



In early 2018, the Attendance Area PreK-12 Standing Committee reconvened to examine data, maps, growth projections and enrollment districtwide to help determine how to best accommodate growth in the northern part of our city and balance enrollment.

The committee was charged with readjusting middle school boundaries, relieving capacity issues and considering new boundaries for three elementary schools that are to be rebuilt by fall 2022 (Alderwood, Sunnyland, and Parkview).

Min

Keep siblings in the same elementary, middle or high school, whenever possible.

Provide overall balance of student enrollment related to facility size, taking into account future growth patterns.

Provide a reasonably balanced socio-economic relationship in all schools.

Provide the most efficient and feasible means for student transportation to and from school, including whether safe routes to school might exist, minimizing travel time and transportation costs.

Keep neighborhoods together, whenever possible.

Maintain feeder patterns so that elementary/middle/high school attendance areas coincide, and students stay with the same cohort as they progress through school levels, whenever possible.

Follow natural boundaries and utilize existing physical boundaries such as major roadways to delineate boundaries, whenever possible.

Under The

One Schoolhouse

of resources and services across Tm0 G70 1 389bTo do this, ideally, enrollment is balanced across school 1 38, and all school 1 38 are able to provide a wide range of course m0 Gices, schedules and programs. More balance of students from different economic backgrounds, as measured by low-income families, across Tm0 G70 1 38 is also important to ensure equity for students.

## **II. T1 38 Charge, Challenges, and Membership**

### ***The C1 Barge***

The superintendent charged the committee to advise and recommend 1) revised

## *Challenges*

Over the last 20 years, the population of the Bellingham area has grown by 39% to 93,940 in 2015 and it is anticipated to grow by another 33% over the next 20 years (\_\_\_\_\_)

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some families into a school that was considered already overcrowded. Both of these were a part of our design process to address



Parkview, and Sunnyland as other boundary adjustments that need to be made based on their increased capacity after being rebuilt. The meeting in February 2018 also included a presentation by the city Senior Geographic Information System (GIS) Analyst, Chris Behee, highlighting growth patterns and anticipated building projects that would be impacting our

Current capacity at schools potentially affected by adj





***Engagement:***

As the committee developed options for addressing the attendance area concerns and were applying the consideration of Policy 3130, they also had to engage in further research such as school capacity, program placement, anticipated growth from the City of Bellingham, the timeline for the development of rebuilt schools, and transportation.

The next step was obtaining input and feedback on the recommendations from families, community members, and school staff.

The following process and timelines were initiated to solicit feedback from the community:

<b>School/Community Meetings</b>	<b>Dates</b>
Numerous individual meetings with Steve and Jay (40+)	October 2018-May 2019
Silver Beach PTA and neighborhood meetings	Nov. 13, Feb. 25, March 14, March 26, May 13
Columbia PTA and neighborhood meetings	Dec. 11, Feb. 19, May 13, May 20
Parkview PTA Meeting	Jan. 8
Regency Park Neighborhood meeting	Jan. 30

Shuksan Middle School 30  
Northern Heights Elementary School 29  
Kulshan Middle School 21  
Roosevelt Elementary School 17  
Wade King Elementary School 14  
Fairhaven Middle School 11  
All remaining schools had less than 10 responses.

Of the respondents, 86 percent reported that the proposed changes would impact their neighborhood. Almost 12 percent reported that the proposed changes would not impact their neighborhood and 2 percent were not sure.

**and middle school boundaries, what do you think?**

I like the proposed changes - 42 percent (158 responses)  
I neither like nor dislike the proposed changes - 20 percent (75 responses)  
I dislike the proposed changes - 38 percent (141 responses)

**Most common themes in comments:**

Distance or commute difficult (not ideal for walking/biking)  
Changes are logical or make sense

after the boundary change)

Supportive of equity work in the district

For Tweed Twenty neighborhood only one school change, instead of two (elementary and middle)

**Representative comments:**

*“Along with representative comments:*

I neither like or dislike the proposed changes - 14 percent (51 responses)

I dislike the proposed changes - 49 percent (184 responses)

**Most common themes in comments:**

Distance or commute too long (concerns about length of time on bus)

Splits up neighborhood (Tweed Twenty - two school changes at elementary and middle)

Keeps Columbia at Whatcom for walking/biking

Bought home in this neighborhood to attend these schools

**Representative comments:**

*“Much safer walk/bike route for the kids to get to school. Less parent drop-off/pollution with this option. I feel this option would be the least disruptive of the two as a whole.”*

*“I think it makes a lot of sense to send kids from the Silver Beach area to Kulshan, but again not a big fan of the amount of time the kids would be on a school bus to Shuksan.”*

*“Kids will go to school near where they live. Kids who are already being bussed will continue to be bussed. It doesn’t make sense to bus kids that can walk to a nearby school. It’s why we moved here.”*

*“I feel strongly that this map should \*not\* be selected as it places an undue burden on the Tweed Twenty neighborhood to carry the weight of changing both elementary and middle schools to meet the district's objectives.”*

**What do you have questions about or want to learn more about?**

Timeline 32 percent (152 responses)

Transportation to/from school 31 percent (149 responses)

16 percent (76 responses)

The committee process 13 percent (62 responses)

Other 8 percent (40 responses)

○

- What are the priorities in the decision-making process?
- What was the research done to develop these proposals?
- Will high school boundaries be impacted or change?

**Other comments, wonders or questions:**

Most comments concerned the timeline for the boundary transition, what the process is for transitions about how the data supports these decisions, questions how this supports equity, some concerns about process transparency and words of thanks or praise for the committee work. Families also expressed concern about how these changes will cause disruption for their families.

**Representative comments:**

*“Thank you for all your thoughtfulness and deliberation. I know this is no easy undertaking and appreciate your openness, creativity, and sensitivity in this process.”*

*“Please share the decision as early and transparently as possible.”*

*“I’m concerned about how the kids will be cared for when they have to change schools. Is there a ‘blue slip’ process for kids that are currently at a school and wish to stay at that school?*

*Especially middle school, where kids are only there for 3 years, it seems detrimental to force kids partway through middle school to change schools. I think it’s important to have a process in place to help kids and families navigate this process. I think it’s important to have a process in place to help kids and families navigate this process.”*

One other area of note is the proposed move of some Wade King families to Kulshan Middle School instead of Fairhaven. A total of 14 Wade King families responded to the survey and had mixed opinions on the proposed changes. Some families commented that Kulshan is closer and more convenient, while others expressed disappointment at the possible new boundaries.

### **Summary of Community Feedback Meetings: May 2019**

#### **Monday, May 13 Columbia Elementary School**

Prefer Option 2 as it keeps Columbia neighborhood attending Whatcom Middle School.

Concerns about safe transportation (walking, biking, busing) to Shuksan Middle School.

#### **Monday, May 13 Silver Beach Elementary school**

Prefer Option 1 as it will cause less disruption to the neighborhood (one school change versus two).

Concerns about transportation time/distance to Shuksan Middle School.

#### **Tuesday, May 14 Whatcom Middle School**

Mix of preference between Options 1 and 2.

Questions and concerns about students traveling along Northwest and Squalicum Parkway to Shuksan.

Questions about moving Carl Cozier students to Kulshan.

Will Tweed Twenty neighborhood get a bus to Northern Heights?

#### **Thursday, May 16 Kulshan Middle School**

Like the more even split in elementary schools to middle schools.

Like trying to balance socio-economic status at schools.

#### **Common wonders for all groups:**

What is the timeline for changing?

What data was used/researched? Are there other metrics that should be reviewed?

Does this plan for or consider future growth?

What transportation options are available for after-school programs?

#### *(b) Committee Evaluation*

The committee landed on eliminating option 2 and continuing to work with option 1. Overall, the plan for the future produces the most opportunities to support



**Based on these middle school changes, the following enrollment and free/reduced meals percentages would be the outcome:**

<b>School</b>			<b>Current F/R %</b>	<b>New F/R %</b>
Fairhaven	605	649	21.7%	27.1%
Kulshan	589	660	35.1%	26.1%
Shuksan	708	636	49.9%	41.8%
Whatcom	691	650	19.7%	34.3%
<b>Total</b>		<b>2595</b>		<b>32.2%</b>

2. **Approve Option 1 Elementary Recommendation** as necessary adjustments based on expanded capacity for Alderwood, Parkview

Based on these elementary changes, following would be the impact of Option 1 on enrollment and free and reduced meal percentages at the elementary schools. The chart also shows the percent of students from impacted elementary schools as they divide into middle schools. Our goal has been to not have any split less than 25% of the total student population.

<b>Elementary</b>	<b>Curr #</b>	<b>New #</b>	<b>Cur F/R%</b>	<b>New F/R%</b>	<b>FMS</b>	<b>KMS</b>	<b>SMS</b>	<b>WMS</b>
Carl Cozier	357	357	43.7%	43.3%	44%	56%	0%	0%
Columbia	265	246	16.2%	16.3%	0%	0%	100%	0%
Cordata	411	411	63.7%	63.7%	0%			



**The committee makes this recommendation along with the following suggestions to be taken into consideration**

1. Consider equity when allowing transfers during the transitional years.
2. Continue to evaluate availability of transportation, including:
  - a. During ~~the~~ transitional years, identify any possible busing options for students (generally, transfers are not guaranteed transportation).
  - b. Determine appropriate walking and biking routes for students, working with our task force to develop routes and options.
3. Communicate that this is an on-going process regarding attendance area adjustments that