



New High School Update

Board Meeting | October 22, 2026

Heather Tow-Yick, Superintendent
Jacqueline Downey, Chief of Schools, Leadership & Learning
Mark Sherwood, Executive Director of Communications
Julia Bamba, Principal on Special Assignment

Purpose

- Share highlights from the October 6 Advisory Team meeting, October 15 Core Team meeting, and October 21 community event
- Review co-design: its purpose, approach, and value
- Bring clarity to the schedule options and preview the Core Team's course design work
- Share the immediate communications and engagement plan

Co-Design: Building the School With the Community

Purpose, approach, and progress of this work

Purpose

- Bring student, family, and community voice directly into how the school is designed
- Test ideas and decisions with the community
- Build shared understanding and trust in the new high school's direction (Priority 3, Strategic Plan)

Approach

- **Core Team:** designs and prototypes options, grounded in research, best practice, and student voice
- **Advisory Team:** reviews those prototypes monthly and helps strengthen the direction
- **Community Event (Oct 21):** opened the work for broader student, family and community engagement

Where We Are Now

Oct 6

Advisory Team launched

Oct 15

Core Team – Designing the Student Journey and Learning Experiences

Oct 21

Community design and collaboration event

Nov 3

Next Advisory Team meeting

Nov 12

Core Team Design Session and board update. School name and mascot selected

Advisory Team Highlights

First meeting • October 6

What We Worked On

- **Met the Advisory Team** of students, staff, parents and caregivers, community members, industry partners, and alumni
- **Reviewed the schedule prototypes** to spark conversations about where and how students can learn
- **Practiced Review → React → Strengthen** which will guide future advisory feedback and input sessions

What We Experienced

- **Co-design in action** with students, families, staff, and community helping shape the school, not just hearing about it
- **Strong turnout and energy** with 35 advisory members who showed up engaged and ready to contribute
- **Relationships before feedback** was prioritized giving time for the group to focus on connecting and practicing how to give input together
- **Feedback already at work** with input on the schedule prototypes informing the Core Team's 4-year journey design work on October 15 (see slides 12-14)

Core Team Highlights

Design session • October 15 • Designing Curriculum

What We Designed

- Program course progressions across years 1-4
- Interdisciplinary program course vision and overview
- Explored program team teaching and how industry partners can support student learning and experiences

Highlights

- Created a year at-a-glance schedule with January Term Immersive Learning Opportunities and Experiences
- Draft of 4-year student journey is ready for advisory team input and feedback
- Beginning opening year courses within each program

How We Worked

- Design Thinking: Ideate → Prototype → Ready to Test
- Worked with the CTE Director and CTE TOSA on 4-year learning design and Year 1 courses
- Engaged with an Engineering and Robotics Industry Expert and Center for Advanced Professional Studies (CAPS) network schools to learn about industry and schools offering career connected learning

What Comes Next

- Advisory Team reviews 4-year journey drafts, understands the student experience more deeply, and strengthens them
- Session 4 continues curriculum design on November 12 with Core Team visits to Microsoft Robotics Lab, Science & Math Institute (SAMI), School of Industrial Design, Engineering & Art (IDEA), and Maritime Schools in Tacoma
- Researching dual credit, credentials, and AI and online learning in future meetings

Prototypes We're Sharing Tonight

Each prototype on the following slides are works in progress that will keep evolving through design sessions and feedback.

1 Year at-a-Glance

WHAT IT SHOWS

A high-level view of how the school year flows from start to finish.

STILL EVOLVING

Calendar details, session lengths, and where field experiences and exhibitions of learning fit in.

2 Schedules

WHAT IT SHOWS

Full-time and part-time schedule overviews, plus a day in the life for each type of student.

STILL EVOLVING

How we balance morning and afternoon sessions, bell times, and travel between schools.

3 Program Progressions

WHAT IT SHOWS

How students move through a program across grades 9–12

STILL EVOLVING

Course sequences, titles and range of course offerings, credits, and credentials. Final decisions made after enrollment process and considering student grade levels, graduation requirements, part time and full time enrollment and course registrations.

Year at-a-Glance with January Term Immersion

2027–28 / Four 8-week learning blocks plus a full January immersion

WELCOME Aug 26–27	BLOCK 1 Aug 30–Oct 22	BLOCK 2 Oct 25–Dec 17	JAN TERM IMMERSION Jan 3–31	BLOCK 3 Feb 1–Apr 1	BLOCK 4 Apr 4–June 3	EXHIBITIONS OF LEARNING + PORTFOLIOS June 6–14
2 days • Connect • Set the foundation • Build community	8 weeks • Core + Program Learning • Learning Labs & Makerspaces • Studios + Career-Connected Learning	8 weeks • Core + Program Learning • Learning Labs & Makerspaces • Studios + Career-Connected Learning	3-4 weeks in January 1.0 credit for full time & .5 for part time. • A month to go deep, engage in learning across programs and earn credit • Immersive learning experiences • Field experiences • Internships	8 weeks • Core + Program Learning • Learning Labs & Makerspaces • Studios + Career-Connected Learning	8 weeks • Core + Program Learning • Learning Labs & Makerspaces • Studios + Career-Connected Learning	Showcase learning • Portfolio presentations • Final Assessments • Reflection • Celebrations

Year rhythm: Welcome → 8 weeks → 8 weeks → **JAN TERM** → 8 weeks → 8 weeks → Exhibitions of growth and learning

Block learning

Each 8-week block can hold Core Learning, Program Learning, Studios, Learning Labs & Makerspaces, Cohort & Mentorship, and Career-Connected Learning.

Jan Term immersion

The regular schedule pauses for January. Students concentrate deeply on one experience that may extend beyond their program and into the community or workplace.

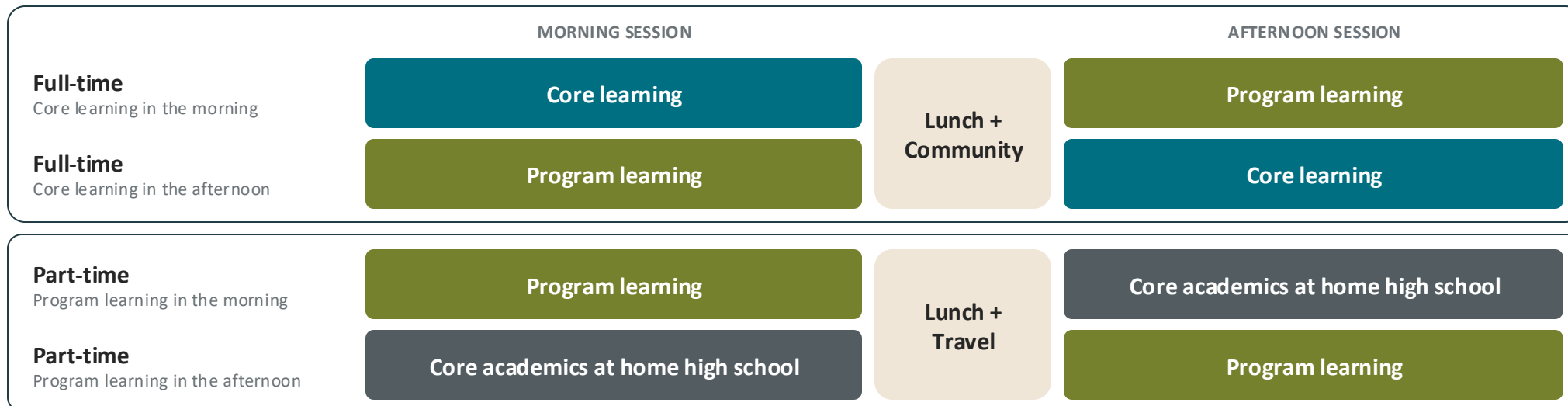
Culminating experience

The final days are protected for exhibitions of learning, portfolio presentations, reflection, celebration, and planning for the next year.

Schedule Prototypes for Fall 2027

How full-time and part-time students will experience the school day

Full-time students may have core learning in the AM or PM, swapped with program learning, based on how we balance full-time and part-time enrollment.



Innovative learning within the schedule: learning labs, makerspace access, studios, cohorts and mentorship, career-connected learning, and field experiences are woven into Core or Program blocks where relevant. Built in time for student cohorts and mentorship will be designed for well-being and belonging after the admissions process.

Schedule decisions made

Full- and part-time access for grades 9-11, part-time only for grade 12
Transportation across the district, plus a midday shuttle

In design

Core learning courses and interdisciplinary program courses with credits, credentials, dual credit, and AP options

Learning within each block

Innovative learning happens in both core and program experiences.

Core Learning

**Core courses and academic foundations,
including college preparation courses**

- Explicit instruction and discussion
- Studios and workshops to practice skills and engage with teachers and peers
- Applied projects, collaboration, and assessment
- Opportunity for AP and advanced coursework
(examples: AP Seminar, AP Research, AP Bio, AP Physics, AP Calculus, AP Business with Personal Finance)

Program Learning

**Interdisciplinary learning through a college &
career program**

- Projects, learning labs, and maker spaces
- Real-world challenges and simulations
- Mentorship and feedback from professionals
- Field learning, job shadows, and internships
- Opportunity for AP and advanced coursework
(examples: AP Business with Personal Finance, AP Computer Science, AP Seminar, AP Research)

Blocks flex between instruction, practice, collaboration, and deeper project work.

Day in the Life: Full-time Student

Core learning in the morning, program learning in the afternoon.

Illustrative schedule: times and activities will be finalized during design sessions and with transportation.



Studios & workshops in core learning

Students take studios & workshops within their core learning time to build and apply skills while prioritizing their academic growth and learning with trusted adults in the building.

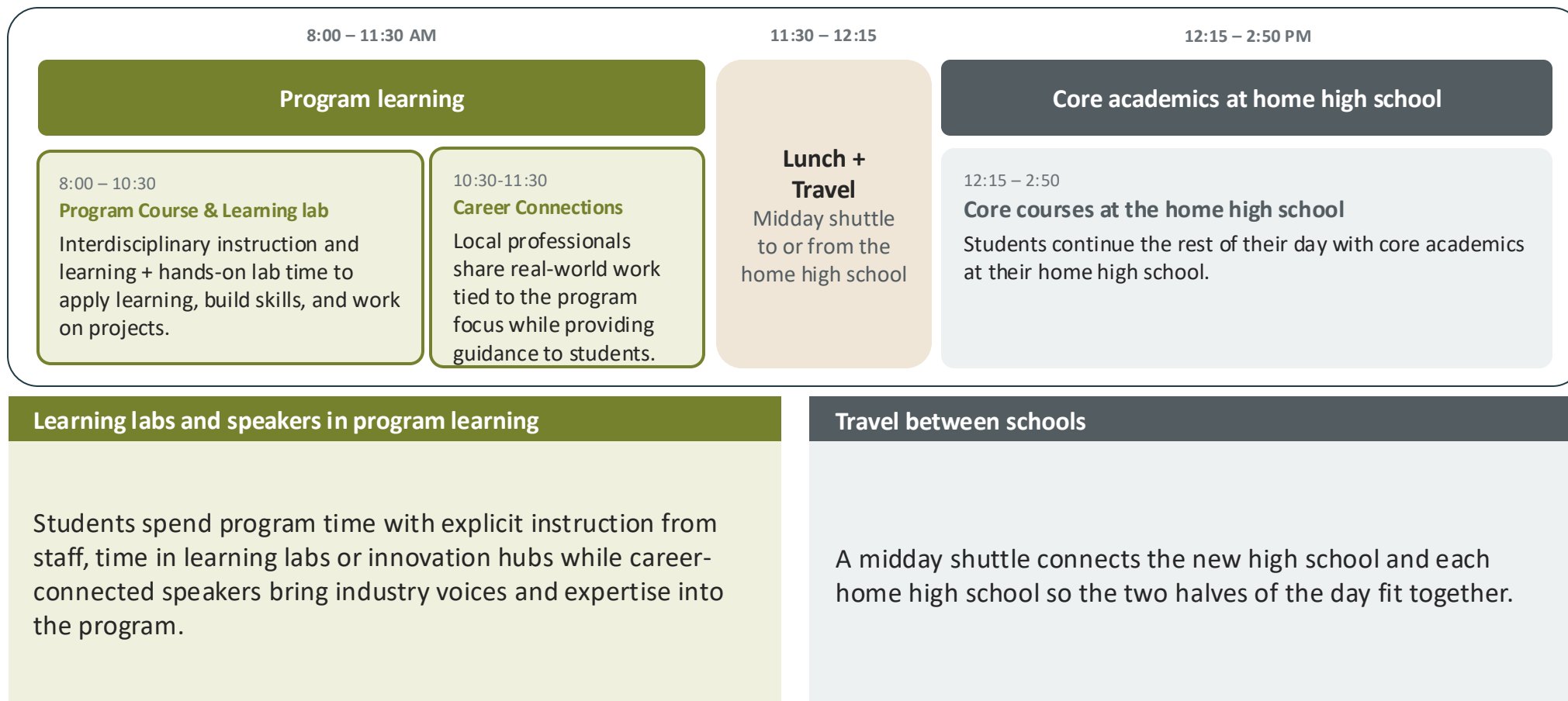
Learning labs and speakers in program learning

Students spend program time with explicit instruction from staff, time in learning labs or innovation hubs while career-connected speakers bring industry voices and expertise into the program.

Day in the Life: Part-time Student

Program learning at the new high school, core academics at the home high school

Illustrative schedule: times and activities will be finalized during design sessions and with transportation.





PROGRAM COURSES AND LEARNING PROGRESSION

Engineering & Robotics

From learning the tools of a designer to leading real engineering teams and internships.

Prototype

	YEAR 1 BUILDING Foundation & exploration	YEAR 2 IMMERSING Skill development & depth	YEAR 3 PERSONALIZING Choice & real-world alignment	YEAR 4 LAUNCHING Application & leadership
Yearlong course title	Engineering & Robotics 1 <i>Engineering foundations</i>	Engineering & Robotics 2 <i>Integrated design projects</i>	Engineering & Robotics 3 <i>Advanced systems and impact</i>	Engineering & Robotics 4 <i>Independent engineering practice</i>
Course description	Through design challenges, they build foundational knowledge of engineering principles including the design process, mechanics, circuits, coding, and materials while designing for various real-world problems.	Students take on extended projects that blend mechanical design, electronics, tool usage, and programming. They research needs, set specifications, and improve working systems through many test cycles.	Students deepen expertise in manufacturing, automation or another engineering focus through sustained partner work. Apply design principles and systems thinking to solve engineering problems.	Students lead a sustained capstone or eligible internship with real milestones and professional expectations. They investigate a consequential problem, manage resources, and validate a solution with users.
Purpose	Build foundations and a designer's mindset: test ideas and explain how evidence shapes design decisions.	Integrate skills across disciplines and learn to work in changing team roles.	Specialize in a focus area and justify complex design choices with evidence.	Launch into independent practice and prepare for further study or employment.
Academic & program knowledge and skills	•Mechanics, circuits, coding, materials, tools •Math and physical science in design •Technical reading and safe fabrication •Engineering vernacular •Design process and systems thinking •Ethical AI use	• Branch into Engineering or Robotics • Specifications, testing, data analysis • Technical communication for varied audiences	• Manufacturing, automation/robotics or chosen focus • System modeling, data, and cost analysis • Technical research and mentor feedback	• Project management and resources • Validating solutions against user needs • Professional communication
Key experiences throughout the year	•Repeated design challenges •Guest speakers and industry visits •Career exploration •Use equipment, tools, and labs to build projects	• Extended team projects for real users • Mentors share problems from the field • Job shadow days	• Sustained industry partner project • Team with Entrepreneurship or Health Sciences students • Mentor Year 1 and 2 students	• Capstone or eligible internship • Lead a capstone team • Public technical defense
Student work	Portfolio and projects Practicum and Oral exams Portrait of a Graduate Skills	Year 1 Assessment Methods PLUS increased complexity, depth, formality, and audience reach (ex. present to teachers and peer audience)	Year 2 Assessment Methods PLUS increased audience reach (ex. program-wide showcase)	Year 3 Assessment Methods PLUS increased audience reach (ex. school-wide, open to the public showcase)
Potential credits	1.0 CTE 1.0 ELA 1.0 Lab Science Credential: Autodesk (example)	1.0 CTE 1.0 ELA 1.0 Lab Science Credential: Certified SOLIDWORKS Associate (example)	1.0 CTE 1.0 ELA 1.0 [third credit TBD] Credential: Core Plus Aerospace / Advanced Manufacturing (example)	1.0 CTE 1.0 ELA 1.0 [third credit TBD] Credential: Manufacturing / CAD (example)



Credit plan

Every year: 1.0 CTE + 1.0 ELA + 1.0 connected credit → Full-time plan: 3.0 program + 3.0 core + up to 1.0 Jan Term = up to 7.0 credits



PROGRAM COURSES & LEARNING PROGRESSION

Health Sciences

From health care foundations to earning a CNA, completing clinicals, and launching a health career.

Prototype

	YEAR 1 BUILDING Foundation & exploration	YEAR 2 IMMERSING Skill development & depth	YEAR 3 PERSONALIZING Choice & real-world alignment	YEAR 4 LAUNCHING Application & leadership
Yearlong course title	Health Sciences 1 PLTW Biomedical Pathway & Intro to Sports Med	Health Sciences 2 PLTW Biomedical Pathway & Adv. Sports Med	Health Sciences 3 Certified Nursing Assistant	Health Sciences 4 Various College and Career Options
Course description	Students build science foundations in biology/chemistry. They explore the many careers in care (physical & occupational therapy, medical or radiology technology assistant, etc.).	Students investigate how the human body works and what shapes wellbeing, through lab inquiry and real health questions. Continued exploration of careers in care.	This course prepares students to provide compassionate, person-centered care while applying healthcare knowledge, investigating community health needs, analyzing evidence, and designing appropriate responses in authentic clinical settings.	Students choose apprenticeship programs in: Behavioral Health Technician, Pharmacy Technician, or Medical Assistant (MA) or a Bridge to MA program that builds on their Certified Nursing Assistant credential.
Purpose	Build foundational skills in science, communication, sense of community, and personal wellness.	Develop knowledge of anatomy, physiology, medical terminology, healthcare math, safety, ethics, and patient-centered care.	Complete nursing assistant education, skills-lab practice, clinical training, and certification requirements to become a CNA.	Students build on their CNA credential by starting hands-on, industry-recognized training in high school toward a career in behavioral health, pharmacy, or medical assisting.
Academic & program knowledge and skills	- Foundational skills in biology/chemistry - Scientific inquiry, communication, teamwork - Practice identifying health-related community needs, and possible solutions	- Human anatomy and physiology - Medical terminology - Infection control, safety, ethics - Strengthen research, problem-solving, and professional communication skills	- CNA coursework and skills lab practice - Professional Communication - Lab Skills - Community Health / Public Health	- Advanced clinical practice - Employment preparation, leadership, and community health projects
Key experiences throughout the year	- Healthcare career exploration - Interpreting data and diagnosis - Simulated clinical experiences - Outbreak and emergency response	- Perform dissections, deep dive into nervous and endocrine systems. - Simulated clinical experiences	- Community health projects - Students build patient-centered skills that support whole-person health and wellness through Nursing Assistant skill building and clinical experiences.	- Accumulate work hours - College-level coursework as part of selected Health Care apprentice program
Student work	Vital sign collection Tracing pathogen contamination source Design medical innovation for a new frontier	Record and interpret clinical data Diagnose fictional patients Analysis of patient injuries and rehabilitation plans.	Food Workers Card Basic life support CPR certification Bloodborne Pathogen Certified Nursing Assistant Licensing Exam	BHT: Writing and tracking client care plans. PT: Calculating and filling mock prescriptions. MA: Taking and recording vital signs and getting a mock exam room ready
Potential credits & Program sequence	1.0 Lab Science 0.5 Math	1.0 Lab Science 0.5 Math, 1.0 Language Arts Possible language credit (ex. Spanish for preparation of medical terminology)	1.0 CTE 0.5 Health & Mental Wellness 0.5 Social Studies 1.0 Lab Science	1.0 CTE 1.0 Science 1.0 ELA (AP Research)



Credit plan

Every year: 1.0 CTE + 2.0 connected credit → Full-time plan: 3.0 program + 3.0 core + up to 1.0 Jan Term = up to 7.0 credits
 Year 3 Core Credits: US History, Math, English, Year 4 Core Credits: Math, Civics, Art/elective



PROGRAM COURSES AND LEARNING PROGRESSION

Entrepreneurship

From business foundations to running a school business, solving community problems, and launching a venture.

Prototype

	YEAR 1 BUILDING Foundation & exploration	YEAR 2 IMMERSING Skill development & depth	YEAR 3 PERSONALIZING Choice & real-world alignment	YEAR 4 LAUNCHING Application & leadership
Yearlong course title	Entrepreneurship 1 New Employee	Entrepreneurship 2 Manager	Entrepreneurship 3 Director	Entrepreneurship 4 C - Suite
Course description	Foundations of Business: Students learn the core concepts of business, including identifying customer needs, developing ideas, and building a basic business plan and pitch.	Managing a Student-Run Business: Students operate a real student-run business, taking on roles in marketing, finance, and operations while learning to manage a team and make data-informed decisions.	Real-World Challenges with Industry Partners: Students work with industry partners to research and solve authentic business challenges, then present their recommendations to professionals.	Leading a Venture Launch or Internship: Students apply their skills by leading the launch of their own venture or completing a professional internship, with mentorship and reflection on their growth as leaders.
Purpose	Learn basics of business by working in school store	Manage and design the school store	Networking, connection-making	Launch next steps (business, apprenticeship, internship, business launch, mix of multiple options), internships
Academic & program knowledge and skills	Foundations of soft skills and working with other people, integrated into teaching. Cover the basics of economics, accounting, finance, marketing, HR, management, ethics.	Management 101 (management styles, conflict resolution, customer service) Practice what was learned in Year 1	- Market analysis and cash-flow modeling - Legal responsibilities, social and environmental impact - Networking, presenting, negotiating	- Culminating project/portfolio – student choice - Industry-specific skills (beauty school, funeral director, trades) - Financial viability, community impact
Key experiences throughout the year	Durable skills Guest speakers, panels, informational interviews	Practice durable skills in low-stakes, simulated or real-life setting Decide on different product options available at the school store	Community partner projects Team with Engineering & Robotics Problem/solution based learning	Experience in learner business area of interest
Student work	Opportunity portfolio: interview findings, market comparisons and concept tests; financial exercises and presentations	Determine product offerings based on market research Year-long marketing and communications plan Forecast profit	Client deliverables Pitch decks (Shark Tank)	Business plan OR Client deliverables OR Earning industry-specific credential Project to showcase 4-year journey
Potential credits	1.0 CTE (AP Business) 1.0 ELA 1.0 SS (Ethics) 1.0 Math (Personal Finance 1)	1.0 CTE 1.0 ELA 1.0 SS (Ethics) 1.0 Math (Personal Finance 2)	1.0 CTE (Existing Entrepreneur Program 101) 1.0 ELA 1.0 SS Economics/Contemporary Global Studies (Applied Social Studies)	1.0 CTE (Business Statistics) 1.0 ELA 1.0 SS (Psychology)

Credit plan

Every year: 1.0 CTE + 1.0 ELA + 1.0 connected credit → Full-time plan: 3.0 program + 3.0 core + up to 1.0 Jan Term = up to 7.0 credits

Potential On-Level Coursework

DRAFT

Engineering & Robotics · 4-year credit plan

Credit area	Grade 9 · Build	Grade 10 · Immerse	Grade 11 · Personalize	Grade 12 · Launch	4-year
Engineering & Robotics (CTE)	Engineering & Robotics 1 1.0	Engineering & Robotics 2 1.0	Engineering & Robotics 3 1.0	Engineering & Robotics 4 1.0	4.0
English	English 9 1.0	English 10 1.0	English 11 1.0	English 12 1.0	4.0
Math	Algebra 1 1.0	Geometry 1.0	Algebra 2 1.0	Precalculus 1.0	4.0
Science	Physics 1.0	Chemistry 1.0	Biology 1.0		3.0
Social studies	World History 1.0	World History 0.5 Global Studies 0.5	US History 1.0		3.0
PE and Health	PE 0.5 Health 0.5		PE 1.0		2.0
Art		Art 1.0			1.0
Flex / electives				Statistics or AP Computer Science Principles 1.0 World language or elective 1.0 Student choice 1.0	3.0
Year total	6.0 total 6.0	6.0 total 12.0	6.0 total 18.0	6.0 total 24.0	24.0

Shaded cells are taught in the program block (CTE, English and one connected credit a year); unshaded cells are Core and Grade 12 flex credits. Meets 24 credits with room for up to 28 credits. Jan Term credits are not counted in this model. Connected credits need CTE equivalency approval.



Potential Advanced Coursework

DRAFT

Engineering & Robotics · 4-year credit plan

Credit area	Grade 9 · Build	Grade 10 · Immerse	Grade 11 · Personalize	Grade 12 · Launch	4-year
Engineering & Robotics (CTE)	Engineering & Robotics 1 1.0	Engineering & Robotics 2 1.0	Engineering & Robotics 3 1.0	Engineering & Robotics 4 1.0	4.0
English	English 9 1.0	AP Seminar 1.0	English 11 or AP Research 1.0	English 12 or AP Research 1.0	4.0
Math	Geometry 1.0	Algebra 2 1.0	Precalculus 1.0	AP Calculus AB 1.0	4.0
Science	Physics 1.0	Chemistry 1.0	AP Biology or AP Physics 1.0		3.0
Social studies	AP Human Geography 1.0	AP World History 1.0	AP US History 1.0		3.0
PE and Health	PE 0.5 Health 0.5		PE 1.0		2.0
Art		Art 1.0			1.0
Flex / electives				Student choice (e.g., AP science) 1.0 AP Statistics or AP Computer Science Principles 1.0 World language 1.0	3.0
Year total	6.0 total 6.0	6.0 total 12.0	6.0 total 18.0	6.0 total 24.0	24.0

Light blue shaded cells are taught in the program block; unshaded cells are Core and Grade 12 flex credits. Meets 24 credits with room for up to 28 credits. January Term Credits are not included in this model. AP Capstone: AP Seminar in Grade 10, AP Research in Grade 11 or 12 (the other year is English). AP World History, AP Human Geography and AP US History are opt-in where Core sections run. AP Capstone credit type and College Board authorization are still to be confirmed.



Why Career-Connected Learning Works

It strengthens academics rather than replacing them

1

Academics and careers go together

Seeing how math, writing and biology connect to real work gives students a reason to engage in their learning.

2

Opens doors instead of narrowing them

Designed for every student, with routes to college, certificates, apprenticeships and more.

3

Prepares students for college

Exploring careers early helps students choose majors with confidence, and students in CCL are more likely to pursue postsecondary education.

“

Career-Connected Learning (CCL) doesn't trade off with academics—it strengthens them.

Pathways, Not Pitfalls (Aspen Institute, 2026)

“

Strong academic foundations are non-negotiable.

Pathways, Not Pitfalls (Aspen Institute, 2026)



Imagine What's Possible. Shape What's Next.

Community Design and Collaboration Event • October 21 • Pickering Barn

160

guests joined us

30

student, staff, and community volunteers

100's of

Ideas shared

LEARN

See the foundation we're building from

Explored current high school experiences, student voice, pathways, and what is already taking shape

SHARE

Say what makes a great high school experience

Guests weighed in on schedules, project-based learning, industry connections, belonging, and spaces

SHAPE

Turn ideas into possibilities

Guests reacted, added ideas, and strengthened early design directions

What we heard:

- **Community Partnerships for real-world experiences are key**
- **Best learning happens through a balance of projects and labs; lectures; real-world experiences; and collaboration**
- **Appreciation for the options for students across our district**

From Community Ideas to a Board Decision

School naming and mascot process | Current survey trend and next steps

503 survey responses
through 10/22 at 10:07 a.m.

10 FINALISTS FOR COMMUNITY INPUT

School names

- 1. Alpine
- 2. Ascent
- 3. Confluence
- 4. Mountainside
- 5. Pathfinder
- 6. Plateau
- 7. Providence Heights
- 8. Ridgeview
- 9. Venture
- 10. Wayfinder

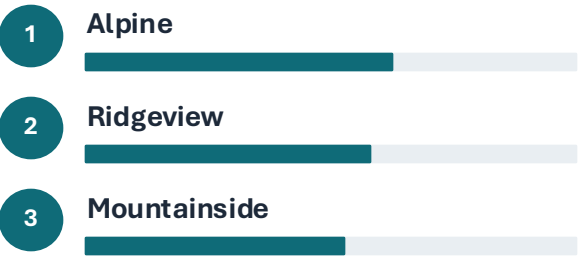
Mascots

- 1. Cedars
- 2. Elk
- 3. Heron
- 4. Mountain Goat
- 5. Navigators
- 6. Osprey
- 7. Owl
- 8. Phoenix
- 9. Raven
- 10. Salmon

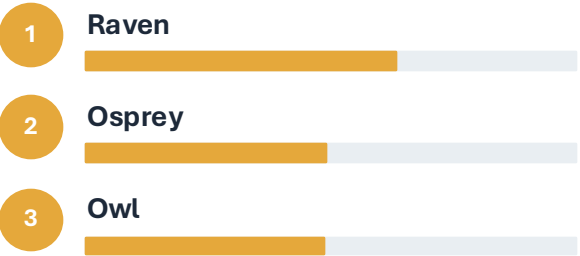
CURRENT STAR-VOTE TREND

Current community survey ranking

TOP 3 SCHOOL NAMES



TOP 3 MASCOTS



Preliminary trend only • Survey remains one input into the recommendation process

COMMUNITY EVENT TOP 3

October 21 community event results

NAMES

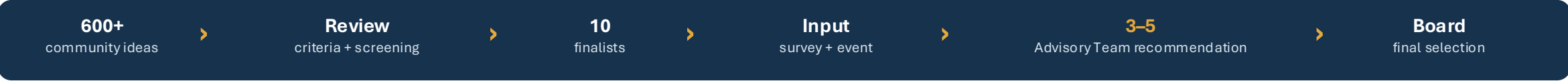
- 1. Alpine High
- 2. Providence Heights
- 3. Ascent High School

MASCOTS

- 1. Phoenix
- 2. Mountain Goats
- 3. Salmon

NEXT DECISION POINT

The Advisory Team considers community input and recommends 3–5 names and mascots for Board selection.





Frequently Asked Questions

A preview: New High School website is being updated soon to capture these and other common questions



Will students have a regular transcript?

Yes. Students receive a regular high school transcript with credits and grades.



Do the career-connected programs count for credit?

Yes. Programs give students both core and elective credits.



Can students take AP and advanced courses?

Yes. There will be opportunities to take AP and advanced coursework.



How will students get to school?

Transportation is provided across the district, with a midday shuttle for part-time students.



What about athletics, activities and clubs?

Students can join those not offered at the new high school at their home high school.



How will the name and mascot be chosen?

Community input shapes the top choices, the advisory team recommends 3-5 names and mascots, and the school board selects on November 12.



Communications Plan: December Launch

One coordinated message with Gibson Ek, open enrollment, and choice transfers

BUILD AWARENESS

Oct–Nov

- Stories and Meet the Core Team
- Community event follow-up
- Website updated
- Share out FAQ's

MAKE IT TANGIBLE

Oct–Nov

- Daily and weekly experience
- Course requirements, program progressions and learning experiences

BUILD UNDERSTANDING

Nov 12 and after

- Name and mascot announced
- Program details fully shared
- Admissions and enrollment details publicized

CHOOSE TO JOIN

December 7 – January 31

- Application portal opens
- Coordinated district launch
- Lotteries held first week of February

Coordinated with

New High School

Applications open on December 7

Program based applications
Part-time grades 9-12 and full-time grades 9-11
Lottery based by each program

Gibson Ek High School

Applications open on December 7

Project-based, real-world learning
Full-time admission for grades 9 and grade 10
Lottery based

Online and Open Enrollment Options

Applications open on December 7

Online grades 5-12
Transfer options for all ISD and out of district

Shared message: *Your high school. Your path. Your possibilities.*

Channels: websites, mailing list and QR sign-up, family information nights, media, school newsletters

Key Dates

Fall 2026 – Winter 2026

Oct 14	School name, mascot, and color recommendations closed
Oct 21	Community Design and Collaboration Event, Pickering Barn – Thank you to our volunteers and guests!
Oct 23	Board update: schedule options, course design preview, communications plan
Nov 3	Advisory Team meetings continue through June 2027
Nov 12	Admissions, program and enrollment details shared at the board meeting
Nov 12	Core Team Session 4 (curriculum design); board selects school name and mascot
December	Target: application portal opens for students (pending other enrollment topics)

Dates reflect current planning and are subject to change.

Discussion and Input

- Co-design process: what questions do you have?
- What input do you have on year-at-a-glance prototype?
- Questions or input on the Program Courses and Learning Progression Prototypes in development?
- Communications plan: how can we strengthen the December launch?

APPENDIX

Understanding Core Team Design Work

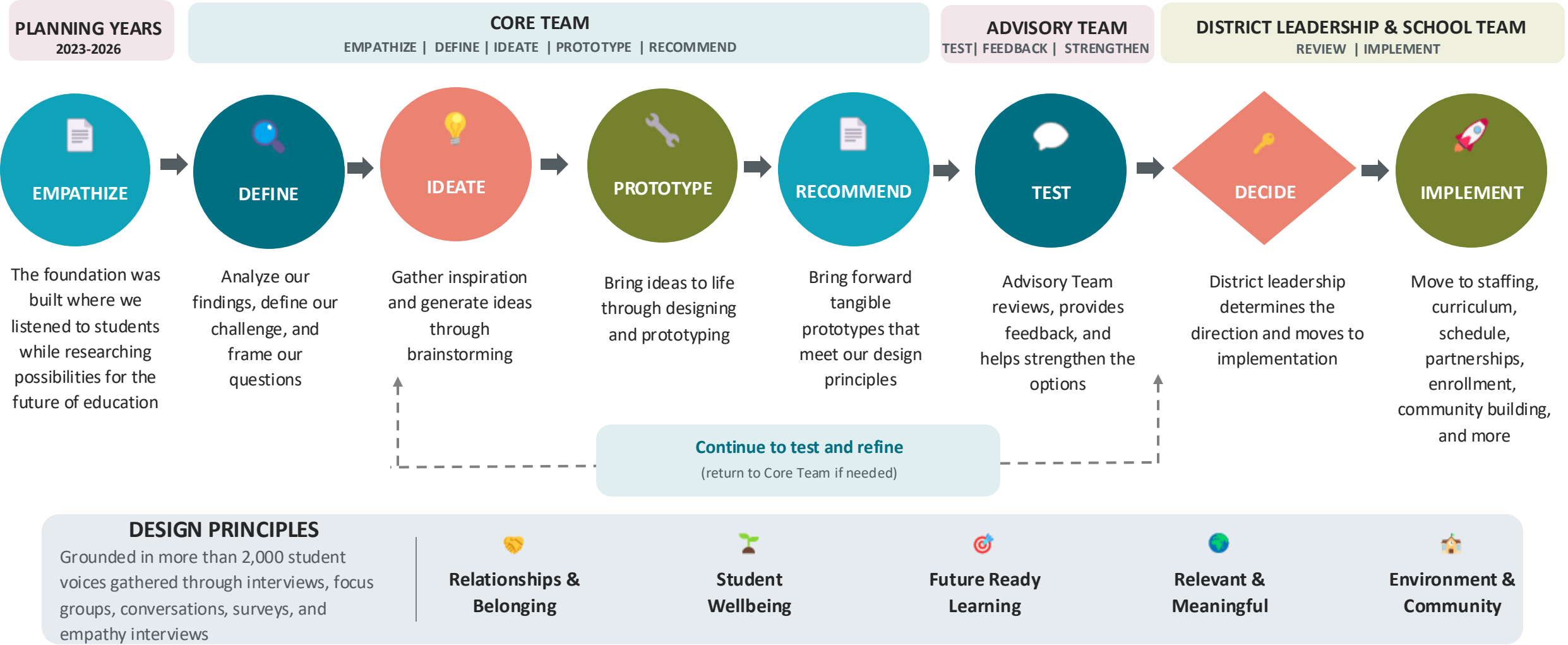
September 2026 – June 2027

Session 1 <i>Vision, Design Process & Principles</i>	Session 2 <i>Designing the Student Journey</i>	Sessions 3–4 <i>Designing Curriculum</i>	Sessions 5–6 <i>Designing for Learning, Growth & Mastery</i>	Session 7 <i>Designing for Belonging & Well-being</i>	Session 8 <i>Designing for Opening</i>
• About us, about the school • Student voice • Design Principles: Created from Student Voices Project • Core Team Design Process using Design Thinking	• Vision and mission • Day in the life • Schedules for students & staff • Week at a glance • Pathway progressions	• Interdisciplinary vs. standalone courses • Dual credit • AI and online learning • Pathway team teaching: CTE, core, electives • Industry partners	• Competencies • Portfolios • Crediting & transfer credits • Portrait of a Graduate	• Mentorship and advisory • MTSS • IEP, MLL, 504, health plans	• Staffing and onboarding • Systems and structures • Family and student welcome
September 24, 2026	September 25, 2026	October 15, 2026 & November 12, 2026	February 9, 2027 & March 15, 2027	April 28, 2027	May 27, 2027

Design work, meetings, and core team check ins occur asynchronously to prepare for and follow up from these sessions.

Design to Implementation

From research to design to implementation



Pathways & Enrollment

Who Can Attend, Fall 2027

Engineering & Robotics

- Grades 9–11
- Full-time or part-time

Entrepreneurship

- Grades 9–11
- Full-time or part-time

Health Sciences

(pilot pathway)

- Grade 11: full-time or part-time
- Grade 12: part-time only

Full-Time vs. Part-Time

- Part-time students remain enrolled at, and graduate from, their home high school
- Full-time students graduate from the New High School — the first class is the Class of 2029

Clubs, Activities & Athletics

- All students participate in clubs, activities, and athletics at their home high school
- Some clubs and activities will also form at the New High School once the first school year begins

Note: Students who are enrolled in their home high school and attend part time running start and part time at the new high school will remain enrolled at their home high school and will graduate from their home high school.

Students who are enrolled full time in the new high school in grades 9 and/or 10 and attend running start in grades 11 or 12 will remain enrolled in the new high school and will graduate from the new high school.



Added 9/24/26

First Graduating Class: Class of 2029 — students who attend full-time starting in 11th grade in Fall 2027

Understanding the Advisory Team

How student, family, and community voice shapes the design

Purpose

The Advisory Team brings student, family, and community voice directly into the design of the new high school — reviewing the Core Team’s proposals and helping strengthen them before a direction is decided.

How The Team Works

Review → React → Strengthen: the Advisory Team reviews what the Core Team has designed, provides input with student, community, and family perspectives, and helps strengthen the direction before it goes to implementation.

Monthly meetings, plus optional virtual office hours.

Who Participates

- 12 students
- 7 parents/guardians
- 3 Community members
- 3 Industry partners
- 1 Alumni & family representative
- 1 District Administrator
- Additional District Roles

Key Dates

- Applications: Closed September 11
- Selected Applicants Notified: Week of September 21
- First meeting: October 6, 5:00–7:00 PM
- Ongoing: monthly meetings through June 2027

The ISD High School Experience

Your high school. Your path. Your possibilities.

Large High Schools

Liberty • Issaquah • Skyline

- Grades 9-12 • Full-time
- Your neighborhood high school – academics, arts, athletics, activities, and career technical programs all in one place

Gibson Ek High School

- Grades 9-12 • Full-time
- Lottery for incoming ninth grade students
- Some 10th grade space may be available
- A project-based, real world, personalized experience

Online Learning Programs

- Grades 9-12 • Full-time or part-time
- Flexible online option
- Students can enroll full-time in online learning; or, take online courses part-time

New High School

- Grades 9-12 • Full-time or part-time
Grades 9-11 full time or part time for the opening year of 2027-28. 12th grade part time for Health Sciences
- College and career-connected pathways in Engineering & Robotics, Entrepreneurship, and Health Sciences

Explore. Combine. Personalize. Your high school experience can grow with you.

Introducing the New High School – Opening Fall 2027



THREE CAREER-CONNECTED PATHWAYS:

Engineering & Robotics

Grades 9-11 for the 2027-28 school year
Grades 9-12 for 2028 and beyond
Full-time or part-time

Entrepreneurship

Grades 9-11 for the 2027-28 school year
Grades 9-12 for 2028 and beyond
Full-time or part-time

Health Sciences (pilot program)

Grade 11: full-time or part-time
Grade 12: part-time only for 2027-28 school year



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