Enrollment Demographics Task Force
February 12, 2026 | 5:00 - 7:00pm | Virtual
Meeting 4 Minutes

There were 22 members in attendance.

Agenda

- Welcome & Housekeeping
- Guiding Principles
- Enrollment & Program Deep Dive
- Development Overview
- Updated Demographers Report
- Map Review
- Reflection & Discussions
- Next Steps & Exit Ticket

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, noting that questions from the January meeting had been addressed. The group also revisited meeting norms. Members were also reminded that the next EDTF meeting will be held in person.

Staff shared that, following the successful bond measure, planning efforts across several projects are moving forward, including work related to the EDTF. Planning for the temporary relocation of Shelton View students during construction is still underway, and the Director of Capital Projects will join the scenario planning group to help inform discussions about construction timelines and impacts.

Guiding Principles

Ashley shared the results of the follow-up survey on two guiding principles. The revised demographic principle focused on supporting all students while considering impacts on underserved groups and promoting belonging and equitable outcomes. It received 90% approval and was adopted as a final guiding principle.

Survey feedback on adding language related to transportation time and distance did not show clear consensus. Members were split between not adding language, adding language without specifying a one-mile walk radius, or including the proposed language. Task force members discussed the importance of considering transportation time while

recognizing the practical challenges of minimizing travel time for all students given geographic differences, school balancing needs, and transportation logistics.

The group agreed to continue testing potential language during scenario review and to revisit the principle with a clearer yes/no decision in a follow-up vote during the break.

Enrollment & Program Deep Dive

Task force members began exploring how programs and services are distributed across schools and how those placements relate to enrollment and capacity. Task force members reviewed a spreadsheet that included current enrollment, school capacity, and program information.

In small groups, members were asked to identify which schools are over or under capacity and consider how changes to program locations could impact enrollment patterns and school utilization. The exercise was intended as a high-level introduction to the data, helping members become familiar with key trends and areas of potential focus before reviewing boundary scenarios in future meetings.

Members also raised clarifying questions about capacity data for schools that have recently been expanded or remodeled, noting that updated capacity information may be important for future analysis.

Development Overview

Dri Ralph, Executive Director of Support Services, provided a high-level overview of how housing development data is used to inform enrollment projections. The district tracks development activity across local jurisdictions from early planning stages through permitting, construction, and completed units to better estimate future student enrollment.

Different housing types generate students at different rates, with single-family homes producing the highest number of students, multifamily units producing fewer, and townhomes varying widely depending on size and number of bedrooms.

Staff also noted that recent housing development and sales have slowed, reflecting broader economic trends. With fewer new housing units being sold, enrollment projections may rely more heavily on existing student cohorts and birth rates rather than new families moving into the district.

Mike Funis reviewed the development map used to track housing activity across the district, showing projects that are planned, permitted, or under construction. The map also identifies different housing types, including single-family, multifamily, and smaller short plat developments which is shown in the PPT.

Staff noted that short plat developments are becoming more common and can contribute to enrollment growth, and that townhomes are harder to predict because student generation rates vary widely depending on the size and layout of units.

Updated Demographers Report

Ashley shared key updates within the January 2026 demographer's report. Overall enrollment has experienced a short-term decline, driven primarily by lower elementary enrollment and reduced kindergarten capture rates, which remain below pre-pandemic levels.

Housing trends continue to influence projections. The slower real estate market and limited in-migration, along with most new development being multifamily housing (which generates fewer students), are contributing to the near-term enrollment dip.

While enrollment is expected to remain relatively flat or slightly decline in the next few years, longer-term growth is still projected after 2030, tied to potential urban growth expansion and future single-family housing development.

Map Review

Ashley introduced an initial boundary scenario intended to balance enrollment across the district, using current enrollment data, geographic pockets, and projected enrollment trends as a starting point for discussion. The scenario was developed with input from the district technical planning team and transportation staff and is intended as a starting point for analysis rather than a final proposal.

Room Utilization & Capacity consultant Mike Funis reviewed the initial scenario. He shared that district enrollment is projected to decline in the near term, with approximately 1,700 seniors graduating each year and about 1,400 kindergarten students entering, contributing to overall enrollment decreases. Projections through the early 2030s were used to help inform potential adjustments.

The scenario included several potential pocket shifts to help balance enrollment, particularly in the north end of the district, while also considering anticipated housing development near the urban growth boundary and maintaining walkability where possible. Additional potential adjustments were discussed in the Kenmore area and around schools with lower enrollment, such as Woodmoor.

Task Force Members were reminded that gray areas on the map represent boundaries that remain unchanged, while colored areas indicate potential pocket shifts between

schools. The map was presented as a starting point for reflection and small group discussion.

Map Review Questions:

Staff provided additional context on the boundary "pockets" shown on the map, explaining that they were originally developed in 2014 through a subcommittee process that grouped neighborhoods together using natural boundaries such as major roads and geographic features. Over time, some pockets have been split as development occurred or when walk zones changed.

Staff also clarified that the scenario includes the potential repurposing of Sunrise Elementary, with its current students redistributed to nearby schools and the Northshore Learning Options program potentially relocated to the Sunrise campus. This approach was presented as a technical starting point to explore enrollment balancing across the district.

Task force members noted that closing or repurposing a neighborhood school would be a significant decision and raised questions about community impacts and potential alternative uses for facilities, including relocating existing district programs. Facilitators emphasized that the map represents an initial scenario to prompt discussion, and that the group will use guiding principles and further analysis to explore other options and refinements before any concepts are shared with the broader community.

Small Group Map Review:

Task force members reviewed the initial boundary scenario in small groups and were asked to evaluate the map against the approved guiding principles using a shared worksheet. Groups indicated whether the scenario met each principle strongly, partially, or not at all, and documented notes explaining their reasoning.

Members were encouraged to discuss questions, concerns, and potential improvements, as well as identify elements of the scenario that worked well.

Reflection & Discussions

- Two groups shared their discussion which included the following reflections.
- Concerns about the potential closure or repurposing of Sunrise Elementary, noting that closing a school is a significantly different decision than adjusting boundaries and questioning whether this is an option the School Board is seriously considering.
- Possible boundary shifts between Moorlands and Woodmoor could help address enrollment imbalance.
- Importance of making changes that provide longer-term stability, rather than adjustments that would require another boundary review in the near future.

- Additional schools with over- or under-capacity may need to be considered and that more boundary adjustments could be explored in future scenarios.

Next Steps & Exit Ticket

The group reviewed the agenda items for the next meeting which is continuing to discuss scenario options.

Exit Ticket

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

- Members appreciated the discussion and data review but felt some portions, especially the capacity exercise, were rushed.
- The proposed scenario (Map 1A) contained a lot of information, and members wanted more time to absorb it before evaluating it against guiding principles.
- Several participants noted the pace of the meeting was fast given the volume of data and tables.
- Members suggested sharing materials earlier or in advance to allow more time for review.
- Some found the proposed map difficult to interpret and would benefit from additional explanation.