

January 8, 2026

Enrollment Demographics Task Force

Meeting 3
Guiding Principles, Program Deep Dive, Development Overview

Northshore School District

Agenda

Time	Topic
5:00-5:10p	Welcome & Housekeeping
5:10-6:00p	Guiding Principles
6:00-6:10p	Break
6:10-6:30p	Program Deep Dive
6:30-6:50p	Development Overview
6:50-7:00p	Next Steps & Exit Ticket

Parking Lot Guidelines

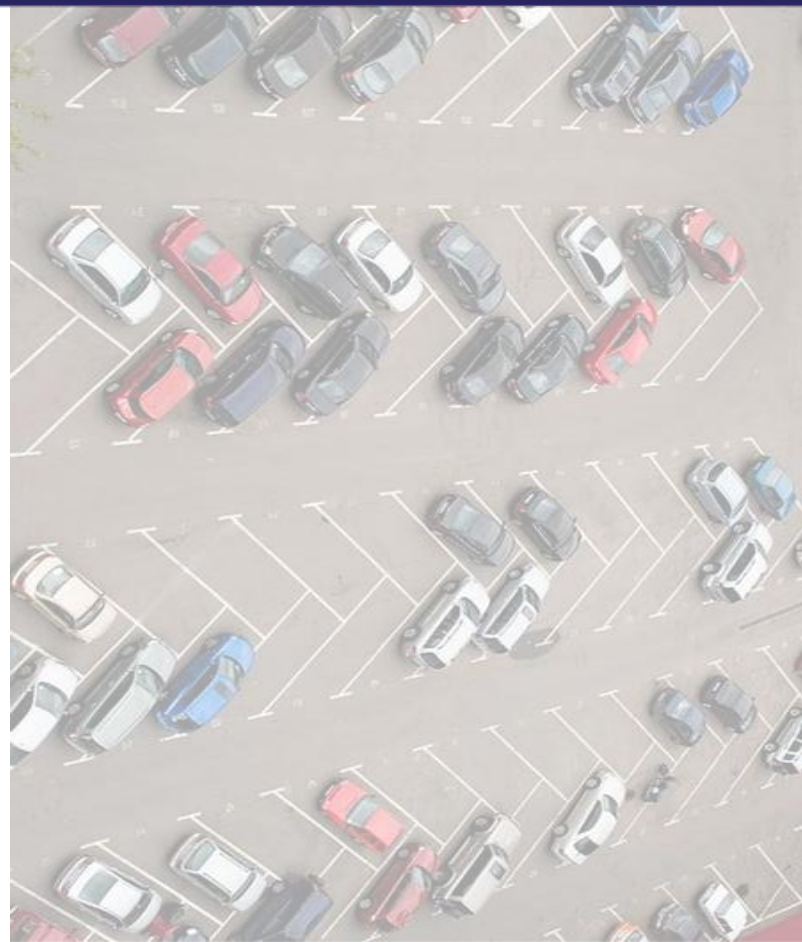
https://bit.ly/EDTFparkinglot

We'll use a "parking lot" to capture unanswered questions or ideas and optimize our meeting time.

How to use:

- During in person meetings, raise your hand for urgent on-topic questions.
- For virtual meetings, use the chat for urgent on-topic questions.
- Submit non-urgent or off-topic questions to the parking lot.

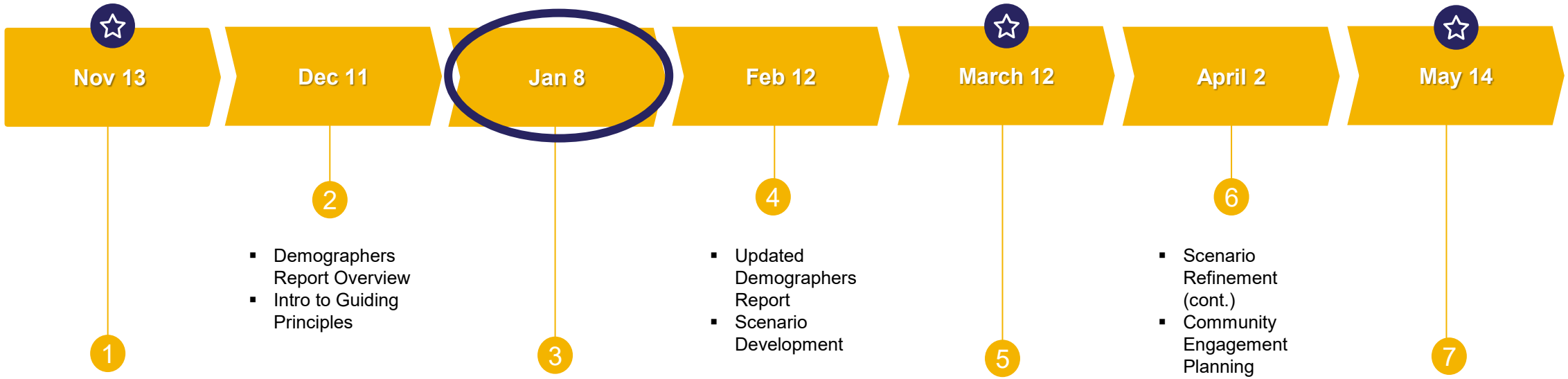
Parking lot questions will be addressed in the Google document by the next EDTF meeting.



Norms

- Do what's best for kids
- Treat each other with respect
- Be open to ideas
- Create space for voices
- Foster positive change
- Avoid hidden agendas
- Listen to learn
- Come prepared
- Assume positive intent
- Trust each other
- Value the opinions of others
- Ask if you don't understand
- Use kind language
- No one person has all the answers
- Have compassion
- Create an inclusive environment
- Consider environmental impact
- Consider accessibility
- *Understand that not all ideas will be adopted*
- *Consider the socioeconomic impacts on families*

EDTF Timeline



Scenario Development Working Group

Purpose: Dive deeper into enrollment trends, capacity, and program placements and develop draft boundary scenarios for the full EDTF to review.

Meeting Structure: 90-minutes | 2x a month on Tuesdays | 1pm – 2:30pm | In-person

Anticipated Schedule:

- January 20
- February 3
- February 24
- March 17
- March 31

Guiding Principles

Guiding principles provide a shared framework to help the group make clear, consistent, and equitable decisions.

Guiding Principles (from 2020 Boundary Work)

Instructional Considerations

- Support and strengthen high-quality instructional programs
- Enable schools to offer a comprehensive academic program
- Allow program changes that respond to student needs while advancing equity and access.
- Align boundary decisions with intentional program placement to ensure equitable access to specialized academic program

Demographic Considerations

- Minimize disparate impact on school's current ethnic, linguistic or socio-economic composition
- Utilize school infrastructure/capacity equitably
- Evaluate demographic trends/projections including population density

Operational Considerations

- Address fiscal responsibility
- Maximize operational efficiencies (e.g., custodial, building maintenance, transportation)
- Ensure all school populations are appropriate for their infrastructure
- Minimize use of portable classrooms

Geographic Considerations

- Include natural boundaries (e.g., major arterials, highways, water) if applicable
- Support keeping neighborhood students together

Individual Reflection

Time: 5 minutes

One thing boundary changes should never do

Example: *Boundary changes should never reduce students' access to strong instructional programs*

One risk we must actively guard against

Example: *One risk we must actively guard against is prioritizing short-term stability in ways that unintentionally preserve long-standing inequities*

Small Groups – Guiding Principles Refinement

Time: 15 minutes

Each group will be assigned one guiding principle to discuss and refine. Then we will come back as a whole group for further discussion and refinement. Please assign one person to share back to the large group.

In your small group: Review your principle area and answer:

- What feels unclear, missing, or underdeveloped?
- Where could applying this principle unintentionally reinforce inequity?
- What specific language changes would strengthen it?

***Reminder:** Please make note of your edits in your google doc. We are proposing edits to language not just discussing feedback.

Whole Group Synthesis & Equity Check

Time: 30 minutes

The designated speaker will share back any edits to the principles. Each group will have about 7 minutes to share and field questions and comments.

1. Instructional
2. Demographic
3. Operational
4. Geographic


Break

Program Deep Dive

Small Groups – Program Deep Dive Review

Time: 15 minutes

In your small groups review the enrollment and capacity data with an eye towards who is receiving services outside of their neighborhood school. ***Please assign someone to take notes.***

In your small group consider:

- How does the information about students currently receiving services at other schools change your understanding of space needs at their home schools?
- If more students were to receive services at their home schools in the future, what planning considerations does the district need to think about now?

Special Education Overview

Special Education Service Delivery Changes

- **Elementary (K–2):** Beginning 2028–29, all K–2 students will receive services at their neighborhood schools; students in grades 3–5 will remain in their current program until they age out
- **Middle School:** In 2027–28, all 6th graders will transition to their neighborhood schools; grades 7–8 will remain in place until they age out
- **High School:** No changes planned

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			
FW						
KE						
LW						
HH		2nd integrated	2/3 integrated 4 & 5 self-contained	2/3/4 integrated 5 self-contained		
MO						
SR						
SV						
CS			2nd integrated 3/4/5 travel	2/3 integrated 4 & 5 travel	2/3/4 integrated 5 travels	
MH						
WM						
CL			2-5 travel	2-5 travel	2-5 travel	
WE		5th self contained				
WO						

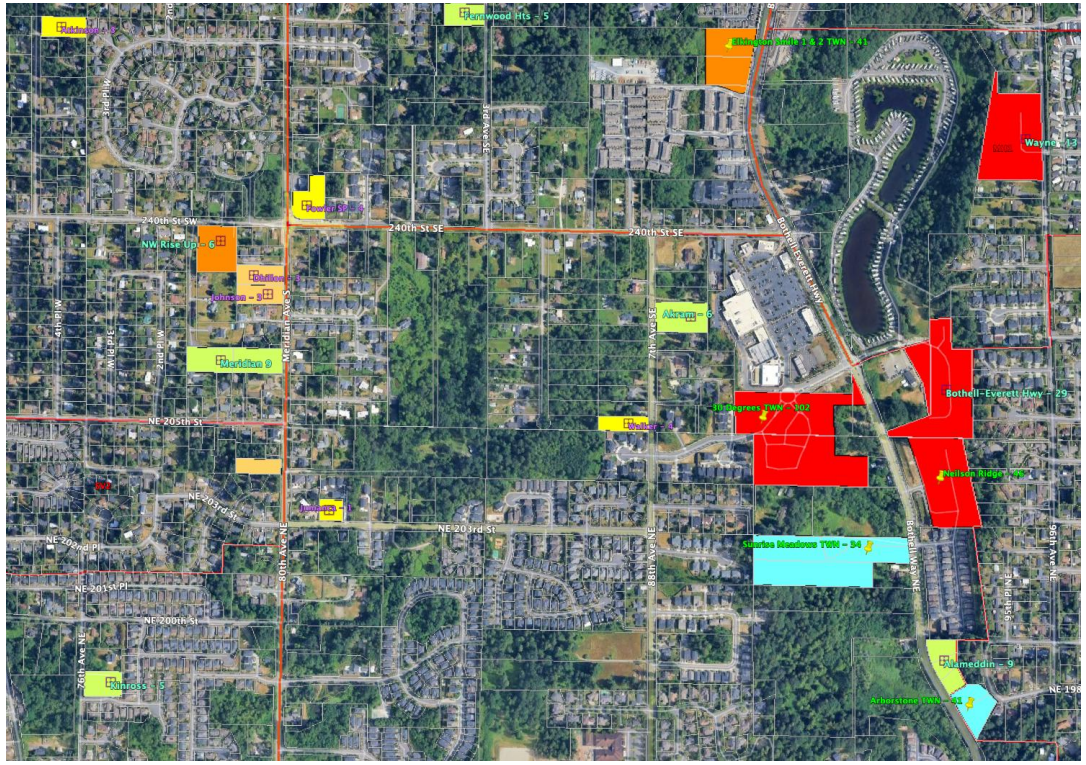
Note: 2/3/4/5 Integrated = Full implementation of HiCap program

Development Overview

Development Overview

What Northshore Tracks

- Planned residential units from city & county data
- Development status:
  - Early planning
  - Approved / permitted
  - Under construction
  - Sold / occupied
- Location of developments across the district
- Unit type (single-family, townhome, multifamily)



	Sum of Units Planned (MF)	Sum of Units Sold (MF)	Sum of Units Planned (SF)	Sum of Units Sold (SF)	Sum of Units Planned (SP)	Sum of Units Sold (SP)	Sum of Units Planned (TWN)	Sum of Units Sold (TWN)	Total Sum of Units Planned	Total Sum of Units Sold
Total	3,711	4	685	34	218	7	1,131	57	5,745	102

Next Steps

- Review timeline
- Exit Ticket

https://bit.ly/EDTFexit3

See you on February 12!

For any questions prior to the next meeting, please reach out to ashley@betteredpartners.com

EDTF Timeline

