

Planning for the Future: School Consolidation

Revised Recommendation

March 9, 2023

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Executive Summary

Enrollment in Bellevue School District has declined by 1,552 students in the past three years and is projected to continue to decline. Declining enrollment has a financial impact on the District and very small enrollment at the school level creates educational challenges such as limiting resources and class configurations. To maintain and continually improve the quality of education students receive, the District must make some adjustments. We are addressing the issue in four key approaches:

1. Increase enrollment
2. Spend down fund balance
3. Consolidate schools
4. Adjust expenditures

This recommendation will focus on school consolidation.

A recommendation to consolidate schools was presented to the Board of Directors on February 9, 2023. Prior to the recommendation, community open house forums and staff meetings were held at the seven elementary schools under consideration for consolidation. Following the recommendation, the Board held formal hearings for each of the three schools identified for consolidation in the initial recommendation. In addition, specific and personal outreach was conducted and will continue to be conducted with families with students experiencing homelessness, receiving Multilingual Learner services, preschool, and/or special education services.

Feedback and suggestions provided by stakeholders has been vast and greatly appreciated. There is no doubt this decision is impactful and requires thoughtful consideration. There were several themes that arose from stakeholders that led to specific changes in the recommendation. Although not exhaustive, some key themes that emerged from various stakeholders include:

- The Process
 - Data
 - Timing
- Equity
- Keep the School Community Together
- Avoid Overcrowding

Actions taken or planned as a result of this feedback are highlighted in this report.

Abbreviations

- AL: Advanced Learning
- ESSER Fund: Elementary and Secondary School Emergency Relief Fund
- F/R or FRL: Free/Reduced or Free or Reduced Lunch
- FTE: Full-Time Equivalent
- MHAT: Mental Health Assistance Team
- MLL: Multilingual Learners

Revised Recommendation

- North Area: Do not consolidate Ardmore, add the Arabic Heritage Language program and work with staff to develop and implement innovative approaches at the school to attract and retain additional enrollment.
- Midwest Area: Consolidate Wilburton with Clyde Hill and Enatai
- South Area: Consolidate Eastgate with Spiritridge
Relocate Advanced Learning from Spiritridge to Woodridge

Changes from Initial Recommendation

Ardmore no longer recommended for consolidation

The biggest change in the recommendation is the removal of Ardmore as a consolidated school. This revised recommendation takes into consideration the student population served at Ardmore with a high percentage of students and families who are farthest from educational justice. We heard this repeatedly from the Ardmore staff and community, as well as from other school communities who spoke about the District values and placing equity at the top of decision-making. To address the challenges faced with small and declining enrollment at Ardmore, the District will engage the staff to develop innovative approaches to retain and attract neighborhood students, as well as open transfers from within and outside Bellevue School District. Additionally, the Heritage Language program will be launched at Ardmore in the upcoming school year, bringing approximately 130 students to the school. Many of the students enrolling in the Heritage Language program do not currently attend school in the district.

Eastgate moving to only Spiritridge, rather than splitting between two schools

Eastgate students, staff, and families spoke highly of their desire to remain as one community, one *family* rather than split between two schools. While there is clearly a preference to keep the school at its current location, the forecast indicates enrollment will be further declining in the upcoming school year. It is clear from stakeholder testimony that the school community values the inclusive culture and practices at Eastgate, including the richness brought to the school with neurodiverse students receiving services in the Olympic program. Splitting Eastgate between two schools would split students and staff who have developed a family-like culture. For this reason, the recommendation was updated to consolidate the entire Eastgate population at Spiritridge. However, we have also heard from some individual families their preference to attend Somerset Elementary due to the proximity to their home. Families desiring this option will have priority via the open transfer process.

Overview of Critical Criteria Review

School Consolidation -- The Role of the Critical Criteria

At the beginning of the 2022-23 school year, District Leadership informed School Board Directors about the scope of the financial challenges facing the district in the following problem statement:

Student enrollment is down and projected to continue declining for the next several years. Because the district is funded by the state on a per pupil basis, any decline in student enrollment means a decline in revenue and a loss of funds the district has available to spend on programming.

To address this problem, District leaders took the following approach:

1. **Understand the Problem** – this included sharing information with the School Board, Staff, and Community and beginning to share ideas for potential solutions. During this phase, data was gathered to understand past, current, and future enrollment trends and projections. A problem statement was developed that included the following:
 - a. With current funding, districts cannot afford small schools and offer the programs needed by students
 - b. Capital plan developed to support the Bond election needs to be updated to reflect current realities
2. **Develop Potential Scenarios** – during this phase, potential scenarios were developed with an administrator workgroup who used the critical criteria outlined in [Procedure 0130P](#) as their guide.
3. **Engage Stakeholders on Potential Scenarios** – potential scenarios were shared with stakeholders for input and refinement. This was done through a variety of engagement opportunities including: conversations with principals, community Open Houses, focus groups, surveys, staff and parent meetings, and *Let's Talk*, to name a few.
4. **Plan and Implement with Impacted Stakeholders** – once a final decision is made, the district will co-design transition plans with impacted stakeholders.

The critical criteria were used to guide and inform the development of proposed scenarios. District leaders examined data from all elementary schools and considered who would be impacted by these potential scenarios. They reviewed:

- Enrollment demographics
 - o Race
 - o Percentage of students receiving free/reduced lunch (i.e. low-income families)
 - o Percentage of students receiving special education services and the extent of those services (i.e. inclusionary practice schools, Olympic program, etc.)
 - o Percentage of students receiving multi-lingual language services
- Programs housed at the school such as Dual-Language, Olympic, Preschool

- Title 1 fund status and impact if students were moved and the impact if nothing was done
- Proximity to other schools
- Proximity to public transportation (ex. Metro Transit)

Consistent with the critical criteria, careful consideration was given to how to best involve stakeholders in the planning, design, and implementation of proposed scenarios, including how, when, and for what purpose. Knowing that a financial shortfall was imminent, it was determined that a multi-pronged strategy was necessary to ensure continued financial solvency for the district. The district identified four approaches to address the financial challenges of the district:

1. Increase enrollment
2. Consolidate schools
3. Spend down the general fund balance
4. Adjust expenditures

Therefore, it was not a question of whether or not to consolidate schools, but instead which schools should be considered, how many schools should be consolidated, and how to effectively blend different school communities together when the time came.

All eighteen elementary schools were considered for consolidation using the following criteria:

Current and Projected Enrollment:

- Ability to maximize learning resources for students
- Ability to maximize building utilization

Location:

- Proximity to other schools
- Impact on transportation
- Access to public transportation
- Proximity to majority arterials

Impact on Marginalized Populations:

- Free and Reduced Lunch
- Race
- Multilingual Learners

Impact on Specialized Programs:

- Preschool
- Title School Resources
- Advanced Learning
- Special Education

Other Considerations:

- Loss of Title Resources
- Free Summer Lunch Program

Once the scenarios were developed, the district expanded stakeholder engagement to families and communities of seven potentially impacted school communities to better understand implications of potential consolidations and used the critical criteria to surface any additional benefits, harms, and risks each community might face. Input received guided the next step of the process to create specific

recommendations for consolidation that were shared with the School Board and community on February 9, 2023.

On February 16th, the Board convened a Special Session to hear an analysis of the proposed recommendations from a Community Panel comprised of six community members with previous experience serving on district advisory teams and not personally impacted by the outcome. The Board also heard an analysis from a School Panel comprised of one staff member and one parent from each of the three schools recommended for consolidation. Following mid-winter break, during the week of February 27th, the Board convened three Public Hearings, one for each school community recommended for consolidation. Additional meetings were also held with specific groups including MLL families, Olympic families, etc.

Critical criteria were again front and center as specific staff from the Equity, Family and Community Engagement Team listened to each group and individuals share their thoughts on the recommendation. The following questions were used to guide their listening:

- Which student and family groups (e.g., racial/ethnic, students with disabilities, MLLs etc.) are most impacted by the recommendations for school consolidation?
- What are the impacts on these groups?
- What strategies should there be to mitigate negative impacts?
- What are students, families, and staff experiencing?
- What resources and supports are needed to move forward?
- What intentional family, student and community engagement is needed for the recommendations to be successful?

Community feedback was used to revise the original recommendations for school consolidation. These revised recommendations are contained in this report. To see what was learned during the critical criteria review of each of the three original recommendations for school consolidation and how they informed the revised recommendations, please see Critical Criteria Review/Equity Analysis on page 24 of this report. There were several commonalities among each of the three school consolidations, particularly when considering impacts to students, families, and educators. Notable differences surfaced when considering which subgroups at each school would be most impacted and those are captured in the reviews.

Consolidation Data

Changes in Forecast Enrollment by School

Elementary School	Current Enrollment 10/03/22	Forecast 2023-24	Increase or Decrease	Adjusted Forecast 2023-24	Notes
Ardmore	296	293	+130	423	Heritage Language Program
Bennett	436	467		467	
Cherry Crest	518	523		523	
Clyde Hill	406	370	+170	540	From Wilburton
Digital Discovery (K-6)	51	60		60	
Eastgate	278	258	-258	-	To Spiritridge
Enatai	361	336	+163	499	From Wilburton
Jing Mei	438	440		440	
Lake Hills	400	369		369	
Medina	448	455		455	
Newport Heights	382	358		358	
Phantom Lake	344	341		341	
Puesta del Sol	450	440		440	
Sherwood Forest	341	320		320	
Somerset	625	651		651	
Spiritridge	583	566	+258/-216	608	From Eastgate, AL to Woodridge
Stevenson	461	420		420	
Wilburton	350	333	-333	-	To Clyde Hill and Enatai
Woodridge	298	269	+216	485	From Spiritridge AL

Changes in Classroom Usage by School

School	Forecast Enrollment 2023-24	Classrooms Needed	Empty Classrooms	# Classrooms Available	Early Learning	Portables	Forecast 2023-24 After Consolidation		
							Adjusted Enrollment	Adjusted Classrooms	Empty Classrooms
Ardmore*	293	13	8	21	4		423*	19	2
Bennett	467	20	11	31	4		467	20	11
Cherry Crest	523	23	2	25	4		523	23	2
Clyde Hill	370	15	12	27	4		540	22	5
Eastgate	258	11	12	23	4		0	0	
Enatai	336	15	10	25	4		499	21	4
Jing Mei	440	18	2	20		1	440	18	2
Lake Hills	369	18	8	26	1	2	369	18	8
Medina	455	20	3	23	1		455	20	3
Newport Heights	358	16	14	30	2	2	358	16	14
Phantom Lake	341	15	7	22	7		341	15	7
Puesta del Sol	440	19	8	27	4		440	19	8
Sherwood Forest	320	15	8	23	4		320	15	8
Somerset	651	28	1	29		3	651	28	1
Spiritridge	566	25	-1	24	4	2	608	26	-2**
Stevenson	420	18	9	27	4		420	18	9
Wilburton	333	14	17	31	4		0	0	
Woodridge	269	12	11	23	4	5	472	20	3

*Ardmore adjusted enrollment includes 130 students in the Heritage Language program

**Utilize early learning classrooms, so portables will not be necessary

Recommendation Data: Midwest Region

Consolidate Wilburton with Clyde Hill and Enatai

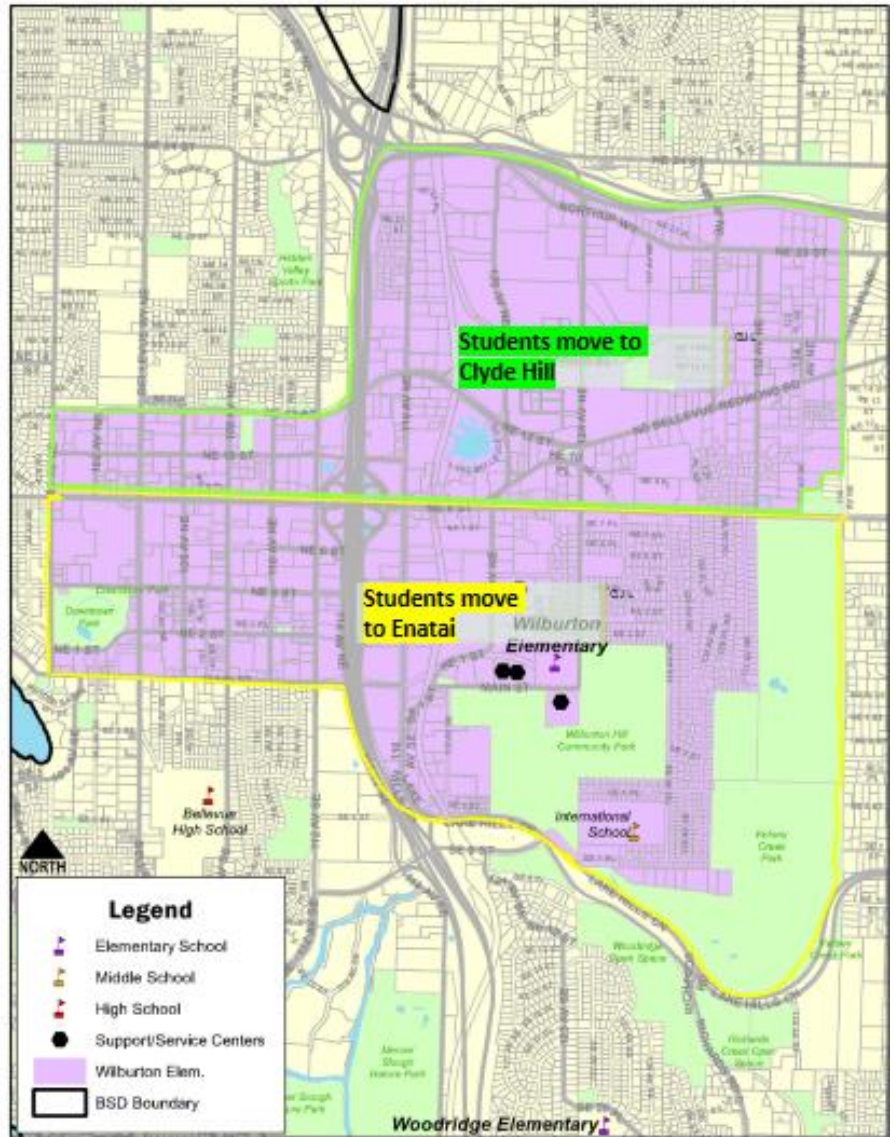
Key Considerations

- Enatai and Wilburton are both Inclusive Practice schools, providing an inclusive model for students who receive special education services
- Enatai and Clyde Hill recapture areas of the district they previously served before Wilburton opened
- Forecast enrollment for Wilburton includes only 262 students living in the attendance area
- There will continue to be empty classroom spaces available at Clyde Hill and Enatai

Elementary School	Current Enrollment 10/03/22	Forecast 2023-24	Increase or Decrease	Adjusted Forecast 2023-24	Notes
Clyde Hill	406	370	170	540	From Wilburton
Enatai	361	336	163	499	From Wilburton
Wilburton	350	333	-333	-	To Clyde Hill and Enatai

Elementary School	Forecast Enrollment	Classrooms Needed	Empty Classrooms	# Classrooms Available	Early Learning	Portables	Adjusted Enrollment	Adjusted Classrooms	Empty Classrooms
Clyde Hill	370	15	12	27	4		540	22	5
Enatai	336	15	10	25	4		499	21	4
Wilburton	333	14	17	31	4		0	0	

Midwest Region Preliminary Attendance Boundaries



Wilburton Elementary School Attendance Area (2019)

Recommendation Data: South Region

Consolidate Eastgate with Spiritridge
Relocate Advanced Learning (AL) program from Spiritridge to Woodridge

Key Considerations

- Keeps entire Eastgate school community together, a priority expressed by the community
- Students receiving services through the Olympic program will move with their Eastgate peers
- Provides a central location for Advanced Learning
- Spiritridge will continue to utilize early learning classrooms. There should not be a need to use portables as classrooms
- Some students may request open transfer from Spiritridge to Woodridge to move with siblings served in Advanced Learning
- Somerset will have space to accept some students if requested through the open transfer process

Elementary School	Current Enrollment 10/03/22	Forecast 2023-24	Increase or Decrease	Adjusted Forecast 2023-24	Notes
Eastgate	278	258	-258	-	To Spiritridge
Spiritridge	583	566	+258/-216	608	From Eastgate, AL to Woodridge
Woodridge	298	269	+216	485	From Spiritridge AL

School	Forecast Enrollment 2023-24	Classrooms Needed	Empty Classrooms	# Classrooms Available	Early Learning	Portables	Forecast 2023-24 After Consolidation		
							Adjusted Enrollment	Adjusted Classrooms	Empty Classrooms
Eastgate	258	11	12	23	4		0	0	
Spiritridge	566	25	-1	24	4	2	608	26	-2*
Woodridge	269	12	11	23	4	5	485	21	2

*Use 2 Early Learning classrooms rather than portables.

Financial Analysis

Overview

School districts nationally and locally are struggling with lower enrollment and the impact that is having on their financial outlook. Local news media has recently covered Everett, Mercer Island, Seattle, Issaquah and Olympia school districts highlighting similar issues. Unfortunately, Bellevue is not immune to these issues.

Bellevue is facing an immediate \$30-\$35 million budget short fall for the 2023/2024 school year. This shortfall is the result of:

- Steep enrollment loss during and after the COVID pandemic;
- End of hold harmless funding from the state and local levies;
- Reduction and ultimate completion of spending Elementary and Secondary School Emergency Relief (ESSER) funds.
- Use of over \$18 million in reserves for expenses associated with COVID that were not covered by any additional funding.
- The McCleary fix implemented just prior to the pandemic which had a greater negative impact on Bellevue School District and other districts that were “grandfathered” to collected a greater amount in local levy dollars than other school districts. This drop in funding was masked by the additional one-time funds received during and immediately following the pandemic including hold harmless, ESSER funding, supplemental state funding, and fully funding school meals.

From a long-term perspective, Bellevue School District is expecting 8 years of enrollment declines. Over the next five years, as grade cohorts with 1,600 students graduate, and kindergarten cohorts of 1,200 students enter the system, we anticipate a loss of 400 students annually or \$4 million per year in revenue each of the next 5 years. This continued drop in enrollment can be attributed to:

- Lower birth rates;
- Higher housing costs;
- More educational options for families including private schools;
- Lower immigration levels;
- Families moving to more affordable areas.

2023/2024 Funding Gap

School district funding gaps are impacted by more than student enrollment. In addition to general appropriations from the state, we receive income targeted for specific uses such as special education, transportation, literacy, support of students experiencing poverty, and others. Currently, each student is equivalent to \$13,000 in state general apportionment and local operational tax levy dollars. We are expecting a decline of 967 students for budget purposes when comparing the 2022/23 budgeted enrollment to the 2023/24 forecast. The anticipated enrollment loss from October 2022 to the forecast 2023/2024 enrollment is 440 students. However, current year enrollment is lower than forecasted enrollment for this year. The loss in state general appropriations revenue for 967 students is \$10.2 million (967 students at \$10,500 per student).

For the 2023 tax year (January 2023 to December 2023), we are collecting \$2,988 for each of the 20,542 students which is equivalent to the number of students for which we collected local taxes in the 2021 tax year. For the 2024 tax year, the estimated number of students will be an average between the 2023/24 school year and the 2024/25 school year student enrollments. The estimated reduction will be 2,500 to 3,000 students from 20,542 students resulting in a revenue reduction of \$7.5 million to \$9 million.

In addition to these reductions associated with student enrollment, the district will see a drop in ESSER funding and other federal funding. Expenses will also be impacted by increases due to previous commitments to various employee groups with respect to wages.

Following is a table with the district’s anticipated funding shortage:

Revenue Reductions:	Calculation	Amount
Loss of State Appropriation	967 students, \$10,500 per student	(\$10,200,000)
Loss of Local Tax Funding	2,500 – 3,000 per \$2,988	(\$7,500,000 - \$9,000,000)
Completion of ESSER funds		(\$4,000,000)
Loss of other direct purpose Fedl and State Funds	Title, LAP, etc.	(\$5,000,000)
<i>Total Revenue Reductions</i>		<i>(\$26,700,000-\$28,200,000)</i>
Revenue Increases:		
4% IPD/Inflation (est.)	Could be more or less – depending on legislative outcome. Will be a pass through to calculated salary increases and employee benefits and taxes below.	\$10,100,000
Increase in Counselors	Based on changes made in previous legislative session.	\$1,500,000
<i>Total Increase</i>		<i>\$11,600,000</i>
<i>Net Revenue Loss</i>		<i>(\$15,100,000 - \$16,600,000)</i>
Expense Increases		
Salary Increases	4% pass through as negotiated	\$9,500,000
Employee Benefits & Taxes	4% pass through as negotiated	\$3,600,000
<i>Total Expense Increases</i>		<i>\$13,100,000</i>
<i>Total Revenue decline and Expense Increase</i>		<i>(\$28,200,000 – \$29,700,000)</i>
Impact of Student Loss in 22/23	If not covered this year with expenditure reductions.	\$5,000,000
Expense Reductions Req'd.		(\$33,200,000 - \$34,100,000)

School Revenue and Expenditures Overview

Bellevue School District is facing a *structural funding deficit*. To operate in a non-crisis mode and have money to invest in equitable services to students, the district needs to right-size the number of schools being operated to current and projected enrollment and the state funding structure.

When a school district loses enrollment, funding is lost immediately as was the case this school year with actual enrollment being lower than the enrollment forecast from the spring 2022. Most school district costs are fixed over the short-term and cannot be reduced immediately. When enrollment drops, it is spread across 13 grade levels and in Bellevue’s case, 30 schools which makes it difficult to reduce staffing to match the enrollment loss immediately. There is a gap between the loss of revenue and the reduction in expenditures. If the enrollment loss is large enough and fast enough, significant changes such as consolidating schools are often considered to close this funding gap.

The Washington State K-12 funding model is based on an assumption of 400 students per elementary school. In addition, it does not fully fund the student services and supports as well as class sizes Bellevue is currently funding at elementary schools. For example, Bellevue has a principal and assistant principal in every elementary school (2 full-time equivalent staff members), a full-time librarian, and a full-time counselor. The funding model provides for 1.253 administrators, 0.66 librarians, and 0.493 counselors for 400 students. Any differences between the funding model and actual staffing is funded by the local levy taxes. With elementary schools lower than 400 students, we are not even receiving this level of funding for that school.

Elementary School with 400 Students

Role	State Funds	Bellevue SD Staffing	BSD Levy Funded	Non-state funded costs
Building Administrator	1.253	2.0	0.747	\$146,000
Librarian	0.66	1.0	0.34	\$51,000
Counselor	0.493	1.0	0.507	\$76,000
Teacher Leader (ITCL)	0	1.0	1.0	\$150,000
Classified Teaching Assistants & classified staff for student and staff safety	1.15	2.5 – 5.0	1.35 – 2.85	\$63,500 - \$134,000
Custodians	1.65	3.0	1.35	\$133,000
School Nurse	0.076	0.2 – 1.0	0.124 – 0.924	\$19,000 - \$140,000
Total for Elem. School with 400 Students				\$638,500 - \$830,000

For schools with less than 400 students, this funding gap between the state and BSD staffing is even greater.

Drops in enrollment also reduce how much Bellevue can collect in local levy taxes to support the operation of schools. State law limits local tax collections to \$2,988 per student. As enrollment declines – we lose both state and local levy funding immediately and the gap between revenue and expenditures continues to grow.

As of October 2022, 8 of Bellevue’s 18 elementary schools had less than 400 students. The forecasted enrollment for the 2023/2024 school year would result in 10 of Bellevue’s 18 elementary schools having fewer than 400 students. If we consolidate schools, only 3 of Bellevue’s 18 elementary schools will have fewer than 400 students. As recently as 2019/2020, 2 of Bellevue’s 18 elementary schools were below 400.

School Year	Elementary Schools with < 400 students
2019/2020	2 of 18
2020/2021	3 of 18
2021/2022	7 of 18
2022/2023	8 of 18
2023/2024 (no consolidation)	10 of 18
2023/2024 (with consolidation)	3 of 18

We anticipate this lower enrollment issue moving to middle schools in the next two years. We will need to discuss how to address the impact of the lower enrollment at middle school after the re-imagine middle school work is completed and recommendations for restructuring middle schools are assessed.

Anticipated Savings per Elementary School Consolidation:

The overhead associated with an elementary school in the Bellevue School District is the same whether that school has fewer than 300 students or more than 500 students. The majority of the costs are associated with staff outside of the classrooms. See the table below for specifics:

Role	FTE	Cost per Item	Savings Per School*	Total
<i>Building Leadership</i>				
Principal	1	\$204,500	\$204,500	
Asst. Principal	1	\$186,400	\$186,400	
ITCL	1	\$150,000	\$150,000	
Total				\$540,900
<i>Non-classroom Certificated Staff</i>				
Counselor (1.0 FTE)	1	\$150,000	\$150,000	
Librarian (1.0 FTE)	1	\$150,000	\$150,000	
Interventionist (1.0 FTE)	1	\$150,000	\$150,000	
Psychologist (0.5 FTE)	0.5	\$150,000	\$75,000	
Nurse (0.2 FTE)	0.4	\$150,000	\$60,000	
Total				\$585,000
<i>Classroom Teachers</i>				
Classroom Teachers reduction for staffing efficiency	4	\$150,000	\$600,000	
Total				\$600,000
<i>Additional Staff</i>				
Family Engagement Specialist	0.5	\$56,000	\$28,000	
Technology Specialist	0.5	\$66,000	\$33,000	
Nutrition Services	1	\$50,000	\$50,000	
General School Assistants	2	\$47,000	\$94,000	
Custodians	3	\$98,500	\$295,500	
Office Staff	1.69	\$71,000	\$120,000	
Total				\$620,500
<i>Additional Cost Reductions</i>				
Certificated Staff Team Stipends		\$42,000	\$42,000	
Utilities (for building being shutdown such as Big Picture)		\$300,000	\$300,000	
Ground Maintenance		\$200,000	\$200,000	
Building Maintenance		\$200,000	\$200,000	
Total				\$742,000
Total				\$3,088,400

The table above depicts averages for the schools under consideration. The cost for staff members includes both salaries and benefits. The savings of \$3.1 million equates to nearly 21 certificated teachers at an average salary or 30 certificated teachers if layoffs are required. Note: A formal lay off is driven by seniority and will result in teachers at the lower end of the salary schedule being impacted.

Options for Addressing Shortfall:

Bellevue's current fund balance is \$28 million. Based on Board policy, the general fund reserves/balance needs to be maintained between 5-6% which is equivalent to \$19 million.

Following are the options for addressing the revenue shortfall:

- **Option A – Year 1:** Cut expenditures to match revenue (anticipated \$31 million) with no use of fund balance. In Year 2 onward, make appropriate reductions for continuing enrollment decline. Use fund balance for unanticipated events or expenditures.
- **Option B: - Year 1:** Cut expenditures by \$22 million and reduce fund balance by \$9 million. Year 2 cut an additional \$9 million plus the appropriate reductions required for continuing enrollment decline. Make additional reductions required to rebuild fund balance at a reasonable rate.
- **Option C: Year 1:** Reduce fund balance below the 5-6% policy level, cut expenditures by less than \$22 million. Year 2: Make additional reductions necessary to balance the budget. If reserves were reduced to zero, spending reductions of \$35-\$40 million would be required in 2024/2025 school year under current funding methods.

With respect to school consolidation options – Bellevue can consolidate 0-3 schools which would reduce the amount to be cut from programs and other staff reductions by up to \$9 million. Based on the enrollment forecast, processed open transfers with no consolidation, the district will need 33 fewer educators at elementary schools and 17 fewer educators at secondary schools which totals \$7.5 million based on the average rate for certificated staff.

Other Potential Reductions:

If no schools are consolidated, then the reduction in expenditures for the 2023/2024 school year would need to be \$31 million. We will reduce educator staffing based on enrollment projections and more efficient staffing by \$6.2 million, leaving between \$24.8 million. This amount will further decline by \$0 to \$9 million depending on school consolidation decisions. Potential reductions under consideration could include:

- Central Office services and supports
- Operations services and resources
- Out-of classroom staffing at schools projected to be less than 400 students which would include Ardmore, Clyde Hill, Eastgate, Enatai, Lake Hills, Newport Heights, Phantom Lake, Sherwood Forest, Wilburton, and Woodridge. Specific reductions could include assistant principals, ITCLs, librarians, counselors, interventionists, family engagement specialists, school secretaries, and custodians. Potential Savings: Approximately \$600,000 per school

- Programs/Services not considered basic education and not funded by state appropriations such as:

Program/Staff (Note: not a complete list)	Total Cost	Grant Funded
7-Period day	\$5,800,000	
Family Engagement Centers	\$1,250,000	\$400,000
School Based Administrators – Asst. Principals & Deans	\$6,750,000	
Summer School	\$1,300,000	
Mental Health Supports - Elementary	\$4,610,000	\$755,000
Mental Health Supports – Secondary	\$8,855,000	\$2,100,000
Central/District Wide positions at schools	\$4,911,000	\$746,000
Focus Funds (negotiated with BEA)	\$750,000	
Para Educators –		
Employees	\$10,800,000	
Agency Filled (Note: cost \$2 million more than internal employees)	\$8,400,000	
Classified School Supports (GSAs)	\$5,700,000	
Athletics and Activities	\$5,300,000	
Materials, Supplies and Operating Costs greater than funded by state	\$16,950,000	
Tutoring Services	\$250,000	\$250,000
Co-teachers at Title 1 Schools	\$1,950,000	\$1,950,000
Additional Staff lay-offs – Certificated	10 FTE for every \$1,000,000	

Sample Financial Scenarios:

The table below provides a perspective on options available to the district to close the funding gap for the 2023/2024 school year and how these decisions will impact subsequent year funding gaps. These scenarios are only examples and will be discussed further as more detail is available.

These are only examples – decisions will need to be made regarding the reduction of the general fund reserves and school consolidations to determine what will be required in program reductions and additional staffing reductions.

	Scenario A	Scenario B	Scenario C	Scenario D
2023/2024 School Year				
Funding Gap	(\$31,000,000)	(\$31,000,000)	(\$31,000,000)	(\$31,000,000)
Reduction 41 FTE due to enrollment forecast and staffing efficiency (no consolidation)	\$6,200,000	\$6,200,000	\$6,200,000	\$6,200,000
<i>Remaining Funding Gap</i>	<i>(\$24,800,000)</i>	<i>(\$24,800,000)</i>	<i>(\$24,800,000)</i>	<i>(\$24,800,000)</i>
General Fund Reserve		\$9,000,000	\$20,000,000	\$5,000,000
<i>Remaining Funding Gap</i>	<i>(\$24,800,000)</i>	<i>(\$15,800,000)</i>	<i>(\$4,800,000)</i>	<i>(\$19,800,000)</i>
Consolidate 2 Schools	\$6,000,000			\$6,000,000
<i>Remaining Funding Gap</i>	<i>(\$18,800,000)</i>	<i>(\$15,800,000)</i>	<i>(\$4,800,000)</i>	<i>(\$13,800,000)</i>
Program, Central Supports and Operational Cuts	13,800,000	\$12,000,000	\$4,800,000	\$13,800,000
<i>Remaining Funding Gap</i>	<i>(\$5,000,000)</i>	<i>(\$3,800,000)</i>	<i>\$0</i>	<i>\$0</i>
Additional Staff Reductions	\$5,000,000 (50 FTE)	\$3,800,000 (38 FTE)		
2024/2025 School Year				
Funding Gap Carryover	\$0	(\$9,000,000)	(\$20,000,000)	(\$5,000,000)
Completion of ESSER funds	(\$4,000,000)	(\$4,000,000)	(\$4,000,000)	(\$4,000,000)
Add'l Enrollment Loss	(\$3,540,000)	(\$3,540,000)	(\$3,540,000)	(\$3,540,000)
2024/25 Total Funding Gap	(\$7,540,000)	(\$16,540,000)	(\$27,540,000)	(\$12,540,000)

Note: This is an incomplete picture for 2024/2025 school year total funding gap with no consideration for anticipated cost increases for wages and other items. This is only for illustrative purposes.

If renovations are required to repurpose schools that are under consideration for consolidation, the cost of the renovations will not contribute to the funding gap because these funds come from the capital/bond fund. By state law, the capital/bond fund cannot be used for operating expenses needed to run the district on a day-by-day basis.

Bond Sales and Interest Charges:

Without consolidating these schools, we would need to sell additional bonds to build three schools that are currently below district standards for school buildings – Big Picture School, Jing Mei, and International School. With current construction costs, we anticipate these buildings costing a total of \$400 million. With the positive results of the 2020 bond election, tax payers would be asked to repay the \$400 million in principal for the bonds plus \$260 million in interest charges over the next 20 years. Every \$100 million in bond sales adds \$0.05 per \$1,000 of assessed value to local property taxes for 20 years.

Legislative Advocacy:

The district works closely with all of our representatives at the state legislature and with other districts to advocate for changes that will support the district from a funding and student learning and support perspective. The district has lobbyists to support this work and ensure we remain fully aware of bills under consideration as well as having the opportunity to testify at hearings. The priority areas of advocacy for this year are:

- **Increase Special Education Funding:** Special education services should be fully funded by the state as part of basic education. Bellevue currently spends \$26 million more to provide special education services to our students than the funding we receive from the state and federal government. Current bills sponsored by both the state Senate and state House would only increase our annual funding for special education by less than \$2 million if passed reducing this deficit to \$24 million.
- **Funding the Cost of Transportation:** The state's funding model for transportation services is inadequate and does not provide resources to cover the cost of transporting students. The potential increase in funding in this area for current bills is less than \$250,000.
- **Greater flexibility in the use of Capital Funds:** The use of capital funds is restricted by state law and cannot be used for day-to-day costs of operating a school district. We are asking the state to loosen those restrictions for the next two years using the biennium budgets currently being developed.

Additional Demographic Data

Puget Sound K-12 Enrollment Trends

As with any statistical analysis, there are questions regarding the validity and soundness of the study. When the data is used to develop plans for the future that are impactful, a study will come under even more scrutiny. Bellevue School District has worked with Western Demographics for the past ten years during which time the information provided has been reflective of not only the past but expected future trends. Now that the trends are pointing downward, additional information has been gathered from other demographers.

In the appendix is a complete report provided by Dr. William L. (Les) Kendrick of Educational Data Solutions, LLC. Dr. Kendrick was the demographer for Seattle Public Schools from May 1989 to August 1997. In 2000, Dr. Kendrick opened his consulting practice that provides school and districts enrollment forecasts to help with budget development, staffing and facilities planning. Dr. Kendrick works with multiple districts in the Puget Sound and across Washington.

In October 2022, Dr. Kendrick published a report entitled “Puget Sound K-12 Enrollment Trends, What’s Happening with Enrollment?”, a copy of which is included in the appendix. The most relevant points are as follows:

1. Public school enrollment is down by 23,000 students across King, Kitsap, Pierce and Snohomish counties since October 2019.
2. Over the past year, there was a net gain in King County of 370 students.
3. Kindergarten enrollment remains below where it was prior to the onset of the pandemic in all four counties.
4. The small net gain in King County is partly due to the sharp increases in students in Auburn, Federal Way, Highline, Kent, and Renton school districts receiving bilingual instruction.
5. Kitsap and Pierce County are seeing better growth trends than the other counties in the region, King County and Snohomish County.
6. Not only have birth rates declined in King County, but the percent of live births entering kindergarten five years later has also declined from 88% to below 80% further impacting kindergarten enrollment.
7. Cohort migration rates (proportion of students that move from one grade to the next between Year 1 and Year 2) have also been decreasing. Prior to the pandemic, the cohort migration rates in King County for elementary grades were greater than 1 meaning we had more kids year over year in the elementary grades. Since the pandemic, with the exception of Kinder to 1st grade, the rates are below 1 in every year except Kinder to 1st grade and 8th to 9th grade meaning that year over year we are continuing to lose students.

The above data is for King County wholistically but these trends are exaggerated in the north end of the county in districts like Bellevue, Issaquah, Mercer Island, Seattle, NorthShore, and Shoreline.

Another county-wide demographic trend that provides an indication of future enrollment decline, is the decline in King County’s overall population for the first time in 50 years between July 2020 and July 2021. While this initial decline was not significant at 0.9%, the importance of this decline increases when considering that King County was consistently among the fastest growing large counties in the United States between 2010 and 2019. There are two drivers of this drop in population according to an article in the [Seattle Times](#),

migration and natural causes, births minus deaths. The impact of the pandemic on international immigration had a big impact on King County as it was one of the primary drivers of the previously seen population growth. However, domestic migration was also a significant driver. Beginning in 2018, the number of people leaving the county began to exceed the number of people moving into the county and those numbers have only grown since then.

Critical Criteria Review/ Equity Analysis

Critical Criteria Review/ Equity Analysis: Ardmore

Original Recommendation February 9, 2023:

Consolidate Ardmore Elementary into Cherry Crest, Sherwood Forest, and Bennett Elementary School due to declining enrollment.

Intent/Purpose of this Recommendation:

To address declining enrollments in the northeast region of the Bellevue School District.

Stakeholder Engagement Opportunities:

Date/Location	Vehicle (Meeting, Email, etc.)	Group/Subgroup
12/8	All Staff Survey	Staff
1/20 @Ardmore	Staff Meeting	Staff
1/24 @Ardmore	Focus Group	Students
1/25 @Ardmore	Open House	All
1/17	Staff Survey	Staff
1/23	Community Survey	Families
1/30	Pre-K Survey	Pre-School Families
Week of 2/20	Personal Phone Calls	Pre-School Families
2/27 @ WISC	School Consolidation Hearing	All
2/28 @ Ardmore	Subgroup Outreach	MLL/Latino/Spanish-speaking Families
Ongoing	Emails to School Board and District Staff	
1/12, 1/26, 2/9, 2/16, 3/9, 3/16	Public Comment at School Board Meetings	
Ongoing	Let's Talk	

Groups/Subgroups Impacted by the Recommendation:

- Students
 - Current 2022-23 enrollment: 296 students
 - Forecast 2023-24 enrollment: 293 students
 - Building capacity utilization: 55%
- Subgroups
 - Latino Families: 73 families
 - Multi-language learners (MLL): 122 students
 - Recent Immigrants
 - Free/reduced lunch (FRL): 119 students
- Families
- Educators & Staff

Impacts: Benefits & Risks for Each Group (*developed based on stakeholder engagement and feedback*):

Group: Students

Benefits
<p>Multiple studies speak to the benefit for students of socio-economically and racially diverse schools</p> <ul style="list-style-type: none"> • Reduces racial achievement gaps • Encourages critical thinking, problem-solving, and creativity • Reduce racial bias, counter stereotypes, and improve relationships • Enhances leadership opportunities • Helps to prepare students for a global economy <p><i>From How Racially Diverse Schools and Classrooms can Benefit All Students (2016)</i></p>
<p>Increased enrollment in a school allows for greater resources and staffing that can be aligned to student needs in the school</p> <ul style="list-style-type: none"> • School based funding is allocated by enrollment, with adjustments based on student needs • Allows principals to make decisions on supplemental resources (ex. Intervention materials) or staffing (ex. Additional behavior support) above the district’s standard funding allocation
<p>Allows more efficient use of funds in the system, making space to fund items beyond the basic education requirements</p> <ul style="list-style-type: none"> • Basic education in Washington does not account for all the needs and interests of our students, nor meet the expectations of our community • Maximizing the efficient use of funds by adjusting elementary school enrollment as noted above allows the district to continue to fund items beyond basic education (ex. Mental health and social emotional resources and staff, elementary specialist model, wide variety of electives at secondary, seven period day at middle and high school)
Risks
<p>The social/emotional/mental health impact of a substantial change can be particularly impactful given its proximity to the pandemic.</p>
<p>Students would have to be split between three buildings, which would result in relationships being fragmented across three communities.</p>
<p>Transportation time would increase for some students.</p>
Mitigating Strategies
<p>Include MHAT Counselor as part of Transition Team.</p>
<p>Engage in social emotional instruction with students</p> <ul style="list-style-type: none"> • Lessons related to the topic of moving, relocation, etc. in combination with trade books have been created by the Teaching and Learning team in cooperation with the elementary Mental Health Assistance Team. This will address schools, classrooms, bus rides, etc. • Elementary Mental Health Assistance Team members, in collaboration with building counselors, engage in talking circles to process emotions, build skill for resilience, welcoming others, etc.
<p>Create opportunities for students at the impacted school to meet students at the receiving school prior to the start of the school-year based upon the input of the transition teams (ex. grade level pen pals, joint virtual or in person field trips, combined field day, school swag, etc.).</p>
<p>If Ardmore is consolidated, consider consolidating into 1-2 neighboring schools, and not 3 schools.</p>
<p>Provide training to receiving school staff on supporting students experiencing poverty and trauma, and students who are multilingual learners or are new to the country (ex. Re-emphasize the WIDA connections to math, use of Universal Design practices, etc.).</p>

Subgroups: Latino Families, MLL, Recent Immigrant, FRL

Benefits
Larger population of students to interact with at school.
Access to dual language program at Sherwood Forest for Spanish-speaking students.
Risks
Ardmore is one of Bellevue’s four Title 1 schools with the highest FRL rate of the schools being considered for consolidation. This change could have a particular negative impact due to the high number and percentage of students impacted by poverty and other social factors. To be eligible for school-wide support through Title I funds, a school must have 40% or greater of students receiving FRL. With the addition of a choice program, it is unlikely that Ardmore would continue to meet the school-wide criteria. If a school does not meet those criteria, they could be considered a Targeted Title I school. However, this comes with significant constraints, including that the school would only be able to serve the FRL eligible students, and that the funding would decrease significantly. Historically, the constraints have outweighed the benefits of receiving Targeted Title funds, especially with the resulting decrease in funding.
Both staff and families have expressed that Ardmore staff have developed a strong culture of support and expertise in supporting students who qualify for MLL services and/or FRL as evident in improvements in student sense of belonging over the past five years. The concern is that this may be lost when students and staff consolidate into different schools.
Almost 200 of the students at Ardmore live in apartments along 148 th Avenue. Some families expressed a fear of potential negative perceptions about students and families from “outside the neighborhood,” causing students from Ardmore to potentially feel unwelcome or excluded.
The significant Latino population at Ardmore has created a sense of community and being split into three different schools will reduce the Latino populations, potentially increasing marginalization.
Mitigating Strategies
Provide training to receiving school staff on supporting students experiencing poverty, trauma, and students who are multilingual learners (ex. re-emphasize the <i>World-class Instructional Design and Assessment (WIDA)</i> connections to math, use of <i>Universal Design for Learning (UDL)</i> practices, etc.)
Create opportunities for students at the impacted school to meet students at the receiving school prior to the start of the school-year based upon the input of the transition teams (ex. grade level pen pals, joint virtual or in person field trips, combined field day, school swag, etc.)

Group: Families

Benefits
Expand community relationships.
A significant number of families have asked for open transfer to Bennett and Cherry Crest. This move would allow for transportation to be provided for many students whose families have already requested open transfer for next year or are currently at Bennett or Cherry Crest through open transfer.
For students who will be consolidated into Sherwood Forest, it is more convenient for public transportation.
Risks
At a recent board visit, families new to the country expressed gratitude for safety and care at Ardmore since arriving in the US. This could be impacted by splitting the school across three neighboring schools.
Separation into three communities may break existing relationships and negatively impact school culture.
For some families, greater distance from home to school can impact work and childcare schedules.
Mitigating Strategies
Prioritize open transfer of those families displaced by the consolidation plan to their preferred schools where space allows.

Regional Transition Teams, including parents, will work together to build community among sending and receiving schools.
Strategies for welcoming and engaging students new to the country have been piloted by secondary schools during the 2022-23 school year. These can be piloted at the receiving schools at the elementary level in the 2023-34 school year.

Group: Educators

Benefits
Narrows variation in class size because, as the number of students at each grade level increases, it generates more teachers, bringing all classes closer to the targets.
Reduces potential for split classes, allowing educators to focus on instruction across content areas of only grade level of standards.
Minimizes potential for reduction in force (RIFs) as the budget can be balanced through attrition rather than RIFs.
Minimizes the impact on educator diversity because RIFs are determined by seniority. There is more racial diversity amongst recently hired educators.
Risks
Staff will be involuntarily transferred or departmentally reassigned. This means that staff will be building professional relationships with a new set of educators.
Fewer teachers on non-continuing contracts (NC) will be rehired because the consolidated schools will be more resource efficient with class sizes closer to targets.
Potential for increased commute if educators are assigned to schools further from their homes.
Sense of loss of their community when staff and students relocate to two schools, or others that they may select through the respective transfer process.
If there are RIFs, they will impact fewer senior staff who are more racially diverse.
Mitigating Strategies
Provide clear and timely communication once decisions are made, in alignment with requirements from the appropriate contracts.
Regional Transition Teams, including administrators, staff, and families from all schools impacted by the change, develop and implement plans to ensure smooth transition and blending of communities.
Provide continued training to receiving school staff on supporting students who experience poverty, trauma and students who are new to learning English.

Were Changes Made to the Recommendation as a Result of Community Engagement? If so, describe.

Yes, the recommendation was revised as a result of stakeholder engagement.

In light of community feedback and keeping critical criteria front and center, the recommendation to consolidate Ardmore was removed from the list of schools to consolidate. This revised recommendation considers the student population served at Ardmore with a high percentage of students and families farthest from educational justice. We heard this repeatedly from the Ardmore staff and community, as well as from other school communities who spoke about district values and placing equity at the top of decision-making.

Potential Risks with Revised Recommendation

- Adding a program does not resolve small school issues for the Ardmore community
- The percentage of students who qualify for free and reduced lunch potentially impacts Title 1 status
- Additional programs at Ardmore may tax school capacity

To address the challenges faced with small and declining enrollment at Ardmore, the District will engage the staff to develop innovative approaches to retain and attract neighborhood students, as well as open transfers from within and outside Bellevue School District. Additionally, the Heritage Language program will be launched at Ardmore in the upcoming school year, bringing approximately 130 students to the school. Many of the students enrolling in the Heritage Language program do not currently attend school in the district. This program will also provide opportunities for educators that are biliterate in Arabic to transfer into this teaching opportunity in positions generated by the increased in enrollment in BSD.

Critical Criteria Review/ Equity Analysis: Eastgate

Original Recommendation February 9, 2023:

Consolidate Eastgate into Spiritridge and Somerset Elementary Schools due to declining enrollment.

Intent/Purpose of this Recommendation:

To address declining enrollments in the south region of the Bellevue School District.

Stakeholder Engagement Opportunities:

Date/Location	Vehicle (Meeting, Email, etc.)	Group/Subgroup
12/8	All Staff Survey	Staff
1/19 @Eastgate	Eastgate Staff Meeting	Staff
1/23 @ Eastgate	Open House	All
1/26 @Eastgate	Student Focus Groups	Students
1/17	Staff Survey	Staff
1/23	Community Survey	Families
1/30	Pre-K Survey	Pre-School Families
Week of 2/20	Personal Phone Calls	Pre-School Families
Week of 2/27	Survey	Olympic Program Families
Week of 2/27 – 3/8	Survey of Spiritridge AL	Spiritridge Advanced Learning
2/28 @ WISC	School Consolidation Hearing	All
3/7 @Eastgate	Focus Group	Olympic Program Families
3/8 @Spiritridge	Family Meeting	Spiritridge Advanced Learning
Week of 3/13	Special Education Advisory	
Ongoing	Emails to School Board and District Staff	
1/12, 1/26, 2/9, 2/16, 3/9, 3/16	Public Comment at School Board Meetings	
Ongoing	Let's Talk	

Groups/Subgroups Impacted by the Recommendation:

- Students
 - Current 2022-23 enrollment: 279 students
 - Forecast 2023-24 enrollment: 258 students
 - Building capacity utilization: 51%
- Subgroups
 - Students in the Olympic Program: 18 students
 - Pre-School: 13 students
- Families
- Educators & Staff
 - Trained in inclusionary practices

Benefits & Risks for Each Group *(developed from stakeholder engagement feedback)*:

Group: Students

Benefits
<p>Increased enrollment in a school allows for greater resources and staffing that can be aligned to student needs in the school</p> <ul style="list-style-type: none"> School based funding is determined by enrollment, with adjustments based on student needs This allows principals to make decisions on supplemental resources (ex. Intervention materials) or staffing (ex. Additional behavior support) above the district baseline funding allocation.
<p>Allows for more efficient use of funds in the system, making space to fund items beyond the basic education requirements. Basic education in Washington does not account for all the needs and interests of our students, nor meet the expectations of our community.</p> <ul style="list-style-type: none"> Maximizing the efficient use of funds by right-sizing elementary school enrollment as noted above, allows the district to continue to fund items beyond basic education (ex. Mental health and social emotional resources and staff, elementary specialist model, wide variety of electives at secondary)
<p>Some students indicated they are looking forward to meeting new friends and trying out a new playground at recess.</p>
Risks
<p>The social/emotional/mental health impact of a substantial change can be particularly impactful given its proximity to the pandemic.</p>
<p>Students would have to be split between two buildings (Somerset and Spiritridge), which would result in relationships being fragmented.</p>
<p>Increase travel time to and from school.</p>
Mitigating Strategies
<p>Include MHAT Counselor as part of Transition Team.</p>
<p>Engage in social emotional instruction with students</p> <ul style="list-style-type: none"> Lessons related to the topic of moving, relocation, etc. in combination with trade books have been created by the Teaching and Learning team in cooperation with the elementary Mental Health Assistance Team. This will address schools, classrooms, bus rides, etc. Elementary Mental Health Assistance Team members, in collaboration with building counselors, engage in talking circles to process emotions, build skill for resilience, welcoming others, etc.
<p>Create opportunities for students at the impacted school to meet students at the receiving school prior to the start of the school-year based upon the input of the transition teams (ex. grade level pen pals, joint virtual or in person field trips, combined field day, school swag, etc.).</p>

Subgroup: Olympic Program

Benefits
Fewer split grade-level classes
Larger population of students to interact with in inclusion program
More flexibility and economies of scale
More opportunities for neurotypical students to learn from, with, and about neurodivergent students
More training opportunities for staff to expand their knowledge of working with neurodivergent students
More opportunities for families to make connections with both neurodivergent and neurotypical students and their families
Risks
Not enough space to provide quiet areas for neurodivergent students when needed

New staff may not be open to or receptive to professional development/training.
Neurodivergent students may have challenges adapting to a new environment, changes in routine, inexperienced staff, and new students.
Mitigating Strategies
Maintain the Olympic Program and work with Olympic staff and families towards the best location.
Work with Facilities and Administration Team to design spaces that meet the needs of neurodivergent students.
Provide paid professional development for all staff at receiving school.
Move current staff with neurodivergent students to the extent possible (case managers and paras).
Provide additional mental health staff to support neurodivergent students and staff through the transition and year 1.
Provide resources (e.g. training, learning opportunities) to families of the receiving school to support with the transition.

Subgroup: Preschool

Benefits
Having a school where working day preschool is a support for working families.
Risks
No preschool offered at Spiritridge or Somerset due to space
Mitigating Strategies
Preschoolers attend a nearby neighboring preschool (i.e. Phantom Lake, Newport Heights).

Group: Families

Benefits
Expand community relationships.
Risks
The recommendation for the south region divides the community into two locations. The recommendation is not clear about middle school and high school feeder patterns which could impact friendships and student well-being if feeder patterns change again for middle and/or high school year.
Neighborhood families at the receiving schools may have negative perceptions about students and families from “outside the neighborhood,” causing the families from Eastgate to potentially feel unwelcome or excluded.
For some families, greater distance from home to school can impact work and childcare schedules.
Mitigating Strategies
Work with Bellevue Boys and Girls Club (BBGC) to provide transportation to South Bellevue Community Center from Spiritridge and/or Somerset.
Regional Transition Teams which include parents will work together to build community among both sending and receiving schools.
Enrollment projections predict declines in enrollment in future years, minimizing any concern of capacity overload.
Prioritize open transfer to preferred schools where space allows.
Provide clarity on middle and high school feeder patterns.

Group: Educators

Benefits
Narrows variation in class size because, as the number of students at each grade level increases, it generates more teachers, bringing all classes closer to the targets
Reduces potential for split classes, allowing educators to focus on instruction across content areas of only grade level of standards
Minimizes potential for reduction in force (RIFs) as the budget can be balanced through attrition rather than RIFs
Minimizes the impact on educator diversity because RIFs are determined by seniority. There is more racial diversity amongst recently hired educators
Risks
Staff will be involuntarily transferred or departmentally reassigned. This means that staff will be building professional relationships with a new set of educators.
Fewer non-continuing teachers will be rehired because the consolidated schools will be more resource efficient with class sizes closer to targets.
Potential for increased commute if educators are assigned to schools further from their homes
Sense of loss of their community when staff and students relocate to two schools, or others that they may select through the respective transfer process
If there are RIFs, they will impact fewer senior staff who are more racially diverse.
Mitigating Strategies
Provide clear and timely communication once decisions are made, in alignment with requirements from the appropriate contracts.
Regional Transition Teams, including administrators, staff, and families from all schools impacted by the change, will develop and implement plans to ensure smooth transition and blending of communities.

Were Changes Made to the Recommendation as a Result of Community Engagement? If so, describe.

Yes, the recommendation was revised as a result of stakeholder engagement. The revised recommendation will consolidate Eastgate in its entirety with Spiritridge.

Eastgate students, staff, and families spoke highly of their desire to remain as one community, one “family” rather than split between two schools. In light of this feedback and keeping critical criteria front and center, keeping the Eastgate community whole, including the Olympic Program was a clear and consistent ask. The revised recommendation is to move Eastgate entirely to Spiritridge, rather than split it between two schools. While there is clearly a preference to keep the school at its current location, the forecast indicates enrollment will be further declining in the upcoming school year. It is clear from stakeholder testimony that the school community values the inclusive culture and practices at Eastgate, including the richness brought to the school with neurodiverse students receiving services in the Olympic program. Splitting Eastgate between two schools would split students and staff who have developed a family-like culture. For this reason, the recommendation was updated to consolidate the entire Eastgate population at Spiritridge.

Potential Risks with Revised Recommendation

- Consolidating Eastgate with Spiritridge will tax the capacity of the building
- This recommendation leaves only two schools (Somerset and Newport Heights) serving families who live south of I-90 which could create capacity issues for both schools if enrollment in the south end increases.
- Spiritridge students in the AL (Advanced Learning) program will have to move out of their neighborhood to continue in the program. Therefore, this consolidation will have impacts. All general student and family impacts (benefits and risks) as indicated above, apply to the Spiritridge families moving to Woodridge for Advanced Learning.

Critical Criteria Review/ Equity Analysis: Wilburton

Original Recommendation February 9, 2023:

Consolidate Wilburton Elementary into Enatai and Clyde Hill Elementary Schools due to declining enrollment.

Intent/Purpose of this Recommendation:

To address declining enrollments in the mid-west of the Bellevue School District.

Stakeholder Engagement Opportunities

Date/Location	Vehicle (Meeting, Email, etc.)	Group/Subgroup
12/8	All Staff Survey	Staff
1/17 @Wilburton	Staff Meeting	Wilburton Staff
1/17	Staff Survey	Staff
1/23	Community Survey	Families
1/30	Pre-K Survey	Pre-School Families
1/25 @Wilburton	Open House	All
Week of 2/20	Personal Phone Calls	Pre-School Families
3/2 @ WISC	School Consolidation Hearing	All
Week of 3/6	Focus Group	IPP (Inclusion Pilot Project) Families
Week of 3/20	Parent Meetings	Mary's Place Families
Ongoing	Emails to School Board and District Staff	
1/12, 1/26, 2/9, 2/16, 3/9, 3/16	Public Comment at School Board Meetings	
Ongoing	Let's Talk	

Groups/Subgroups Impacted by the Recommendation:

- Students
 - Current 2022-23 enrollment: 350 students
 - Forecast 2023-24 enrollment: 333 students
 - Building capacity utilization: 54%
- Subgroups
 - Mary's Place: 27 students
 - Students with disabilities, including those with more significant service needs (i.e. Inclusionary Practices site): 35 students
 - Recent Immigrants (41% mobility rate)
 - Preschool
- Families
- Educators & Staff
 - Staff is trained in inclusionary practices

Impacts: Benefits & Risks for Each Group (developed from stakeholder engagement feedback):

Group: Students

Benefits
<p>Multiple studies speak to the benefit for students of socio-economically and racially diverse schools</p> <ul style="list-style-type: none"> • Reduces racial achievement gaps • Encourages critical thinking, problem-solving, and creativity • Reduce racial bias, counter stereotypes, and improve relationships • Enhances leadership opportunities • Helps to prepare students for a global economy <p><i>From How Racially Diverse Schools and Classrooms can Benefit All Students (2016)</i></p>
<p>Increased enrollment in a school allows for greater resources and staffing that can be aligned to student needs in the school</p> <ul style="list-style-type: none"> • School based funding is determined by enrollment, with adjustments based on student needs • Allows principals to make decisions on supplemental resources (ex. Intervention materials) or staffing (ex. Additional behavior support) above the district baseline funding allocation
<p>Allows for more efficient use of funds in the system, making space to fund items beyond the basic education requirements. Basic education in Washington does not account for all the needs and interests of our students, nor meets the expectations of our community</p> <ul style="list-style-type: none"> • Maximizing the efficient use of funds by right-sizing elementary school enrollment as noted above, allows the district to continue to fund items beyond basic education (ex. Mental health and social emotional resources and staff, elementary specialist model, wide variety of electives at secondary)
<p>More opportunities for students to learn from, with, and about students from different countries</p>
Risks
<p>The social/emotional/mental health impact of a substantial change can be particularly impactful given its proximity to the pandemic.</p>
<p>Students would have to be split between two buildings (Enatai and Clyde Hill), which would result in relationships being fragmented.</p>
<p>Increase travel time to and from school.</p>
<p>Microsoft Showcase School designation will be lost.</p>
Mitigating Strategies
<p>Include MHAT Counselor as part of Transition Team.</p>
<p>Engage in social emotional instruction with students:</p> <ul style="list-style-type: none"> • Lessons related to the topic of moving, relocation, etc. in combination with picture books have been created by the Teaching and Learning team in cooperation with the elementary Mental Health Assistance Team. This will address schools, classrooms, bus rides, etc. • Elementary Mental Health Assistance Team members, in collaboration with building counselors, engage in talking circles to process emotions, build skill for resilience, welcoming others, etc.
<p>Create opportunities for students at the impacted school to meet students at the receiving school prior to the start of the school-year based upon the input of the transition teams (ex. grade level pen pals, joint virtual or in person field trips, combined field day, school swag, etc.).</p>
<p>Receiving schools can use digital transformation to create immersive, inclusive experiences by using Microsoft's <i>Education Transformation Framework</i>.</p>

Subgroup: Mary's Place Students

Benefits
Clyde Hill is closer to Mary's Place, so students will spend less time in transit on the bus.
Risks
Another change for students and families experiencing trauma and instability
Clyde Hill Staff may not be ready to support students experiencing trauma.
Mitigating Strategies
Social Worker assigned to support students experiencing homelessness will follow the students to Clyde Hill.
Meet with families this spring to plan transition strategies and supports.
Provide paid training for Clyde Hill staff on trauma-informed practices.
Provide training to receiving school staff on supporting students experiencing poverty and trauma.
Create opportunities for students to meet other students at the receiving school prior to the start of the school-year based upon the input of the transition teams (ex. grade level pen pals, joint virtual or in person field trips, combined field day, school swag, etc.).

Subgroup: Students with disabilities, including those with more significant service needs

Benefits
There is a greater opportunity for inclusion across settings (classroom, lunch, specialists, after school, etc.) when the school population is larger.
Having more students with disabilities together, including those with more service areas and service providers, means that those educators can spend more time at one school location and serve those students with greater flexibility (economies of scale).
Increased opportunities for all students to learn from, with, and about students with disabilities, for example, students in inclusion settings become engaged in multiple ways of communicating (ex. Assistive Communication Devices, Sign Language, visual cues, etc.).
More training opportunities for staff to expand their knowledge of working with students with disabilities. Many of these strategies can be beneficial to all students, not only those with disabilities (ex. Microsoft accessibility tools, text to speech and speech to text applications, etc.).
Risks
Resources and supports will need to be relocated to support student needs at their new schools (i.e. therapist assignments, changing tables, curriculum licenses).
Staff at receiving schools may not be trained in meeting some specific student needs as defined by IEPs (Individualized Education Programs) and will require training.
Facilities may not be adequate to support student needs. This may include the need to adjust the physical setting (ex. support beams for physical therapy devices, playground access, etc.) that could take time to properly place.
Mitigating Strategies
All students with IEPs will have a comprehensive IEP review by the Special Education Department, in coordination with case managers, to ensure a smooth transition to the new school location.
Designated staff will receive appropriate training to meet specific student needs as defined by IEPs.
Facilities will work with the Special Education Department to plan and retrofit buildings, playgrounds, etc. as needed.
To the degree possible, move staff with students.

Subgroup: Recent Immigrants

Benefits
Larger population of students to interact with at school
More flexibility and economies of scale
Risks
Strong culture of support and expertise in supporting students who are newly arrived immigrants is lost
Students who have had experienced tremendous instability are forced to make additional adjustments in developing a whole new community.
Mitigating Strategies
Meet with families this spring to plan transition strategies and supports.
Maintain affinity groups post consolidation.

Group: Families

Benefits
Expanded community relationships.
Since Wilburton has only been open since 2018-19, a return back to Enatai and Clyde Hill is a return to original neighborhood schools.
A significant number of families have asked for open transfer to Clyde Hill and Enatai. This move would allow for transportation to be provided for many students whose families request open transfer.
Risks
Separation into two communities
For some families, greater distance from home to school can impact work and childcare schedules.
Neighborhood families at the receiving schools may have negative perceptions about students and families from “outside the neighborhood,” causing the families from Wilburton to potentially feel unwelcome or excluded.
For some families, greater distance from home to school can impact work and childcare schedules.
Mitigating Strategies
Prioritize open transfer to preferred schools where space allows.
Regional Transition Teams which include parents will work together to build community among both sending and receiving schools.
Strategies for welcoming and engaging students new to the country have been piloted by secondary schools during the 2022-23 school year. These can be piloted at the receiving schools at the elementary level in the 2023-34 school year.

Group: Educators

Benefits
Enatai is also an inclusionary practices school, meaning many staff will already be trained in the practices.
Narrows variation in class size because, as the number of students at each grade level increases, it generates more teachers, bringing all classes closer to the targets.
Reduces potential for split classes, allowing educators to focus on instruction across content areas of only grade level of standards
Minimizes potential for reduction in force (RIF) as the budget can be balanced through attrition rather than RIF
Minimizes the impact on educator diversity because RIFs are determined by seniority. There is more racial diversity amongst recently hired educators.
Risks
Clyde Hill staff have not yet been trained in inclusionary practices.
Staff will be involuntarily transferred or departmentally reassigned. This means that staff will be building professional relationships with a new set of educators.
Fewer non-continuing teachers will be rehired because the consolidated schools will be more resource efficient with class sizes closer to targets.
Potential for increased commute if educators are assigned to schools further from their homes
Sense of loss of their community when staff and students relocate to two schools, or others that they may select through the respective transfer process
If there are RIFs, they will impact fewer senior staff who are more racially diverse.
Mitigating Strategies
Train Clyde Hill staff in inclusionary practices.
Receiving school staffs would need training on supporting students who experience poverty, trauma and students who are new to learning English.
Provide clear and timely communication once decisions are made, in alignment with requirements from the appropriate contracts.
Regional Transition Teams, including administrators, staff, and families from all schools impacted by the change will develop and implement plans to ensure smooth transition and blending of communities.








Were Changes Made to the Recommendation as a Result of Community Engagement? If so, describe.

The original recommendation was not revised; however, the critical criteria will continue to guide community engagement on how best to mitigate risks moving forward. The Regional Transition Team will serve as an advisory and district staff are committed to co-constructing mitigation strategies.

Engagement

Engagement Prior to Recommendation

Information regarding the impact of enrollment decline was shared with feedback and ideas solicited using a variety of approaches with various stakeholders this school year. This included presentations, videos, surveys, staff meetings, community open houses, and focus meetings with building and program administrators. This chart provides a snapshot of engagement strategies.

Event/Meeting	Date	Time	Location	Purpose/Notes
Advisory Team	11/28/22	12 pm	ESC	Review enrollment data/gather input
Advisory Team	12/7/22	10:30 am	ESC	Gather input/collaborate
Advisory Team	12/14/22	9:00 am	ESC	Gather input/collaborate
Advisory Team	1/4/23	10:30 am	ESC	Gather input/collaborate
Advisory Team	1/11/23	9:30 am	ESC	Gather input/collaborate
Advisory Team	1/20/23	1:00 pm	ESC	Gather input/collaborate
Advisory Team	1/27/23	1:30 pm	ESC	Gather input/collaborate
Advisory Team	2/8/23	4:00 pm	Teams	Gather input/collaborate
Principal 1:1	Ongoing	various	In-person/Teams	Gather input/provide support
School Board	10/6/22	4:30 pm	WISC Rainier	Study session: enrollment update
Exec Retreat	10/27/22	8:00 am	Off-site	Enrollment update and financial impact
School Board	12/15/22	4:30 pm	WISC Rainier	Enrollment update and financial impact
School Board	1/12/23	4:30 pm	WISC Rainier	School consolidation
School Board	1/26/23	4:30 pm	WISC Rainier	School consolidation update
School Staff	1/17/23	7:30 am	Phantom Lake	 PLE Presentation_01.17.2023.pptx
School Staff	1/17/23	2:50 pm	Wilburton	 WES Staff Engagement Session 1.17.23 PDF.pdf
School Staff	1/18/23	1:30 pm	Woodridge	 WR Advocacy School Closures Jan 18.pptx  Story of Woodridge.docx
School Staff	1/18/23	3:00 pm	Sherwood Forest	 Welcome to Sherwood Forest.pptx
School Staff	1/19/23	7:45 am	Eastgate	 Eastgate Presentation 1-19-23.pptx
School Staff	1/19/23	2:45 pm	Enatai	
School Staff	1/20/23	3:00 pm	Ardmore	 Ardmore staff presentation 1.20.23.pptx Ardmore Students Video
Community	1/23/23	4:30 pm	Phantom Lake	Gather input, answer questions
Community	1/23/23	6:00 pm	Eastgate	Gather input, answer questions
Community	1/24/23	4:30 pm	Woodridge	Gather input, answer questions
Community	1/24/23	6:00 pm	Enatai	Gather input, answer questions
Community	1/24/23	7:15 pm	Online	Gather input, answer questions
Community	1/25/23	4:30 pm	Wilburton	Gather input, answer questions
Community	1/25/23	6:00 pm	Ardmore	Gather input, answer questions
Community	1/27/23	6:00 pm	Sherwood Forest	Gather input, answer questions
PTSA Council	9/12/22	9:30 am	WISC	
Bellevue Downtown	12/20/22	7:30 am	Online	
SCAC	12/7/22	4:00 pm	Highland MS	
SCAC	1/11/23	4:00 pm	Highland MS	
Preschool - Parents	1/30/23	6:00 pm	Online	
Special Ed - Parents	1/26/23		Online	
Student Voice	1/24/23		Ardmore	Board Presentation 1\20\23 1.mp4
Student Voice	1/25/23		Sherwood Forest	SFEFeedback.pdf
Student Voice	1/26/23		Eastgate	Eastgate Elementary Student Focus Group Interviews (1-26-23).docx
Surveys	12/8/22	Ongoing	Online, Paper	Gather input, generate FAQ
BGA - Parents	1/31/23	12:00 pm	ESC	Hear proposals
All Staff Survey	12/8/2023		Online	Gather input, answer questions and generate FAQ
Staff Survey	1/17/2023		Online	Gather input, answer questions and generate FAQ
Community Survey	1/23/2023		Online	Gather input, answer questions and generate FAQ
Pre-K Community	1/30/2023		Survey	Gather input, answer questions and generate FAQ

Feedback Prior to Recommendation

Planning for the Future – Community Feedback Summary

On December 8, 2022, the district enabled a Let's Talk to collect feedback from the community. At the Community Open Houses, the community could submit feedback either via an online survey or via paper copies available. We collected over 500 responses across all seven schools. Open House opportunities were provided at each of the seven schools to share information, answer questions, and hear from the community. Although attendance was not taken at these events, they were very well attended.

Planning for the Future – Staff Feedback Summary

Staff information sessions were held at every school and at central office on December 8, 2022 to share information regarding the enrollment decline. A staff survey was conducted on December 8, 2022, which provided 420 responses. A second staff survey was conducted at the seven schools under consideration for consolidation in mid-January, 2023. This resulted in 200+ responses. Staff meetings were held at each of the seven schools the week of January 16, 2023 to gather feedback and ideas from school staff.

Feedback Following the Recommendation

Feedback and suggestions provided by stakeholders has been vast and greatly appreciated. There is no doubt this decision is impactful and requires thoughtful consideration. There were several themes that arose from stakeholders that led to specific changes in the recommendation. Although not exhaustive, these key themes emerged from various stakeholders.

- The Process
 - Data
 - Timing
- Equity
- Keep the School Community Together
- Avoid Overcrowding

The Process

Questions and concerns were expressed about the consolidation process, particularly the data used and the timing or pace of decision making.

- Data: Questions arose about data reported by the demographer and an interest in getting data from another demographer. Please see page 21 of this report for a summary of information from Dr. Les Kendrick, a demographer used by other districts in the Puget Sound. A complete report regarding regional K-12 demographic and enrollment trends can be found in the appendix.
- Timing: Concerns were expressed about the pace of the consolidation process and questions arose as to whether the District could either take more time, delay the decision for a year, or reduce the number of schools to consolidate. This revised recommendation reduces the number of schools from three to two, providing Ardmore with additional time and support to increase enrollment. Information regarding the financial challenge faced by the district and options for addressing are included in the table on page 20.

Equity

Another theme from stakeholder feedback was the question of equity. More specifically, the recommendation disproportionately impacts students and families farthest from educational justice, particularly considering Ardmore which is one of four Title I schools in the district. Weighing the benefits and harms of consolidation with equity at the forefront, it was clear that the District should place the newly developed Heritage Language program at Ardmore and work with the staff and school community to implement innovative approaches that will attract and retain students. Please see the Critical Criteria Review provided for more information on equity considerations.

Keep the School Community Together

It is clear that our schools have a strong sense of community and there is interest in keeping students and staff together in the upcoming school year. If we must consolidate, there is interest in students going together. This was particularly evident for students receiving special education services in the Olympic program at Eastgate. Students, staff, and families at Eastgate expressed the value of the relationships formed over the past decade and the positive impact resulting from years of staff training and experience. For this reason, the revised recommendation was adjusted to move all Eastgate students to Spiritridge. The idea of moving all Eastgate students to Somerset was explored, as well. However, this further divides another community by moving the Somerset Advanced Learning students to another school. Advanced Learning serves students with identified needs and is considered to be an educational service, not a magnet program. Whereas most students receiving Advanced Learning services at *Spiritridge* live outside the Spiritridge attendance area, most students receiving Advanced Learning services at *Somerset* live within the Somerset attendance area. For this reason, the decision was made to consider Spiritridge as the new location for Eastgate students. However, there will be space at Somerset for some open transfers from Eastgate, if families choose to apply. The boundaries for Somerset can be reassessed if enrollment declines as anticipated.

Avoid Overcrowding

Concerns were expressed by stakeholders and the school/community panels about potentially overcrowding some schools with the consolidation recommendation, namely Somerset and Cherry Crest. The revised recommendation addresses this concern by removing Somerset and Cherry Crest as receiving schools. However, moving Eastgate in its entirety to Spiritridge results in a slightly larger student enrollment, requiring the continued use of early learning classrooms. This means Spiritridge should not require the use of portables as general classrooms. It is anticipated that some families may open transfer, reducing the total number of students enrolled. For example, some siblings of students receiving Advanced Learning services may apply for open transfer to Woodridge and some students living closer to Somerset may open transfer there.

School Consolidation Process Timeline

Event/Meetings	Date	Time	Location	Purpose
School Board	2/9/23	4:30 pm	WISC Rainier	Consolidation recommendation
Community Committee	2/10/23	Open	Online	Provide data for review
Community Committee	2/14/23	4-6 pm	TBD	Discuss feedback and suggestions
School Board, Community Committee	2/16/23	4:30 pm		Consolidation study session
Hearing	2/27/23	4:30 pm	WISC Rainier	Community input
Hearing	2/28/23	4:30 pm	WISC Rainier	Community input
Hearing	3/2/23	4:30 pm	WISC Rainier	Community input
School Board	3/9/23	4:30 pm	WISC Rainier	Review updated recommendation
Special Board Meeting	3/16/23	4:30 pm	WISC Rainier	Act on recommendation

Special Open Transfer Timeline

Families with students attending a school to be consolidated will be given an opportunity to apply for an open transfer through a special open transfer process. The district provides an open transfer opportunity to all families each year in December/January. We recognize that some families may have opted to apply for open transfer if they had known their school would be consolidated. For this reason, we will accept applications from families with a student at one of the consolidated schools, March 10-20, 2023. These applications will be given priority in the open transfer process and will be accepted where space is available. It should be noted that transportation is not provided for open transfer.

Open Transfer Timeline			
Key Dates	Audience	Item	Method
March 10, 2023	Families at consolidated schools	Open transfer notification	Electronic, personal contact
March 20-31, 2023	Families at consolidated schools	Open transfer results	Personal contact
March 21-April 7, 2023	All other families requesting open transfer/enrollment	Open transfer/enrollment results	Personal contact

Continued Engagement and Transition Planning

Three regional committees were formed and launched to provide an opportunity for a larger community effort to design and implement activities and necessary actions that will support a positive transition for students, staff, and families. The committees include stakeholders from each school within the region impacted by the change. Below is a table that provides more detail regarding stakeholder involvement moving forward.

	Community Committee	School Committee	All Stakeholders	Regional Committee	School Committees	Administrator Advisory
Members	Community members (6) with no students in schools identified for consolidation	School-based members (6): 1 staff and 1 family per school	All staff, families, students, and community members	Staff and family members from each school in the region	School-based staff and family members Focus groups	Administrators from 3 consolidated schools, HR, Special Ed, MLL, and AL
Purpose	Provide a third-party perspective including a critical review and suggestions from community members not personally impacted.	Provide a critical review and suggestions from people in the community who are directly impacted by this decision.	Provide feedback and input regarding the consolidation plan.	Oversee the transition, including communication and engagement.	Assign workgroups, manage communication and engagement, and solicit resources.	Manage the transition of students and staff. Communicate with and engage stakeholders.
Dates/Notes	2/10/23: Review plan, background information 2/14/23: Meet with Deputy Superintendents to discuss the plan and format for feedback. 2/16/23: Meet with Board to provide feedback, suggestions, and considerations.		Hearing Dates: 2/27/23: Ardmore 2/28/23: Eastgate 3/2/23: Wilburton	2/14/23: Begin process to solicit membership	Ongoing	Ongoing

Focused Engagement

Focused engagement is intended to enlist feedback and ideas from families and students farthest from educational justice. This engagement provides an opportunity for families to identify potential benefits and harms, as well as mitigations, that will inform and in some circumstances, directly impact decision-making.

In addition to the focus groups shown in this table, schools have conducted outreach formally and informally to engage families. Administrators have provided feedback from these engagements to inform decisions, as well.

Focus Stakeholder Engagement			
Date	Focus Group	Event	Method
2/28/23	Ardmore: Multilingual Families	Focus group	In-person
Week of 2/27	Eastgate: Special Education Olympic	Survey	In-person and electronic
3/7/23	Eastgate: Special Education Olympic	Focus group	In-person and remote
Week of 3/13	Special Education Advisory	Team meetings	Ongoing
Week of 3/6	Wilburton: Special Education IPP	Focus group	In-person and remote
Week of 3/20	Wilburton: Mary's Place	Personal contact	In-person at Mary's Place
2/27/23, 3/8/23	Spiritridge: Advanced Learning	Survey	
Beginning 2/20	Ardmore, Eastgate, Wilburton: PreK Families	Conversation	Personal phone calls

Appendices

Staffing Scenarios

This revised recommendation will move Eastgate and Wilburton into consolidation with other schools. Without consolidation, staffing at these two schools is shown below based on forecast enrollment. These numbers do not include further decline after open transfer requests are processed. It is anticipated that each of these two schools will lose at least one additional classroom due to open transfer. Without consolidation, it is recommended that a portion of each schools be closed for the school year to reduce utility, cleaning and other costs. For example, Wilburton has 31 classrooms and will only need 14 classrooms for an enrollment of 333 students.

Eastgate								Wilburton								
Without Consolidation								Without Consolidation								
	Grade	K	1	2	3	4	5		Grade	K	1	2	3	4	5	
1	K	20							1	K	22					
2	K/1	10	10						2	K	22					
3	1		22						3	1		22				
4	1/2.		10	12					4	1		23				
5	2			24					5	2			24			
6	2/3.			12	11				6	2			24			
7	3				24				7	2			25			
8	3/4.				10	14			8	3				21		
9	4					26			9	3				22		
10	5						26		10	3				22		
11	5						27		11	4					26	
	Totals	30	42	48	45	40	53	258	12	4					27	
									13	5						26
									14	5						27
									Totals	44	45	73	65	53	53	333

Clyde Hill

Without Consolidation

	Grade	K	1	2	3	4	5	
1	K	23						
2	K	23						
3	K	24						
4	1		23					
5	1		24					
6	1		24					
7	2			23				
8	2			23				
9	2/3.			10	14			
10	3				24			
11	3				24			
12	4					27		
13	4					28		
14	5						28	
15	5						28	
	Totals	70	71	56	62	55	56	370

With Consolidation

	Grade	K	1	2	3	4	5	
1	K	23						
2	K	23						
3	K	24						
4	K	24						
5	1		23					
6	1		23					
7	1		23					
8	1		24					
9	2			23				
10	2			23				
11	2			24				
12	2			24				
13	3				24			
14	3				24			
15	3				24			
16	3				25			
17	4					27		
18	4					27		
19	4					27		
20	5						27	
21	5						27	
22	5						27	
	Totals	94	93	94	97	81	81	540

Enatai

Without Consolidation

	Grade	K	1	2	3	4	5	
1	K	21						
2	K	21						
3	K/1	8	12					
4	1		22					
5	1		22					
6	2			22				
7	2			22				
8	2/3.			10	11			
9	3				21			
10	3				21			
11	4					25		
12	4					25		
13	4/5.					9	14	
14	5						25	
15	5						25	
	Totals	50	56	54	53	59	64	336

With Consolidation

	Grade	K	1	2	3	4	5	
1	K	20						
2	K	20						
3	K	20						
4	K/1	10	10					
5	1		23					
6	1		23					
7	1		23					
8	2			25				
9	2			25				
10	2			25				
11	2/3.			14	11			
12	3				24			
13	3				24			
14	3				24			
15	4					25		
16	4					25		
17	4					25		
18	4/5.					11	14	
19	5						26	
20	5						26	
21	5						26	
	Totals	70	79	89	83	86	92	499

Spiritridge

Without Consolidation

	Grade	K	1	2	3	4	5	
1	K	24						
2	K	24						
3	K/1	8	17					
4	1		25					
5	1		25					
6	2			23				
7	2			23				
8	2			23				
9	3				22			
10	3				22			
11	3				23			
12	4					25		
13	4					26		
14	5						20	
15	5						20	
Totals		56	67	69	67	51	40	350

Advanced Learning

	Grade	K	1	2	3	4	5	
1	2			27				
2	3				28			
3	3				27			
4	4					23		
5	4					24		
6	4/5.					12	12	
7	5						25	
8	5						25	
Totals				27	55	59	62	203

With Consolidation

	Grade	K	1	2	3	4	5	
1	K	21						
2	K	21						
3	K	22						
4	K	22						
5	1		21					
6	1		22					
7	1		22					
8	1		22					
9	1		22					
10	2			23				
11	2			23				
12	2			23				
13	2			24				
14	2			24				
15	3				22			
16	3				22			
17	3				22			
18	3				23			
19	3				23			
20	4					26		
21	4					26		
22	4					26		
23	4/5.					13	13	
24	5						26	
25	5						27	
26	5						27	
Totals		86	109	117	112	91	93	608

Woodridge

Without Consolidation

	Grade	K	1	2	3	4	5	
1	K	20						
2	K	20						
3	K/1	12	8					
4	1		21					
5	1		21					
6	2			24				
7	2/3.			14	9			
8	3				22			
9	3/4.				10	14		
10	4					24		
11	5						25	
12	5						25	
	Totals	52	50	38	41	38	50	269

With Consolidation

	Grade	K	1	2	3	4	5	
1	K	20						
2	K	20						
3	K/1	12	8					
4	1		21					
5	1		21					
6	2			24				
7	2/3.			14	9			
8	3				22			
9	3/4.				10	14		
10	4					24		
11	5						25	
12	5						25	
	<i>Woodridge projection</i>	52	50	38	41	38	50	269
	<i>Advanced Learning projection</i>			27	55	59	62	203
	Total projection	52	50	65	96	97	112	472

	Grade	K	1	2	3	4	5	
1	2			27				
2	3				28			
3	3				27			
4	4					23		
5	4					24		
6	4/5.					12	12	
7	5						25	
8	5						25	
	Totals			27	55	59	62	203



Puget Sound K-12 Enrollment Trends What's Happening with Enrollment? October 2022

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Brief Note on Data

The enrollment data in this report comes from October P223 enrollment counts reported to the State. The numbers may have changed since originally reported, since Districts do periodically update and correct past enrollment reporting.

We have not updated the historical data with these corrections. The changes are typically quite small and insignificant in terms of the overall trends.

Birth data comes from the Washington State Department of Health. We report births for the calendar year (Jan-Dec).

K-12 Enrollment Trends in the Puget Sound

Public school enrollment in the four-county region (King, Kitsap, Pierce, and Snohomish) is still more than 23,000 students less than what it was in October 2019, prior to the start of the pandemic.

Over the past year there was a net gain of 370 students in King County, a net gain of 661 students in Pierce County, a net loss of 170 students in Snohomish County, and a net loss of 551 students in Kitsap County.

The data for Kitsap County is somewhat misleading. The Connections Academy virtual program that was present in the South Kitsap School district between 2019 and 2021 is no longer operating in the [District](#). Most of the students in that program did NOT reside in the Puget Sound area. If we eliminate the Connections Academy enrollment from the data of the past few years, it shows that Kitsap County public school enrollment has grown by about 300 students a year over the past two years.



K-12 Enrollment Trends in the Puget Sound

Kindergarten enrollment is still below where it was prior to the onset of the pandemic in every county. It appears that many students have either moved, are receiving home-based instruction, or are enrolled in private schools. We do not yet have home-based instruction or private school data for this year.

The small net gain in King County is partly due to a sharp increase in students receiving bilingual instruction in the large South King County districts (Auburn, Federal Way, Highline, Kent, and Renton). This population increased by a 12.6% over the past year (combining the enrollment in all these districts).

There are also indications that we are seeing better growth trends in Kitsap and Pierce County, in the past two years, as families who are moving around or new to the region appear to be landing in these counties. There are also selected areas in King County that are showing continuous enrollment gains in the post pandemic era (e.g., Auburn, Enumclaw, and Tahoma). And there are areas in Snohomish County showing similar trends (e.g., Arlington, Granite Falls, Stanwood-Camano, and Sultan).

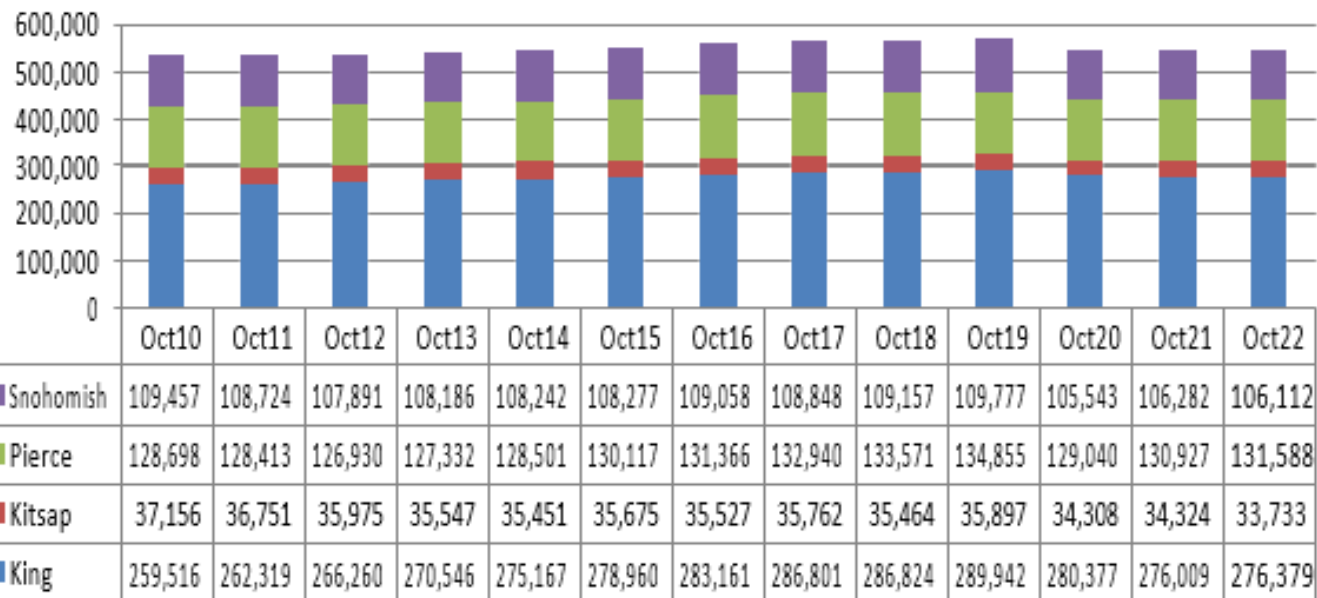
K-12 Enrollment Trends in the Puget Sound

Given the recent decline in births, in King and Snohomish County especially, we would expect kindergarten enrollment to continue to be lower in the coming years, even if a greater percentage of the pre-school age population returns to the public schools.

Given these trends it is reasonable to conclude that many of the students who were out of school due to covid, may have already moved, or are pursuing other educational options (home schooling, private schools).

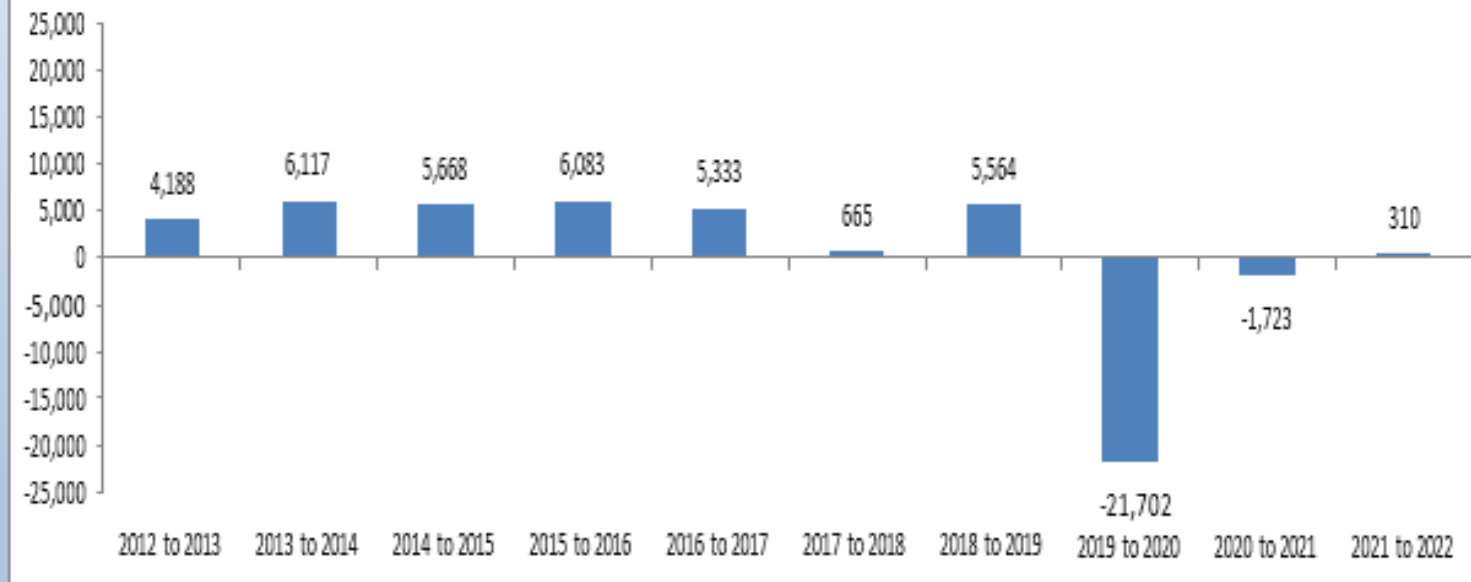
Given recent demographic changes (lower population growth in the Puget Sound and slowing home sales) it is likely that enrollment may continue to grow at a slower rate over the next year, and perhaps even decline some if the region experiences a recession.

Public School Enrollment for the Puget Sound King, Kitsap, Pierce, and Snohomish County



Puget Sound K-12 -- Fall 2022

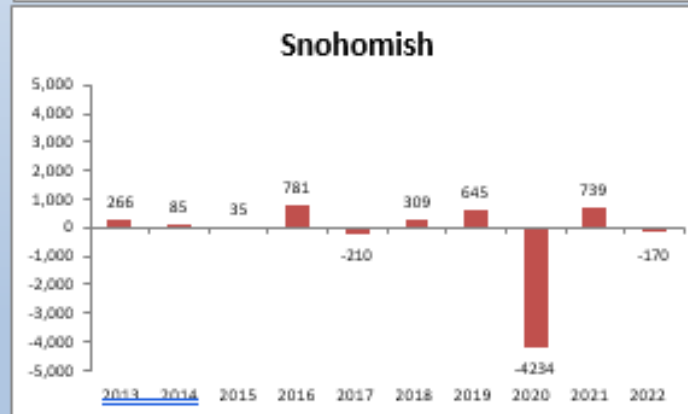
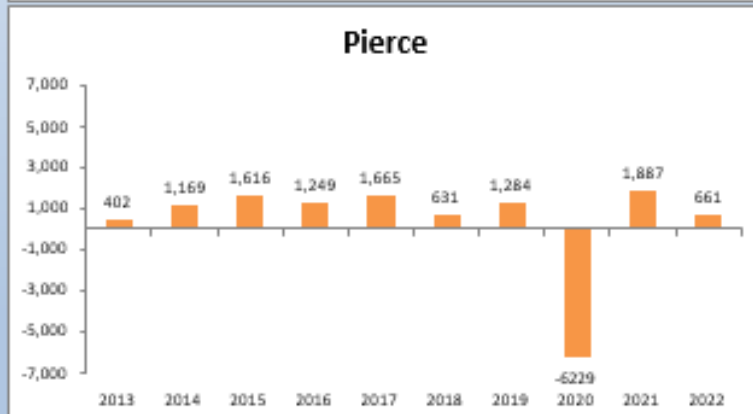
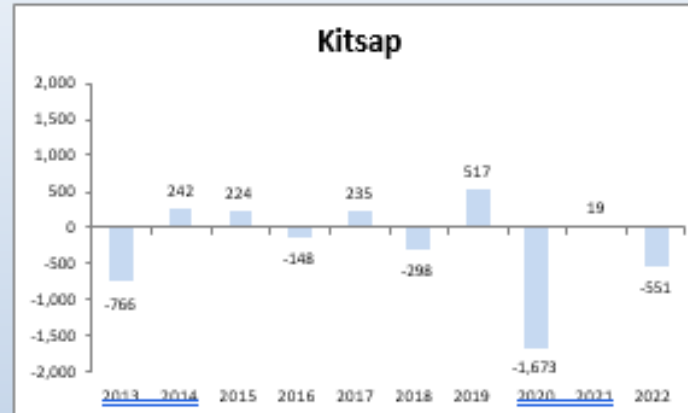
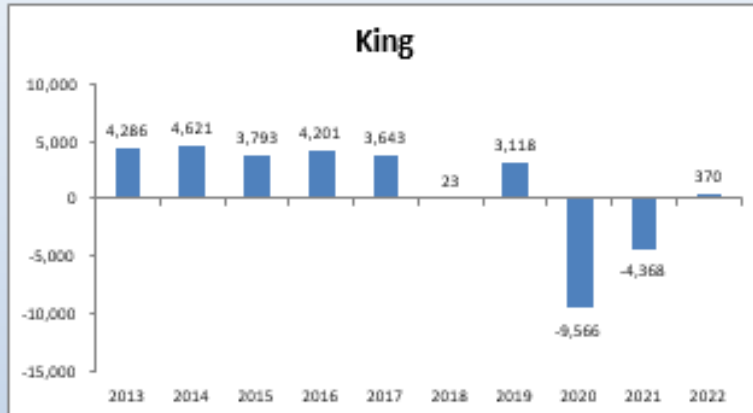
Annual Net Change in K-12 Enrollment King, Kitsap, Pierce and Snohomish Combined



Puget Sound K-12 -- Fall 2022

Annual Net Change in Enrollment by County Since 2012

(Numbers may have changed since the original reporting date)



Puget Sound K-12 -- Fall 2022

King County Public Schools

Change in Enrollment Between Oct 2021 to Oct 2022



					Change Oct21
King County Districts	Oct 2019	Oct 2020	Oct 2021	Oct 2022	to Oct22
Auburn	16,906	16,194	16,601	17,061	460
Bellevue	20,323	19,496	18,750	18,353	-397
Enumclaw	4,104	3,951	4,046	4,236	190
Federal Way	21,624	20,609	20,175	20,436	261
Highline	18,189	17,745	17,476	17,341	-135
Issaquah	20,470	19,442	18,905	18,902	-3
Kent	25,913	24,587	24,153	24,481	328
Lake Washington	31,106	30,648	30,553	30,423	-130
Mercer Island	4,387	4,125	4,007	4,012	5
Northshore	22,943	22,686	22,419	22,320	-99
Renton	15,176	14,922	14,595	14,387	-208
Riverview	3,268	3,001	2,983	3,035	52
Seattle	53,628	52,383	50,192	50,065	-127
Shoreline	9,604	9,271	9,078	9,150	72
Skykomish	51	48	38	35	-3
Snoqualmie	7,021	6,704	6,965	6,897	-68
Tahoma	8,846	8,415	8,621	8,831	210
Tukwila	2,758	2,650	2,529	2,511	-18
Vashon Island	1,469	1,439	1,465	1,475	10
LW Technical	204	175	166	165	-1
Renton Technical	1	1	0	0	0
CHARTER SCHOOLS					0
Summit Atlas	344	453	479	458	-21
Rainier Prep	350	346	327	334	7
Summit Sierra	507	379	314	232	-82
Rainier Valley Leadership Academy (Green Dot)	378	162	161	145	-16
Impact Salish Elementary		130	300	351	51
Impact Public Schools	283	415	607	594	-13
Ashe	90	0	0	0	0
Why Not You Academy			104	149	45
Total	289,943	280,377	276,009	276,379	
Change		-9,566	-4,368	370	

Kitsap County Public Schools

Change in Enrollment Between Oct 2021 to Oct 2022

					Change Oct21
Kitsap County	<u>Oct 2019</u>	<u>Oct 2020</u>	<u>Oct 2021</u>	<u>Oct 2022</u>	<u>to Oct22</u>
Bainbridge Island	3,764	3,560	3,607	3,521	-86
Bremerton	5,122	4,764	4,729	4,674	-55
Central Kitsap	11,590	10,848	11,059	10,939	-120
North Kitsap	5,787	5,238	5,354	5,256	-98
South Kitsap	9,491	8,719	8,715	8,940	225
SK Connections Academy	227	1,179	860		-860
Catalyst Public Schools (Charter)				<u>443</u>	443
Total	35,981	34,308	34,324	33,773	
Change		-1,673	16	-551	



Pierce County Public Schools

Change in Enrollment Between Oct 2021 to Oct 2022



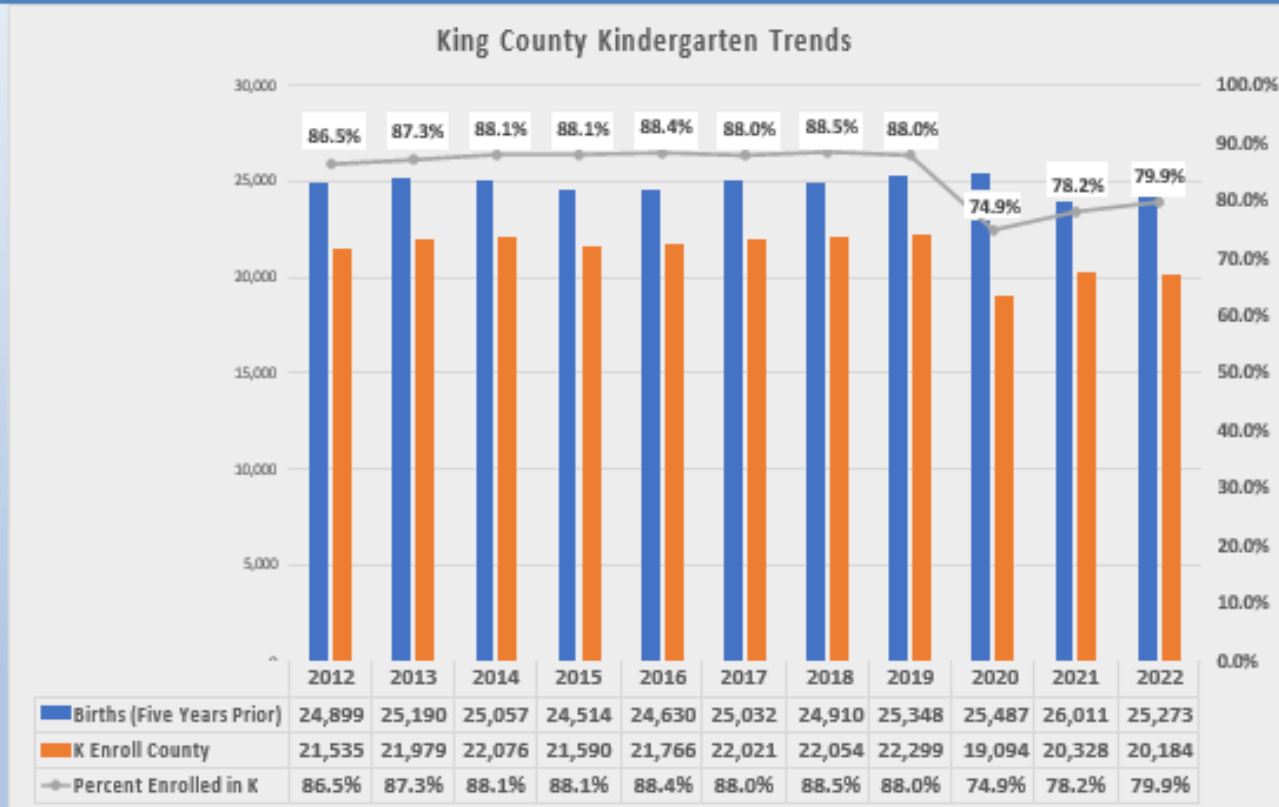
	<u>Oct 2019</u>	<u>Oct 2020</u>	<u>Oct 2021</u>	<u>Oct 2022</u>	Change Oct21 to Oct22
Pierce County					
Bethel	19959	19810	20061	20175	114
Carbonado	183	185	179	180	1
Clover Park	12729	11762	11980	11748	-232
Dieringer	1531	1359	1364	1405	41
Eatonville	1917	1792	1889	1905	16
Fife	3802	3680	3672	3793	121
Franklin Pierce	7774	7490	7374	7287	-87
Orting	2692	2517	2605	2715	110
Peninsula	9145	8301	8490	8734	244
Puyallup	22840	21835	22046	22507	461
Steilacoom	3286	3035	3068	3033	-35
Sumner	9837	9460	9837	10019	182
Tacoma	28202	27141	27108	26627	-481
University Place	5545	5482	5463	5442	-21
White River	3912	3802	4104	4199	95
Bates Tech	399	343	402	495	93
Chief Leschi	546	561	597	600	3
CP Tech	366	289	236	229	-7
CHARTER SCHOOLS					0
Summit Olympus	190	196	180	157	-23
Soar Academy	144	0	0	0	0
Green Dot Destiny	270	0	0	0	0
Impact Commencement Bay			272	338	66
Total	135269	129040	130927	131588	
Change		-6229	1887	661	

Snohomish County Public School Districts Change in Enrollment Between Oct 2021 to Oct 2022

				Change Oct21	
	<u>Oct 2019</u>	<u>Oct 2020</u>	<u>Oct 2021</u>	<u>Oct 2022</u>	<u>to Oct22</u>
Snohomish					
Arlington	5,671	5,276	5,344	5,442	98
Darrington	424	397	407	426	19
Edmonds	20,494	20,013	19,917	19,690	-227
Everett	20,170	19,539	19,633	19,578	-55
Granite Falls	1,997	2,018	2,117	2,233	116
Index	31	28	24	21	-3
Lake Stevens	9,255	8,882	9,345	9,360	15
Lakewood	2,514	2,477	2,586	2,586	0
Marysville	10,201	9,825	9,901	9,812	-89
Monroe	6,577	6,066	5,881	5,586	-295
Mukilteo (Includes Skills Center)	16,034	15,445	15,355	15,354	-1
Snohomish	9,746	9,179	9,257	9,270	13
Stanwood	4,682	4,521	4,560	4,705	145
Sultan	<u>1,981</u>	<u>1,877</u>	<u>1,955</u>	<u>2,049</u>	94
	Total	109,777	105,543	106,282	106,112
	Change		-4,234	739	-170

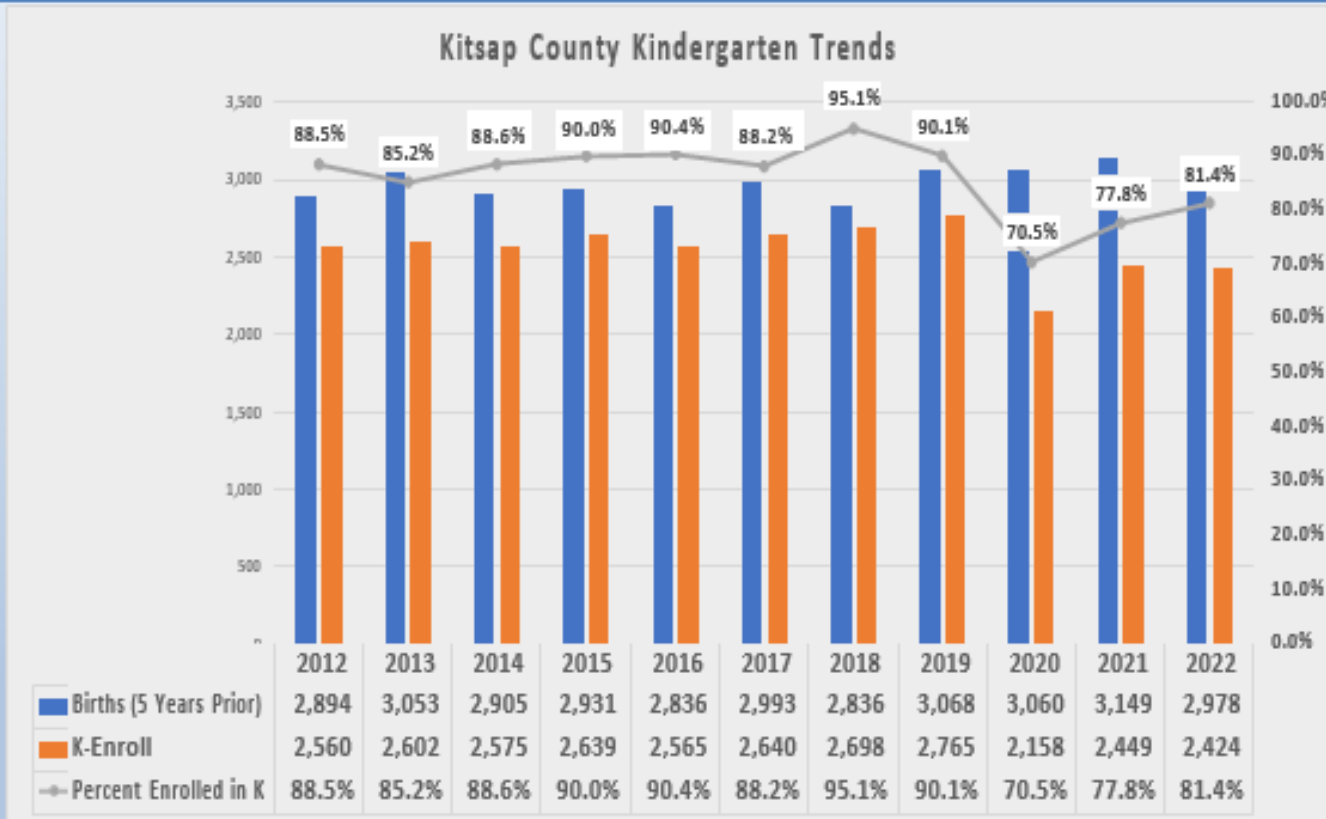


Kindergarten Enrollment Trends



Puget Sound K-12 -- Fall 2022

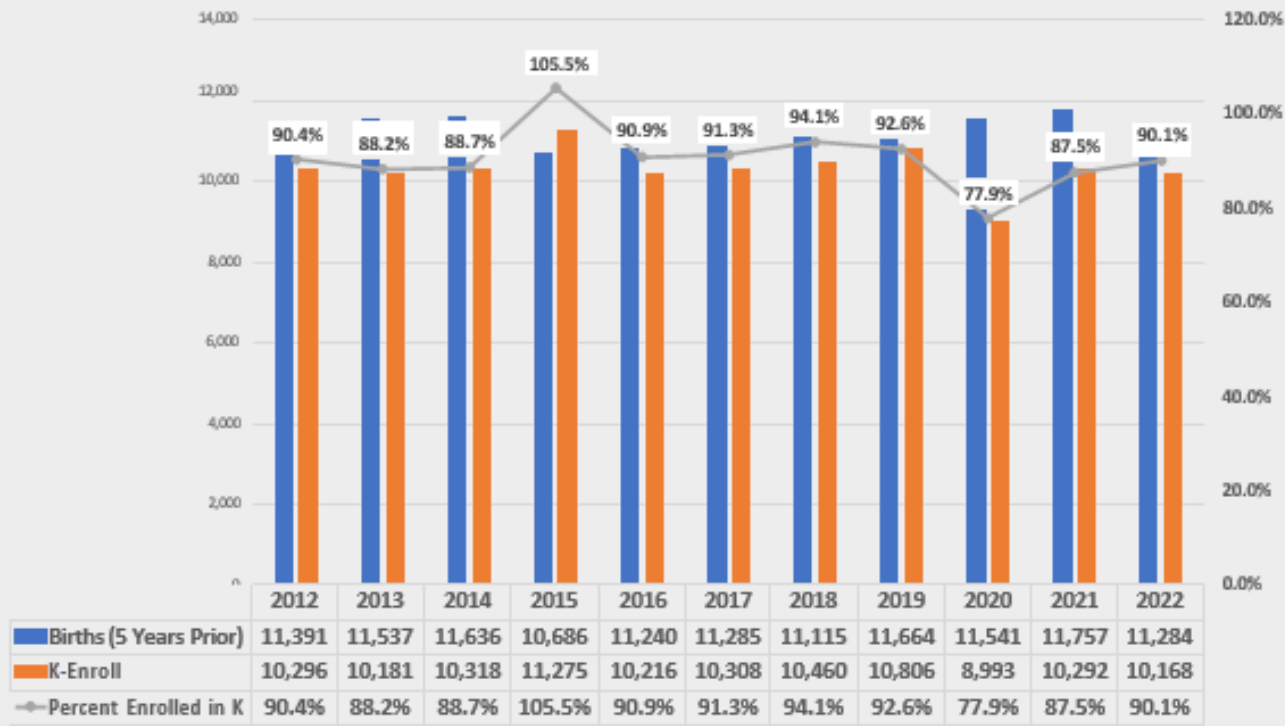
Kindergarten Enrollment Trends



Puget Sound K-12 -- Fall 2022

Kindergarten Enrollment Trends

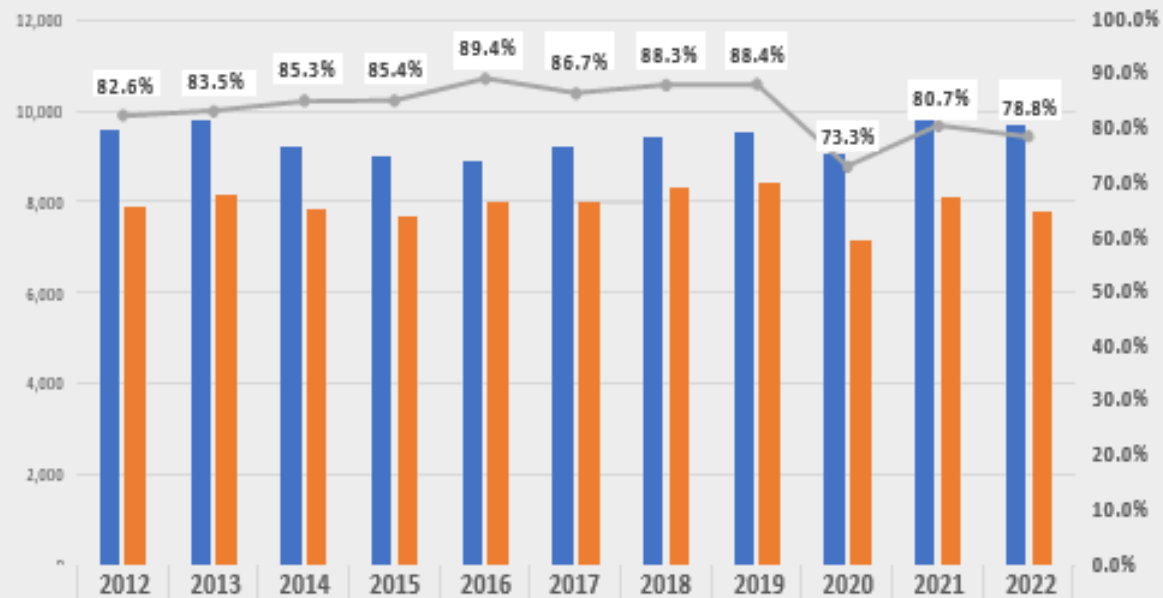
Pierce County Kindergarten Trends



Puget Sound K-12 -- Fall 2022

Kindergarten Enrollment Trends

Snohomish County Kindergarten Trends

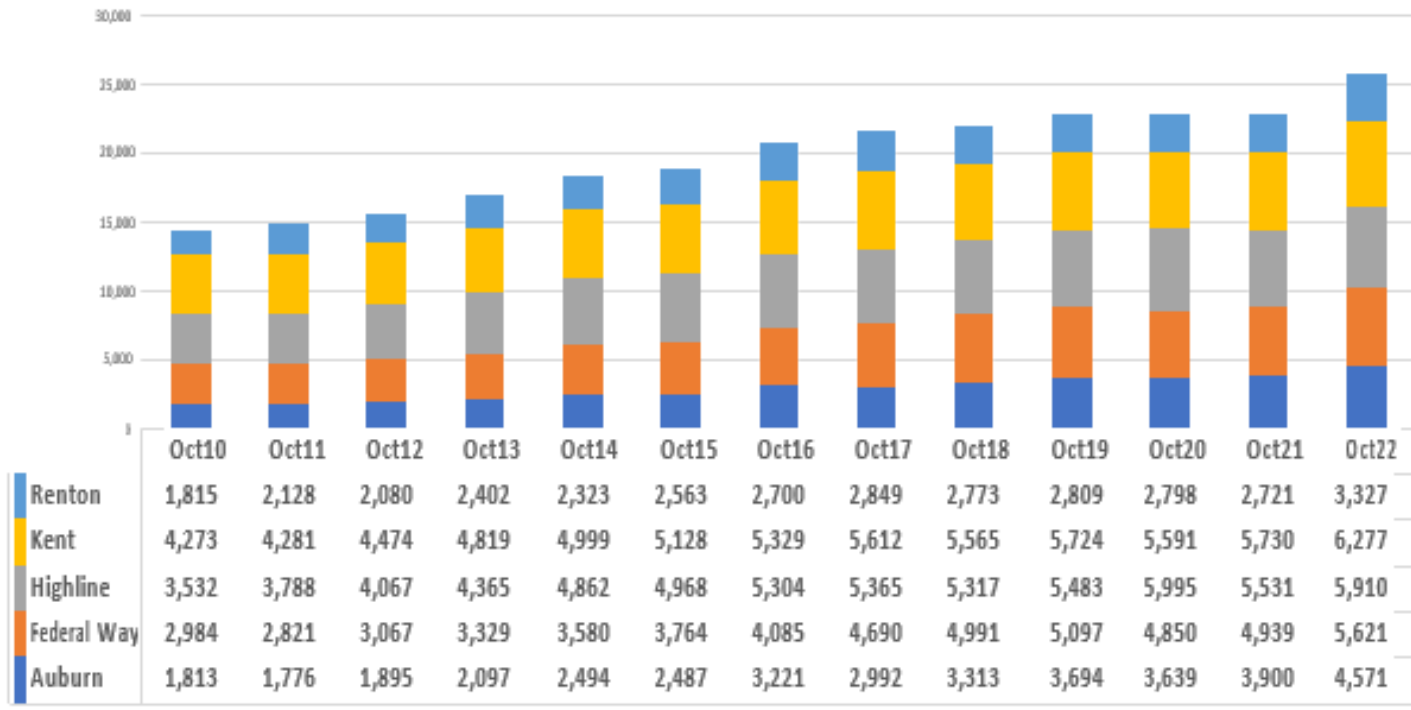


Births (5 Years Prior)	9,570	9,795	9,237	9,001	8,925	9,226	9,406	9,524	9,766	10,045	9,877
K-Enroll	7,906	8,177	7,876	7,687	7,982	8,002	8,304	8,419	7,158	8,111	7,779
Percent Enrolled in K	82.6%	83.5%	85.3%	85.4%	89.4%	86.7%	88.3%	88.4%	73.3%	80.7%	78.8%



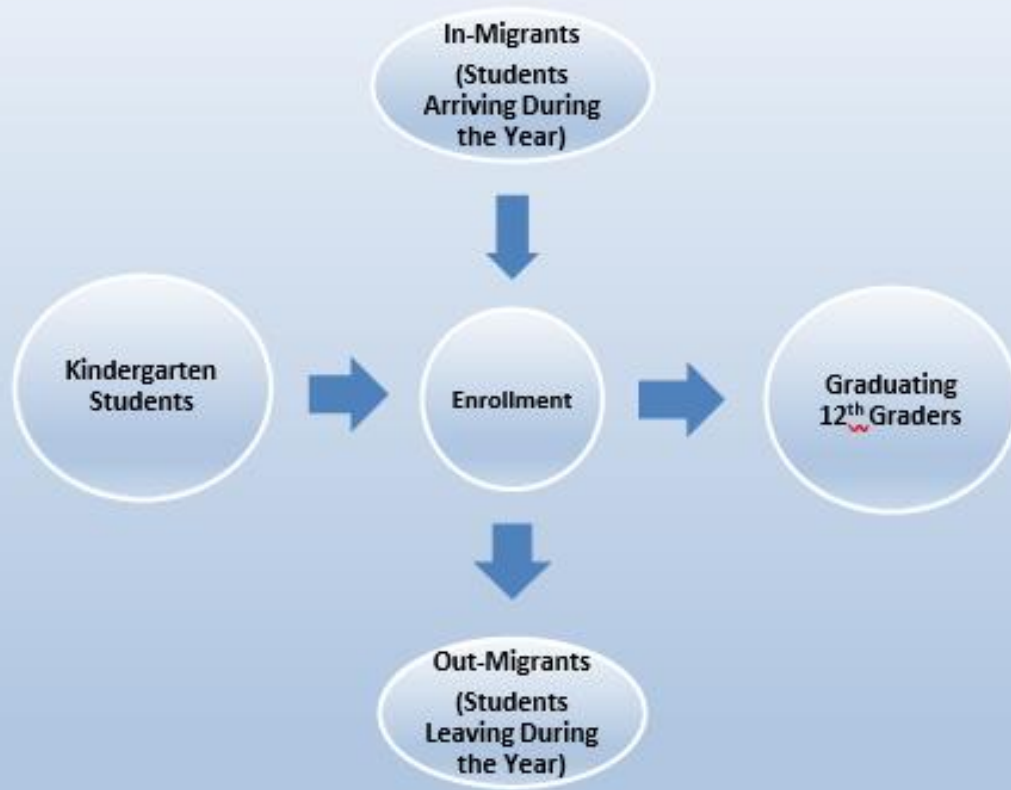
Puget Sound K-12 -- Fall 2022

Enrollment Trends for the TBIP/ELL Population
Large South King County Districts
October Counts



Puget Sound K-12 -- Fall 2022

The Dynamics of Enrollment



Puget Sound K-12 – Fall 2022

Looking at Cohort Rates and Migration

We can look at migration by comparing the enrollment at one grade in Year 1 to enrollment at the subsequent grade in Year 2.

We create cohort ratios to see the change from year to year.

<u>EXAMPLE</u>	Oct21	Oct22	Ratio	
K	1100	1134		
1st	1142	1155	1.050	(DIVIDE 1155 BY 1100)
2nd	1157	1138	0.996	
3rd	1134	1162	1.004	

A rate greater than one means that more people moved IN over the course of the year, than moved OUT. A rate less than one means more people moved OUT than IN.

We can average the ratios to see the net gains and losses from migration over time.



King County Cohort Ratio Trends

Grade Progression Rates King County (Includes all Districts in the County)

(Reflects In and Out Movement of Students at the Continuing Grades)

(A rate greater than 1 indicates a net gain of students)

	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	Averages	
												2017-2019	Last 2 Years
K-1	1.050	1.054	1.045	1.044	1.053	1.043	1.026	1.039	0.973	1.039	1.039	1.036	1.039
1-2	1.015	1.011	1.015	1.014	1.024	1.011	1.002	1.011	0.962	0.972	1.020	1.008	0.996
2-3	1.013	1.011	1.008	1.005	1.010	1.000	0.995	1.007	0.956	0.970	1.005	1.001	0.987
3-4	1.010	1.009	1.005	1.012	1.004	1.012	0.999	1.003	0.962	0.970	1.007	1.005	0.988
4-5	1.007	1.005	1.005	1.004	1.006	1.009	0.992	1.002	0.965	0.967	1.004	1.001	0.985
5-6	0.996	0.998	0.993	0.991	0.998	1.000	0.988	0.990	0.952	0.949	0.980	0.993	0.964
6-7	1.004	1.011	1.009	1.011	1.010	1.004	0.991	1.001	0.970	0.974	0.999	0.999	0.986
7-8	1.004	1.005	1.012	1.008	1.004	1.007	0.994	1.005	0.977	0.977	0.998	1.002	0.988
8-9	1.106	1.099	1.066	1.046	1.038	1.035	1.027	1.037	1.005	1.010	1.032	1.033	1.021
9-10	0.944	0.949	0.971	0.986	1.001	1.006	0.996	1.008	0.989	0.989	1.007	1.004	0.998
10-11	0.941	0.942	0.950	0.919	0.947	0.928	0.921	0.924	0.901	0.936	0.943	0.924	0.939
11-12	0.988	0.988	0.991	0.994	1.005	0.977	0.969	0.970	0.960	1.007	0.990	0.972	0.998

Net gains have been lower in the past three years and even in the last two (Post Covid) than what we saw between 2017 and 2019



Puget Sound K-12 -- Fall 2022

Kitsap County Cohort Ratio Trends

Grade Progression Rates Kitsap County (Includes all Districts in the County)

(Reflects In and Out Movement of Students at the Continuing Grades)

(A rate greater than 1 indicates a net gain of students)

	<u>Oct-12</u>	<u>Oct-13</u>	<u>Oct-14</u>	<u>Oct-15</u>	<u>Oct-16</u>	<u>Oct-17</u>	<u>Oct-18</u>	<u>Oct-19</u>	<u>Oct-20</u>	<u>Oct-21</u>	<u>Oct-22</u>	Averages	
												2017-2019	Last 2 Years
K-1	1.026	1.018	1.050	1.029	0.975	1.039	1.022	1.025	0.888	1.101	1.070	1.029	1.086
1-2	1.003	0.988	0.999	1.025	1.011	1.018	0.998	1.007	0.907	1.034	1.038	1.008	1.036
2-3	0.991	0.996	1.010	1.041	0.994	1.016	0.995	1.005	0.926	1.015	1.020	1.006	1.017
3-4	0.986	0.996	1.010	1.017	1.005	1.025	0.999	1.007	0.916	1.006	1.024	1.010	1.015
4-5	0.972	1.011	1.011	1.019	1.019	1.012	0.998	1.012	0.930	1.004	0.995	1.007	1.000
5-6	0.972	0.992	0.994	1.006	1.001	0.997	0.980	1.002	0.915	1.007	1.007	0.993	1.007
6-7	0.997	0.991	1.029	1.022	0.987	1.021	1.004	1.023	0.948	1.008	1.018	1.016	1.013
7-8	0.992	1.003	1.019	1.013	1.010	1.010	0.994	0.999	0.956	1.002	1.020	1.001	1.011
8-9	1.031	1.021	1.032	1.048	1.053	1.072	1.060	1.069	0.992	1.037	1.018	1.067	1.028
9-10	1.009	0.995	1.006	0.996	0.993	0.978	0.950	0.944	0.943	0.990	1.000	0.957	0.995
10-11	0.978	0.996	1.007	1.006	1.011	0.984	0.954	0.930	0.945	0.971	1.000	0.956	0.985
11-12	1.094	1.084	1.099	1.052	1.045	1.025	0.996	1.056	1.039	1.092	1.060	1.025	1.076

Net gains in Kitsap County at most grades have been higher in the past two years than in the years prior to Covid



Puget Sound K-12 -- Fall 2022

Pierce County Cohort Ratio Trends

Grade Progression Rates Pierce County (Includes all Districts in the County)

(Reflects In and Out Movement of Students at the Continuing Grades)

(A rate greater than 1 indicates a net gain of students)

												Averages	
	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	2017-2019	Last 2 Years
K-1	1.004	1.019	1.022	1.009	0.905	1.018	1.004	1.010	0.926	1.078	1.015	1.011	1.047
1-2	0.977	0.986	0.999	1.009	1.016	1.011	1.008	1.011	0.935	1.020	1.018	1.010	1.019
2-3	0.984	0.999	1.005	1.009	1.010	1.017	1.010	1.011	0.938	1.017	1.014	1.013	1.016
3-4	0.987	1.002	1.001	1.002	1.007	1.017	1.003	1.011	0.948	1.005	1.013	1.010	1.009
4-5	0.981	1.001	1.007	1.013	1.022	1.012	1.005	1.012	0.944	1.005	1.010	1.010	1.008
5-6	0.978	1.007	1.008	1.014	1.005	1.011	1.000	1.003	0.955	1.003	0.994	1.005	0.999
6-7	0.983	1.007	0.997	1.001	1.016	1.006	1.003	1.007	0.960	1.000	1.003	1.006	1.001
7-8	0.975	1.005	1.005	1.012	1.015	1.008	1.015	1.005	0.974	0.999	1.002	1.009	1.001
8-9	1.069	1.051	1.027	1.034	1.025	1.027	1.019	1.014	0.988	1.012	1.014	1.020	1.013
9-10	0.933	0.914	0.968	0.990	1.002	1.002	0.997	0.987	0.968	0.994	0.985	0.995	0.990
10-11	0.897	0.914	0.947	0.956	0.962	0.942	0.945	0.942	0.944	0.965	0.937	0.943	0.951
11-12	0.989	1.059	1.046	0.934	1.008	1.008	0.985	0.980	0.986	0.987	0.982	0.991	0.984

Net gains in the past two years have been roughly comparable to what we saw in the years prior to Covid (some grades higher and others lower)



Puget Sound K-12 -- Fall 2022

Snohomish County Cohort Ratio Trends

Grade Progression Rates Snohomish County (Includes all Districts in the County)

(Reflects In and Out Movement of Students at the Continuing Grades)

(A rate greater than 1 indicates a net gain of students)

												Averages	
	Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	2017-2019	Last 2 Years
K-1	1.053	1.047	1.041	1.039	1.044	1.027	1.027	1.022	0.940	1.075	1.030	1.025	1.053
1-2	0.993	1.001	1.015	1.018	1.014	1.012	1.007	1.009	0.948	1.023	1.014	1.009	1.018
2-3	0.996	1.000	1.010	1.012	1.011	1.010	1.013	1.008	0.945	1.013	1.015	1.010	1.014
3-4	0.993	1.007	1.012	1.018	1.014	1.008	1.006	1.011	0.958	1.002	1.013	1.008	1.007
4-5	0.999	0.995	1.004	1.012	1.005	1.005	1.008	1.009	0.960	0.991	1.012	1.007	1.002
5-6	1.000	1.004	1.010	1.015	1.012	1.009	1.005	1.008	0.966	0.986	1.012	1.007	0.999
6-7	1.002	0.997	1.006	1.006	1.010	1.001	1.003	1.008	0.964	0.991	1.009	1.004	1.000
7-8	1.000	1.008	1.014	1.013	1.017	1.000	1.006	1.008	0.976	0.990	1.010	1.005	1.000
8-9	1.038	1.035	1.040	1.034	1.029	1.011	1.027	1.018	1.004	1.013	1.024	1.019	1.018
9-10	0.982	0.994	1.004	0.988	1.010	0.999	0.998	1.005	0.985	0.986	1.006	1.001	0.996
10-11	1.040	1.030	1.003	0.974	0.986	0.967	0.963	0.954	0.950	0.981	0.966	0.961	0.974
11-12	1.029	1.061	1.061	1.074	1.089	1.075	1.052	1.056	1.058	1.082	1.066	1.061	1.074

Net gains in the past two years in Snohomish County have been comparable to and at some grades, better than what we saw prior to Covid



Puget Sound K-12 -- Fall 2022

Potential Uses of Consolidated Buildings

The district has not yet sold the bonds to obtain the funds needed to rebuild Jing Mei, Big Picture School and International School. Taxpayers have not paid any money towards the construction of these facilities. Rather than build new schools with additional taxpayer funds, the district plans to utilize the capacity it has to meet these needs. BSD will assess the opportunity to use consolidated school facilities to meet these needs in the near future.

More information regarding BSD declining enrollment and information from other sources can be found in the links below.

[Oct 6, 2022 Demographer Board Presentation](#)

[Dec 8 2022 Planning for our Future Presentation for all Staff and Community](#)

[Jan 12 2023 Board Presentation on School Consolidation](#)

[Jan 20 2023 Impact of Lower Enrollment](#)

[K-12 Dive Article on School Closing](#)

[RCW 28A.335.020](#)

RCW 28A.335.020 School closures—Policy of citizen involvement required—Summary of effects—Hearings—Notice. Before any school closure, a school district board of directors shall adopt a policy regarding school closures which provides for citizen involvement before the school district board of directors considers the closure of any school for instructional purposes. The policy adopted shall include provisions for the development of a written summary containing an analysis as to the effects of the proposed school closure. The policy shall also include a requirement that during the ninety days before a school district's final decision upon any school closure, the school board of directors shall conduct hearings to receive testimony from the public on any issues related to the closure of any school for instructional purposes. The policy shall require separate hearings for each school which is proposed to be closed.

The policy adopted shall provide for reasonable notice to the residents affected by the proposed school closure. At a minimum, the notice of any hearing pertaining to a proposed school closure shall contain the date, time, place, and purpose of the hearing. Notice of each hearing shall be published once each week for two consecutive weeks in a newspaper of general circulation in the area where the school, subject to closure, is located. The last notice of hearing shall be published not later than seven days immediately before the final hearing. [1983 c 109 § 2. Formerly RCW 28A.58.031.]

Application of RCW 43.21C.030(2)(c) to school closures: RCW 43.21C.038.

Closure of Facilities

When an unforeseen natural event or mechanical failure causes a facility to become unsafe, unhealthy, inaccessible, or inoperable, the board of directors has the authority to close a school building.

For foreseen circumstances, prior to the closure of a school facility, the board will have prepared a written analysis which considers the following issues:

- A. Projected or actual enrollment declines and the likelihood that they will remain permanent;
- B. The effect that the disposition or retirement will have on other facilities and on the district's educational program offering;
- C. Student and staff displacement, including transportation costs to new facilities and staff reassignment;
- D. Potential for renovation;
- E. Financial considerations in terms of such factors as staff costs, operating and maintenance cost, the potential revenue from sale or lease of property, the cost of closure and transferring operations elsewhere;
- F. Safety, health and fire regulations; and
- G. Whether or not the facility may effectively be used for other purposes.

During a ninety-day period following the development of a written analysis, the board will conduct one or more hearings to receive testimony on any issues related to the closure of a school. Each hearing notice will be published once each week for two consecutive weeks in a newspaper of general circulation that serves the area where the school is located. The last notice will be published at least seven days prior to the hearing. The notice will contain the date, time, place and purpose of the hearing. Comments received from interested parties will be used for advisory purposes only. The final determination of whether a facility will be closed or remain open will be made by the board.

Legal References:	RCW 28A.150.290(2)	State superintendent to make rules and regulations — Unforeseen conditions or actions to be recognized — Paperwork limited
	28A.320.010 28A.335.020	Corporate powers School Closures — Policy of citizen involvement required — Summary of effects — Hearings — Notice

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