Enrollment Demographics Task Force
April 2, 2026 | 5:00 - 7:00pm | Virtual
Meeting 6 Minutes

There were 18 members in attendance.

Agenda

- Welcome & Housekeeping
- Special Education Changes Overview
- Scenario Review
- Small Group Discussion + Share Out
- Review of Ideas & Next Steps

Welcome & Housekeeping

Welcome, Norms, & Review of Bond passage,

Ashley Davies, Task force facilitator, welcomed the group, reviewed the agenda and goals for the meeting. She reviewed the use of the parking lot for questions and follow up items, and addressed feedback from the last meeting including the request for more small group time. The group also revisited meeting norms.

Ashley also reminded the group on the process for scenario planning. Over the past several months, EDTF has reviewed enrollment data, identified priorities, and provided feedback on potential scenarios and recommendations, while the Scenario Planning Working Group and Technical Team refined, analyzed, and mapped feasible options based on EDTF input. Since the March meeting, the working group met twice to narrow scenarios, review technical analysis, and prepare materials for EDTF feedback, and with that work now complete, the remaining scenario planning process will move forward with EDTF as a full group, with the final in-person meeting on May 21.

Special Education Changes Overview

The Executive Director of Special Education at Northshore, Doreen Milburn, provided an overview of the district's Comprehensive Special Education Plan and ongoing efforts to increase access to services at students' neighborhood schools. The largest impact continues to be at the elementary level, where more than 200 students are currently not being served at their neighborhood schools. At the middle school level, most students are already served within their neighborhood schools, with approximately 24 students receiving services at other sites. At the high school level, all comprehensive high schools currently provide a full continuum of special education services.

Staff also shared that Special Education and district facilities teams will continue conducting walkthroughs of school buildings and educational spaces to evaluate how

facilities support students with disabilities and diverse learning needs. This work includes looking beyond classroom capacity to assess sensory spaces, adaptive equipment, and other educational environments needed to support students.

An update was also provided on early learning programs, including Ready Start and Head Start. While the recent bond-funded expansion at Sorenson has allowed the district to temporarily consolidate Ready Start programming, staff anticipate additional space may be needed in the future. Staff also highlighted state requirements emphasizing that students should be served in programs located as close to their homes as possible, which will continue to be an important consideration in future program planning and placement decisions.

A question was raised regarding the recent increase and fluctuation in Head Start and early learning enrollment. Staff shared that enrollment had been slow and steady prior to COVID, followed by a significant spike after the pandemic as many young learners who had not previously accessed services began qualifying for special education supports. Since then, enrollment has seen a more gradual decline and is now beginning to level off, while birth-to-three enrollment and three to five referrals are starting to increase again, which may indicate a return to more typical enrollment patterns. Doreen also emphasized that the district's shift toward neighborhood-based services is intended to provide a full continuum of inclusive special education services so students can be educated alongside peers from their community.

Scenario Review

Ashley and Mike went through the three scenarios for the Task Force's review explaining the scenario and the data provided in the presentation. The presentation includes a map showing the impact of each scenario and a data table. The team's google drive contains the pros and cons lists from an operational lens.

Scenario A: Canyon Creek and Woodmoor as Temporary Swing Sites for Shelton View

Scenario A would temporarily split Shelton View students between Canyon Creek and Woodmoor during the Shelton View rebuild beginning in 2028, with the goal of keeping the school community as connected as possible during construction. The scenario also includes limited enrollment balancing across other schools and considers future growth related to the urban growth boundary area near Ruby Bridges and Fernwood. Because of the temporary relocation needs, broader districtwide balancing adjustments would largely be delayed until 2030. Staff noted that this option helps avoid immediate impacts to Moorlands, but does not significantly address under-enrollment challenges on the east side of the district.

Scenario B: Moorlands as a Long-Term Swing Site

Scenario B would repurpose Moorlands as a long-term swing site to support the Shelton View rebuild and future construction projects. In this scenario, approximately 70% of Moorlands students would be reassigned to Woodmoor and 30% to Arrowhead, allowing Shelton View students to temporarily relocate to the Moorlands site during construction. The scenario also includes additional enrollment balancing adjustments across the district, including shifts involving Crystal Springs, Frank Love, Canyon Creek, Kenmore, Lockwood, Fernwood, and Ruby Bridges. Staff shared that this option allows the district to make more meaningful enrollment adjustments beginning in 2028 while minimizing the number of times students would need to move schools.

Scenario C: Moorlands as a Swing Site + Sunrise Repurposed

Scenario C builds on Scenario B by continuing to use Moorlands as a long-term swing site while also repurposing Sunrise to help address ongoing under-enrollment challenges on the east side of the district. In this scenario, Sunrise students would be redistributed primarily to Cottage Lake and Hollywood Hill, while Moorlands students would continue to shift to Woodmoor and Arrowhead. Staff shared that enrollment on the east side has declined significantly since 2017, with limited projected residential growth in the area, making it difficult to rebalance enrollment without repurposing a school building. The scenario also creates the potential for Sunrise to be used for another district purpose, including possible future special education programming or other district services.

Small Group Discussion + Share Out

The Task Force spilt into 3 groups to review the scenarios and discuss any additional pros, cons, questions, or notes. The following is from a share out of their reflections. More detail on their thoughts is in the google drive along with their group notes.

Group 1 Share Out

- Raised questions about whether school closures, particularly Moorlands, should be considered and whether fiscal efficiency is being prioritized over other guiding principles.
- Shared concerns that the community might have about using Moorlands as a swing site, but the school is not considered suitable to remain open long term as a neighborhood school given the condition and property limitations.
- Highlighted transportation and access concerns, particularly for lower-income communities.
- Discussed the political and family impacts of closing or repurposing schools.
- Emphasized prioritizing minimizing disruption to students and families over logistical efficiency.

Group 3 Share Out

- Shared that Scenario A did not feel like a strong long-term solution and questioned whether additional changes would be needed again soon.

- Raised questions about long-term impacts to middle and high school feeder patterns and transportation for families.
- Suggested revisiting guiding principles around ideal elementary school size and enrollment targets.
- Wondered whether programs could be relocated or adjusted without fully closing a school building.
- Discussed possible alternative uses for the Bear Creek campus and concerns about families potentially leaving the district if Sunrise were repurposed.

Group 4 Share Out

- Shared that Scenario A did not fully address long-term enrollment challenges.
- Viewed Scenario B as a stronger long-term option because of Moorlands' proximity to schools with available capacity.
- Raised concerns about the possibility of families experiencing multiple school moves over time.
- Shared that Scenario C was appealing because it most directly addressed east-side under-enrollment challenges.
- Highlighted the potential benefits of repurposing a building for district programming and improving access to services within neighborhood school communities.

Next Steps & Exit Ticket

The group reviewed the agenda items for the next meeting which will continue to discuss scenario options and begin community engagement planning.

Exit Ticket

Members completed an exit ticket which asked to share feedback on the meeting. A summary of the feedback received is below.

- Task force members appreciated the clear presentation of scenarios and felt the options were easy to understand and engage with.
- Small group discussions were viewed positively, with members valuing the opportunity to share perspectives, reflect on proposals, and have enough discussion time.
- Feedback highlighted appreciation for the thoughtfulness of the scenarios and the quality of dialogue they generated.
- One suggestion was to rotate small groups more often so people could hear other perspectives.
- There was a suggestion to further refine the guiding principles around elementary school enrollment size to include a more specific enrollment target for minimum and maximum enrollment.