



Boundary Committee Meeting #6

Meadowdale MS Library (5:00 – 6:30 PM)
June 8, 2026

Boundary Committee Agenda

- Review Open House #2 survey results summary
- Review actionable input
- Iterate Consensus Scenario #2 w/actionable input
- Move toward determining Final Recommendation
- Next meeting – Sept. 14, 2026 (Final recommendation)

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

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

Open House #2 - Community Survey - Details

Survey Open

- May 18th through May 27th

Survey Response Totals

- Q3 How do the changes in this scenario meet the outlined guiding principles?
(298 responders)
- Q4 What additional scenarios should the boundary committee consider?
(314 responders)

Open House #2 - Community Survey – Q3 Summary

Primary Takeaways (Q3)

- There is a common theme among responders that many of the proposed changes to boundaries do not support the following guiding principles:

Keeping neighborhoods and communities together

“Students... attending 3 or 4 schools in 4 years”

“This is extremely disruptive to these kids and the communities”

“A plan that creates significant disruption... is not student-centered”

Minimizing disruption to students

“About 8 elementary schools feeding into multiple middle schools”

“Small groups... split from their cohort... huge impact on friendships”

“Kids should attend the same high school as their middle school peers”

Community Survey – Q3 Summary (continued)

Aligning with realistic enrollment assumptions

“Important analysis gap in long-term enrollment assumptions”

“Even a modest number of families leaving... could significantly impact projections”

“Projected utilization and enrollment forecasts could be off-track”

Maintaining proximity and reducing transportation burden

“Bus significantly longer... 5 minute vs 25 minute commute”

“No walking opportunity... separating kids from communities”

“Proposed routes ignore real traffic patterns”

Community Survey – Q3 Summary (continued)

➤ **Many respondents *DO* see alignment with guiding principles**

Although less dominant, some positive/neutral feedback exists. Areas of perceived alignment include:

- Effort to balance enrollment across the district

- Increased walkability in specific areas

- Use of major roads/natural boundaries

- Improved consistency in some feeder patterns

Overall:

Across responses, there is a consistent call for solutions that better balance operational goals with continuity, community integrity, and student well-being.

Open House #2 - Community Survey – Q4 Summary

Primary Takeaways (Q4)

- Across nearly all scenario suggestions, three unifying priorities emerge:

1. Minimize Student Transitions

Avoid multiple school changes within short time frames

Reduce “temporary reassignment” pathways

2. Preserve Community Cohesion

Keep neighborhoods intact

Maintain peer groups and parent networks

3. Align Long-Term Pathways

Ensure logical, continuous K–12 trajectories

Actionable Input

➤ PA 047 / Bellflower–North Rd–Baldwin Rd (Hilltop area)

Core Proposed Configuration

- Keep PA 047 assigned to Hilltop Elementary
- Do not reassign to Hazelwood (or Martha Lake)
- Shift capacity balancing elsewhere instead of moving this area
- Prioritize feeder alignment with Brier Terrace MS + MLT HS
- Explore district-wide balancing scenarios that leave PA 047 intact

➤ PA 090 / 091 / 092 / 107 Cluster (Sherwood–Westgate–Edmonds–College Place area)

A. Keep PA 091 & 092 at Sherwood, Move PA 090 → Westgate, Keep or return PA 107 to Westgate

- Better walkability and neighborhood coherence
- Maintains Sherwood community continuity
- Still meets capacity targets with less disruption

B. Keep PA 091 at Sherwood If reassignment is necessary → swap 090 instead of 091 to Westgate

- PA 090: larger cohort (~70 vs ~50 students) better suited geographically
- PA 091: less walkable and more disruptive to move

C. Move western portion of College Place (or PA 030 area) → Edmonds Elementary

- Keep more Sherwood areas intact
- Address future overcapacity at College Place
- Reduce unnecessary Sherwood disruption

D. Use 100th Ave W as a north–south divider and use 84th Ave W as subdivision boundary

Actionable Input (cont.)

➤ (PA 087 + related areas) Perrinville / Seaview / Lynndale

A. Keep PA 087 (Perrinville) at Seaview Elementary

- Maintain contiguous boundary

- Prevent under-enrollment at Seaview

- Avoid fragmenting Perrinville neighborhood

- Use Olympic View Drive as boundary (natural divider)

B. Rebalance Nearby Areas Instead

- Move selected areas from:

- Edmonds Elementary and Lynndale into Seaview to balance enrollment instead of removing PA 087

➤ (Small pocket areas like 038, 039, 041) Edmonds Elementary / College Place / Meadowdale

A. Fix “Small Cohort Split” Problem Proposal

- Avoid assigning small pockets that go to College Place MS then split again at high school

- Option: Keep these students entirely within Meadowdale pipeline OR move them entirely to Edmonds-Woodway pipeline

B. Align Feeder Pathways

- Ensure Elementary → Middle → High is consistent by avoiding small cohort feeding differently from rest of school population

Actionable Input (cont.)

➤ **Maplewood / Edmonds area (small % splits)**

Avoid scenarios where <10–20% of a cohort is split repeatedly (small group moved at ES, then again at MS)

Maintain alignment with existing high school boundaries until HS boundaries are revisited

➤ **Terrace Park / PA 103 / 239th St SW**

Keep PA 103 entirely at Terrace Park OR keep 239th St SW within Terrace Park

Avoid dividing a small but cohesive neighborhood

Preserve existing social/community networks

➤ **Hilltop MS Assignment (feeder-specific)**

Send Hilltop Elementary students → Salish MS (instead of Alderwood)

Proximity (closer)

Traffic patterns

Better geographic alignment

If not Salish → keep Brier Terrace MS alignment

➤ **Brier Elementary / 207th St SW / Localized Neighborhood**

Keep 207th St SW area in Brier Elementary and Brier Terrace MS

Strong historical/community ties

Avoid longer commute to Alderwood MS

Maintain continuity through all levels

Actionable Input (cont.)

➤ Cedar Valley / College Place / South Lynnwood area

Reconsider reassignment from Cedar Valley → College Place

Move to MLT Elementary → Salish → Lynnwood HS pathway

Better geographic alignment

Avoid overloading College Place

Improve feeder consistency

Next Meeting – Monday, September 14, 2026

Boundary Committee Mtg. #7 – Meadowdale MS – (5:00 – 7:00 PM)

- Determine committee recommended scenario to bring to the superintendent by end of meeting