

April 2, 2026

Enrollment Demographics Task Force

Meeting 6

Scenario Planning

Northshore School District

Agenda

Time	Topic
5:00-5:10p	Welcome & Housekeeping
5:10-5:20p	Special Education Changes Overview
5:20-5:50p	Scenario Review
5:50-6:00p	Break
6:00-6:50p	Small Group Discussion + Share Out
6:50-7:00p	Review of Ideas & Next Steps

Parking Lot Guidelines

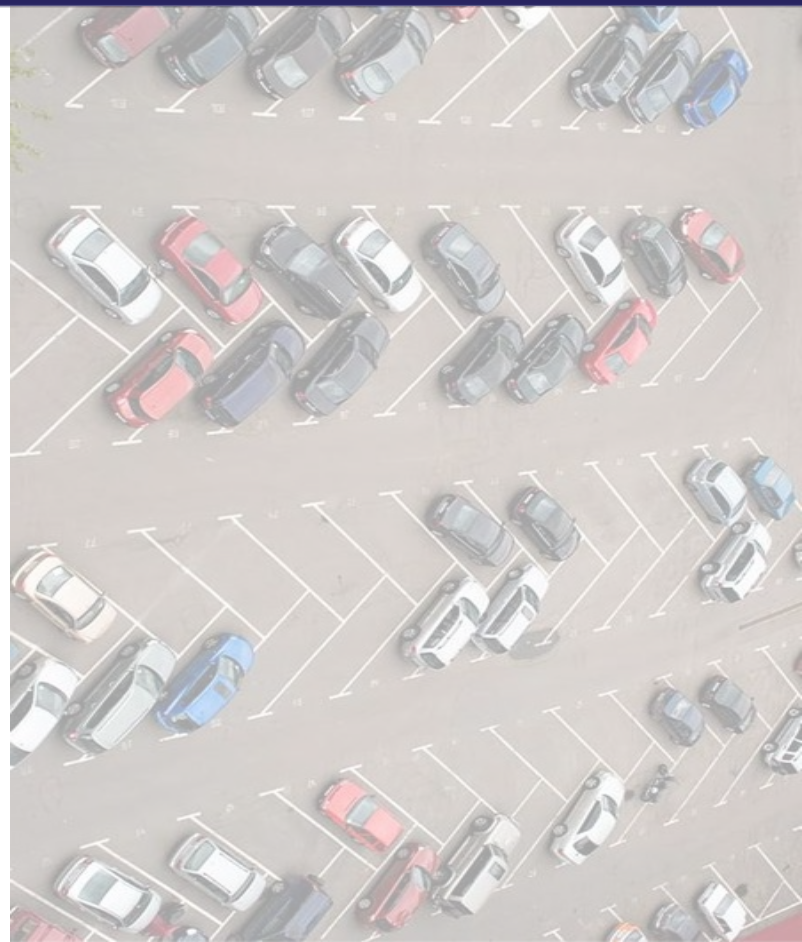
https://bit.ly/EDTFparkinglot

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

Process Review

EDTF

- Provides community perspective and guidance
- Reviews data, priorities, and draft scenario ideas
- Offers feedback and recommendations on proposed changes

Scenario Planning Working Group

- A smaller group of EDTF members supporting scenario idea development
- Reviews maps and data in greater detail and helps identify potential boundary shift concepts for Technical Team to test

Technical Team (District Staff)

- Conducts the technical mapping work
- Moves geographic pockets and models potential boundary scenarios
- Assesses enrollment, capacity, and demographic impacts of shifts

EDTF Timeline



1

- Kickoff
- Enrollment & Capacity Overview
- Program Overview

2

- Demographers Report Overview
- Intro to Guiding Principles

3

- Selection of Guiding Principles

4

- Finalize Guiding Principles
- Program Deep Dive
- Development O verview
- Updated Demographers Report
- Scenario Development

5

- ***Scenario Planning***

6

- ***Scenario Planning***

7

- Scenario Refinement (cont.)
- Community Engagement Planning

Suggested in-person meeting

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

Scenario A: Canyon Creek & Woodmoor as Temporary Swing Site for Shelton View

Overview: Shelton View students would be temporarily relocated between Woodmoor Elementary and Canyon Creek Elementary during the 2028-29 and 2029-30 school years. Enrollment balancing across other schools.

Summary of School Changes				
School	**Capacity**	**Current Enrollment (2025-26)**	**Projected Enrollment (2028)**	**Projected Enrollment (2030)**
Canyon Creek	1,081	693	828	706
Crystal Springs	551	593	598	530
Fernwood	796	742	720	597
Kenmore	428	473	468	495
Kokanee	816* (2030)	651	624	720
Lockwood	612	405	394	408
Maywood Hills	510	557	558	481
Ruby Bridges	612	405	404	410
Shelton View	612* (2030)	510	0	540
Woodmoor	734	519	725	499

Scenario A: Canyon Creek & Woodmoor as Temporary Swing Site for Shelton View

Overview: Shelton View students would be temporarily relocated between Woodmoor Elementary and Canyon Creek Elementary during the 2028-29 and 2029-30 school years. Enrollment balancing across other schools.

Benefits

- Keeps Moorlands open for now
- Uses existing space at Woodmoor and Canyon Creek

Challenges

- Shelton View students split between two schools
- Canyon Creek may not have enough bus space
- Fernwood changes delayed until 2030
- More boundary changes likely starting in 2030
- Does not fully fix long-term enrollment balance

Questions/Other Ideas

- XXX

Scenario B: Moorlands as a Long-term Swing Site

Overview: Moorlands serves as a long-term swing site to support Shelton View replacement and future construction projects. Pockets assigned to Moorlands are redistrubted to Woodmoor and Arrowhead. Shelton View students are temporally assigned to Moorlands from Fall 2028 – Spring 2030.

Summary of School Changes				
School	**Capacity**	**Current Enrollment (2025-26)**	**Projected Enrollment (2028)**	**Projected Enrollment (2030)**
Arrowhead	469	263	431	398
Canyon Creek	1,081	693	690	645
Crystal Springs	551	593	496	519
Fernwood	796	742	617	597
Kenmore	428	473	468	495
Kokanee	816* (2030)	651	624	720
Lockwood	612	405	394	408
Maywood Hills	510	557	558	527
Moorlands	694	491	517	-
Ruby Bridges	612	405	395	410
Shelton View	612* (2030)	510	0	540
Woodmoor	734	519	718	697

Scenario B: Moorlands as a Long-term Swing Site

Overview: Moorlands serves as a long-term swing site to support Shelton View replacement and future construction projects. Pockets assigned to Moorlands are redistrubted to Woodmoor and Arrowhead. Shelton View students are temporally assigned to Moorlands from Fall 2028 – Spring 2030.

Benefits

- Limited playground space at Moorlands
- Avoids costs of maintaining an outdated building
- More students attend neighborhood schools, helping to balance enrollment
- One swing site keeps Shelton View students together during construction
- Better balance across southern schools and access to facilities
- Aligns with district goals (equity, safety, whole child)

Challenges

- Closes Moorlands Elementary
- Students reassigned to new schools
- Current walkers may need bus transportation
- Requires moving programs from Arrowhead
- Does not fully address enrollment challenges in eastern schools

Questions/Other Ideas

- XXX

Scenario C: Moorlands as a Long-term Swing Site & Sunrise repurposed to balance enrollment

Summary of School Changes				
School	**Capacity**	**Current Enrollment (2025-26)**	**Projected Enrollment (2028)**	**Projected Enrollment (2030)**
Arrowhead	469	263	431	398
Canyon Creek	1,081	693	690	645
Cottage Lake	428	310	437	461
Crystal Springs	551	593	496	519
Fernwood	796	742	617	597
Frank Love	694	510	586	614
Hollywood Hill	490	275	320	314
Kenmore	428	473	468	495
Kokanee	816* (2030)	651	624	720
Lockwood	612	405	394	408
Maywood Hills	510	557	558	527
Moorlands	694	491	517	-
Ruby Bridges	612	405	395	410
Shelton View	612* (2030)	510	-	540
Sunrise	408	208	-	-
Wellington	530	353	336	358
Woodmoor	734	519	718	697

Scenario C: Moorlands as a Long-term Swing Site & Sunrise repurposed to balance enrollment

Overview: Moorlands serves as a long-term swing site to support Shelton View replacement and future construction projects. Pockets assigned to Moorlands are redistributed to Woodmoor and Arrowhead. Sunrise pockets redistributed to Cottage Lake and Hollywood Hills and Sunrise is used for other educational needs.

Benefits

- Includes all benefits of closing Moorlands
- EAP offered at home schools (no busing to Sunrise)
- Better use of remaining eastside schools
- More efficient transportation (counter to traffic)
- Frees up Sunrise for other uses to to support student outcomes

Challenges

- Community concern with closes both Moorlands and Sunrise
- Students split across multiple schools
- More disruption for students and families
- Some Sunrise walkers will need bus transportation
- Requires moving programs from Arrowhead

Questions/Other Ideas

- XXX

Small Groups – Map Review & Ideas

Time: 40 minutes – 10 min share out

Objective: Review the scenarios and provide any thoughts on the benefits, challenges or additional ideas. Use the worksheets in the google drive to write down your ideas.

In your capture:

- Be as clear as possible in your ideas and suggestions
- Note any additional questions or considerations

Next Steps

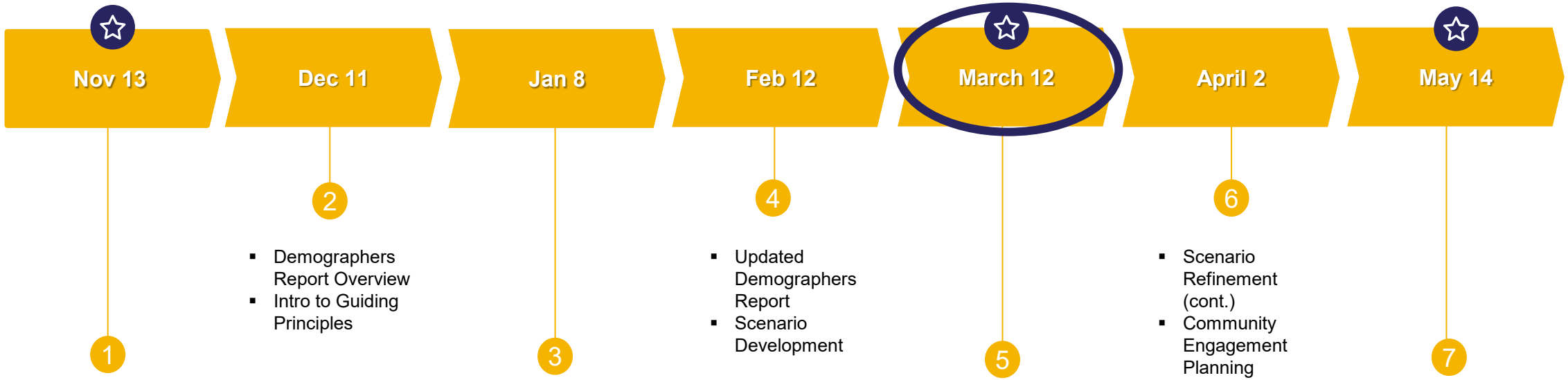
https://bit.ly/EDTFexit6

- Review timeline
- Exit Ticket

See you on May 21 in person!

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

EDTF Timeline



- Kickoff
- Enrollment & Capacity Overview
- Program Overview

- Demographers Report Overview
- Intro to Guiding Principles

- Selection of Guiding Principles
- Program Deep Dive
- Development Over view

- Updated Demographers Report
- Scenario Development

- Scenario Refinement

- Scenario Refinement (cont.)
- Community Engagement Planning

- Community Engagement Planning (cont.)

Suggested in-person meeting

Bond Planning & Construction Timeline

NSD BOND PLANNING & CONSTRUCTION TIMELINE

2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Bond Vote				**Bond Vote**				**Bond Vote**				**Bond Vote**
Approved Bond Projects:		**Construction Starts:**	**Construction Complete:**	**Approved Bond Projects:**		**Construction Starts:**		**Construction Complete:**				
Maywood Hills		Maywood Hill	Maywood Hill	Kokanee		Kokanee		Kokanee				
Crystal Springs		Crystal Springs	Crystal Springs	Shelton View		***Shelton View***		Shelton View				
Kenmore El		Kenmore El	Kenmore El	Leota Phase 2		Leota Phase 2						
Fernwood		Fernwood	Fernwood	Inglemoor Phase 2		Inglemoor Phase 2		**Potential Projects**				
Woodin		Woodin	Woodin					**Propsed Project:**	**Demo & Site Prep:**	**Construction Starts:**	**Construction Complete:**	**Construction Complete:**
Leota		Leota						Arrowhead	Arrowhead	Arrowhead	Frank Love	Arrowhead
Inglemoor		Inglemoor						Frank Love		Frank Love		

Shelton View Replacement

Overview

- 477 current students
- Rebuild approved in the 2026 Bond
- Construction anticipated: Fall 2028 – Fall 2030
- Students will be temporarily relocated during construction

Community Engagement

- Separate engagement process anticipated for potentially impacted communities
- Will begin with setting priorities and parameters, similar to EDTF work
- Will run alongside EDTF, with EDTF reviewing key information

Guiding Principles (updated)

Instructional Considerations

- 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 acess

Demographic Considerations

- 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

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