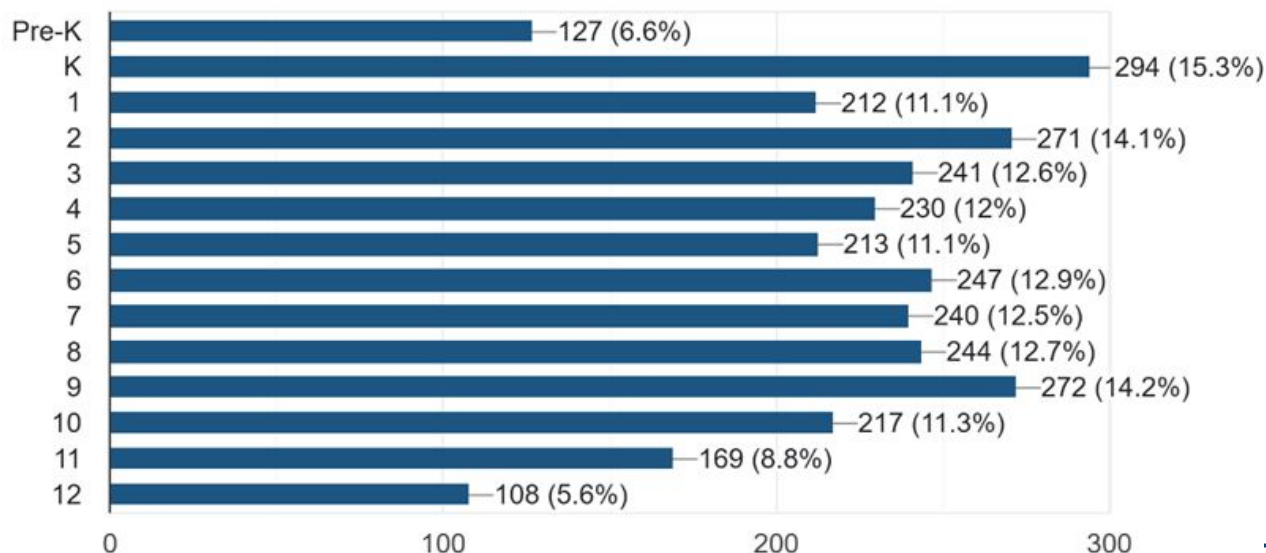
- 8 elementary schools operate on Tier 1 (7:20 am - 1:52 pm)
- 12 elementary schools operate on Tier 2 (8:05 am - 2:35 pm)
- All high schools operate on Tier 3 (8:45 am - 3:15 pm)
- All middle schools and 3 elementary schools operate on Tier 4 (9:25 am - 3:55 pm)

Option 1 Feedback- Families

Demographic Data- Families

What grade level(s) is your student currently in? (Check all that apply)

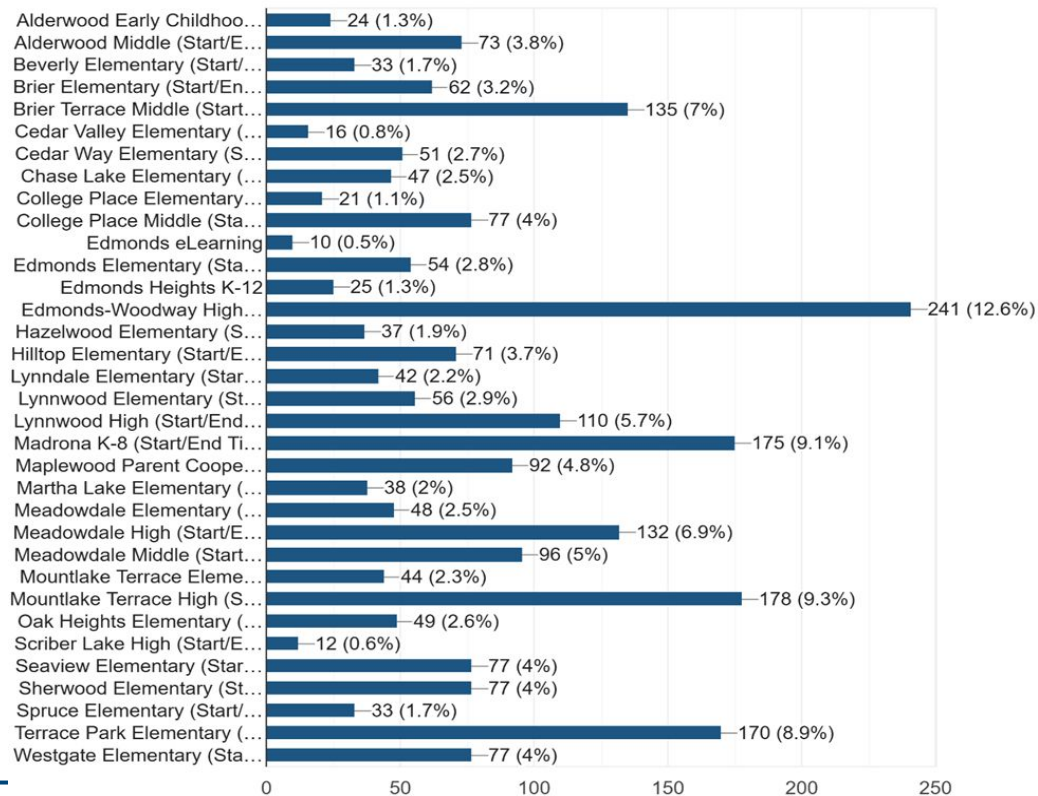
1,916 responses



Demographic Data- Families

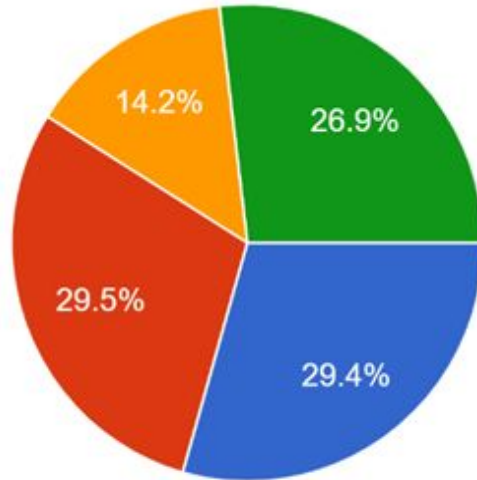
What school(s) does your student attend? (Check all that apply)

1,917 responses



Option 1: -12 elementary schools operate on Tier 1 (7:20 am - 1:52 pm) -All high schools operate on Tier 2 (8:05 am - 2:35 pm) -All middle schools a...:55 pm) To what extent do you support Option 1?

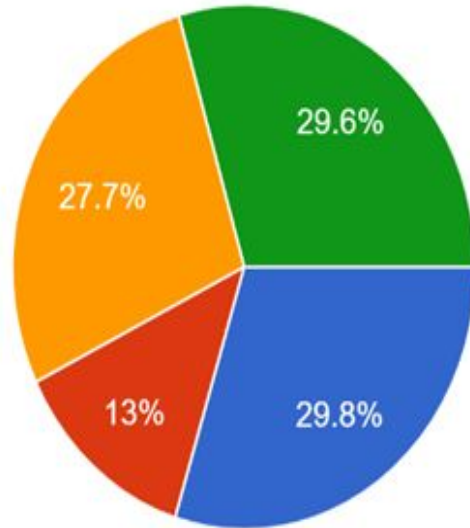
1,907 responses



- Strongly Support
- Somewhat Support
- Somewhat Oppose
- Strongly Oppose

How would Option 1 impact your childcare needs or work schedule?

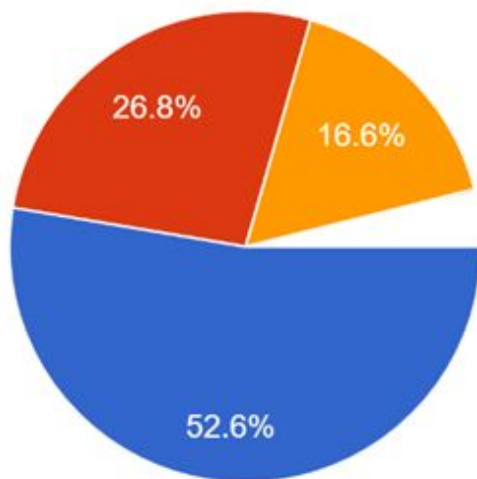
1,898 responses



- No Impact
- Positive Impact
- Would Require Minor Adjustments
- Significant Challenge

How would Option 1 affect your student's participation in after-school activities (sports, clubs, jobs, etc.)?

1,892 responses



- No Impact
- Some Impact
- Significant Challenge
-
- Positive impact
- It is for child care, work schedule and...
- It's impossible to know, without knowi...
- Not sure because I don't know his ele...

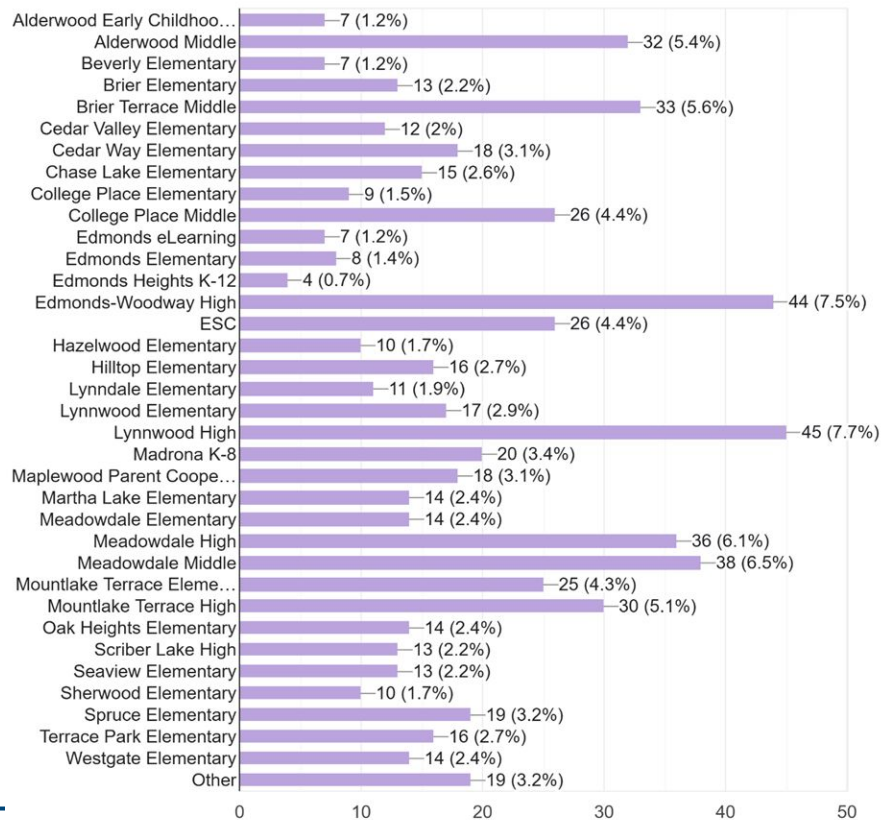
▲ 1/10 ▼

Option 1 Feedback- Staff

Demographic Data- Staff

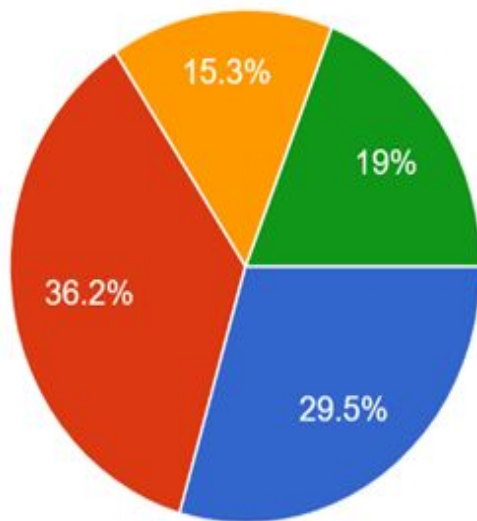
What is your work location(s)?

588 responses



Option 1: -12 elementary schools operate on Tier 1 (7:20 am - 1:52 pm) -All high schools operate on Tier 2 (8:05 am - 2:35 pm) -All middle schools ...- 3:55 pm) To what extent do you support Option 1?

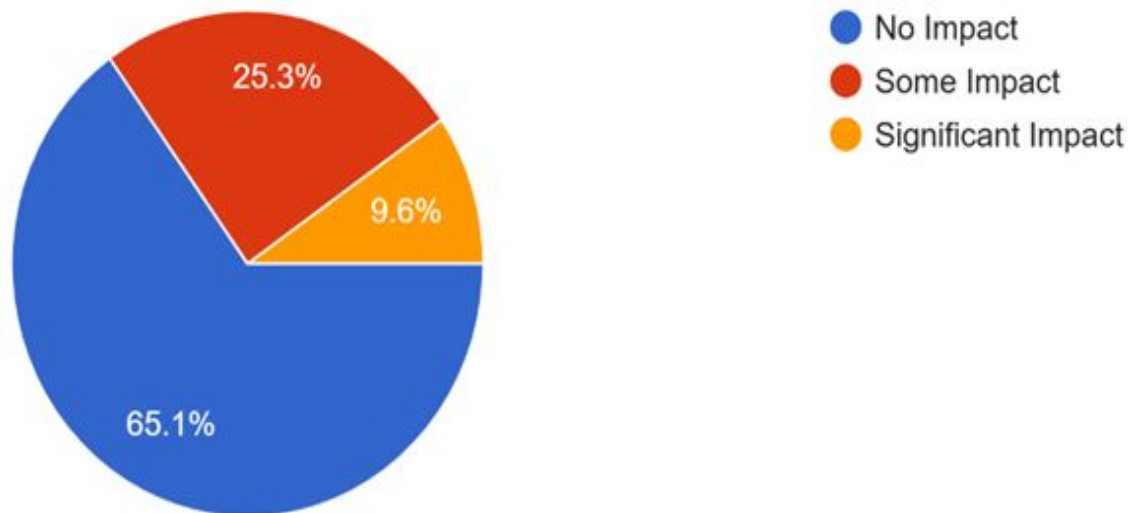
583 responses



- Strongly Support
- Somewhat Support
- Somewhat Oppose
- Strongly Oppose

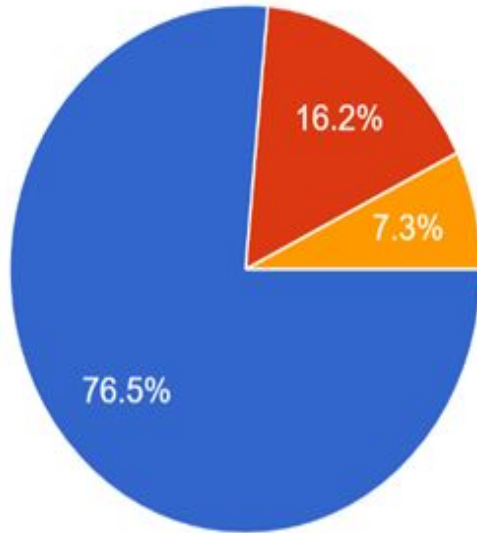
Would this change in the start/end time have an impact on your ability to stay in your current position?

581 responses



How would Option 1 impact your willingness to serve in extracurricular or coaching positions?

579 responses



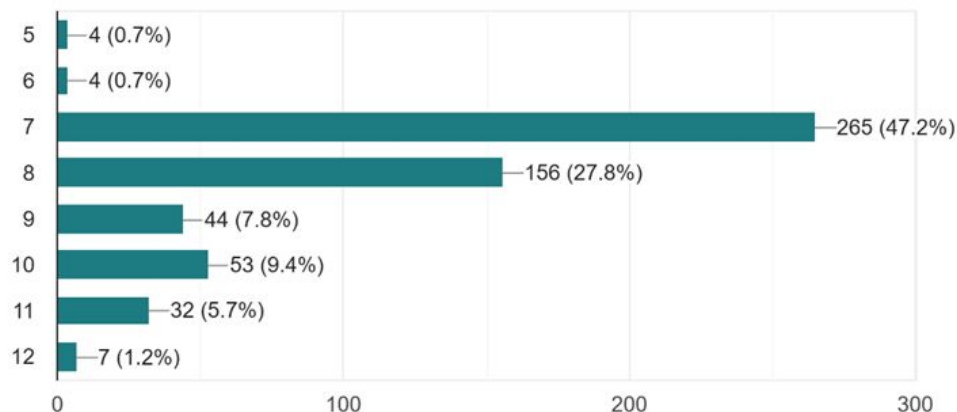
- I don't currently serve in extracurricular/coaching positions.
- I currently serve in extracurricular/coaching positions and would continue to do so.
- I currently serve in extracurricular/coaching positions and there would be significant impact.

Option 1 Feedback- Students

Demographic Data- Students

What is your grade level?

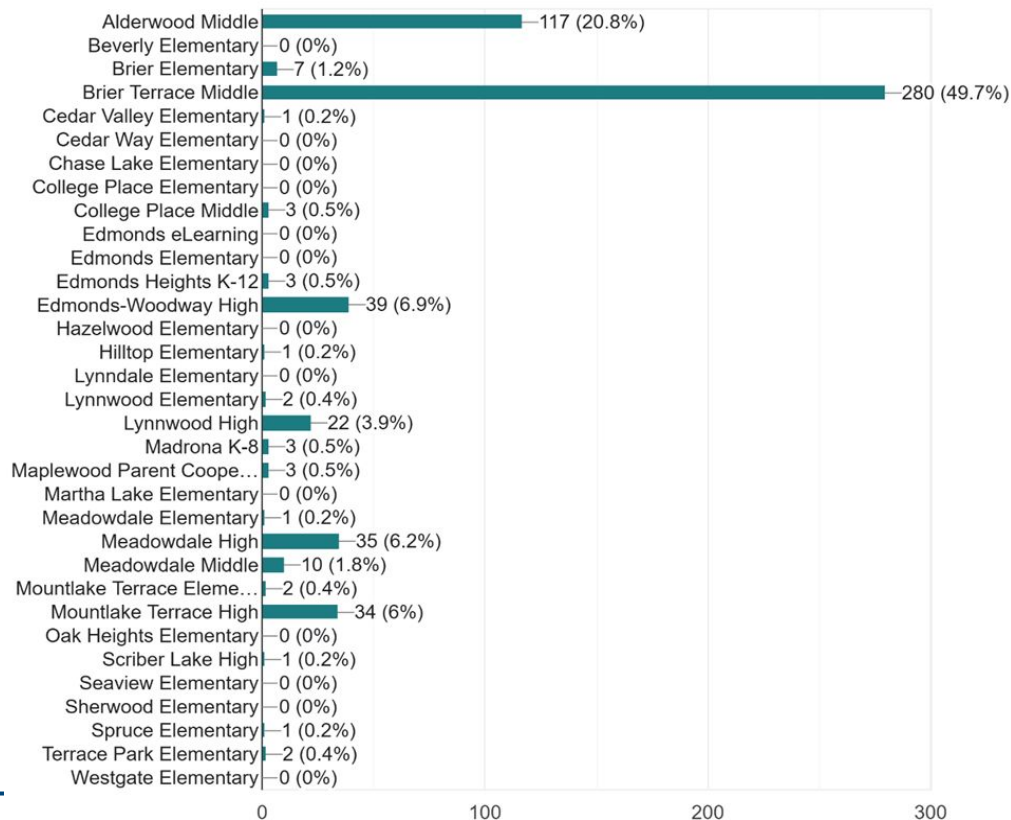
561 responses



Demographic Data- Students

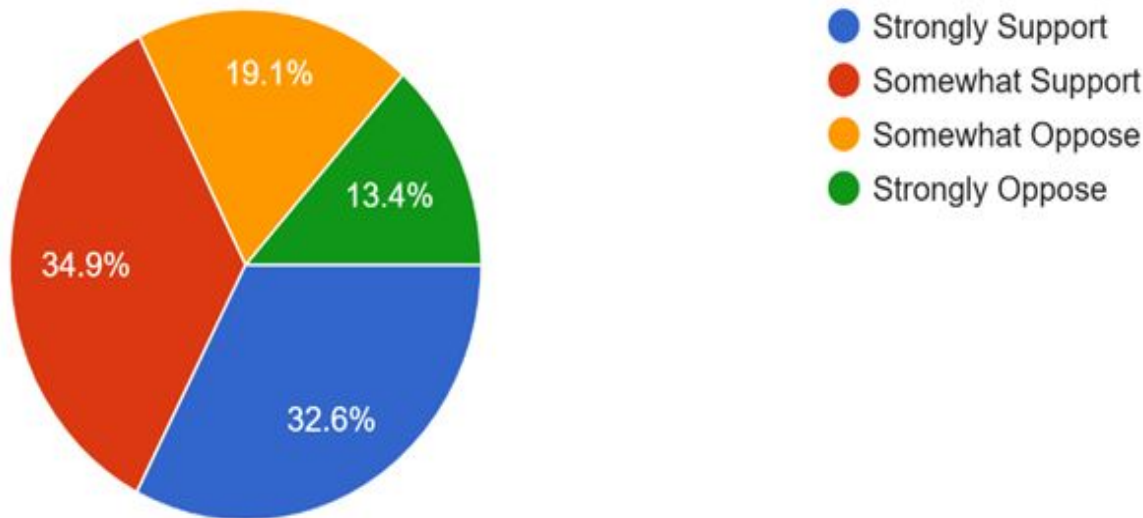
What school do you attend right now?

563 responses



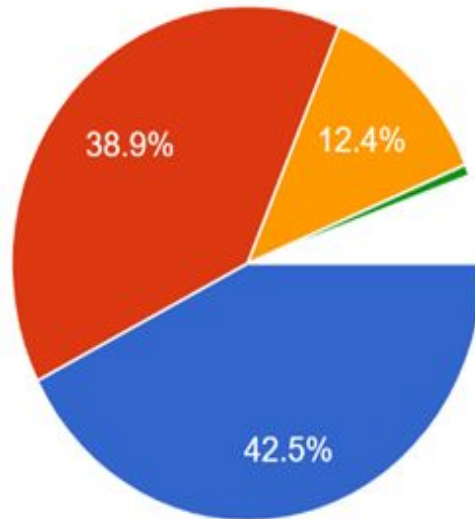
Option 1: -12 elementary schools operate on Tier 1 (7:20 am - 1:52 pm) -All high schools operate on Tier 2 (8:05 am - 2:35 pm) -All middle schools a...:55 pm) To what extent do you support Option 1?

561 responses



How would Option 1 impact your participation in before/after-school activities?

558 responses

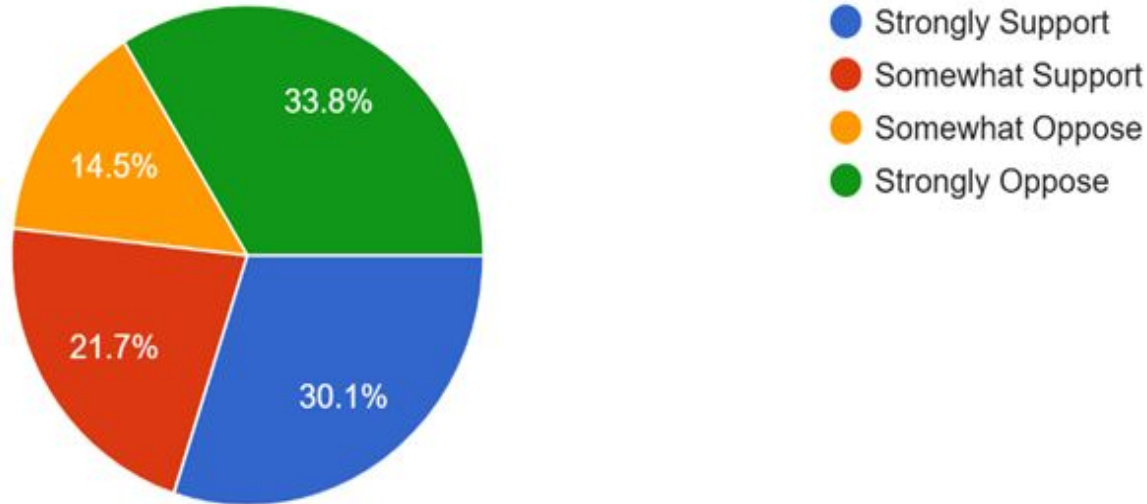


- No Impact
- Some Impact
- Significant Challenge
-
- If school got out at 3:15, I wouldn't hav...
- cheese bur bur
- I don't like the idea AT ALL!!!!!!
- I would be home before my little brother

▲ 1/5 ▼

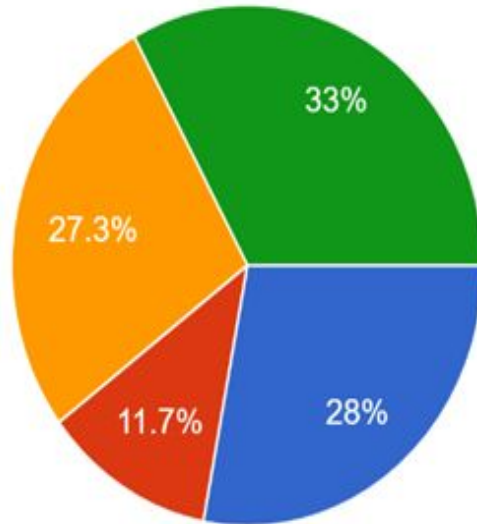
Option 2 Feedback- Families

Option 2: -8 elementary schools operate on Tier 1 (7:20 am - 1:52 pm) -12 elementary schools operate on Tier 2 (8:05 am - 2:35 pm) -All high sch... 3:55 pm) To what extent do you support Option 2?
1,910 responses



How would Option 2 impact your childcare needs or work schedule?

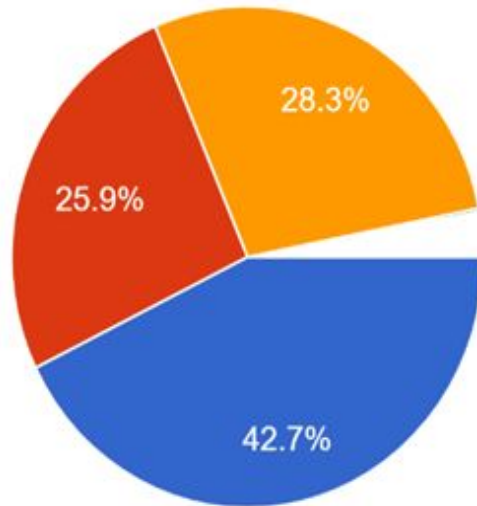
1,883 responses



- No Impact
- Positive Impact
- Would Require Minor Adjustments
- Significant Challenge

How would Option 2 affect your student's participation in after-school activities (sports, clubs, jobs, etc.)?

1,882 responses

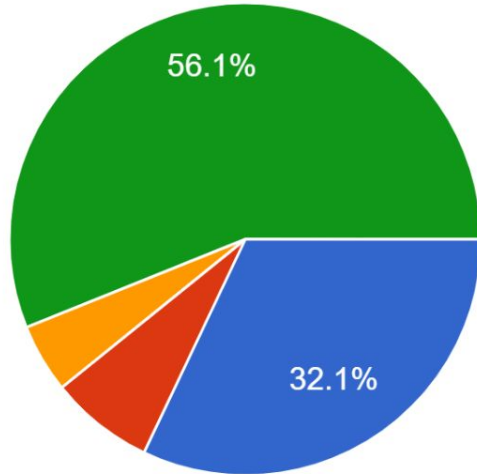


- No Impact
- Some Impact
- Significant Challenge
-
- Same as above
- Again, it's impossible to know, without...
- I don't know what his elementary start...
- Leave the times the same! The district...

▲ 1/8 ▼

We acknowledge that some school start times may pose challenges for families and staff. One proposed solution is a rotation of elementary scho...tating schedule for elementary school start times?

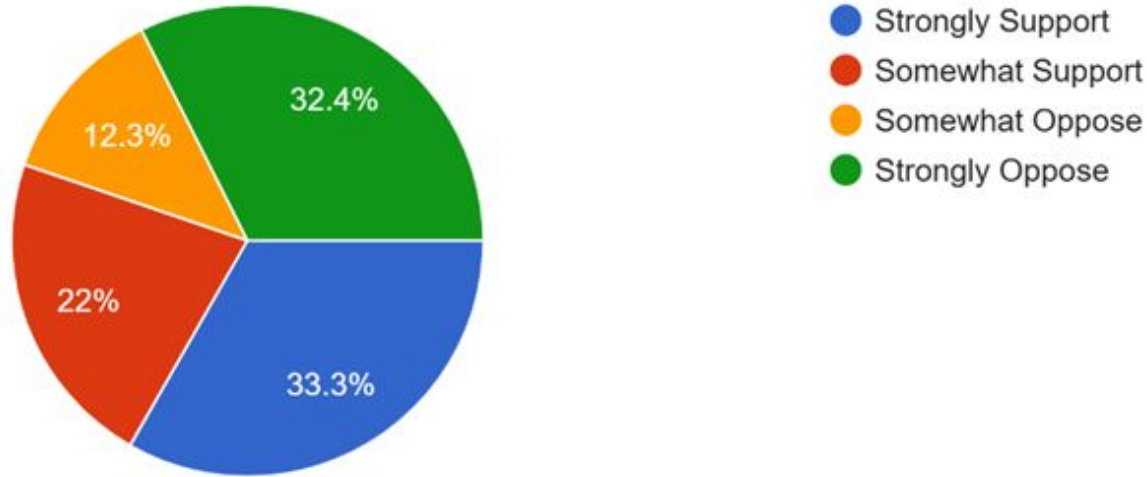
1,840 responses



- Yes, every five years.
- Yes, every seven years.
- Yes, every ten years.
- No, I do not support a rotation of elementary start times.

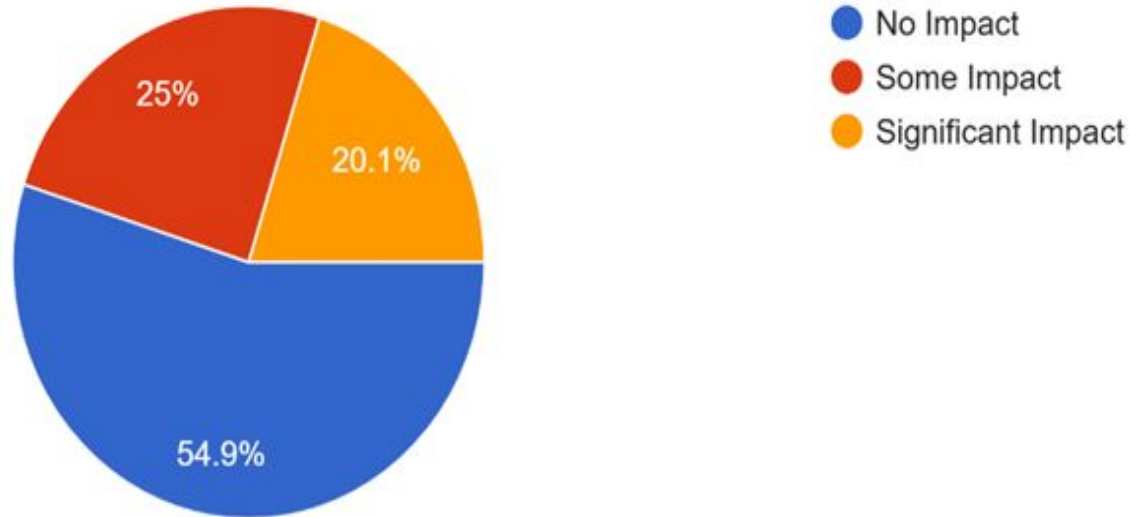
Option 2 Feedback- Staff

Option 2: -8 elementary schools operate on Tier 1 (7:20 am - 1:52 pm) -12 elementary schools operate on Tier 2 (8:05 am - 2:35 pm) -All high sc...- 3:55 pm) To what extent do you support Option 2?
583 responses



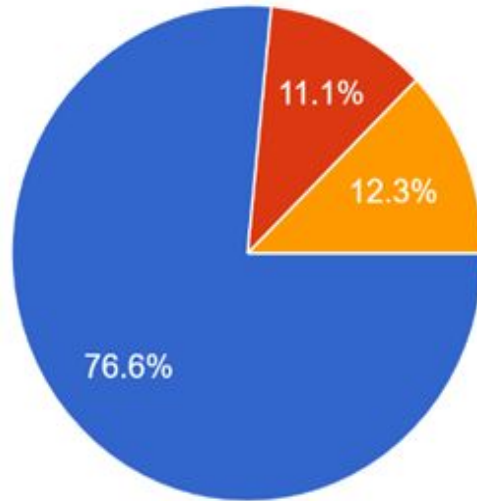
Would this change in the start/end time have an impact on your ability to stay in your current position?

581 responses



How would Option 2 impact your willingness to serve in extracurricular or coaching positions?

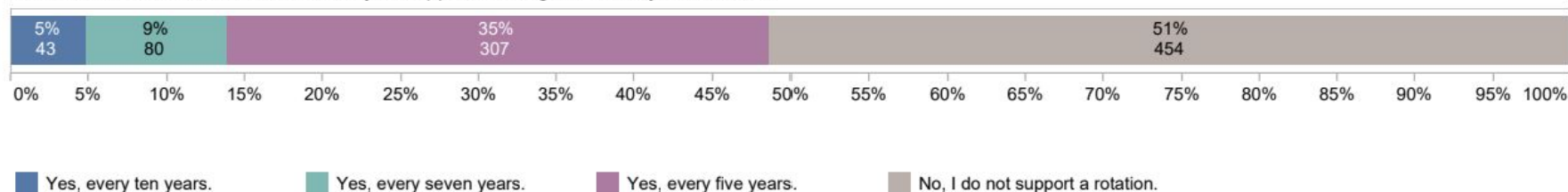
577 responses



- I don't currently serve in extracurricular/coaching positions.
- I currently serve in extracurricular/coaching positions and would continue to do so.
- I currently serve in extracurricular/coaching positions and there would be significant impact.

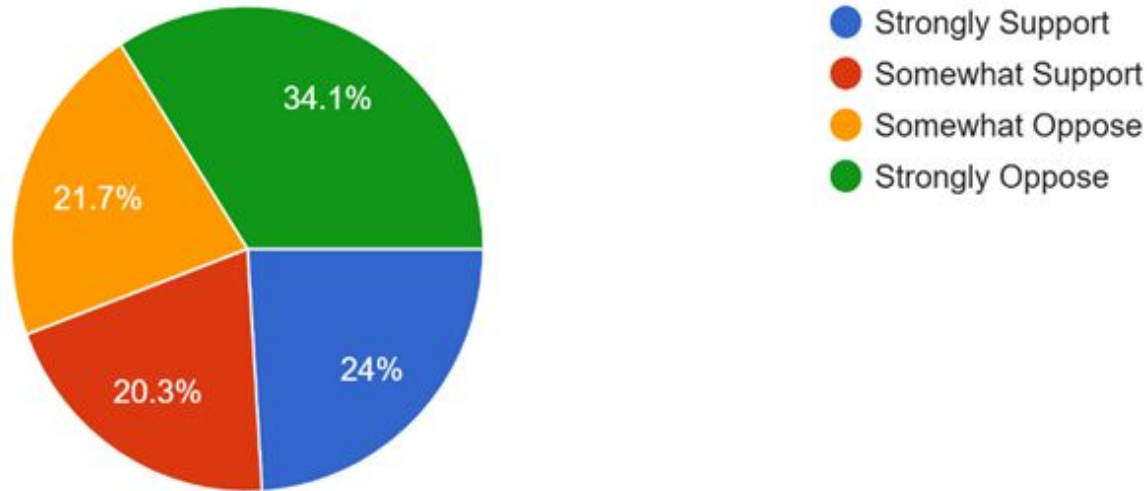
Rotation of start times- Elementary only

ELEMENTARY STAFF ONLY: Would you support rotating elementary start times?



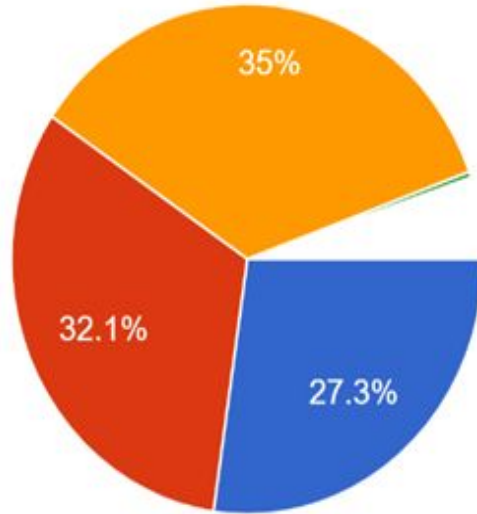
Option 2 Feedback- Students

Option 2: -8 elementary schools operate on Tier 1 (7:20 am - 1:52 pm) -12 elementary schools operate on Tier 2 (8:05 am - 2:35 pm) -All high sch... 3:55 pm) To what extent do you support Option 2?
558 responses



How would Option 2 impact your participation in before/after-school activities?

557 responses



- No Impact
- Some Impact
- Significant Challenge
-
- If school got out at 3:55, I wouldn't hav...
- School for middle schoolers cannot en...
- for hs jobs can be impacted for students
- i like it

▲ 1/5 ▼

Summary of Responses

Option 1	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Option 2	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose
Families	29.4%	29.5%	14.2%	26.9%	Families	30.1%	21.7%	14.5%	33.8%
Staff	29.5%	36.2%	15.3%	19%	Staff	33.3%	22%	12.3%	32.4%
Students	32.6%	34.9%	19.1%	13.4%	Students	24%	20.3%	21.7%	34.1%

- Option 1 received the most support
 - 59.8% of families Strongly/Somewhat Support (51.8% for Option 2)
 - 65.9% of staff Strongly Support/Somewhat Support (55.3% for Option 2)
 - 67.5% of students Strongly Support/Somewhat Support (54.3% for Option 2)

Major Themes

Major Themes- Families

Strong Support for Later High School Start Times

- Parents consistently supported shifting high school start times later (e.g., to 8:05 or later).

Widespread Opposition to Early Elementary Start Times (7:20 AM)

- Overwhelming opposition to Tier 1 elementary start time.

Childcare and Work Schedule Impacts

Equity and Access Concerns

- Perceived inequity in how start times were being assigned.
- Worries that lower-income families and schools might be disproportionately affected by less desirable start times.
- Lack of transparency on which schools would be assigned to which tier was a major barrier to providing meaningful feedback.

Major Themes- Families

.Concerns About After-School Activities

- Parents and students mentioned that sports, music, tutoring, and other extracurriculars are tightly scheduled.
- Elementary students with very late or very early schedules could miss out or face logistical barriers.
- High school and middle school schedules needed to ensure adequate time for clubs and athletics without cutting into instruction.

Desire for a More Balanced Approach

- Many advocated for three tiers with closer spacing between start times (e.g., 8:00, 8:30, 9:00).
- Frustration was expressed with the extreme range (7:20 to 9:25).
- Some called for investing in more bus drivers or restructuring to reduce the need for tiers altogether.

Major Themes- Staff

Strong Support for Later High School Start Times

- Widespread agreement that teenagers benefit from later start times due to developmental sleep needs.
- Many high school staff observed improved student engagement, alertness, and mental health on later-start days.
- However, some questioned whether a 30–45 minute delay (Option 1) was substantial enough to make a difference.

Significant Concerns About Early Elementary Start Times (7:20 AM)

- Many staff found a 7:20 AM start for elementary students developmentally inappropriate.
- Concerns included increased tardies/absences, unsafe morning commutes in the dark, difficulty with student focus early in the day, and lack of before-school childcare options.
- Staff repeatedly emphasized the **burden on working families**, especially those already struggling with childcare logistics.

Equity Concerns for Late-Start Elementary Schools

- Staff at schools with 9:25 AM starts expressed frustration about lack of rotation and described hardships:
 - Higher rates of missed class time due to appointments.
 - Reduced ability to participate in after-school activities and professional development.
- There was a **strong call for equitable rotation** of late start assignments.

Major Themes- Staff

Impact on Extracurriculars and Coaching

- Secondary staff highlighted the negative effects of later end times on:
 - Student athletes missing class to attend games.
 - Staff's ability to coach or lead after-school programs.
 - Sharing gym space with PE during late practices.
- Suggestion: Schedule athletes' PE during last period to reduce instructional impact.

Staffing and Commute Challenges

- Many staff members cited concerns about their own ability to maintain current roles if times shift:
 - Early starts conflict with childcare drop-off.
 - Late end times extend commutes and interfere with personal/family commitments.

Major Themes- Staff

Need for Clarity and Transparency

- Repeated comments indicated that the **lack of detail about which schools fall into which tiers** made it difficult to provide fully informed feedback.
- Staff requested clear communication about:
 - Which schools would be assigned to each tier.
 - Contract time expectations before and after school.
 - How staff input would influence final decisions.
- Some staff indicated they would consider leaving their positions if placed in a Tier 1 or Tier 4 school.

Major Themes- Students

Widespread Support for Later High School Start Times

- Many students, especially in high school, cited **chronic sleep deprivation**, morning fatigue, and difficulty focusing in early periods.
- Students acknowledged research about adolescent sleep cycles and mental health benefits of starting later.
- A significant number specifically requested **start times after 9:00 AM**, with 8:05 AM being seen as only a partial improvement.

Strong Concerns About Early Elementary Start Times (7:20 AM)

- Overwhelming agreement that **7:20 AM is too early** for young children, often framed as developmentally inappropriate.
- Specific concerns included:
 - Sleep disruption for 5–8-year-olds.
 - Impact on mood, behavior, and attentiveness.
 - Concerns about younger siblings being home alone if they're dismissed earlier than older siblings.

Major Themes- Students

Family and Sibling Logistics

- Many students, especially those with younger siblings, reported they are **responsible for after-school care**.
- Option 1 and 2 both present challenges when elementary students are dismissed before middle/high school students.
- Calls for schedules that **better align siblings' dismissal times**.

Extracurricular and Job Conflicts

- Later end times pose challenges for:
 - After-school sports, especially for those with early game times (3:30–3:45 PM).
 - Club participation and extracurriculars.
 - Students with jobs—many cited needing early release to maintain work schedules.
- Some suggested **moving practices to mornings** or reconsidering **cutting middle school sports** if times change.

Major Themes- Students

Mixed Opinions on Option 1 vs. Option 2

- **Option 1** was generally more popular because:
 - It allows for earlier dismissal than Option 2.
 - High school students prefer 8:05–2:35 over ending at 3:55.
- **Option 2** gained support for offering the **latest start for high schoolers** (8:45), but students were concerned about **very late dismissals** and impacts on sports and homework.

Desire for Clarity and Inclusion

- Multiple students asked for the **list of which schools are in each tier**, stating that it's difficult to provide meaningful input without this information.
- Some expressed **frustration** that student voices may not be heard, referencing past survey processes.
- One particularly thoughtful response included citations from sleep studies and public health research to advocate for later high school start times.

Other Relevant Data

HS Attendance Data by Period

Edmonds Woodway	
Atnd Period	PercentAttending
1	82.9279%
2	84.3162%
3	86.4752%
4	86.5314%
5	86.1337%
6	85.8810%
All	85.3825%

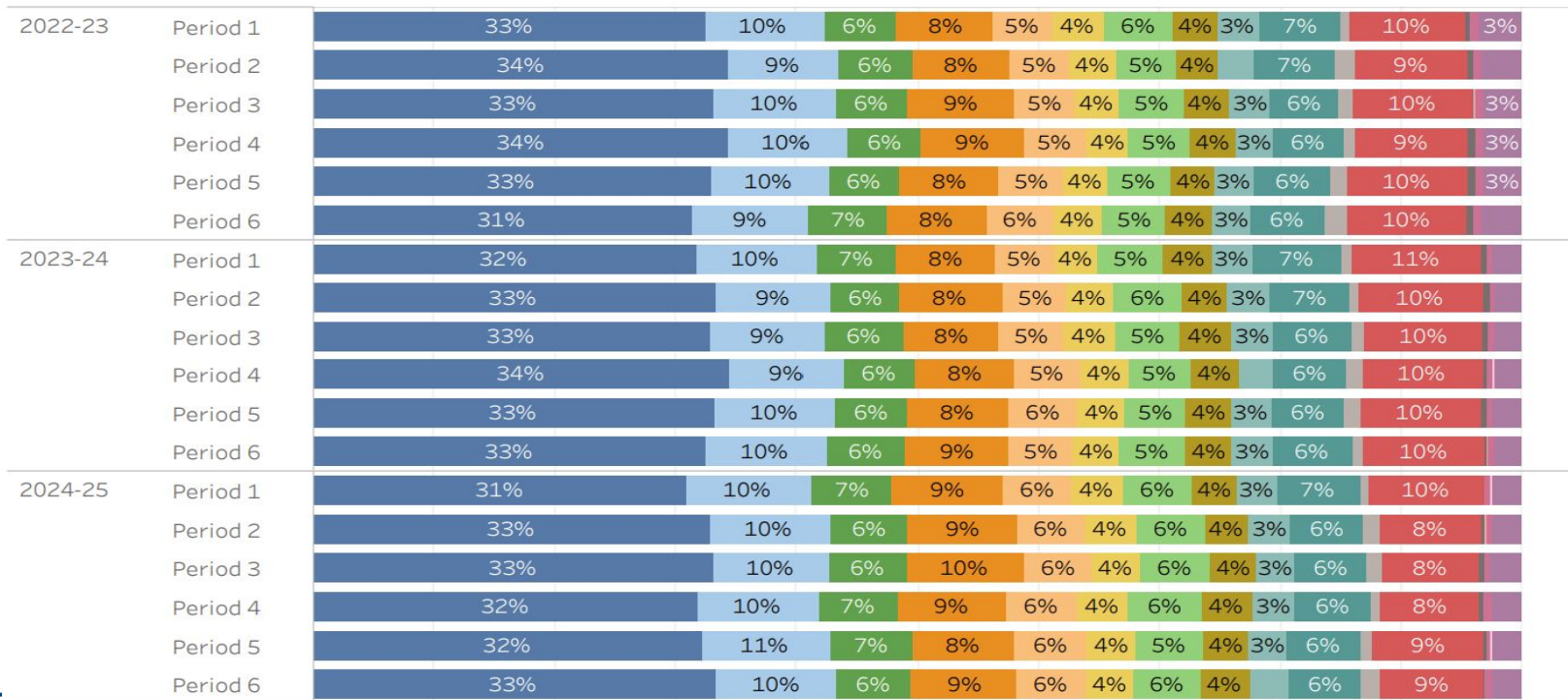
Mountlake Terrace High School	
Atnd Period	Percent Attending
1	86.79%
2	88.38%
3	88.64%
4A	88.62%
4B	87.55%
5	88.13%
6	88.02%
All	88.01%

Meadowdale High School	
Atnd Period	PercentAttending
1	85.0908%
2	86.5845%
3	87.0767%
4	87.4590%
5	86.7185%
6	87.4773%
All	86.7353%

Lynnwood High School	
Atnd Period	PercentAttending
1	82.5326%
2	84.9955%
3	85.6638%
4	82.9114%
41L	86.4689%
42L	84.6809%
5	86.6849%
51L	78.4754%
52L	81.2658%
6	84.5389%
8	83.8339%
All	84.5864%

HS Grade Data by Period

Edmonds-Woodway, Lynnwood, Meadowdale, Mountlake Terrace High Schools



Grade



80%

90%

100%



**Edmonds
School District**

Next Steps

Next Steps

- Share the data with our superintendent and school board
- Staff will work to develop a process to gather additional information and input based on the options presented to the board
- Continue to work with our child care partners to ensure that they will be able to meet family needs
- Need to set a timeline to make a decision

A word cloud featuring the phrase "Thank You" repeated many times in various sizes, colors (including blue, green, yellow, and red), and orientations, creating a dense, celebratory visual.



2026 EP&O Levy

2026 Educational Programs and Operations Levy

The 2022 Educational Programs and Operations Levy (EPO) expires 12/31/26

It is necessary to levy an excess tax for the District's General Fund to provide funding for approximately the same school programs and operations as the District's expiring EPO Levy

The District runs an EPO measure every 4 years

Edmonds (and many other school districts) put the measure on the ballot in the February election

Levy collections begin in the following calendar year (2027 start)



2026 Educational Programs and Operations Levy

In 2023-24, property tax collections made up 15% of total revenues

This percent is the same in the 2025-26 budget

The amount a district can levy is limited by law - the lower of a rate per \$1,000 of assessed value (AV) or an amount per full-time equivalent pupil

The lower of the two is compared to voter authorization. The lowest value is the amount that can be levied the following calendar year.



2026 Educational Programs and Operations Levy

This is a simple majority measure (50% +1) and does not have the validation requirement that is necessary for a bond measure

Voters authorize a total dollar amount to be collected, which does not increase when property values increase



2026 Educational Programs and Operations Levy

ESHB 2049 -

Provides an inflation enhancement of \$500 per pupil in calendar year 2026

Provides inflation enhancements of 3.33% in calendar years 2027 - 2030. This is in addition to inflation adjustments as measured by the Seattle Consumer Price Index (CPI).



2026 Educational Programs and Operations Levy

The 2026 EPO Levy is budgeted at \$74,800,000, the same as the voter-authorized amount.

This is below the per-pupil calculation of \$77.7M.

Using the new inflation enhancement factor and stable enrollment, we estimate levy amounts for the next four years as follows:

2027: \$83,000,000

2028: \$88,000,000

2029: \$93,000,000

2030: \$97,000,000





Thank you!

School Board Retreat

August 26, 2025
4:30- 7:30pm



**Edmonds
School District**



Land Acknowledgement

We acknowledge the original inhabitants of this place, the Sdohobsh people and their successors the Tulalip Tribes, who since time immemorial have taken care of, hunted, fished and gathered on these lands.

We respect their sovereignty, their right to self-determination, and we honor their sacred spiritual connection with the land and water.

By acknowledging these homelands, we commit to working with tribal nations to further the education aims they have identified in our classrooms and schools.

Today's Agenda

- Welcome/ Icebreaker
- Superintendent Communication & SIP Presentations
- Review of Board Norms & Protocols
- Study Session Planning
- Grading Practices Next Steps (did not cover, will move to upcoming study session)
- Board of Distinction Discussion



**Edmonds
School District**

Welcome & Icebreaker

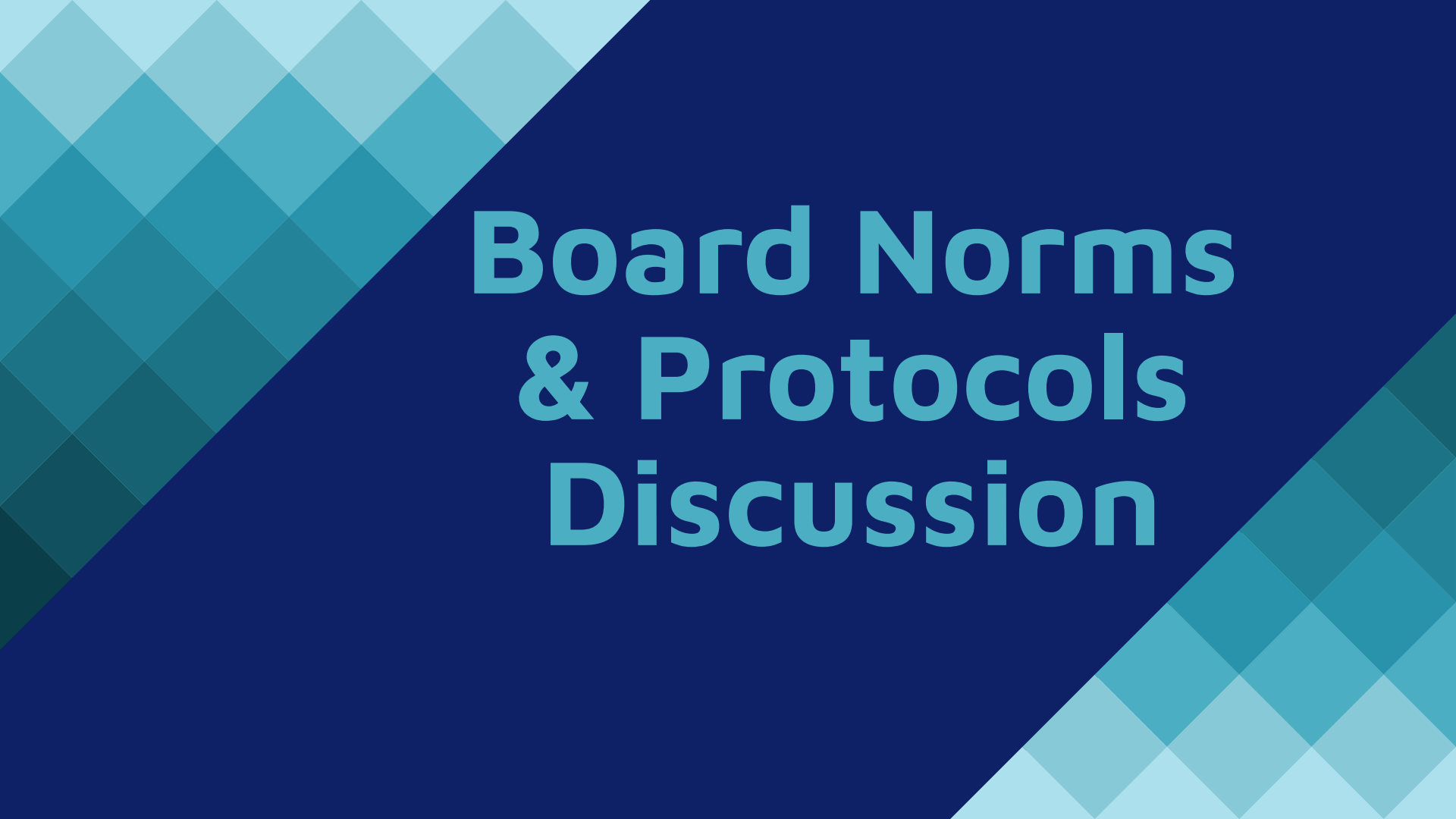


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- **Superintendent
Communications**
- **SIP Presentation Proposal**



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Board Norms & Protocols Discussion

Introduction- Board Norms & Protocols

- The Board strives to review our Board Norms & Protocols at least once annually, and especially when a new Director joins the Board.
- The most recent review was at our August 13, 2024 Retreat.
- All current Board members were involved in the August 2024 revision of the Norms document.



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Goal of this Review

- The goal today is for us to review the current version of the Norms document with an eye toward any changes that seem pertinent to add, modify, or delete.
- It will be helpful to consider in our review the continued use of this document now and in the future.



Protocol for Discussion

- We will consider the Norms document in content chunks – doing a quick reread of each content chunk and then discussing any changes a Board member thinks might be warranted for that chunk.
- We will strive to listen carefully to each other and reach a consensus that best meets the needs of the entire Board.



Content Chunks for Review

- Page 1
- Page 2: Teamwork, Role of the Board, Work of the Board
- Pages 2-3: Governance
- Pages 3-4: Board-Superintendent Communications
- Page 5: Board-Constituent Communications, Meetings
- Pages 5-6: Board Requests for Information



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Final Check

- Are there any topics that are not here that would warrant a new section?
- Any other input?



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Study Session Planning



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Board of Distinction- Application Discussion

Introduction

- Thank you for reading over the draft before the meeting!
- The template for the Board of Distinction application is basically the same as last year.
- Since the criteria are focused on initiatives that have been ongoing for a few years in the district, our legislative advocacy efforts seem most appropriate at this point in time.

Overview of Focus

- A key piece of the application is tying our initiative to one of the five WSSDA standards and relevant benchmarks within that standard.
- The standard that seems most appropriate is:

Standard 5: Engage the local community and represent the values and expectations they hold for their schools.



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Discussion

- From your review of the application, what changes would you recommend?
- Other input?



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Thank you!