

Northshore School District

Shelton View Community Survey September 21, 2026

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1. Background and Survey Methodology

Renovations at Shelton View Elementary will require students to be displaced for two years. Northshore School District (NSD) distributed the *Shelton View Community Survey* to Shelton View Elementary families and staff to gather their perspectives about this process.

Survey

The Northshore Communications and Engagement Department sent instructions and a weblink to the *Shelton View Community Survey* to Shelton View Elementary families and staff on June 3, 2026 and a follow up communication on June 12. These messages were sent via ParentSquare, email, text, and the ParentSquare mobile application.

Demographics. The first item of the survey asked respondents to describe their role in NSD. Potential responses were *Family*, *Staff member*, or *Other*. Subsequent items were adapted based on role. Only one participant responded describing their connection to Northshore as *Other*. I omitted those responses from subsequent analyses to streamline this report.

Family members were asked to share their race/ethnicity, their home language, in what grades their child or children were enrolled, the services or programs their child or children receive, and their zip codes.

Staff members were asked to describe their specific roles at Shelton View (e.g., teacher, librarian, transportation) and which grade levels they support.

Items soliciting information about race/ethnicity used the federal government's seven categories as well as a prefer not to respond option and a self-description option. The survey solicited respondents' demographic information to help Northshore understand whether the people responding to the survey reflected the demographics of the full school community and to allow examination between subgroups of respondents.

Survey Items. The demographic items were followed by survey items that focused on the process of Shelton View's temporary relocation.

The survey items section began with a header that read: *How open are you to a multi-site model for the temporary relocation?* This header was followed by a more specific item that read: *If we cannot relocate the entire school to another site, what are your thoughts about a multi-site model? A multi-site model would split Shelton View students between multiple schools for two years.* Potential responses to this item were (1) *Very open to a multi-site model*, (2) *Somewhat open to a multi-site model*, (3) *Neutral*, (4) *Somewhat opposed to a multi-site model*, (5) *Strongly opposed to a multi-site model*, and (6) *Need more information*.

The survey then asked: *If a multi-site model is used, how should students be assigned to each site?* This question was followed by the following clarification: *Note: preferred options will need to be analyzed for feasibility (i.e., transportation, cost, programs/services).* Potential responses to this item were (1) *By home address*, (2) *By grade level: for example, K-2 at one school and 3-5 at the other*, (3) *No preference*, and (4) *Other*. Respondents who selected *Other* could elaborate with a written response.

The survey then asked: *What matters most to your family during the temporary relocation?* This question was followed by instructions on how to drag the five items that followed to sort them into order of preference. Family members received the following choices in this order: *Keeping siblings together*; *Keeping my child with the same classmates*; *Reasonable travel time to the temporary school(s)*; *Continuity of special programs and services (e.g., special education, before/after-school care)*; *Clear and timely communication from the district regarding temporary relocation and Shelton View progress*. This portion of the survey was the same for staff members except the initial question asked *What matters most to you during the temporary relocation?* and one response was changed from *Keeping my child with the same classmates* to *Keeping grade levels together*.

The survey concluded with a question that read: *What concerns or questions do you have that the district should address before a decision is made about relocation?* This item was followed by a space where respondents could provide open-ended feedback.

Participation

Respondents: 150 Family Members and 23 Staff members.

Family members. Family respondents identified their students with ethnicities largely consistent with Northshore demographics (*American Indian or Alaska Native* = 0.7%; *Asian* = 29.3%; *Black or African American* = 0.7%; *Hispanic or Latino* = 4.0%; *Native Hawaiian or Other Pacific Islander* = 0.0%; *White* = 41.3%; *Two or More* = 10.7%; *Prefer not to respond* = 13.3%).

Family respondents reported the most common home language as *English* (71.3%) followed by *Hindi* (4.7%), and *Telugu* (3.3%). Family respondents reported having students in all elementary school grades and that their students received a wide variety of programs and services.

Staff members. Staff members reported a variety of roles. Thirteen of the roles were identifiable as teachers. Staff members' work was distributed nearly evenly across all student grade levels.

2. Survey Results

Table 1 shows responses to the first item about openness to a multi-site model disaggregated by role. Table 1 shows that 45.3% of family members report and 69.5% of staff members report opposition to a multi-site model (somewhat opposed and strongly opposed). In comparison, 23.3% of family members and 26% of responding staff members report being open to a multi-site model (somewhat open and very open).

Table 1: Frequency of Responses About Openness to a Multi-Site Model Disaggregated by Role							
Item	Very open	Somewhat open	Neutral	Somewhat opposed	Strongly opposed	Need more information	Total
Family <i>N</i>	11	24	27	26	42	20	150
Family %	7.3%	16.0%	18.0%	17.3%	28.0%	13.3%	100.0%
Staff Member <i>N</i>	3	3	0	5	11	1	23
Staff Member %	13.0%	13.0%	0.0%	21.7%	47.8%	4.3%	100.0%

Table 2 shows responses to how students should be assigned in a multi-site model disaggregated by role. Family members reported only a modest preference for assigning students based on home address rather than grade level. Staff members more strongly endorsed assigning students based on home address.

Table 2: Frequency of Responses About How Students Should be Assigned in a Multi-Site Model Disaggregated by Role						
Item	By grade level	By home address	No preference	Other	No response	Total
Family <i>N</i>	63	76	5	5	1	150
Family %	42.0%	50.7%	3.3%	3.3%	0.7%	100.0%
Staff Member <i>N</i>	4	16	1	1	1	23
Staff Member %	17.4%	69.6%	4.3%	4.3%	4.3%	100.0%

Table 3 shows how Shelton View family members and staff members prioritized the importance of the five items related to the school's temporary relocation. The highest priority item received was identified as a 1 and the lowest priority item was identified as a 5. Thus, lower scores indicate higher prioritization. Table 3 shows that family members ranked keeping their child with classmates as the most important item, followed by keeping siblings together and reasonable travel time to school. Staff members ranked keeping siblings together as the most important item followed by reasonable travel time to school and clear communication from the district.

Table 3: Rank Ordering of Item Importance Disaggregated by Community Role (Lower Scores Indicate Greater Importance)			
Item	N	M	SD
Family			
Keeping siblings together	150	2.61	1.67
Keeping my child with classmates	150	2.23	1.10
Reasonable travel time to school	150	2.65	1.09
Continuity of special programs and services	150	3.79	1.19
Clear and timely communication about process	150	3.73	1.20
Staff Members			
Keeping siblings together	23	2.39	0.94
Keeping grade levels together	23	3.48	1.47
Reasonable travel time to school	23	2.48	1.20
Continuity of special programs and services	23	3.91	1.20
Clear and timely communication about process	23	2.74	1.63

Family members provided 76 open-ended responses and staff members provided 17 open-ended responses to the final survey item soliciting concerns or questions about the temporary relocation. I encourage the Enrollment Demographics Advisory Committee (EDAC) members, Capital staff, district leadership, and School Board to read the comments rather than rely solely on a summary.

Not surprisingly, family responses provide themes also evident in the feedback solicited by the Enrollment and Demographics Community Input Survey:

- **Explain the why.** There weren't many comments that questioned whether relocation was truly necessary, suggesting that the communication plan has largely addressed this need. There was a comment that wondered why Northshore couldn't remodel as students attended. Another respondent wondered if remodeling could be delayed several years to phase students out before remodeling.
- **Keeping the community together.** Keeping the community together was a powerful sentiment. Keeping the community together characteristically meant keeping the entire school together. Respondents occasionally suggested potential places to temporarily school displaced students. The open-ended feedback seemed to endorse keeping

grade-levels together if a multi-site model is necessary, in contrast to the scaled feedback that was more balanced between prioritizing grade level versus home address.

- **Feeder patterns.** Several comments indicated that students should be placed in schools that match their feeder pattern if they must be displaced. This likely represents a strong sentiment in the community.
- **Transportation and extracurriculars.** Transportation and extracurriculars were raised as separate concerns and as intertwined concerns.
- **Siblings.** Comments occasionally expressed concern about keeping siblings at the same school. This was also reported as a priority in scaled feedback.
- **Programs and services.** There was sporadic concern about support for particular programs and services. Parents of students who receive these types of support will be concerned about losing the quality of that support or the entirety of the support.
- **Choice.** Some respondents indicated a desire for parent choice.
- **Property purchase.** A small number of respondents indicated that they had purchased property to be zoned to Shelton View.

Major themes in staff member responses:

- **Human resource-related concerns.** Some concerns were employment related. More specific themes included job security, returning to Shelton View after relocation, potential prioritization in transfer options, and concerns about navigating child transportation while being relocated.
- **Keeping the community together.** Staff members, like family members, supported keeping the entirety of the school together to benefit staff and students.
- **Job-specific concerns.** Some concerns were related to the impact of relocation on specific roles within the Shelton View staff community.