



# Elementary Boundary Committee

November 2017 - April 2018

- **Goals**
- **Guiding Principles**
- **Final Recommendation**
- **Rationale for revising elementary boundaries to accommodate opening Elementary No. 18 in fall 2019**



April 11, 2018

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**The committee’s responsibility was only to *recommend* elementary boundary changes. The superintendent, followed by the Board of Directors, will make all final decisions about boundary adjustments to accommodate Elementary School No. 18.**

## **Overview**

The Boundary Committee included members from each of the nine south end elementary schools. With the addition of Elementary School No. 18, located on 180th Street SE and scheduled to open in fall 2019, boundaries needed to be understood, analyzed and adjusted to accommodate the new elementary school and balance student populations and free and reduced lunch percentages in all other nine south end elementary schools.

The Boundary Committee was established to work monthly over six months, culminating in April 2018 with boundary revision recommendations for consideration by the superintendent. The Elementary Boundary Committee (EBC) meetings met monthly on Wednesday evenings between 5:30 and 7:30 p.m. on the following dates and locations:

<b>Meeting</b>	<b>Date</b>	<b>Location</b>
EBC #1	November 8, 2017	Gateway Middle School
EBC #2	December 6, 2017	Gateway Middle School
EBC #3	January 10, 2018	Community Resource Center
EBC #4	February 21, 2018	Community Resource Center
EBC #5	March 7, 2018	Community Resource Center
EBC #6	April 11, 2018	Community Resource Center

In addition to the monthly Boundary Committee meetings described above, the district conducted two community forums – at Heatherwood Middle School on February 26, 2018, and at Gateway Middle School on February 28, 2018.

The community forums shared the committee’s work to date, the challenges and complexities of the work and the goals. Over 140 community members participated in the forums and provided feedback on the proposal. The community forums captured all feedback for report-back and consideration by the committee. During a one week period after the forums, 116 community members submitted comments online. The committee reviewed and discussed all feedback received at each of the Boundary Committee work sessions. Boundary Committee meeting minutes were available on the district website after each meeting.

**Voters approved building Elementary No. 18 in April 2016 by voting “yes” on the district’s Capital Bond proposal. The new elementary school will help alleviate overcrowding in the southern region of the district.**

## Goals

Primary district goals desired as outcomes from the Elementary Boundary Committee work sessions and revision process included:

1. Establish *Guiding Principles* with which to understand and analyze boundary changes
2. Populate the new Elementary School No.18 – for the start of school year 2019-20
3. Balance elementary school student populations in the south end using 2022 projected student enrollment data and capacity considerations
4. Balance elementary school free and reduced lunch percentages, distributing students of poverty to nearby schools wherever possible

## Guiding Principles

As part of the Elementary Boundary Committee process goals, and in collaboration with previous district (Capital Facilities Advisory Committee) work in this regard, the committee discussed and adopted *Guiding Principles* to assist the committee's boundary change discussions and decisions.

The guiding principles were broken into two categories. The first category was "Required" principles – no exceptions taken. The second category was "Additional" principles – listed in no particular order, but representative of additional values and principles considered by the committee.

### REQUIRED Guiding Principles

1. **CARE:** The potential impacts, both positive and negative, of any proposed boundary change shall be carefully evaluated
2. **INCLUSION:** Boundary changes should only be implemented after appropriate input and discussions with affected parties and careful consideration of alternative solutions
3. **SOLUTIONS:** Boundary changes should be made in the context of long term solutions. Short term solutions not addressing long term issues should be avoided
4. **PREPARATION:** Conclude the Boundary Revision Process with enough lead time to allow families and the school system to plan and prepare for implementation of the proposed changes

### ADDITIONAL Guiding Principles

5. **NEIGHBORHOODS:** It is important, especially at the elementary school level, to ensure students are able to attend schools located within close proximity to their own neighborhood, and, if possible, all students living in a neighborhood should attend the same schools.
6. **BARRIERS:** Natural or manmade barriers to safe and efficient routes should be taken into consideration. This applies to pedestrian walkways as well as vehicular transportation. Safe walking routes for all schools. Goal – whenever possible, those who walk to school now should be able to walk to school with the proposed boundary changes.

7. **INEQUITY:** Boundary changes should be made only after studying where inequities might lie in current boundaries and potential boundary changes. Changes that create new or perpetuate existing inequities within the district should be avoided.
8. **FLEXIBILITY:** When considering boundary changes, extended daycare facilities used by our families must be a consideration of the boundary decision process.
9. **CONTINUITY:** Feeder school continuity is an important consideration. When developing boundary revision options, consideration must be given to the importance of student continuity from elementary school to middle school to high school – where this is possible.
10. **EFFICIENCY:** Transportation efficiency and effectiveness should be maintained to ensure a student’s time on a bus or in a car is limited – and time at home and at school is maximized.
11. **VALUES:** School boundaries should encourage, and not detract from, our community values; including, but not limited to, small class sizes and access to neighborhood schools for our children with special needs wherever possible – thus targeting equitable opportunities and high quality levels of service.
12. **OPPORTUNITY:** School boundaries should provide every student with access to a rigorous comprehensive curriculum that is rich and diverse – equitable distribution of opportunity.

## Final recommendation and rationale

On April 11, 2018, after six months of consecutive work sessions, the committee reached unanimous agreement on a final elementary school boundary change recommendation for the superintendent to consider.

The final elementary school boundary change map posted on the district’s website and proposed by the committee for the superintendent’s consideration, reflects the following:

1. Confirmation of no boundary changes at three elementary schools: Emerson, Jefferson and Monroe elementary schools
2. Twelve (12) boundary changes in total to the remaining elementary schools considered: Silver Lake, Penny Creek, Forest View, Elementary #18, Cedar Wood, Woodside and Mill Creek elementary schools
3. A total of 1,350 students from seven schools are proposed to be moved
4. Notation by “Area” of the proposed boundary changes and a legend explaining the changes in each area.

Attached to this rationale is before-and after- data per elementary school about current and 2022 projected student enrollment and free and reduced lunch percentages.

### Description of student movement by designated area

The following information summarizes by "Area," some, but not all of the primary reasons for each area's boundary change recommendation.

#### **Area 1**

- Moving from Silver Lake to Penny Creek
- Moving a total of 84 students
- From west of 35th and south of 116th
- Needed to reduce Silver Lake enrollment
- Silver Lake is adjacent to Penny Creek
- Penny Creek has capacity

#### **Area 2**

- Moving from Mill Creek to Silver Lake
- Moving a total of 19 students
- From south of 132nd, northwest of the Bothell Everett Hwy and north east of 136th
- Includes current isolated area with Silver Lake on a triangle near the Fred Meyer corner
- Apartment complex zoning

#### **Area 3**

- Moving from Silver Lake to Mill Creek
- Moving a total of 137 students
- Needed to reduce Silver Lake enrollment
- From west of Bothell Everett Hwy and north of 150th
- Apartment complexes on Bothell Everett Hwy
- Improves balance of free and reduced lunch percentage

#### **Area 4**

- Moving from Mill Creek to Penny Creek
- Moving a total of 152 students
- From the north east corner of the current Mill Creek boundary to Penny Creek
- Increases Penny Creek enrollment, which has a larger school capacity
- Moves the "newer" subdivisions just south of 132nd St SE along 35th to Penny Creek, allowing the "older" subdivisions to continue to attend Mill Creek
- Boundary shift due to Elementary School No. 18 enrollment demands

#### **Area 5**

- Moving from Penny Creek to Silver Fir
- Moving a total of 198 students
- From south east corner Penny Creek east of Seattle Hill Rd and north of 146th Ave SE
- From south east corner of Penny Creek east of 35th and west of Seattle Hill Rd
- Boundary shift due primarily to Elementary School No. 18 enrollment demands

#### **Area 6**

- Moving from Penny Creek to Forest View

- Moving a total of 67 students
- From southern-most tip of the current Penny Creek boundary and east of 35th
- Boundary shift due primarily to Elementary School No. 18 enrollment demands

#### **Area 7**

- Moving from Mill Creek to Woodside
- Moving a total of 3 students
- Aligning an area on Bothell Everett Hwy near library with boundary changes

#### **Area 8**

- Moving from Silver Firs to Forest View
- Moving a total of 129 students
- From southwest corner of the current Silver Firs boundary
- Boundary shift due primarily to Elementary School No. 18 enrollment demands

#### **Area 9**

- Moving from Forest View to Elementary School No. 18
- Moving a total of 309 students
- Populating Elementary School No. 18 with geographically adjacent students

#### **Area 10**

- Moving from Cedar Wood to Elementary School No. 18
- Moving a total of 155 students
- From Cedar Wood boundary east of 35th, creating a safer walking route
- Populating Elementary School No. 18 with geographically adjacent students

#### **Area 11**

- Moving from Woodside to Elementary School No. 18
- Moving a total of 39 students
- From south east corner of the current Woodside boundary
- Use of 180th for bus transportation is easier than current Bothell Everett Hwy route
- Needed to decrease Woodside enrollment
- Improves balance of free and reduced lunch percentage

#### **Area 12**

- Moving from Woodside to Cedar Wood
- Moving a total of 62 students
- From SW corner of the current Woodside boundary
- Use of 180th for bus transportation is easier than current Bothell Everett Hwy route
- Needed to decrease Woodside enrollment
- Improves balance of free and reduced lunch percentage

## Enrollment – 2019 elementary boundary map

<b>Enrolled Students</b>			<b>Free and Reduced</b>	
Elementary school	2022 projected enrollment	Current students in new mapped area	% before boundary change*	% after boundary change*
Cedar Wood	621	580	10%	12%
Forest View	651	610	8%	8%
Jefferson	574	533	39%	39%
Mill Creek	659	646	10%	22%
Monroe	563	522	41%	41%
No. 18	589	548	N/A	8%
Penny Creek	728	659	22%	24%
Silver Firs	555	514	17%	14%
Silver Lake	553	512	47%	43%
Woodside	602	561	32%	25%
<b>Total</b>	<b>6095</b>	<b>5685</b>		
4/12/2018	<p>* The percent of Free and Reduced students does not include students in SpED and Highly Capable programs at school who come from outside individual school boundaries. All students are included in enrollment numbers. Average of above schools Free and Reduced Percentage 25%</p>			