

September 10, 2026

Enrollment Demographics Advisory Committee

Meeting 1 | SY 2026-2027

Kick-off

Northshore School District

Agenda

Time	Topic
5:00-5:15p	Welcome & Housekeeping
5:15-5:45p	Introductions
5:45-5:50p	EDAC Overview + Timeline
5:50-6:05p	Guiding Principles Review
6:05-6:15p	Break
6:15-6:45p	District Background + Enrollment Review
6:45-6:55p	Survey Review + Community Engagement
6:55-7:00p	Next Steps & Exit Ticket

Housekeeping

- **Meeting Time:** Meetings run from 5:00 p.m. to 7:00 p.m.
- **Break:** Each meeting will include one 5–10-minute break
- **Recordings:** Meetings will be recorded for the purpose of our Committee use but are available as a public record
- **Confidentiality:** All information is confidential to those in the committee unless otherwise noted

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

Parking Lot Guidelines

https://bit.ly/EDAC26parkinglot

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 EDAC meeting.



EDAC Planning Team



Dri Ralph
Executive Director of Support Services



Sandy Calissendorff
Exec Admin Assistant of Support Services



Ashley Davies
Better Education Partners Facilitator

Who’s in the room

Returning members

Carried this work from capital bond input through last year’s guiding principles and scenario development.

New community members

Selected for analytical background, geographic balance across the district, and diversity of experiences.

Student members

Students from our high school.

District staff & partners

Capital, enrollment, academics, transportation, communications, and Strategies 360 supporting the process.

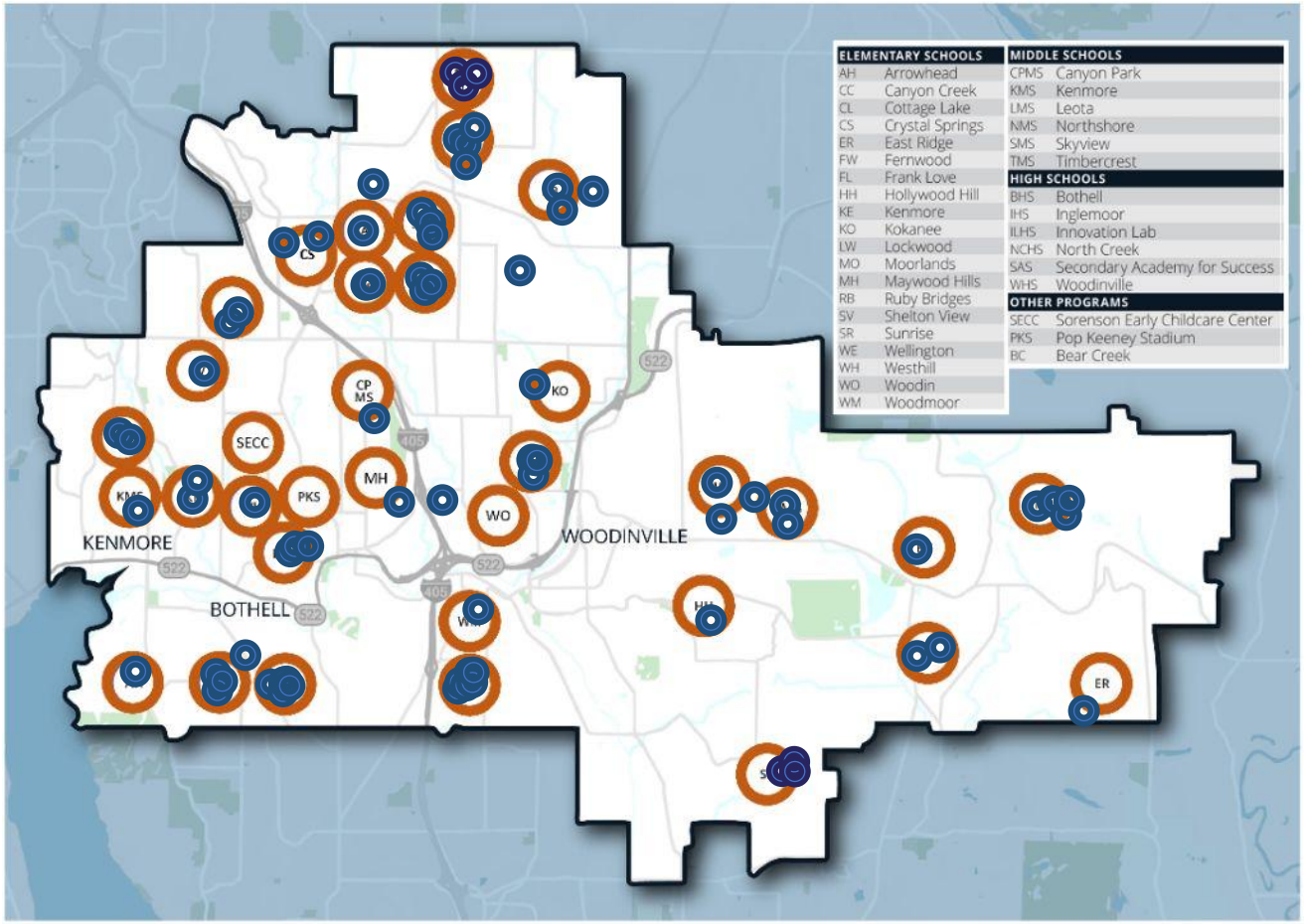
How are we connected to Northshore?

- Go to vevox.app
- Enter the session ID: **409-374-198**
- Or scan the QR code

Which schools are you connected to? - Results

Where have you:

- Gone to school
- Enrolled a child in school
- Taught
- Worked
- Volunteered
- Future enrollment



Connection to NSD

Speed Share

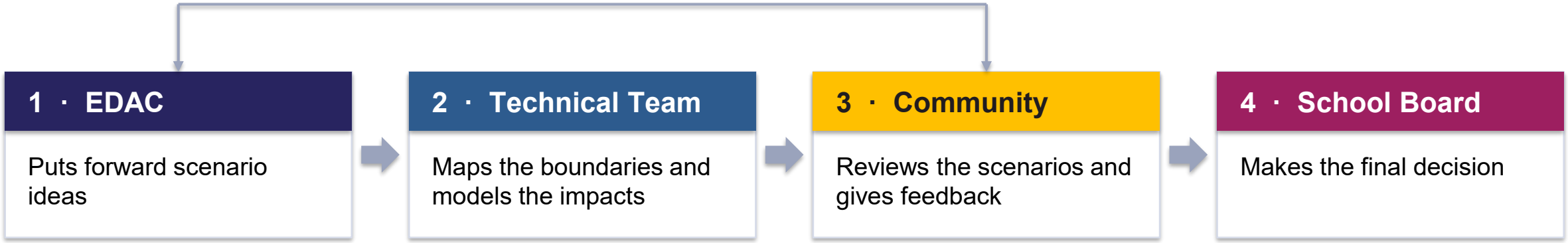
1. Name
2. Connection(s) to Northshore School District?
3. One thing you hope this committee can prioritize in this work

EDAC Charge

The Enrollment Demographics Advisory Committee (EDAC) is charged this year with reviewing and recommending potential school boundary adjustments for the 2028–29 school year. The process aims to optimize facility utilization and support long-term capacity alignment while ensuring equitable access to programs, balanced enrollment, and fiscally responsible use of district resources.

Process Review

Steps 1–3 repeat as needed to narrow the options



EDAC recommends. The Board makes the final decision via a vote in March 2027.

Where We've Been



Capital Bond Planning

Facility needs assessed; Shelton View rebuild approved in the 2026 Bond

Nov – Dec 2025

EDTF SY 25-26 Kickoff, enrollment & capacity overview, demographers report

Jan – Feb 2026

Guiding principles selected and finalized; program deep dives

Mar – Apr 2026

Updated demographers report; scenario development

May 2026

Scenario planning and refinement; community engagement planning

Tonight

EDAC SY 26-27 Kickoff; Review prior work & considerations

2026-2027 Timeline

Sept 26

Committee kick off; board study sessions begin; EDAC reviews scenarios

Oct 26

Committee narrows scenarios; options presented to the board and community

Nov 26

Community meetings to share information and collect feedback

Dec – Jan 27

Community feedback synthesized; recommendation refined

Jan – Feb 27

Final recommendation shared with the community

March 27

Board decision

Guiding Principles - Updated

Instructional Considerations

- Support and strengthen high-quality instructional programs at every school.
- Maintain enrollment levels that enable schools to offer a full academic program.
- Align boundary decisions with planned program changes, so students can reach services closer to home.

Demographic Considerations

- Support all students by considering the impact changes have on underserved groups and promote school community, continuity, and equitable outcomes
- Utilize school infrastructure/capacity equitably
- Use demographic projections to anticipate future growth and minimize the need for future boundary changes

Operational Considerations

- Use public funds responsibly
- Seek to maximize operational efficiencies in custodial services, building maintenance, transportation, and other district operations.
- Ensure all school populations are appropriate for their building.
- Minimize use of portable classrooms

Geographic Considerations

- Use natural boundaries such as major arterials, highways, and waterways if applicable
- Support keeping neighborhood students together

Instructional Considerations

ORIGINAL

- Support and strengthen high-quality instructional programs
- Enable schools to offer a comprehensive academic program
- Align boundary decisions with accommodating program changes to ensure we're responding to student needs and advancing equitable access

→

UPDATED

- Support and strengthen high-quality instructional programs **at every school**.
- **Maintain enrollment levels** that enable schools to offer a full academic program.
- Align boundary decisions with planned program changes, so **students can reach services closer to home**.

Demographic Considerations

ORIGINAL

- Support all students by considering the impact on underserved groups and promoting school community, belonging, and equitable outcomes
- Utilize school infrastructure/capacity equitably
- Evaluate demographic trends/projections anticipating future growth to minimize the need for future boundary changes

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UPDATED

- Support all students by considering the impact changes have on underserved groups and promote school community, **continuity**, and equitable outcomes
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Operational Considerations

ORIGINAL

- 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

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UPDATED

- **Use public funds responsibly**
- **Seek to** maximize operational efficiencies in custodial services, building maintenance, transportation, and other district operations
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Geographic Considerations

ORIGINAL

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What's Impacting This Work

Declining enrollment

District-wide enrollment is projected to keep falling. Several elementary schools are under 400 students and stay there through 2030.

Capital projects

The 2026 Bond funds the Shelton View rebuild. More buildings needed work than the bond could cover, and they will return in the next bond.

Program placement

Northshore is moving toward serving students closer to home. Special Education and Highly Capable services will phase back into neighborhood schools over time, changing where students are served and how much space each building needs.

Class size & staffing

Lower enrollment does not mean smaller class sizes. Staffing follows enrollment, which means decreased staffing at lower enrolled schools an can also mean higher class sizes.

Operating budget

Running under-enrolled buildings increases the cost per student in schools while also pulling money away from classrooms and other uses across the district.

Community input

Spring survey results and community feedback shape which trade-offs the district will make and the final boundary recommendations.

Shelton View & Long-Term Capital Needs

Shelton View Rebuild

477
current students

2 Years: 2028-2030
construction time frame

Fall 2030
students return to the new building

Students must be housed somewhere for two full school years.

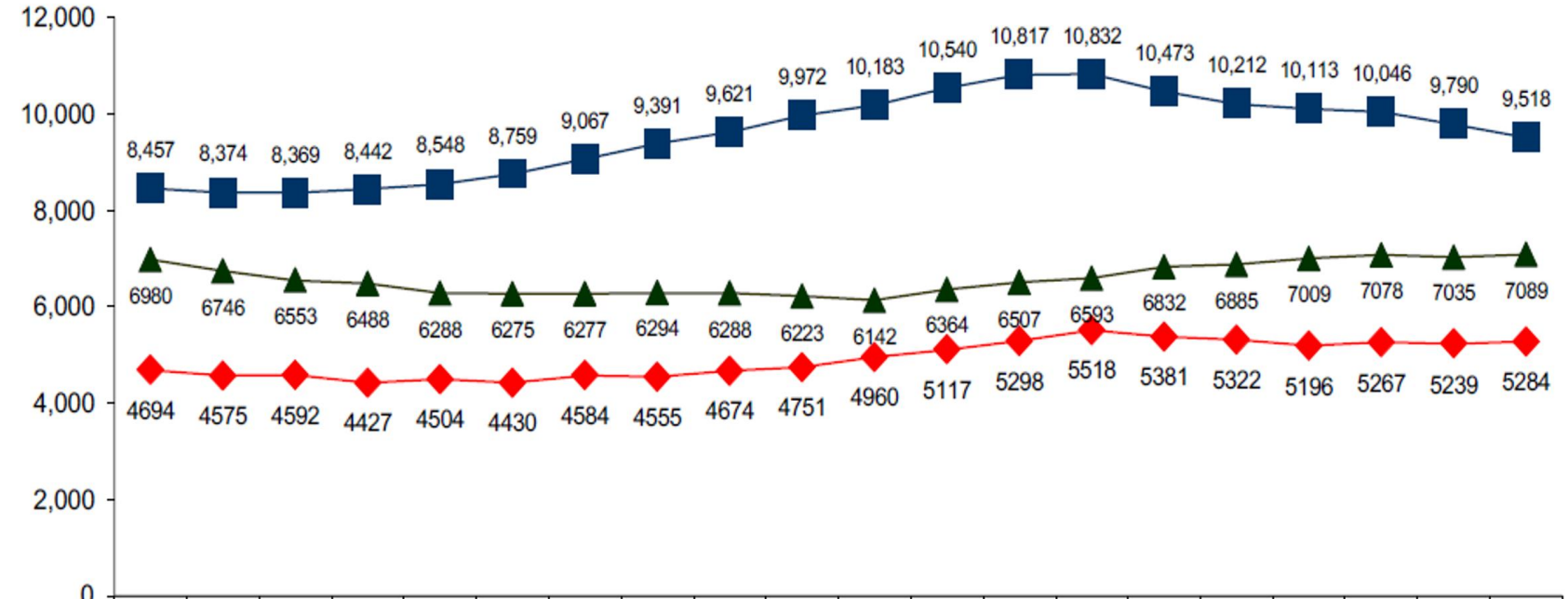
Beyond This Bond

The condition review completed during 2026 bond planning identified other schools as likely to need replacement within the next two or three bond cycles:

- **Arrowhead Elementary**
- **West Hill Elementary**
- **Wellington Elementary***
- **Canyon Creek Elementary**
- **Moorlands Elementary**

Because of site size restrictions, most of these would require relocating students to complete a rebuild. *Wellington may be the exception, but a feasibility study would be needed to confirm that.

District Enrollment - Overview



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
K-5	8,457	8,374	8,369	8,442	8,548	8,759	9,067	9,391	9,621	9,972	10,183	10,540	10,817	10,832	10,473	10,212	10,113	10,046	9,790	9,518
6-8	4,694	4,575	4,592	4,427	4,504	4,430	4,584	4,555	4,674	4,751	4,960	5,117	5,298	5,518	5,381	5,322	5,196	5,267	5,239	5,284
9-12	6,980	6,746	6,553	6,488	6,288	6,275	6,277	6,294	6,288	6,223	6,142	6,364	6,507	6,593	6,832	6,885	7,009	7,078	7,035	7,089

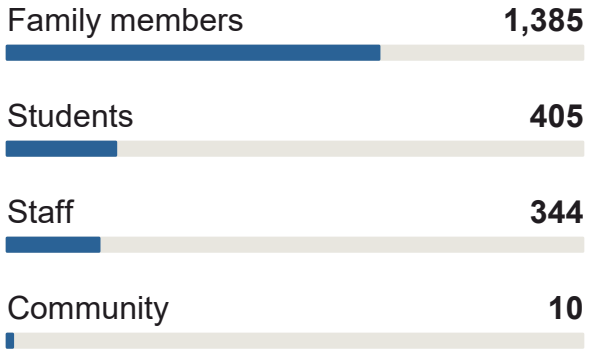
Scenario Planning Buckets

Temporary home for Shelton View	Permanent home for rebuilds	Permanent home + rebalancing
Shelton View students are housed temporarily and everything returns to where it was. Nothing else in the district changes.	One building becomes a permanent swing site, solving relocation for this rebuild and future ones. No other major changes.	The swing site plus changes on the east side of the district to rebalance enrollment and resources, where buildings are the most underutilized.

Community Input – Survey Results

Who responded

2,144
total responses



What we heard

- Reasonable travel time was named a top priority for all.
- Minimizing the number of students who change schools, and keeping boundaries stable afterward, each drew about 40%.
- More than half of students, families, and staff said they were not at all or only slightly informed about the current enrollment context.
- A clear, evidence-based reason that change is necessary was the strongest theme in how people want the process run.
- Multiple feedback points, and years rather than months of notice, came up repeatedly.

Community Engagement – EDAC Feedback

- **Accessible and inclusive —** In-person, virtual, and written options at different times of day, with translation and interpretation in families' home languages.
- **Meet families where they are —** Go to impacted schools and trusted community spaces. Partner with PTAs, family engagement specialists, and community leaders.
- **Be clear about the why —** Explain what is driving the changes, show the trade-offs of each scenario, and say whether we want new ideas or feedback on a set list.
- **Make feedback count —** Several chances to weigh in, one central landing page, and a clear process for reporting back how input was used.
- **Tell staff first —** Principals and school staff get information before the public, with consistent talking points. They are the first people families ask.
- **Plan for the human side —** Address friendships, siblings, transportation, and school traditions, not just maps. Connect sending and receiving schools early.

Next Steps

- Review next steps
  - Office Hours – 9/11 (12-1p), 9/17 (4-5p), 9/28 (12-1p)
  - Board Study Session – Sept 14 (6p)
  - Next EDAC Meeting – 9/24 (5-7p)
- Exit Ticket

Thank you for your engagement!

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

2026-2027 EDTF Timeline



Guiding Principles - Original

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