

February 12, 2026

Enrollment Demographics Task Force

Meeting 4

Guiding Principles, Program Deep Dive, Development Overview, Demographers Report, Scenario Planning

Northshore School District

Agenda

Time	Topic
5:00-5:05p	Welcome & Housekeeping
5:05-5:20p	Guiding Principles
5:20-5:40p	Enrollment & Program Deep Dive
5:40-5:50p	Development Overview
5:50-5:55p	Updated Demographer’s Report
5:55-6:00p	Break
6:00-6:15p	Map Review
6:15-6:55p	Reflection & Discussions
6:55-7:00p	Next Steps & Exit Ticket



Capital Bond Passed!

Parking Lot Guidelines

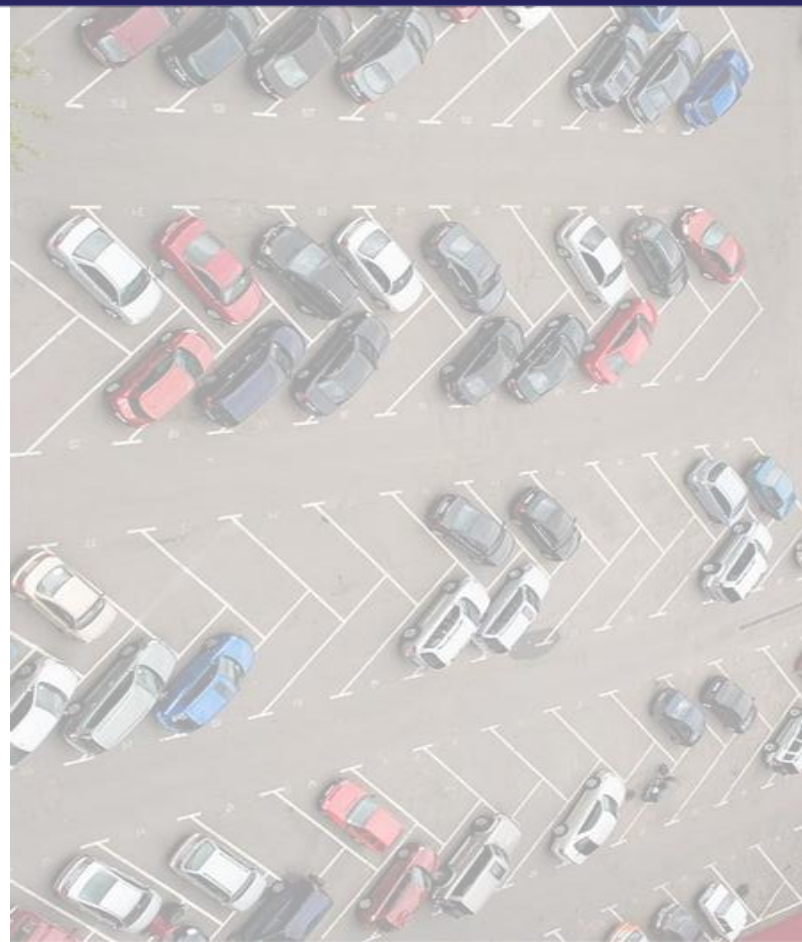
https://bit.ly/EDTFparkinglot

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.

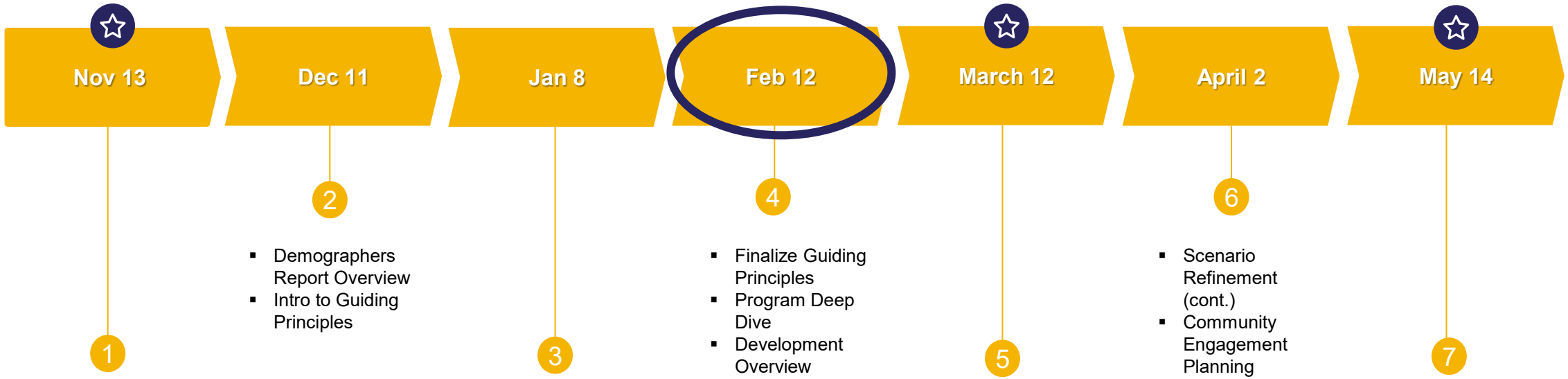
Parking lot questions will be addressed in the Google document by the next EDTF meeting.



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



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
- ✓ 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
- Minimize the time and/or distance students are transported to/from school(1-mile walk radius)

Guiding Principles (from 2020 Boundary Work)

Demographic Considerations

- Proposal to update existing language: ***Support all students by considering the impact on underserved groups and promoting school community, belonging, and equitable outcomes***
- 90% approval of this language. One comment on using language that more concretely prioritizes underserved communities.

Geographic Considerations

- Proposal to add new language**: *Minimize the time and/or distance students are transported to/from school (1-mile walk radius)***
- 40% no, 30% maybe, 30% yes
- One comment noted support for adding a principle, but questionned if "minimize" is always possible. Suggested for the language: "Consider the time required to transport to/from school to maintain or improve upon the standard established by the Transportation Department.

Program Deep Dive

Small Groups – Program Deep Dive Review

Time: 15 minutes, 5-minute share out

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:

- What schools have capacity, and which schools are overcapacity?
- 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						

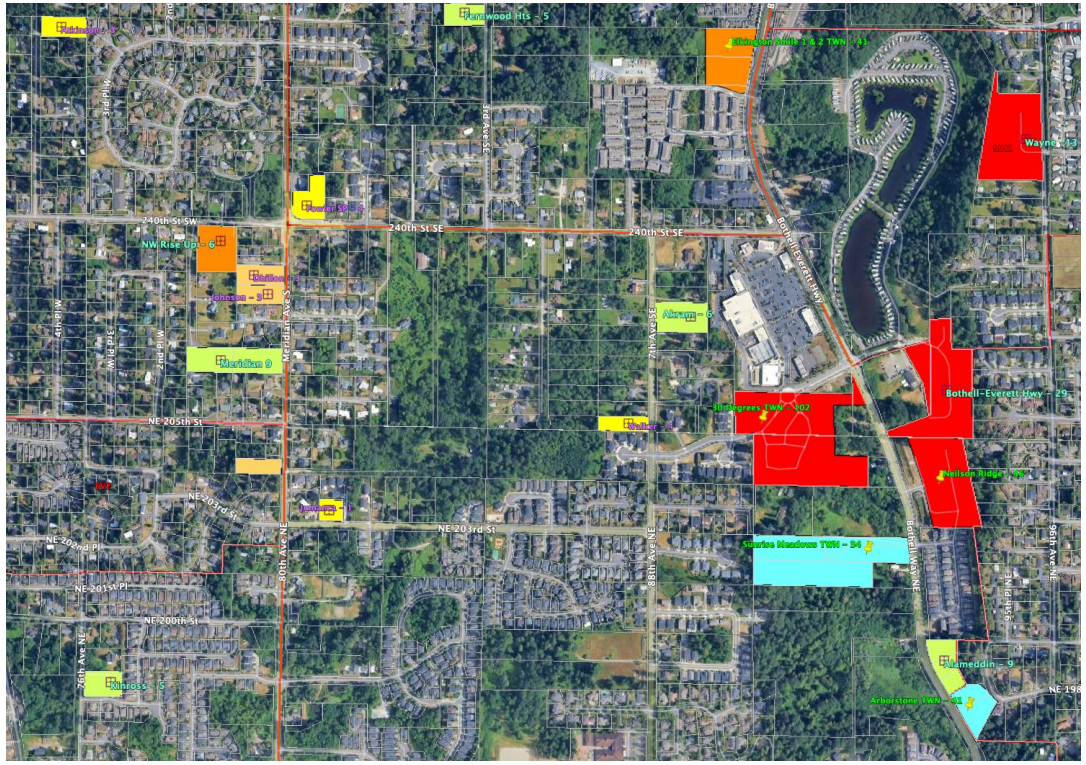
Note: 2/3/4/5 Integrated = Full implementation of HiCap program

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

Updated Demographer’s Report

Demographer's Report (updated)

- We are in a short-term enrollment dip, with another modest decline projected next year.
- Elementary enrollment is driving decline, while secondary levels remain more stable.
- K capture rates remain below pre-pandemic levels, reducing near-term growth.
- Housing turnover, not just births, is a major driver, and the slow real estate market is limiting in-migration.
- Most new development is multi-family, which generates fewer students than single-family housing.
- Long-term growth is still projected, particularly 2030–2035, tied to urban growth expansion and future single-family development.


Break

Map Review

Individual Review – Map Review

Time: 5 minutes

Before we break into small groups, we want everyone to take a moment to review the map and reflect.

Things to consider:

- What does this map do well?
- What tension or concern you notice?
- What questions do you have?

Small Groups – Map Review

Time: 30 minutes, 5-minute share out

In your small groups review the efficiency map. ***Please assign someone to take notes in the Boundary Guiding Principles Rubric sheet as these will be collected after the meeting for review.***

In your small group consider:

- Review each guiding principle and consider if the conditions are met. If so, write green, if no, write red, and if partially, write yellow.
- Share any other notes, questions or suggestions under the additional notes.

Guiding Principles Rubric

#	Criteria	Assessment	Notes
1	Support and strengthen high-quality instructional programs	Red	
2	Enable schools to offer a comprehensive academic program	Green	
3	Align boundary decisions with accommodating program changes to ensure we're responding to student needs and advancing equitable access	Yellow	
4	Support all students by considering the impact on underserved groups and promoting school community, belonging, and equitable outcomes		
5	Utilize school infrastructure/capacity equitably		
6	Evaluate demographic trends/projections anticipating future growth to minimize the need for future boundary changes		
7	Address fiscal responsibility		
8	Maximize operational efficiencies (e.g., custodial, building maintenance, transportation)		
9	Ensure all school populations are appropriate for their infrastructure		
10	Ensure all school populations are appropriate for their infrastructure		
11	Minimize use of portable classrooms		
12	Include natural boundaries (e.g., major arterials, water) if applicable		
13	Support keeping neighborhood students together		
14	*Minimize the time and/or distance students are transported to/from school (1-mile walk radius)*		
	Additional Notes		

Directions:

- Review the map and associated data
- Review the criteria against the map and decide if the criteria is met (green) or not (red) or partially met (yellow)
- Add any notes

Next Steps

- Review Timeline
- Exit Ticket

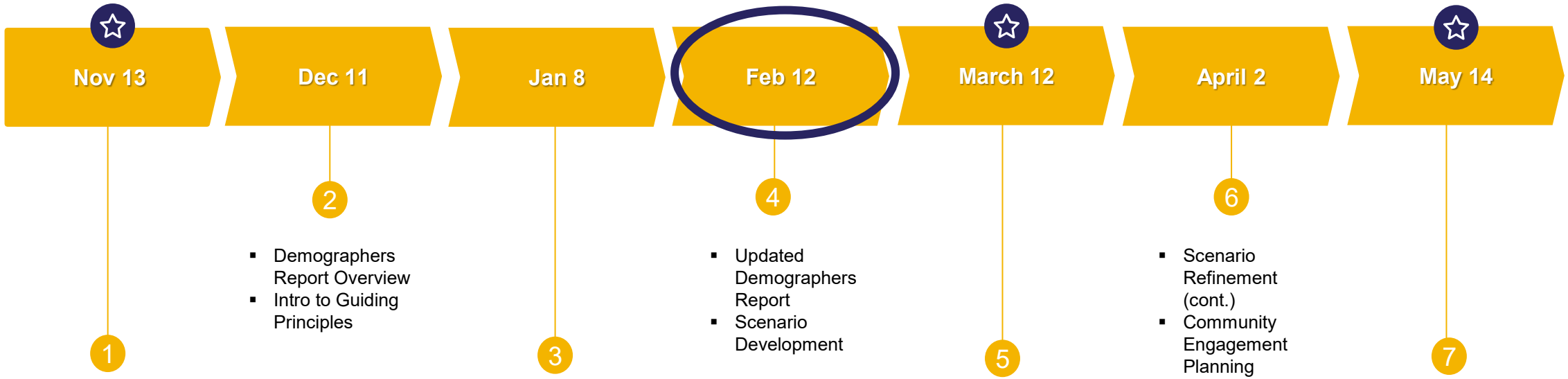
https://bit.ly/EDTFexit4

See you on March 12 in person!

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

Appendix

EDTF Timeline



Guiding Principles (original)

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