



# Boundary Committee Meeting #4

Meadowdale MS Library (5:00 – 6:30 PM)  
April 20, 2026

# Boundary Committee Mtg #3 Agenda

- Review Open House #1 survey results summary
- Review actionable input
- Iterate Consensus Scenario #1 w/actionable input
- Determine Consensus Scenario #2 (for Open House #2 in May)

# Boundary Committee Meeting - Norms & Mindsets

| Norms & Mindsets:                                                              | Looks like...                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Keep the needs of students at the center of this work.                      | <ul style="list-style-type: none"><li>● Asking what's best for children</li><li>● Helping refocus conversations around students and their future</li></ul>                                                                                                             |
| 2. Be fully present.                                                           | <ul style="list-style-type: none"><li>● Monotasking with your focus on this session</li><li>● Minimizing technology distractions</li><li>● Engaging by computer with video for full participation</li></ul>                                                            |
| 3. Respect one another, our time frames, our shared airspace, and our process. | <ul style="list-style-type: none"><li>● Monitoring your own talk time</li><li>● Speaking your truth and speaking for yourself</li><li>● Being succinct and listening to learn and understand</li><li>● Assuming colleagues' positive intent and equal effort</li></ul> |
| 4. Stay in a solution mindset and remember that we are all in this together.   | <ul style="list-style-type: none"><li>● Engaging with generosity of spirit</li><li>● Asking "what if" and considering new ways of doing things</li></ul>                                                                                                               |
| 5. Remember! This is a PROCESS.                                                | <ul style="list-style-type: none"><li>● Being ok with the discomfort of not having all the answers.</li><li>● Sometimes there will be more questions than answers</li></ul>                                                                                            |

# Attendance Area Boundary Study - Parameters

## Parameters:

As a result of sixth grade moving to middle schools, current elementary school boundaries must be adjusted to ensure that all elementary schools are utilized equitably according to district policy.

Likewise, a new middle school boundary must be created and boundaries for existing middle schools must be adjusted to again ensure equitable utilization at all middle schools as this grade reconfiguration is implemented in the fall of 2028.

# Guiding Principles



Key values serve as guiding principles for the boundary review committee throughout the boundary review process. These are developed from District Policies, insights gained from community surveys, and student enrollment forecasting. A student is required to attend the school serving his/her place of residence, the “neighborhood school” (Board Policy 3131). Exceptions to this policy are also listed in Board Policy 3131.

**When considering boundary revisions the committee will consider, to the extent possible, the following guiding principles:**

- Take a District-wide perspective by considering individual school capacities and student population projections to balance enrollment and alleviate overcrowding and underutilization of schools across the school district.
- Take a District-wide perspective considering growth trends and enrollment projections
- Make efforts to keep neighborhoods and communities together
- Maximize proximity to home/safe walking routes (e.g., not having to cross busy streets, railroad tracks, and consider natural boundaries)
- Consider transportation impacts, and work towards limiting the amount of time required on a bus

# Community Survey - Details

## Survey Open

- March 16<sup>th</sup> through March 26th

## Survey Response Totals

- Q3 After reviewing the consensus scenario maps and statistics linked to the survey introduction, what do you like about the changes? *(387 responses)*
- Q4 What adjustments should we study next? *(409 responses)*
- Q5 Do you have any additional comments or questions you would like to submit about the boundary review processes? *(316 responses)*

# Community Survey – Q3 Summary

## Primary Takeaways (Q3)

- Respondents broadly accept **capacity balancing as a legitimate goal**, even when they oppose the specific attendance area boundaries.
- There is **process legitimacy**, even where there is **outcome rejection**.
- Support for **new capacity and grade reconfiguration** is real and distinct from support for **individual elementary boundary changes**.
- Changes benefiting proximity to schools exist, but **they are unevenly distributed**.
- Where feeder continuity improves, it is noticed and appreciated — but this is **not a district-wide experience**.

## Overall

- Many respondents appreciate the *goals* of enrollment balancing, long-term planning, and development of the new middle school attendance area.
- Amount of transparency and data sharing are widely viewed as positives.
- Some localized boundary changes improve proximity or feeder logic, but work still required in some areas.

# Community Survey – Q4 Summary

## Primary Takeaways (Q4)

Across Q4, respondents are not only asking for minor attendance area refinements; they're asking the committee to **re-balance priorities** toward:

- Stability / minimizing disruption (grandfathering & phased implementation)
- Walkability / proximity / safe routes
- Preserving cohesive neighborhoods & eliminating “islands”
- Reducing feeder splits (ES→MS and MS→HS), aligning feeder pathways
- Reconsidering several highly-salient boundary moves (especially Sherwood ↔ Edmonds and Hilltop ↔ Martha Lake, plus Hilltop→ MS assignment)
- Equity and school-quality impacts (including perceptions of “downgrades”)
- Better explanation / transparency / clearer maps & address lookup tools

# Community Survey – Q5 Summary

## Primary Takeaways (Q5)

Q5 responses reveal that **process, transparency, and trust** are the dominant concerns—often even more than the boundaries themselves. Respondents repeatedly ask:

- *Why* specific decisions were made
- *How* data was used and weighed
- *Whether* student disruption, equity, and school quality were truly considered
- *If* families will be protected through grandfathering, phasing, or variances
- *How* and *when* decisions will be finalized, and how feedback actually influences outcomes

A recurring throughline is **erosion of trust** in that many families state they made long-term housing, financial, and community decisions based on existing boundaries and now feel blindsided or excluded from the process.

# Actionable Input

## Elementary School

- Many respondents are explicitly asking to remain assigned to Hilltop rather than being moved to Martha Lake (Bellflower/North Rd./Baldwin Rd area), often framing it as
  - (a) stability/community
  - (b) school quality perceptions,
  - (c) “not necessary for capacity balance.”
- Sherwood comments are dominated by loss of walkability, neighborhood fragmentation, and perceived lack of capacity justification for moving area from their boundary to Edmonds ES (particularly for Pine St. area).
- Edmonds Elementary comments are less about Edmonds *itself* and more about being the receiving school for Sherwood neighborhoods in ways families view as illogical, disruptive, or capacity-negative.
- Together, they represent the clearest example in the survey where families question whether the proposed change solves any real problem.

## Middle School

- A second major Hilltop storyline is *not about elementary boundaries*, but about where Hilltop students go for middle school, especially around I-405, SR-524/Filbert/North Rd traffic, and proximity to Salish MS.
- Multiple requests that all Hilltop students attend Salish MS and then feed into Lynnwood HS.
- Some responses suggest Hilltop go to Salish and have Spruce go to Alderwood MS
- Area 014 should go to Brier Terrace middle. And Area 049 should definitely go to the new middle school!
- Keep Hilltop going to Brier Terrace.
- The entire current boundary for Brier Elementary be included for the new Brier Terrace Middle School boundary.

# ES Summary (cont.)

## Spruce ES

- Zone the schools by spruce to go to Spruce, Salish, Meadowdale.
- Student count decreasing at Spruce is a good thing.
- Ensure your estimates account for the rapid growth occurring north of 164<sup>th</sup>
- Reassign the area east of 525 to Oak Heights, since those families live farthest from Spruce, are significantly closer to neighboring schools
- Extend the southern boundary to Maple Road to improve neighborhood cohesion in an area that is unlikely to experience the same level of growth as the neighborhoods north of 164<sup>th</sup>.
- The blocks from 172nd and 36th up to 164th is 100% single family homes that are walkable to Spruce (keep the community intact)

## Terrace Park ES

- Much of Mountlake Terrace students have to walk right past Terrace Park
- Do not move region 103 to a new school, keep it at Terrace Park
- Consider splitting the Challenge program into East/West. Would save on fuel and allow Terrace Park to have a larger boundary for neighborhood students.

## Mountlake Terrace ES

- Consider moving the students in area 103 to Mountlake Terrace

## Oak Heights ES

- Reassign the area east of 525 to Oak Heights, since those families live farthest from Spruce, are significantly closer to neighboring schools

# ES Summary (cont.)

## Seaview ES

- Block 087 to stay at Seaview
- Seaview enrollment numbers would be sub-300/Could be split grade classroom/Bring in more to Seaview
- Students in north Edmonds boundary should be moved to Seaview
- Edmonds could take on students from more crowded schools to the south

## Lynndale ES

- Bring Seaview boundary down to 180th instead of 176<sup>th</sup> (to give more students to both schools)
- Reconsider having the area located west of Olympic View Dr. (in Seaview) move to Lynndale. Splits our neighborhood.
- Concerned that 087 is switched to Lynndale as it splits the Perrinville community.

## Edmonds ES

- Edmonds parents wish the most north kids in the Edmonds boundary would be moved to Seaview and Edmonds could take on students from some of the south, more crowded schools.
- Better balance the utilization of Sherwood, Edmonds and Seaview
- Add more of CPE (west) to Edmonds ES and have CPE take some of EE (NE part?)

## Hazelwood ES

- Keep walkable pockets with their nearest school (students south of Hazelwood should be able to walk there)
- Poplar Way should be in the boundary
- Neighborhood splits along North Road w/Martha Lake, Oak Heights and Hazelwood all serving the same street
- Consider moving 045 to Hazelwood and keep 047 with Hilltop

# ES Summary (cont.)

## Cedar Way ES

- Home right behind and across on Poplar who can literally see Hazelwood should go to Hazelwood.

## Beverly ES

- Walkability and bike-ability should be considered
- 004, 005, 007 move from Beverly to Meadowdale includes those in lower income and minority representation.

## Lynnwood ES

- Anyone who lives on 52nd, who practically lives right behind the school should go to Lynnwood Elementary (or even Spruce Elementary)
- Spruce and Lynnwood elementary should go to Alderwood as that is way closer

## Westgate ES

- Westgate isn't touched in this scenario (changes should be EQUITABLE, sweeping, and account for more than just "numbers.")
- Currently Westgate Elementary's boundaries are unchanged - why? To equitably lower class sizes, Madrona and Maplewood should be part of the equation.
- Residents near 13<sup>th</sup> way are proposed for Edmonds, with two other schools (Sherwood and Westgate) are far closer and within walking/biking distance
- Recommend cutting off at Pine St. for Sherwood to Edmonds moves. Then take some of the north of Westgate for Edmonds, then give Westgate the most eastern part of Sherwood (instead of the odd triangle cutting into Westgate).
- Reassign families from Spruce of Terrace Park to underutilized schools like Lynndale, Meadowdale and Westgate.

# ES Summary (cont.)

## Meadowdale ES

- Beverly is within walking distance of our house, yet we were moved
- Many families in the new housing developments around Zone 010 (near 50th St) would strongly prefer to attend Meadowdale Elementary.
- 004, 005, 007 move from Beverly to Meadowdale includes those in lower income and minority representation.

## College Place ES

- There is less neighborhood fragmentation for Edmonds Elementary with having more students who live in Emerald Heights Neighborhood go to College Place Middle School
- All students zoned for CPE should also be zoned for CPMS
- Add more of CPE (west) to Edmonds ES and have CPE take some of EE (NE part?)

## Brier ES

- Live directly across from Hill Top Elementary, but shipped off to Brier ES
- The odd boundary along Olympic View Drive for Edmonds Elementary is shortened. It makes sense to have the Taluswood Apartments attending Brier Elementary.

## Cedar Valley ES

- The Cedar Valley ES and College Place ES boundary is nonsensical. The two triangular points for Cedar Valley will make transportation more challenging than it should.
- What type of “community” do you expect Cedar Valley ES or Martha Lake ES to build when there are 2 entirely separate sections of neighborhood it pulls from, per your projection?
- Cedar Valley students should not still be bused to Lynnwood HS when the three other high schools are much closer.

# MS Summary

## Salish MS

- Adopting the 6th–8th grade middle school model standardizes the student experience and maximizes the capacity of the new Salish Middle School. Simultaneously, the district's focus on balancing enrollment percentages across elementary schools ensures equitable resource allocation and long-term facility stability. (7)
- Hilltop ES should all go to Salish MS and feed into Lynnwood High.
- I do think the Canyon Ridge area is closer to Salish middle school and would be very convenient
- I think the boundaries should prioritize where students will go to high school as well. We live in the pocket east of Locust Way and south of 405 that would go to Alderwood middle instead of Salish. I believe I've been told we would attend Mountlake Terrace High School. So my kids will go North for MS with kids they will not see in high school. The same would occur with a large of amount of kids in the proposed Salish boundary where half would go north to LHS and half south to MLTHS. I would like to see the Salish boundary encompass east to west and not go north
- Keep Hilltop Elem kids who live south of Filbert Rd /524 going to Brier Terrace MS OR to Salish MS to avoid that high traffic intersection.
- Put area 405 in the new middle school
- The portion that currently goes to Brier Terrace MS but slated in the proposal to go to Alderwood MS should be redistricted to Salish MS.
- Hilltop area should go to Salish and switch with Spruce...having Spruce area go to Alderwood.
- The Salish boundary should run all the way to 148th to the north.. all the way to 99 to the west.. and the SW corner should run along 66th.
- Keep Hilltop Elem kids who live south of Filbert Rd /524 going to Brier Terrace MS OR to Salish MS to avoid that high traffic intersection.

# MS Summary (cont.)

## Brier Terrace MS

- The 021 area should be in Brier Terrace Middle School. This is the area between 204th and 212th street. This is closer to Brier Terrace than it is to Salish.
- The portion that currently goes to Brier Terrace MS but slated in the proposal to go to Alderwood MS should be redistricted to Salish MS.
- I like that all of Hilltop's students will go to the same middle school, though it doesn't help my student, who (under this proposal) would go to Brier Terrace for 7th and Alderwood Middle for 8th, which is not ideal.
- Please reconsider Brier Middle for children at Hilltop or allow a waivers in this area for parents to choose.
- Why would the south of the 405 overpass not go to Brier then MTHS? The traffic is terrible heading to Alderwood and Lynnwood as it is.
- I think I405 should remain the northern border for Brier Terrace Middle
- I like that hilltop students will go to a closer middle school being alderwood middle rather than Brier terrace
- I think hilltop students who fall in the current boundary line for BTMS should either go to brier middle or the new middle school.
- Area 014 should go to Brier Terrace middle. And Area 049 should definitely go to the new middle school!
- Keep Hilltop going to Brier Terrace.
- The entire current boundary for Brier Elementary be included for the new Brier Terrace Middle School boundary.
- Please consider keeping Hilltop in Brier Middle School or the new Salish Middle School.

# MS Summary (cont.)

## Alderwood MS

- Redraw the middle school boundaries so that I-405 serves as the dividing line between Alderwood and Salish Middle Schools.
- The proposed Salish and Alderwood MS boundaries run in North to South direction. This can create more commute time as the distances on the far ends are quite far. I would expect more radial boundaries. It makes no sense for kids up in north Lynnwood to attend Salish MS over kids who live east of Locust way. It seems easy enough to shorten the boundary to around 174th and the kids north of there could attend AMS, then the small southern chunk of the AMS boundary could be included at Salish, which is closer distance wise and closer to the high school boundaries.
- I think the boundaries should prioritize where students will go to high school as well. We live in the pocket east of Locust Way and south of 405 that would go to Alderwood middle instead of Salish.
- More Lynnwood and Spruce elementary school to Alderwood middle and allow Hilltop elementary go to Salish middle school.
- Hilltop elementary should feed into Salish because it's so much closer than Spruce. Spruce should go into Alderwood Middle because they are far north.
- I wish for you to reconsider moving Hilltop under Alderwood Middle School. Please consider keeping Hilltop in Brier Middle School or the new Salish Middle School. We plan to move if it is kept as Alderwood M.S.

# MS Summary (cont.)

## College Place MS

- Reduce the size of College Place MS and move Sherwood back to Salish MS boundary area.
- It's my strong preference that the College Place Middle School and Edmonds-Woodway High School boundaries extend north to Puget Drive.
- Consolidation of Edmonds elementary all going to the same middle school at College Place.
- I like that the boundary between College Place MS and Meadowdale MS is 196th, instead of going in and out of neighborhoods south of 196th.
- Don't split Edmonds Elementary twice. Align Edmonds Woodway boundaries with College Place Middle so that kids are not split.
- Edmonds Elementary with having more students who live in Emerald Heights Neighborhood go to College Place Middle School

## Meadowdale MS

- Redraw the middle school boundaries so that I-405 serves as the dividing line between Alderwood and Salish Middle Schools.
- It doesn't make sense for Casper's Street to serve as the boundary between College Place Middle and Meadowdale Middle, or between Edmonds Woodway and Meadowdale Elementary.
- I like that the boundary between College Place MS and Meadowdale MS is 196th, instead of going in and out of neighborhoods south of 196th.
- Projections for tracts 039 and 041 are only 24 kids. It seems that they should either all go to Meadowdale MS then Meadowdale HS or if they are sent to College Place MS then they should go to Edmonds Woodway HS
- I believe there are a lot of students at Edmonds Elementary just north of Caspers street, which is 5 miles to Meadowdale Middle, versus 2.9 to College Place. Maybe a horizontal line that goes through Puget or Driftwood?
- if an area is changing from Meadowdale middle to College place middle, will the high school also change from Meadowdale HS to Edmonds Woodway? We want to make sure kids are staying with their peers.

# Next Meeting – Monday, April 27, 2026

Boundary Committee Mtg. #5 – Meadowdale MS – (5:00 – 6:30 PM)

- Continue boundary modeling process (Iterate past scenarios and discuss)
- Determine a consensus scenario to bring to the community for input by the end of Meeting #5
- Prepare for Open House #2 (May 18<sup>th</sup>)