



Facilities Planning Task Force 2026 Recommendation

MEMORANDUM

TO: Dr. Greg Baker, Superintendent
FROM: Facilities Planning Task Force
DATE: May 27, 2026
RE: **Facilities Planning Task Force 2026 Recommendation**

Introduction

In February 2026, Bellingham Public Schools (BPS) convened a Facilities Planning Task Force of 34 members representing certificated teaching staff, classified staff, school and district administrators, parents and community members. The Task Force was convened in light of a current and projected declining enrollment in BPS due to lower birth rates, with an estimated loss of approximately 1,000 elementary school students between 2018- 2028 and continued projected decline beyond 2029.

The task force was charged with the following goals:

- Review and analyze demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility planning documents.
- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.

Basis for Establishment

BPS convened this Task Force in response to several significant and intersecting factors. These include:

- **Master planning needs:** The existing district facilities master plan requires an update that is consistent with community values and aligns with new demographic realities and fiscal conditions. BPS engages in facility planning regularly, with Facility Planning Task

Forces convened most recently in 2012, 2017 and 2021 to review and revise the district's long-term planning.

- **Long-term enrollment decline:** After a very brief period of post-pandemic enrollment recovery, BPS enrollment has declined in the years since the last enrollment analysis. Reports abound of national, state and regional birth rates continuing to fall, contributing to lower projected student populations. Bellingham Public Schools elementary schools are already operating well below student capacity overall.
- **Financial pressures:** Washington State's inadequate K–12 funding model continues to challenge district operating budgets. BPS engaged in its third consecutive year of reductions during spring of 2026, requiring a reprioritization of dollars from programs/supports to unfunded needs.
- **Facility cost efficiency:** Operating school buildings significantly below capacity is financially inefficient. The district must evaluate whether consolidating or closing schools is necessary to maintain responsible, sustainable budgeting.

The Task Force met eight times over the period from February through May 2026. Our work focused on understanding enrollment and budget projections aided by the work of consultant demography firm, FLO Analytics, as well as community-wide growth and development projections from City of Bellingham Long Range Planning Manager Chris Behee, who also served as a member of the Task Force. BPS Chief of Finance Kathryn Weilage provided information about current and state budget projections, school related costs, and other financial support. Prior years' facilities planning documents helped with historical understanding of the assessment of building conditions amidst projected plans for renovations and rebuilds. In addition to consideration of enrollment, budget, building conditions and historical plans associated with schools under consideration, the Task Force also focused on a number of other factors, as shown in the slide below.

Facility Planning Factors



Enrollment projections
Budget implications
Building conditions
Historical plans
3-section schools

Feeder patterns
Neighborhoods & relationships
Equity
Student experience/outcomes
Physical/geographic factors
Use & occupancy of district buildings

The Facilities Planning Factors centered equity in school demographics, equity of students' experience across schools (aka, *One Schoolhouse*), weighing the benefits of preferred “three section” elementary schools (e.g approximately three classes at each grade level) versus those that are smaller, feeder patterns from elementary to middle and high schools, neighborhoods and school/family relationships, physical/geographic factors associated with different scenarios involving consolidation or redistribution of school populations, and the potential for use and occupancy of district buildings by other entities should schools be closed or consolidated. The Task Force discussed these factors in small group settings, group exercises, and in whole-group summary conversations.

The Task Force also discussed the concept of a “three-section elementary school” as a value for instructional programming. The district has built schools using this approach since 2015 because the benefits can include:

- Social-emotional opportunities: more students at each grade level means more diversity, more opportunities for friendships, more ways to build connections and allow staff to balance the needs of all students.
- Professional development/teaming for teachers.
- Larger groups of students for leveled work.
- Better alignment with the state’s prototypical model for funding—which means our program will look more like what the state funds, allowing us to be more systemic and consistent with funding.
- The state’s funding model is sized at 400 students per elementary school building, which given current TK-5 enrollment translates to about 11-12 buildings instead of the 14 currently staffed by BPS.
- Greater efficiency in funding leads to more opportunities for kids: specialists like PE and music teachers, counselors, Assistant Principals & Deans are all positions that are more likely to be funded for a larger school than a smaller school.

All aspects of the Task Force’s work, including agendas, meeting minutes, and meeting materials are included in appendices with this report and are also posted to the public facing BPS school district website. Information sharing and feedback about the process and the work of the Task Force was also pursued through a series of open community meetings that occurred during the period when the Task Force met. In addition, Task Force members engaged the superintendent’s Parent Advisory Committee with an opportunity to experience and give feedback on Task Force activities. Also, Task Force chairs held numerous in-person meetings, phone conversations, and email exchanges with small groups and interested individuals over the four-month process to gather feedback, hear concerns and explore ideas.

Task Force members invested a significant amount of time reviewing and discussing immediate and longer-term priorities for our school district’s children and the broader

community before agreeing upon this recommendation. Through this process, Task Force members painstakingly gathered community input, often of a highly emotionally charged nature, weighed different possible outcomes that involved school consolidation and/or school closure, and considered a variety of scenarios regarding how school consolidation could occur.

Recommendations

At our concluding meeting, Task Force members engaged in a value vote process¹ to indicate their agreement with statements proposed for inclusion in this recommendation. **The Task Force is in general agreement that:**

1. **Enrollment Analyses Show Declines Are Real:** Currently, Bellingham Public Schools is experiencing lower enrollment than five years ago. Based on the FLO Analytics report in combination with analyses from the City of Bellingham, we anticipate further decline in school age populations over the next ten years. We also recognize that enrollment projections beyond five years serve only as an estimate, and as such it will remain critically important for the school district to continue to examine enrollments moving forward and be ready to adjust accordingly.
2. **Enrollment Trends Impact Elementary Schools Now and into the Near Future:** Because of the connection to birthrates, the declining enrollment that BPS is experiencing disproportionately impacts the elementary level right now. The Task Force is in agreement with the analysis provided by FLO Analytics and understands from that data that enrollment in the elementary schools will likely continue to decline for at least the next five years.
3. **Budget Savings Potential Exists:** The Task Force is in agreement that reducing/consolidating elementary schools would return savings to the school district annually for each school consolidated or closed. Members of the Task Force expressed concerns about naming a specific dollar amount of projected savings in this report with the understanding that the savings will differ depending on which buildings are under consideration, staffing levels, staff experience, bussing implications for redistributing students, and other factors. But, as a general consensus, the Task Force acknowledges that operating fewer elementary schools will result in an ongoing annual savings for the district of somewhere between \$700K and \$1.5M per school. The Task Force also expressed the direction that in making a recommendation to the superintendent the issue of saving money should not be understood as the overarching factor for consideration of school consolidation or closure. The enrollment decline alone constitutes the most

¹ Included in the appendices

important factor, and left unaddressed has the potential to radically disrupt equity of the students' experience across BPS elementary schools.

4. **WA State's Inadequacy of Funding for BPS Schools is Real and Deeply Concerning:** With regard to budgetary issues, the Task Force strongly views Washington state's funding model as inadequate for our school district and sees this factor as a continuing major challenge for our operating budget. BPS in the midst of its third consecutive year of reductions, requiring a reprioritization of dollars from programs/supports to unfunded needs. The Task Force also expressed the recommendation that the district clearly articulate and reiterate the budget reductions that have already been implemented over the past three years, so these changes provide a clear reminder to the public of the district's additional and ongoing prior efforts to balance the budget.
5. **Building Conditions Analysis:** The Task Force took as given the declining condition of Carl Cozier Elementary, Columbia Elementary and Roosevelt Elementary. Results from prior Facilities Planning Task Force work (2022) identified these schools as next on the list to be considered for rebuild given their diminishing condition; as such these were also the first schools to consider as a focus for consolidation or closure given the enrollment reductions the district faces. The Task Force's recommendation for each is based on different circumstances:
 - Roosevelt is the most ready for rebuild. The educational specifications committee work is complete, and design work will be ready to be submitted for permitting by November 2026. We anticipate that pursuing early permitting for a Roosevelt rebuild will result in cost savings. The plan that has been designed is for a rebuild on the current Roosevelt site and would not allow students to remain in the school during construction, so use of another site as a swing location could be an option.
 - Carl Cozier had an educational specifications committee; many hours of student, family and staff work went into the educational specifications process, brainstorming and planning a new elementary school. Early in the planning process the school community gave strong feedback that the current location of Carl Cozier Elementary is not the best location for an elementary school in Bellingham. The community-wide desire is to relocate the school, ideally in a different location in the Civic Field complex, preferably on the corner of Frasier & Puget streets. This multidimensional agreement would require a land purchase and sale with the City of Bellingham (COB), the owners of Civic complex. After years of conversation between BPS and COB, the school district decided to pause exploring the opportunity to purchase land at the corner of Frasier & Puget, allowing time for this Task Force to do the work of understanding demographic projections about enrollment to inform planning for elementary school rebuild. The district is open to revisiting a partnership with the COB when and if conditions change (e.g, enrollment goes up).

- A limited amount of planning for a Columbia rebuild has occurred to date. Columbia is small, with aging key infrastructure systems, and not ADA compliant. It has many wonderful, valued qualities as a true neighborhood school; many of its treasured, unique qualities are the same things that present challenges to the district-wide lens of consistency in school programming. Accessibility is the key example: without an elevator, no one using a mobility device can reach the second floor, where the school library and other classroom spaces are located. The site is small when compared to other district sites and only street parking is available. Columbia is a walking school without any large-sized bus access; serving a larger population from further away would require adjustments to traffic patterns and a new parking plan.
- Beyond the ongoing savings in operating costs, the Task Force considered the conservation of future community resources which would be realized by focusing on closing/consolidating elementary schools rather than planning for rebuild of up to three new elementary schools.

6. **Immediate and Future Monitoring Steps:** The Task Force unanimously recommends that the district continue to monitor the state budget picture and enrollment trends over the 2026-27 school year for any changes that suggest a change from projections.

With these Task Force agreements as background, based on projected declining enrollment, potential for budget savings and clear needs associated with school conditions, as well as other considerations noted above, **the Facilities Planning Task Force further recommends:**

7. **Reduce Elementary Facilities in Use:** In order to navigate enrollment declines and ensure a strong elementary program for all students, the Task Force recommends a reduction in the number of elementary schools; while not unanimous, the Task Force expressed general agreement that the District should move forward with multiple schools slated for closure or consolidation. The soonest possible timeline to realize a change of this nature would be fall of 2027. There was discussion among Task Force members around whether to include a specific number of schools to consolidate (from 14 to 12, for example). Some members made the case that, given enrollment projections, the recommendation could be as high as three or four elementary schools slated for closure. Based on current and future enrollment projections, a high majority of Task Force members viewed a reduction by two schools as a reasonable next step as the district continues to monitor future enrollment and budget projections.
8. **Close Two BPS elementary schools.** Based on statement #7 above, the Task Force further recommends the closure of Carl Cozier Elementary and Columbia Elementary and redistribution of student populations. We believe that these two schools should be considered for closure ahead of Roosevelt Elementary, which as

noted above is the school most ready for rebuild among these three. Regarding Carl Cozier, at this time the Task Force does not recommend continuing negotiations with COB for a land purchase/sale and instead recommends closing the current Carl Cozier elementary. The Task Force and the BPS community agree that an elementary school in the Civic complex, likely at the corner of Frasier & Puget, would be an asset to Bellingham. We encourage the school district to remain open to planning with the COB in the future. Regarding Columbia, the shrinking neighborhood enrollment, coupled with the age and condition of the building also make it a candidate for closure and repurposing. The task force further recommends the district hire an analyst to provide a cost-benefit examination of making repairs and improvements to some aging buildings versus rebuild. A cost estimate of making Columbia more accessible in particular would be valuable information for future planning for BPS facilities.

9. Work Group to Establish Receiving Schools and Revise School Enrollment

Boundaries: If there is a board vote to close and repurpose schools, the Task Force further recommends the establishment of a new work group to plan for/confirm boundary changes, identify receiving schools, and to recommend specific transition plans for students, including timeline. The Task Force explored multiple scenarios, included in the appendix for how student populations could be redistributed. We are recommending that these scenarios be considered by a new work group in the event there is a board vote to close schools. In doing so, the Task Force recommends the need to seek balanced community input.

10. Repurpose Closed School Buildings: The Task Force further recommends that the district take steps to explore options to repurpose school sites, if closed, so these building do not remain empty. The Task Force posits that offering the closed buildings to community partners/renters is preferred over having unused, empty buildings sitting in neighborhoods. The Task Force also acknowledges the condition of the buildings should be considered before renting/leasing them to outside agents. Consideration may be given to the use of remaining bond dollars from the 2022 capital bond to improve the vacated facilities in order to make them minimally viable for repurposing. Importantly, the Task Forces does not recommend sale of the vacated school sites, but rather recommends BPS retain the properties anticipating the eventual return of increasing enrollment which could result in the revitalization or rebuild of schools on the vacated sites and return to active BPS usage.

11. Continue Exploration of the Rebuild of Roosevelt Elementary: The Task Force recommends continued exploration of the idea of allocating the 2022 Elementary School #15 building dollars from the capital bond to Roosevelt Elementary for rebuild. The task force also acknowledges that more capital dollars are required to rebuild Roosevelt; a committee could be convened to explore/plan a capital bond

or levy campaign. There was some concern voiced among Task Force members regarding the perception of district action to go out for a bond to finish the Roosevelt rebuild when other schools are being closed. It may be that a wise direction is to pause and continue to assess the need for rebuilding as well as levels of community support for this project.

12. **Further Considerations in the Event of a Roosevelt School Rebuild:** Should a measure be passed to rebuild Roosevelt, the Task Force considered the possibility of using one of the other closed school sites as a swing space for the Roosevelt population while a rebuild is accomplished. The alternative to this plan would be to split up the Roosevelt population within schools with available space.

Conclusion

The Task Force has evaluated information to make a responsible, prudent recommendation for facility use for the future. We take our role as stewards of public assets very seriously and know our community both expects and appreciates proactive, planful work to be good stewards.

In this district we also center our work on equity. That means, among other things, that we focus on providing services for children furthest from opportunity/educational justice. We also work hard to speak up and be explicit about our equity work. It's our goal not to wait for vulnerable or historically marginalized populations to have to advocate for themselves—we are committed to learning and doing better for all our students—and that means actively looking for ways to interrupt systemic inequity. If this recommendation is accepted and a new committee or committees are formed to look at boundary adjustments, it is our recommendation that equity be a clear and explicit value examined with any proposed change.

Closing schools is a difficult, complex endeavor, and fraught with intense feelings among those communities impacted. Finding a collaborative path forward is important. Currently we have a smaller number of students in our elementary schools. Even if enrollment plateaus or increases in the years to come, students in elementary school will continue to be part of a bubble of smaller numbers. This will mean programmatic adjustments in middle school and high school. How we manage this current challenge will likely inform how we work together for this whole cohort's school experience.

To ensure great schools for the next generation of students, we recommend planning together, thoughtfully, for the demographic and financial realities we are facing today.

Task Force Members

- Jessica Sankey, Chief Operations Officer (Co-Chair)/Parent
- Arionda Feeney, Assistant Superintendent, Teaching & Learning (Co-Chair)
- Michael Copland, Deputy Superintendent (Co-Chair)
- Jackie Brawley, Executive Director, Communications & Community Relations/Parent
- Kurt Gazow, Chief Technology Officer
- Isabel Meaker, Executive Director, Family Engagement
- Kathryn Weilage, Chief Financial Officer
- Curtis Lawyer, Director, Capital Projects/Parent
- Carissa Jangard, Principal Carl Cozier/Parent
- Minh Nguyen, Principal Columbia/Parent
- Aaron Darragh, Principal Roosevelt/Parent
- Courtney Ross Webb, Principal Wade King/Parent
- Amy Berreth, Principal Alderwood/Parent
- Kate Baehr, Principal Bellingham Family Partnership Program
- Dustin Heaton, Principal Sunnyland/Parent
- Micah Smith, Principal Birchwood
- Steve Ruthford, Principal Fairhaven Middle School/Parent
- Ben Goodwin, Principal Bellingham High School/Parent
- Robert Munson, Facilities Manager/Parent
- Joy Lovingood, Head Custodian
- Jami Pitman, Family Liaison/Parent
- Tiffany Humphries, 2nd Grade Teacher/Parent
- Ashley Welch, 5th grade Teacher/Parent
- Chris Wermus, Counselor
- Alicia Smith, 3rd Grade Teacher/Parent
- Meredith Attar, Teacher/Parent
- Amanda Ingram, HR Manager/Parent
- Chris Behee, Long Range Planning Manager, City of Bellingham
- Julie Denton, Exec. Administrative Assistant, Operations & Capital Projects
- Amanda Ager, Parent
- Jen Sandoval, Parent
- Jhustin Hall, Parent
- Zachary Zenovic, Parent
- Brian Walkenhauer, Parent

Facilities Planning Task Force 2026

Appendices

1. Task Force Members
2. Facilities Planning Task Force Slide Deck
3. Flo Analytics Report
4. Attendance Area Maps
5. Scenario Feedback
6. Tree Map Exercise
7. Tree Map summary
8. Tile Activity Screenshot and Link to Tool
9. Tile Activity Scenarios
10. Individual reflection notes
11. Recommendation scope notes from table discussion
12. Recommendation scope discussion summary
13. Recommendation statement feedback – value vote and discussion
14. Value vote Posters
15. MNAC Presentation
16. Parent Advisory to the Superintendent (PACS) presentation?
17. Learning Session Presentation?
18. Input Form Summary
19. Cozier PTA Meeting
20. Columbia CPA Meeting
21. Input Group Meeting

Facilities Planning Task Force 2026 – Member List

	School	Name	Role	Notes
1.	Cozier	Amanda Agar	Parent	
2.		Tiffany Humphries	Parent & Staff	
3.		Joy Lovingood	Staff	Classified staff
4.		Carissa Jangard	Parent & Principal	
5.	Columbia	Jen Sandoval	Parent	
6.		Jhustin Hall	Parent	
7.		Ashley Welch	Parent & Staff	
8.		Minh Nguyen	Parent & Principal	Lives in Columbia
9.	Roosevelt	Amanda Ingram	Parent & Staff	
10.		Zachary Zenovic	Parent	
11.		Chris Wermus	Staff	Lives in Columbia; parent of graduate
12.		Aaron Darragh	Parent & Principal	
13.	Wade King	Alicia Smith	Parent & Staff	
14.		Brian Walkenbauer	Parent	
15.		Courtney Ross Webb	Parent & Principal	Lives in Columbia
16.	Alderwood	Amy Berreth	Parent & Principal	
17.	BFPP	Kate Baehr	Principal	Parent of graduate
18.		Meredith Attar	Parents & Staff	Lives in Columbia; worked at Roos.
19.	Sunnyland	Dustin Heaton	Parent & Principal	
20.		Ben Goodwin	Parent & Principal	
21.	FMS	Steve Ruthford	Parent & Principal	
22.	Other	Robert Munson	Parent & Staff	Facilities
23.		Jami Pitman	Parent & Staff	Classified /BW/parent SQHS
24.		Micah Smith	Principal	BW; parent of graduates
25.		Chris Behee	City of Bellingham Representative	Parent of graduates
26.		Jessica Sankey	Parent & Exec Team	Lives in Columbia
27.		Mike Copland	Exec Team	Used to live in Columbia
28.		Arionda Feeney	Exec Team	Lives in Columbia
29.		Kurt Gazow	Exec Team	
30.		Kathryn Weilage	Exec Team	Parent of graduate
31.		Isabel Meaker	Exec Team	
32.		Jackie Brawley	Parent & Exec Team	

Facilities Planning Task Force Meeting #1

FEBRUARY 23, 2026

3:00-5:00PM

Welcome, Dr. Baker



The task force will:

- Review and analyze demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility planning documents.
- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.

News | Local | Education

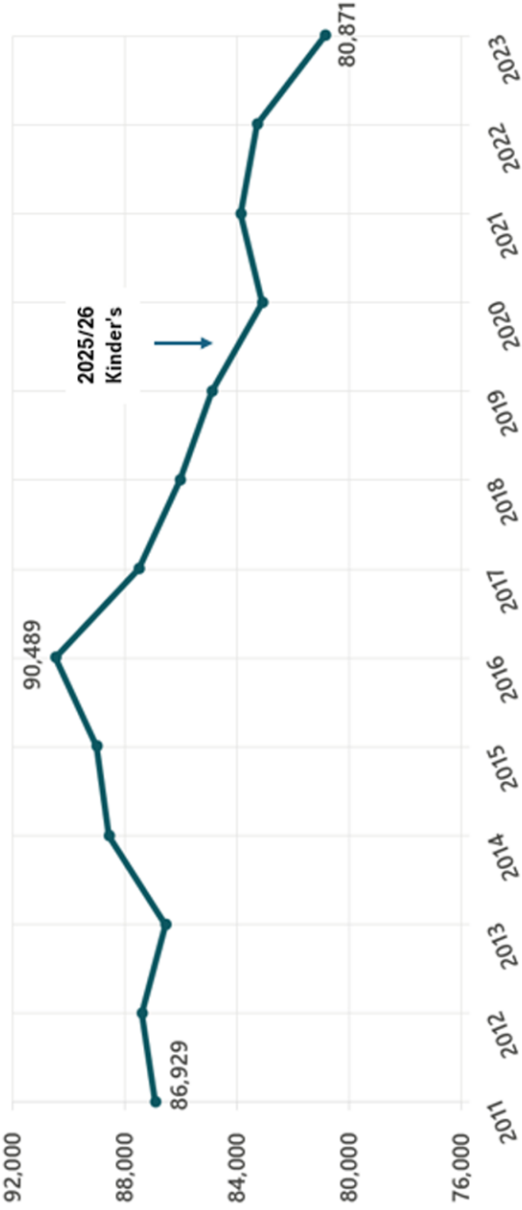
EDUCATION

With enrollment declining, Bellingham Public Schools considers elementary closures

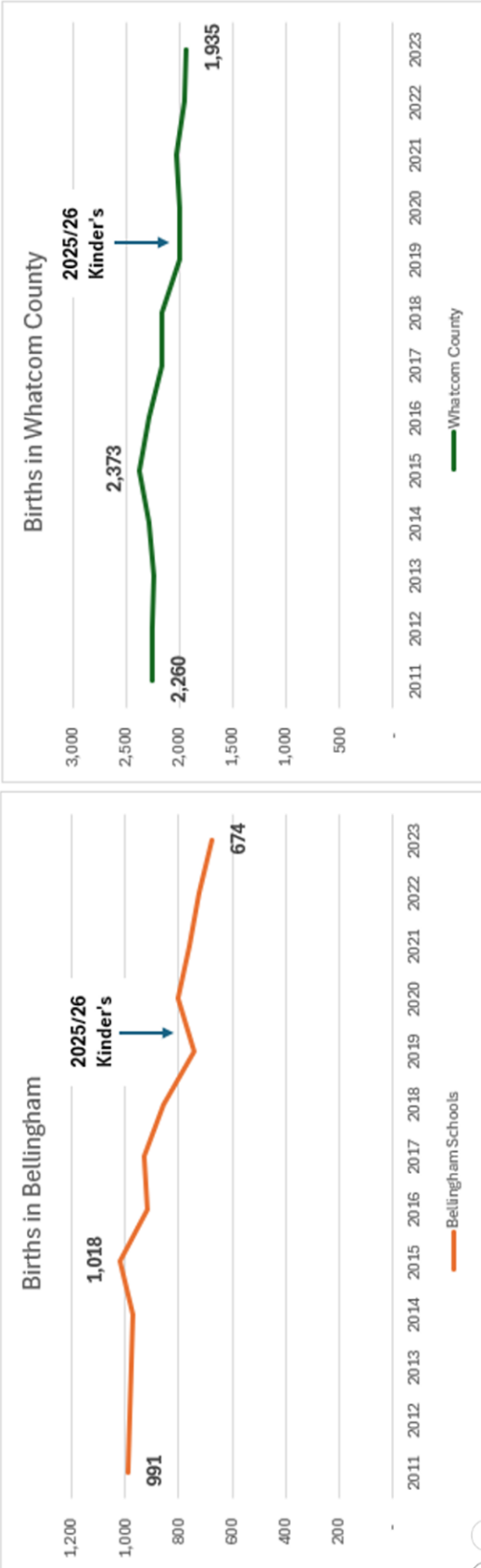
Declining birth rates driving smaller kindergarten classes

Feb. 22, 2026 9:00 p.m.

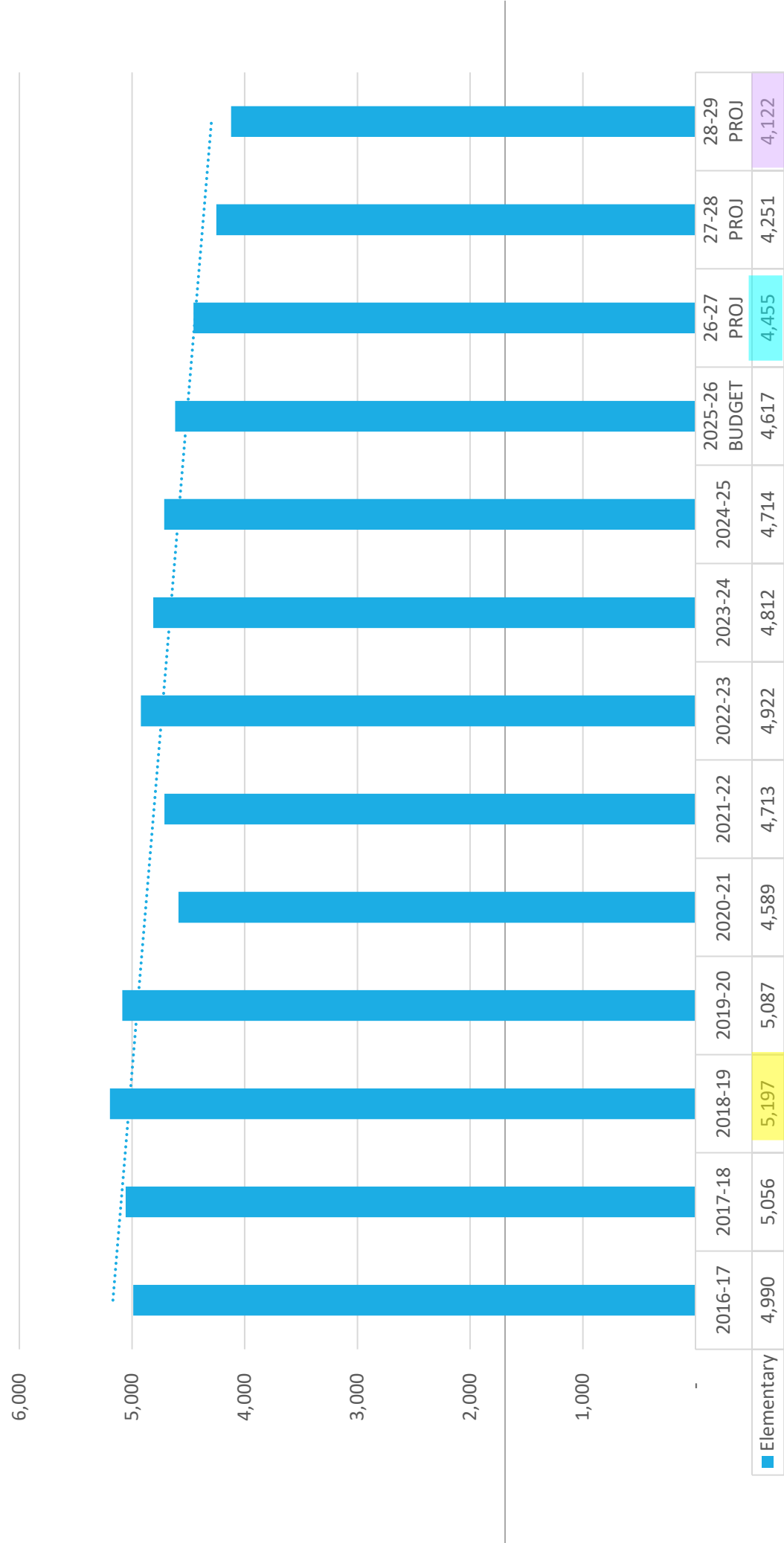
Births in Washington State Over Time



Source: Washington State Department of Health



Elementary

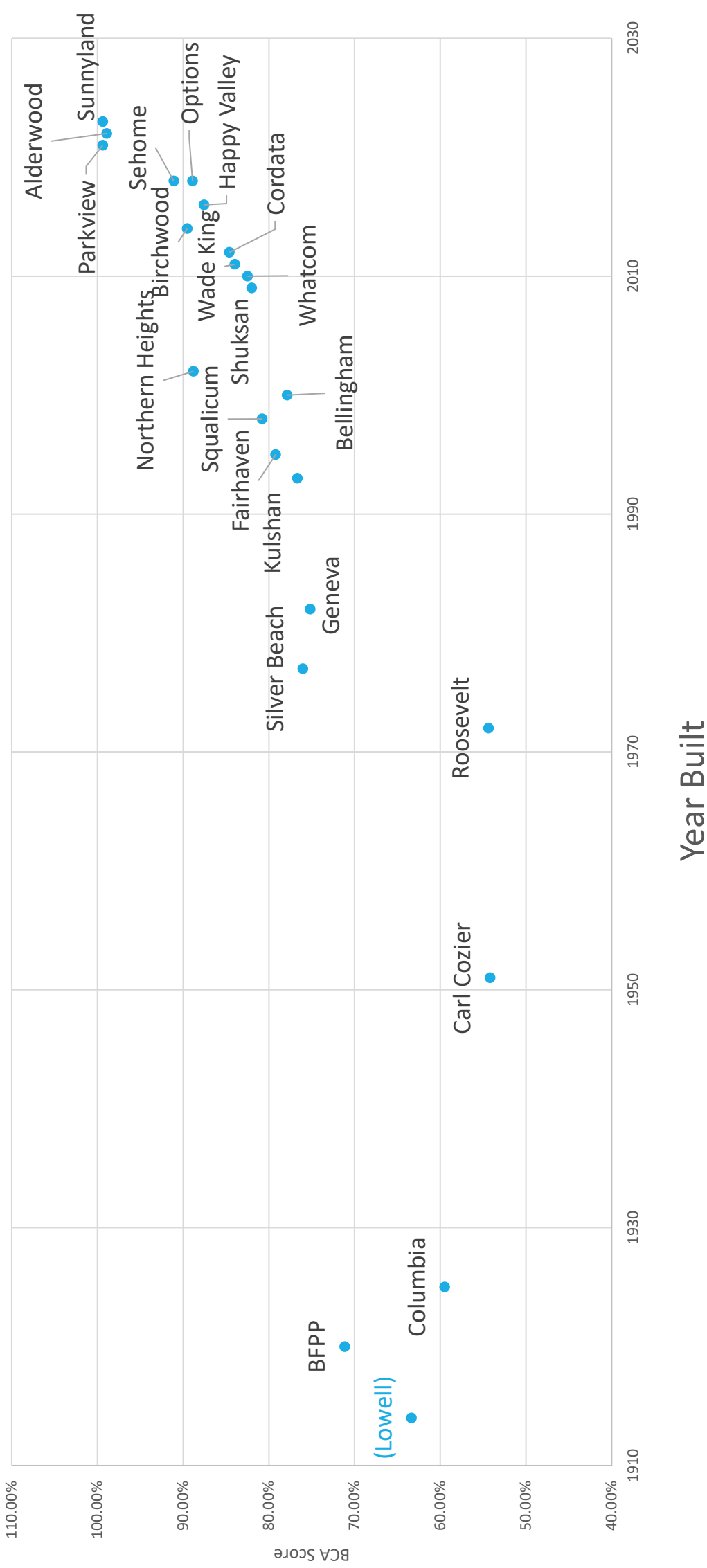


We have been building our new facilities to be 3 section schools holding ~ 400 students

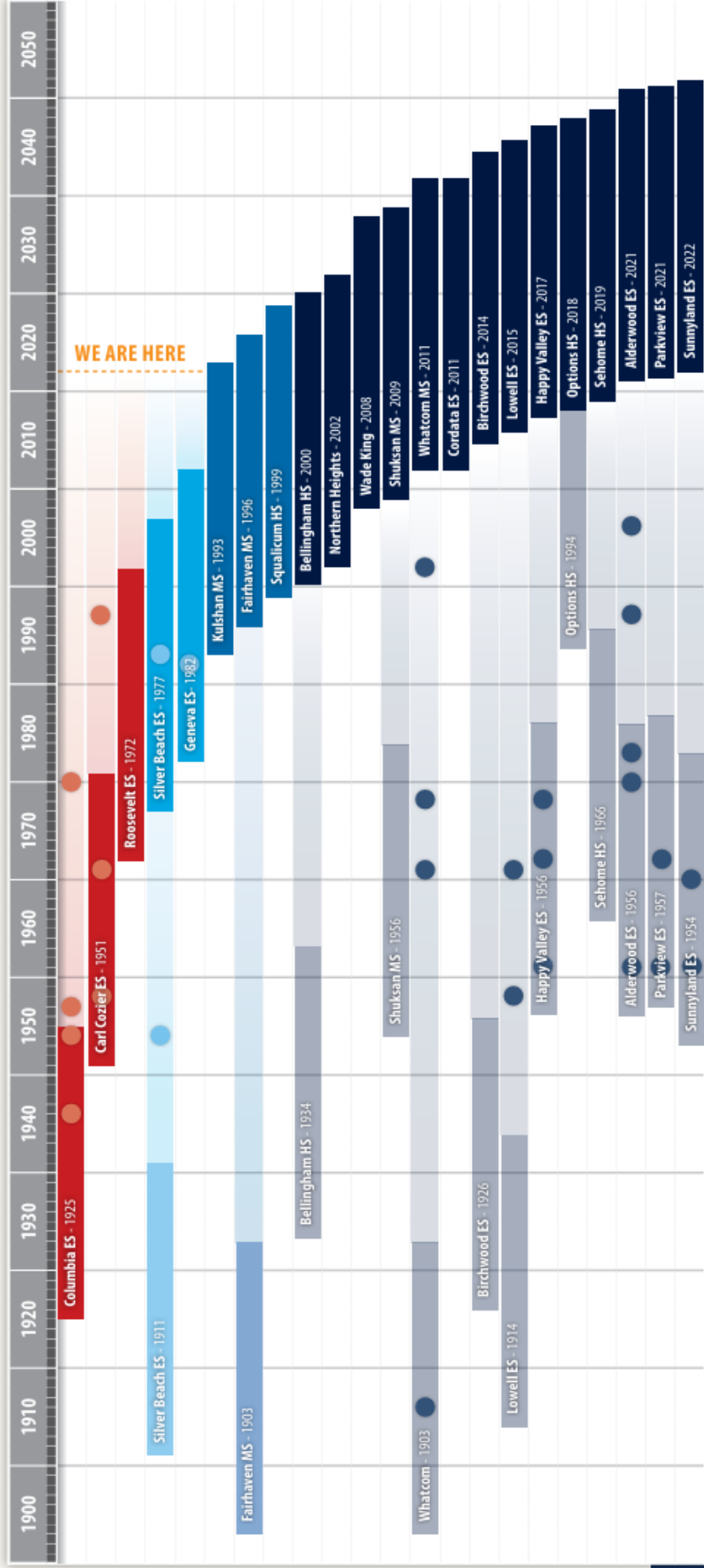
	2018	2025	2028
ES Enrollment	5197	4617	4122

14 schools avg	371	330	294
13 school avg		355	317
12 school avg		385	344
11 school avg		420	375

Building Condition Assessment Scores



School Facility Timeline



CIRCLES DESIGNATE YEARS OF MAJOR MODERNIZATIONS AND/OR ADDITIONS

MAINTAINED & MINIMAL MODERNIZATION

GROWTH & REPLACEMENT - 1900s

GROWTH & REPLACEMENT - 1960s

GROWTH & REPLACEMENT - 2000s

Facilities Planning Task Force— Purpose & History

Purpose: Identify and prioritize major future facility improvement projects

2012	Build Options, Sehome, Happy Valley, district office Retire Larrabee Add gym and cafeteria to Parkview; elevator, cafeteria and gym to Lowell
2017	Build Alderwood, Sunnysland, Parkview
2021	Build Community Transitions Build 15th Elementary School Begin designs for possible replacement of Carl Cozier, Columbia, and Roosevelt

Norms + Data Beliefs

Our Committee will...

Be Respectful
Be Stewards of the Process
Be Productive
Be Equity-Focused

Data guides evidence-based decision-making which leads to purposeful growth.

1. We center students, families, and their culture.
2. We collaborate to collect data and analyze with curiosity.
3. We use multiple data sources to make informed decisions.
4. We value shared responsibility and actionable dialogue.



Data Set 1

Trends in Birth Rates & Population

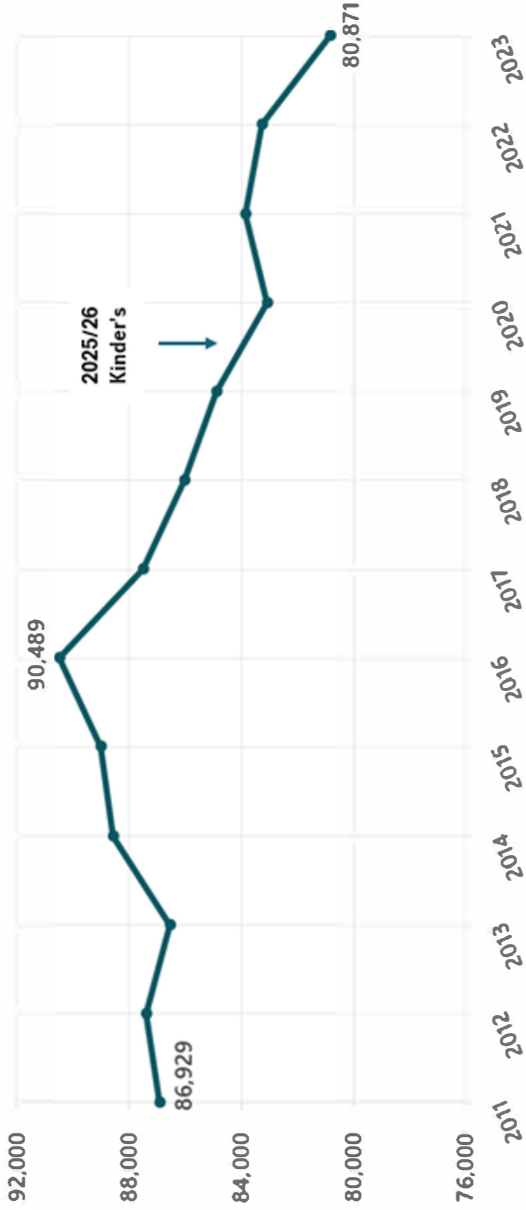
Table 4: District Population by Age Group 2000 to 2020

Age Group	2000	2010	2020	Average Annual Growth	
				2000–10	2010–20
Total Population	85,831	102,105	112,253	1.8%	1.0%
Age 18 and older	69,466	84,668	94,480	2.0%	1.1%
Ages 5 to 17	11,851	12,522	13,229	0.6%	0.6%
Under age 5	4,514	4,915	4,544	0.9%	-0.8%
Under 18 share of total	19.1%	17.1%	15.8%	---	---

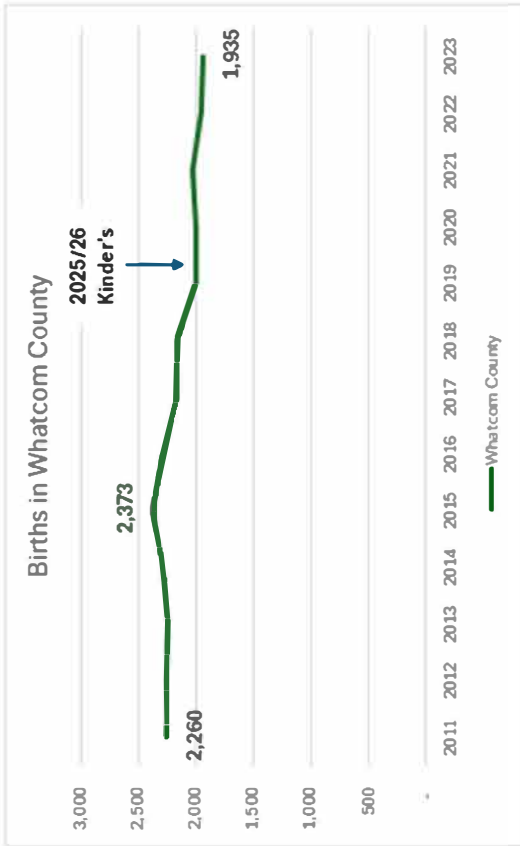
Sources

U.S. Census Bureau, 2000 Census. 2001. “P12, Sex by Age.” *Summary File 1*.
U.S. Census Bureau, 2010 Census. 2011. “P12, Sex by Age for Selected Age Categories,” *Summary File 1*.
U.S. Census Bureau, 2020 Census. 2023. “P12, Sex by Age for Selected Age Categories,” *Demographic and Housing Characteristics*.

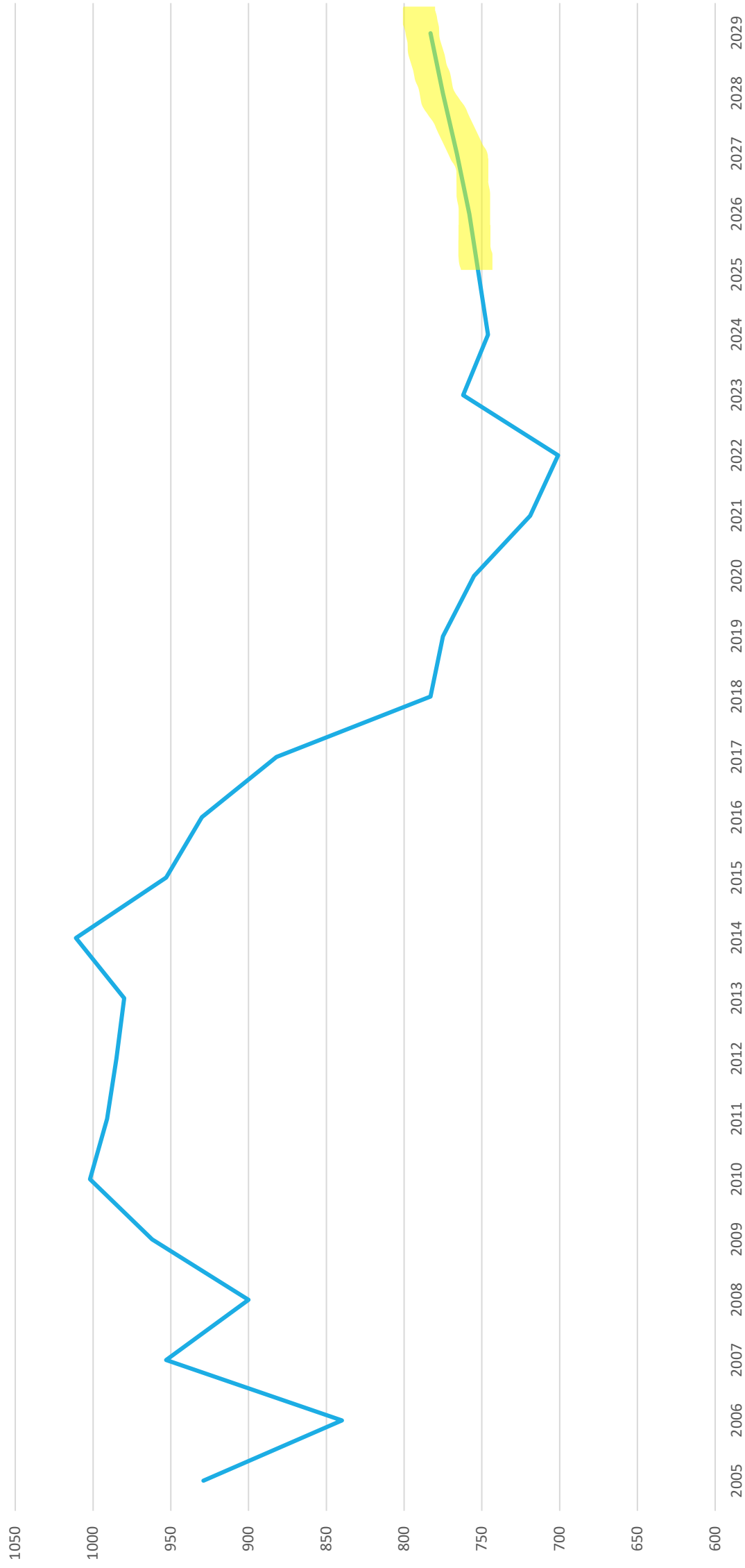
Births in Washington State Over Time



Source: Washington State Department of Health



Historical Births, Bellingham + Projection



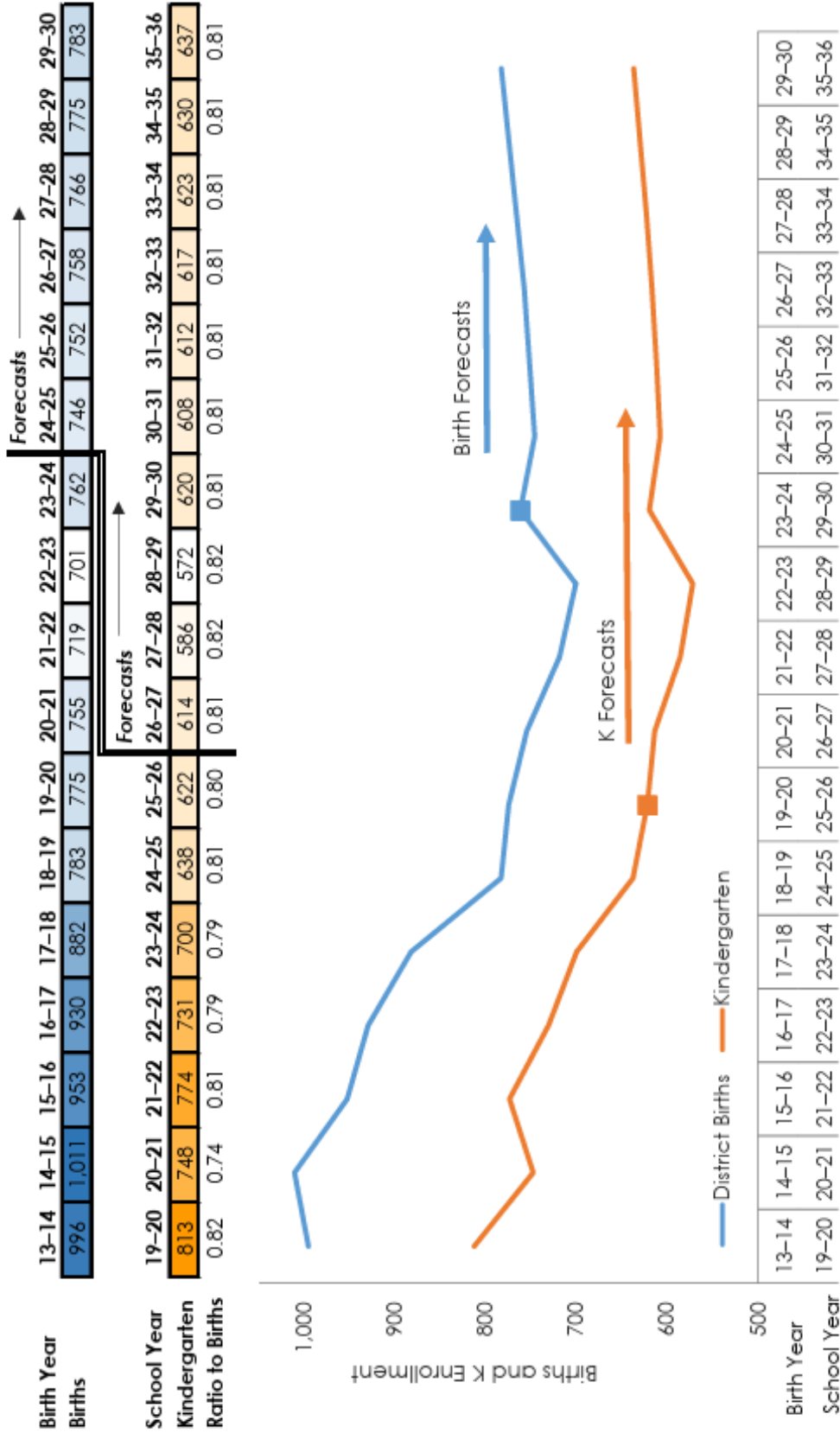
Data Set 1: Trends in Birth Rates & Population

What do you notice?
What do you wonder?

Data Set 2

Birth Rates & Kindergarten Enrollment

Figure 15: District Births and Kindergarten Enrollment



Notes

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 19-20 birth year includes births from September 2019 to August 2020, which is the 25-26 K year). The ratio is calculated by dividing K enrollment by the births five years earlier (e.g., 25-26 K divided by 19-20 births). Births from 2025 to 2030, which inform K classes beginning with the 30-31 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates. Darker shading represents higher values and lighter shading represents lower values.

“Comparing 2025–26 K enrollment with 2019–20 births, FLO derived a K-to-birth ratio of 0.80, meaning that, for every 100 children born to district residents, there were 80 children enrolled in BSD K five years later.”

Data Set 2: Birthrates & Kindergarten Enrollment

What do you notice?

What do you wonder?

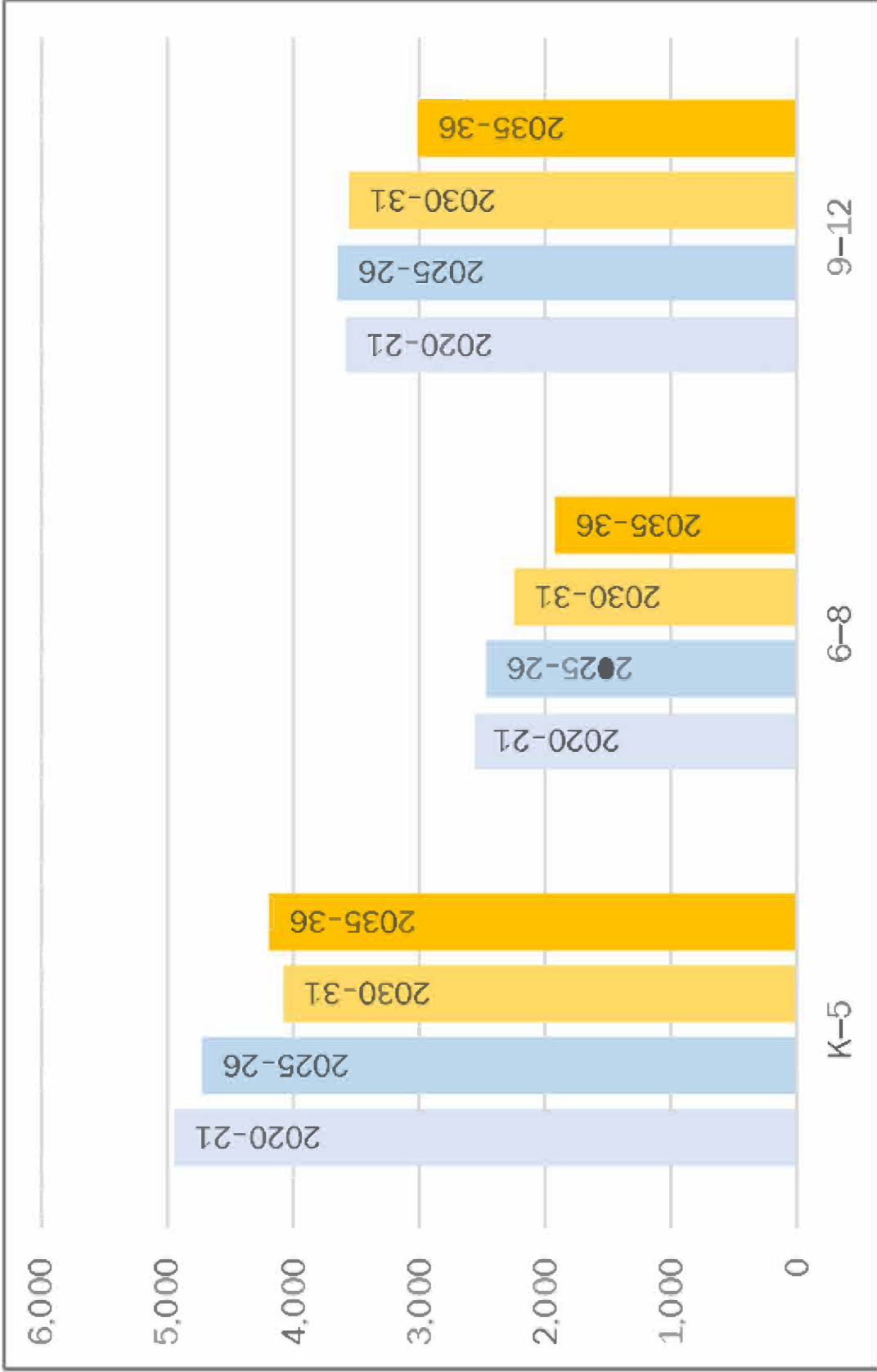
Data Set 3

Enrollment Forecast

Table 2: Bellingham School District Middle Scenario Enrollment Forecasts by Grade Group

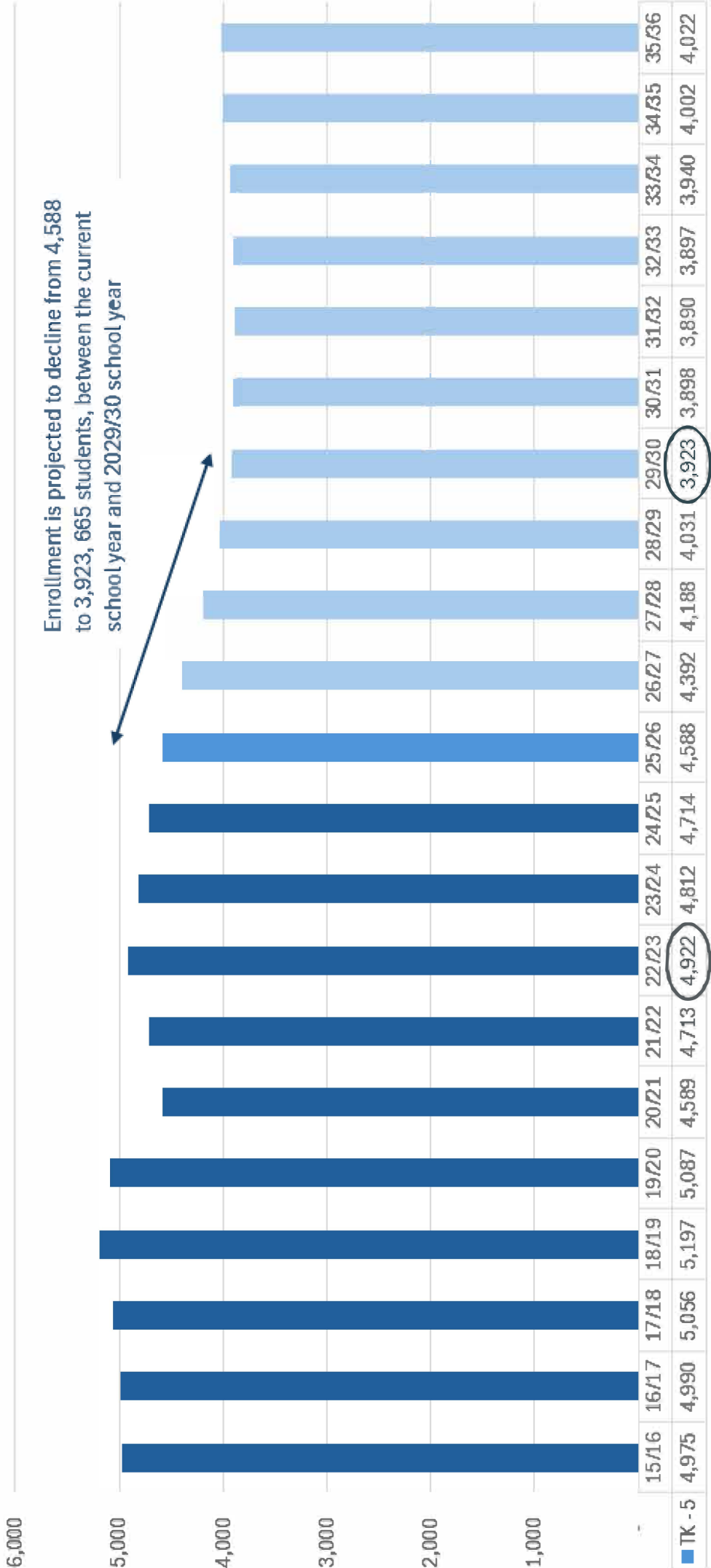
School Year	TK-5	6-8	9-12	TK-12
2020-21 historical	4,943	2,564	3,582	11,089
2025-26 historical	4,723	2,467	3,650	10,840
5-year change	-220	-97	68	-249
2030-31 forecast	4,072	2,249	3,558	9,879
5-year change	-651	-218	-92	-961
2035-36 forecast	4,190	1,921	3,015	9,126
5-year change	118	-328	-543	-753
Sources				
Bellingham School District 2020-21 and 2025-26 (October headcount) enrollment.				
FLO Analytics 2030-31 and 2035-36 enrollment forecasts.				

Figure 6: District-Wide Enrollment Forecasts by Grade Group – Middle Scenario



Promise K (TK) - Grade 5 Enrollment: **Historical, Current and Projected**

Updated 1/28/26 Excludes BFPP



Grade Group	Actual 2020-21	Actual 2025-26	Forecast 2030-31	Forecast 2035-36
K-5	4,943	4,723	4,072	4,190
6-8	2,564	2,467	2,249	1,921
9-12	3,582	3,650	3,558	3,015
Total	11,089	10,840	9,879	9,126
Sources Bellingham School District 2019-20 to 2025-26 (October headcount) enrollment. FLO Analytics October 2030-31 and 2035-36 enrollment forecasts (middle scenario).				

Data Set 3: Enrollment Forecast

What do you notice?

What do you wonder?

Data Set 4

Enrollment Projections by School + Building Condition

Table A-10: Enrollment Forecasts by School

Elementary

School Name	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2025-26 to 2035-36
Alderwood ES	270	268	252	242	241	234	243	246	242	251	253	-17
Birchwood ES	330	302	293	288	279	273	277	279	284	288	291	-39
Carl Cozier ES	301	298	283	277	260	256	254	252	253	257	257	-44
Columbia ES	178	167	146	136	129	139	135	135	138	141	141	-37
Cordata ES	349	350	334	333	330	341	343	351	357	363	366	17
Geneva ES	392	367	350	338	328	329	326	328	331	336	337	-55
Happy Valley ES	437	425	403	369	357	359	350	351	356	362	363	-74
Lowell ES	315	313	301	299	292	284	290	289	294	297	299	-16
Northern Heights ES	379	351	331	312	309	297	306	307	311	315	316	-63
Parkview ES	401	395	372	365	366	357	359	357	360	366	367	-34
Roosevelt ES	346	337	326	315	309	300	296	294	298	301	303	-43
Silver Beach ES	295	276	268	266	255	253	251	250	252	256	257	-38
Sunnyland ES	281	286	275	256	248	246	241	239	241	245	246	-35
Wade King ES	285	265	254	235	220	230	219	219	223	224	226	-59
Bellingham Family Partne	164	165	169	170	172	174	172	170	168	168	168	4
TK-5 Total	4,723	4,565	4,357	4,201	4,095	4,072	4,062	4,067	4,108	4,170	4,190	-533

Table A-10: Enrollment Forecasts by School

Middle

School Name	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2025-26 to 2035-36
Fairhaven MS	575	582	602	613	613	565	523	487	478	465	466	-109
Kulshan MS	582	601	579	554	531	495	480	452	443	428	428	-154
Shuksan MS	600	601	610	616	595	542	499	473	457	448	455	-145
Whatcom MS	603	573	561	587	585	557	530	509	491	478	477	-126
Bellingham Family Partne	106	106	93	91	90	90	92	95	99	97	95	-11
Visions MS	1	0	0	0	0	0	0	0	0	0	0	-1
6-8 Total	2,467	2,463	2,445	2,461	2,414	2,249	2,124	2,016	1,968	1,916	1,921	-546

Table A-10: Enrollment Forecasts by School (continued)

High

School Name	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2025-26 to 2035-36
Bellingham HS	1,158	1,127	1,114	1,073	1,044	1,044	1,009	1,008	962	909	873	-285
Sehome HS	1,085	1,052	1,039	1,045	1,014	1,028	1,028	1,028	981	927	880	-205
Squalicum HS	1,208	1,251	1,304	1,281	1,295	1,296	1,260	1,259	1,208	1,129	1,072	-136
Bellingham Family Partner	7	3	3	3	3	3	3	3	3	3	3	-4
Options HS	172	169	169	169	169	169	169	169	169	169	169	-3
Bellingham Virtual Learning	11	7	7	7	7	7	7	7	7	7	7	-4
Visions HS	9	11	11	11	11	11	11	11	11	11	11	2
9-12 Total	3,650	3,620	3,647	3,589	3,543	3,558	3,487	3,485	3,341	3,155	3,015	-635
K-12 Total	10,840	10,648	10,449	10,251	10,052	9,879	9,673	9,568	9,417	9,241	9,126	-1,714

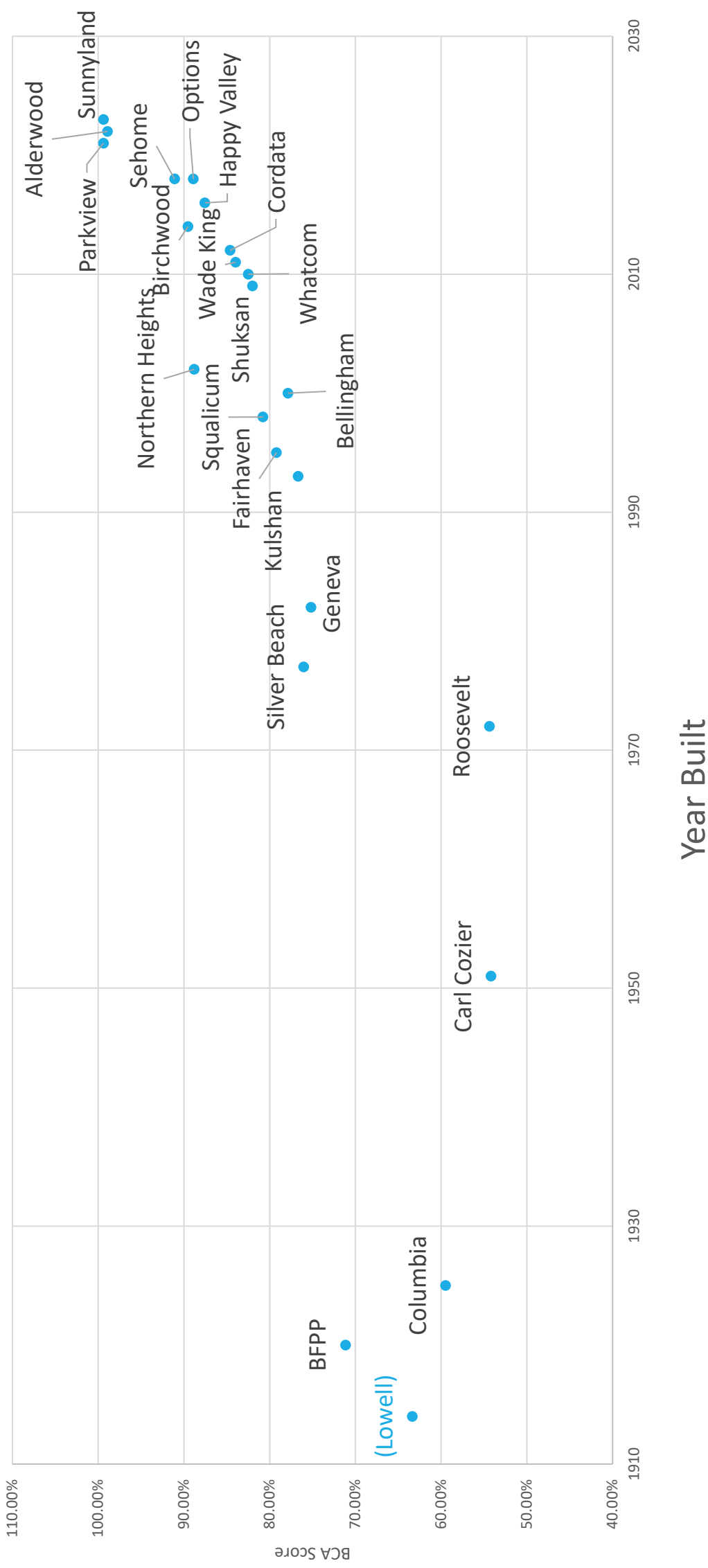
Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

Sources

Bellingham School District October 2025-26 headcount enrollment and FLO October 2026-27 to 2035-36 enrollment forecasts (consistent with district-wide middle scenario).

Building Condition Assessment Scores



Data Set 4: Enrollment Projection by School + Building Condition

What do you notice?
What do you wonder?

Synthesis + Reflection + Next Steps

Thank You!

Table Group Reflection + Share

How would you summarize the data discussion today for someone who is not on the committee?

What additional information would be helpful for our next meet?

Data guides evidence-based decision-making which leads to purposeful growth.

1. We center students, families, and their culture.
2. We collaborate to collect data and analyze with curiosity.
3. We use multiple data sources to make informed decisions.
4. We value shared responsibility and actionable dialogue.



Next Meeting: Monday, March 9, 2026

Facilities Planning Task Force Meeting #2

MARCH 9, 2026

Welcome: Ginny Garcia-Alexander

GINNY GARCIA-ALEXANDER, PhD
FLO Analytics
Data Analyst 3

<https://www.flo-analytics.com/>

The task force will:

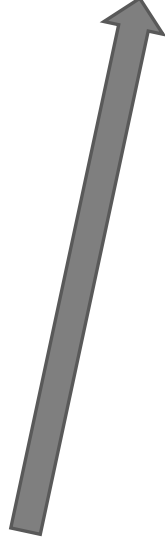
- Review and analyze demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility planning documents.
- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.



Overarching Process



**Enrollment
Assessment**



**Demographic
Trends**



**Residential
Development**



**Enrollment
Forecasts**



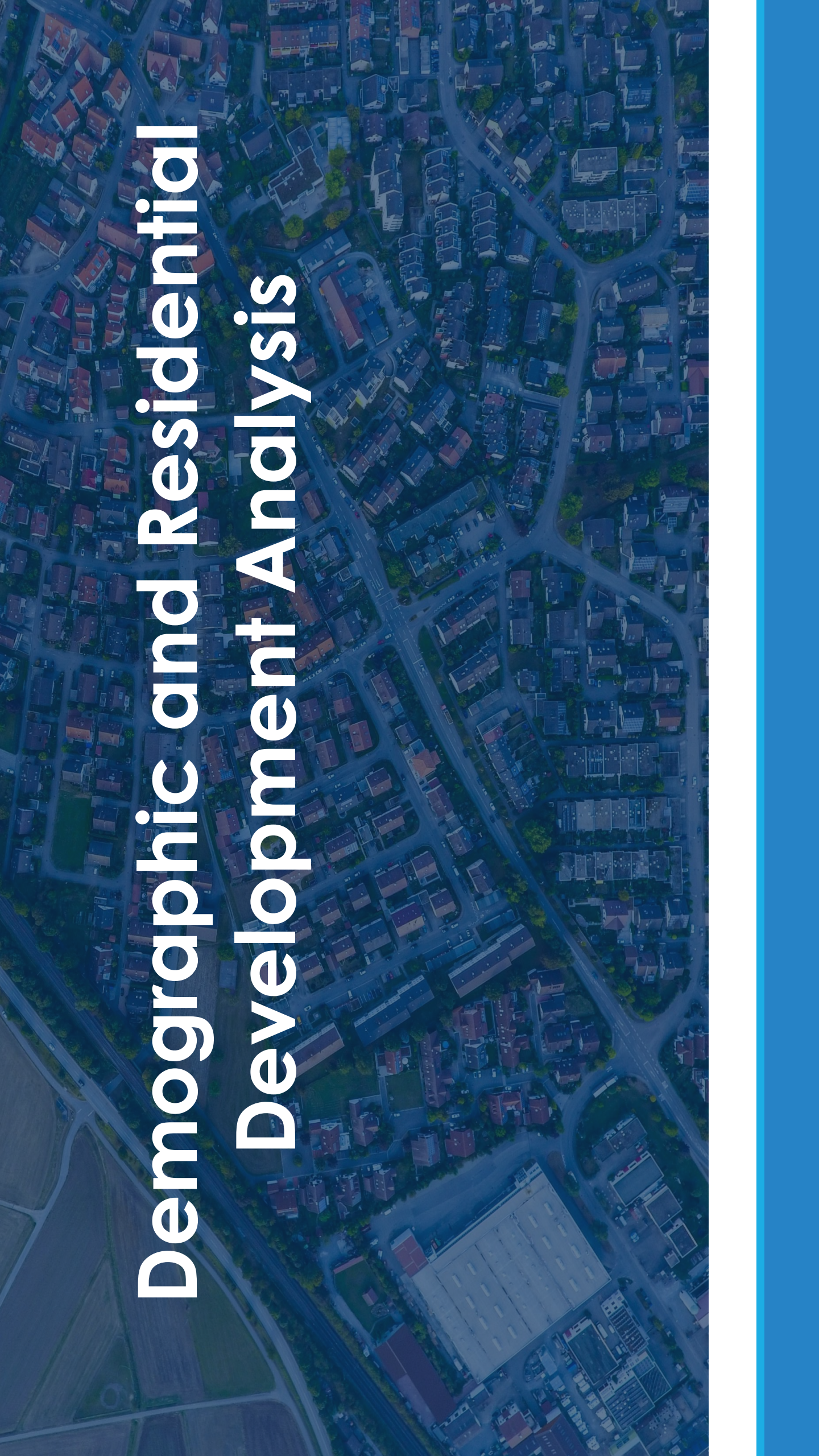


Enrollment Forecasts summary



Table 2: Bellingham School District Middle Scenario Enrollment Forecasts by Grade Group

School Year	TK-5	6-8	9-12	TK-12
2020-21 historical	4,943	2,564	3,582	11,089
2025-26 historical	4,723	2,467	3,650	10,840
5-year change	-220	-97	68	-249
2030-31 forecast	4,072	2,249	3,558	9,879
5-year change	-651	-218	-92	-961
2035-36 forecast	4,190	1,921	3,015	9,126
5-year change	118	-328	-543	-753
Sources Bellingham School District 2020-21 and 2025-26 (October headcount) enrollment. FL Analytics 2030-31 and 2035-36 enrollment forecasts.				

An aerial photograph of a residential neighborhood, showing a dense grid of houses with various roof colors (red, grey, blue) and green trees. A semi-transparent blue overlay covers the entire image. On the right side, there is a solid, vertical blue bar. The title text is centered vertically and horizontally over the image.

Demographic and Residential Development Analysis

Student Distribution

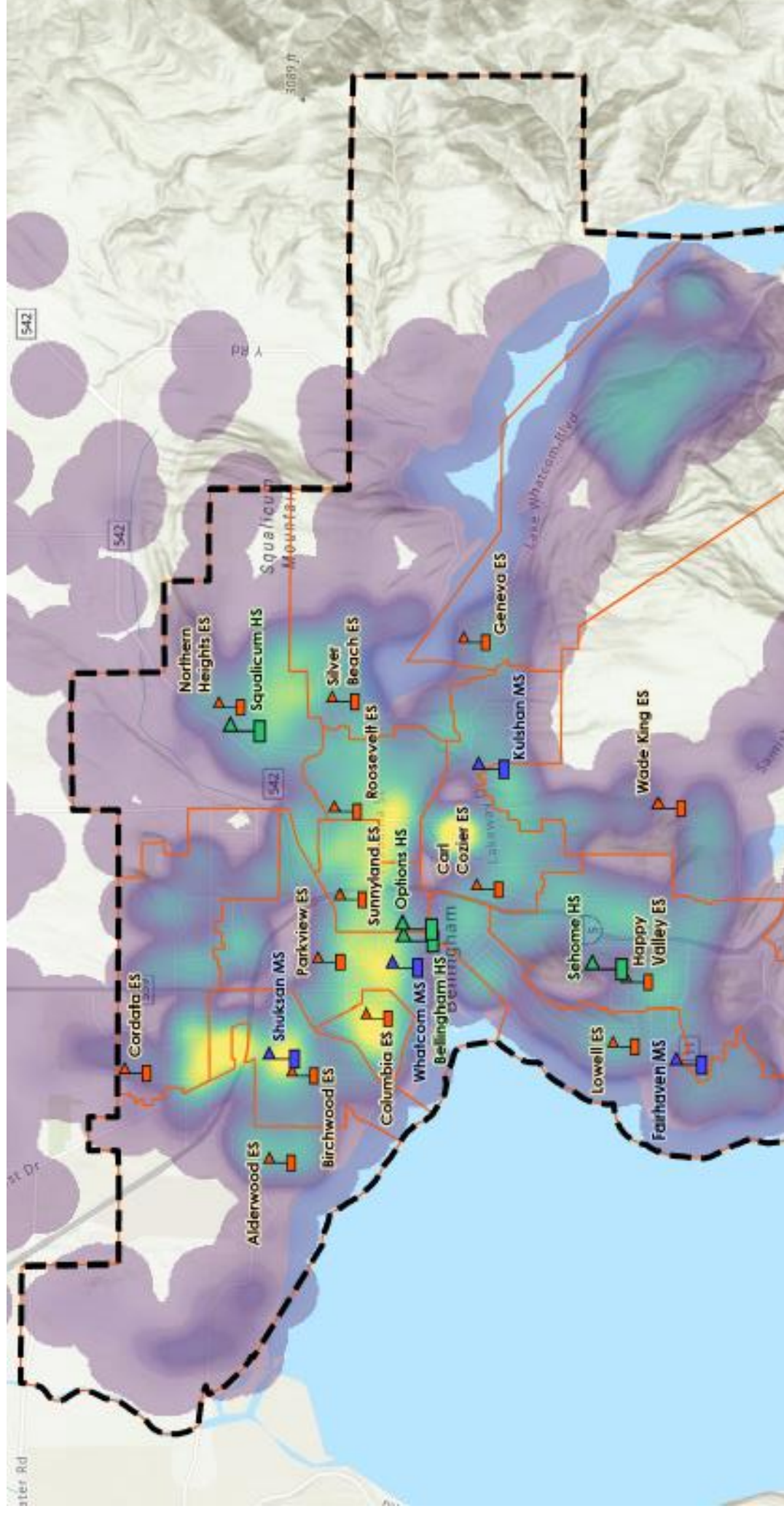


Table 4: District Population by Age Group 2000 to 2020

Age Group	2000	2010	2020	Average Annual Growth	
				2000–10	2010–20
Total Population	85,831	102,105	112,253	1.8%	1.0%
Age 18 and older	69,466	84,668	94,480	2.0%	1.1%
Ages 5 to 17	11,851	12,522	13,229	0.6%	0.6%
<u>Under age 5</u>	4,514	4,915	4,544	0.9%	-0.8%
<u>Under 18 share of total</u>	19.1%	17.1%	15.8%	—	—
Sources U.S. Census Bureau, 2000 Census. 2001. “P12, Sex by Age,” <i>Summary File 1</i> . U.S. Census Bureau, 2010 Census. 2011. “P12, Sex by Age for Selected Age Categories,” <i>Summary File 1</i> . U.S. Census Bureau, 2020 Census. 2023. “P12, Sex by Age for Selected Age Categories,” <i>Demographic and Housing Characteristics</i> .					

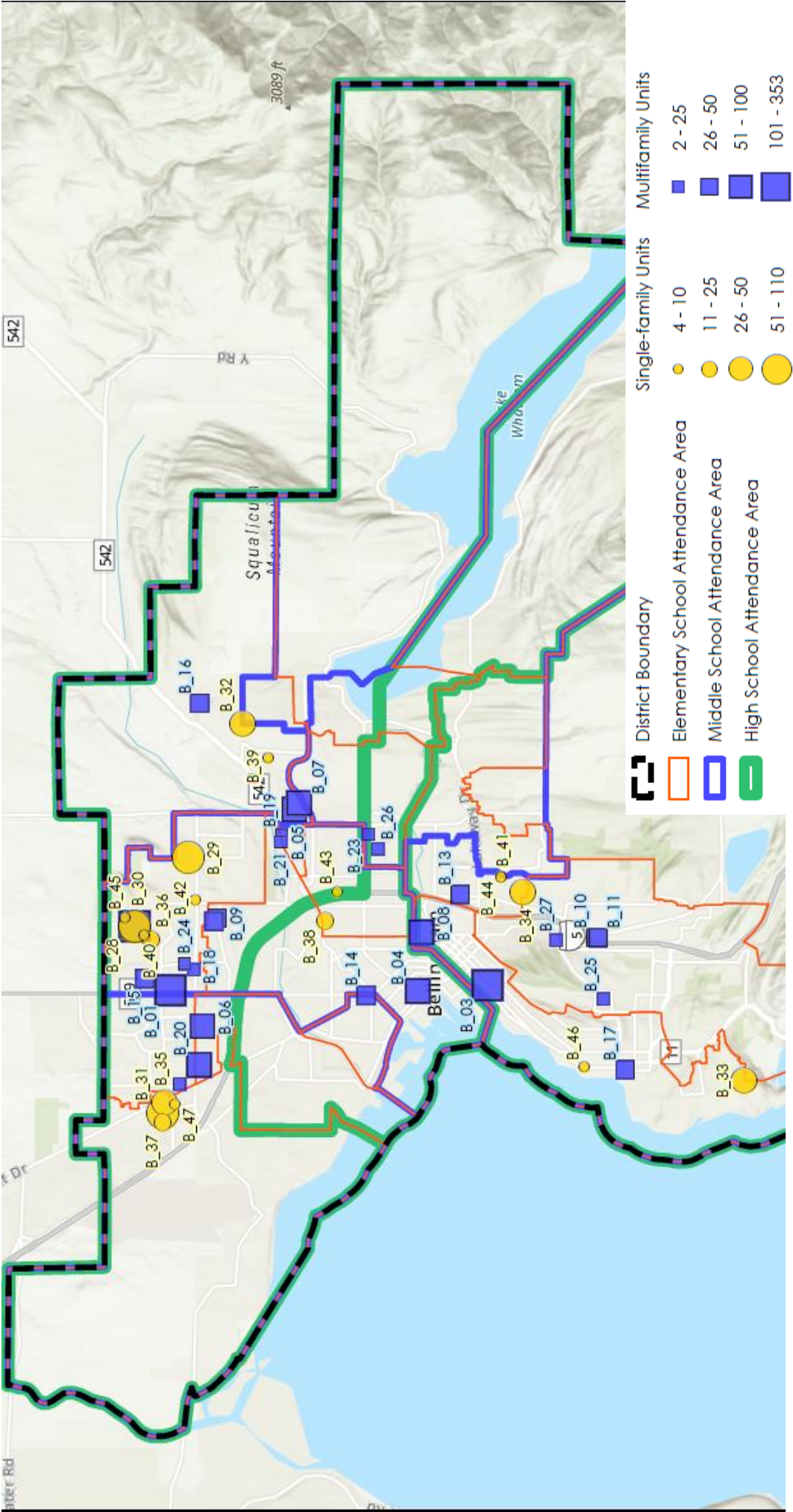
Table 5: County and School District Population Projections

Area/Scenario	2020	2030	2040	Average Annual Growth	
				2020–2030	2030–2040
Whatcom County Medium Series	226,847	254,158	280,275	1.1%	1.0%
Bellingham School District	112,253	125,024	137,714	1.1%	1.0%
Note BSD Values for 2030 and 2040 derived from 2023-2045 annual growth rate in Technical Report.					
Sources State of Washington, Office of Financial Management, Growth Management Act County Projections, 2022. Whatcom County, Population and Employment Projections, May 22, 2024. https://www.whatcomcounty.us/DocumentCenter/View/85199/Whatcom-Population-and-Employment-Projections-Final-Report-May-22-2024					

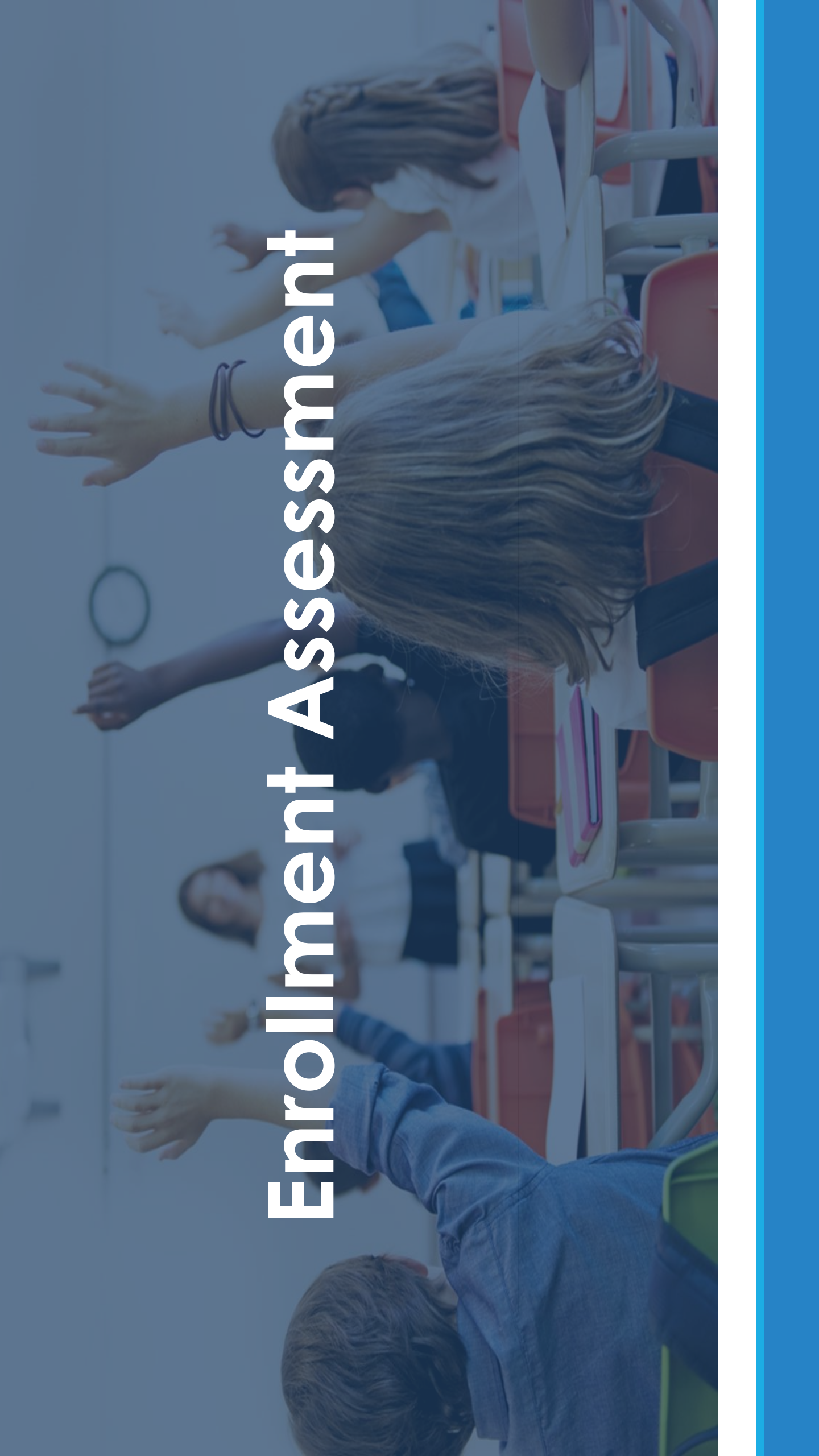
Table 6: Student Generation Rates, October 2025 Bellingham School District K–12 Students per Housing Unit Built 2015–2024

Housing Type	K–5	6–8	9–12	K–12
All single-family	0.140	0.071	0.102	0.313
All multifamily ^(a)	0.038	0.018	0.020	0.076
Income-restricted multifamily	0.442	0.225	0.268	0.935
Market-rate multifamily	0.025	0.011	0.012	0.047
Note				
(a)The multifamily category includes all structures with five or more housing units and structures with 3–4 housing units that are stacked.				
Sources				
Bellingham School District 2025–26 (October headcount) student locations. Whatcom County Assessor parcel data.				

Residential Development



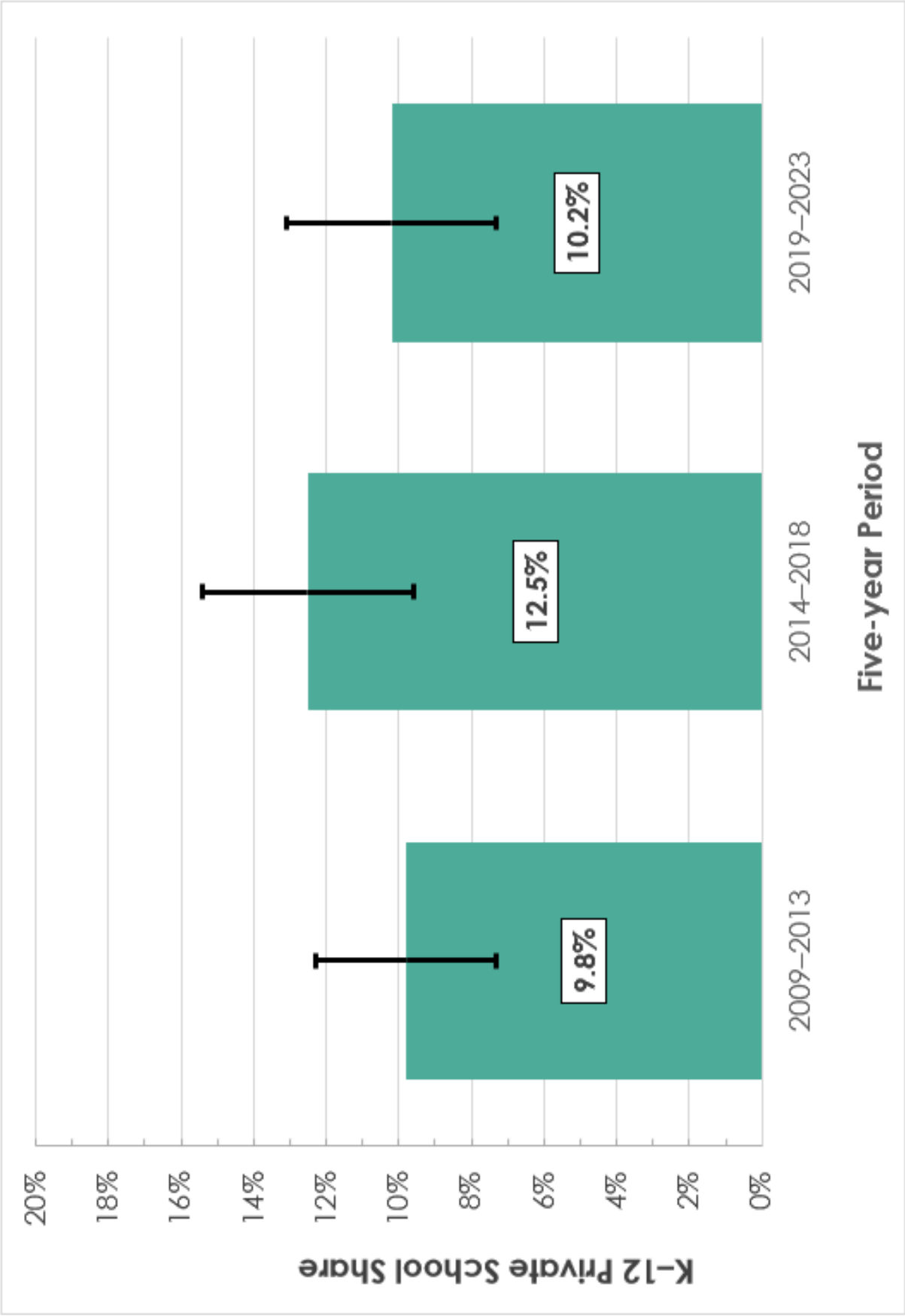
Enrollment Assessment



Historical Enrollment by Grade

Grade	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2019–20 to 2025–26
TK	–	–	–	253	251	234	219	-34
K	813	748	774	731	700	638	622	-191
1	911	786	815	829	766	742	663	-248
2	870	867	789	813	825	787	761	-109
3	875	839	860	787	810	864	798	-77
4	869	844	837	851	780	826	848	-21
5	909	859	824	828	841	772	812	-97
6	914	858	856	819	829	850	779	-135
7	801	902	856	839	813	828	859	58
8	918	804	879	835	846	831	829	-89
9	984	973	896	972	916	918	937	-47
10	907	972	959	885	981	938	930	23
11	908	805	930	888	781	912	873	-35
12	818	832	855	936	913	757	910	92
District-Wide Total	11,497	11,089	11,130	11,266	11,052	10,897	10,840	-657

BSD K-12 Private School Share, American Community Survey 5-Year Estimates



Note

I-beam bars show margin of error at the 90 percent confidence level.

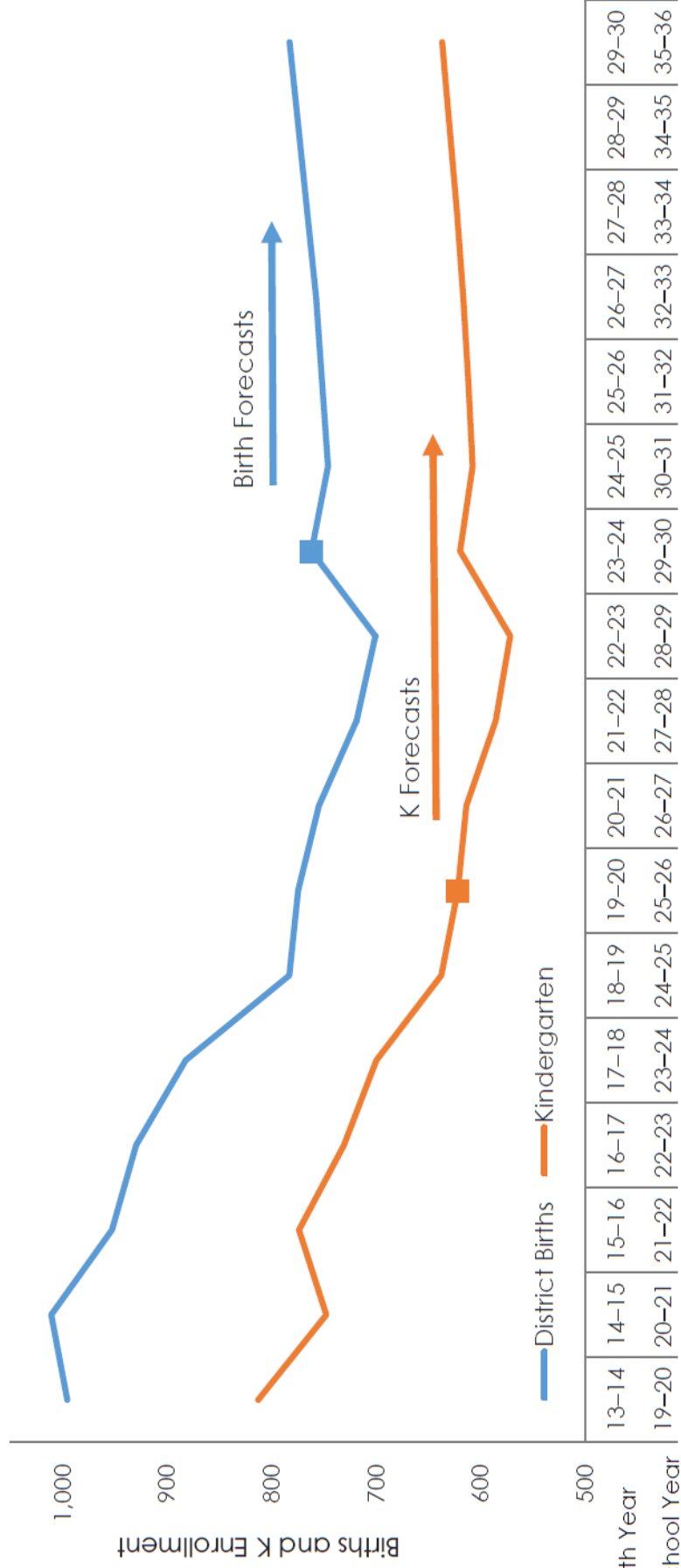


Enrollment Forecasts

District Births and Kindergarten Enrollment

Birth Year	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Forecasts					
Births	996	1,011	953	930	882	783	775	755	719	701	762	746	752	758	766	775	783
School Year	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36
Kindergarten	813	748	774	731	700	638	622	614	586	572	620	608	612	617	623	630	637
Ratio to Births	0.82	0.74	0.81	0.79	0.79	0.81	0.80	0.81	0.82	0.82	0.81	0.81	0.81	0.81	0.81	0.81	0.81

“Comparing 2025–26 K enrollment with 2019–20 births, FLO derived a K-to-birth ratio of 0.80, meaning that, for every 100 children born to district residents, there were 80 children enrolled in BSD K five years later.”

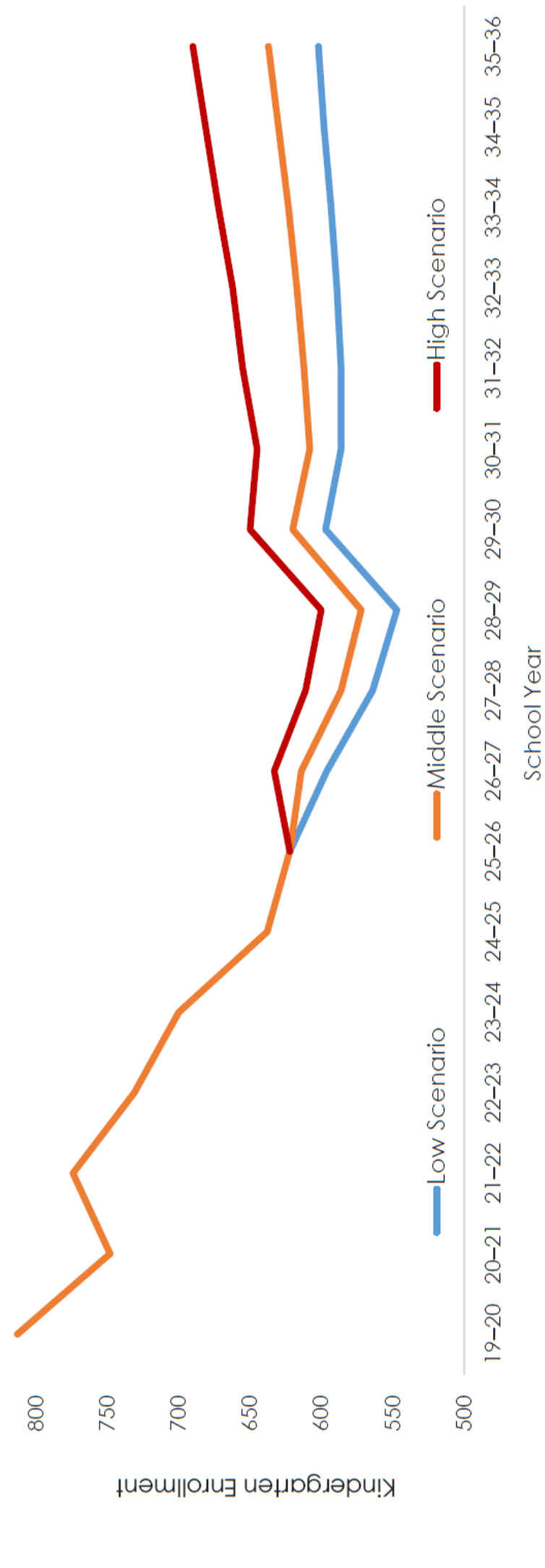


Notes

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 19–20 birth year includes births from September 2019 to August 2020, which is the 25–26 K year). The ratio is calculated by dividing K enrollment by the births five years earlier (e.g., 25–26 K divided by 19–20 births). Births from 2025 to 2030, which inform K classes beginning with the 30–31 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates. Darker shading represents higher values and lighter shading represents lower values.

Kindergarten Enrollment and Ratio to Births

K Enrollment													Forecasts									
Scenario	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36					
Low	622							596	564	547	597	586	589	593	598	602						
Ratio to Births	0.80							0.79	0.78	0.78	0.78	0.79	0.79	0.79	0.79	0.79	0.79					
Middle	622							614	586	572	620	608	612	617	623	630	637					
Ratio to Births	0.80							0.81	0.82	0.82	0.81	0.81	0.81	0.81	0.81	0.81	0.81					
High	622							633	611	600	650	645	655	662	672	681	690					
Ratio to Births	0.80							0.84	0.85	0.86	0.85	0.85	0.85	0.85	0.85	0.85	0.85					



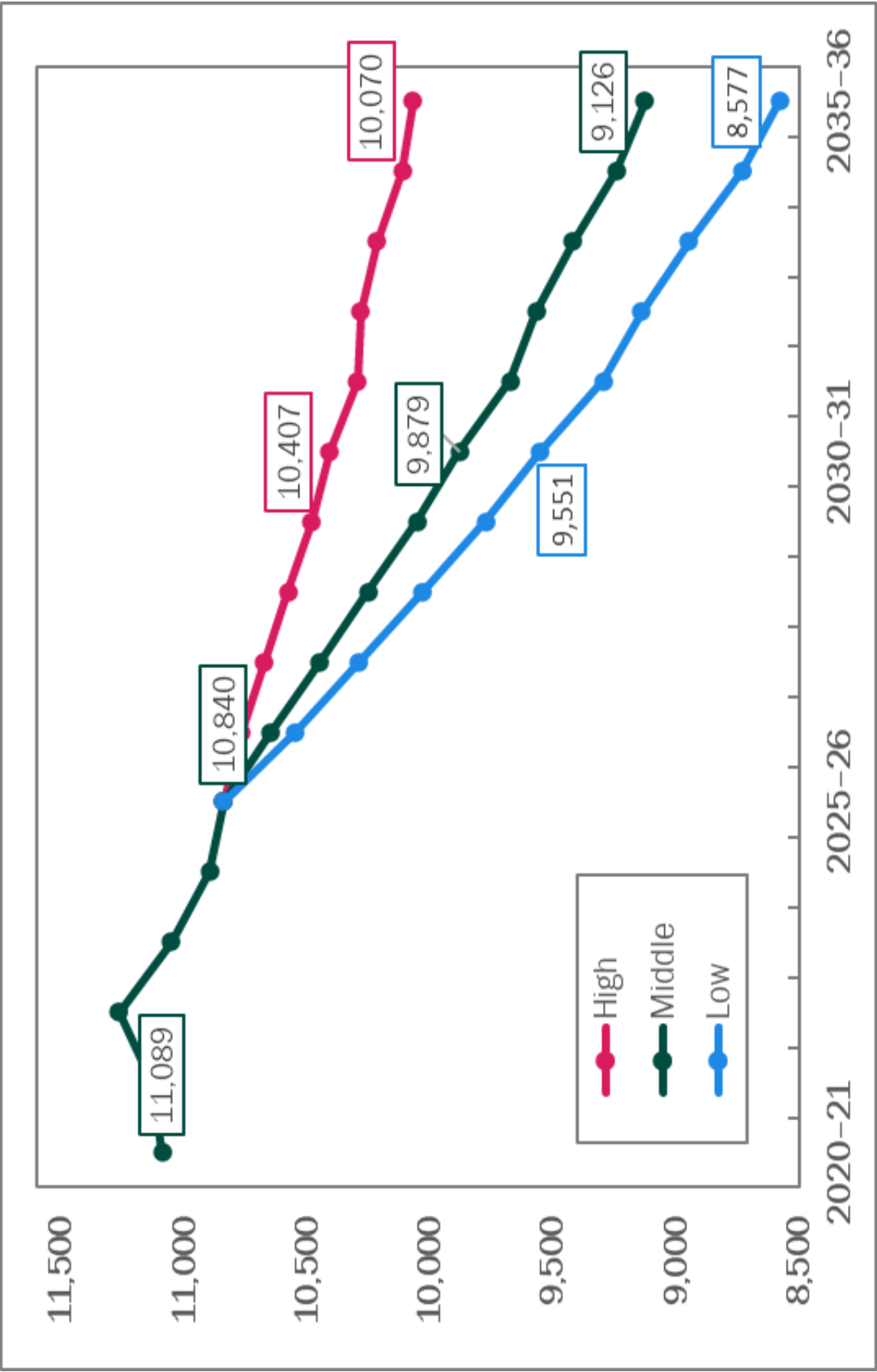
Grade Progression Ratios

Grade Progression Ratios	2020-21 to 2021-22	2021-22 to 2022-23	2022-23 to 2023-24	2023-24 to 2024-25	2024-25 to 2025-26	Forecast		
						2025-26 to 2026-27	2026-27 to 2027-28	2027-28 to 2035-36
						1.05	1.05	1.05
K-1	1.09	1.07	1.05	1.06	1.04	1.05	1.05	1.05
1-2	1.00	1.00	1.00	1.03	1.03	1.01	1.01	1.01
2-3	0.99	1.00	1.00	1.05	1.01	1.01	1.01	1.01
3-4	1.00	0.99	0.99	1.02	0.98	1.00	1.00	1.00
4-5	0.98	0.99	0.99	0.99	0.98	0.99	0.99	0.99
5-6	1.00	0.99	1.00	1.01	1.01	1.01	1.01	1.01
6-7	1.00	0.98	0.99	1.00	1.01	1.00	1.00	1.00
7-8	0.97	0.98	1.01	1.02	1.00	1.01	1.01	1.01
8-9	1.11	1.11	1.10	1.09	1.13	1.10	1.09	1.09
9-10	0.99	0.99	1.01	1.02	1.01	1.02	1.02	1.01
10-11	0.96	0.93	0.88	0.93	0.93	0.93	0.93	0.93
11-12	1.06	1.01	1.03	0.97	1.00	1.02	1.02	1.02

Sources

FLO Analytics analysis of Bellingham School District 2020-21 to 2025-26 (October headcount) enrollment and FLO 2026-27 to 2035-36 enrollment forecasts (middle scenario).

Districtwide K-12 Enrollment Forecasts: Low, Middle, and High Scenarios



Sources

Bellingham School District 2020-21 to 2025-26 (October headcount) enrollment.
FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).

Figure 6: District-Wide Enrollment Forecasts by Grade Group: Middle Scenario

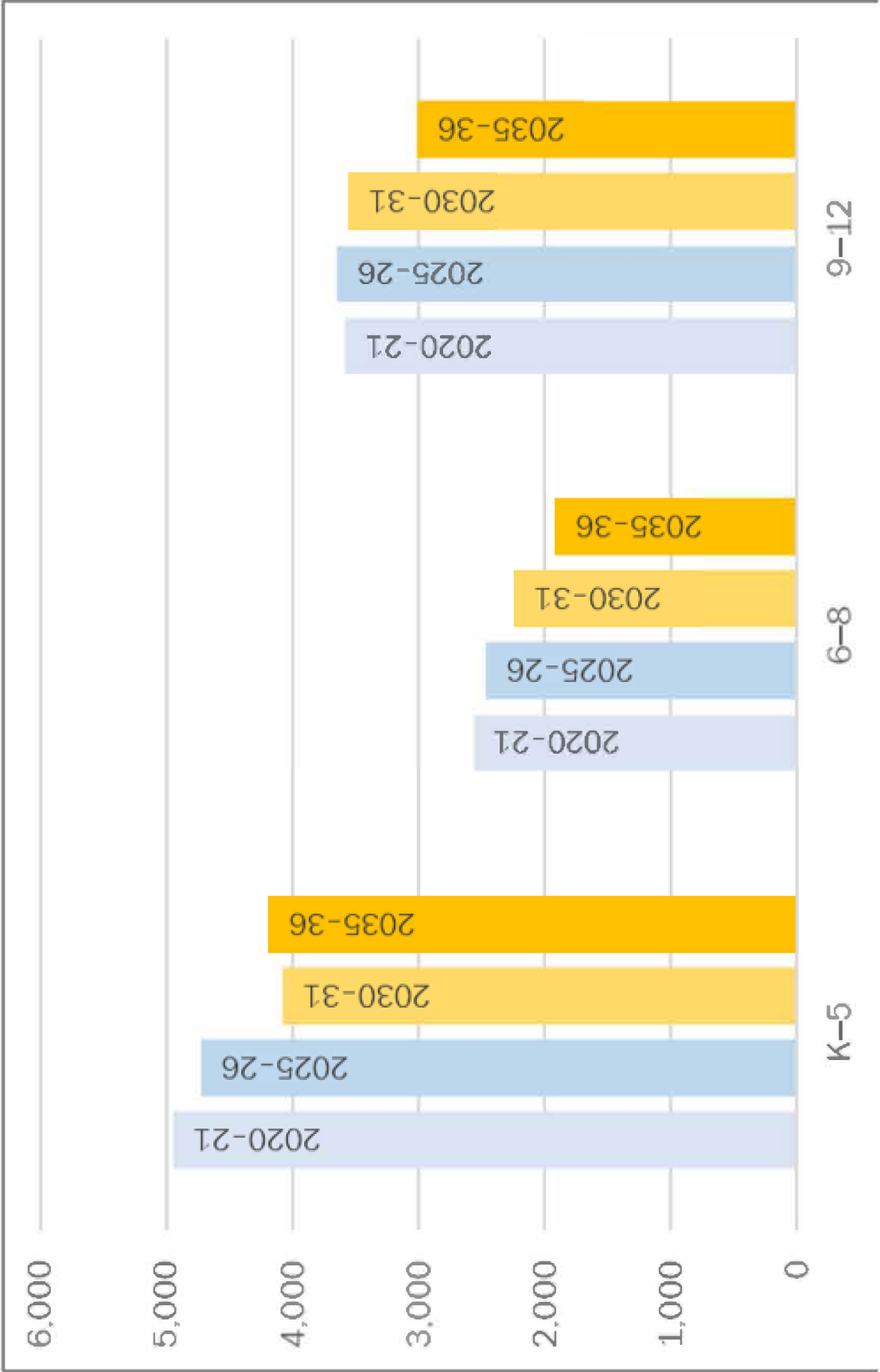


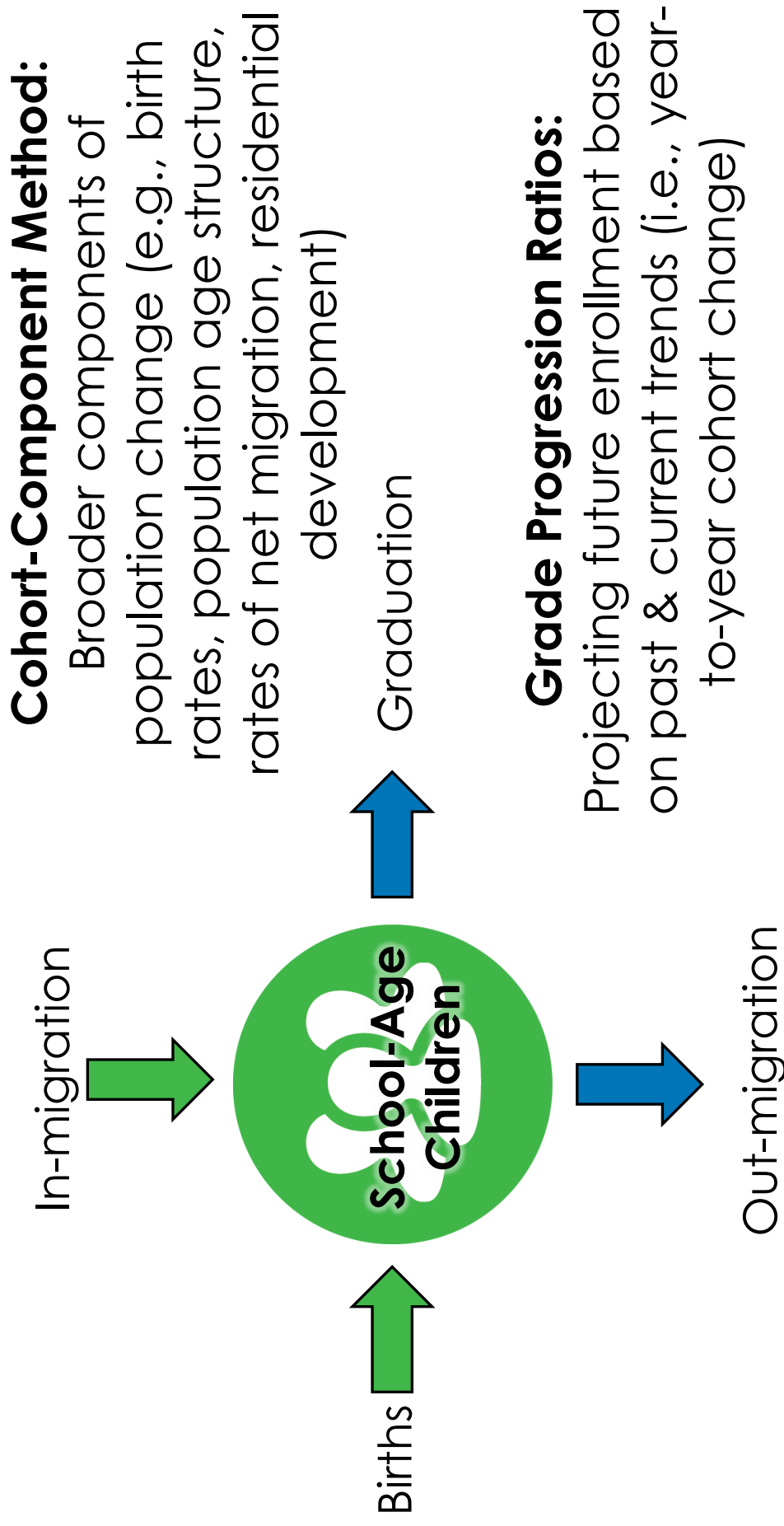
Figure 6: District-Wide Enrollment Forecasts by Grade Group: Middle Scenario...cont.

Grade Group	Actual 2020-21	Actual 2025-26	Forecast 2030-31	Forecast 2035-36
K-5	4,943	4,723	4,072	4,190
6-8	2,564	2,467	2,249	1,921
9-12	3,582	3,650	3,558	3,015
Total	11,089	10,840	9,879	9,126

Sources

Bellingham School District 2019-20 to 2025-26 (October headcount) enrollment.
FLO Analytics October 2030-31 and 2035-36 enrollment forecasts (middle scenario).

Methodology / Models



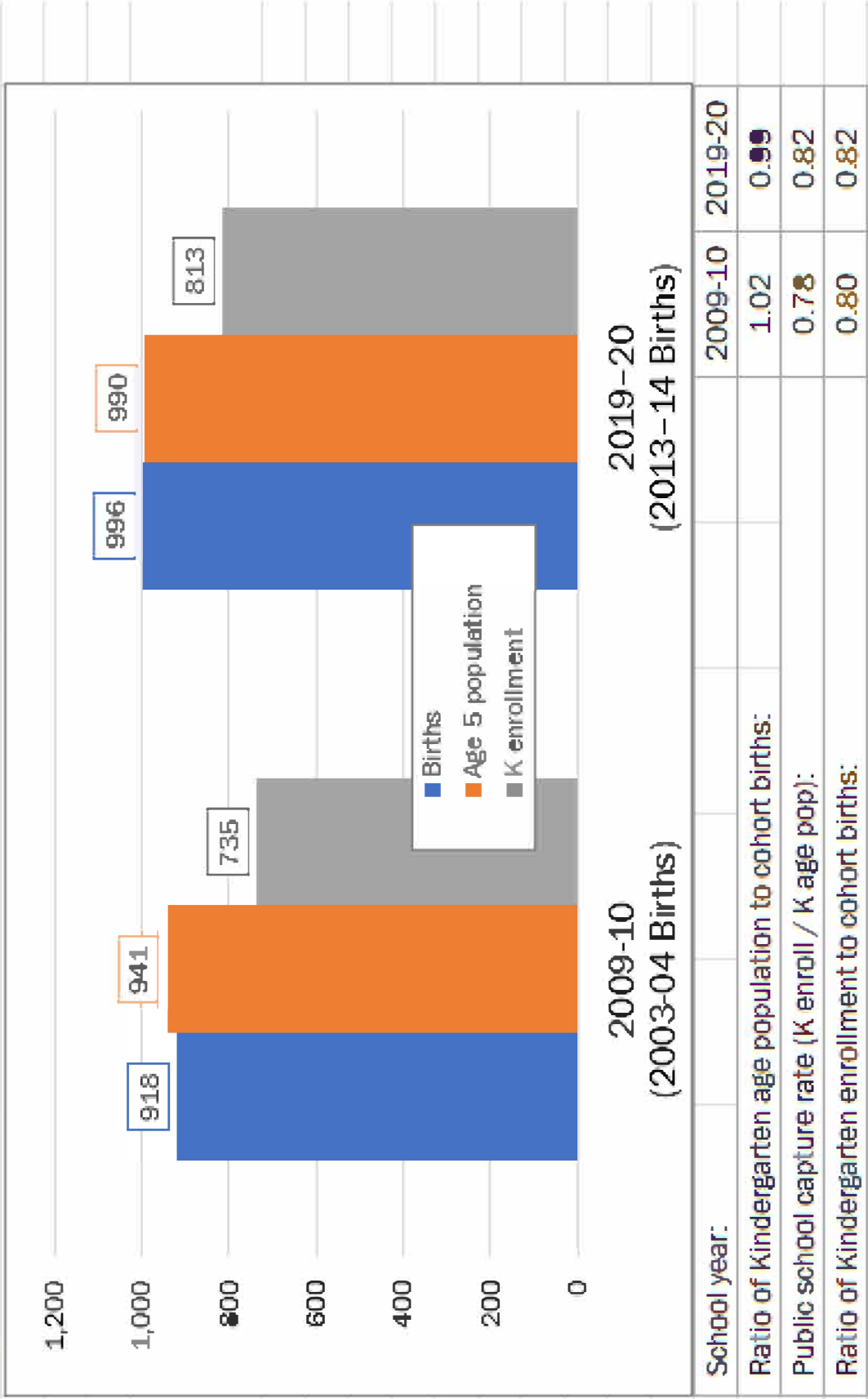
Residential Development

Map ID	Jurisdiction	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Future Units	Notes
B_01	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	4200 Meridian SP (Bellingham Business Park)	MF	353	Short plat approved; studios; pre-app in 2020, no application yet.
B_02	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	King Mountain Phase 2	MF	131	Preliminary plat approved; 1 and 2BR units; market-rate.
B_03	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	State Street Creamery	MF	111	Under construction; 33 studio, 54 1BR, 24 2BR.
B_04	City of Bellingham	Parkview ES	Whatcom MS	Bellingham HS	Old Town Heights	MF	84	Under construction; 11 studio, 63 1BR, 10 2BR.
B_05	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	3320 Manning St	MF	77	Permit under review; 10 studio, 54 1BR, 13 2BR.
B_06	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	2405 Rimland Dr	MF	65	Permit under review; 1 studio, 45 1BR, 19 2BR.
B_07	City of Bellingham	Birchwood ES	Shuksan MS	Squalicum HS	Bellis Fair Family Housing	MF	65	Under construction; affordable housing units.
B_08	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	Kansas St	MF	60	Permit under review; 40 studio, 20 1BR.
B_09	City of Bellingham	Parkview ES	Whatcom MS	Squalicum HS	Serena Apartments	MF	48	Permit under review; 16 studio, 15 1BR, 17 2BR.
B_10	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Samish View Apts #1	MF	48	Permit under review; 38 studio, 6 1 BR, 4 2BR.
B_11	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Samish View Apts #2	MF	48	Permit under review; 38 studio, 6 1 BR, 4 2BR.
B_12	City of Bellingham	Parkview ES	Whatcom MS	Squalicum HS	Telegraph Townhomes	MF	38	Permit under review; affordable housing units.
B_13	City of Bellingham	Carl Cozier ES	Fairhaven MS	Sehome HS	Lincoln St Studio Apts	MF	38	Permit under review; 38 studio.
B_14	City of Bellingham	Columbia ES	Shuksan MS	Bellingham HS	Rouvali Apartments	MF	36	Permit under review; 27 studio, 9 2BR.
B_15	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	TULL ROAD SHORT PLAT	MF	34	Permits issued/under construction.
B_16	City of Bellingham	Northern Heights ES	Whatcom MS	Squalicum HS	Unnamed Short Plat	MF	31	Plat approved; 16 townhouse units with 1 15 unit multifamily bldg.
B_17	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	Fairhaven Court West	MF	27	Permit under review; 24 1BR, 3 2BR.
B_18	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	City Apartments	MF	24	Permit under review; all 3BR units.
B_19	City of Bellingham	Northern Heights ES	Whatcom MS	Squalicum HS	2000 Sunset	MF	20	Permit under review; 18 studio, 2 1BR.
B_20	City of Bellingham	Birchwood ES	Shuksan MS	Squalicum HS	Unknown	MF	100	Pre-application; market-rate apartments.
B_21	City of Bellingham	Parkview ES	Whatcom MS	Squalicum HS	Sunset Apartments	MF	19	Under construction; 11 1BR, 5 2BR, 3 3BR.
B_22	City of Bellingham	Cordata ES	Shuksan MS	Squalicum HS	Lina Flats	MF	14	Permit under review; all 1BR units.
B_23	City of Bellingham	Roosevelt ES	Kulshan MS	Bellingham HS	Verona Apartments	MF	14	Permit under review; 3 1BR, 4 2BR, 7 3BR.
B_24	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Prince Ave 2.0	MF	12	Permit under review.
B_25	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Taylor Avenue	MF	11	permit under review; 7 2BR, 4 3BR.
B_26	City of Bellingham	Roosevelt ES	Kulshan MS	Bellingham HS	Texas Street Apts	MF	8	Under constructon; all 2 BR units.
B_27	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Gateway Apts	MF	2	Permit under review; 2 1BR.
B_28	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	King Mountain Phase 2 (Income-restricted)	SF	110	Affordable housing units.
B_29	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Queen Mountain	SF	94	Preliminary plat approved.
B_30	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	King Mountain Phase 2	SF	90	Preliminary plat approved.
B_31	City of Bellingham	Aldenwood ES	Shuksan MS	Squalicum HS	Aurora Court Phase 3	SF	54	Plat approved; 2 and 3 BR townhomes (mainly 3).
B_32	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	Squalicum Heights	SF	45	Preliminary plat approved.
B_33	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	The Woods at Viewcrest	SF	38	Preliminary plat approved.
B_34	City of Bellingham	Carl Cozier ES	Fairhaven MS	Sehome HS	Foxglove	SF	35	Under construction; 4 and 6 unit townhomes.
B_35	City of Bellingham	Aldenwood ES	Shuksan MS	Squalicum HS	Unknown (34 ITK Townhomes)	SF	34	Preliminary plat approved.
B_36	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Crossridge, Phase 2	SF	22	Permit under review.
B_37	City of Bellingham	Aldenwood ES	Shuksan MS	Squalicum HS	Cornerstone at Aurora Court	SF	19	Permit under review; land cleared.
B_38	City of Bellingham	Sunnyland ES	Whatcom MS	Bellingham HS	Sunset Commons	SF	41	Under construction; 23 SF, 6 duplexes, 6 ADUs.
B_39	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	Barkley Heights Townhomes	SF	78	Preliminary plat approved; 24 SF, 40 townhomes, 14 ADUs.
B_40	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	KINGSWAY LONG PH 2	SF	10	Permits issued/under construction.
B_41	City of Bellingham	Carl Cozier ES			Edward St SP#2662	SF	10	Under construction.
B_42	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Park Slope	SF	10	Permit under review.
B_43	City of Bellingham	Sunnyland ES	Whatcom MS	Squalicum HS	E Maryland St	SF	8	Permit under review; 4-unit buildings.
B_44	City of Bellingham	Carl Cozier ES	Fairhaven MS	Sehome HS	Puget Living	SF	8	Permit under review.
B_45	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Unknown	SF	5	Permits issued/under construction.
B_46	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	The Residence at Fairhaven	SF	5	Permit under review.

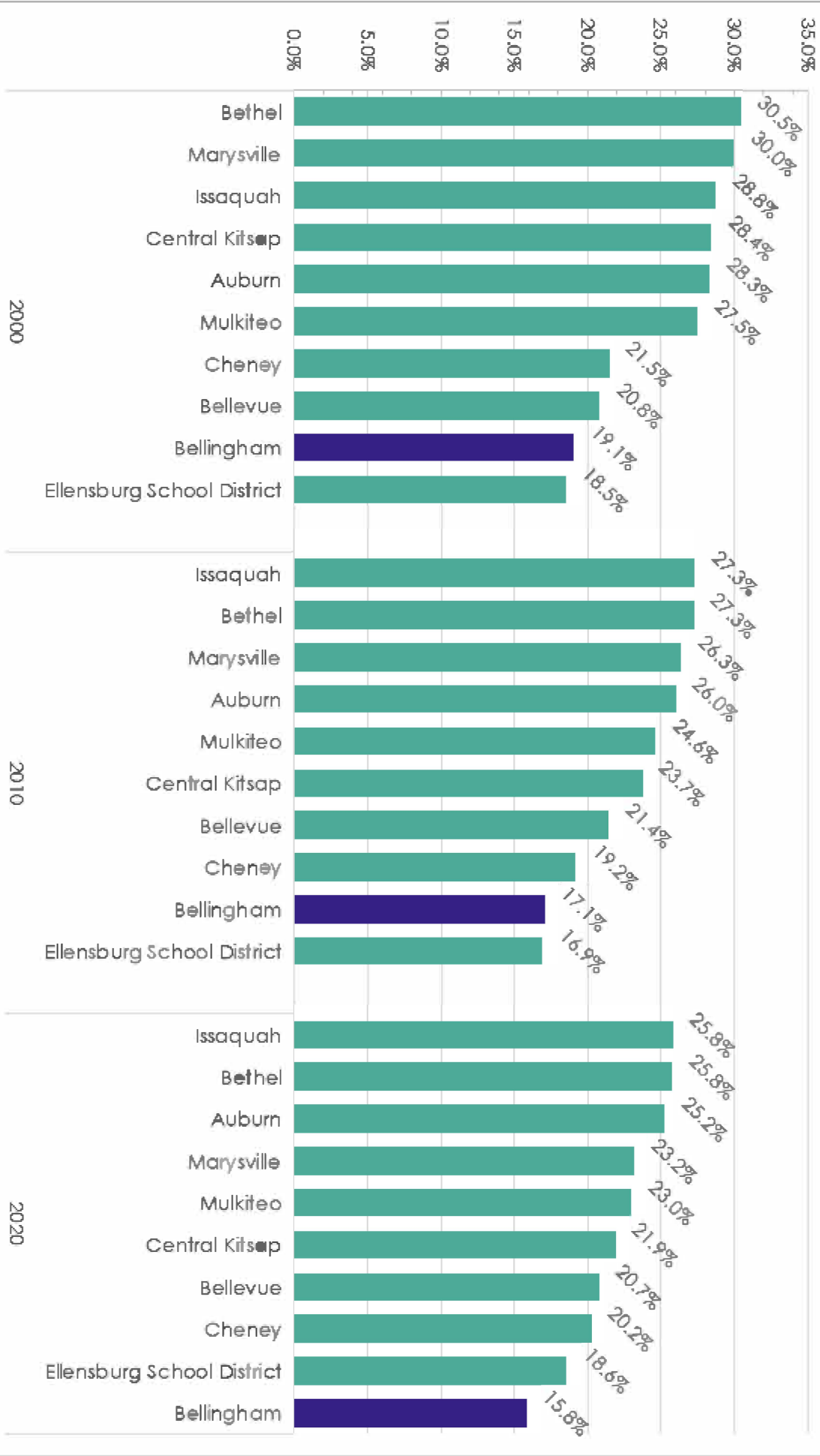
Residential Development

Map ID	Jurisdiction	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Future Units	Notes
B_47	City of Bellingham	Alderwood ES	Shuksan MS	Squalicum HS	1239 Mahogany Ave	SF	4	Permit under review; 3 BR units.
B_48	City of Bellingham	Parkview ES	Whatcom MS	Bellingham HS	110 W Laurel St	MF	109	Income Restricted workforce units (50%/50% 1 and 2 bed units).
	City of Bellingham	Alderwood ES	Shuksan MS	Squalicum HS	Various Undefined	SF	52	Small projects (4 SF, 40 townhomes, 8 ADUs; in various stages).
	City of Bellingham	Birchwood ES	Shuksan MS	Squalicum HS	Various Undefined	SF	55	Small projects (15 SF, 12 townhomes, 28 ADUs; in various stages).
	City of Bellingham	Carl Cozier ES	Kulshan/Fairhaven MS	Sehome HS	Various Undefined	SF	109	Small projects (18 SF, 79 townhomes, 12 ADUs; in various stages).
	City of Bellingham	Columbia ES	Shuksan MS	Bellingham HS	Various Undefined	SF	16	Small projects (5 SF, 11 ADUs; in various stages).
	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Various Undefined	SF	89	Small projects (13 SF, 72 townhomes, 4 ADUs; in various stages).
	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Various Undefined	SF	104	Small projects (31 SF, 12 townhomes, 61 ADUs; in various stages).
	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	Various Undefined	SF	115	Small projects (28 SF, 35 townhomes, 52 ADUs; in various stages).
	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	Various Undefined	SF	52	Small projects (25 SF, 13 townhomes, 14 ADUs; in various stages).
	City of Bellingham	Parkview ES	Whatcom MS	Squalicum/Bellingham HS	Various Undefined	SF	95	Small projects (20 SF, 29 townhomes, 46 ADUs; in various stages).
	City of Bellingham	Roosevelt ES	Kulshan MS	Squalicum/Bellingham HS	Various Undefined	SF	64	Small projects (26 SF, 10 townhomes, 28 ADUs; in various stages).
	City of Bellingham	Silver Beach ES	Kulshan MS	Squalicum/Bellingham HS	Various Undefined	SF	12	Small projects (7 SF, 5 ADUs; in various stages).
	City of Bellingham	Sunnyland ES	Whatcom MS	Squalicum/Bellingham HS	Various Undefined	SF	62	Small projects (5 SF, 28 townhomes, 29 ADUs; in various stages).
	City of Bellingham	Wade King ES	Kulshan/Fairhaven MS	Sehome HS	Various Undefined	SF	24	Small projects (19 SF, 1 townhome, 4 ADUs; in various stages).
					Total SF			
					Total MF			
					Total Units			
					SF			1,569
					MF			1,627
								3,196

Figure 4. Bellingham School District Kindergarten Enrollment and Birth Cohorts



School District Percent of Population Under Age 18: 2000 to 2020

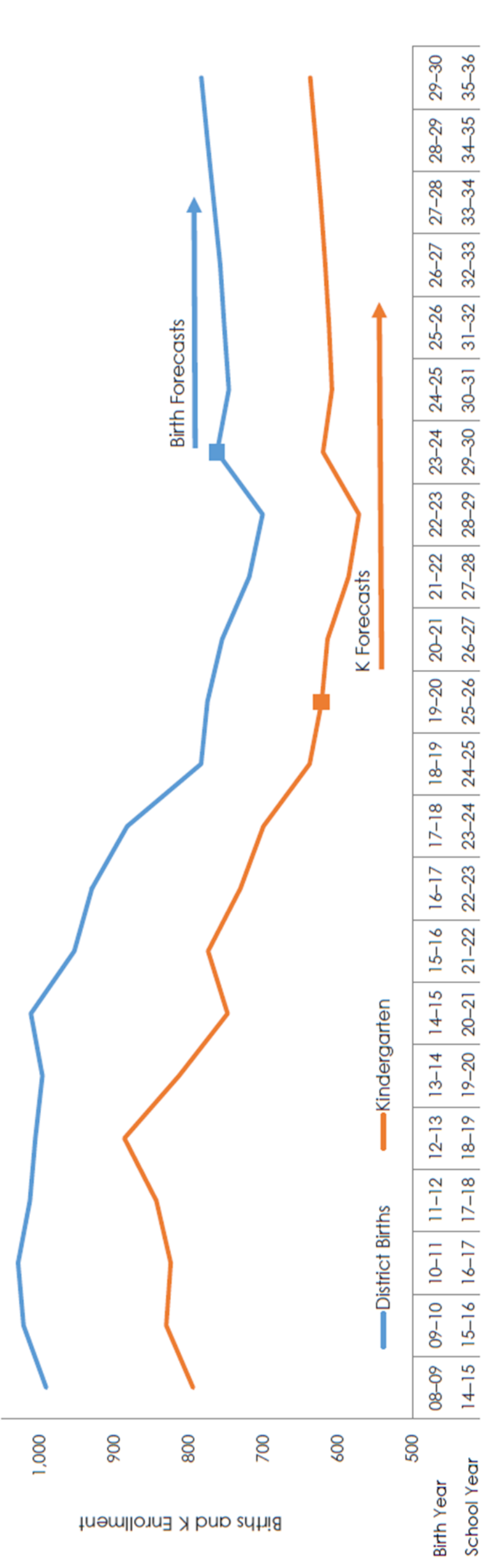


Sources

U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

District Births and Kindergarten Enrollment (Extended Historical Detail)

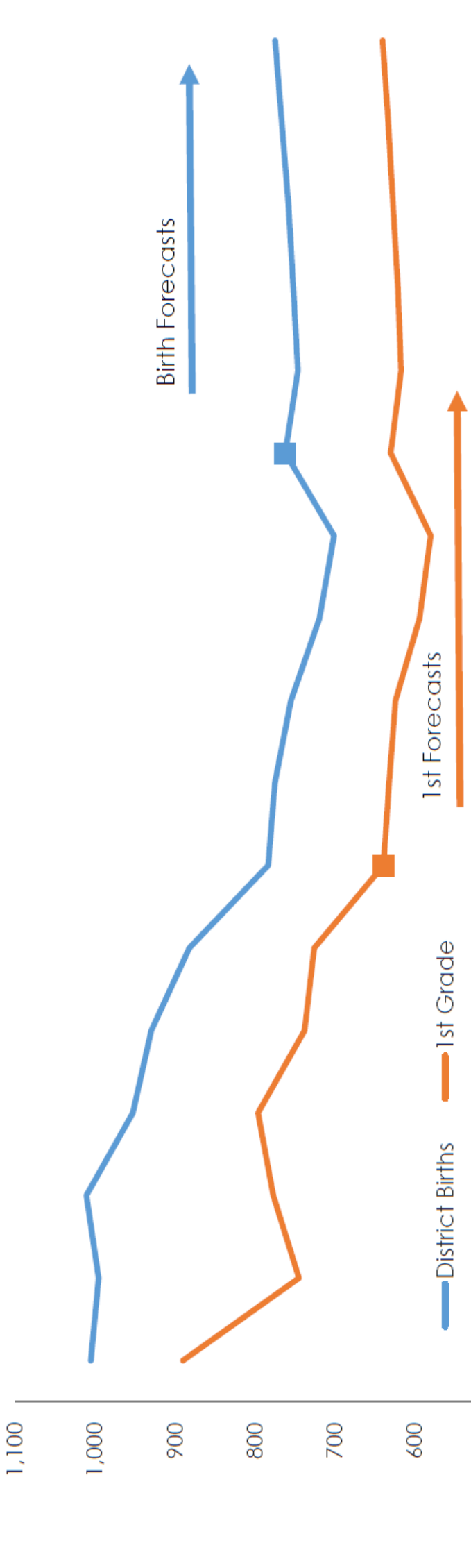
Birth Year	Forecasts																						
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	
Births	991	1,021	1,028	1,013	1,005	996	1,011	953	930	882	783	775	755	719	701	762	746	752	758	766	775	783	
School Year	Forecasts																						
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	
Kindergarten	794	830	824	843	886	813	748	774	731	700	638	622	614	586	572	620	608	612	617	623	630	637	
Ratio to Births	0.80	0.81	0.80	0.83	0.88	0.82	0.74	0.81	0.79	0.79	0.81	0.80	0.81	0.82	0.82	0.81	0.81	0.81	0.81	0.81	0.81	0.81	



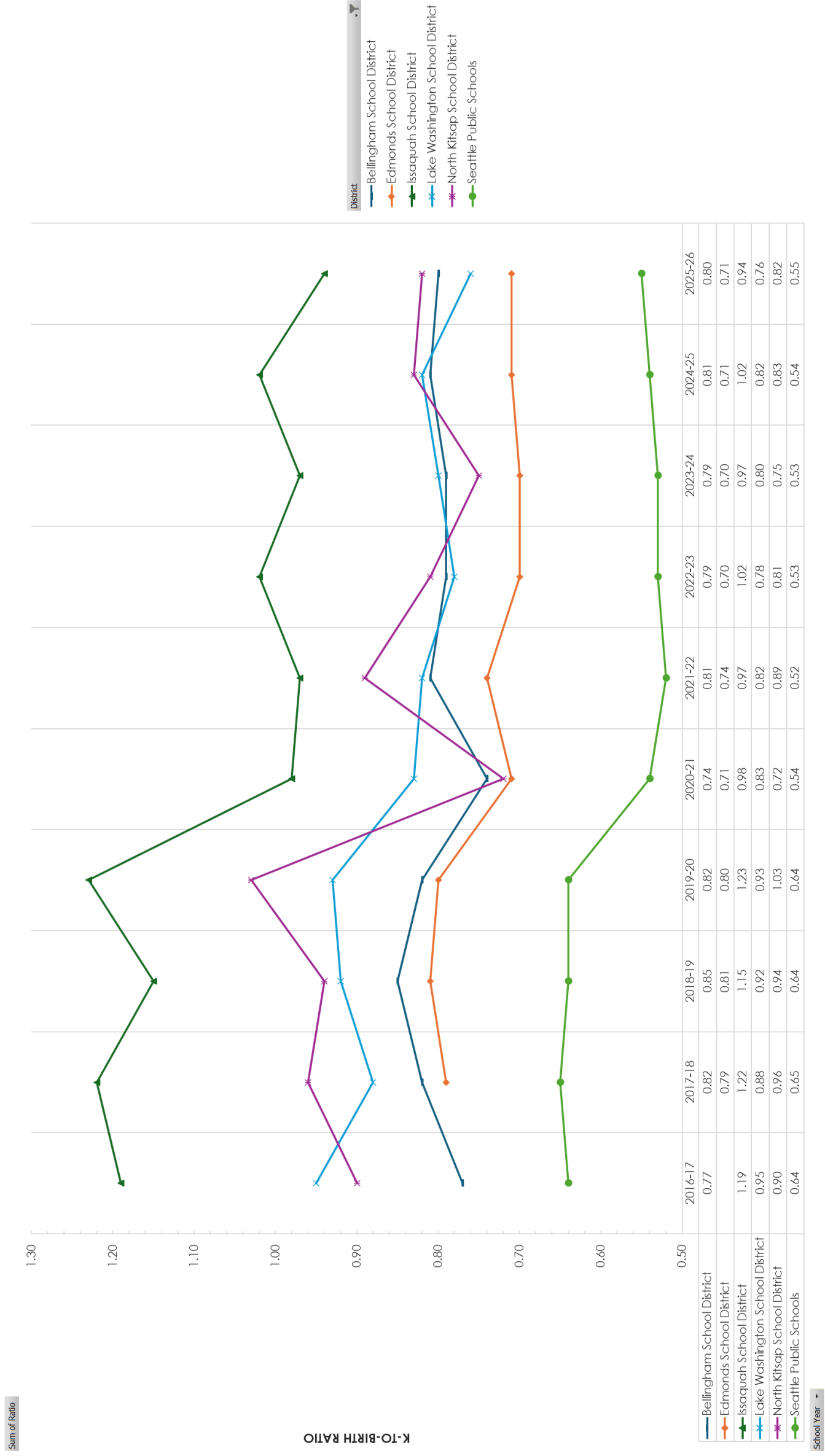
District Births and 1st Grade Enrollment

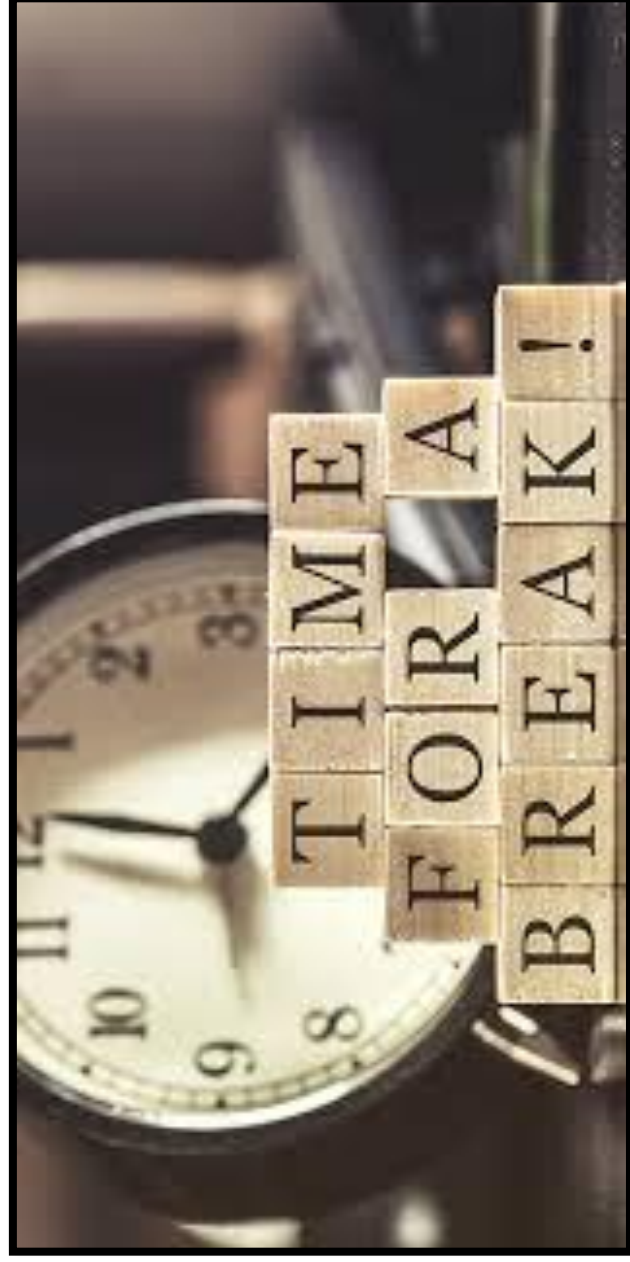
Birth Year	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Births	1,005	996	1,011	953	930	882	783	775	755	719	701	762	746	752	758	766	775

School Year	Forecasts																
	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36
1st Grade	890	745	777	796	738	726	639	632	624	594	580	630	617	621	627	633	640
Ratio to Births *	0.89	0.75	0.77	0.84	0.79	0.82	0.82	0.82	0.83	0.83	0.83	0.83	0.83	0.83	0.83	0.83	0.83



Births and Kindergarten Enrollment - Comparators





Panel Discussion



Ginny Garcia Alexander



Chris Behee



Micah Smith



City of Bellingham Development Dashboard

Data updated weekly
View [MORE INFO](#) about this map

Units **FINALED** in last 6 months

158
34 MF units & 124 SF units

Units **UNDER CONSTRUCTION**

1,033
709 MF units & 324 SF units

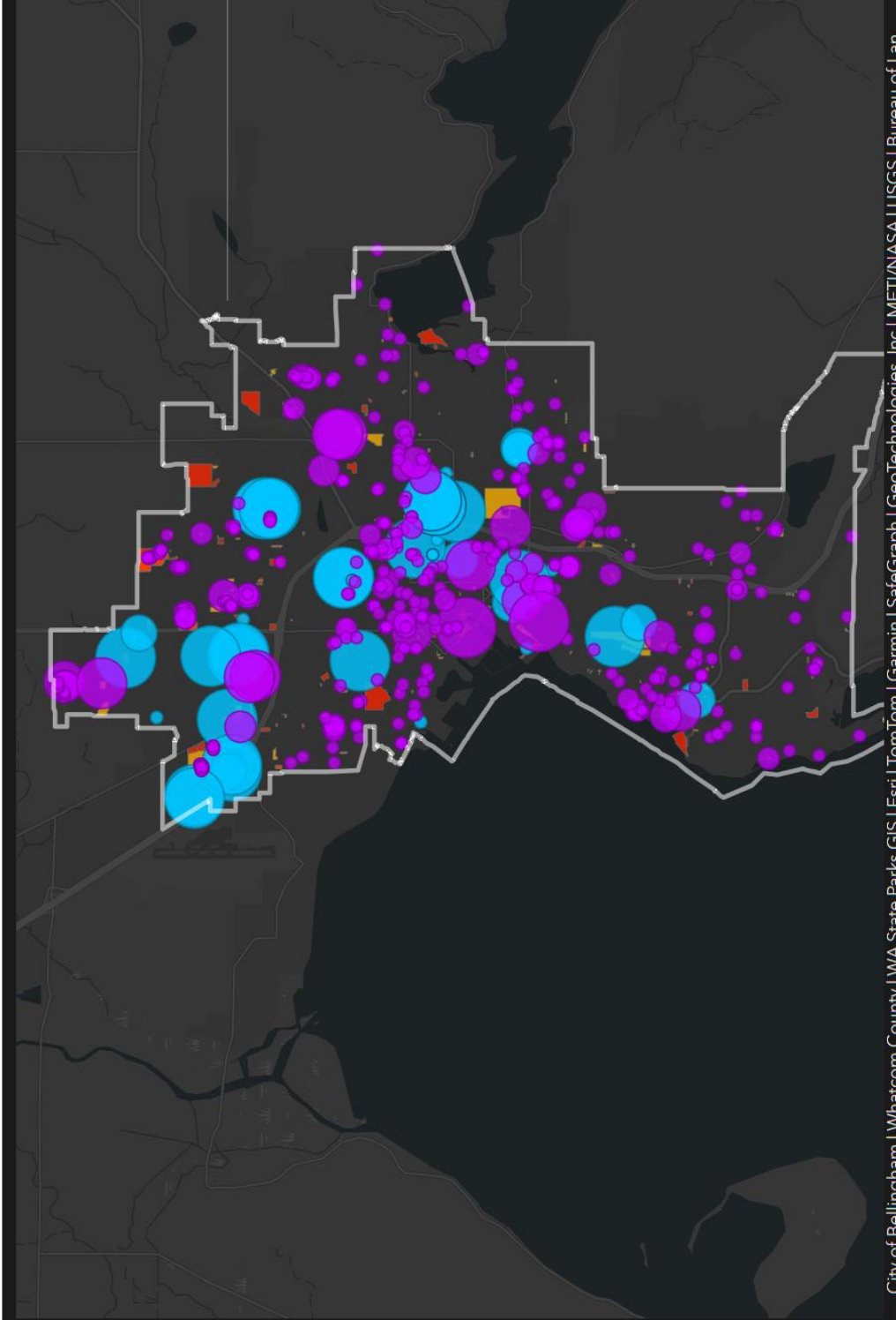
Units **IN APPLICATION/IN REVIEW**

320
226 MF units & 94 SF units

Non-Residential permits **FINALED** (last 6 months)
\$9M (value)
51.5k new sq. ft.

Non-Residential permits **UNDER CONSTRUCTION**
\$170.3M (value)
427.1k new sq. ft.

Non-Residential permits **IN APPLICATION**
\$30M (value)
144.5k new sq. ft.



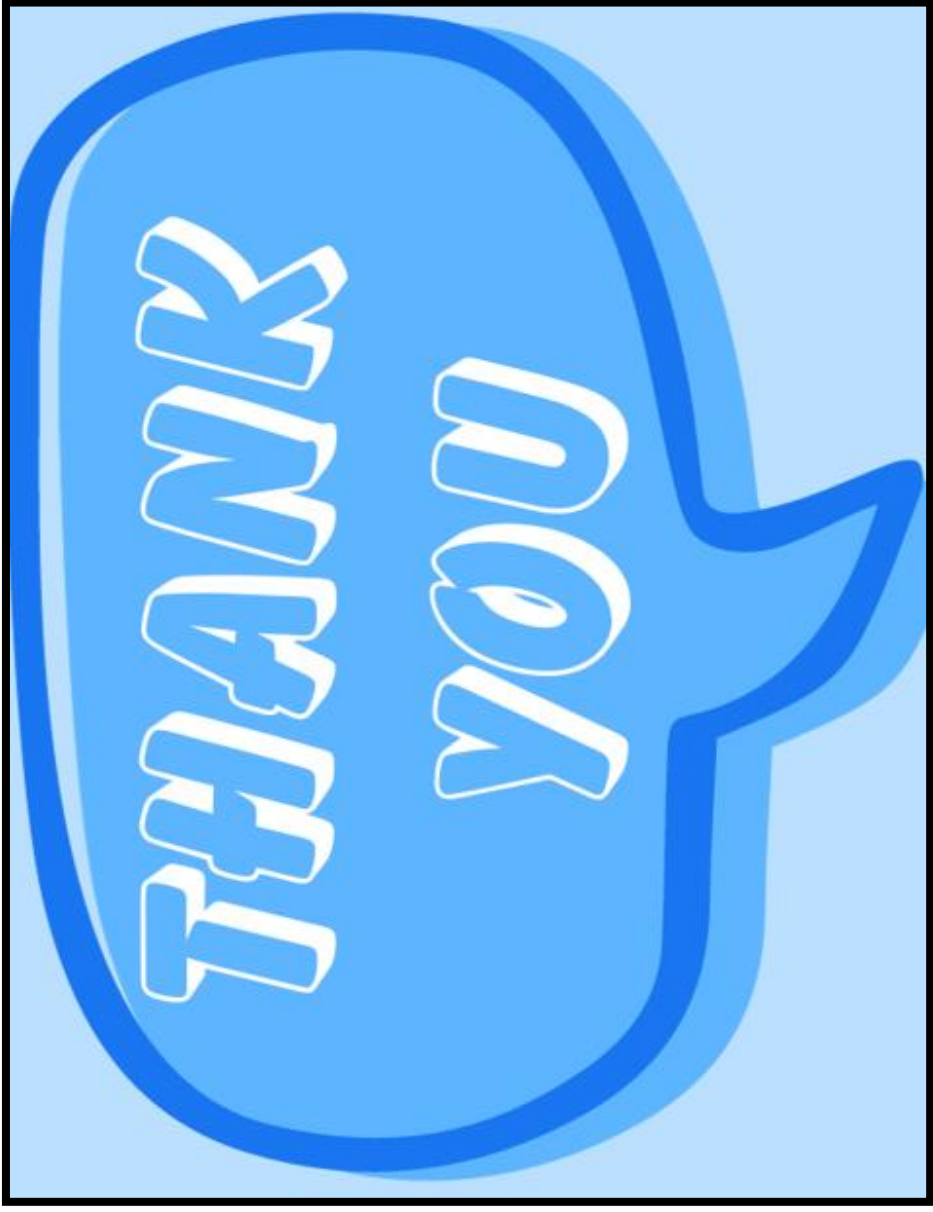
City of Bellingham | Whatcom County | WA State Parks GIS | Esri | TomTom | Garmin | SafeGraph | GeoTechnologies, Inc | MET/NASA | USGS | Bureau of Land

City of Bellingham
Development
Dashboard:

Chris Behee
[COB Development
Dashboard](#)

Table Discussion

Given all that you have heard today and during our last meeting, what thoughts do you have about the future of Bellingham Public Schools?



Next meeting:

Monday, March 16, 2026

3:00-5:00

Facilities Planning Task Force Meeting #3

MARCH 16, 2026

3:00-5:00PM

Facilities Planning Task Force Agenda

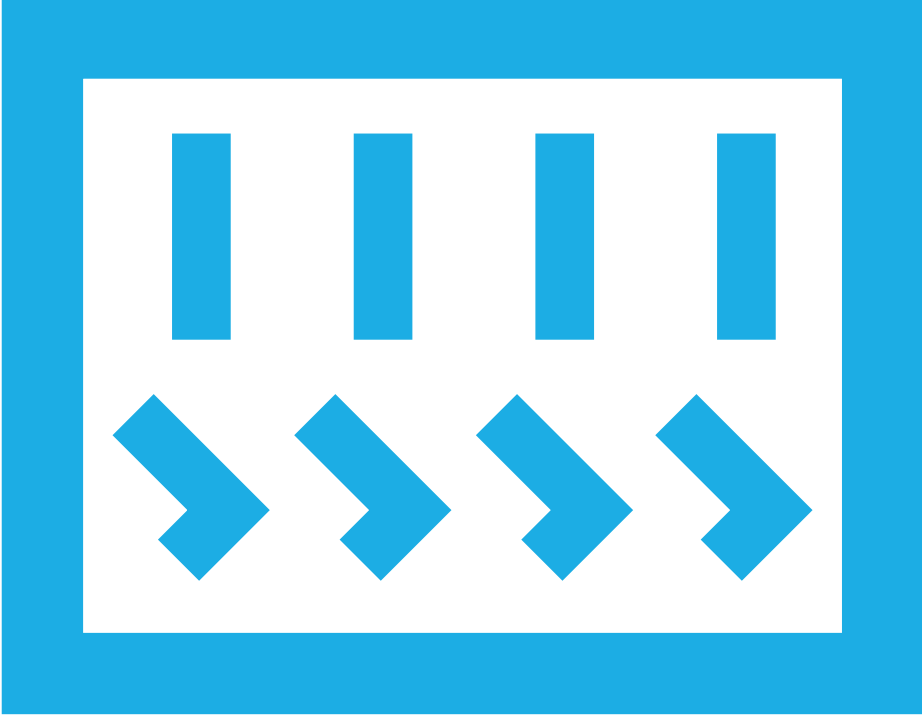
March 16, 2023

District Office

3-5pm

Agenda:

- 1) Review charter
- 2) Review historical and current district capital facility planning documents.
- 3) Task Force exercise: brainstorm scenarios for elementary facilities for the next 5-10 years.



Task Force Charter

The task force will:

- Review and analyze demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility planning documents.
- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.

Bellingham Promise

vision

We, as a community, make a collective commitment to Bellingham's children

mission

We collectively commit that our students are cared for and respected

core beliefs

We believe that all children should be loved



Facility Planning Factors



Enrollment projections

Budget implications

Building conditions

Historical plans

3-section schools

Feeder patterns

Neighborhoods & relationships

Equity

Student experience/outcomes

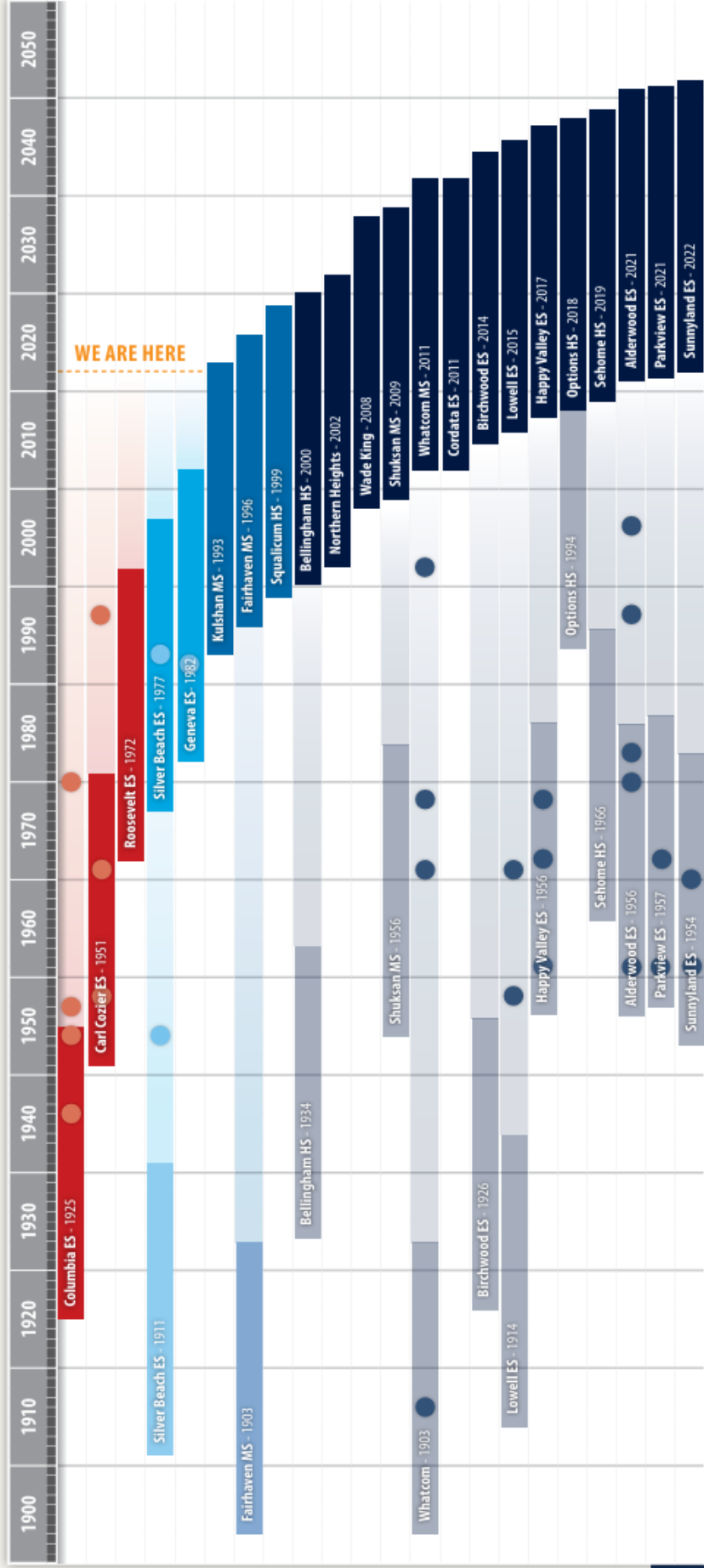
Physical/geographic factors

Use & occupancy of district buildings

Facilities Planning Task Force—History & Highlights

2012	Build Options, Sehome, Happy Valley, district office	2013 Bond \$160MM	2015 Remodeled Lowell opens
	Retire Larrabee		2016 Happy Valley & remodeled Parkview opens
	Add gym and cafeteria to Parkview; elevator, cafeteria and gym to Lowell		2017 Options opens
			2019 Sehome opens
			2024 District office opens
2017	Build Alderwood, Sunnyland, Parkview	2018 Bond \$155MM	2021 Alderwood & Parkview open
			2022 Sunnyland opens
2021	Build Community Transitions	2022 Bond \$122 MM	2024 15 th ES paused
	Build 15th Elementary School		2025 Ed specs for Roosevelt, Cozier
	Begin planning for possible replacement of Carl Cozier, Columbia, and Roosevelt		2026 Community Transitions in progress; design continuing for Roosevelt

School Facility Timeline



MAINTAINED & MINIMAL MODERNIZATION

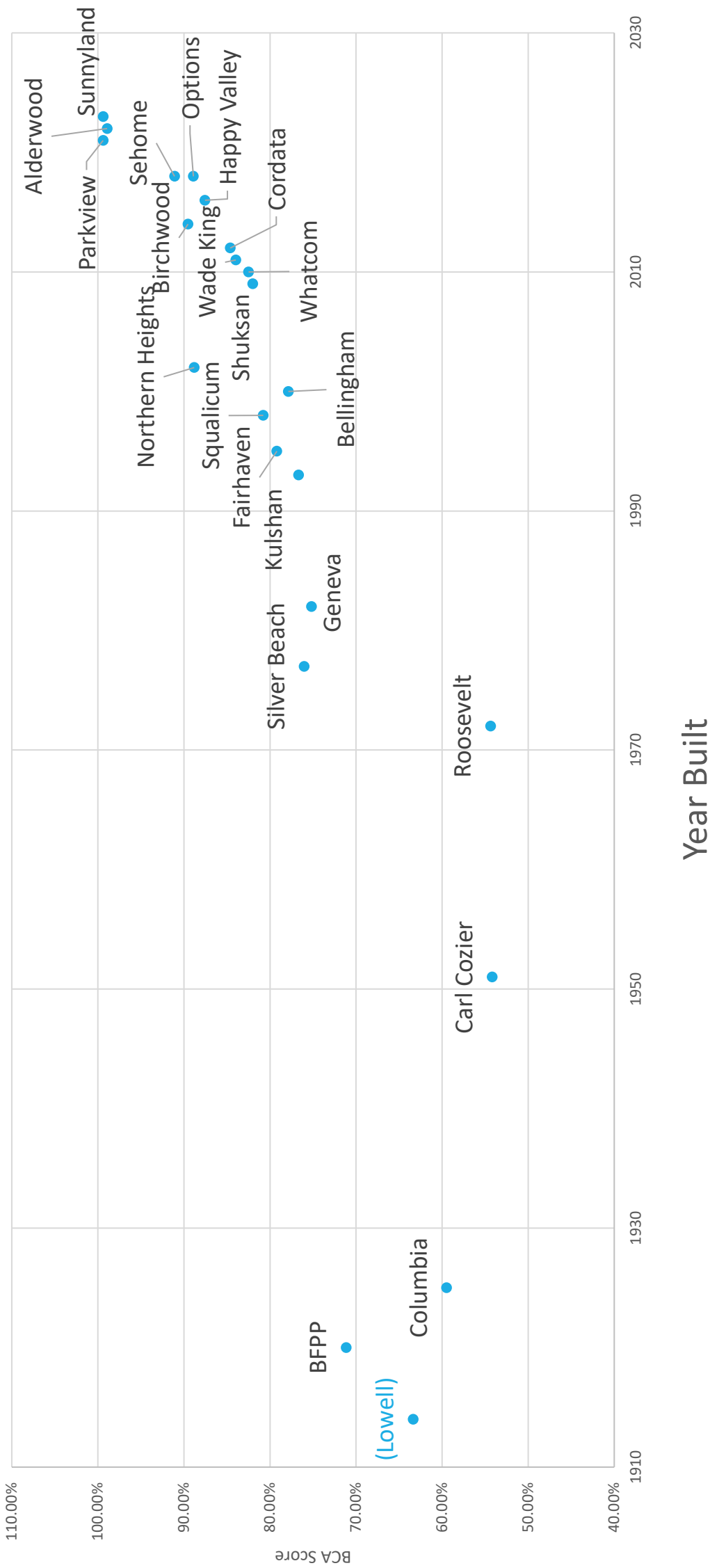
GROWTH & REPLACEMENT - 1980s

GROWTH & REPLACEMENT - 1990s

GROWTH & REPLACEMENT - 2000s

CIRCLES DESIGNATE YEARS OF MAJOR MODERNIZATIONS AND/OR ADDITIONS

Building Condition Assessment Scores



Carl Cozier, Columbia, Roosevelt Timeline

2011	2021	2022	2023	2024	2026
Purchased King Mountain property	Taskforce recommendations: Plan to build 15 th Elementary School on King Mountain site Begin planning for Cozier, Columbia, Roosevelt rebuilds	Rebuild Order Committee recommendations: 1) Roosevelt 2) Cozier* 3) Columbia *Caveat: if Cozier needed more time for land planning with COB, Cozier could be third	Discussions regarding Cozier location & land purchase/sale with COB formalized. Idea emerges: hold on 15 th ES; rebuild Cozier in new location; use existing Cozier as swing space for Roosevelt, Columbia rebuilds.	Cozier and Roosevelt Educational Specifications Design Advisory committees begin.	Facilities Planning Taskforce convenes Planning for land purchase/sale with Civic paused Roosevelt design planning continues



Roosevelt Elementary School Rebuild

Built 1972
Design funding–
2022 bond
Geography: borders
neighborhood,
interurban trail
system
Relatively spacious
site for construction



Carl Cozier Elementary School Rebuild

Built 1951
Funding– 2022 bond
Geography:
Lincoln/Lakeway
corner
Constrained site for
construction



Columbia Elementary School Rebuild

Built 1925
Design funding–
2022 bond
Geography:
neighborhood
school, good
walkability, no bus
loop , limited
parking, constrained
site for construction

Budget Implications...

Overall, we anticipate immediate & ongoing savings by closing schools, especially as enrollment declines.

Each scenario that we explore will have budget implications– we'll bring the specifics as we build out different scenarios.

Potential Cost Savings

School Administration (Principal, Dean, Admin Asst, Supervision)	↑	\$600k - \$650k
School Support (LMS, Counselor, Coach)	↑	\$300k - \$350k
Custodial/Food Services	↑	\$250k - \$300k
Utilities	↑	\$100k – \$150k

Estimated savings are **at least \$1M**. Higher salaries due to staff experience and the size of the school increases estimates to \$1.3M - \$1.5M.

This estimate includes all funding source but excludes one-time costs incurred during restructure. Those costs will depend on the future use of school (closing or repurposing).

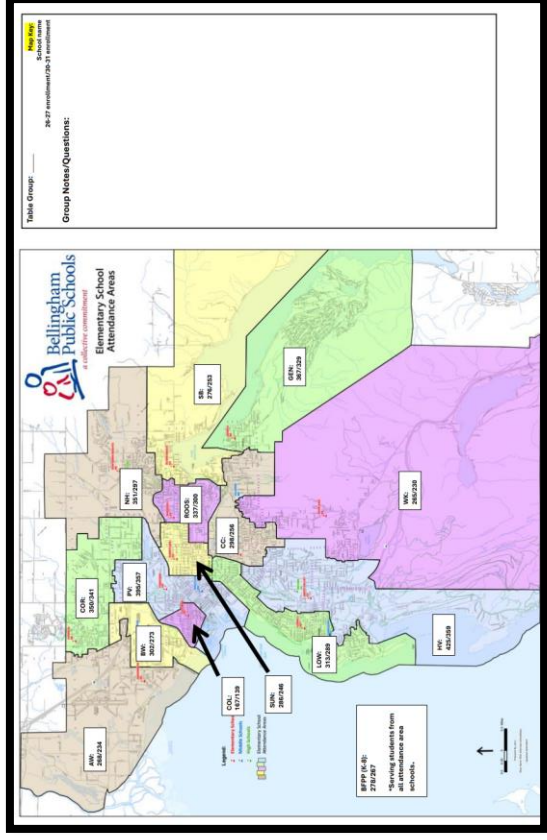
Elementary Enrollment & School Size

	2019	2026	2028	2030	2035
Elementary Enrollment (TK-5 total)	5247	4565	4201	4072	4190
14 schools, avg enrollment	374	326	300	290	299
13 schools, avg enrollment		351	323	313	322
12 schools, avg enrollment		380	350	339	349
11 schools, avg enrollment			381	370	380

Group Exercise: Restructure 15 ES sites

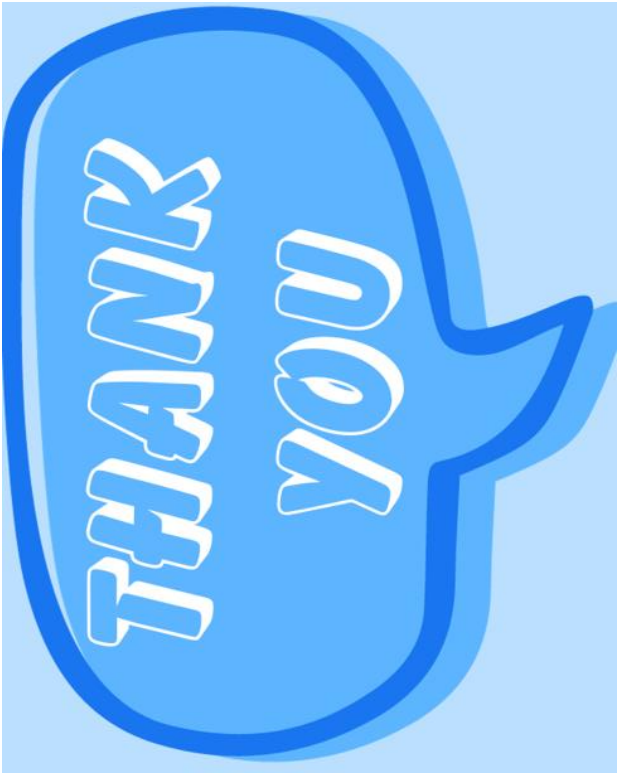
As a Table Group...

- Move to a large map around the room
- Brainstorm possible scenarios to restructure our current 15 elementary sites, with the goal of each site being closer to 350 students.
- Record your thinking on the smaller map – draw lines, make notes, jot down questions.
- Use one small map for each possible restructuring scenario



School	Year Built	Gross Sq Ft	Number of Classrooms	Free & Reduced Lunch Qualification %	2026 Enrollment	2030 Enrollment Forecast
Alderwood	2022	63,854	25	58.6	268	234
Birchwood	2014	42,007	17	53	302	273
Carl Cozier	1951	47,220	19	45.1	298	256
Columbia	1925	33,600	14	21.7	167	139
Cordata	2012	54,232	24	63.4	350	341
Geneva	1982	48,115	25	22.5	367	329
Happy Valley	2016	59,315	22	40.0	425	359
Lowell	1914	46,820	20	26.4	313	289
Northern Heights	2002	50,171	22	33.6	351	297
Parkview	2021	61,572	24	46.9	395	357
Roosevelt	1972	48,905	24	44.4	337	300
Silver Beach	1977	55,304	24	7.7	276	253
Sunnyland	2023	66,716	25	41.6	286	246
Wade King	2011	50,640	25	8.4	265	230
BFPP* (K-8)	1920	18,260	7	29	278	267

Sources: Bellingham School District October 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (consistent with district-wide middle scenario). Source of F&R % from 26-27 Title I Prelim Ranking (Minus TK) @ 10/1/25 as of Jan 31, 2026. COL & BFPP 25-26 Final F&R % Oct 2024

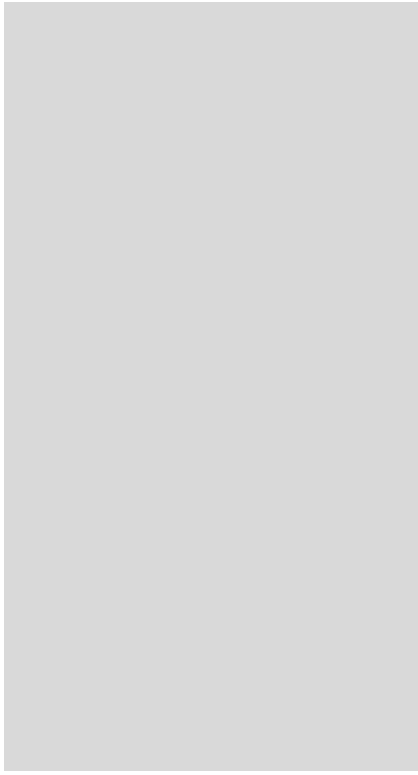


Next meeting:

Monday, March 23, 2026

3:00-5:00

Future meeting locations TBD:
stay tuned for field trip

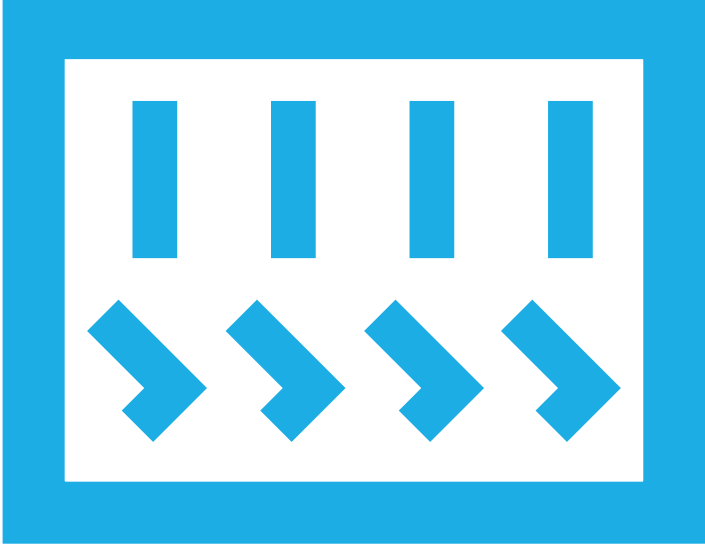


Facilities Planning Task Force Meeting #4

MARCH 23, 2026

3:00-5:00PM

Facilities Planning Task Force Agenda



- 1) Review charter
- 2) Review regional school district funding environment
- 3) Examine budget impacts of school closures
- 4) Review local information: number of school buildings, enrollment data & projections
- 5) Task Force exercise: using scenarios developed 3/16, refine facility use concepts for the next 5-10 years.

Task Force Charter



The task force will:

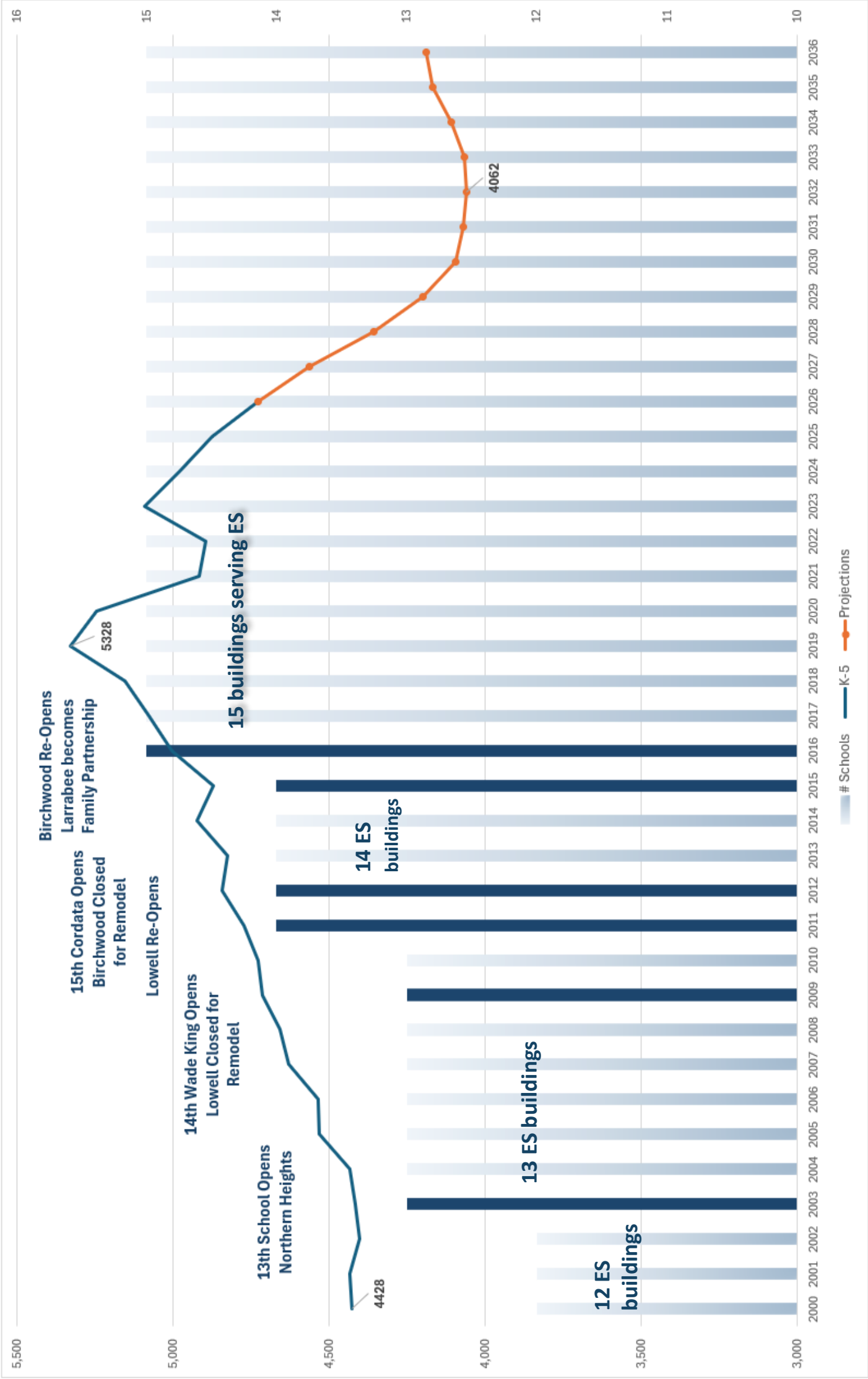
- Review and analyze demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility planning documents.
- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.

Task Force Charter



The task force will:

- Review and analyze demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility planning documents.
- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.



PNW School District Budgets

❖ **What's the context** (history & current landscape) for school district budgeting across the northwest?

❖ **Feedback from our community**—March 2025 survey responses

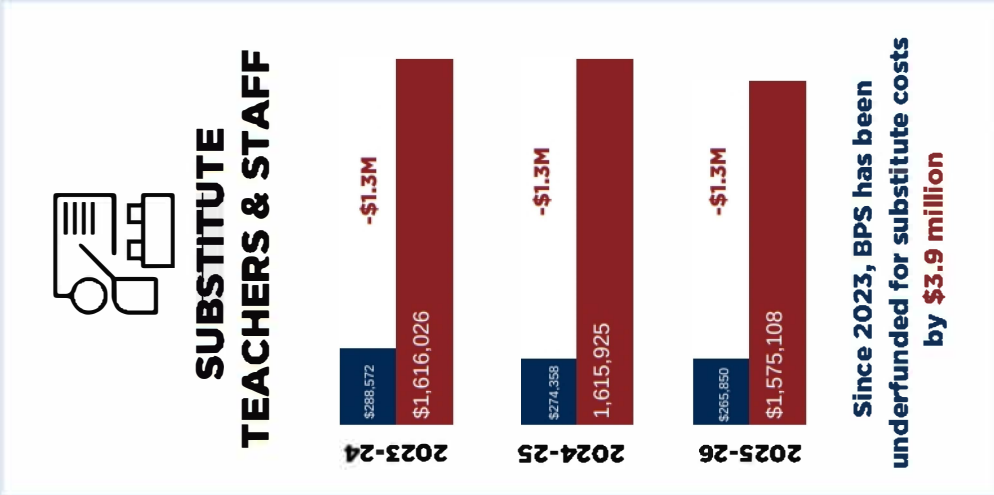
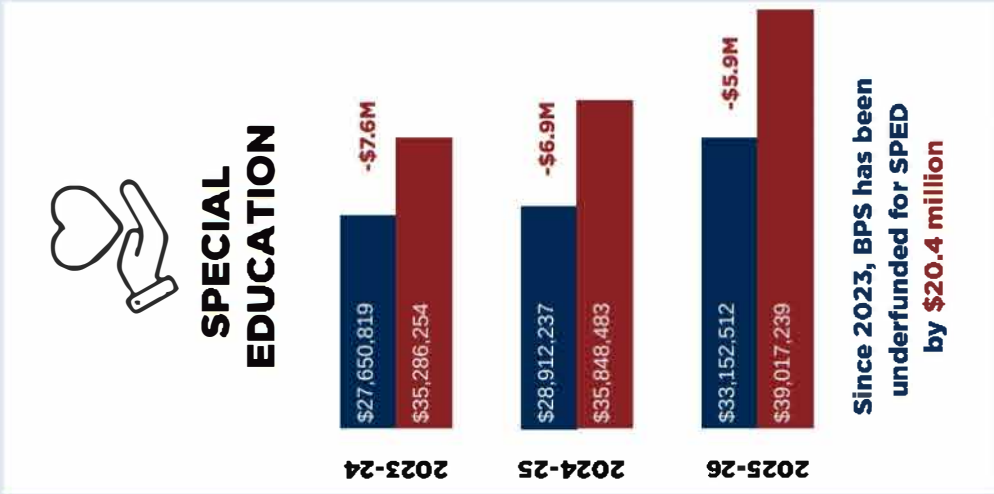
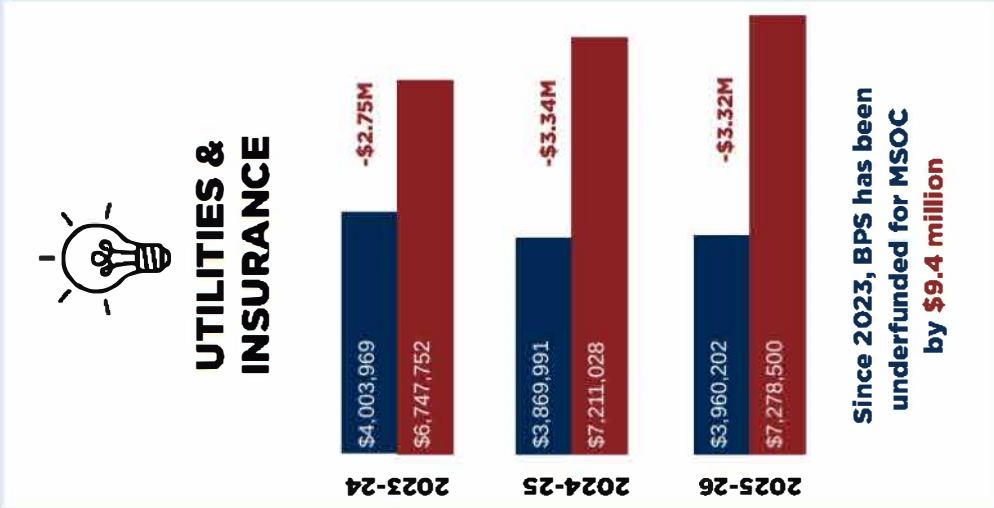
❖ **Consolidating schools:** cost analysis, risks & considerations

Binding Conditions Definition (Washington State K–12 Public School Districts)

Binding conditions are mandatory financial performance requirements imposed by the Washington State Office of Superintendent of Public Instruction (OSPI) on a school district when the district is unable to adopt or maintain a legally balanced budget and receives approval to budget future revenues (receivables) to cover current-year expenditures.

These conditions are legally binding on the district and are intended to restore and verify financial stability through measurable benchmarks rather than prescribing specific local actions.

GAPS IN STATE FUNDING



Marysville schools in 'alarming' financial condition, WA auditor says

Aug. 13, 2024 at 4:32 pm

Mount Baker School District plots path out of million-dollar deficit

The district has a new superintendent and new binding conditions, but budget cuts still needed

Bellevue School District faces state oversight over budget shortfall, depleted reserves

March 2025: Budget Feedback Survey

Sample responses:

- *“I would like to see boundaries shift in our district.We need more balanced enrollment across schools..... This may mean making the hard decision to close a school.”*
- *“(Blank) Elementary should be closed and the district should consider selling the building..... ”*
- *“Maintaining older buildings (especially those with low enrollment) does not seem responsible in budget time. The newly built schools seem to have been built to hold more students but many are below capacity.”*
- *“It sounds like we spend a lot of money doing renovations on older buildings to provide accessibility when we have buildings available that already have these accommodations - this seems to be the right time to not let perfection be the enemy of good enough.”*
- *“Lastly, please keep neighborhood schools open and small - don't close them down. Bellingham has neighborhood elementary schools that families can walk to - it contributes to a sense of community and provides a good quality of community life for kids and families.*
- Additionally, theme around examining the high school schedule– led to committee work SY 25-26

Potential Cost Savings

School Administration (Principal, Dean, Admin Asst, Supervision)	↑	\$600k - \$650k
School Support (LMS, Counselor, Coach)	↑	\$300k - \$350k
Custodial/Food Services	↑	\$250k - \$300k
Utilities	↑	\$100k – \$150k

Estimated savings are **at least \$1M annually**. Higher salaries due to staff experience and the size of the school increases estimates to \$1.3M - \$1.5M.

This estimate includes all funding source but excludes one-time costs incurred during restructure. Those costs will depend on the future use of school (closing or repurposing).

Potential Cost Impacts--

Costs/specifics will vary depending on scenario.

For further analysis:

Transportation—reimbursement model, additional routes

Receiving school capacity/classroom expansion— furniture, technology...

Facility Maintenance, utilities— age/condition of building, future use

Repurpose of facilities, buildings— possible funding sources

What else?

Budget Implications...

Overall, we anticipate immediate & ongoing savings by closing schools, especially as enrollment declines.

Each scenario that we explore will have budget implications– we'll bring the specifics as we build out different scenarios.

Elementary School Bond Planning

2022 Bond	2023-2025	2026
Build Elementary School #15	Educational specification committees for 15 th ES, Cozier, Roosevelt	Building projects paused: ES 15, Carl Cozier, Columbia
Begin design for Carl Cozier, Columbia, Roosevelt	Feasibility study at Civic site Columbia initial planning— site evaluation	Work on design process for Roosevelt continues
Build Community Transitions	Educational specification committee for Community Transitions, permitting & pre-construction	Community Transitions building underway
Complete district office		Facilities Task Force in process— one outcome could be recommendation for remaining 2022 bond funds

Elementary Enrollment & School Size

	19-20	26-27	28-29	30-31	35-36
Elementary Enrollment (TK-5 total, including BFPP)	5,247	4,565	4,201	4,072	4,190
15 schools serving BPS elementary students	349	304	280	271	279
14 schools, avg enrollment	374	326	300	290	299
13 schools, avg enrollment		351	323	313	322
12 schools, avg enrollment		380	350	339	349
11 schools, avg enrollment			381	370	380
FLO Report: Data from Table A-2: Historical Enrollment by School and Grade Group + Table A-10: Enrollment Forecasts by School					

Givens-- what have we heard so far?

- Enrollment decline: current and projected
- Budget-- closing schools = cost savings over time
- Elementary school size-- ~350-400
- District & community value = maintaining district assets/not selling property at this time; not having buildings empty.

	Carl Cozier	Roosevelt
1.	Close, distribute students to: - Wade King - Sunnyland - Silver Beach - Lowell? Adjust boundaries if needed	Rebuild, use Cozier as a swing space
2.	Close, distribute students to: - Wade King - Sunnyland - Silver Beach	Rebuild, use Cozier as a swing space
3.	Close, distribute students to: - West of Electric Street, goes to Sunnyland - East of Electric Street goes to Wade King	Rebuild, use Cozier as a swing space
4.	Close, distribute students to: ½ to Wade King ½ to Silver Beach	Rebuild, use Cozier as a swing space Capture new families from the Barkley construction over the next 20 years
5.	Close, distribute students to: - West of Electric Street, goes to Wade King - East of Electric Street goes to Silver Beach	Rebuild, use Silver Beach as a swing space (then close SB)
6.		Rebuild using 15 th elem. bond dollars and the sale of Cozier monies
7.	Close	Rebuild, use Cozier as swing space
8.	Close	Rebuild, distribute students to NH, SB, SL for rebuild
9.	Close and sell property	Rebuild, use Cozier as swing space
10.	Close, distribute students to: - Lowell - Wade King - Silver Beach - Geneva - Use opportunity to adjust Happy Valley	Rebuild, use Cozier as a swing space
11.	Close, distribute students to: - Sunnyland - Silver Beach - Wade King	Close
12.	Close, distribute students to: - Wade King - Geneva - Sunnyland - Silver Beach	Close
13.	Close, distribute students to: - West of Kenoyer to Wade King - East of Kenoyer to Silver Beach	
14.	Work out deal with City for Cozier rebuild	
15.	Rebuild, use Geneva as a swing space (then close Gen)	

Scenario Summary

Total scenario suggestions: 62

Cozier – 13/15 comments related to closure (87%)

Columbia – 12/17 comments related to closure (71%)

Roosevelt – 2/12 comments related to closure (17%)

Silver Beach – 3 comments related to closure

Geneva – 2 comments related to closure

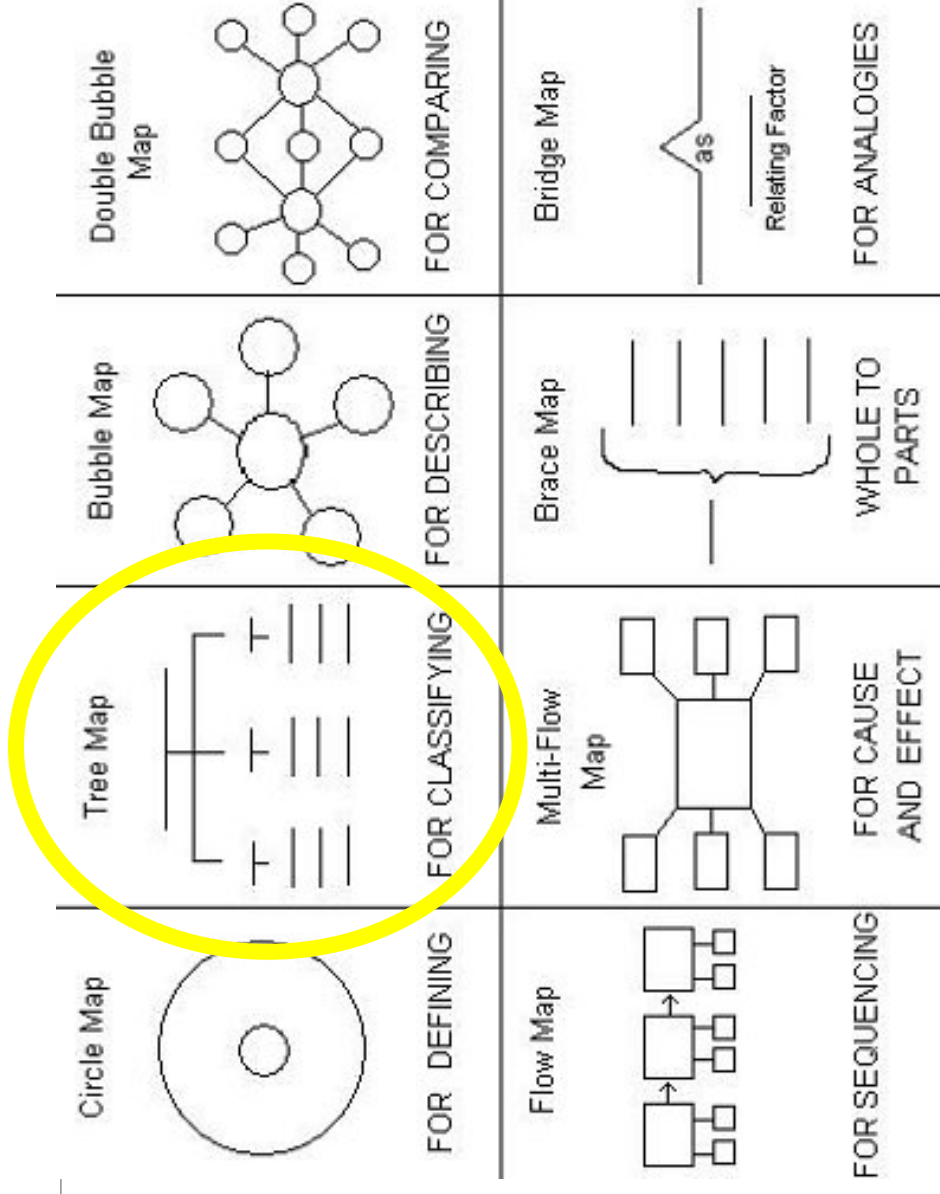
Move BFPP - 8/8 comments (100%)

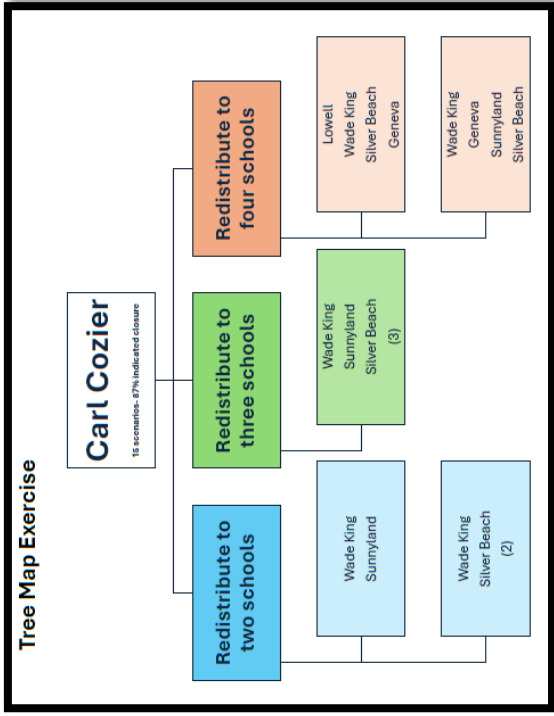
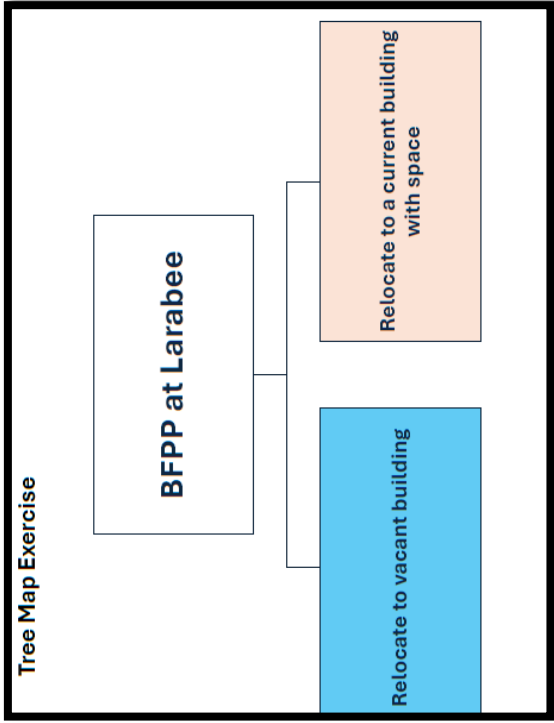
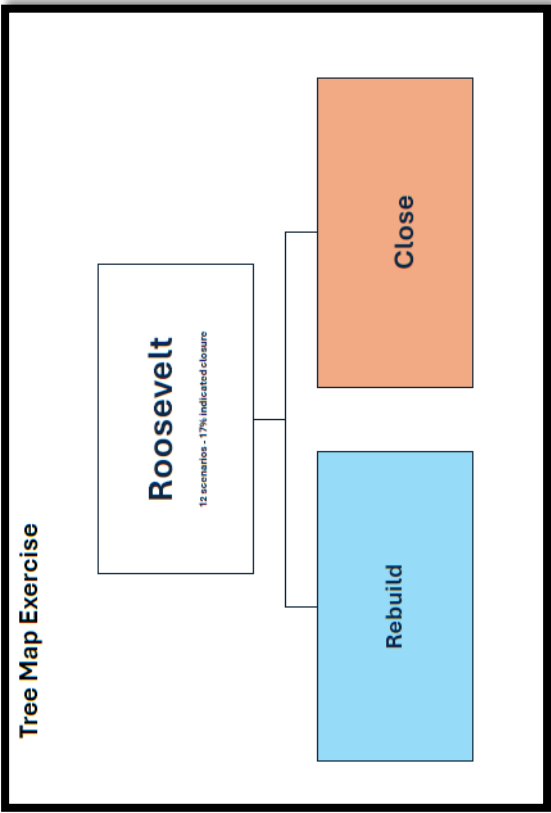
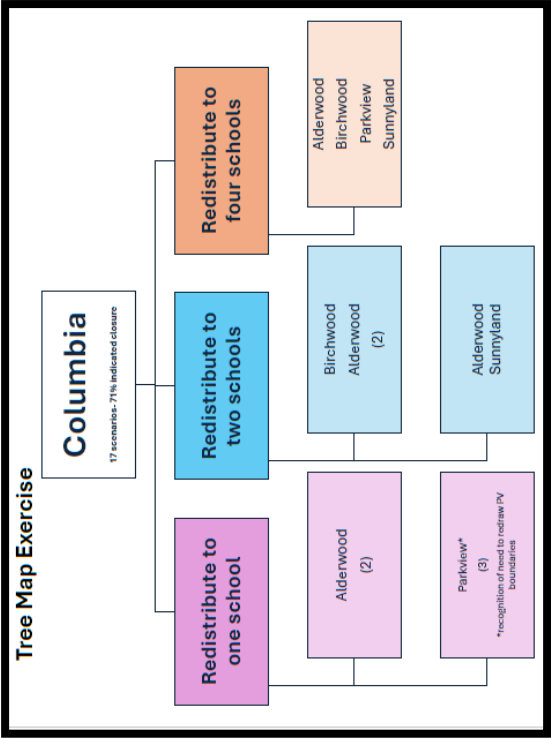
81% of comments suggest closing at least one school (50/62)

Scenario Analysis

Tree Map

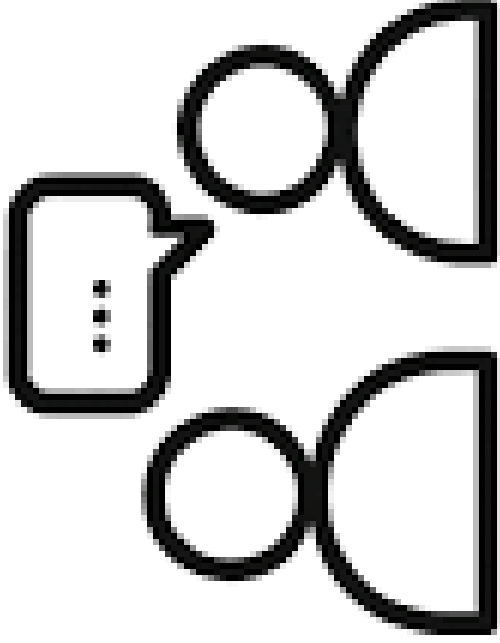
A Thinking Map designed to classify, sort, or group information into categories. It visually organizes ideas and provides opportunities to see the differences/similarities of different ideas.



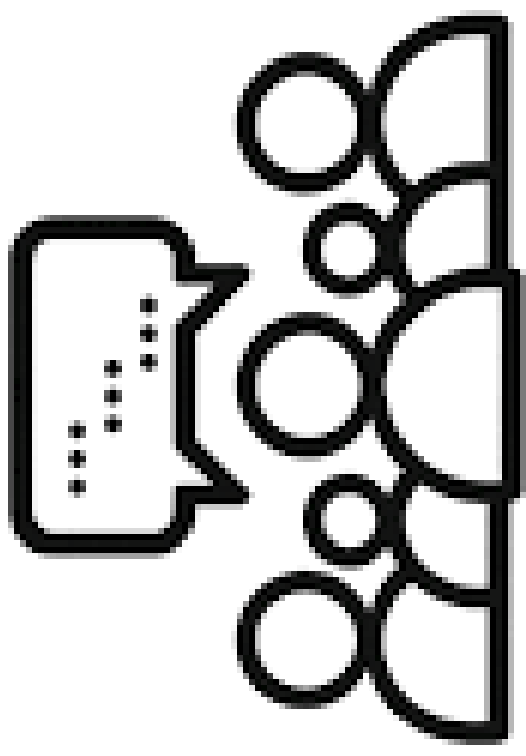




Think

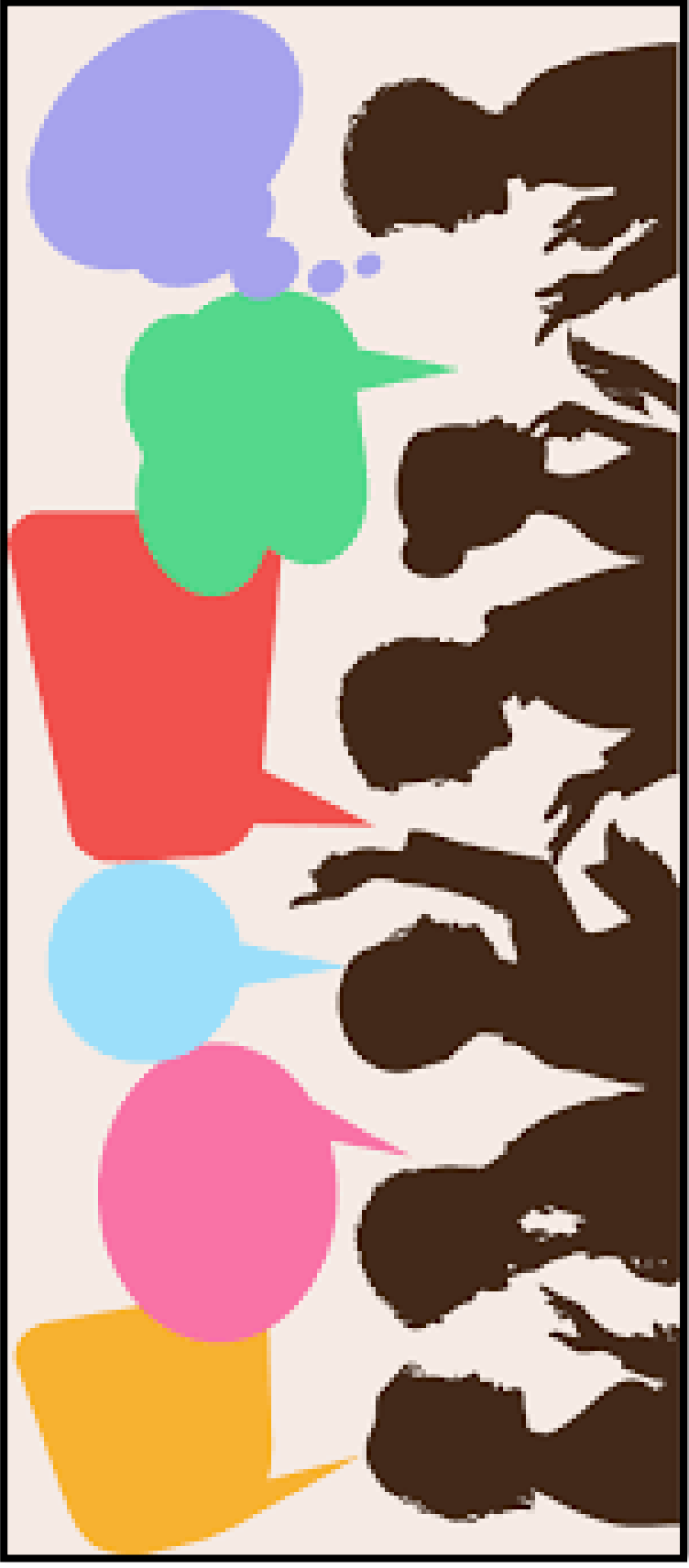


Pair

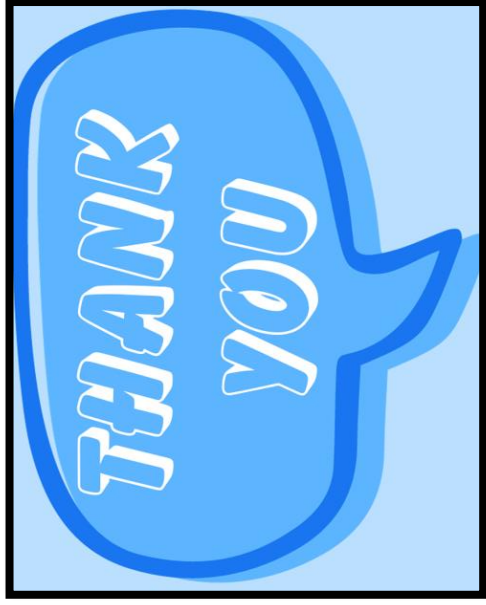


Share

Think: 5 minutes
Pair: 7 minutes
Stand & Share: 20 minutes



Share + Reflect



Next meeting: April 13, 2025

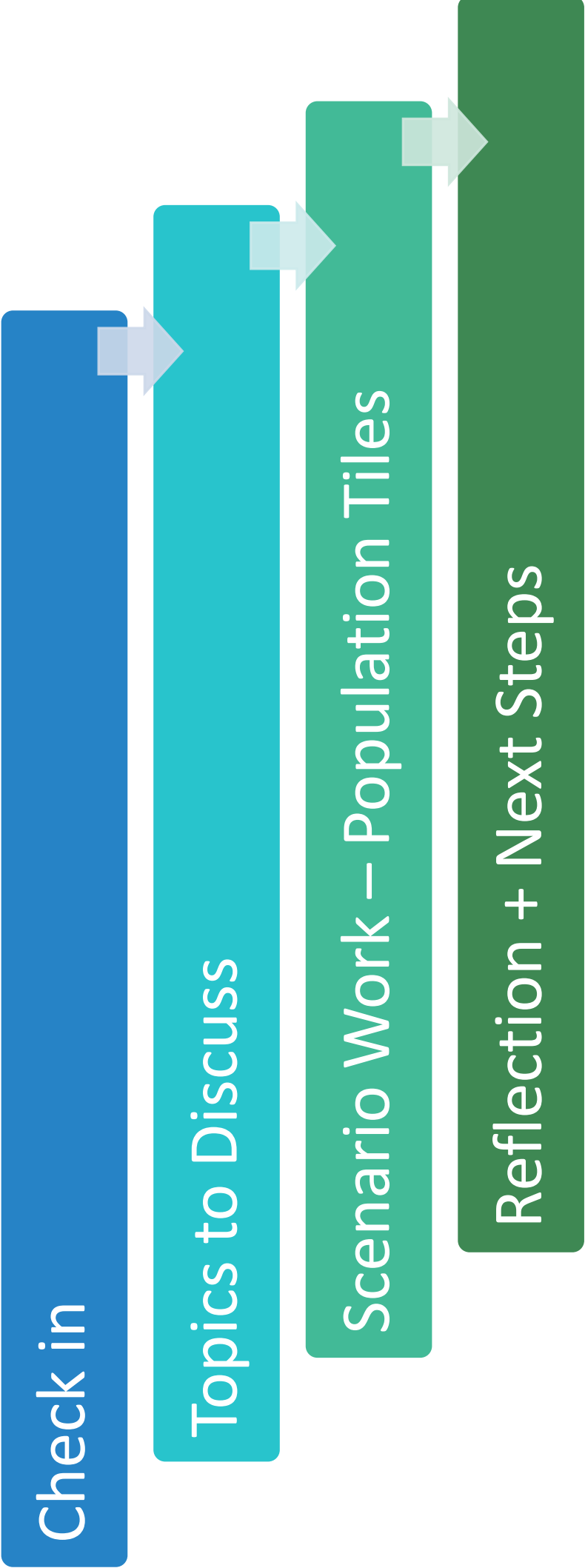
- Resource page: [Facilities Planning Task Force 2026 Resources](#)
- Video: [Enrollment Decline-Facilities Task Force](#)
- FAQs
- More opportunities this week:
 - Tuesday, 03.24, 6pm – Carl Cozier
 - Thursday, 03.26, 6:15pm – Columbia
- District Task: Super scenario

Facilities Planning Task Force Meeting #5

APRIL 13, 2026

3:00-5:00PM

Check in



```
graph TD; A[Check in] --> B[Topics to Discuss]; B --> C[Scenario Work – Population Tiles]; C --> D[Reflection + Next Steps]
```

Topics to Discuss

Scenario Work – Population Tiles

Reflection + Next Steps

Today's Plan

Check-in

TABLE CONVERSATION:

HOW HAVE THE LAST FEW WEEKS BEEN FOR YOU AND
YOUR COMMUNITY?

Emerging Topics

Enrollment questions:
2015 vs. 2022

2022 Bond Dollars

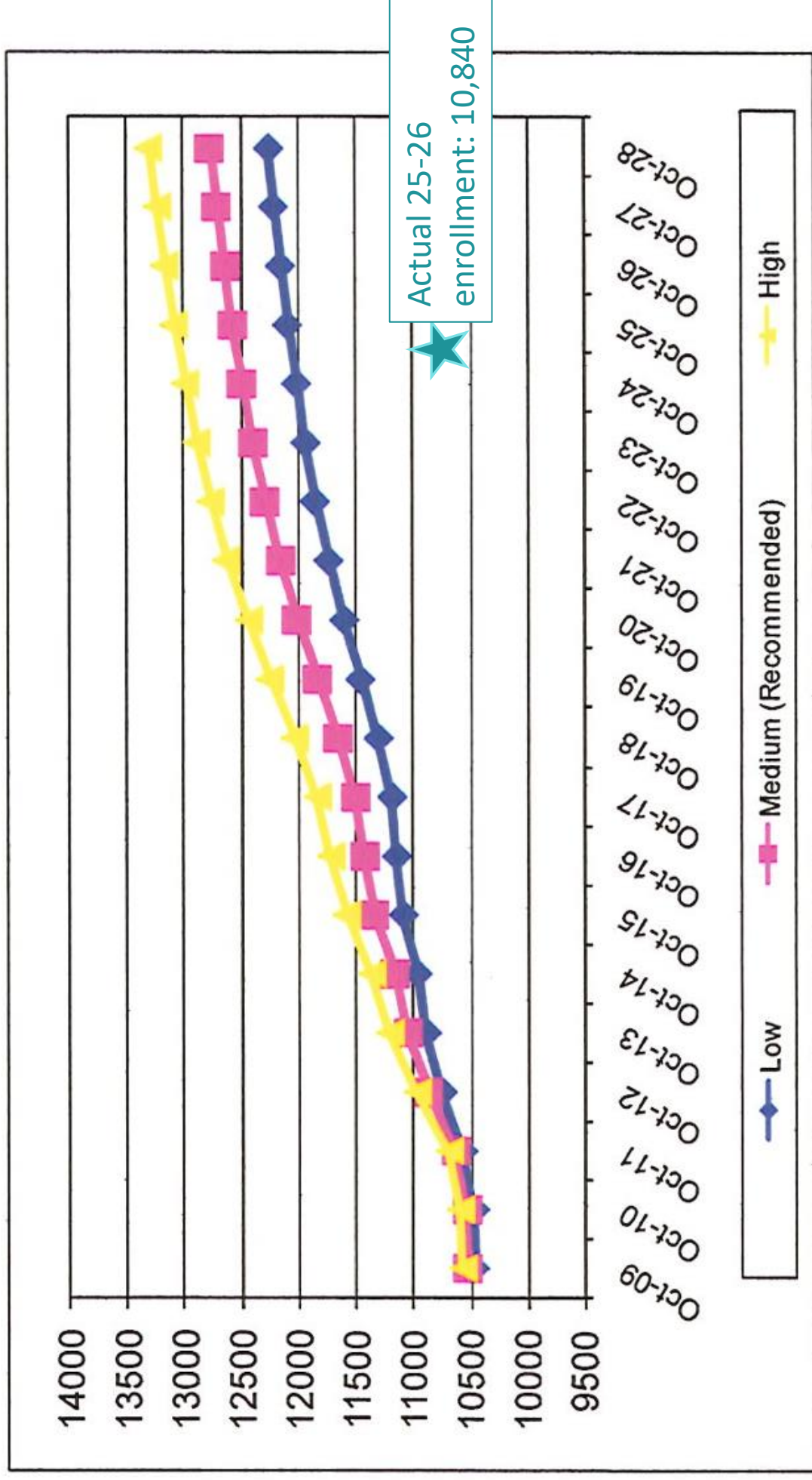
Cost Savings in school
closure

Topic #1: Demographic Projections

2009-2026

Kendricks, 2009- 2028

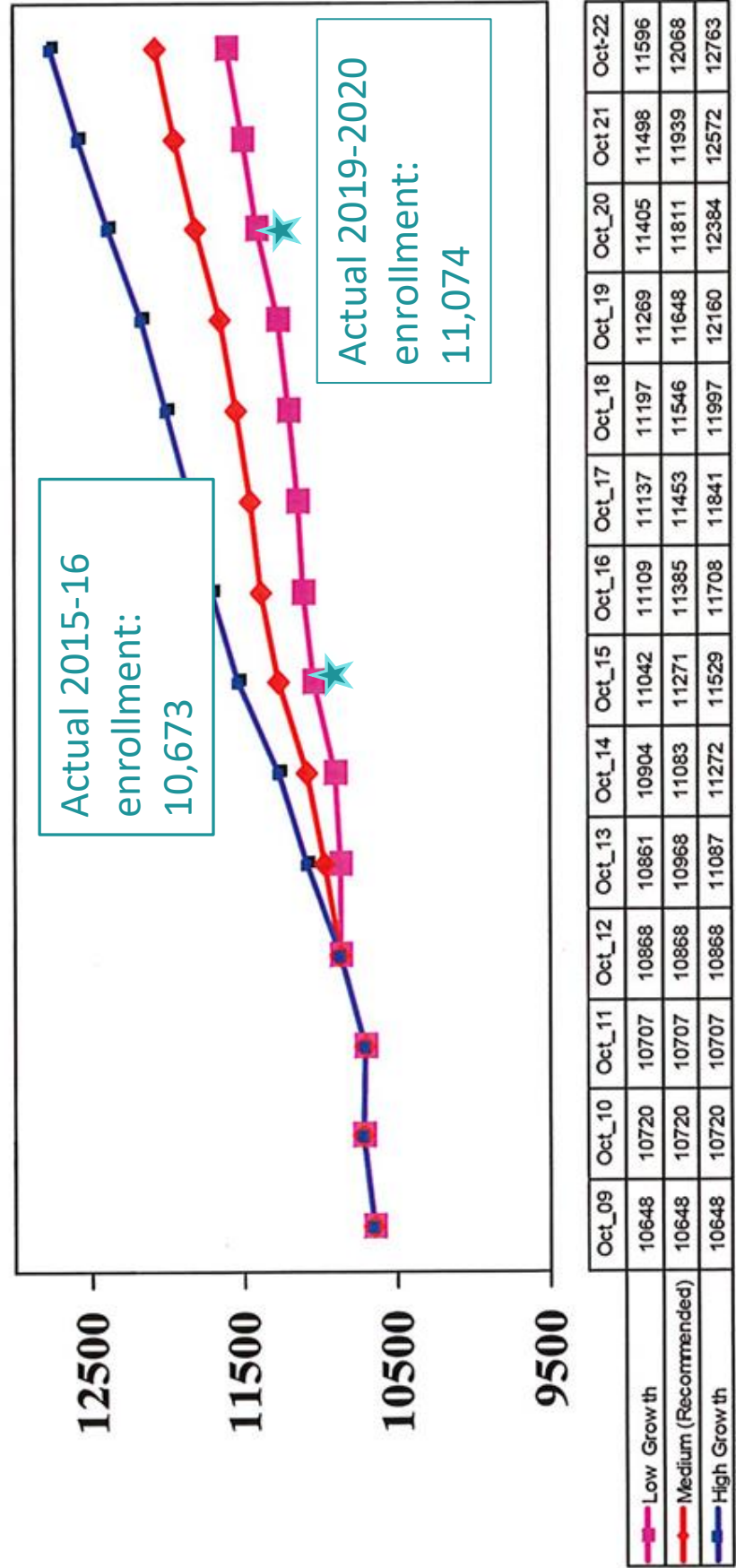
Figure 12: Alternative Forecasts for the Bellingham School District



Low, Medium, and High Range Forecasts 2013-2022

Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.
(Does not include the Online Learning Program)

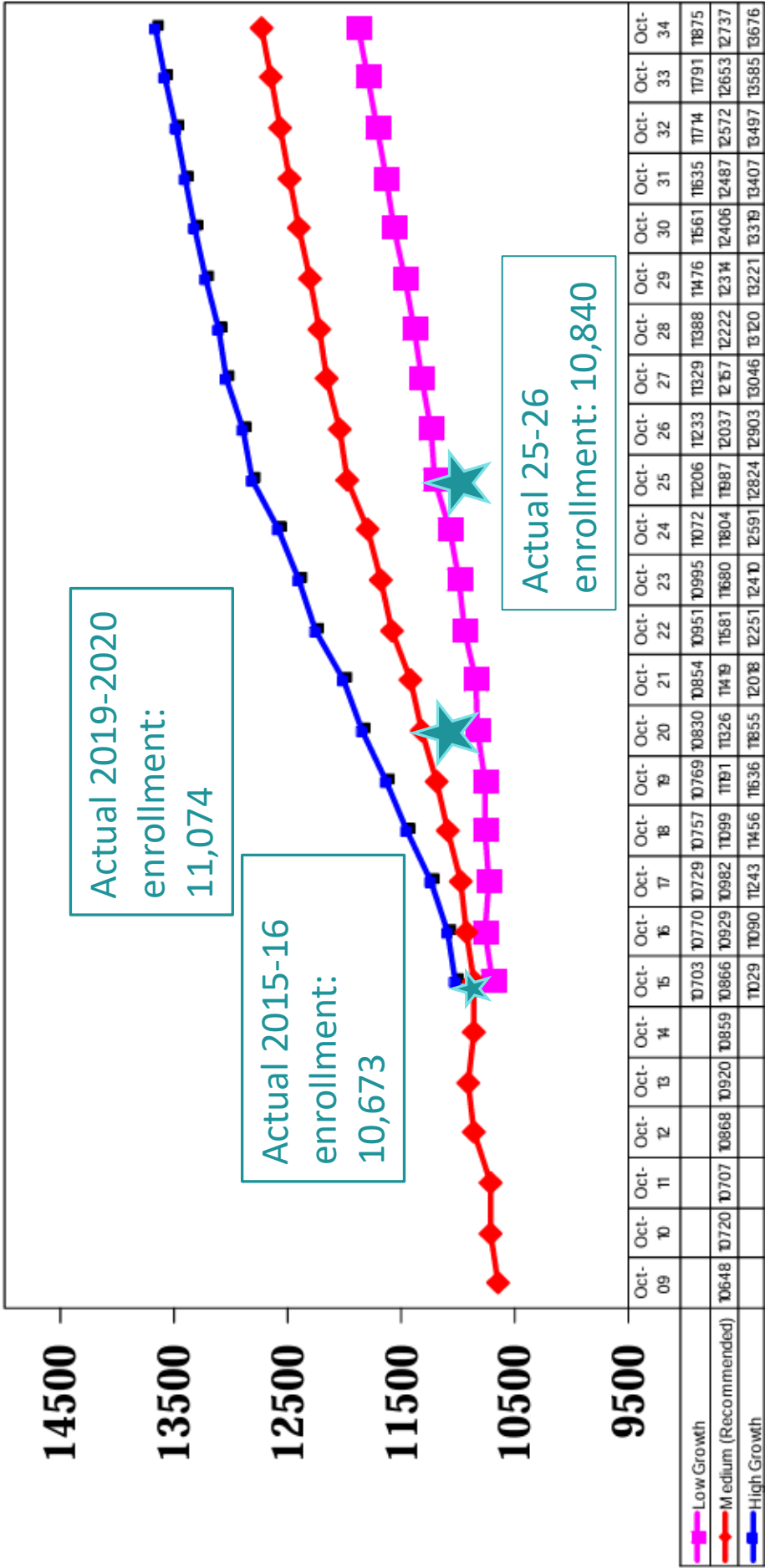
Kendricks,
2012
(Bond 2013)



Low, Medium, and High Range Forecasts 2015-2034

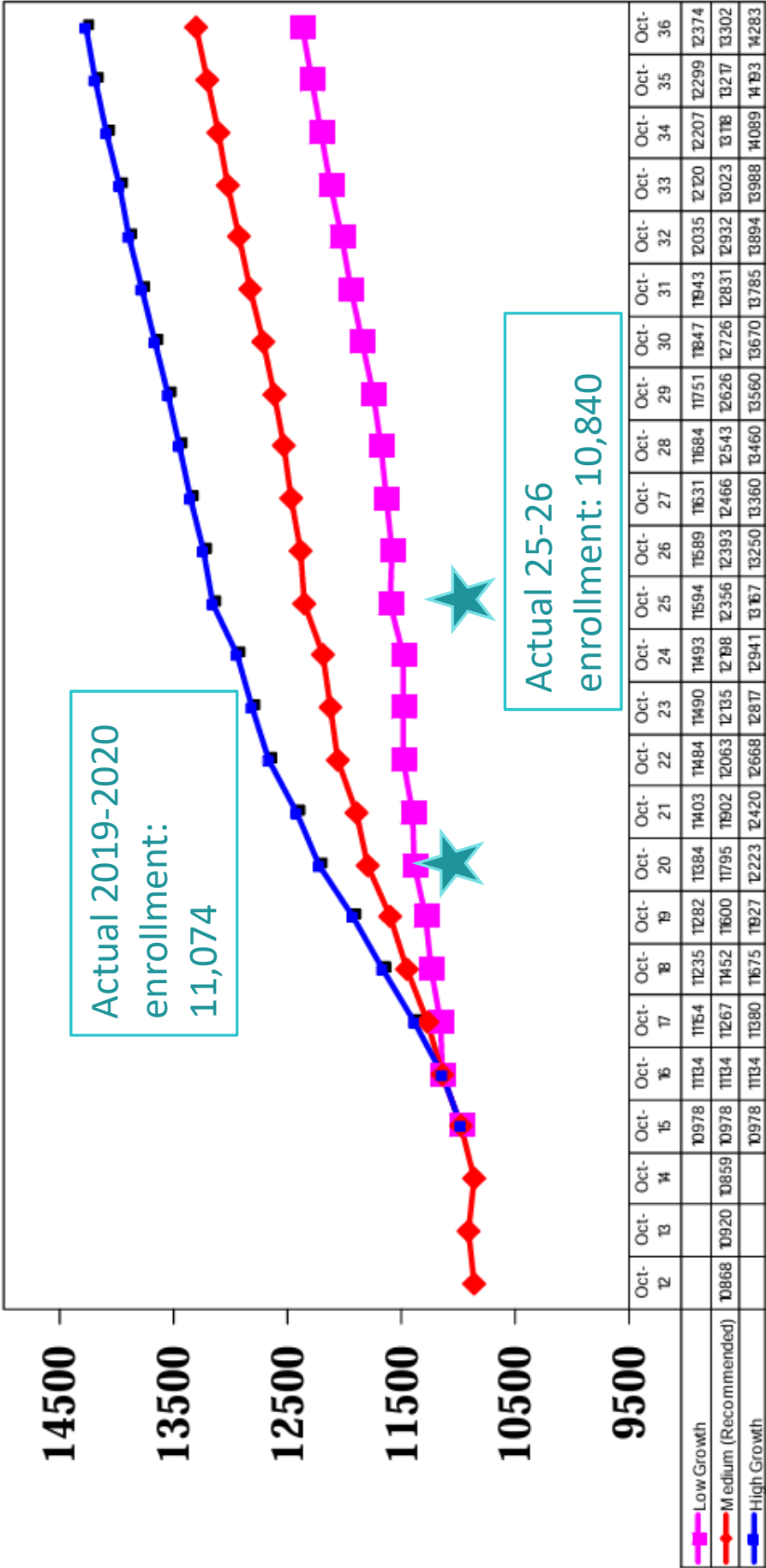
Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.

Kendricks,
2015



Low, Medium, and High Range Forecasts 2017-2036

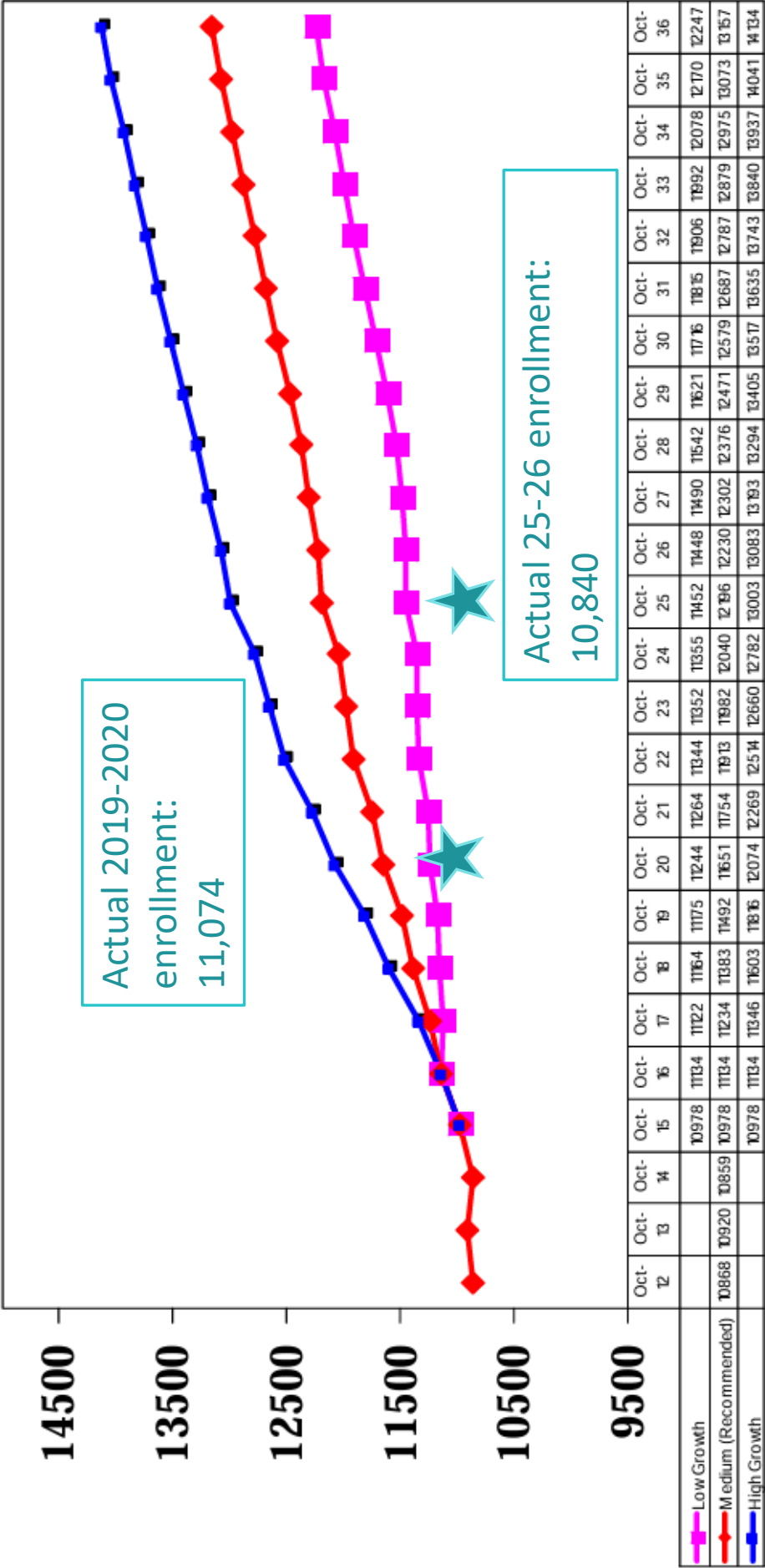
Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.



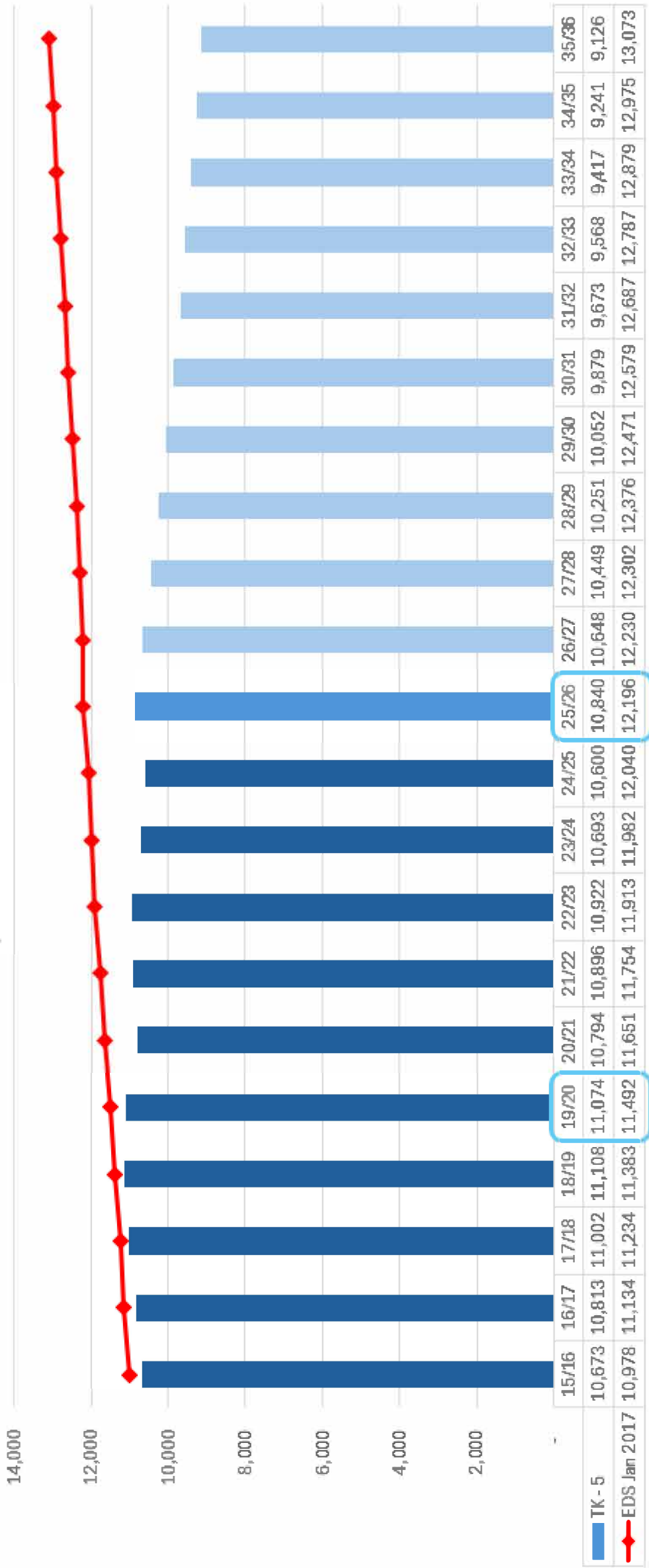
Kendricks,
2017
(Bond 2018)

Low, Medium, and High Range Forecasts 2017-2036

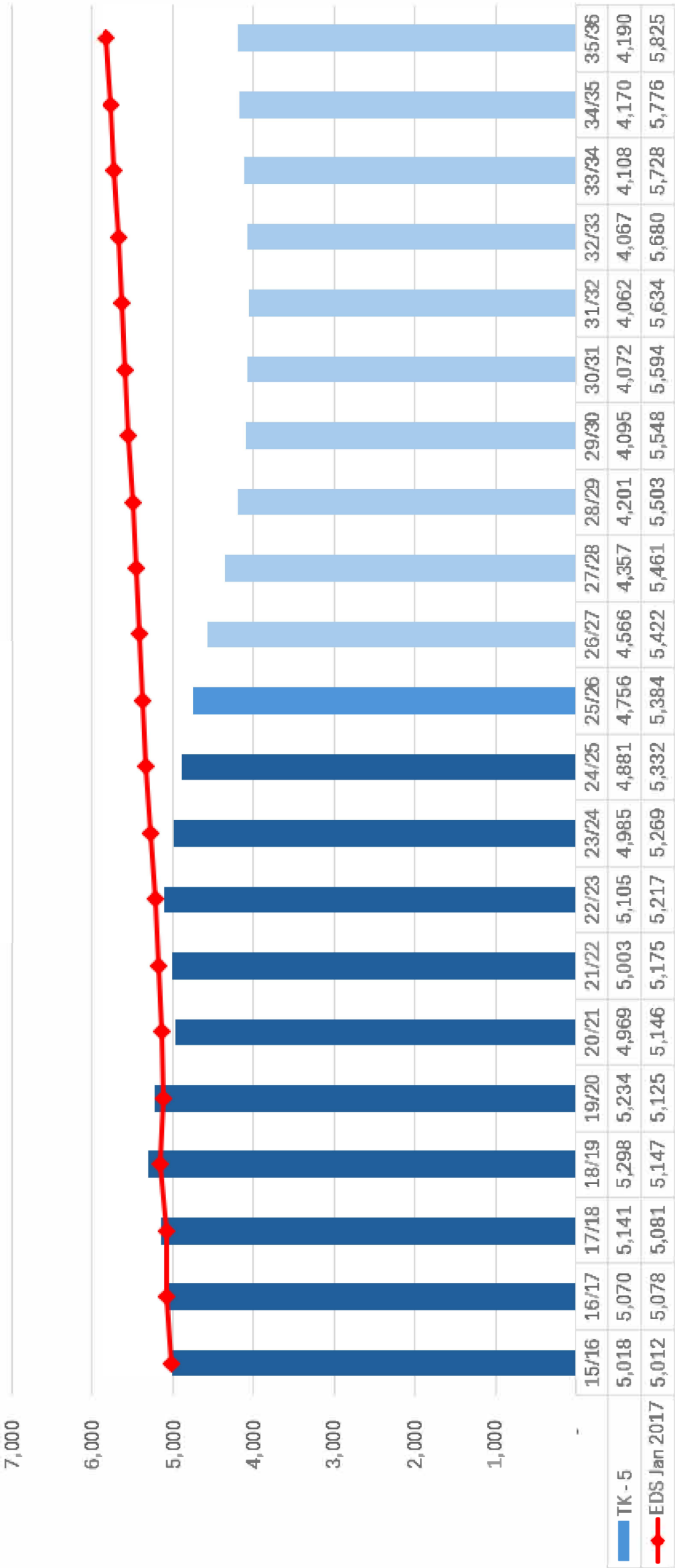
Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.



Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2017 Projections**
Updated 4/13/26 Includes BFPP

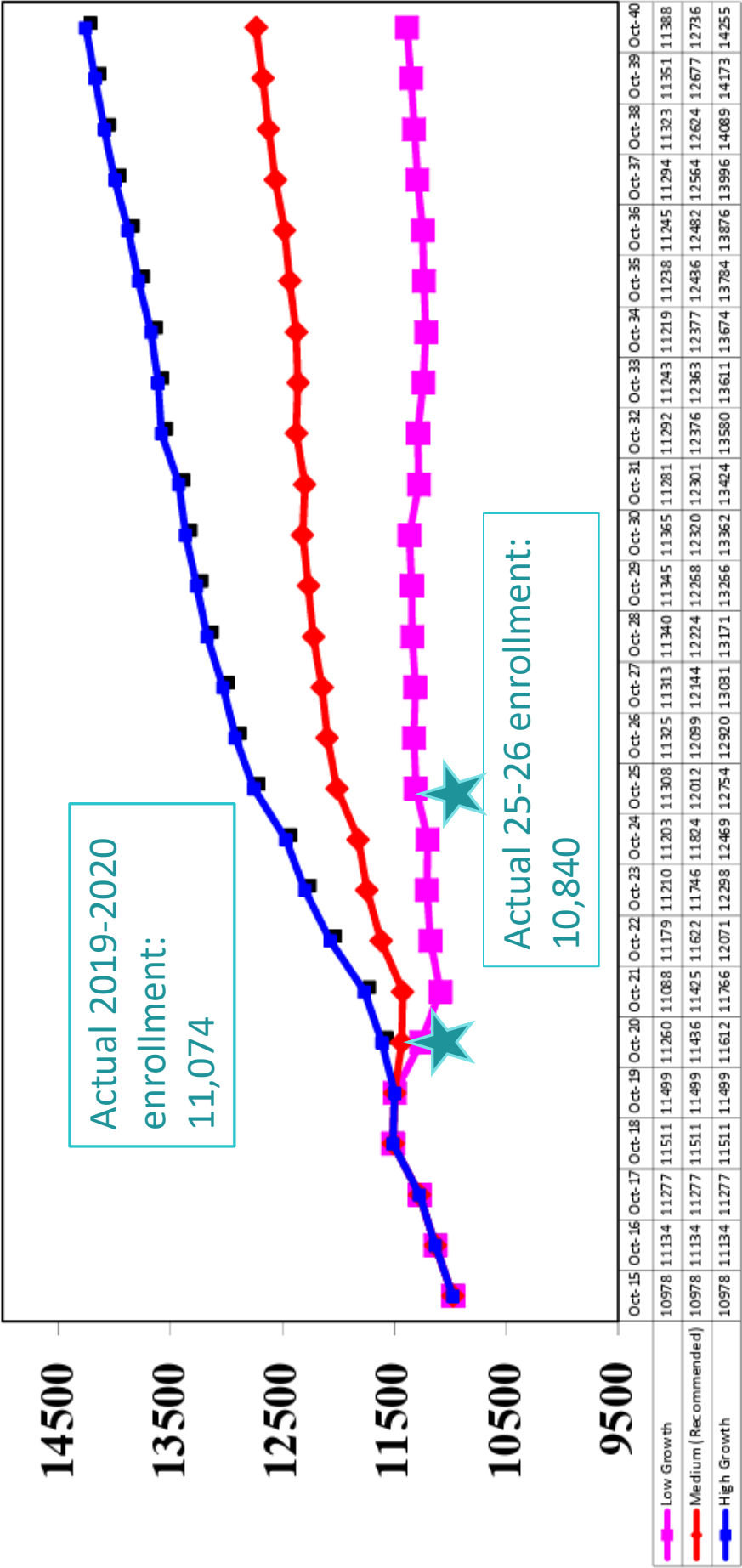


Promise K (TK) - Grade 5 Enrollment: **Historical, Current, Projected**
and **2017 Projections**
Updated 4/13/26 Includes BFPP

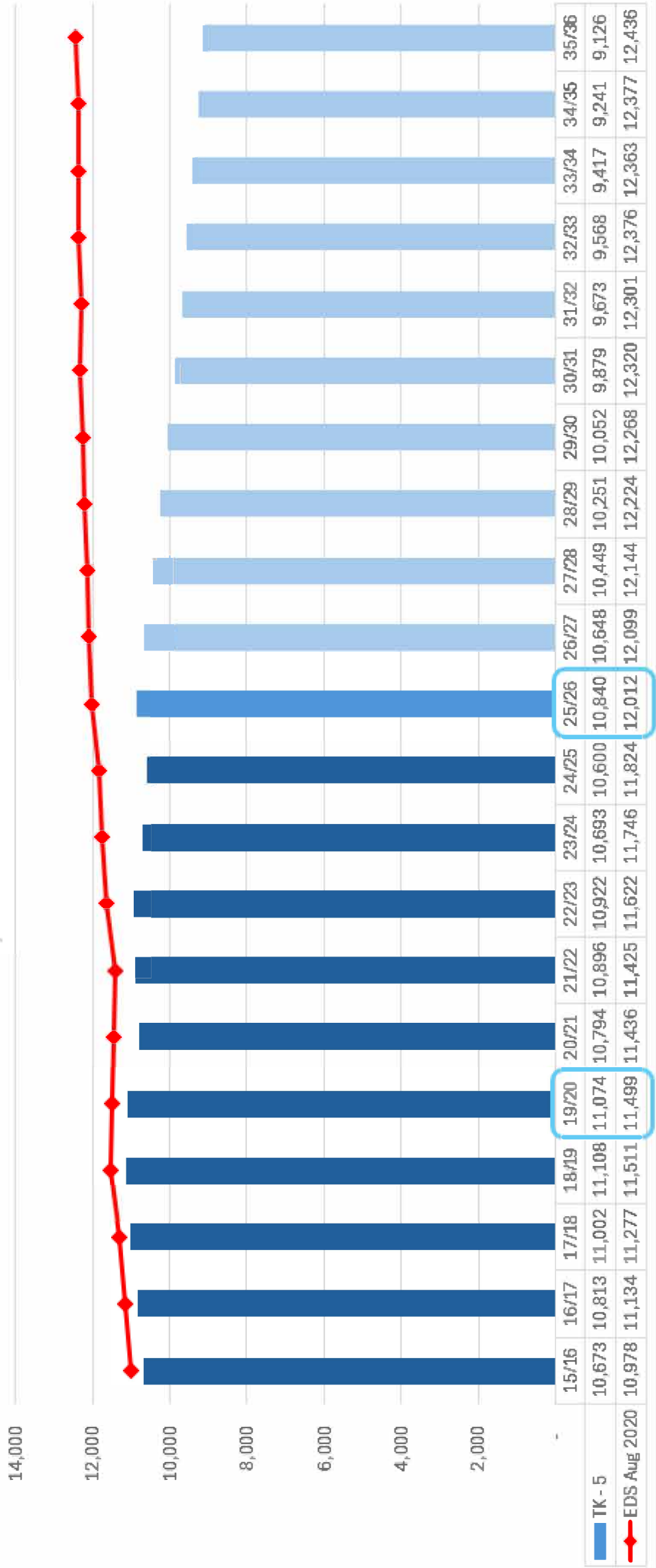


Low, Medium, and High Range Forecasts 2020-2040

Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.



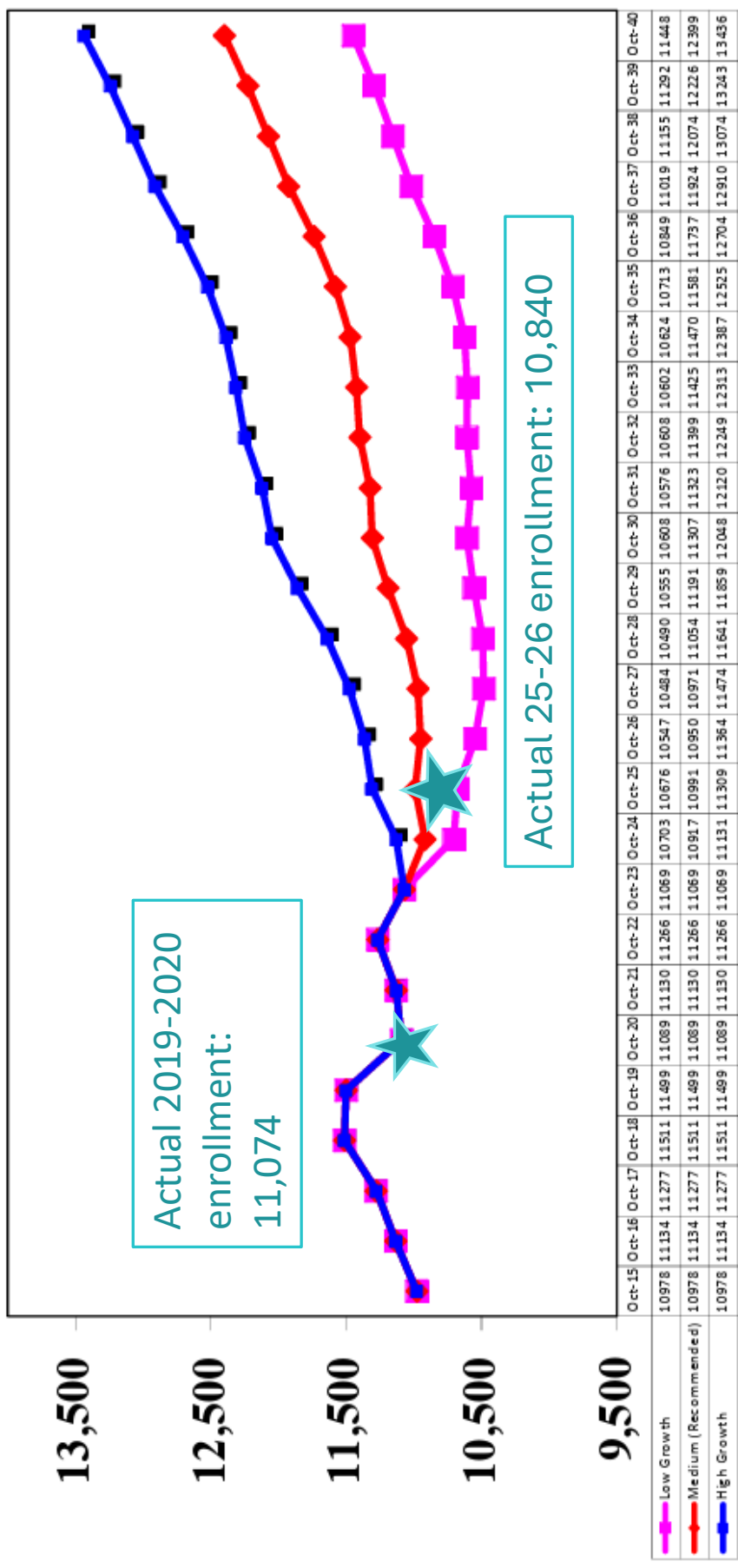
Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2020 Projections**
Updated 4/13/26 Includes BFPP



Low, Medium, and High Range Forecasts 2024-2040

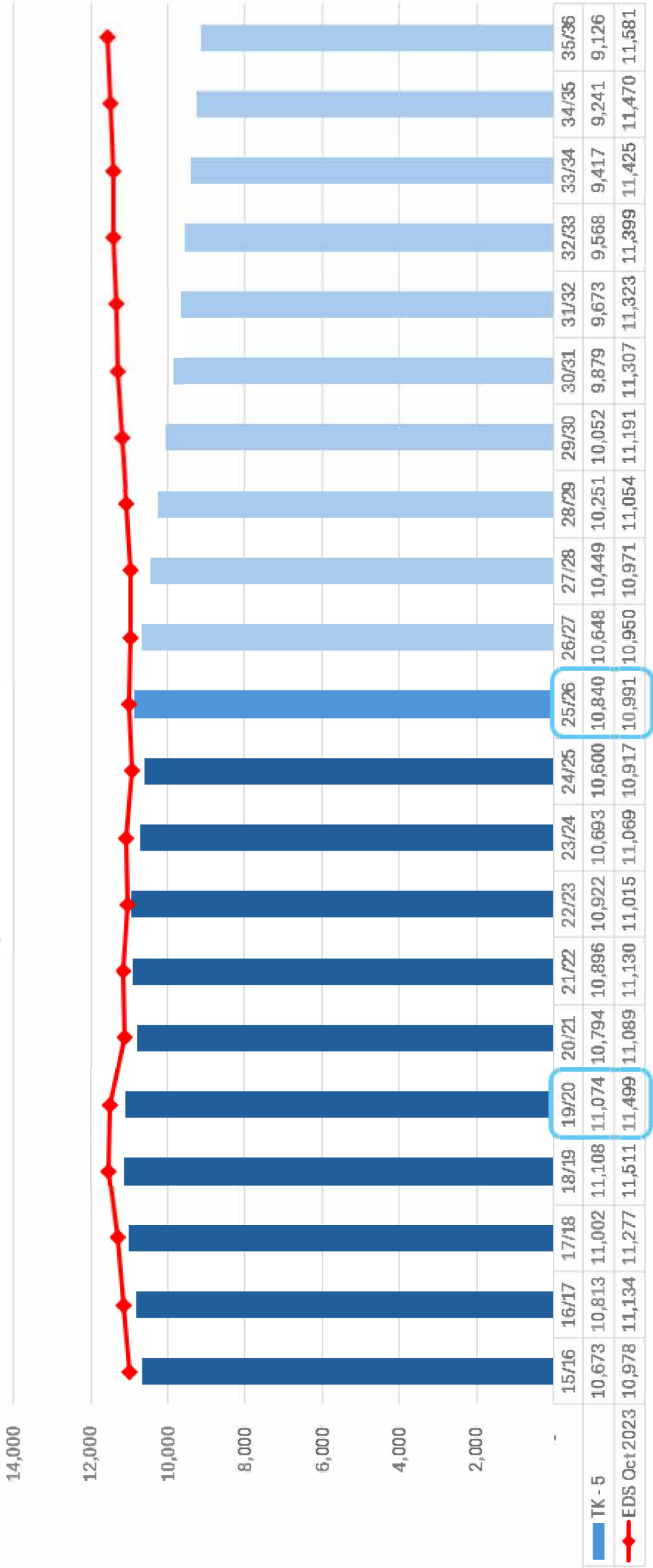
Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in housing and population growth.

Kendricks,
2023



Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2023 Projections**

Updated 4/13/26 Includes BFPP



Promise K (TK) - Grade 5 Enrollment: **Historical, Current, Projected**
and **2023 Projections**

Updated 4/13/26 Includes BFPP

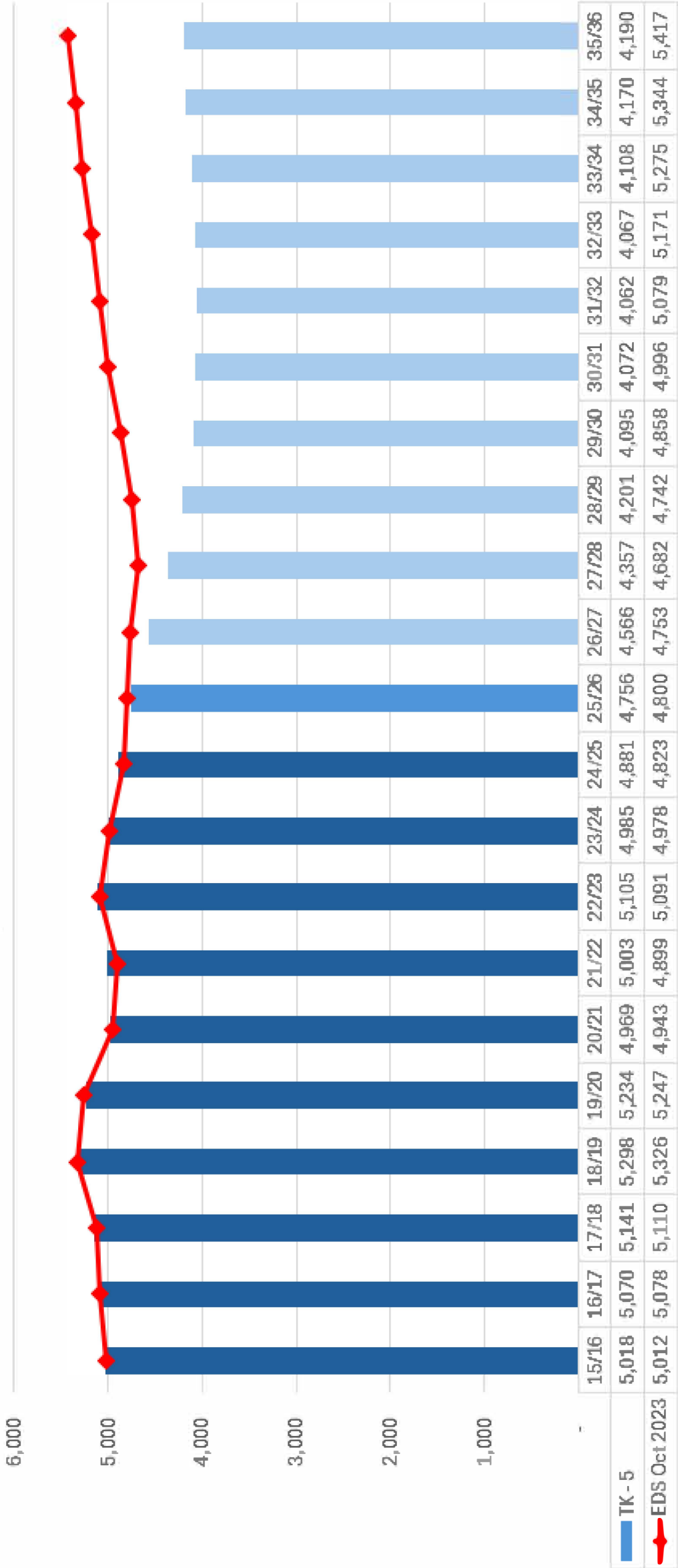
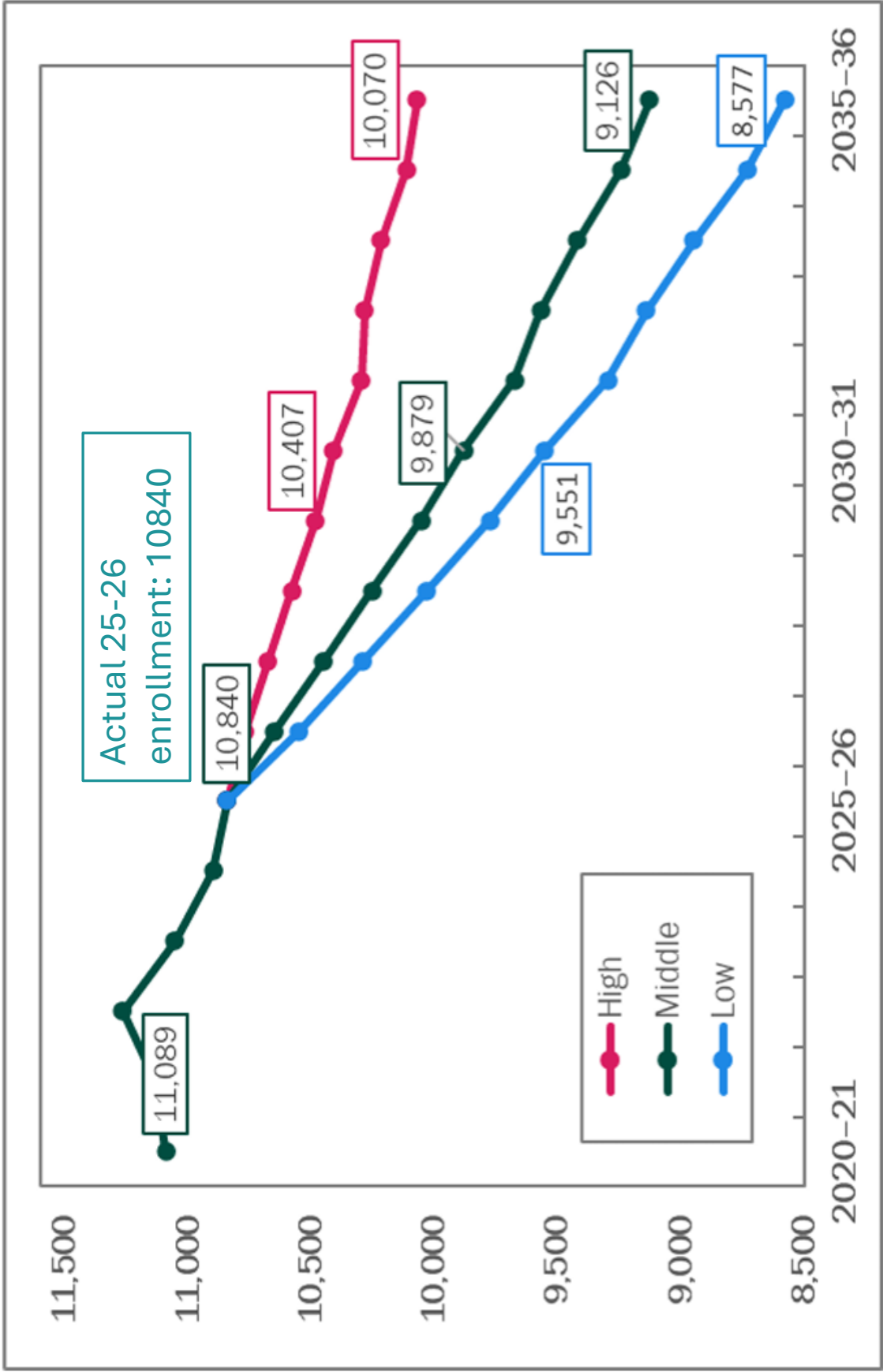


Figure 5: District-Wide Enrollment Forecasts: Low, Middle, and High Scenarios

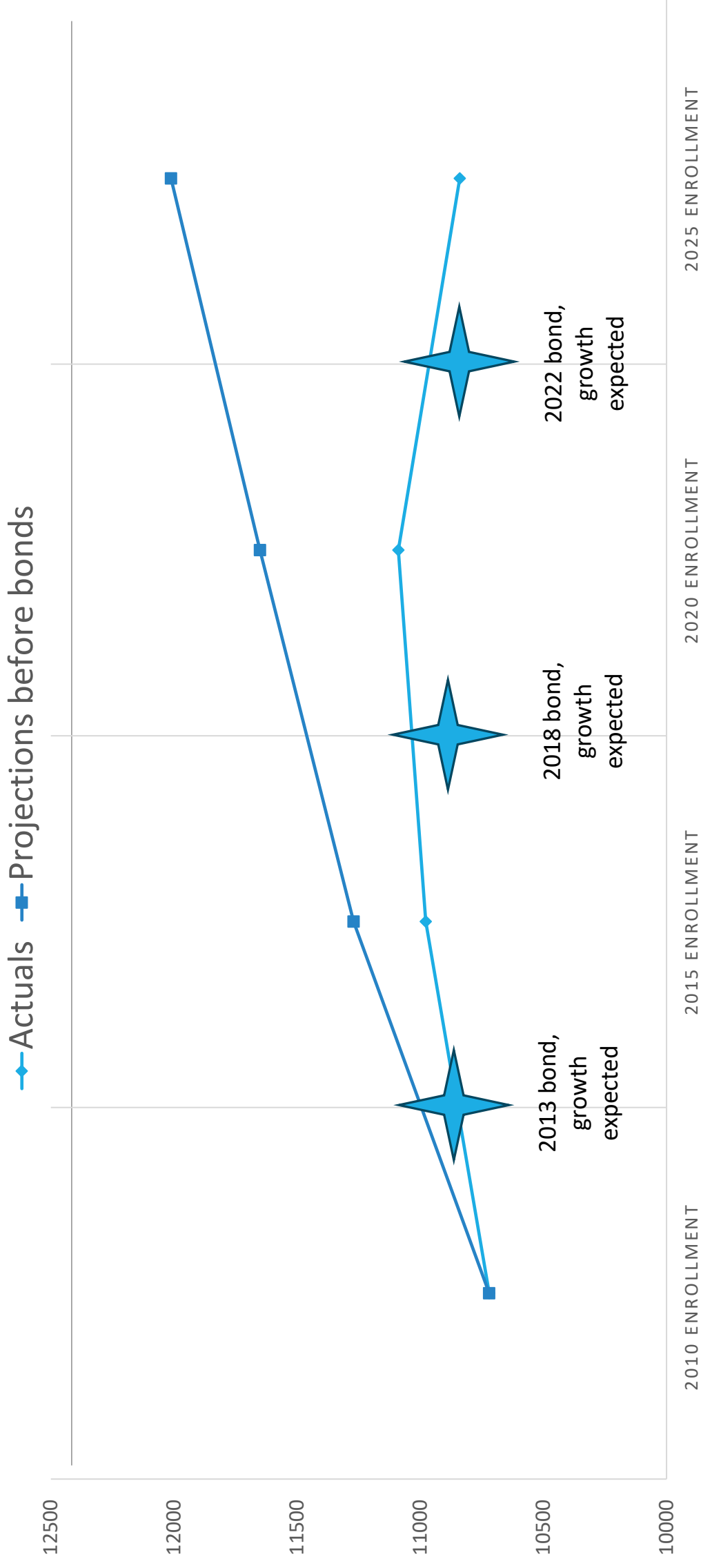


Sources

Bellingham School District 2020-21 to 2025-26 (October headcount) enrollment.

FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).

K-12 Enrollment, Projections vs. Actuals, Bond Planning



School	Year Built	Gross Sq Ft	Number of Classrooms	Free & Reduced Lunch Qualification %	2026 Enrollment	2030 Enrollment Forecast
Alderwood	2022	63,854	25	58.9	268	234
Birchwood	2014	42,007	17	54.2	302	273
Carl Cozier	1951	47,220	19	45.2	298	256
Columbia	1925	33,600	14	18.5	167	139
Cordata	2012	54,232	24	62.8	350	341
Geneva	1982	48,115	23	24.6	367	329
Happy Valley	2016	59,315	23	40.7	425	359
Lowell	1914	46,820	20	30.7	313	289
Northern Heights	2002	50,171	22	33	351	297
Parkview	2021	61,572	25	48.1%	395	357
Roosevelt	1972	48,905	21	44.9	337	300
Silver Beach	1977	55,304	25	20	276	253
Sunnyland	2023	66,716	25	41.3	286	246
Wade King	2011	50,640	24	19.3	265	230
BFPP* (K-8)	1920	18,260	7	33.6	278	267

Sources: Bellingham School District October 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (consistent with district-wide middle scenario). 26-27 Title I FINAL F&R Lunch Information @ 10/1/25, posted by OSPI Apr 3, 2026.

Topic #2: 2022 Bond Projects to Date

Bond Projects	Timeline	2022 Bond Funded	Project to Date	Remaining Bond Funds
Community Transitions	In Process	17,650,000	17,650,000	-
Elementary School Rebuild & Planning ES #15, Carl Cozier, Roosevelt, Columbia	Task Force	54,600,000	6,320,000	48,280,000
Complete 2018 Bond Projects				
Outdoor Learning Site	Feasibility	1,400,000	400,000	1,000,000
District Office	Complete	22,600,000	22,600,000	-
SQHS & BHS Fields	Complete	5,700,000	5,700,000	-
School Improvements				
Cordata Parking & Signage	Complete	1,750,000	1,750,000	-
KMS Addition	Complete	5,400,000	5,400,000	-
KMS Turf Field	Complete	5,000,000	5,000,000	-
Facility Improvements, including Safety, Sustainability & Accessibility	Complete	4,400,000	4,400,000	-
Inclusive Playgrounds				
Silver Beach	Complete	1,500,000	1,500,000	-
Northern Heights	Summer 2026	2,000,000	150,000	1,850,000
Geneva	Summer 2026	-	-	-
Wade King	Permitting Only	-	-	-
		\$ 122,000,000	\$ 70,870,000	\$ 51,130,000

Topic #3: Savings with School Closure

Potential Cost Savings

School Administration (Principal, Dean, Admin Asst, Supervision)	↑	\$600k - \$650k
School Support (LMS, Counselor, Coach)	↑	\$300k - \$350k
Custodial/Food Services	↑	\$250k - \$300k
Utilities	↑	\$100k – \$150k

Estimated savings are **at least \$1M annually**. Higher salaries due to staff experience and the size of the school increases estimates to \$1.3M - \$1.5M.

This estimate includes all funding source but excludes one-time costs incurred during restructure. Those costs will depend on the future use of school (closing or repurposing).

Cost Savings: Extract from Annual State Report

REPORT F196

E.S.D. 189

COUNTY: 37 Whatcom

Bellingham School District No. 501
District Expenditure Summary by Location
For the Year Ended August 31, 2025

<u>Instructional Location</u>	<u>Amount</u>
Alderwood Elementary School	5,120,924.71
Bellingham Family Partnership Program	2,302,829.25
Bellingham High School	13,250,124.56
Bellingham Re-Engagement Program	89,213.22
Birchwood Elementary School	5,084,456.35
Carl Cozier Elementary School	4,947,447.54
Columbia Elementary School	3,176,978.15
Cordata Elementary School	6,226,137.45
Fairhaven Middle School	7,296,957.45

Carl Cozier Elementary

STAFFING

	FTE	Hours	Savings
Administration and Office	1.50	8.00	487,600
Supervision and Academic Support		17.00	151,300
School Support	1.00	6.50	215,650
Custodial and Food Service		26.50	289,645

Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students			-
Moving Stipend	14.00		(3,500)

TOTAL STAFFING

\$ 1,140,695

UTILITIES & INSURANCE

Utilities	Gas, Electric, Water, Garbage & Recycling	111,461
-----------	---	---------

Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .

TOTAL UTILITIES & INSURANCE

\$ 111,461

TRANSPORTATION

	Hours	Cost
Route # 76	5.75	65,153
Route # 80	4.75	53,822
Route # 87	4.75	53,822
Route # S17	5.25	59,488

This model assumes all routes are absorbed into existing routes.

The overall savings would be adjusted for new routes added: TBD.

TOTAL TRANSPORTATION

\$ 232,286

TOTAL SAVINGS

\$ 1,484,441

Columbia Elementary

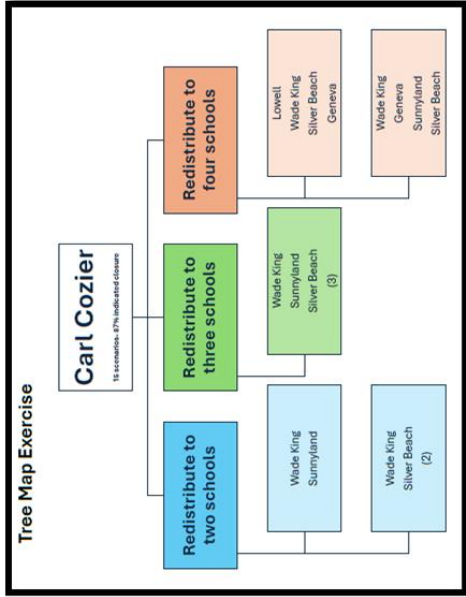
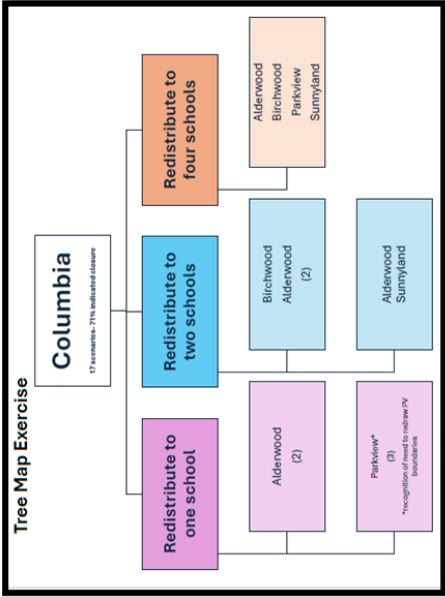
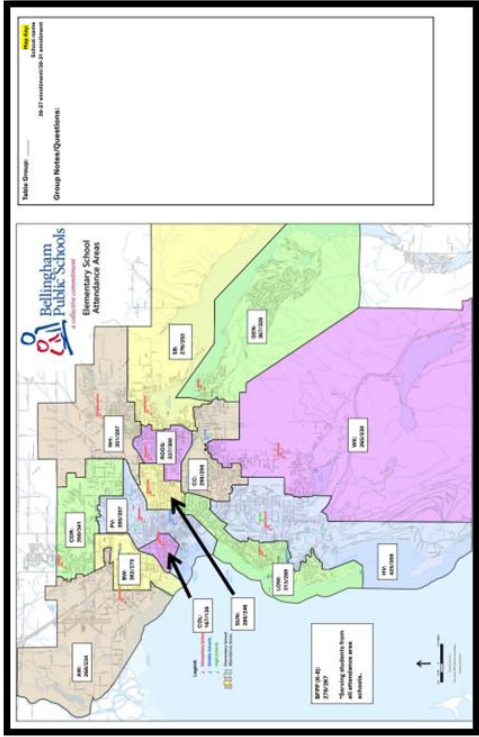
STAFFING			
	FTE	Hours	Savings
Administration and Office	1.00	8.00	487,600
Supervision and Academic Support		17.50	155,750
School Support	0.50	6.50	140,650
Custodial and Food Service		20.75	226,798
Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students			-
Moving Stipend	8.00		(2,000)
TOTAL STAFFING			\$ 1,008,798
UTILITIES & INSURANCE			
Utilities			84,099
Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .			
TOTAL UTILITIES & INSURANCE			\$ 84,099
TRANSPORTATION			
This model assumes all routes are absorbed into existing routes. The overall savings would be adjusted for new routes added: TBD.			
TOTAL TRANSPORTATION			\$ -
TOTAL SAVINGS			\$ 1,092,897

Bellingham Family Partnership Program

STAFFING		FTE	Hours	Savings
Administration and Office	Principal, Administrative Assistants	1.00	8.00	487,600
Supervision and Academic Support	Para Support, playground supervision		4.00	35,600
School Support	Library, Counselor	0.40	2.00	80,200
Custodial			8.00	87,440
Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students			-	-
Moving Stipend	\$250 stipend for transferring teachers	10.00		(2,500)
TOTAL STAFFING				\$ 688,340
UTILITIES & INSURANCE				
Utilities	Gas, Electric, Water, Garbage & Recycling			37,909
Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .				
TOTAL UTILITIES & INSURANCE				\$ 37,909
TRANSPORTATION			Hours	Cost
This model assumes all routes are absorbed into existing routes. The overall savings would be adjusted for new routes added: TBD.				
TOTAL TRANSPORTATION				\$ -
TOTAL SAVINGS				\$ 726,249

School Scenario Activity

Continuing the Work



Cozier	Columbia
- Three Schools – WK, SL, SB (3) - Three schools- WK, SB, GEN - Two schools – WK, SB (2) - Two schools – WK, SL (2) - Four schools – Low, WK, SB, Gen Notes: Regency Park should go to WK Check MS feeder patterns No to SL because Col could go there	- Four schools – AW, BW, PV, SL - Two schools – BW, AW (2) - Two schools – AW, SL (2) - One school – PV - One school – AW Notes: Lowest impact to split between 4 schools Lots of division to split between 4 schools Redraw ALD and BW boundaries No to PV
Roosevelt	BFPF at Larrabee
Rebuild (6) Notes: rebuild to 450 <u>capacity</u>	- Relocate (3) - Join BFPF with existing program - Relocate only if it benefits the district, if not, leave at Larabee Notes: Rent Larabee building Use bond dollars to make Col ADA



FACILITIES PLANNING TASK FORCE

April 13, 2026

MOVE THESE ENROLLMENT TILES

Select source school		Type	Receiving											TO
Enr TL/School	StatArea	Enr. Path	Student	P1	P2	P3	P4	K1	01	02	03	04	05	Move to
## CO2 Carl Cozier Elementary	70	COZIFMS\SHS	60	0	0	0	4	10	10	12	5	14	5	SIL
Step 1 Select a school. Step 2 Select a Study Tile here; the list will filter to the tiles for your selected school. Enrollment Path Enrollment path of the StatArea / Tile that is selected Enrollment When a school/tile combo is selected, enrollment by grade will be displayed here. These cells are read-only value, Step 3 Select the school to move this tile to. Check the														
Add a scenario To add a scenario to this workbook, right or alt-click a tab (i.e. 'Tiles-1'), select 'Move or Copy', check 'Create a copy', select '(move to end)' and then click 'OK' to duplicate the worksheet. Rename the tab to match to your new scenario. Move or Copy To book: 260413-FTF-Workbook.xlsx Before sheet: HOW-TO Tiles-1 (move to end) Create a copy OK														

NOTES

GROUP
DATE
SCENARIO

NOTE
This tab is read-only; click on the 'Tiles-1' tab to get started

RESULTING IN THE FOLLOWING CHANGES

NOTE: Enrollment data as of March 31, 2026

Ent	TLA	School	Group	Student	P1	P2	P3	P4	K1	01	02	03	04	05
201	ALD	Alderwood Elementary	BEFORE	298	1	6	11	16	35	48	37	50	54	40
201	ALD	Alderwood Elementary	NO CHANGE											
202	BIR	Birchwood Elementary	BEFORE	327	0	0	1	16	38	49	45	57	57	64
202	BIR	Birchwood Elementary	NO CHANGE											
203	CO2	Carl Cozier Elementary	BEFORE	305	0	0	0	18	32	47	55	47	60	46
203	CO2	Carl Cozier Elementary	AFTER	245	0	0	0	14	22	37	43	42	46	41
204	COL	Columbia Elementary	BEFORE	185	0	0	1	13	24	14	31	30	43	29
204	COL	Columbia Elementary	NO CHANGE											
205	NOR	Northern Heights Elementary	BEFORE	385	0	0	2	18	38	60	54	68	66	79
205	NOR	Northern Heights Elementary	NO CHANGE											
206	GEN	Geneva Elementary	BEFORE	383	1	4	14	27	65	50	61	50	66	45
206	GEN	Geneva Elementary	NO CHANGE											
207	HAP	Happy Valley Elementary	BEFORE	397	0	1	18	54	63	53	70	77	60	
207	HAP	Happy Valley Elementary	NO CHANGE											
208	LOW	Lowell Elementary	BEFORE	286	0	0	2	16	42	25	49	53	46	53
208	LOW	Lowell Elementary	NO CHANGE											
209	LOW	Lowell Elementary	BEFORE	346	0	1	16	50	51	51	55	59	62	
209	LOW	Lowell Elementary	NO CHANGE											
210	COR	Cordata Elementary	BEFORE	319	0	5	7	13	39	39	56	41	51	68
210	COR	Cordata Elementary	NO CHANGE											
211	PAR	Parkview Elementary	BEFORE	379	0	5	7	17	49	49	68	46	65	73
211	PAR	Parkview Elementary	NO CHANGE											
212	KIN	Wade King Elementary	BEFORE	347	0	8	39	26	42	43	47	58	47	37
212	KIN	Wade King Elementary	NO CHANGE											
213	ROO	Roosevelt Elementary	BEFORE											
213	ROO	Roosevelt Elementary	NO CHANGE											
214	SIL	Silver Beach Elementary	BEFORE											
214	SIL	Silver Beach Elementary	NO CHANGE											
215	SUN	Sunnyland Elementary	BEFORE											
215	SUN	Sunnyland Elementary	NO CHANGE											

FYI: students remaining after all tiles are moved represent enrollment from outside region.

Wrap up + Reflection



How did today's process
work for your group?



Take aways + next steps?



Save the Date: May 11,
2026, 3:00-5:00pm



Individual Reflection

Facility Planning Factors



Enrollment projections

Budget implications

Building conditions

Historical plans

3-section schools

Feeder patterns

Neighborhoods & relationships

Equity

Student experience/outcomes

Physical/geographic factors

Use & occupancy of district buildings

Facilities Planning Task Force Meeting #6

APRIL 27, 2026

3:00-5:00PM

Check-in

Since our last meeting...

- Three information sessions
- Created the Input Form
- Continued conversations/meetings
- MNAC
- Presented to PACS
- School Board Meeting

At our last meeting, we asked you to...

- Use the Tile Process to pressure test scenarios
- Reflection of next steps and readiness to make a recommendation

TABLE CONVERSATION:

HOW'S IT GOING? NEW REFLECTIONS?

Input Form Summary

73 Total Responses as of
04.26.26

*Most common affiliations from Columbia
and Carl Cozier, but a good range of
location(s) affiliations represented*

- Concern with the 2022 bond to where we are now with decision making
 - The \$32 million DO building is a repeated theme and questions for priorities as well as the elementary schools slated in 2022 and lack of perceived progress
- Most folks are either explicitly against closures or have priority/conditional comments hesitant of closure
- A small number support and appreciate the difficulty of making unpopular decisions for the greater long-term good
- Concerns about distrust, lack of transparency, data validity
- Protecting the value of neighborhood schools
- Suggesting boundary changes versus closures
- Consideration for equity and vulnerable populations
- Cuts furthest from the classroom (administration size and salaries questioned)
- Timeline concern of decision-making process

PACS Feedback Summary

04.23.2026

- This is hard work, and people appreciate the effort.**

Families recognize how difficult the decisions are and expressed gratitude for leaders trying to do the right thing.

- Money problems are driving many tough choices.**

There is strong concern about the funding crisis, school closures, class sizes, staffing, and what budget cuts mean for students.

- Equity and student experiences matter deeply.**

Families worry about fairness, access, distance to schools, and losing meaningful experiences like outdoor school, enrichment, and mental-health supports.

- People want a voice and clear next steps.**

There is interest in advocacy, clearer data, creative solutions, and continued discussion about priorities like mental health, technology/AI, and future planning.

Is this the time for innovations (K-6, K-8, 7-9, etc?)

Keep any schools closed in use- nonprofits, etc

School in need of updates/repairs are a factor

Tradeoffs: if we close schools, could we keep librarians, mountain school?

Task Force Individual Feedback Summary

04.13.2026

4/15 respondents feel close to or ready to make a recommendation, pending final data checks

11/15 need more information or discussion

General alignment forming around specific closure and rebuild paths, with emphasis on thoughtful implementation
Share goal of making recommendations that are both fiscally responsible and community-centered.

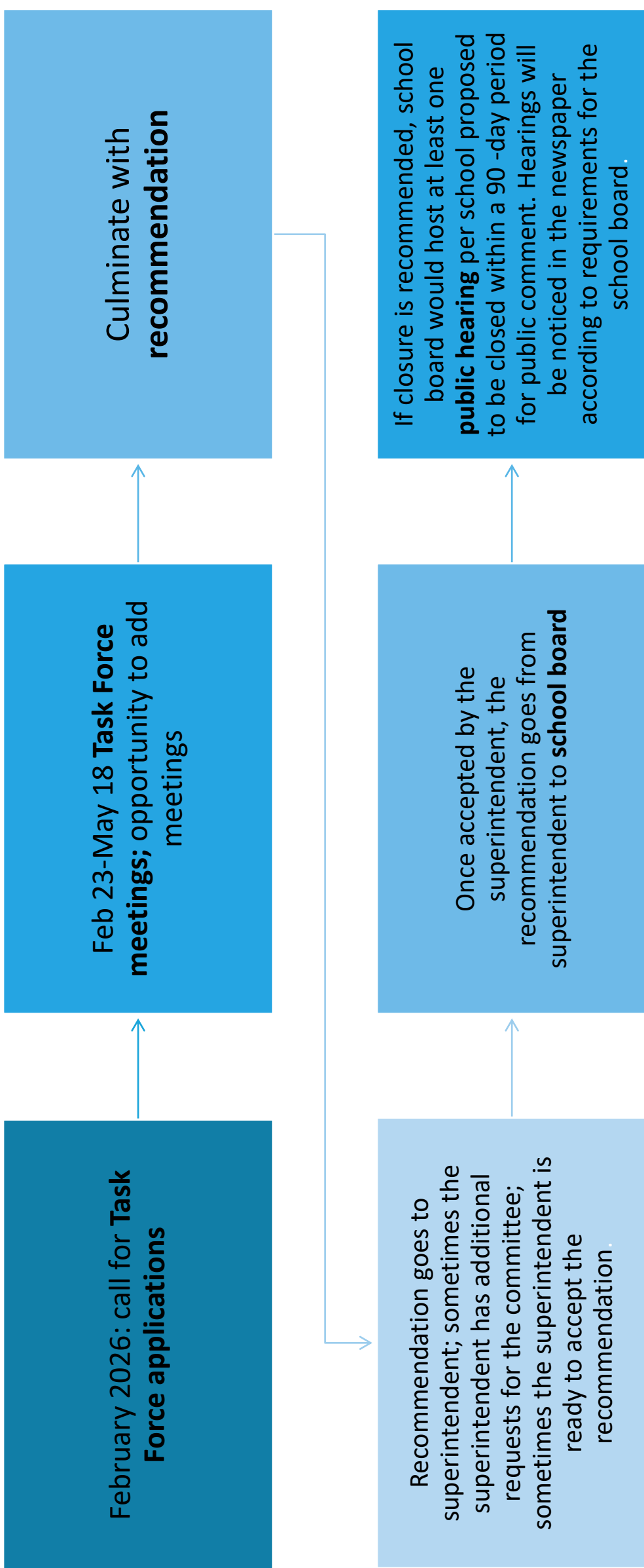
- **Decisions should be data-driven and long-term**, with clearer information on building safety, capacity, timelines, demographics, and true cost savings over multiple years.
- **School closures (especially Cozier and Columbia) are seen as likely but deeply impactful**, requiring careful planning to minimize disruption and keep communities together.
- **Equity matters**, with repeated calls to consider free/reduced lunch data, demographic shifts, transportation, and access when redrawing boundaries or relocating students.
- **Community and staff engagement is essential**, both to reduce misinformation and to build trust as recommendations are formed.
- **There is openness to innovation**, including rethinking grade configurations, rebuilding plans, and using change as an opportunity rather than only focusing on loss.

Task Force Charter

The task force will:

- **Review and analyze demographic data:** enrollment projections and potential factors influencing demographic change.
- Review **historical and current district capital facility** planning documents.
- **Develop recommendations** for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and **budget implications** associated with proposed changes to elementary facility usage.

Facilities Task Force Planning Process – Timeline



Tile Activity

Room 203: Ben (Facilitator)

Curtis, Carissa, Robert M., Ashley W., Zachary

Room 213: Micah (Facilitator)

Jackie, Minh, Chris W., Alicia S., Chris B.

Room 112: Ari (Facilitator)

Aaron D., Kathryn, Amy B., Joy, Meredith, Jhustin

Room 106: Mike (Facilitator)

Courtney, Kate B., Jami P., Amanda, Jen S.

Room 102: Jessica (Facilitator)

Isabel, Dustin, Steve R., Tiffany, Brian, Julie D.

First Scenario

Can your team develop a scenario with the following criteria:



- Assume all 14 elementary schools stay open

- Equalize enrollment across the district



FACILITIES PLANNING TASK FORCE

April 13, 2026

GROUP
DATE
SCENARIO

NOTE
This tab is read-only; click on the 'Tiles-1' tab to get started

MOVE THESE ENROLLMENT TILES

RESULTING IN THE FOLLOWING CHANGES

Select source school		Type	Receiving											TO	
Enr TL/School	StatArea	Enr. Path	Student	P1	P2	P3	P4	K1	01	02	03	04	05	Move to	
## CO2 Carl Cozier Elementary	70	COZIFMS\SHS	60	0	0	0	4	10	10	12	5	14	5	SIL	
Step 1 Select a school.															
Step 2 Select a Study Tile here; the list will filter to the tiles for your selected school.															
Enrollment Path Enrollment path of the StatArea / Tile that is selected															
Enrollment When a school/tile combo is selected, enrollment by grade will be displayed here. These cells are read-only value,															
Step 3 Select the school to move this tile to. Check the															
Add a scenario To add a scenario to this workbook, right or alt-click a tab (i.e. 'Tiles-1'), select 'Move or Copy', check 'Create a copy', select '(move to end)' and then click 'OK' to duplicate the worksheet. Rename the tab to match to your new scenario.															
Move or Copy To book: 260413-FTF-Workbook.xlsx Before sheet: HOW-TO Tiles-1 (move to end) Create a copy OK															

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202	BIR	Birchwood Elementary	BEFORE	327	0	0	1	16	38	49	45	57	57	64
202	BIR	Birchwood Elementary	NO CHANGE											
203	CO2	Carl Cozier Elementary	BEFORE	305	0	0	0	18	32	47	55	47	60	46
203	CO2	Carl Cozier Elementary	AFTER	245	0	0	14	22	37	43	42	46	41	
204	COL	Columbia Elementary	BEFORE	185	0	0	1	13	24	14	31	30	43	29
204	COL	Columbia Elementary	NO CHANGE											
205	NOR	Northern Heights Elementary	BEFORE	385	0	0	2	18	38	60	54	68	66	79
205	NOR	Northern Heights Elementary	NO CHANGE											
206	GEN	Geneva Elementary	BEFORE		0	1	19	56	54	61	57	67	78	
206	GEN	Geneva Elementary	NO CHANGE											
207	HAP	Happy Valley Elementary	BEFORE		6	12	17	61	51	70	82	75	71	
207	HAP	Happy Valley Elementary	NO CHANGE											
208	LOW	Lowell Elementary	BEFORE		0	4	14	32	53	56	47	57	54	
209	LOW	Lowell Elementary	NO CHANGE											
210	COR	Cordata Elementary	BEFORE	383	1	4	14	27	65	50	61	50	66	45
210	COR	Cordata Elementary	NO CHANGE											
211	PAR	Parkview Elementary	BEFORE	397	0	1	18	54	63	53	70	77	80	
211	PAR	Parkview Elementary	NO CHANGE											
212	KIN	Wade King Elementary	BEFORE	286	0	0	2	16	42	25	49	53	46	53
212	KIN	Wade King Elementary	NO CHANGE											
213	ROO	Roosevelt Elementary	BEFORE	346	0	1	16	50	51	51	55	59	62	
213	ROO	Roosevelt Elementary	NO CHANGE											
214	SIL	Silver Beach Elementary	BEFORE	319	0	5	7	13	39	39	56	41	51	68
214	SIL	Silver Beach Elementary	AFTER	379	0	5	7	17	49	49	68	46	65	73
215	SUN	Sunnyland Elementary	BEFORE	347	0	8	39	26	42	43	47	58	47	37
215	SUN	Sunnyland Elementary	NO CHANGE											

FYI: students remaining after all tiles are moved represent enrollment from outside region.

NOTES

A central diagram on a dark background with the word **CREATIVITY** in large, white, serif font, underlined. Surrounding it are numerous yellow sticky notes with various terms related to creativity, including: INNOVATION, GENIUS, MIND, IDEAS, CONCEPT, SOLUTION, ILLUMINATION, FUN, INSIGHT, INCUBATION, ART, ORIGINAL, BRAIN-STORMING, THINKING, POSITIVE, INVENTION, and NEW. White arrows and wavy lines connect these terms in a circular flow, suggesting a process or cycle of creative thinking.

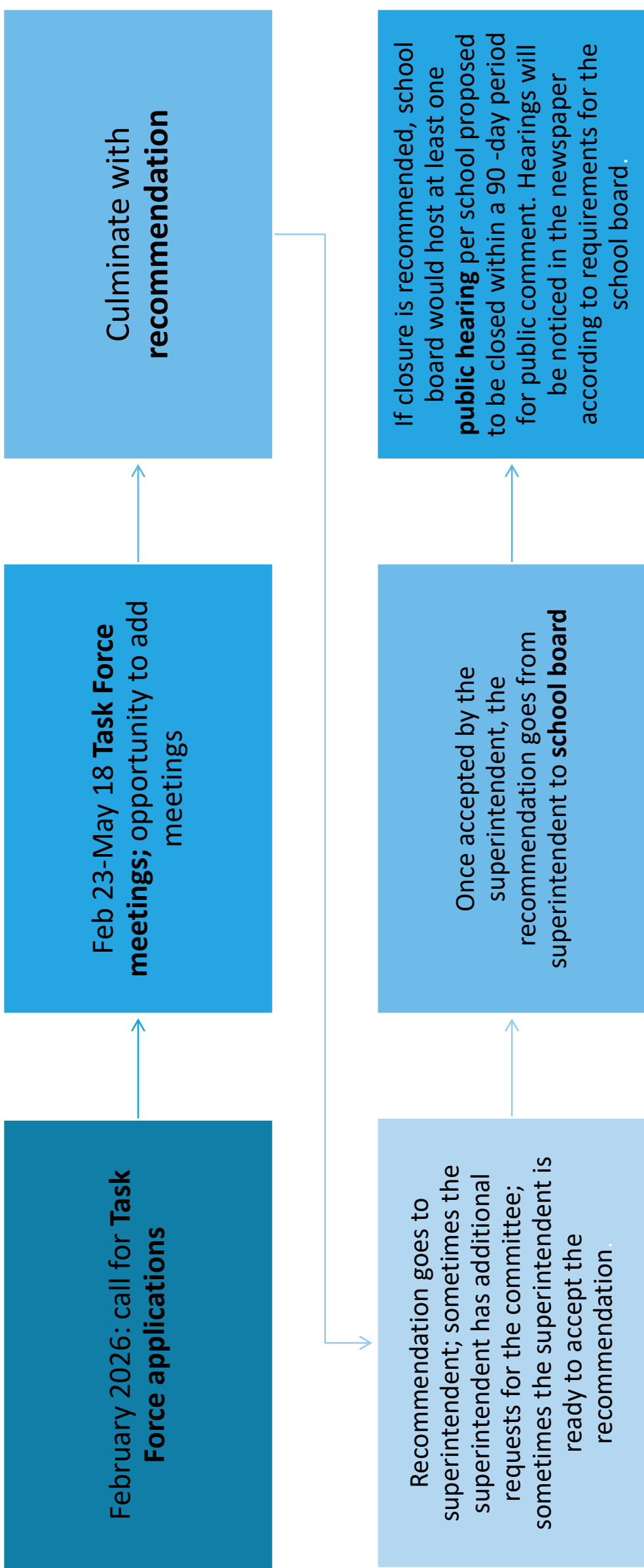
Next Meetings:
May 11
May 18

Facilities Planning Task Force Meeting #7

MAY 11, 2026

3:00-5:00PM

Facilities Task Force Planning Process – Timeline

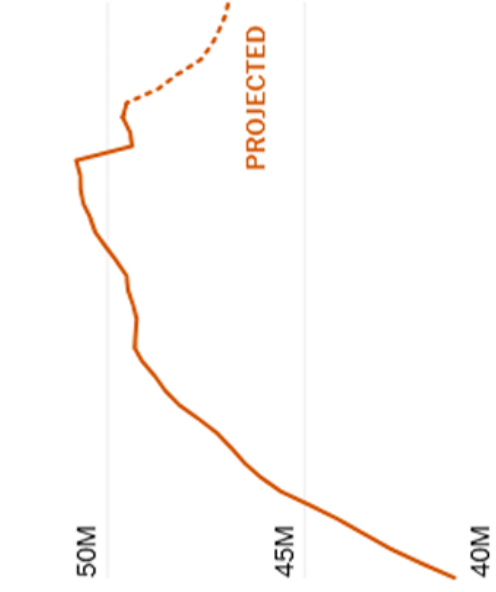


U.S. Schools Face a Crisis as the Number of Children Drops - The New York Times

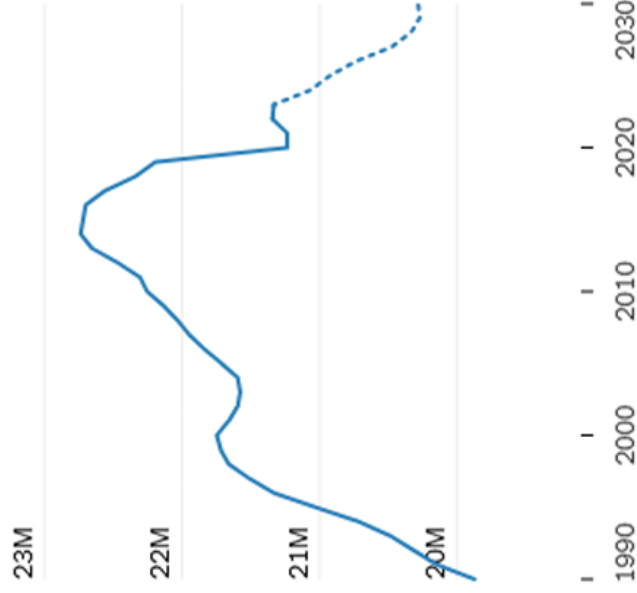
With fewer students, many public school districts are confronting unfilled classrooms, and hard choices about school closures.

<https://www.nytimes.com/2026/05/08/upshot/public-schools-enrollment-crisis.html>

Enrollment since 1990 in **all grades**

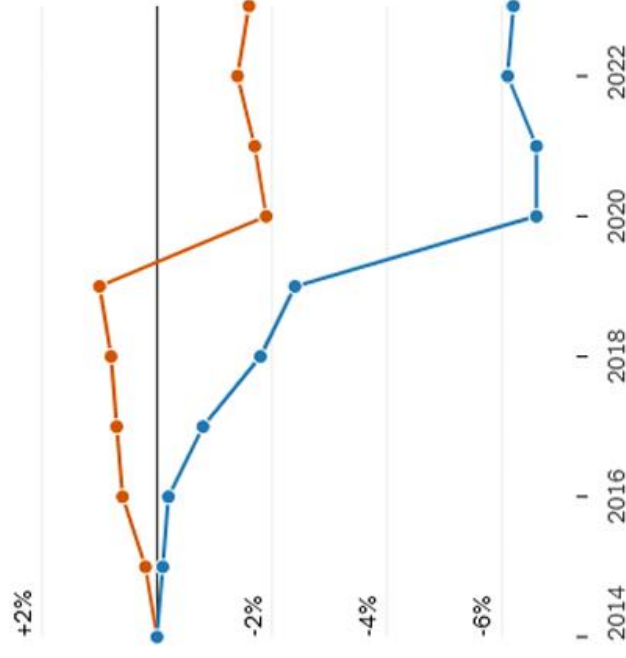


... and elementary school



Source: National Center for Education Statistics

Enrollment change since 2014 in
all grades and **elementary school**



Source: National Center for Education Statistics

State Funding: Prototypical Model

Prototypical Model			Prototypical Model Current Columbia	Proposed Staffing Current Columbia
# STUDENTS	400		167	167
Principal	1.000		0.52	1.00
Assistant Principal	0.253		0.00	0.00
Office Support	2.088		0.87	1.63
Counselor	0.311		0.13	0.50
Library	0.663		0.28	0.81
Custodian	1.657		0.69	1.75

Prototypical Model funds 42% of proposed staffing costs

Brainstorming sessions recap

Last two Task Force meetings plus 2 optional work sessions were opportunities to explore feasibility of school consolidation, using the digital tile tool to check capacity & potential boundary adjustments.

Prompts to the Task Force for feasibility brainstorming included:

Examine balancing enrollment without closing schools

Examine increasing the size of Columbia via boundary adjustment

Examine closing Cozier & Columbia

Invite novel ideas & examine, including: close Cordata, close Silver Beach, co-locate BFPP with Columbia, rebuild Roosevelt and plan for relocation of students during rebuild process

Scenario brainstorming recap	Notes, trade-offs
No Action	Long term cost of running more buildings w/ fewer students.
Balance enrollment	Lots of disruption/many students & schools impacted; long term cost of running more buildings w/ fewer students.
Increase Columbia	Many groups looked at the same options: moving students from PV to COL.
Close Columbia	Student & neighborhood disruption; long term cost savings.
Close Cozier	Student & neighborhood disruption; long term cost savings.
Close Silver Beach	Student & neighborhood disruption; long term cost savings.
Close Cordata	Student & neighborhood disruption; long term cost savings.
Co-locate BFPP in COL	Physically/logistically possible; not programmatically favorable to either BPFF or Columbia.
Rebuild Roosevelt	RV most “ready” for rebuild (land ownership; design & permitting process); encouragement from COB to focus on centrally-located buildings; could use a closed school as a swing space or distribute students to area elementaries during rebuild process.

Recommendation Scope

Could be Included	Beyond the Scope (but ok to include)
• Acknowledgement of declining enrollment, financial implications, values of an elementary program & facility condition • Awareness of community readiness • No action or continue to explore options • Reduce (close) the number of schools being used as neighborhood schools • Proposal for any possible rebuild/bond initiatives • Proposal for specific schools to be closed or consolidated • A different solution (balance enrollment, co-locate)	• Timeline • Next steps • If school closures are recommended, identification of the receiving schools • Defined transition plan • Articulation of the use of any available building



Discuss – Document – Share

Facilities Planning Task Force Meeting #8

MAY 18, 2026

3:00-5:00PM

Bellingham Promise

vision

We, as a community, make a collective commitment to Bellingham's children. We will empower every child to discover and develop their passions, contribute to their families, and live a fulfilling and productive life.

mission

We collectively commit that our students are cared for and respected, and that they will graduate from our schools prepared for success. All students will be exceptional learners, contributing to a strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices.

core beliefs

We believe:

- all children should be loved,
- the whole child is important,
- every child can learn at high levels,
- early learning and development are critical,
- learning is lifelong and essential to a high quality of life,
- compassion and service build community,
- teaching children to do their best involves self-reflection and reaching higher,
- diversity enhances a strong and healthy community, and
- together we achieve more than alone.

outcomes

We develop students and graduates who are...

KNOWLEDGE

- readers and writers,
- scientists and mathematicians,
- historians and global thinkers,
- artists and performers,
- technicians and technologists,
- multilingual readers and speakers, and
- skilled users of technology and information.

CHARACTER

- leaders, collaborators and team players,
- dependable and responsible people,
- confident individuals who continuously challenge themselves,
- respectful and compassionate humans,
- honest and ethical individuals who act with integrity,
- healthy, active individuals, personally and socially, who solve problem solvers,
- effective communicators, innovators and creators, and
- well-rounded community members engaged with the broader world.



bellinghamschools.org



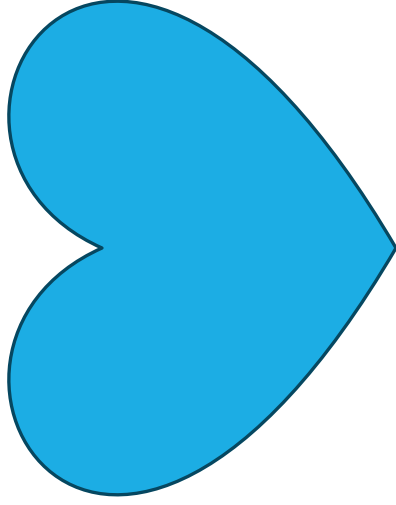
The task force will:

- Review and analyze demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility planning documents.
- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.

A One Schoolhouse Approach

Our schools are part of a larger One Schoolhouse, and we focus on taking care of each other. We provide an equitable distribution of resources and services to ensure excellence for all students.

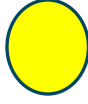
Reflections



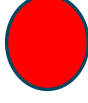
Recommendation Statements



I agree - include in the recommendation



I am not sure – more discussion is needed



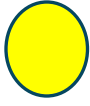
I disagree- please reflect this in the recommendation

1. **Enrollment Trends:** Currently, Bellingham Public Schools is experiencing lower enrollment than five years ago. Based on the demographer’s report, we anticipate further decline over the next ten years.
2. **Enrollment Trends:** Because of the connection to birthrates, the declining enrollment that BPS is experiencing disproportionately impacts the elementary level.

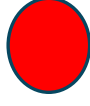
Recommendation Statements



I agree - include in recommendation



I am not sure – more discussion needed



I disagree- please reflect this in the recommendation

3. Budget Implications: Reducing/consolidating elementary schools saves the district a minimum of \$1million per school, per year.

4. Budget Implications: Washington state’s inadequate K-12 funding model continues to challenge district operating budgets. BPS is planning its third consecutive year of reductions, requiring a reprioritization of dollars from programs/supports to unfunded needs.

Recommendation Statements

	I agree - include in recommendation		I am not sure and I need to process more		I disagree- please reflect this in the recommendation
---	-------------------------------------	---	--	---	---

- 5. **Building Conditions:** The conditions of Carl Cozier, Columbia and Roosevelt make these schools a focus for school consolidation, as they were next on the list to be rebuilt.
- 6. **Facility Usage:** Based on projected declining enrollment, budget savings and school conditions, we recommendation closure/consolidation of two schools – going from 14 elementary buildings to 12.

Recommendation Statements

 I agree - include in recommendation

 I am not sure and I need to process more

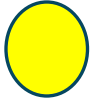
 I disagree- please reflect this in the recommendation

- 7. School Closure** – Based on the committee’s discussion and data analysis, we recommend closing/repurposing of Carl Cozier Elementary School.
- 8. School Closure** - – Based on the committee’s discussion and data analysis, we recommend closing/repurposing of Columbia Elementary School.

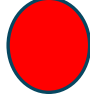
Recommendation Statements



I agree - include in recommendation



I am not sure and I need to process more



I disagree- please reflect this in the recommendation

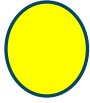
9. School Rebuild – we recommend the use of remaining capital funds from the 2022 bond, in combination with new funding from either a capital levy or bond to rebuild Roosevelt Elementary school.

10. School Rebuild - Assuming passage of levy/bond to rebuild Roosevelt, the committee recommends using a vacated school building as the temporary swing space for children from Roosevelt.

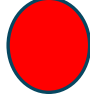
Recommendation Statements



I agree - include in recommendation



I am not sure and I need to process more



I disagree- please reflect this in the recommendation

11. Community Engagement: We recommend further school community engagement to plan for/confirm boundary changes, identify receiving schools, and to recommend specific transition plans for students, including timeline.

12. Future Steps: We recommend continuing to monitor state budget picture and enrollment trends over the 2026-27 school year for any changes that suggest a change from projections.

Share Your Thinking



I agree - include in recommendation



I am not sure and I need to
process more



I disagree- please reflect this in the
recommendation



Discussion

Bellingham School District

Enrollment Forecasts 2026–27 to 2035–36

Prepared for:

Greg Baker

Superintendent

January 9, 2026

Project No. F0837.01.007

Prepared by:

FLO Analytics

flo-analytics.com

3140 NE Broadway, Portland, OR 97232

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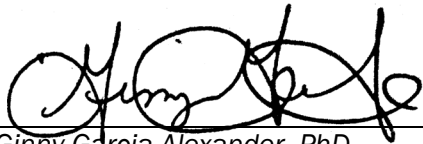


Bellingham School District

Enrollment Forecasts 2026–27 to 2035–36

*The material and data in this report were prepared
under the supervision and direction of the undersigned.*

FLO Analytics

A handwritten signature in black ink, appearing to read 'Ginny Garcia-Alexander', written over a horizontal line.

*Ginny Garcia-Alexander, PhD
Data Analyst*

A handwritten signature in black ink, appearing to read 'Charles Rynerson', written over a horizontal line.

*Charles Rynerson
Senior Data Analyst*

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Appendix A

Detailed Tables

Appendix B

Maps

Appendix C

Supplemental Maps (not referenced in report)

Abbreviations

AA	attendance area
AAGR	annual average growth rate
ASBR	age-specific birth rates
County	Whatcom County
District	Bellingham School District
ES	elementary school
ESAA	elementary school attendance area
FLO	FLO Analytics
GPR	grade progression ratio
HS	high school
HSAA	high school attendance area
K	kindergarten
MF	multifamily
MS	middle school
MSAA	middle school attendance area
SF	single-family
SGR	student generation rates
SIS	student information system
TFR	total fertility rate
TK	transitional kindergarten

Summary

At the request of Bellingham School District (BSD/District), FLO Analytics (FLO) prepared enrollment forecasts for grades transitional kindergarten (TK) through 12 for the 2026–27 to 2035–36 school years, as well as a district-wide 30-year enrollment forecast by grade. The study was completed through three main tasks: (1) demographic and residential development analysis, (2) enrollment assessment, and (3) enrollment forecasting. FLO developed three scenarios (low, middle, and high) of district-wide enrollment forecasts, representing the total number of students living within and outside of the district boundary and attending District schools and programs. These forecasts are provided as district-wide totals and by individual grade. FLO also prepared more granular forecasts of the number of students enrolled at each of the District's schools and programs, as well as the number of students residing in each of the District's attendance areas (AAs).

Key Findings

Demographic and Residential Development Analysis

The district population has grown by more than 33,000 residents since 2000, including growth of over 16,000 between 2000 and 2010, just over 10,000 between the 2010 and 2020 censuses, and nearly 7,000 since 2020.

The school-age population (ages five to 17) grew by 707 between 2010 and 2020—an annual average growth rate (AAGR) of 0.6 percent—just over half the rate of total population growth. In contrast, the population under age five declined by 371 during the same period, resulting in an AAGR of negative 0.8 percent.

The District is projected to add 25,461 residents, an average of 1,273 per year, in the 20-year period between 2020 and 2040.

The number of BSD K–12 students in October 2025 living in new homes built in the previous ten years (from 2015 to 2024) ranged from 0.076 per multifamily (MF) to 0.313 per single-family (SF) home. The amount of planned or proposed development in the forecast period is consistent with that observed in the prior ten years and therefore not anticipated to offset enrollment declines.

Using data provided by the City of Bellingham and supplemented by other sources, FLO identified 47 residential developments currently under construction, planned, or proposed, including three affordable MF developments in the pipeline that may become home to about 150 BSD students in the future.

Enrollment Assessment

K–12 enrollment fell by 408 students between 2019–20 and 2020–21, largely due to the impacts of COVID-19, then recovered somewhat with increases of 41 students in 2021–22 and 136 in 2022–23, when the total first included TK. This was followed by TK–12 declines of 214, 155, and 57 students between 2022–23 to 2025–26.

The District enrolled 657 (5.7 percent) fewer students in 2025–26 than in 2019–20.

The largest numeric and percentage enrollment loss between 2019–20 and 2025–26 among grade groups (TK–5, 6–8, and 9–12) occurred in TK–5th grade. TK–5 enrollment fell by 524 students (10.0 percent). Grades 6–8 also had enrollment losses over the 2019–20 to 2025–26 period amounting to a decline of 166 students (6.3 percent). Enrollment in grades 9–12 saw a slight increase of 33 students (0.9 percent) over the 2019–20 to 2025–26 period.

Estimates based on Census Bureau surveys conducted between 2019 and 2023 indicate that 10.2 percent of K–12 students living in the district are enrolled in private schools.

Enrollment Forecasts

Births to district residents are compiled by school cohorts (September to August) to facilitate comparison to K enrollment. After averaging 954 births per year from 2013–14 to 2017–18, including a peak of 1,011 in 2014–15, birth totals have fallen to 762 in 2023–24, the most recent cohort for which data are available.

The K-to-birth ratio is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in BSD K classes. Comparing 2025–26 K enrollment with 2019–20 births, FLO derived a K-to-birth ratio of 0.80, meaning that, for every 100 children born to district residents, there were 80 children enrolled in BSD K five years later.

The middle scenario assumes a K-to-birth ratio of 0.81 that climbs to 0.82 in 2027–28 and 2028–29 and returns to 0.81 for the remainder of the ten-year forecast. Even as the ratio remains steady, the birth declines observed in 2021–22 and 2022–23 result in smaller K cohorts in 2027–28 and 2028–29. K enrollment remains close to its 2025–26 level in 2029–30 and beyond, averaging 621 students.

The low scenario K-to-birth ratio decreases to 0.79 in 2026–27, then 0.78 in 2027–28 through 2029–30, and stabilizes at 0.79 in 2030–31 and beyond, resulting in an average of 586 K students per year. The high scenario, averaging 650 K students per year, results from a forecast K-to-birth ratio reaching 0.86 within the first three forecast years and then stabilizing at 0.85 in 2029–30 and beyond.

The growth or decline in enrollment among cohorts from one year to the next in the middle scenario reflect averages that exclude the 2020–21 and 2021–22 school years impacted by the COVID-19 pandemic. For example, each year's forecast 1st and 9th grade enrollment is expected to be larger than the previous year's K and 8th grade enrollment, while a net loss of 7 percent is expected for cohorts progressing from 10th to 11th grade, largely due to students who enroll full-time in Running Start and are excluded from historical and forecasted enrollment totals.

Table 1 summarizes the results of the three enrollment forecast scenarios by five-year increment.

Table 2 details the middle scenario forecast by grade group. Detailed annual forecasts by individual grade and by school/program consistent with the middle scenario are presented in Appendix A.

Table 1: Bellingham School District TK–12 Enrollment Forecasts

School Year	Low Scenario	Middle Scenario	High Scenario
2020–21 historical	11,089	11,089	11,089
2025–26 historical	10,840	10,840	10,840
5-year change	-249	-249	-249
2030–31 forecast	9,551	9,879	10,407
5-year change	-1,289	-961	-403
2035–36 forecast	8,557	9,126	10,070
5-year change	-974	-753	-337
Sources Bellingham School District 2020–21 and 2025–26 (October headcount) enrollment. FLO Analytics 2030–31 and 2035–36 enrollment forecasts.			

Table 2: Bellingham School District Middle Scenario Enrollment Forecasts by Grade Group

School Year	TK–5	6–8	9–12	TK–12
2020–21 historical	4,943	2,564	3,582	11,089
2025–26 historical	4,723	2,467	3,650	10,840
5-year change	-220	-97	68	-249
2030–31 forecast	4,072	2,249	3,558	9,879
5-year change	-651	-218	-92	-961
2035–36 forecast	4,190	1,921	3,015	9,126
5-year change	118	-328	-543	-753
Sources Bellingham School District 2020–21 and 2025–26 (October headcount) enrollment. FLO Analytics 2030–31 and 2035–36 enrollment forecasts.				

Demographic and Residential Development Analysis

Understanding the population and housing trends within the geographic area of the district and surrounding region (Appendix B, Map 1) is an integral part of the enrollment forecasting process. FLO mapped the distribution of student residences (Appendix B, Map 2); reviewed historical, current, and projected demographic characteristics of the region; and analyzed current land use policies and anticipated residential development.

Population Trends

Table 3 illustrates population change for Whatcom County, BSD, Cities of Bellingham and Ferndale, and unincorporated areas that comprise the district. The County grew by 73,686 residents between 2000 and 2025, resulting in 44.2 percent growth over the 25-year period. The district grew at a slightly slower rate than the County. Adding 33,242, the district grew by 38.7 percent in 25 years.

Table 3: County, District, and City Population, 2000 to 2025

Area	2000 Census	2010 Census	2020 Census	2025 Estimate	Average Annual Growth		
					2000–10	2010–20	2020–25
Whatcom County	166,814	201,140	226,847	240,500	1.9%	1.2%	1.2%
BSD	85,831	102,105	112,253	119,073	1.8%	1.0%	1.2%
BSD Unincorporated Area	19,573	23,335	23,593	N/A	1.8%	0.1%	N/A
City of Bellingham	67,171	80,885	91,482	98,340	1.9%	1.2%	1.8%
BSD Portion	66,258	78,758	88,648	N/A	1.7%	1.2%	N/A
City of Ferndale	8,758	11,415	15,048	17,020	2.7%	2.8%	3.1%
BSD Portion	0	12	12	N/A	0.0%	0.0%	N/A
Notes Indentation signifies the nesting of geographic areas. For instance, the school district and city totals are indented because they are part of the county. City totals and portions of the cities are further indented because they are within the school district boundary.							
Sources U.S. Census Bureau, 2000 Census. 2001. "P001, Population," <i>Summary File 1</i> . U.S. Census Bureau, 2010 Census. 2011. "P1, Population," <i>Redistricting Data (PL94-171)</i> . U.S. Census Bureau, 2020 Census. 2021. "P1, Population," <i>Redistricting Data (PL94-171)</i> . State of Washington, Office of Financial Management, April 1, 2025, Official Population Estimates, June 29, 2025. https://ofm.wa.gov/sites/default/files/public/dataresearch/pop/april1/ofm_april1_press_release.pdf							

Like many other school districts in Washington, the proportion of children residing in BSD has declined since 2000, which has hindered enrollment growth. The district's adult population growth slowed somewhat between 2010 and 2020, while the population of children under age five declined. Table 4 depicts how the proportion of the population under the age of 18 has been changing in relation to the population over the age of 18. According to Decennial Census counts, the district added 25,014 residents (36.0 percent) age 18 and older between 2000 and 2020. In comparison, the school-age population (ages five to 17) grew by 1,378 (11.6 percent), and the number of children under the age of five grew by 30 (0.7 percent) in the same period. The proportion of district population under the age of 18 was 19.1 percent in 2000, 17.1 percent in 2010, and 15.8 percent in 2020.

Table 4: District Population by Age Group 2000 to 2020

Age Group	2000	2010	2020	Average Annual Growth	
				2000–10	2010–20
Total Population	85,831	102,105	112,253	1.8%	1.0%
Age 18 and older	69,466	84,668	94,480	2.0%	1.1%
Ages 5 to 17	11,851	12,522	13,229	0.6%	0.6%
Under age 5	4,514	4,915	4,544	0.9%	-0.8%
Under 18 share of total	19.1%	17.1%	15.8%	---	---
Sources U.S. Census Bureau, 2000 Census. 2001. "P12, Sex by Age," <i>Summary File 1</i> . U.S. Census Bureau, 2010 Census. 2011. "P12, Sex by Age for Selected Age Categories," <i>Summary File 1</i> . U.S. Census Bureau, 2020 Census. 2023. "P12, Sex by Age for Selected Age Categories," <i>Demographic and Housing Characteristics</i> .					

The Washington Office of Financial Management published population projections (low, medium, and high series) for Whatcom County in December 2022. The medium series projection results in Table 5 show that the county population is expected to continue growing between 2020 and 2040, adding 53,428 residents, which is about 6,600 fewer than the number added between 2000 and 2020. Furthermore, as the population base increases each decade, the AAGR decreases. AAGRs of 1.1 percent in the 2020s and 1.0 percent in the 2030s indicate slower population growth in comparison to the 1.2 percent AAGR experienced from 2010 to 2020.

The Whatcom County Long Range Planning Department utilized population growth projections to allocate growth to school districts in June 2025. Their preliminary report¹ indicates that BSD is expected to grow between 2020 and 2040. Similar to the county, AAGRs indicate slower growth in the 2020s (1.1 percent) and 2030s (1.0 percent) compared to what was observed in 2010 to 2020.

Table 5: County and School District Population Projections

Area/Scenario	2020	2030	2040	Average Annual Growth	
				2020–2030	2030–2040
Whatcom County Medium Series	226,847	254,158	280,275	1.1%	1.0%
Bellingham School District	112,253	125,024	137,714	1.1%	1.0%
Note BSD Values for 2030 and 2040 derived from 2023-2045 annual growth rate in Technical Report.					
Sources State of Washington, Office of Financial Management, Growth Management Act County Projections, 2022. Whatcom County, Population and Employment Projections, May 22, 2024. https://www.whatcomcounty.us/DocumentCenter/View/85199/Whatcom-Population-and-Employment-Projections-Final-Report-May-22-2024					

Housing Types and Student Generation Rates

Housing type is an important indicator of the expected average number of students generated per housing unit. For instance, on average, SF housing units generate more students per unit than MF housing units. Student generation rates (SGRs) also vary by housing subtypes (e.g., SF detached, SF attached, MF market rate, MF income-restricted). Factors that impact SGRs include the number of bedrooms, housing costs, neighborhood demographics, age of housing, and family-friendly amenities such as playgrounds and proximity to schools.

We used spatial data including assessor parcels and building permits from Whatcom County and the City of Bellingham to compile an inventory of approximately 5,840 housing units on more than 1,900 residential parcels in the District as of 2024. Characteristics in the parcel data include the year built, number of units, and housing type. To estimate the number of expected students per unit in new residential development, we calculated SGRs for new residential construction between 2015 and 2024. Homes built in 2025 are excluded from the analysis, because they may not have been completed and occupied by October 2025. Housing specifically designated for persons ages 55 and older is also excluded. Results of the SGR analysis for the District are in Table 6.

¹ State of Washington, Office of Financial Management. June 2025. *Whatcom County Comprehensive Plan, Allocations for Special Districts by Growth Alternative*, June 18, 2025. <https://www.whatcomcounty.us/4222/Population-Employment-Projections>

Of the 10,346 students residing in the district, 505 live in the 1,615 SF units that were built between 2015 and 2024. New SF units, which include detached homes, and attached or detached townhomes, housed an average of 0.313 K–12 BSD students, or about one student for every three units. When all MF units are measured as a group, 323 students live in the 4,255 MF units that were built in the same period. On average, each MF unit yields 0.076 K–12 students, about eight students for every 100 units. Generally, SGRs are higher in SF units compared to MF units as the latter category contains smaller units catering to single persons who make up 44 percent of BSD renter-occupied households². On the other hand, MF units that are income-restricted yield 0.935 K–12 students, on average, or just under one student per unit.

Table 6: Student Generation Rates, October 2025 Bellingham School District K–12 Students per Housing Unit Built 2015–2024

Housing Type	K–5	6–8	9–12	K–12
All single-family	0.140	0.071	0.102	0.313
All multifamily ^(a)	0.038	0.018	0.020	0.076
Income-restricted multifamily	0.442	0.225	0.268	0.935
Market-rate multifamily	0.025	0.011	0.012	0.047
Note ^(a) The multifamily category includes all structures with five or more housing units and structures with 3–4 housing units that are stacked. Sources Bellingham School District 2025–26 (October headcount) student locations. Whatcom County Assessor parcel data.				

Planned Residential Construction

FLO gathered residential development data from the planning department of the City of Bellingham to assess housing trends in the district. Key development data are presented in Appendix B, Map 3 and Appendix A, Table A-1. Map 3 depicts the locations of SF and MF developments that are currently in active construction or in planning stages. Table A-1 includes details of residential development data gathered by FLO about these same developments, such as development name, anticipated number of units, and current status.

Based on available information from November 2025, just under 2,200 housing units are under construction, planned, or proposed in the ten-year period. Of those units, about 29 percent are SF detached units and 71 percent are MF units. This level of development and distribution of units is consistent with that observed in the previous ten years. A notable project that is already under construction is Bellis Fair Family Housing (affordable), which is expected to result in 65 units. Other significant developments that are proposed or planned to be completed within the forecast horizon include King Mountain Affordable Housing and Telegraph Townhomes, both affordable, along with King Mountain Phase 2, which are expected to result in 110 SF, 38 MF, and 90 SF units, respectively. Half of the affordable units in Bellis Fair Family Housing and all of those in Telegraph Townhomes will include two or more bedrooms and will potentially become home to many families

² U.S. Census Bureau. 2024. Table B25009, Tenure by Household Size. American Community Survey 2024 1-Year Estimates. Accessed December 14, 2025.
<https://data.census.gov/table/ACSDT1Y2024.B25009?g=9700000US5300420.5307710>

with school-age children when completed, by 2029. On the other hand, a large share of the MF units that are planned, proposed, or under construction are studio and one-bedroom units, which are less likely to be home to school-age children.

The majority of new housing units is expected in the Cordata (ES) AA with 668 MF units and 341 SF units planned, respectively (47 percent of prospective housing units). Other ESAAs that are anticipated to undergo housing growth of over 80 units include Birchwood and Parkview. Prospective housing units are unevenly distributed among the four middle school (MS) AAs—58 percent in Whatcom MSAA, 20 percent in Shuksan MSAA, 20 percent in Fairhaven MSAA, and less than 2 percent in Kulshan MSAA. The Squalicum (HS) AA includes 71 percent of prospective housing units, 21 percent are in the Sehome HSAA, while the remaining 8 percent are in the Bellingham HSAA.

Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical enrollment (October 2019–20 to 2025–26 headcount) based on the enrollment reports and student information system (SIS) extracts provided by the District. Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads were not included in FLO's analyses and enrollment forecasts. FLO evaluated historical grade progression ratios (GPRs), participation in special or nontraditional programs, and differences in enrollment by residence compared to individual school attendance (i.e., transfer rates).

Enrollment Trends

Table 7 shows the district-wide enrollment by individual grade for school years 2019–20 to 2025–26 and the six-year change over the period. Enrollment was at its highest for most grades in 2019–20. Following this, district-wide enrollment declined by a little over 400 students in 2020–21, then recovered somewhat with increases of 41 and 136 students in 2021–22 and 2022–23, respectively. Declines of 214, 155, and 57 students have been observed between 2022–23 to 2025–26. Highlighted cells in Table 7 show the lowest (blue cells) and highest (orange cells) enrollment values per grade. During the historical period presented in Table 7, grades TK–2 and 6 experienced their smallest cohorts in 2025–26. Grades K–6, 8, and 9 experienced their largest cohorts in 2019–20. Diagonal patterns of the highlighted cells show the impact of relatively large or small cohorts as they progress through grade levels. For example, a comparatively small 7th grade cohort in 2019–20 became the smallest 8th grade cohort in 2020–21, and eventually the smallest 12th grade cohort in 2024–25.

Table 7: Historical Enrollment by Grade

Grade	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2019–20 to 2025–26
TK	--	--	--	253	251	234	219	-34
K	813	748	774	731	700	638	622	-191
1	911	786	815	829	766	742	663	-248
2	870	867	789	813	825	787	761	-109
3	875	839	860	787	810	864	798	-77
4	869	844	837	851	780	826	848	-21
5	909	859	824	828	841	772	812	-97
6	914	858	856	819	829	850	779	-135
7	801	902	856	839	813	828	859	58
8	918	804	879	835	846	831	829	-89
9	984	973	896	972	916	918	937	-47
10	907	972	959	885	981	938	930	23
11	908	805	930	888	781	912	873	-35
12	818	832	855	936	913	757	910	92
District-Wide Total	11,497	11,089	11,130	11,266	11,052	10,897	10,840	-657
Notes Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis. The lowest and highest enrollment values per grade are highlighted in blue and orange, respectively.								
Source Bellingham School District 2020–21 to 2025–26 (October headcount) enrollment.								

Table 8 summarizes 2019–20 to 2025–26 enrollment by grade group (i.e., TK–5, 6–8, 9–12) and school type. TK–5 enrollment decreased by 304 students from 2019–20 to 2020–21, followed by an additional decline of 44 students from 2020–21 to 2021–22. Enrollment recovered somewhat in 2022–23 with a gain of 193 students, but this was followed by continued decline in 2023–24 through 2025–26, losing 119, 110, and 140 students, respectively. Overall, in the six-year period, TK–5 enrollment fell by 524 students (10.0 percent).

Enrollment in grades 6–8 decreased by 69 students between 2019–20 and 2020–21, followed by an increase for the grade group of 26 students from 2020–21 to 2021–22. Enrollment continued to decline the next two years by 97 and five students, respectively. This was followed by a small increase of 21 students in 2024–25, and a decline of 42 students in 2025–26. Over the six-year period, 6–8 enrollment decreased by 166 students (6.3 percent).

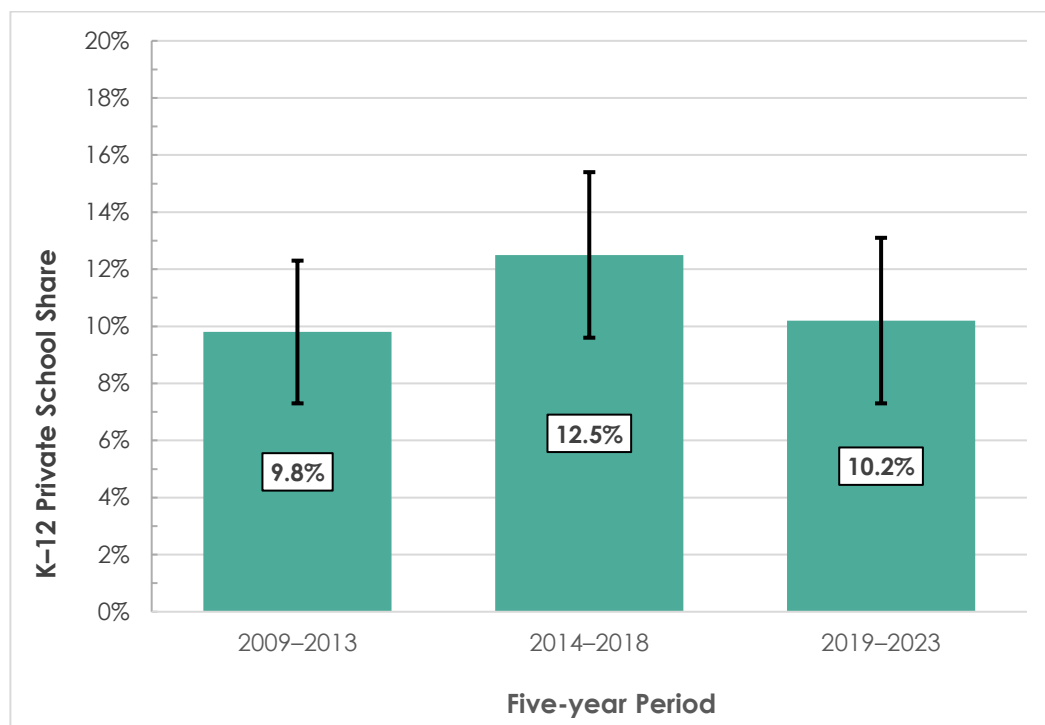
Enrollment in grades 9–12 experienced a decrease of 35 students from 2019–20 to 2020–21, then increased by 58 students in 2021–22 and by another 41 students in 2022–23. Enrollment declined in 2023–24 and 2024–25, losing 90 and 66 students, respectively. In 2025–26, enrollment increased by 125 students. Over the six-year period, 9–12 enrollment increased by 33 students (0.9 percent). Appendix A, Table A-2 tabulates enrollment by individual school.

Table 8: Historical Enrollment by School Type and Grade Group

School Type	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2019–20 to 2025–26
Attendance Area	5,075	4,417	4,572	4,915	4,808	4,708	4,559	-516
Other	172	526	327	177	165	155	164	-8
TK–5 Total	5,247	4,943	4,899	5,092	4,973	4,863	4,723	-524
Attendance Area	2,582	2,484	2,477	2,405	2,400	2,417	2,360	-222
Other	51	80	113	88	88	92	107	56
6–8 Total	2,633	2,564	2,590	2,493	2,488	2,509	2,467	-166
Attendance Area	3,402	3,392	3,411	3,481	3,403	3,346	3,451	49
Other	215	190	229	200	188	179	199	-16
9–12 Total	3,617	3,582	3,640	3,681	3,591	3,525	3,650	33
Attendance Area	11,059	10,293	10,460	10,801	10,611	10,471	10,370	-689
Other	438	796	669	465	441	426	470	32
District-Wide Total	11,497	11,089	11,129	11,266	11,052	10,897	10,840	-657
Notes Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively. Source Bellingham School District 2019–20 to 2025–26 (October headcount) enrollment by grade.								

The U.S. Census Bureau's American Community Survey provides estimates of the number and share of residents enrolled in public and private schools annually for geographic areas including school districts. The most reliable estimates are based on five years of survey responses, with the most recent based on surveys conducted between 2019 and 2023. Figure 1 compares estimates for the 2019–2023 period with two previous nonoverlapping periods, 2009–2013 and 2014–2018. The estimated 10.2 percent (+/- 2.9 percent) private share in 2019–2023 is not significantly different from the shares estimated for earlier periods.

**Figure 1: Bellingham School District K–12 Private School Share
American Community Survey 5-Year Estimates**



Note

I-beam bars show margin of error at the 90 percent confidence level.

Source

U.S. Census Bureau. 2025. “School Enrollment,” *American Community Survey 5-Year Estimates*, Table S1401. Accessed October 17, 2025.

<https://data.census.gov/table/ACSST5Y2022.S1401?g=9700000US5307710>.

Residence-Attendance Matrices

Based on FLO’s analysis of district-wide TK–12 transfers (Table 9), a total of 494 students living outside the district boundary were enrolled in BSD schools in 2025–26, representing 4.6 percent of enrollment. Overall, 1,043 students residing within the district boundary transferred to a school or program different from their neighborhood school, which is based on the AA in which they live. This amounts to a district-wide intra-district transfer rate of 10.1 percent. The largest percentage of transfers occurs within the 9–12 grade group, with an intra-district transfer rate total of 11.5 percent attending a different neighborhood school.

Table 9: District-Wide Transfer Rates

Grade Group	Enrollment Total	Enrollment In-District	Enrollment Out-of-District	Transfers Intra-District	Transfers Total	Transfer Rate Out-of-District	Transfer Rate Intra-District	Transfer Rate Total
TK-5	4,723	4,541	182	483	665	3.9%	10.6%	14.1%
6-8	2,467	2,352	115	164	279	4.7%	7.0%	11.3%
9-12	3,650	3,453	197	396	593	5.4%	11.5%	16.2%
District-Wide	10,840	10,346	494	1,043	1,537	4.6%	10.1%	14.2%
Notes Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis. (a) Enrollment In-District is the number of students who reside within the district boundary. (b) Enrollment Out-of-District is the number of students who reside outside the district boundary. (c) Transfer Rate Intra-District is the number of students who enroll in a school other than their neighborhood school based on the attendance area that they reside in. (d) Transfer Rate Total is the sum of Enrollment Out-of-District and Transfers Intra-District. Sources Bellingham School District 2025-26 attendance areas and 2025-26 (October headcount) enrollment geocoded by FLO Analytics.								

As depicted in the residence-attendance matrices (Appendix A, Tables A-3 through A-5) by grade group, transfer rates also differ by school. For instance, TK-5 transfer-out rates (Table A-3)—representing the number of students who live in a school's ESAA but enroll in a different school/program—range from 3.2 percent from the Columbia ESAA to 18.1 percent from the Sunnyland ESAA. From the perspective of individual school enrollment, TK-5 transfer-in rates—representing the number of students who do not live in a school's ESAA, including students residing outside the district boundary—range from 3.1 percent at Geneva ES to 18.1 percent at Sunnyland ES. Transfer rates can help reveal patterns of student choice or quantify the effects of District policies, because high transfer rates may be due to program offerings, school locations, or individual preferences. For instance, if a particular school with a high transfer-in rate began to exceed capacity, the District may reconsider transfer policies or programming to alleviate overcrowding.

MSAA transfer-out rates (Table A-4) range from 4.1 percent from the Fairhaven MSAA to 8.7 percent from the Shuksan MSAA. MS transfer-in rates range from 5.8 percent at Kulshan MS to 9.5 percent at Whatcom MS. HSAA transfer-out rates (Table A-5) range from 8.9 percent from Sehome HSAA to 13.4 percent from Bellingham HSAA. HS transfer-in rates range from 8.3 percent at Sehome HS to 16.0 percent at Bellingham HS.

Enrollment Forecasts

Historical Births and Kindergarten Enrollment

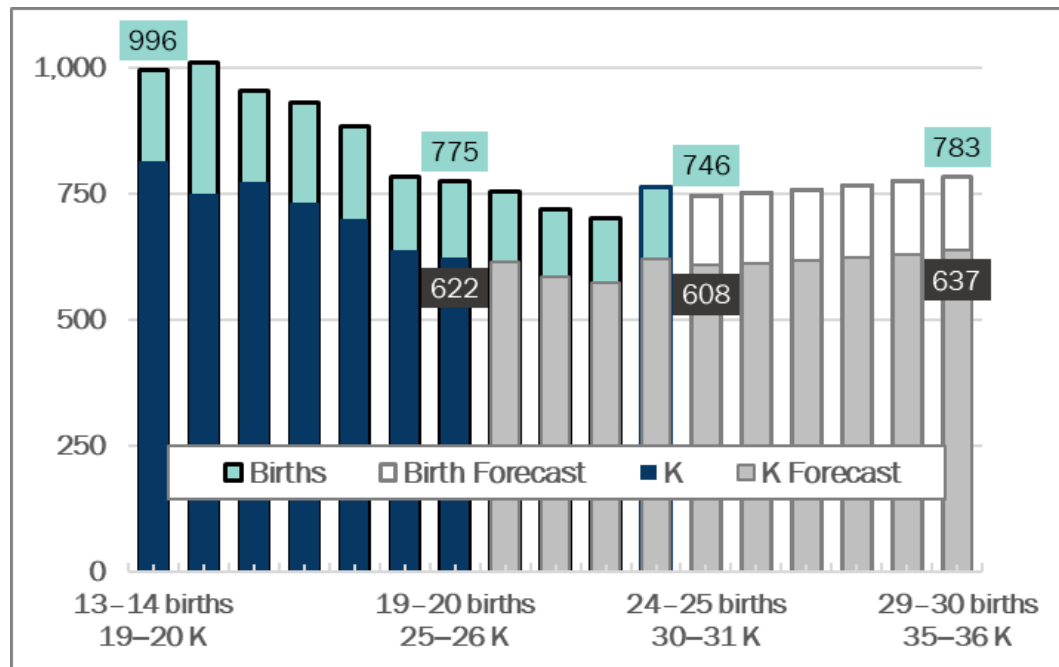
The number of students enrolled in a district is largely influenced by the number of school-age children residing in the district. FLO compared historical K class sizes to historical birth data (i.e., live births to BSD district residents from the Washington Department of Health to determine annual K-to-birth ratios. These values, in combination with age-group-specific population projections of childbearing-age women residing in the district, allow us to forecast the number of anticipated births to BSD district residents and thus the number of kindergarteners anticipated in future school years.

Figure 2 illustrates how the number of births to BSD district residents through 2019–20 relates to historical K enrollment and how the observed and forecasted number of births from 2020–21 to 2029–30 impacts the K forecast. Births are shown in alignment with K cohorts (e.g., births occurring between September 2013 and August 2014 would have been eligible to enroll in K in the 2019–20 school year). BSD district annual births remained relatively steady between 2013–14 and 2017–18, averaging 954 births per year. The 775 births to district residents in 2019–20 (the cohort eligible to enroll in K in fall 2025) represented a significant decline from this period. At 755 births, the 2020–21 birth cohort that aligns with 2026–27 K enrollment was even smaller. After two more years of relatively small birth cohorts in 2021–22 and 2022–23, there was an uptick in 2023–24, when district residents had 762 births.

K enrollment averaged 718 students per year from 2019–20 to 2025–26, including a low of 622 in 2025–26 and a high of 813 in 2019–20. K enrollment fell significantly by 65 students to 748 in 2020–21, largely due to the impacts of COVID-19. It increased in the following year, but only by 26 students. The 2022–23 K cohort was 43 students smaller than the previous year, and enrollment fell further (by 31 students in 2022–23, 62 in 2024–25, and 16 in 2025–26). K enrollment has not recovered to pre-pandemic levels in the five years beginning in 2021–22, averaging just 693 students.

The link between births and K is the K-to-birth ratio, which is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in BSD K classes, often referred to as a capture rate. For instance, comparing 2025–26 K enrollment with 2019–20 births, FLO derived a K-to-birth ratio of 0.80, meaning that for every 100 children born to district residents, there were 80 children enrolled in BSD K five years later. Ratios for BSD have fluctuated, recovering from the 2020–21 low of 0.74, but have not recovered to pre-pandemic levels.

The middle scenario assumes a K-to-birth ratio of 0.81 that climbs to 0.82 in 2027–28 and 2028–29 and returns to 0.81 for the remainder of the ten-year forecast. Although mobility of families between a child's birth and age five means that births are not a perfect indicator of future enrollment, the relatively smaller birth cohorts observed in 2021–22 and 2022–23 result in smaller K cohorts in 2027–28 and 2027–28. The higher K forecast beginning in 2029–30 results from the rebound in births observed in 2023–24 and the birth forecast that begins in 2024–25.

Figure 2: District Births and Kindergarten Enrollment**Note**

Historical data is shown in shaded cells; unshaded cells are forecasts.

Sources

Washington Department of Health 2013 to 2024 births to mothers residing within the district boundary, special tabulation ordered by FLO Analytics.

FLO Analytics 2024-25 to 2029-30 birth forecasts (low, middle, and high scenarios).

Bellingham School District 2019-20 to 2025-26 (October headcount) enrollment

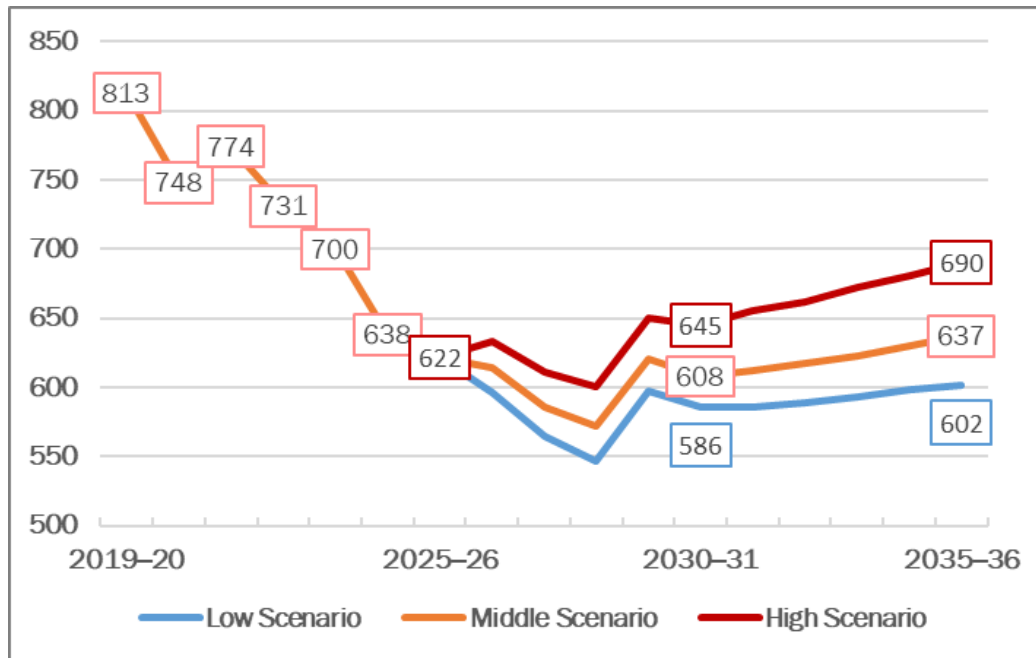
FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (middle scenario).

Figure 3 illustrates how different rates of population growth and K-to-birth ratios may result in divergent scenarios of future K enrollment. The number of future births differs slightly between the low, middle, and high scenarios based on the population of women in childbearing ages; adjusting the K-to-birth ratios amplifies the differences in K enrollment.

In the low scenario, the K-to-birth ratio decreases to 0.79 in 2026–27, then to 0.78 in 2027–28 through 2029–30 and stabilizes at 0.79 in 2030–31 and beyond. The lower ratio and a smaller BSD district population forecast results in an average of 586 K students per year over the ten-year forecast period, 26 per year fewer than the middle scenario K forecast. Conversely, the high scenario averaging 650 K students per year results from a forecast K-to-birth ratio reaching 0.86 within the first three forecast years and then stabilizing at 0.85 in 2029–30 and beyond; amounting to 38 students per year more than the middle scenario. These adjustments have a cumulative impact on K–12 totals throughout the forecast period, contributing to the gap among the three scenarios.

The ratio of K to births can be calculated each year if historical birth data are available to compare to K enrollment by cohort. Once every ten years, the Decennial Census provides age detail that allows FLO to measure the contribution of each of the two main components of the ratio, the net migration and the District's capture rate. It is not possible to perfectly align single-year-of-age counts from the Census with K cohorts, because the Census asks the age of residents as of April 1, while K eligibility requires children to be age five on September 1. Mobility, misreporting, and undercount may also impact the comparison; therefore, the allocation of age data to K cohorts is an approximation used to roughly dissect the K-to-birth ratio into its migration and capture-rate components.

The columns in Figure 4 depict the number of children born to district residents in 2013–14, the September 1, 2019, age five population allocated from the number of five- and six-year-olds counted in the April 2020 Census, and the number of children enrolled in BSD K classes in October 2019. The 0.99 ratio of K-age population in 2019–20 to births in 2013–14 means that there was a net loss of 1 percent of the birth cohort due to migration, while the capture rate of 0.82 indicates that 18 percent of BSD district K-age residents were not enrolled in District schools. Combining these measures results in a K-to-birth ratio of 0.82.

Figure 3: Kindergarten Enrollment and Ratio to Births

Birth Year	K Year	Low	Middle	High
2013-14	2019-20	0.82	0.82	0.82
2014-15	2020-21	0.74	0.74	0.74
2015-16	2021-22	0.81	0.81	0.81
2016-17	2022-23	0.79	0.79	0.79
2017-18	2023-24	0.79	0.79	0.79
2018-19	2024-25	0.81	0.81	0.81
2019-20	2025-26	0.80	0.80	0.80
2020-21	2026-27	0.79	0.81	0.84
2021-22	2027-28	0.78	0.82	0.85
2022-23	2028-29	0.78	0.82	0.86
2023-24	2030-31	0.78	0.81	0.85
2024-25	2030-31	0.79	0.81	0.85
2025-26	2031-32	0.79	0.81	0.85
2026-27	2032-33	0.79	0.81	0.85
2027-28	2033-34	0.79	0.81	0.85
2028-29	2034-35	0.79	0.81	0.85
2029-30	2035-36	0.79	0.81	0.85

Note

Historical data shown in shaded cells; unshaded cells are forecasts.

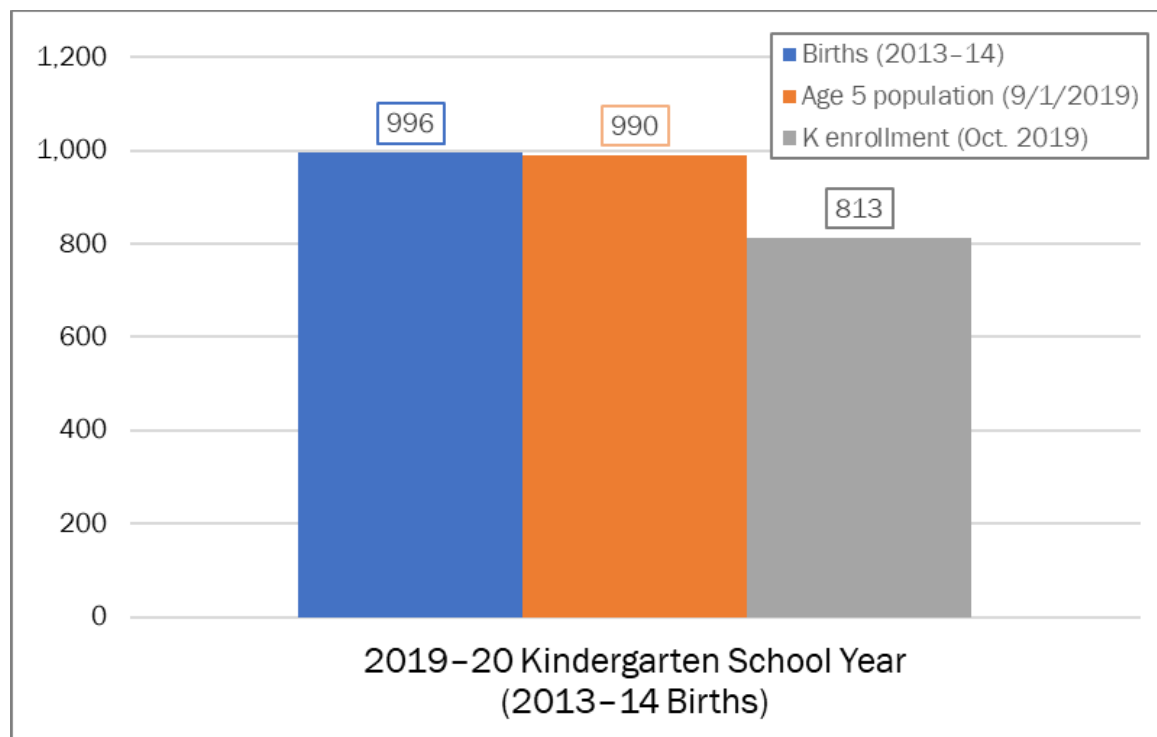
Sources

Washington Department of Health 2013 to 2024 births to mothers residing within the district boundary, special tabulation ordered by FLO Analytics.

FLO Analytics 2024-25 to 2029-30 birth forecasts (low, middle, and high scenarios).

Bellingham School District 2020-21 to 2025-26 (October headcount) enrollment

FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).

Figure 4: Bellingham School District Kindergarten Enrollment and Birth Cohorts

School year:	2019–20
Ratio of K-age population to cohort births:	0.99
Public school capture rate (K enrollment/K-age population):	0.82
Ratio of K enrollment to cohort births:	0.82

Sources

Washington Department of Health 2013–14 births to mothers residing within the district boundary, special tabulation ordered by FLO Analytics.

U.S. Census Bureau, 2010 Census. 2011. “Sex by Age for the Population Under 20 Years,” *Summary File 1, Table P14*. Accessed December 21, 2025.

<https://data.census.gov/table/DECENNIALSF12010.P14?g=97000000US5307710>

U.S. Census Bureau, 2020 Census. 2023. “Sex by Age for the Population Under 20 Years,” *Demographic and Housing Characteristics, Table P14*. Accessed December 21, 2025.

<https://data.census.gov/table/DECENNIALDHC2020.P14?g=97000000US5307710>

Bellingham School District 2019–20 (October headcount) enrollment.

Grade Progression Ratios

The progression of students from one grade to the next is a significant determinant of future enrollment and therefore plays an important role in FLO’s forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, if 100 kindergarteners in 2024–25 were to become 104 1st graders in 2025–26, the GPR would be 1.04. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district or students choosing to transfer into the district from other districts or nonpublic schools. Conversely, a GPR value less than 1.00

indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts or nonpublic schools, or students not advancing to the next grade.

Table 10 depicts the GPRs for all District K–12 students from 2020–21 to 2025–26. In each year except 2021–22 to 2022–23, GPRs for most grades have been at or above 1.00, indicating that the District often has a net gain of students by cohort. Cohorts progressing from K to 1st and from 8th to 9th grades typically have the highest GPRs, as new students join District schools at 1st and 9th grades. GPRs at other early elementary grades also depict cohort growth. The final three columns in Table 10 show FLO’s assumptions for future GPRs in the middle scenario enrollment forecast, influenced by averages observed over the most recent three-year period.

Table 10: Grade Progression Ratios

Grade Progression Ratios	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	Forecast		
						2025–26 to 2026–27	2026–27 to 2027–28	2027–28 to 2035–36
K–1	1.09	1.07	1.05	1.06	1.04	1.05	1.05	1.05
1–2	1.00	1.00	1.00	1.03	1.03	1.01	1.01	1.01
2–3	0.99	1.00	1.00	1.05	1.01	1.01	1.01	1.01
3–4	1.00	0.99	0.99	1.02	0.98	1.00	1.00	1.00
4–5	0.98	0.99	0.99	0.99	0.98	0.99	0.99	0.99
5–6	1.00	0.99	1.00	1.01	1.01	1.01	1.01	1.01
6–7	1.00	0.98	0.99	1.00	1.01	1.00	1.00	1.00
7–8	0.97	0.98	1.01	1.02	1.00	1.01	1.01	1.01
8–9	1.11	1.11	1.10	1.09	1.13	1.10	1.09	1.09
9–10	0.99	0.99	1.01	1.02	1.01	1.02	1.02	1.01
10–11	0.96	0.93	0.88	0.93	0.93	0.93	0.93	0.93
11–12	1.06	1.01	1.03	0.97	1.00	1.02	1.02	1.02

Sources

FLO Analytics analysis of Bellingham School District 2020–21 to 2025–26 (October headcount) enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (middle scenario).

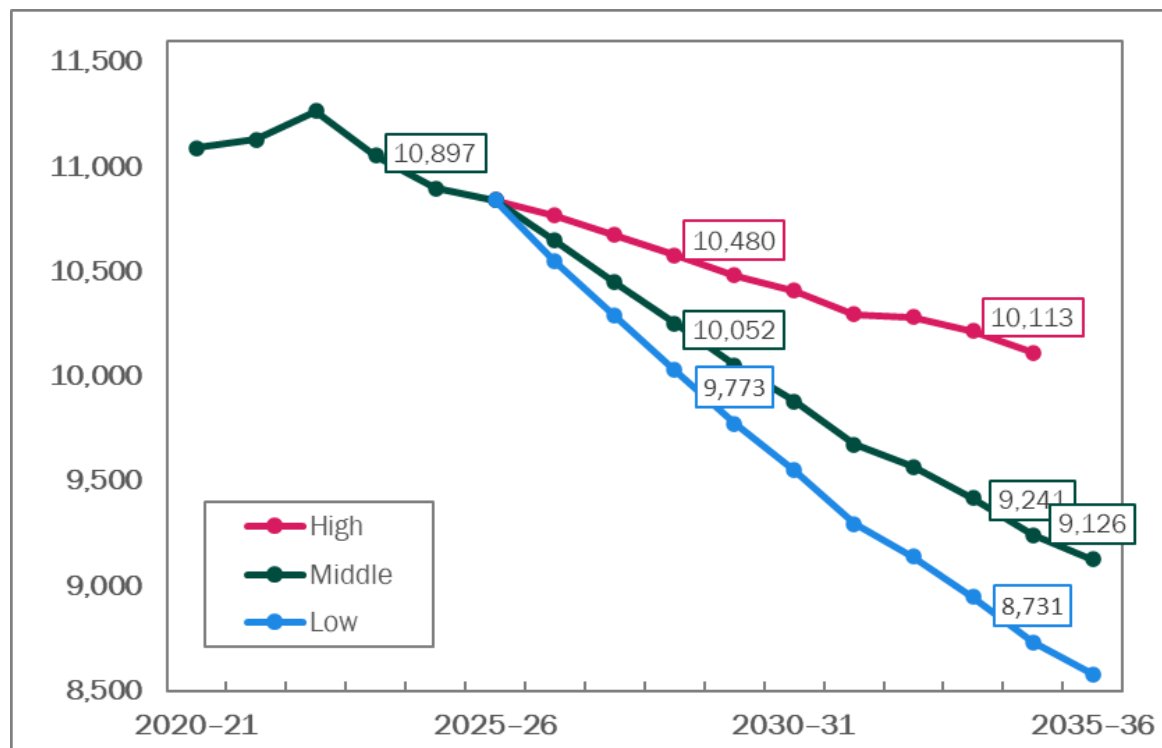
District-Wide Enrollment Forecasts

Figure 5 is an overview of the annual district-wide low, middle, and high forecast scenarios. Details of each scenario by individual grade are in Appendix A, Tables A-6, A-7, and A-8.

The middle scenario total of 9,126 students in 2035–36 depicts a K–12 decrease of 1,714 students (15.8 percent), from the 2025–26 total of 10,840. The low forecast anticipates a decrease of 2,263 students (20.9 percent) in the ten-year horizon, while the high forecast remains somewhat closer to current enrollment, falling by 770 students (7.1 percent). While the lines in Figure 5 show historical enrollment each year since 2020–21 and forecasted enrollment for each year through 2035–36, the labels highlight TK–12 totals in five-year increments.

FLO considers the middle scenario to be the most likely, as it reflects current trends and is influenced by the size of existing enrollment in lower grades and recent birth cohorts. Forecasts for individual schools are consistent with the middle scenario. Higher or lower enrollment than in the middle scenario could result from shifts in the economy or housing affordability, and the level of investment in affordable housing. Levels of international migration are difficult to predict and could also play a role in BSD growth or decline.

Figure 5: District-Wide Enrollment Forecasts – Low, Middle, and High Scenarios



Sources

Bellingham School District 2020-21 to 2025-26 (October headcount) enrollment.

FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).

Forecasts for grade level groups TK-5, 6-8, and 9-12 under the middle scenario are presented by five-year increment in the chart and table in Figure 6. Grades TK-5 experienced a 524-student enrollment loss between 2019-20 and 2025-26. A larger loss of 651 is forecasted from 2025-26 to 2030-31, followed by a gain of 118 students from 2030-31 to 2035-36, resulting in a ten-year net loss of 533 students (11.3 percent).

Grades 6-8 had a net loss of 166 students between 2019-20 and 2025-26 and are forecast to continue to lose enrollment in both five-year increments. Enrollment losses of 218 from 2025-26 to 2030-31 and 328 from 2030-31 to 2035-36 result in a ten-year net loss of 546 students (22.1 percent) for grades 6-8 under the middle scenario forecast.

Grades 9-12 had a net gain of 33 students between 2019-20 and 2025-26 but are forecast to lose enrollment in both five-year increments. In the first five years of the middle scenario forecast, enrollment in grades 9-12 falls by 92 students. An additional 543-student loss is predicted from 2030-31 to 2035-36. For the entire ten-year forecast period grades 9-12 lose 635 students (17.4 percent).

Figure 6: District-Wide Enrollment Forecasts by Grade Group – Middle Scenario**Sources**

Bellingham School District 2019–20 to 2025–26 (October headcount) enrollment.
 FLO Analytics October 2030–31 and 2035–36 enrollment forecasts (middle scenario).

Forecasts by Resident Attendance Area and Individual School

Forecasts for 2026–27 to 2035–36 of TK–5, 6–8, and 9–12 students residing within each respective AA and attending any BSD school are shown in Appendix A, Table A-9, and forecasts for each of the District’s schools are shown in Appendix A, Table A-10. Different demographics, rates of residential development, and GPRs contribute to differing rates of growth or decline in the number of students by resident AA and by school. The sums of AAs and individual school enrollments are consistent with the district-wide middle enrollment forecast scenario.

Table A-9 shows that the largest declines in the number of TK–5 residents are expected in the Geneva and Happy Valley ESAs. Forecasts for those ESAs were influenced by their relatively small populations of K and 1st grade students in 2025–26 and the expectation that future K populations will be closer in size to the two most recent years than to the larger number of residents observed in 2023–24 and prior years. All but one of the ESAs lose TK–5 residents between 2025–26 and

2035–36; the Cordata ESAA gains a small number of students due to the development of SF units in subdivisions throughout the King Mountain and Queen Mountain neighborhoods (including one affordable housing development). Among the four MSAAAs, all lose residents between 2025–26 and 2035–36, with the largest loss in the Kulshan MSAA. The steepest losses occur among grade 9–12 residents, where the Bellingham, Sehome, and Squalicum HSAAAs each lose residents in the forecast period; though Squalicum HSAA is expected to have relatively smaller losses.

Although the individual school enrollments shown in Table A-10 differ from the number of residents by AA due to students transferring to schools outside their AA as well as students residing outside of the district enrolling in BSD schools, enrollment trends at individual schools closely follow trends in the number of residents in their AAs. Thus, Geneva ES and Happy Valley ES, along with Northern Heights ES and Wade King ES, are expected to have the largest losses between 2026–27 and 2035–36. Alderwood ES and Lowell ES lose relatively few students, and Cordata ES enrollment grows between 2026–37 and 2035–36.

Methodology

District-Wide Population and Enrollment Forecasts

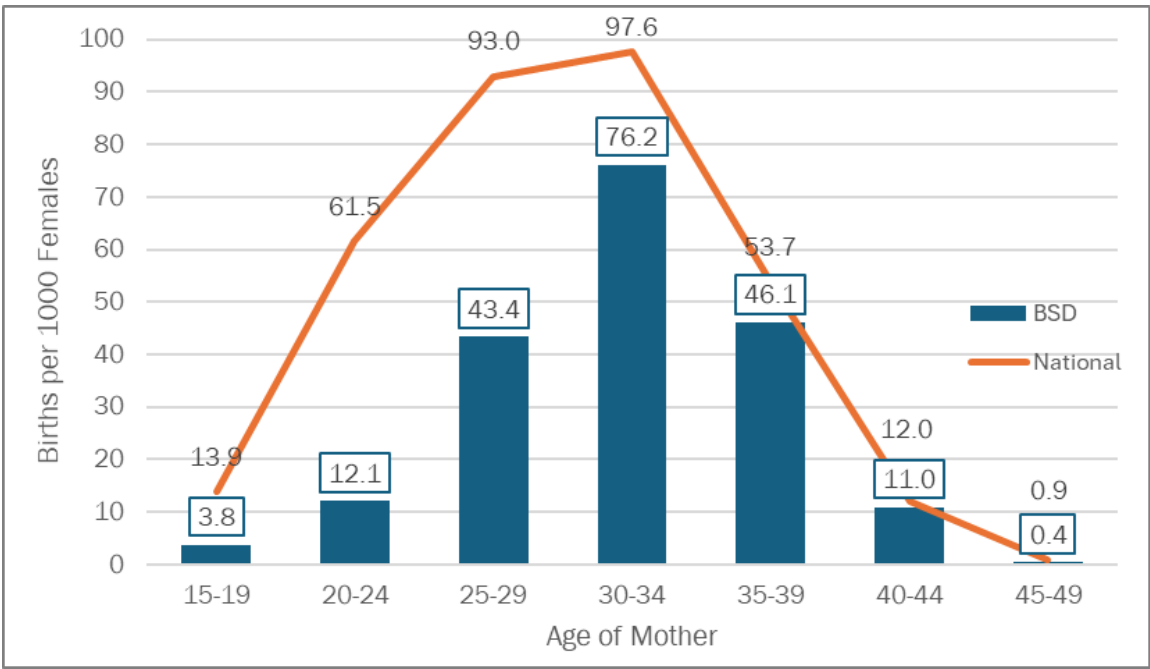
To prepare the ten-year forecasts from 2026–27 to 2035–36, FLO compiled historical births and forecasted births through 2030. The birth forecasts depend on population forecasts by age and sex and age-specific birth rates (ASBRs) for women of childbearing age. ASBRs estimated using 2019–2021 births and 2020 Census population counts, are shown in Figure 7. Women age 30 and older accounted for 69 percent of recent births to Bellingham School District residents. With birth rates among women under 30 less than one-half of national rates (largely attributable to the large number of college students residing in the district), and rates for women age 30 to 34 also lower than the nation, the district's total fertility rate (TFR) of 0.96 was significantly below the national TFR, which averaged 1.67 during the 2019–2021 period. Birth rates among BSD residents 35 and older were similar to national rates, however.^{3,4} FLO adjusted the 2025 baseline ASBRs to reflect further declines in the number of births to BSD district residents in 2022 to 2024, resulting in a TFR of 0.88. Cohort change ratios based on historical trends are used to forecast 2030 population ages ten and older by five-year age group and sex.⁵ Forecasts of populations under age ten in 2030 based on ratios of population to births are added, resulting in a 2020-to-2030 population growth of 6,991 in the low scenario, 8,748 in the middle scenario, and 10,706 in the high scenario, compared with 16,274 between 2000 and 2010 and 10,148 between 2010 and 2020.

³ TFR is the number of children that would be born to a woman throughout her childbearing years, based on age-specific birth rates at a given time.

⁴ Osterman, Michelle J.K., Brady E. Hamilton, Joyce A. Martin, Anne K. Driscoll, and Claudia P. Valenzuela. 2023. "Births: Final Data for 2021." *National Vital Statistics Reports* 72 (1): 1–53. <https://dx.doi.org/10.15620/cdc:122047>.

⁵ Baker, Jack, David A. Swanson, Jeff Tayman, and Lucky M. Tedrow. 2017. *Cohort Change Ratios and Their Applications*. Cham, Switzerland: Springer International Publishing.

Figure 7: Age-Specific Birth Rates, Bellingham School District Residents, 2019–2021



Note

Birth rates calculated by FLO Analytics using 2019–2021 births and 2020 Census counts.

Sources

Washington Department of Health, Bellingham School District births by age of mother

U.S. Census Bureau, 2020 Census. 2023. “P12, Sex by Age for Selected Age Categories,” Demographic and Housing Characteristics. Accessed October 17, 2025.

[https://data.census.gov/table/DECENNIALDHC2020.P12?g=050XX00US53033.53033\\$1000000](https://data.census.gov/table/DECENNIALDHC2020.P12?g=050XX00US53033.53033$1000000).

Osterman, M.J.K., Hamilton B.E., Martin J.A., Driscoll A.K., and Valenzuela C.P. 2023. “Births: Final data for 2021. *National Vital Statistics Reports*, Vol. 72, No. 1. Hyattsville, MD: National Center for Health Statistics.

FLO uses the historical and forecasted births through 2030 and TK- and K-to-birth ratios to forecast TK and K through the 2035–36 school year. Forecasts for other grades use GPRs based initially on the average of the most recent three years, adjusted as needed to eliminate outliers and in consideration of expected residential development. GPRs embed implicit assumptions about the level of net migration and school choice. The middle scenario reflects observed trends, while K-to-birth ratios and GPRs are adjusted upward or downward for the high and low forecast scenarios.

Forecasts of Students by Residence

Forecasts of BSD students by residence consistent with the district-wide middle scenario forecast are prepared before the individual school forecasts are prepared. The resident forecasts are geographically top-down; forecasts of students residing in each of the three HSAs by individual grade TK–12 are completed first, followed by forecasts for ESAs or ESA parts. At each step, initial forecasts are made consistent with the larger area. HSA forecasts are controlled to the district resident forecast, and ESAs (whole or part, when split by MSAs or HSAs) are controlled to their parent HSA.

Initial TK and K forecasts are based on historical HSA shares of District TK and K and (whole or part) ESA shares of HSA TK and K residents. Similar to the district-wide forecast, GPRs for grades 1–12 in each HSA and ESA are initially based on three-year averages and may be adjusted to

remove outliers or reflect recent trends. Students from future residential development are added based on expected completion and occupancy. For example, an apartment building currently under construction may house students by the next school year, while large developments that are planned but not yet under construction are not expected to be completed and occupied until later in the forecast horizon. Sums of initial forecasts will likely differ from the forecasts of district-wide enrollment; therefore, final forecasts for AAs are derived by proportionally adjusting initial forecasts to match the district-wide resident forecasts by grade, a process referred to as controlling.

Forecasts for Individual Schools

Exactly 470 BSD students were enrolled in schools that do not have AAs as of October 2025. Because these schools have relatively stable enrollment, their future enrollments are assumed to remain very close to their 2025–26 level. Forecasts for these non-AA schools are prepared before the neighborhood school forecasts and are subtracted from the district-wide forecasts, resulting in control totals for neighborhood schools.

Initial forecasts for each ES have two components: resident enrollment and nonresident enrollment (students who reside outside of the school's AA). Resident TK and K students are forecast using shares of their resident TK and K population based on the average observed over the most recent three years. Initial resident forecasts for grades 1–5 use GPRs unique to each school and grade based on a three-year average, with students added from the housing adjustment for those areas with new development. Each TK and K share and GPR is reviewed and adjusted if necessary to account for outliers that may influence the average rates. Initial nonresident TK and K forecasts use an average of nonresident enrollments in the three most recent years, often weighted more heavily to the current year (2025–26), and initial nonresident forecasts for grades 1–5 use GPRs with adjustments to maintain relatively stable nonresident TK–5 totals. After the initial resident and nonresident forecasts are combined, they are controlled to match the middle scenario district-wide neighborhood schools forecasts by grade.

Initial forecasts for the District's neighborhood secondary schools also have resident and nonresident components. Resident forecasts for entry grades 6 and 9 use GPRs applied to feeder 5th and 8th grade classes, and subsequent grades use GPRs based on historical observations by school and grade. Each school's share of its AA residents is monitored, and GPRs may be adjusted to ensure relatively stable forecast shares. As an example, 93 percent of grades 6–8 students residing in the Kulshan MSAA attended Kulshan MS in 2025–26. The initial forecast for 2035–36 assigns 92 percent of MSAA residents to Kulshan MS, only a slight change. If the share were to change significantly, further review and adjustment would likely be required. Nonresident forecasts for secondary schools use assumptions for entry grades and GPRs that keep nonresident enrollment close to its 2025–26 level at each school, unless program changes that will impact nonresident enrollment are known. After the initial resident and nonresident forecasts are combined, they are controlled to match the middle scenario district-wide neighborhood schools forecasts by grade.

Data Sources

FLO used the following data sources to inform the enrollment forecasts:

- Enrollment data and AA boundaries, BSD

- Decennial Census and American Community Survey, U.S. Census Bureau⁶
- Birth data, Washington Department of Health
- Building permits and land use data City of Bellingham
- Spatial data, Whatcom County
- Property characteristics, Whatcom County Assessor
- Interview(s), Chris Behee, City of Bellingham⁷
- Population estimates and forecasts, Washington Office of Financial Management and Whatcom County

Accuracy

Enrollment forecasts are expected values based on assessment of current and past data and should be considered as just one of several planning tools rather than the only criterion for the allocation of future resources. Unlike measurable data such as the results of a survey, forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared forecasts that were conducted using similar data and methodologies. The appropriate use of forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. Therefore, it is important that stakeholders monitor conditions that will affect future populations and that forecasts be updated, either at a regular frequency or when their deviation from actual enrollment is significant.

⁶ U.S. Census Bureau. 2013, 2018, 2023. Multiple Datasets. *American Community Survey 5-Year Estimates*. Accessed December 22, 2025.

⁷ City of Bellingham. 2025. Chris Behee, Office of Planning and Community Development. Questions on Behalf of Bellingham School District, FLO Analytics, October 9.

Limitations

The services undertaken in completing this report were performed consistent with generally accepted professional consulting principles and practices. No other warranty, express or implied, is made. These services were performed consistent with our agreement with our client. This report is solely for the use and information of our client unless otherwise noted. Any reliance on this report by a third party is at such party's sole risk.

Opinions and recommendations contained in this report apply to conditions existing when services were performed and are intended only for the client, purposes, locations, time frames, and project parameters indicated. We do not warrant the accuracy of information supplied by others, or the use of segregated portions of this report.

Appendix A

Detailed Tables

Table A-1: Residential Development Details

Map ID	Jurisdiction	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Future Units	Notes
B_01	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	4200 Meridian SP (Bellingham Business Park)	MF	353	Short plat approved.
B_02	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	King Mountain Phase 2	MF	231	Preliminary plat approved; 1 and 2BR units
B_03	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	State Street Creamery	MF	111	Under construction; 33 studio, 54 1BR, 24 2BR.
B_04	City of Bellingham	Parkview ES	Whatcom MS	Bellingham HS	Old Town Heights	MF	84	Under construction; 11 studio, 63 1BR, 10 2BR.
B_05	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	3320 Manning St	MF	77	Permit under review; 10 studio, 54 1BR, 13 2BR.
B_06	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	2405 Rimland Dr	MF	65	Permit under review; 1 studio, 45 1BR, 19 2BR.
B_07	City of Bellingham	Birchwood ES	Shuksan MS	Squalicum HS	Bellis Fair Family Housing	MF	65	Under construction; affordable housing units.
B_08	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	Kansas St	MF	60	Permit under review; 40 studio, 20 1BR.
B_09	City of Bellingham	Parkview ES	Whatcom MS	Squalicum HS	Serena Apartments	MF	48	Permit under review; 16 studio, 15 1BR, 17 2BR.
B_10	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Samish View Apts #1	MF	48	Permit under review; 38 studio, 6 1 BR, 4 2BR.
B_11	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Samish View Apts #2	MF	48	Permit under review; 38 studio, 6 1 BR, 4 2BR.
B_12	City of Bellingham	Parkview ES	Whatcom MS	Squalicum HS	Telegraph Townhomes	MF	38	Permit under review; affordable housing units.
B_13	City of Bellingham	Carl Cozier ES	Fairhaven MS	Sehome HS	Lincoln St Studio Apts	MF	38	Permit under review; 38 studio.
B_14	City of Bellingham	Columbia ES	Shuksan MS	Bellingham HS	Rouvali Apartments	MF	36	Permit under review; 27 studio, 9 2BR.
B_15	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	TULL ROAD SHORT PLAT	MF	34	Permits issued/under construction.
B_16	City of Bellingham	Northern Heights ES	Whatcom MS	Squalicum HS	Unnamed Short Plat	MF	31	Plat approved; 16 townhouse units with 1 15 unit multifamily bldg.
B_17	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	Fairhaven Court West	MF	27	Permit under review; 24 1BR, 3 2BR.
B_18	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	City Apartments	MF	24	Permit under review; all 3BR units.
B_19	City of Bellingham	Northern Heights ES	Whatcom MS	Squalicum HS	2000 Sunset	MF	20	Permit under review; 18 studio, 2 1BR.
B_20	City of Bellingham	Birchwood ES	Shuksan MS	Bellingham HS	Barkley Heights, Short Plat 5 to 9 lots	MF	20	Under construction.
B_21	City of Bellingham	Parkview ES	Whatcom MS	Squalicum HS	Sunset Apartments	MF	19	Under construction; 11 1BR, 5 2BR, 3 3BR.
B_22	City of Bellingham	Cordata ES	Shuksan MS	Squalicum HS	Lina Flats	MF	14	Permit under review; all 1BR units.
B_23	City of Bellingham	Roosevelt ES	Kulshan MS	Bellingham HS	Verona Apartments	MF	14	Permit under review; 3 1BR, 4 2BR, 7 3RB.
B_24	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Prince Ave 2.0	MF	12	Permit under review.
B_25	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Taylor Avenue	MF	11	permit under review; 7 2BR, 4 3BR.
B_26	City of Bellingham	Roosevelt ES	Kulshan MS	Bellingham HS	Texas Street Apts	MF	8	Under constructon; all 2 BR units.
B_27	City of Bellingham	Happy Valley ES	Fairhaven MS	Sehome HS	Gateway Apts	MF	2	Permit under review; 2 1BR.
B_28	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	King Mountain Affordable Housing	SF	110	Affordable housing units.
B_29	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Queen Mountain	SF	94	Preliminary plat approved.
B_30	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	King Mountain Phase 2	SF	90	Preliminary plat approved.
B_31	City of Bellingham	Alderwood ES	Shuksan MS	Squalicum HS	Aurora Court Phase 3	SF	54	Plat approved; 2 and 3 BR townhomes (mainly 3).
B_32	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	Squalicum Heights	SF	45	Preliminary plat approved.
B_33	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	The Woods at Viewcrest	SF	38	Preliminary plat approved.
B_34	City of Bellingham	Carl Cozier ES	Fairhaven MS	Sehome HS	Foxglove	SF	35	Under construction; 4 and 6 unit townhomes.
B_35	City of Bellingham	Alderwood ES	Shuksan MS	Squalicum HS	Unknown (34 ITK Townhomes)	SF	34	Preliminary plat approved.
B_36	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Crossridge, Phase 2	SF	22	Permit under review.
B_37	City of Bellingham	Alderwood ES	Shuksan MS	Squalicum HS	Cornerstone at Aurora Court	SF	19	Permit under review; land cleared.
B_38	City of Bellingham	Sunnyland ES	Whatcom MS	Bellingham HS	Sunset Commons	SF	17	Under construction.
B_39	City of Bellingham	Northern Heights ES	Shuksan MS	Squalicum HS	Barkley Heights Townhomes	SF	10	Preliminary plat approved; 2 and 3BR townhomes.
B_40	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	KINGSWAY LONG PH 2	SF	10	Permits issued/under construction.
B_41	City of Bellingham	Carl Cozier ES	Whatcom MS		Edward St SP#2662	SF	10	Under construction.
B_42	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Park Slope	SF	10	Permit under review.
B_43	City of Bellingham	Sunnyland ES	Whatcom MS	Squalicum HS	E Maryland St	SF	8	Permit under review; 4-unit buildings.
B_44	City of Bellingham	Carl Cozier ES	Fairhaven MS	Sehome HS	Puget Living	SF	8	Permit under review.
B_45	City of Bellingham	Cordata ES	Whatcom MS	Squalicum HS	Unknown	SF	5	Permits issued/under construction.

Table A-1: Residential Development Details (continued)

Map ID	Jurisdiction	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Future Units	Notes
B_46	City of Bellingham	Lowell ES	Fairhaven MS	Sehome HS	The Residence at Fairhaven	SF	5	Permit under review.
B_47	City of Bellingham	Alderwood ES	Shuksan MS	Squalicum HS	1239 Mahogany Ave	SF	4	Permit under review; 3 BR units.
Total SF							628	
Total MF							1,538	
Total Units							2,166	

Notes

SF is single-family detached or attached, MF is multifamily.
The anticipated phasing of construction is based on the known status of projects as of fall 2025–26.

Sources

Residential development information from the City of Bellingham planning department.

Table A-2: Historical Enrollment by School and Grade Group

School Name	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2019–20 to 2025–26
Alderwood ES	258	239	244	272	272	288	270	12
Birchwood ES	345	312	310	370	360	334	330	-15
Carl Cozier ES	326	303	293	322	343	325	301	-25
Columbia ES	300	264	250	235	212	189	178	-122
Cordata ES	362	326	327	377	333	345	349	-13
Geneva ES	474	394	418	430	423	410	392	-82
Happy Valley ES	434	363	428	446	449	439	437	3
Lowell ES	272	234	274	302	310	337	315	43
Northern Heights ES	377	343	343	410	419	395	379	2
Parkview ES	342	297	352	398	386	421	401	59
Roosevelt ES	410	366	342	376	369	347	346	-64
Silver Beach ES	482	387	391	323	311	307	295	-187
Sunnyland ES	295	252	258	309	308	279	281	-14
Wade King ES	398	337	342	345	313	292	285	-113
Bellingham Family Partnership	172	526	327	177	165	155	164	-8
TK–5 Total	5,247	4,943	4,899	5,092	4,973	4,863	4,723	-524
Fairhaven MS	597	563	624	598	583	591	575	-22
Kulshan MS	617	647	643	626	605	581	582	-35
Shuksan MS	684	664	542	579	576	609	600	-84
Whatcom MS	678	609	668	602	636	636	603	-75
Bellingham HS	5	0	0	0	0	0	0	-5
Sehome HS	1	1	0	0	0	0	0	-1
Squalicum HS	0	0	1	0	0	0	0	0
Bellingham Family Partnership	50	80	112	88	88	92	106	56
Visions MS	1	0	1	0	0	0	1	0
6–8 Total	2,633	2,564	2,591	2,493	2,488	2,509	2,467	-166
Bellingham HS	1,125	1,109	1,112	1,168	1,123	1,108	1,158	33
Sehome HS	1,080	1,104	1,100	1,104	1,119	1,059	1,085	5
Squalicum HS	1,197	1,179	1,199	1,209	1,161	1,179	1,208	11
Bellingham Family Partnership	0	0	0	0	0	0	7	7
Options HS	195	179	164	171	173	163	172	-23
Bellingham Virtual Learning	0	0	53	16	4	4	11	11
Visions HS	20	11	12	13	11	12	9	-11
9–12 Total	3,617	3,582	3,640	3,681	3,591	3,525	3,650	33
K–12 Total	11,497	11,089	11,130	11,266	11,052	10,897	10,840	-657

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

TK students included in enrollment totals beginning in 2022–23.

Sources

Bellingham School District October 2019–20 to 2025–26 headcount enrollment.

Table A-3: Grades TK–5 Residence-Attendance Matrix

School of Attendance Attendance Area	Residence Count										Bellingham Family Part.	Capture Rate	Transfer-Out Student Total (c)	Transfer-Out Rate
	Alderwood ES	Birchwood ES	Carl Cozier ES	Columbia ES	Cordata ES	Geneva ES	Happy Valley ES	Lowell ES	Northern Heights ES	Parkview ES	Roosevelt ES	Silver Beach ES	Sunnyland ES	Wade King ES
Alderwood ES	229	4	0	5	1	2	3	0	3	4	1	0	0	0
Birchwood ES	5	302	2	3	4	0	0	1	0	4	2	0	5	0
Carl Cozier ES	0	0	282	0	2	4	1	3	0	3	6	5	0	4
Columbia ES	0	0	0	149	0	0	0	0	0	0	0	0	0	0
Cordata ES	9	5	0	1	322	1	0	0	6	4	3	2	12	2
Geneva ES	0	0	1	0	1	380	3	0	1	0	0	4	1	5
Happy Valley ES	1	2	1	1	2	0	392	7	0	3	1	0	3	7
Lowell ES	2	0	2	1	1	0	7	287	0	1	2	0	0	1
Northern Heights ES	1	3	0	0	0	0	1	0	344	3	9	12	1	1
Parkview ES	3	0	0	9	3	0	3	1	5	349	5	0	7	0
Roosevelt ES	0	1	1	0	0	2	1	0	8	2	297	13	6	0
Silver Beach ES	1	0	0	0	0	0	2	0	1	0	1	245	2	2
Sunnyland ES	3	0	4	2	1	0	4	4	1	14	8	1	230	2
Wade King ES	1	0	0	0	0	1	3	4	0	1	5	1	0	250
TK-5 Subtotals	255	317	293	171	337	390	420	307	369	388	340	283	267	274
From Out-of-District (a)	15	13	8	7	12	2	17	8	10	13	6	12	14	11
TK–5 Totals	270	330	301	178	349	392	437	315	379	401	346	295	281	285
Transfer-In Student Total (b)	41	28	19	29	27	12	45	28	35	52	49	50	51	35
Transfer-In Rate	15.2%	8.5%	6.3%	16.3%	7.7%	3.1%	10.3%	8.9%	9.2%	13.0%	14.2%	16.9%	18.1%	12.3%

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Sources

Bellingham School District 2025–26 attendance areas and October 2025–26 headcount enrollment.

Table A-4: Grades 6–8 Residence-Attendance Matrix

School of Attendance Attendance Area		Residence Count		Fairhaven MS	Kulshan Ms	Shuksan MS	Whatcom MS	Visions MS	Bellingham Family Partnership	Capture Rate	Transfer-Out Student Total (c)	Transfer-Out Rate
Fairhaven MS		562		539	5	0	4	0	14	95.9%	23	4.1%
Kulshan MS		591		6	548	6	4	0	27	92.7%	43	7.3%
Shuksan MS		608		7	6	555	17	0	23	91.3%	53	8.7%
Whatcom MS		591		7	6	15	546	1	16	92.4%	45	7.6%
6-8 Subtotals		2,352		559	565	576	571	1	80	93.0%	164	7.0%
From Out-of-District (a)		115		16	17	24	32	0	26	--	--	--
6-8 Totals		2,467		575	582	600	603	1	106	--	--	--
Transfer-In Student Total (b)		279		36	34	45	57	1	106	--	--	--
Transfer-In Rate		11.3%		6.3%	5.8%	7.5%	9.5%	100%	100%	--	--	--

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Sources

Bellingham School District 2025–26 attendance areas and October 2025–26 headcount enrollment.

Table A-5: Grades 9–12 Residence-Attendance Matrix

School of Attendance Attendance Area	Residence Count	Bellingham HS	Sehome HS	Squalicum HS	Bellingham Family Partnership	Bellingham Virtual Learning	Options HS	Visions HS	Capture Rate	Transfer-Out Student Total ^(c)	Transfer-Out Rate
Bellingham HS	1,123	973	33	37	2	11	67	0	86.6%	150	13.4%
Sehome HS	1,092	41	995	20	2	0	34	0	91.1%	97	8.9%
Squalicum HS	1,238	79	20	1,089	0	0	41	9	88.0%	149	12.0%
9-12 Subtotals	3,453	1,093	1,048	1,146	4	11	142	9	88.5%	396	11.5%
From Out-of-District ^(a)	197	65	37	62	3	0	30	0	--	--	--
9-12 Totals	3,650	1,158	1,085	1,208	7	11	172	9	--	--	--
Transfer-In Student Total ^(b)	593	185	90	119	7	11	172	9	--	--	--
Transfer-In Rate	16.2%	16.0%	8.3%	9.9%	100%	100%	100%	100%	--	--	--

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Sources

Bellingham School District 2025–26 attendance areas and October 2025–26 headcount enrollment.

Table A-6: Enrollment Forecasts by Individual Grade – Low Scenario

Grade	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
TK	219	204	206	223	217	217	218	219	221	222	224
K	622	596	564	547	597	586	586	589	593	598	602
1	663	649	625	591	574	626	614	614	618	622	627
2	761	665	654	630	596	579	631	619	619	623	627
3	798	765	671	660	636	602	584	637	625	625	629
4	848	792	760	667	656	633	599	581	634	622	622
5	812	833	780	749	657	645	623	589	572	624	612
6	779	814	835	782	751	658	646	624	590	573	625
7	859	774	809	830	777	746	654	642	620	586	570
8	829	863	777	813	837	783	752	659	647	625	591
9	937	910	939	846	884	911	851	818	717	704	680
10	930	947	920	946	851	892	917	861	828	726	712
11	873	858	879	854	875	785	825	851	800	770	675
12	910	879	869	891	865	888	795	835	862	811	781
TK-5	4,723	4,504	4,260	4,067	3,933	3,888	3,855	3,848	3,882	3,936	3,943
6-8	2,467	2,451	2,421	2,425	2,365	2,187	2,052	1,925	1,857	1,784	1,786
9-12	3,650	3,594	3,607	3,537	3,475	3,476	3,388	3,365	3,207	3,011	2,848
TK-12	10,840	10,549	10,288	10,029	9,773	9,551	9,295	9,138	8,946	8,731	8,577

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

Darker shading represents higher values and lighter shading represents lower values.

Sources

Bellingham School District October 2025-26 headcount enrollment and FLO 2026-27 to 2035-36 enrollment forecasts (low scenario).

Table A-7: Enrollment Forecasts by Individual Grade – Middle Scenario

Grade	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2045-46	2055-56
TK	219	220	239	239	234	236	237	240	242	245	247	258	256
K	622	586	572	572	620	608	612	617	623	630	637	671	666
1	663	647	617	617	603	653	640	644	650	656	663	703	702
2	761	663	655	655	625	611	661	648	652	658	664	708	712
3	798	682	673	673	665	634	620	671	657	661	668	715	722
4	848	771	682	682	673	665	634	620	671	657	661	711	722
5	812	788	763	763	675	665	658	627	613	663	650	698	714
6	779	843	794	794	768	679	669	662	631	617	667	700	721
7	859	817	842	842	793	767	678	668	661	630	616	696	721
8	829	785	825	825	853	803	777	686	676	669	638	701	730
9	937	948	858	858	901	932	877	849	750	739	731	763	799
10	930	929	960	960	867	914	943	891	863	763	751	769	810
11	873	888	867	867	892	803	850	880	832	806	712	711	752
12	910	882	904	904	883	909	817	865	896	847	821	715	760
TK-5	4,723	4,357	4,201	4,201	4,095	4,072	4,062	4,067	4,108	4,170	4,190	4,464	4,494
6-8	2,467	2,445	2,461	2,461	2,414	2,249	2,124	2,016	1,968	1,916	1,921	2,097	2,172
9-12	3,650	3,647	3,589	3,589	3,543	3,558	3,487	3,485	3,341	3,155	3,015	2,958	3,121
TK-12	10,840	10,449	10,251	10,251	10,052	9,879	9,673	9,568	9,417	9,241	9,126	9,519	9,787

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

Darker shading represents higher values and lighter shading represents lower values.

Sources

Bellingham School District October 2025-26 headcount enrollment and FLO 2026-27 to 2055-56 enrollment forecasts (middle scenario).

Table A-8: Enrollment Forecasts by Individual Grade – High Scenario

Grade	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
TK	219	233	234	254	252	256	258	262	266	269	271
K	622	633	611	600	650	645	655	662	672	681	690
1	663	661	673	649	638	691	685	696	703	714	723
2	761	678	676	688	664	652	706	700	711	719	730
3	798	780	694	692	705	680	668	723	717	728	737
4	848	804	787	700	698	711	686	674	729	723	734
5	812	846	804	787	700	697	710	685	673	728	722
6	779	826	860	818	800	711	708	722	696	684	740
7	859	785	833	867	825	807	717	714	728	702	690
8	829	875	799	849	887	843	825	733	730	744	717
9	937	922	965	881	935	978	929	909	808	805	820
10	930	961	945	986	899	957	998	953	932	829	825
11	873	871	901	886	921	837	894	935	893	874	777
12	910	892	891	921	906	942	855	913	956	913	894
TK-5	4,723	4,635	4,479	4,370	4,307	4,332	4,368	4,402	4,471	4,562	4,607
6-8	2,467	2,486	2,492	2,534	2,512	2,361	2,250	2,169	2,154	2,130	2,147
9-12	3,650	3,646	3,702	3,674	3,661	3,714	3,676	3,710	3,589	3,421	3,316
TK-12	10,840	10,767	10,673	10,578	10,480	10,407	10,294	10,281	10,214	10,113	10,070

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.
 Darker shading represents higher values and lighter shading represents lower values.

Sources

Bellingham School District October 2025-26 headcount enrollment and FLO 2026-27 to 2035-36 enrollment forecasts (high scenario).

Table A-9: Resident Forecasts by Attendance Area

School Name	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2025-26 to 2035-36
Alderwood ES	258	253	236	222	226	223	226	226	229	232	232	-26
Birchwood ES	334	308	298	290	284	274	278	280	284	289	291	-43
Carl Cozier ES	316	311	298	297	282	279	278	276	277	282	282	-34
Columbia ES	154	145	127	118	113	123	118	120	122	124	125	-29
Cordata ES	372	376	369	364	363	378	379	388	393	402	403	31
Geneva ES	418	393	374	357	344	345	342	342	346	351	353	-65
Happy Valley ES	432	417	387	360	350	350	345	346	352	357	358	-74
Lowell ES	319	318	311	309	297	290	297	295	299	303	304	-15
Northern Heights ES	382	354	333	319	316	303	315	316	318	320	324	-58
Parkview ES	391	378	358	351	359	349	349	348	351	358	359	-32
Roosevelt ES	342	333	327	318	308	305	299	298	300	305	304	-38
Silver Beach ES	262	248	243	242	226	227	227	224	226	233	235	-27
Sunnyland ES	281	286	273	250	239	235	230	229	230	231	235	-46
Wade King ES	280	264	250	236	224	229	217	217	219	221	223	-57
TK-5 Total	4,541	4,384	4,184	4,033	3,931	3,910	3,900	3,905	3,946	4,008	4,028	-513
Fairhaven MS	562	553	580	581	590	543	522	485	485	473	472	-90
Kulshan MS	591	621	594	571	539	514	488	465	451	437	436	-155
Shuksan MS	608	613	618	636	603	562	508	486	463	455	464	-144
Whatcom MS	591	564	552	576	576	532	514	494	485	467	465	-126
6-8 Total	2,352	2,351	2,344	2,364	2,308	2,151	2,032	1,930	1,884	1,832	1,837	-515
Bellingham HS	1,123	1,124	1,134	1,089	1,079	1,055	1,014	1,007	923	864	816	-307
Sehome HS	1,092	1,035	1,006	1,014	974	1,000	992	990	947	890	859	-233
Squalicum HS	1,238	1,255	1,277	1,253	1,277	1,294	1,286	1,286	1,259	1,198	1,147	-91
9-12 Total	3,453	3,414	3,417	3,356	3,330	3,349	3,292	3,283	3,129	2,952	2,822	-631
K-12 Total	10,346	10,149	9,945	9,753	9,569	9,410	9,224	9,118	8,959	8,792	8,687	-1,659

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

Sources

Bellingham School District October 2025-26 student residents and FLO October 2026-27 to 2035-36 resident forecasts (consistent with the district-wide middle scenario) based on 2025-26 attendance areas.

Table A-10: Enrollment Forecasts by School

School Name	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2025-26 to 2035-36
Alderwood ES	270	268	252	242	241	234	243	246	242	251	253	-17
Birchwood ES	330	302	293	288	279	273	277	279	284	288	291	-39
Carl Cozier ES	301	298	283	277	260	256	254	252	253	257	257	-44
Columbia ES	178	167	146	136	129	139	135	135	138	141	141	-37
Cordata ES	349	350	334	333	330	341	343	351	357	363	366	17
Geneva ES	392	367	350	338	328	329	326	328	331	336	337	-55
Happy Valley ES	437	425	403	369	357	359	350	351	356	362	363	-74
Lowell ES	315	313	301	299	292	284	290	289	294	297	299	-16
Northern Heights ES	379	351	331	312	309	297	306	307	311	315	316	-63
Parkview ES	401	395	372	365	366	357	359	357	360	366	367	-34
Roosevelt ES	346	337	326	315	309	300	296	294	298	301	303	-43
Silver Beach ES	295	276	268	266	255	253	251	250	252	256	257	-38
Sunnyland ES	281	286	275	256	248	246	241	239	241	245	246	-35
Wade King ES	285	265	254	235	220	230	219	219	223	224	226	-59
Bellingham Family Partner	164	165	169	170	172	174	172	170	168	168	168	4
TK-5 Total	4,723	4,565	4,357	4,201	4,095	4,072	4,062	4,067	4,108	4,170	4,190	-533
Fairhaven MS	575	582	602	613	613	565	523	487	478	465	466	-109
Kulshan MS	582	601	579	554	531	495	480	452	443	428	428	-154
Shuksan MS	600	601	610	616	595	542	499	473	457	448	455	-145
Whatcom MS	603	573	561	587	585	557	530	509	491	478	477	-126
Bellingham Family Partner	106	106	93	91	90	90	92	95	99	97	95	-11
Visions MS	1	0	0	0	0	0	0	0	0	0	0	-1
6-8 Total	2,467	2,463	2,445	2,461	2,414	2,249	2,124	2,016	1,968	1,916	1,921	-546

Table A-10: Enrollment Forecasts by School (continued)

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36	2025–26 to 2035–36
Bellingham HS	1,158	1,127	1,114	1,073	1,044	1,044	1,009	1,008	962	909	873	-285
Sehome HS	1,085	1,052	1,039	1,045	1,014	1,028	1,028	1,028	981	927	880	-205
Squalicum HS	1,208	1,251	1,304	1,281	1,295	1,296	1,260	1,259	1,208	1,129	1,072	-136
Bellingham Family Partner	7	3	3	3	3	3	3	3	3	3	3	-4
Options HS	172	169	169	169	169	169	169	169	169	169	169	-3
Bellingham Virtual Learning	11	7	7	7	7	7	7	7	7	7	7	-4
Visions HS	9	11	11	11	11	11	11	11	11	11	11	2
9–12 Total	3,650	3,620	3,647	3,589	3,543	3,558	3,487	3,485	3,341	3,155	3,015	-635
K–12 Total	10,840	10,648	10,449	10,251	10,052	9,879	9,673	9,568	9,417	9,241	9,126	-1,714

Notes

Students enrolled in full-time Running Start, Re-Engagement, preschool, Sped Birth to Two, ECE, and ECE Grads are excluded from analysis.

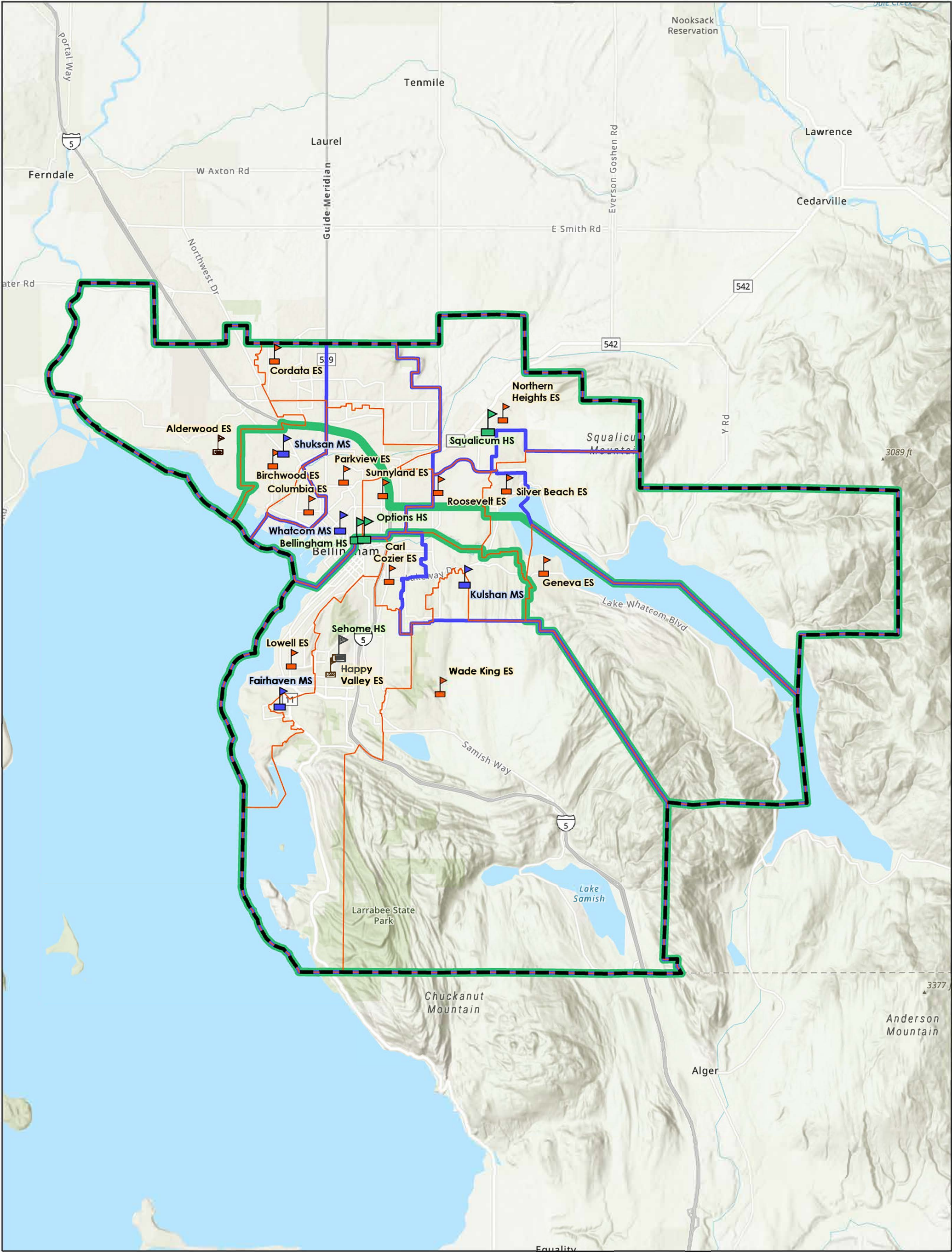
Sources

Bellingham School District October 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (consistent with district-wide middle scenario).

Appendix B

Maps

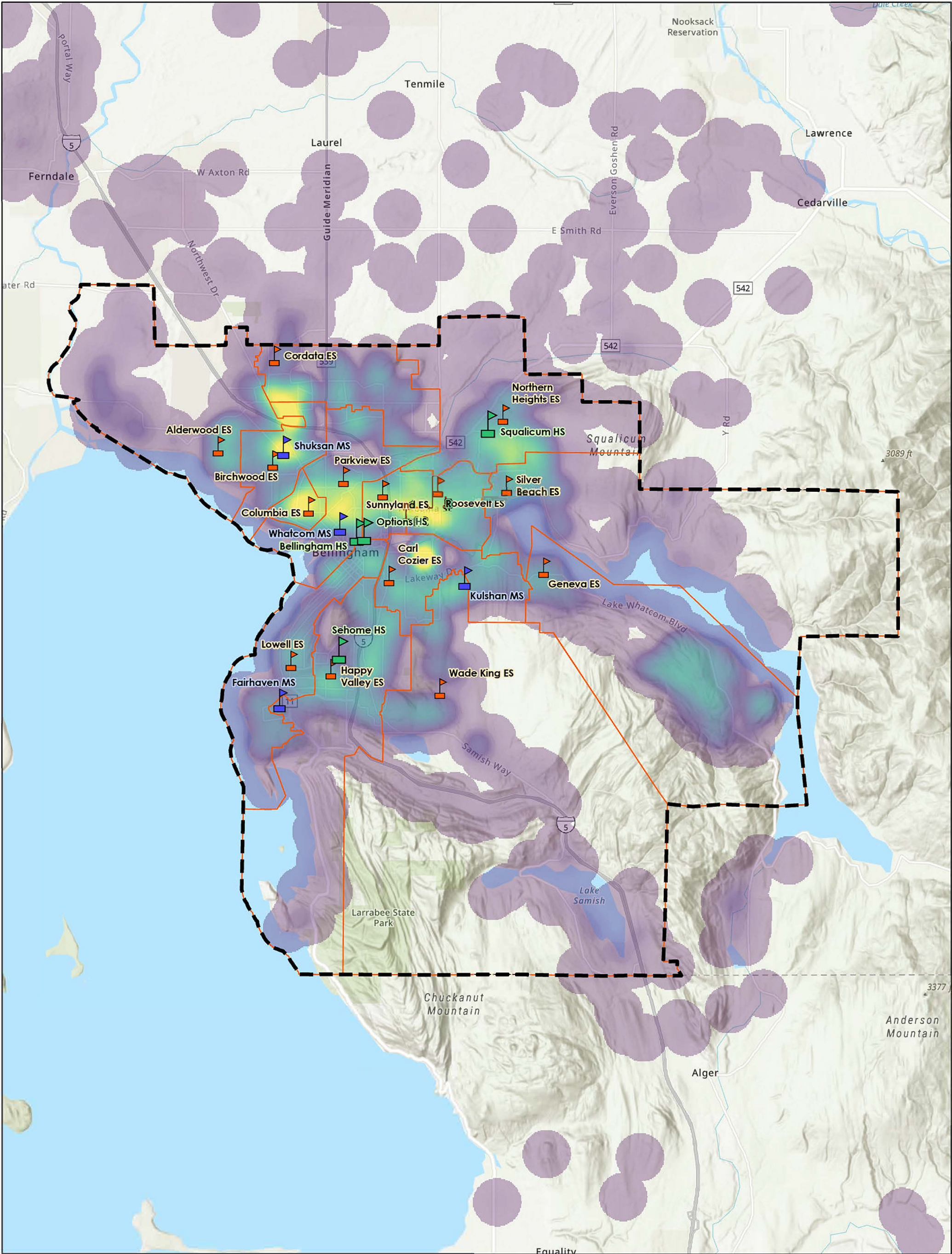
Map 1: District Overview



- | | | |
|---|---|---|
|  Elementary School |  District Boundary |  Elementary School Attendance Area |
|  Middle School | |  Middle School Attendance Area |
|  High School | |  High School Attendance Area |



Map 2: Student Density



- 

Elementary School
- 

Middle School
- 

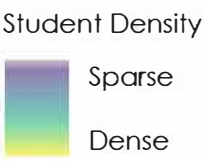
High School
- 

District Boundary
- 

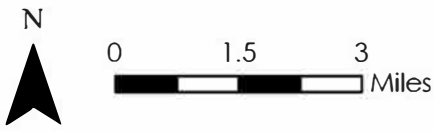
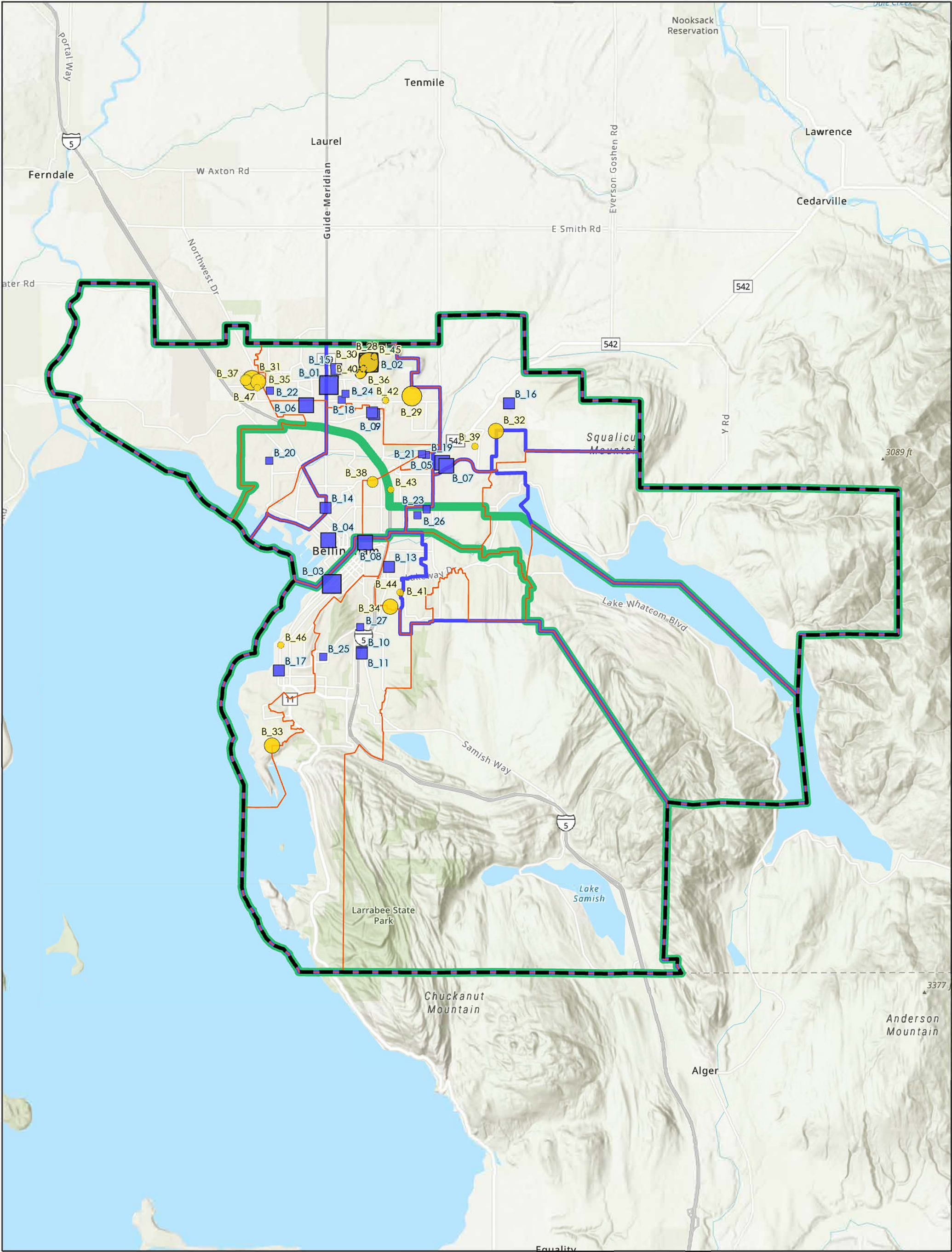
Elementary School Attendance Area
- 

Middle School Attendance Area
- 

High School Attendance Area



Map 3: Residential Development



-  District Boundary
-  Elementary School Attendance Area
-  Middle School Attendance Area
-  High School Attendance Area

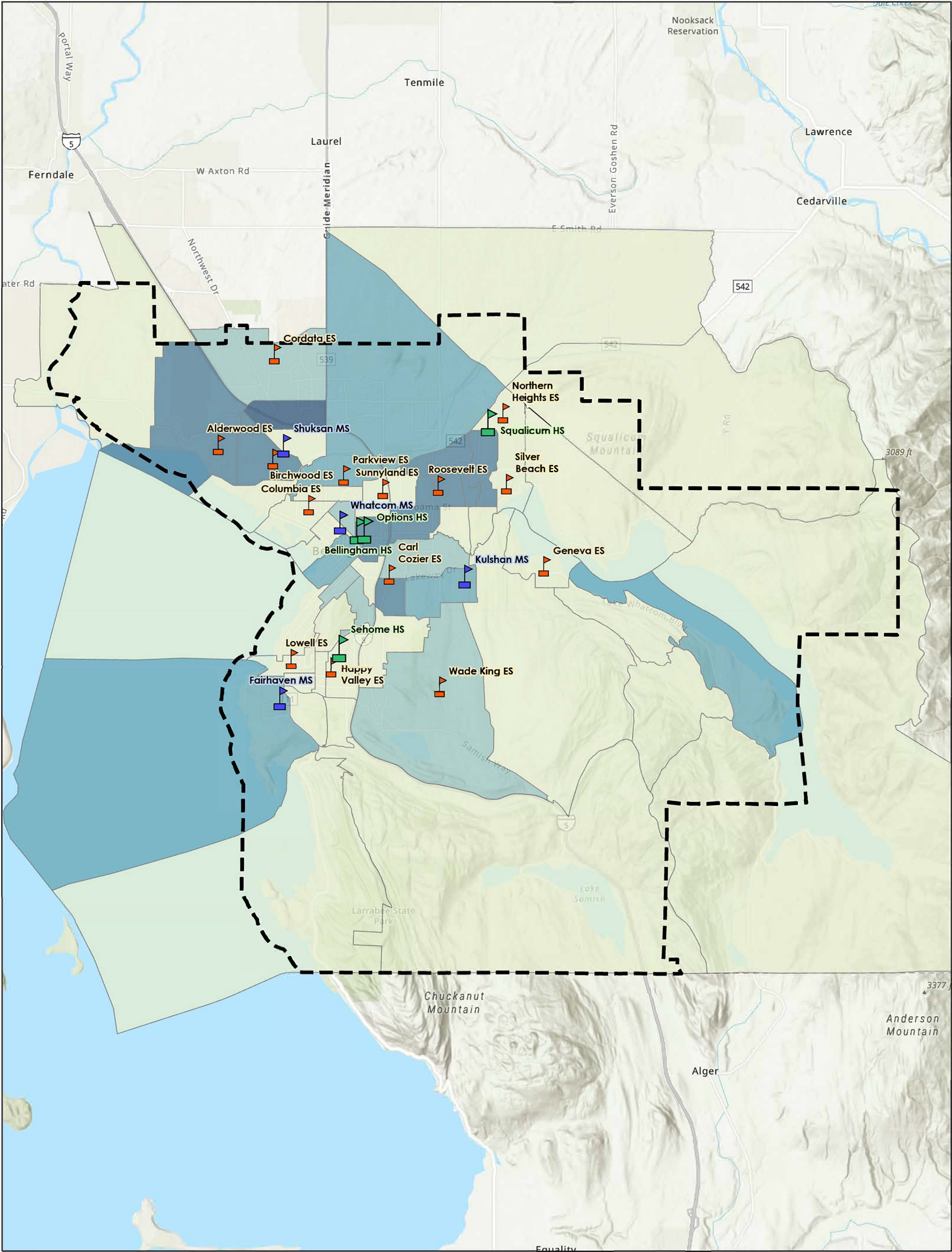
Single-family Units	Multifamily Units
 4 - 10	 2 - 25
 11 - 25	 26 - 50
 26 - 50	 51 - 100
 51 - 110	 101 - 353

LabelCorrespond to Map IDs on Table A-1.

Appendix C

Supplemental Maps (not referenced in report)

English Proficiency, 2013



School Locations

-  Elementary School
-  Middle School
-  High School

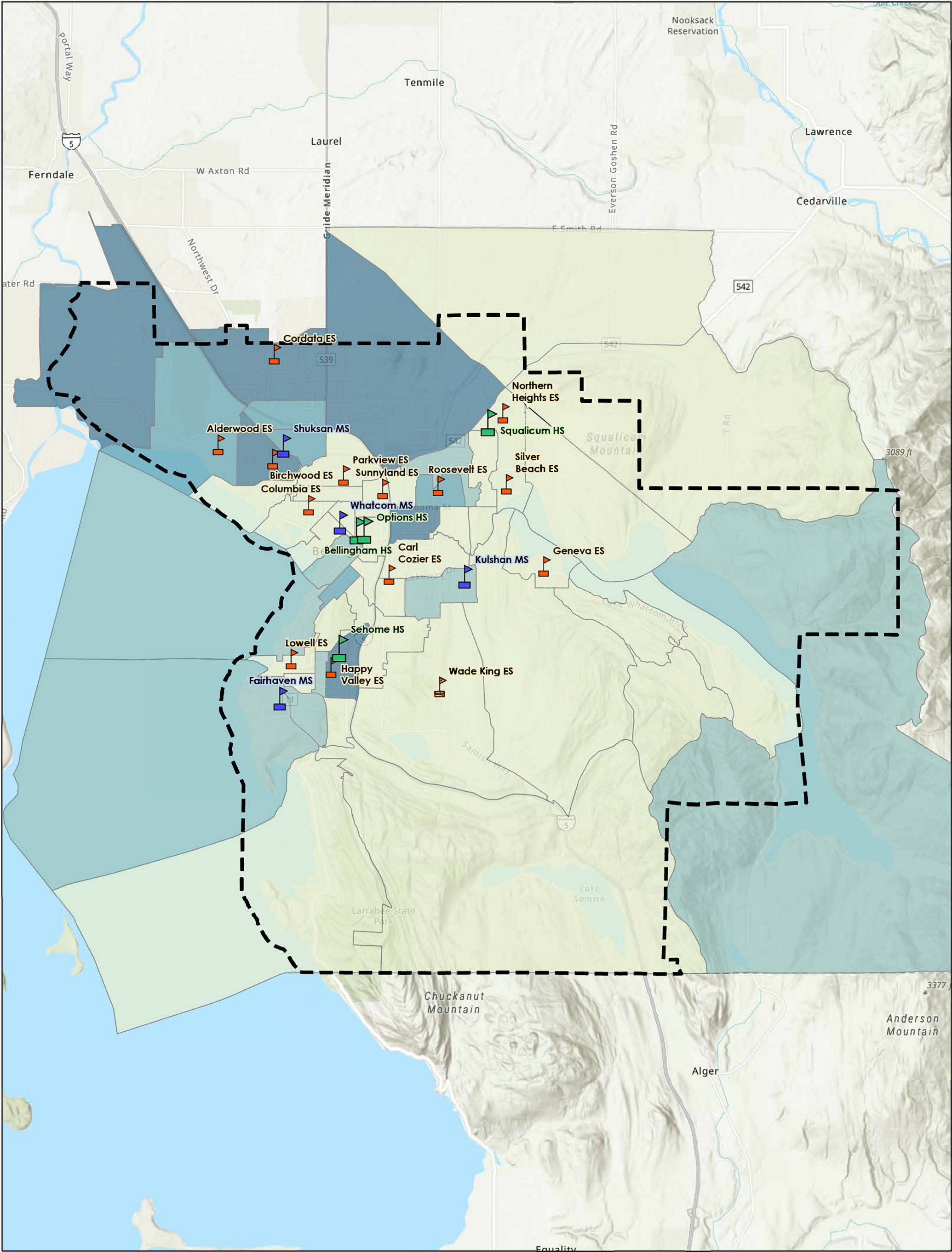
Percent Limited English Proficiency by Block Group

-  0
-  0.1 - 2.0
-  2.1 - 4.0
-  4.1 - 10.0
-  10.1 - 24.4

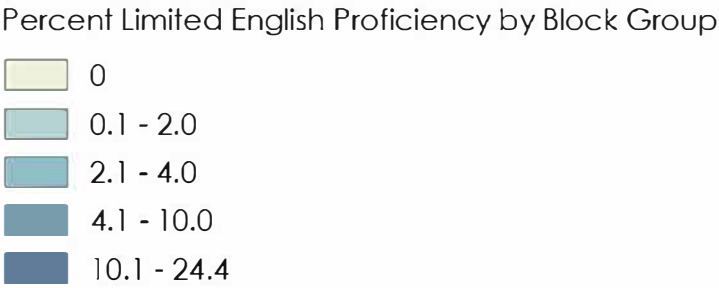
District Boundary



English Proficiency, 2018

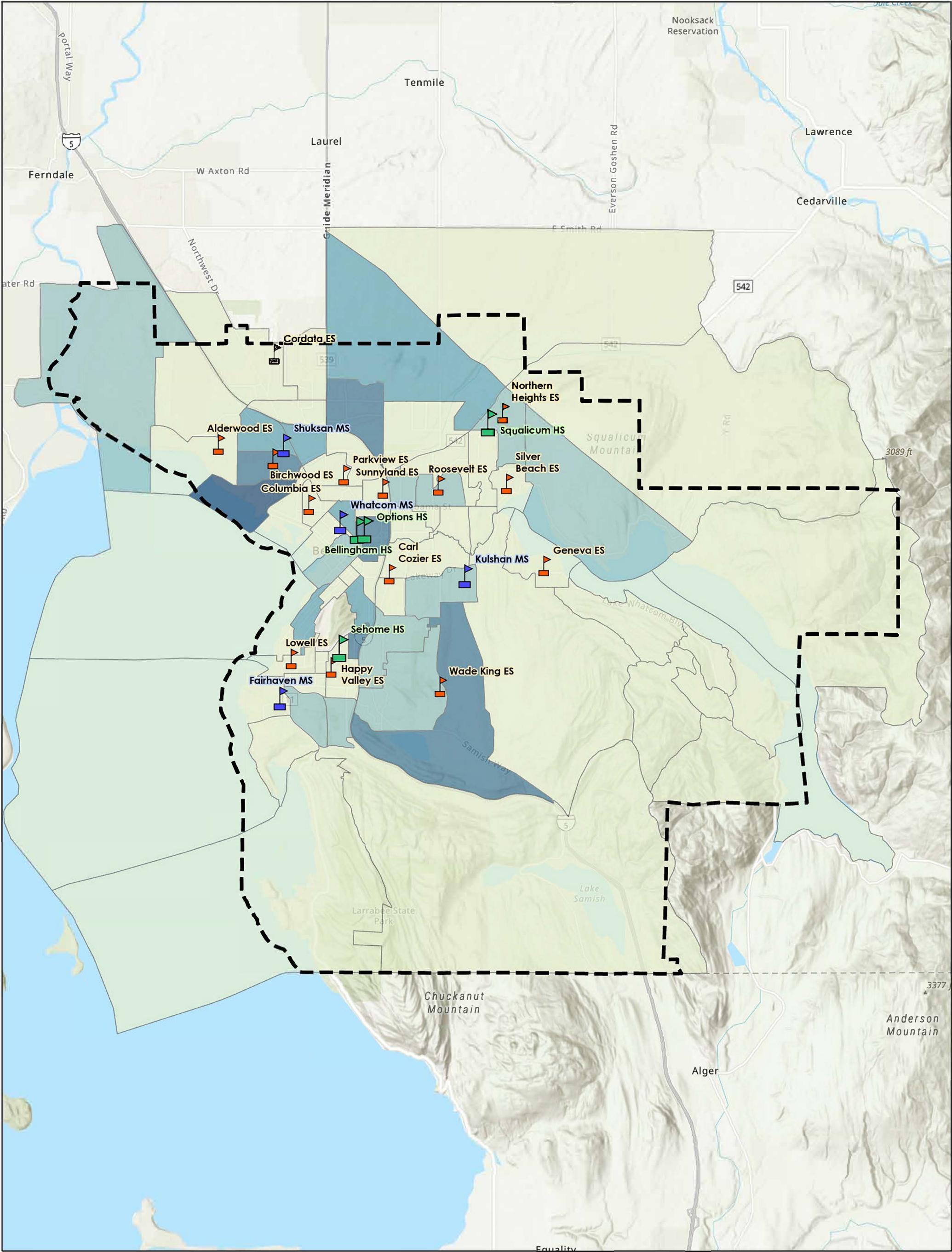


- School Locations
- Elementary School
 - Middle School
 - High School



District Boundary

English Proficiency, 2023



School Locations

-  Elementary School
-  Middle School
-  High School

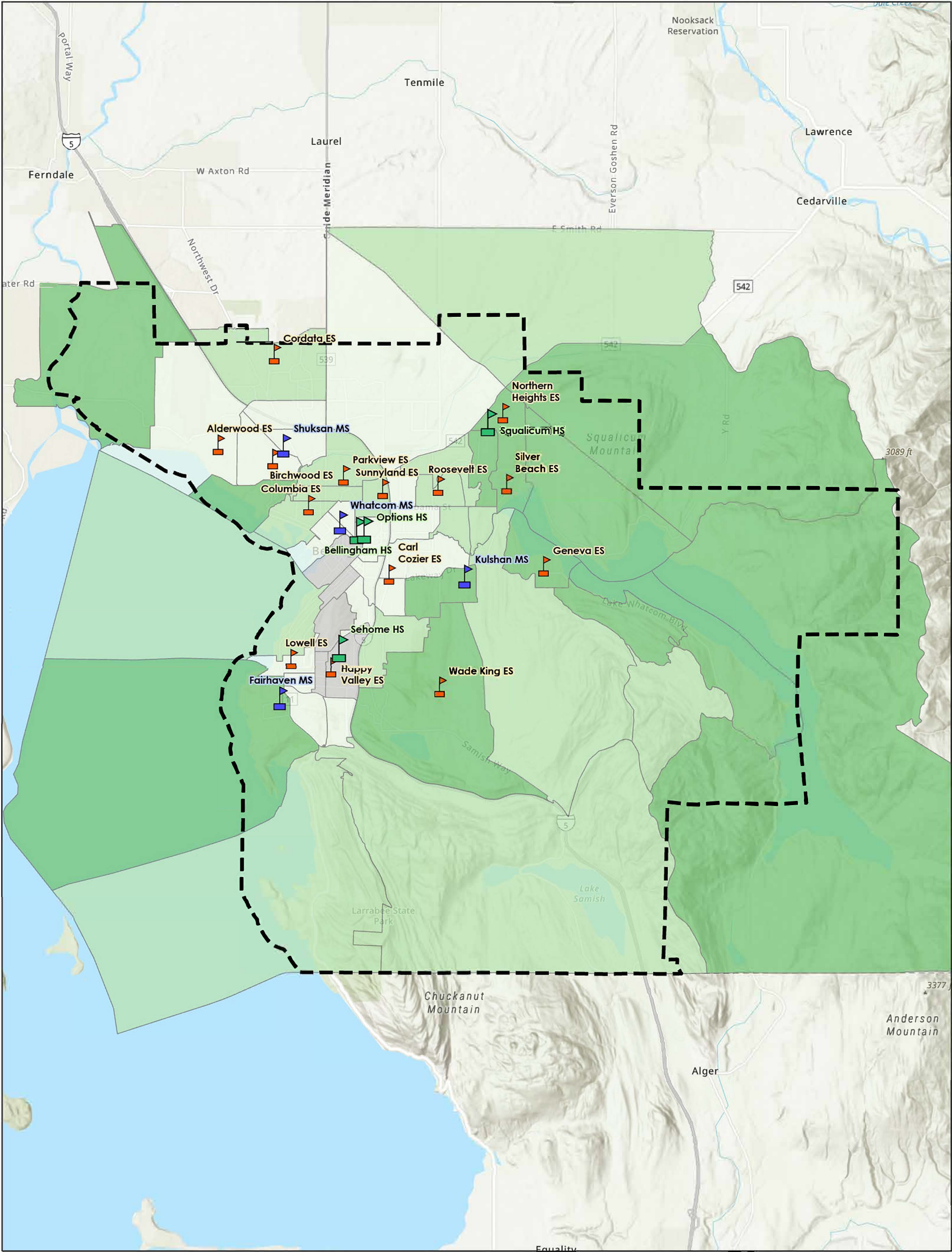
Percent Limited English Proficiency by Block Group

-  0
-  0.1 - 2.0
-  2.1 - 4.0
-  4.1 - 10.0
-  10.1 - 24.4

 District Boundary



Median Household Income, 2013





School Locations

-  Elementary School
-  Middle School
-  High School

Median Household Income by Block Group

-  ≤ \$45,000
-  \$45,001 - \$70,000
-  \$70,001 - \$105,000
-  \$105,001 - \$145,000
-  \$145,001 - \$187,569
-  No Data

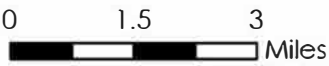
District Boundary



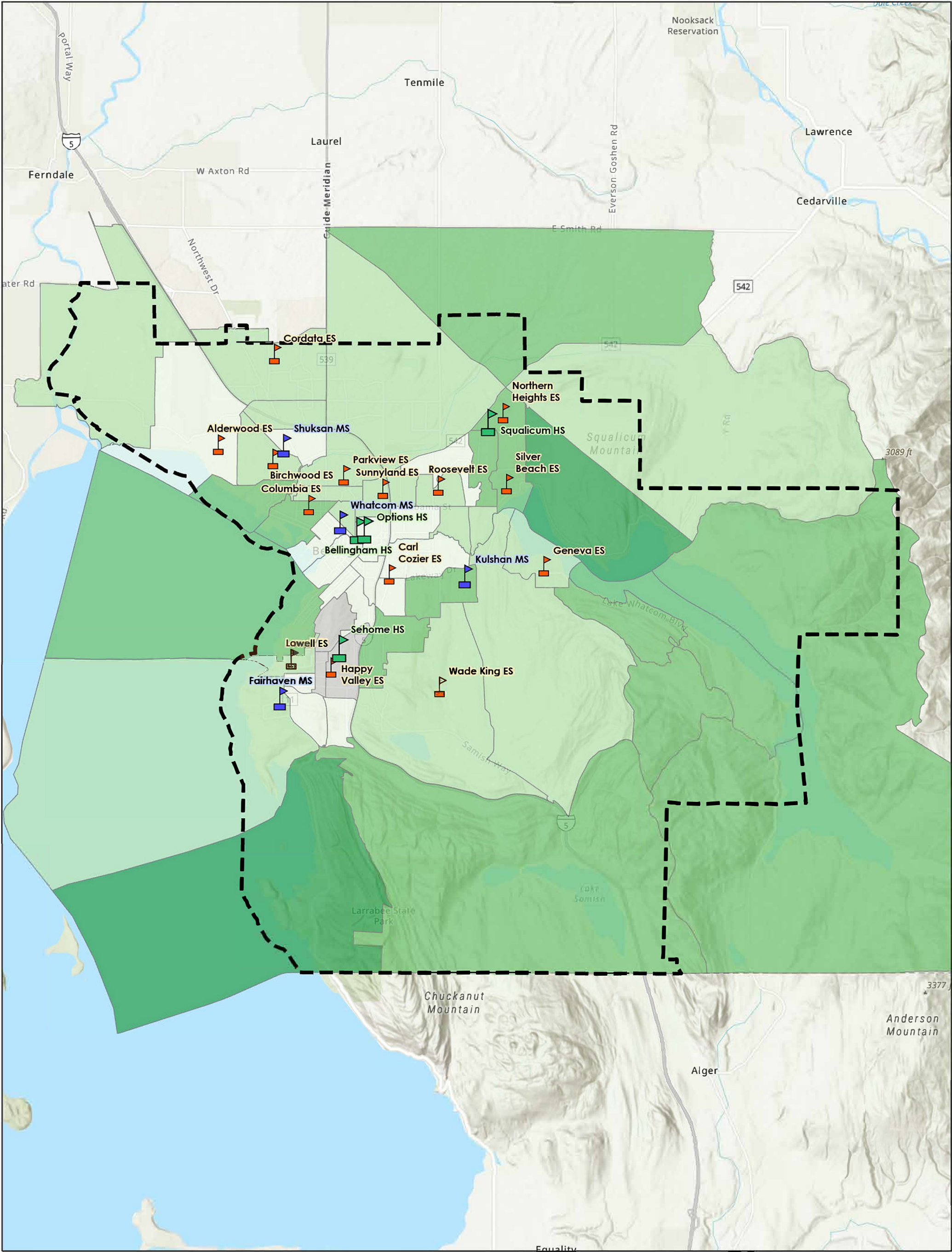
N



0 1.5 3 Miles



Median Household Income, 2018





School Locations

-  Elementary School
-  Middle School
-  High School

Median Household Income by Block Group

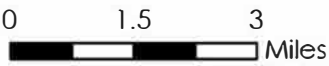
-  ≤ \$45,000
-  \$45,001 - \$70,000
-  \$70,001 - \$105,000
-  \$105,001 - \$145,000
-  \$145,001 - \$187,569
-  No Data

 District Boundary

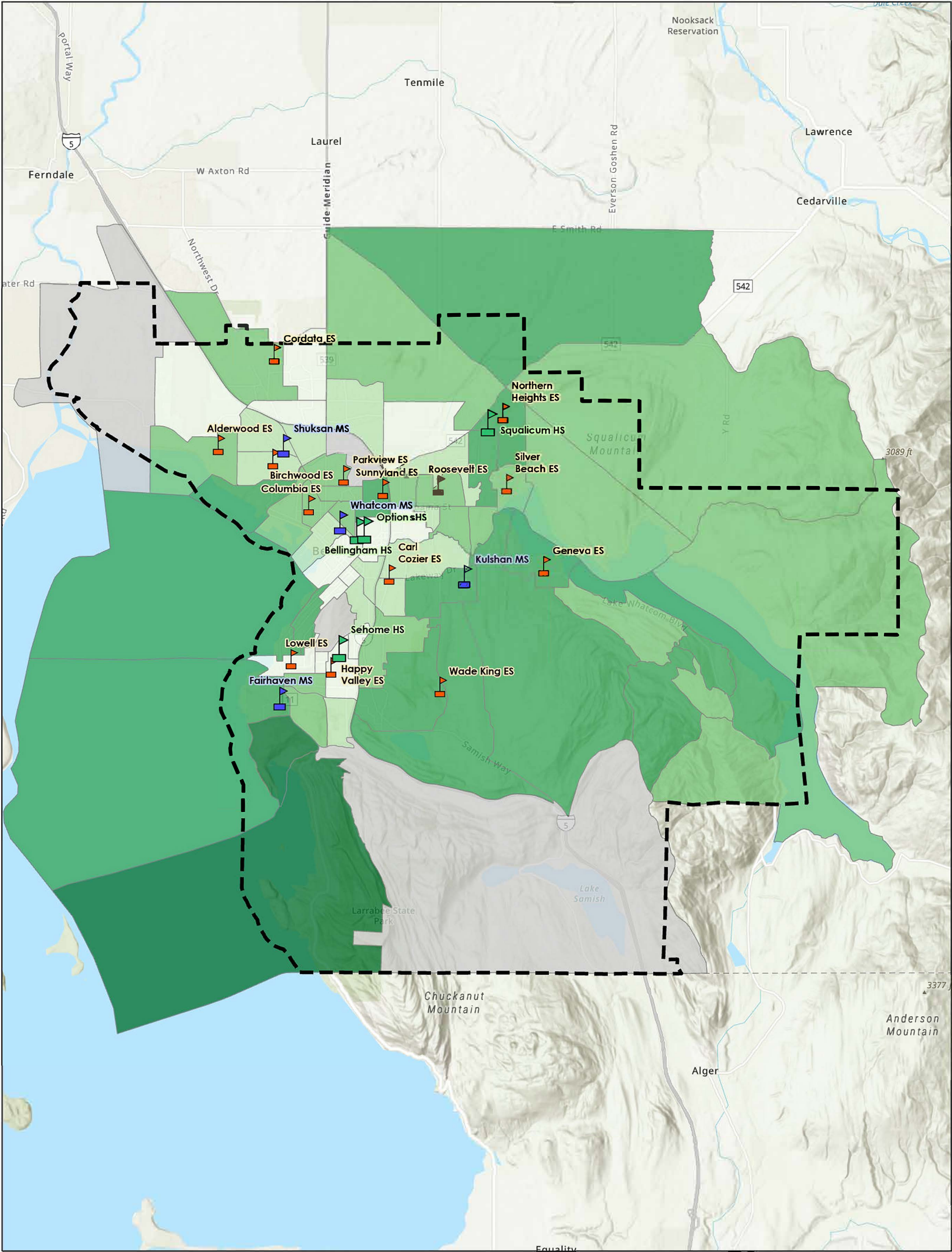
N



0 1.5 3 Miles



Median Household Income, 2023





School Locations

-  Elementary School
-  Middle School
-  High School

Median Household Income by Block Group

-  ≤ \$45,000
-  \$45,001 - \$70,000
-  \$70,001 - \$105,000
-  \$105,001 - \$145,000
-  \$145,001 - \$187,569
-  No Data

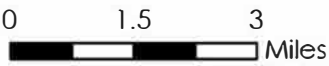
District Boundary



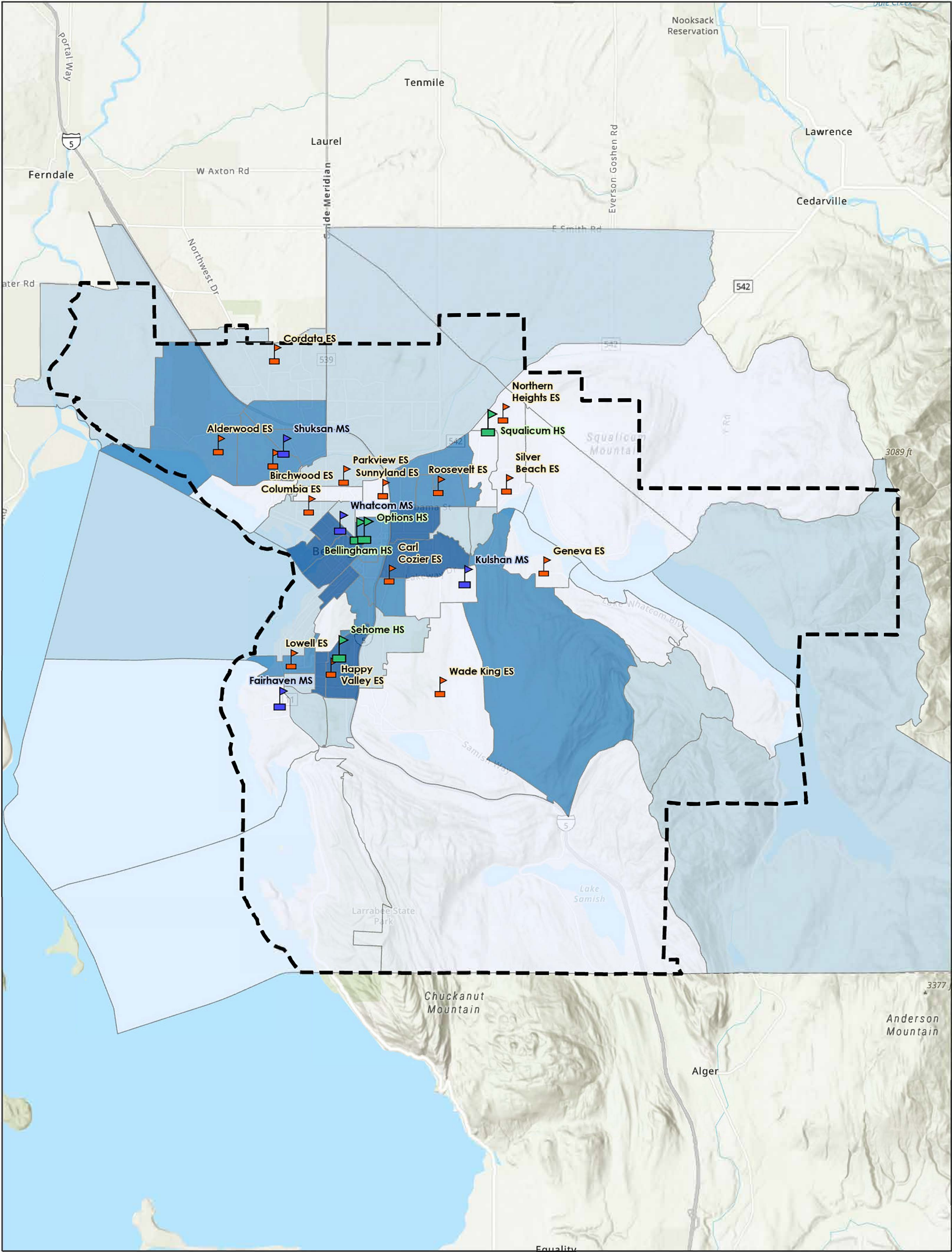
N



0 1.5 3 Miles



Poverty, 2013





School Locations

-  Elementary School
-  Middle School
-  High School

Percent of Population at or below 150 Percent of Poverty Line by Block Group

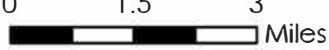
-  0 - 15.0
-  15.1 - 32.0
-  32.1 - 52.0
-  52.1 - 79.8

 District Boundary

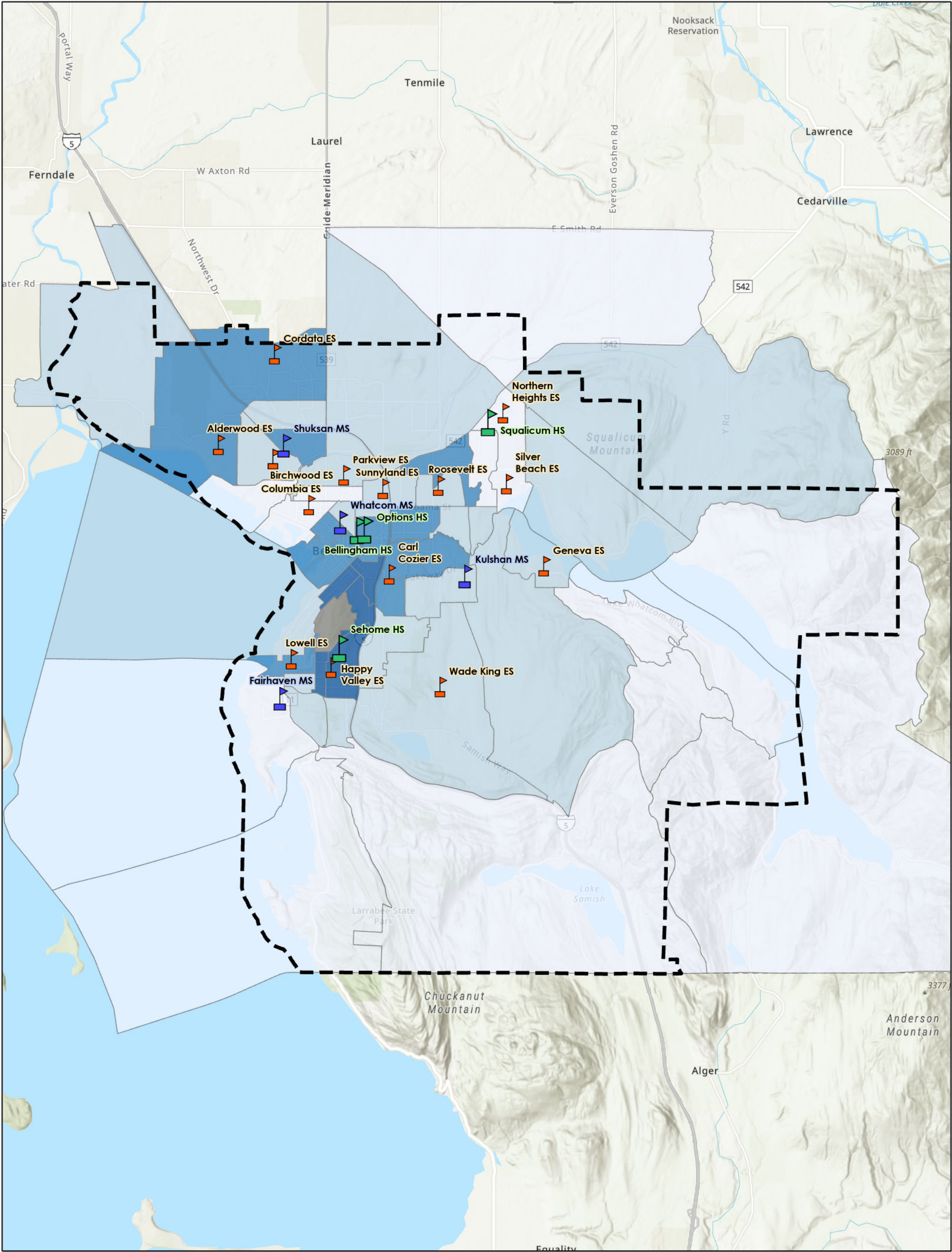
N



0 1.5 3 Miles



Poverty, 2018





School Locations

-  Elementary School
-  Middle School
-  High School

Percent of Population at or below 150 Percent of Poverty Line by Block Group

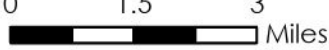
-  0 - 15.0
-  15.1 - 32.0
-  32.1 - 52.0
-  52.1 - 79.8
-  No Data

 District Boundary

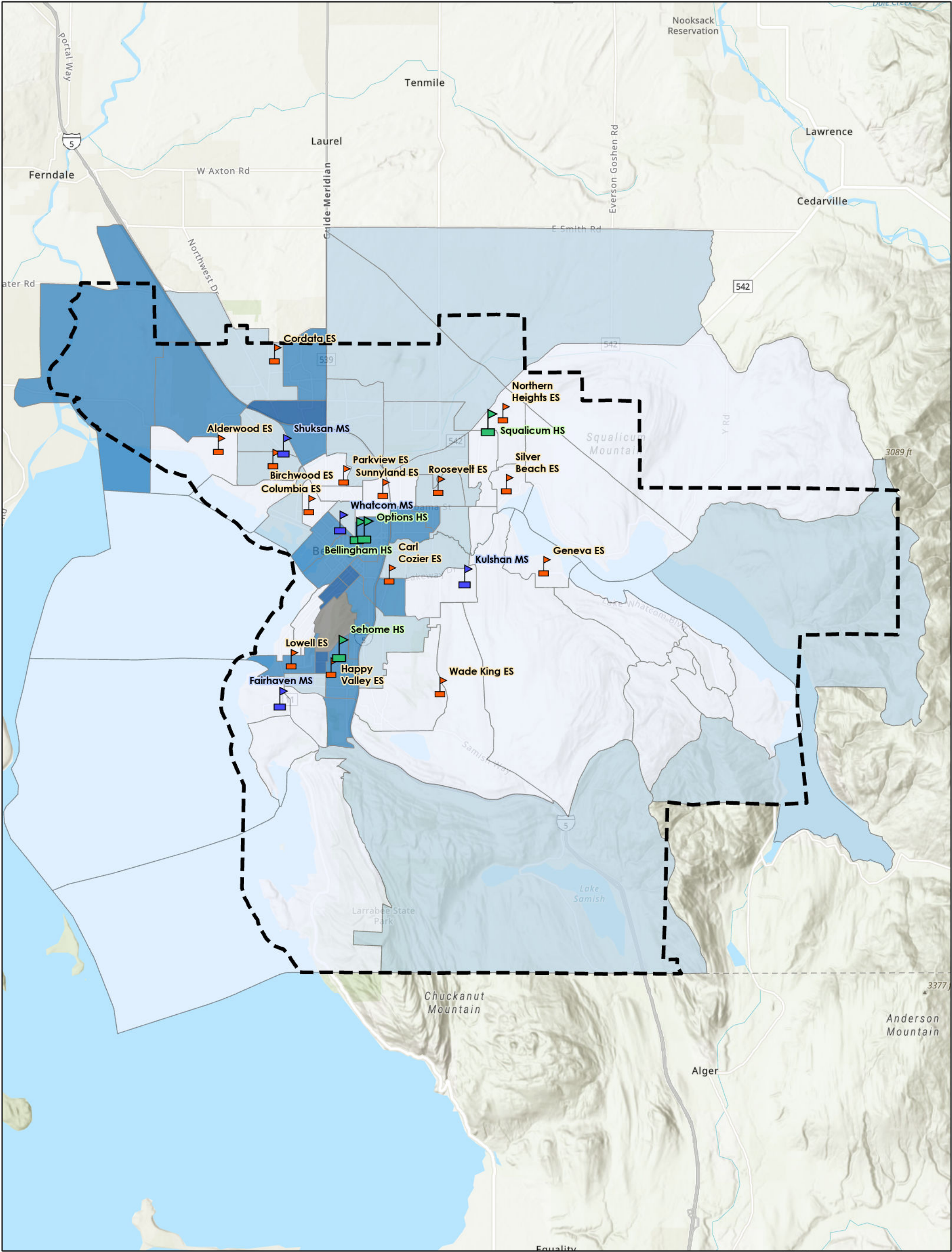
N



0 1.5 3 Miles



Poverty, 2023





School Locations

-  Elementary School
-  Middle School
-  High School

Percent of Population at or below 150 Percent of Poverty Line by Block Group

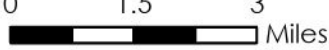
-  0 - 15.0
-  15.1 - 32.0
-  32.1 - 52.0
-  52.1 - 79.8
-  No Data

 District Boundary

N



0 1.5 3 Miles



Attendance Areas Map Activity

Facilities Planning Task Force

Meeting #3

March 16, 2026

Map Key:

School name

26-27 enrollment/28-31 enrollment

Table Group: #1

Group Notes/Questions:

#4

Oak Cove

Silver Beach close

West side of Electric goes to Sunnyland

East side of Electric goes to Wade King

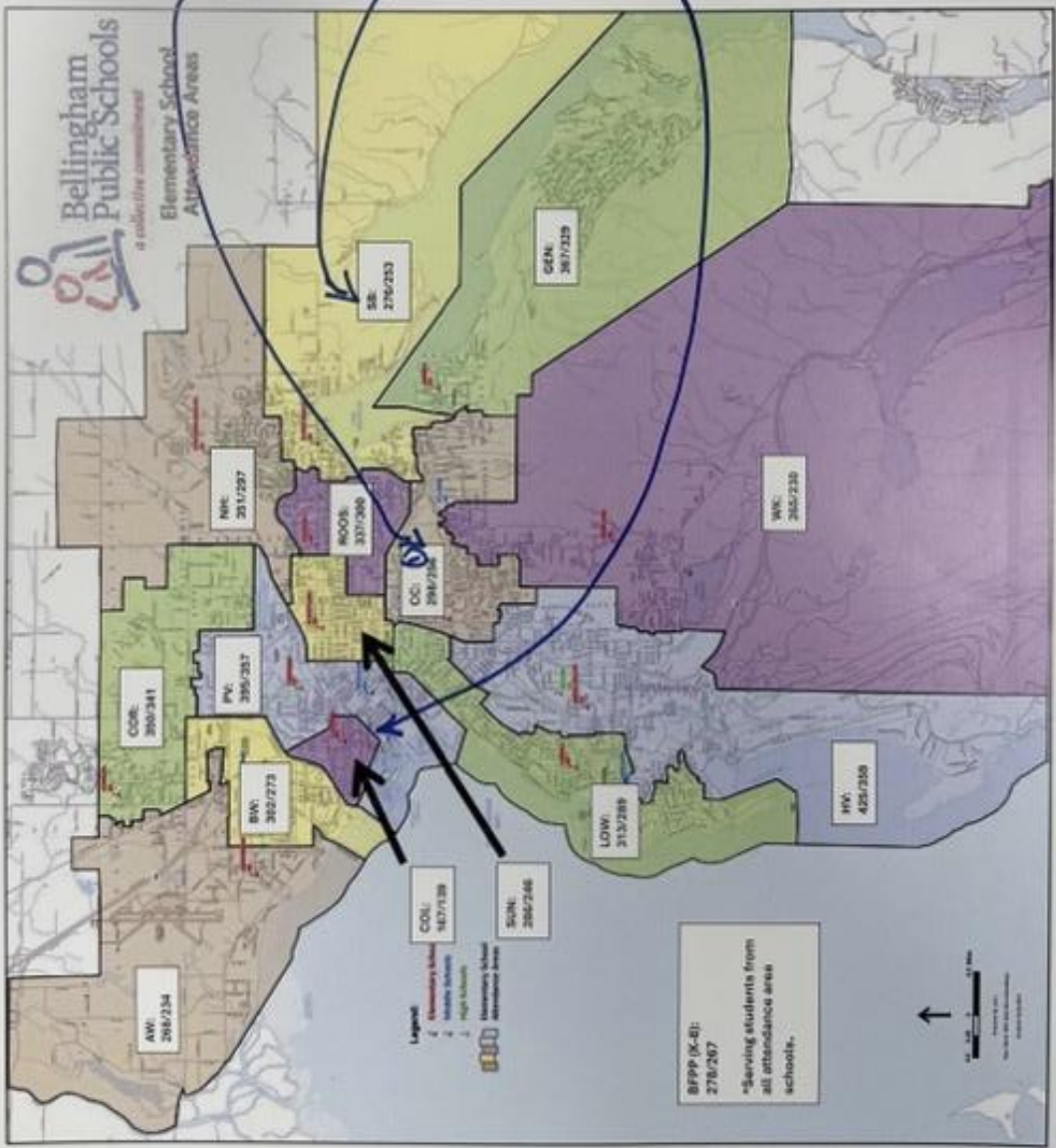
Silver Beach = close

1/3 = NH

1/3 = RO

1/3 = Geneva

Columbia close = to AW
All Kids go to AW



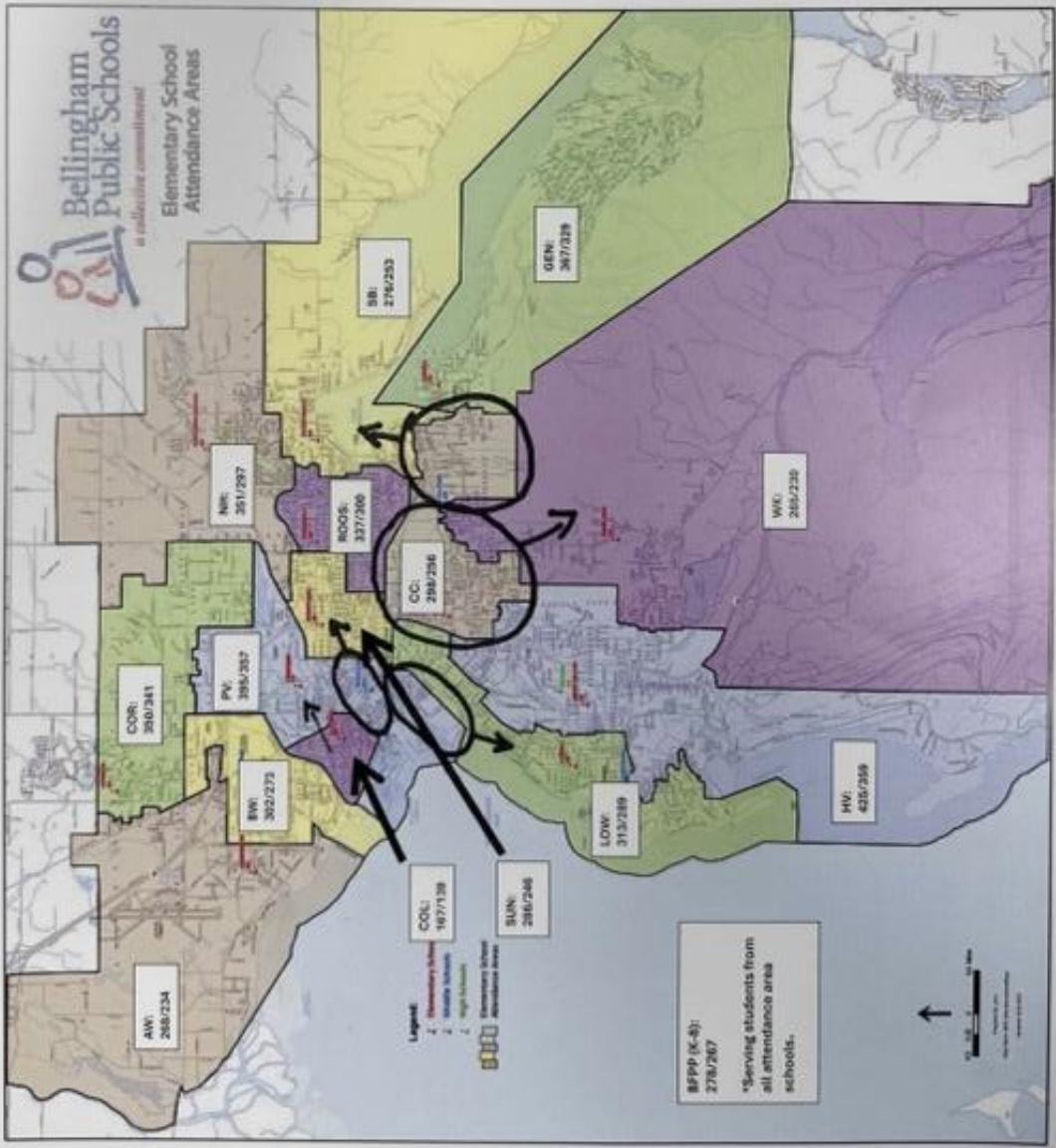


Table Group: _____

Map Key:
School name
38-37 enrollment/26-31 enrollment

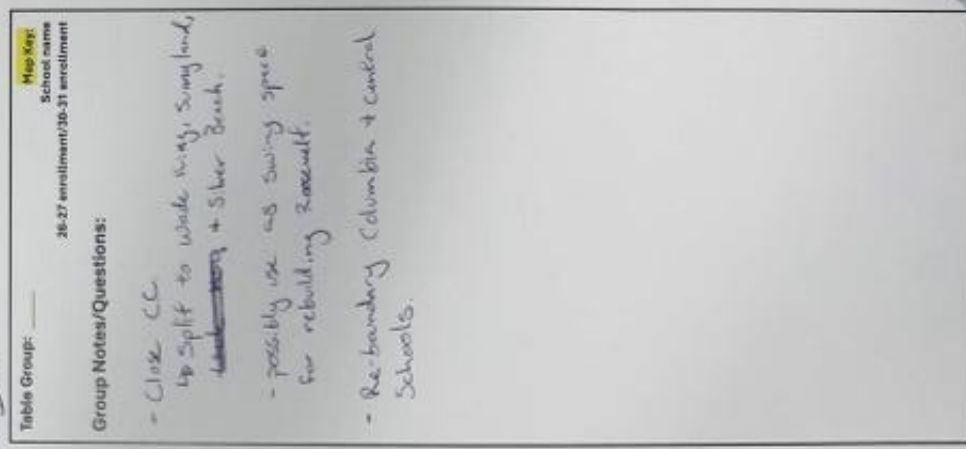
Group Notes/Questions:

Carl Closure
 1/2 to WK
 1/2 to SB

Columbia
 Columbia to PV
 (Leftover Streets to SUN Neighborhood
 Downtown Area to LOW)

Move Good Roosevelt
 students to Carl Currier while Roosevelt is rebuilt

Possibly BPP to Columbia or Early Childhood Focused Building
 (Primice K, Development Co-ops, etc.)



*LA

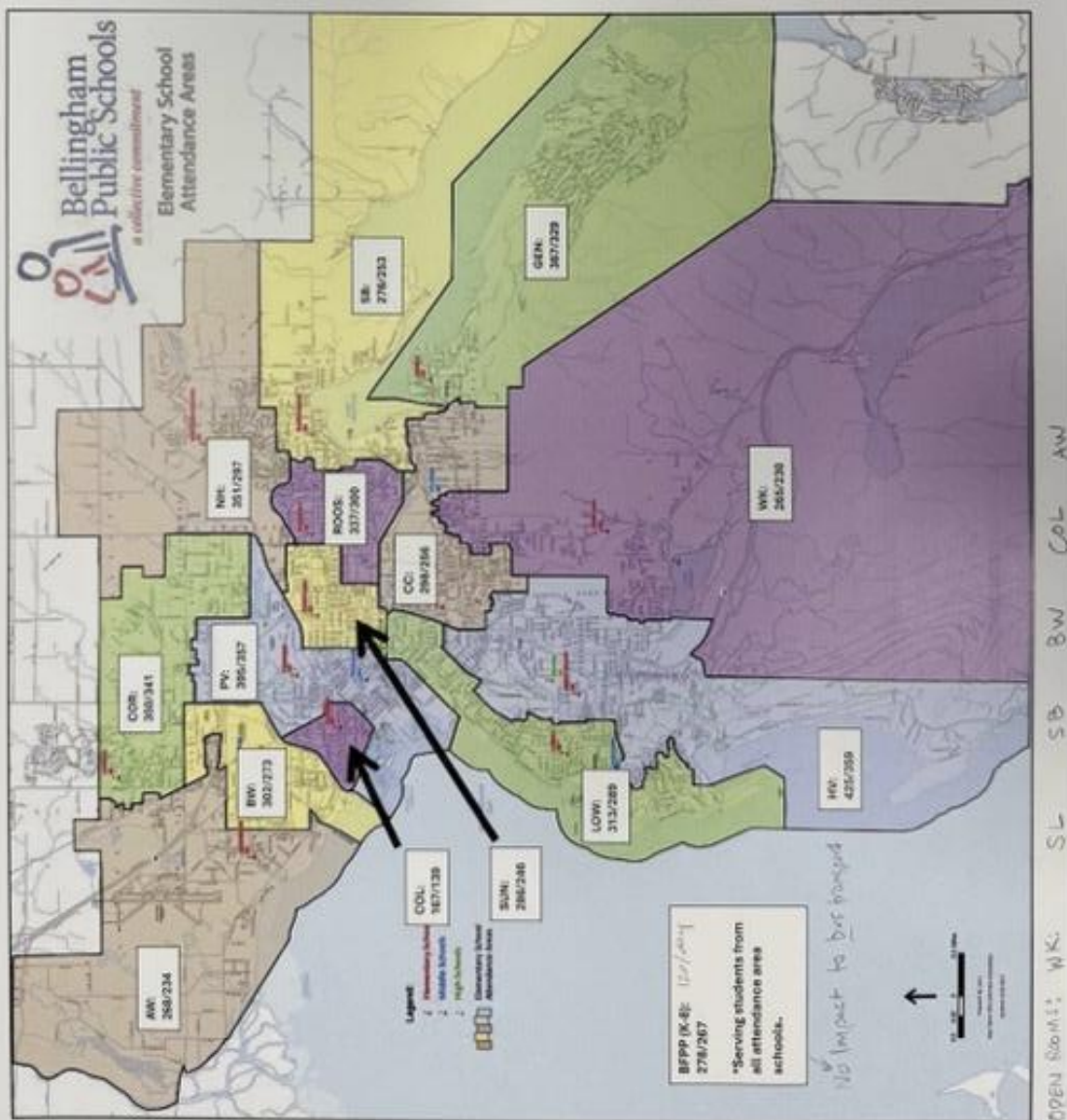
*13

Table Group: _____

Map Key:
School Name
26-27 enrollment/26-27 enrollment

Group Notes/Questions:

- Move BPP to another school
- for columba as a possibility with the challenge of parking to cut into South side field and parking off of alley.
- or as another possibility into Community Transitions
- White King as another possibility
- Sunnyside as another possibility





School name
26-27 enlilnord/36-37 enlilnord

Group Notes/Questions:

Middle School Shake-Up

Make Shukson o

K-8 Dual Language

Spanish School

Each HS has one

Feeder MS



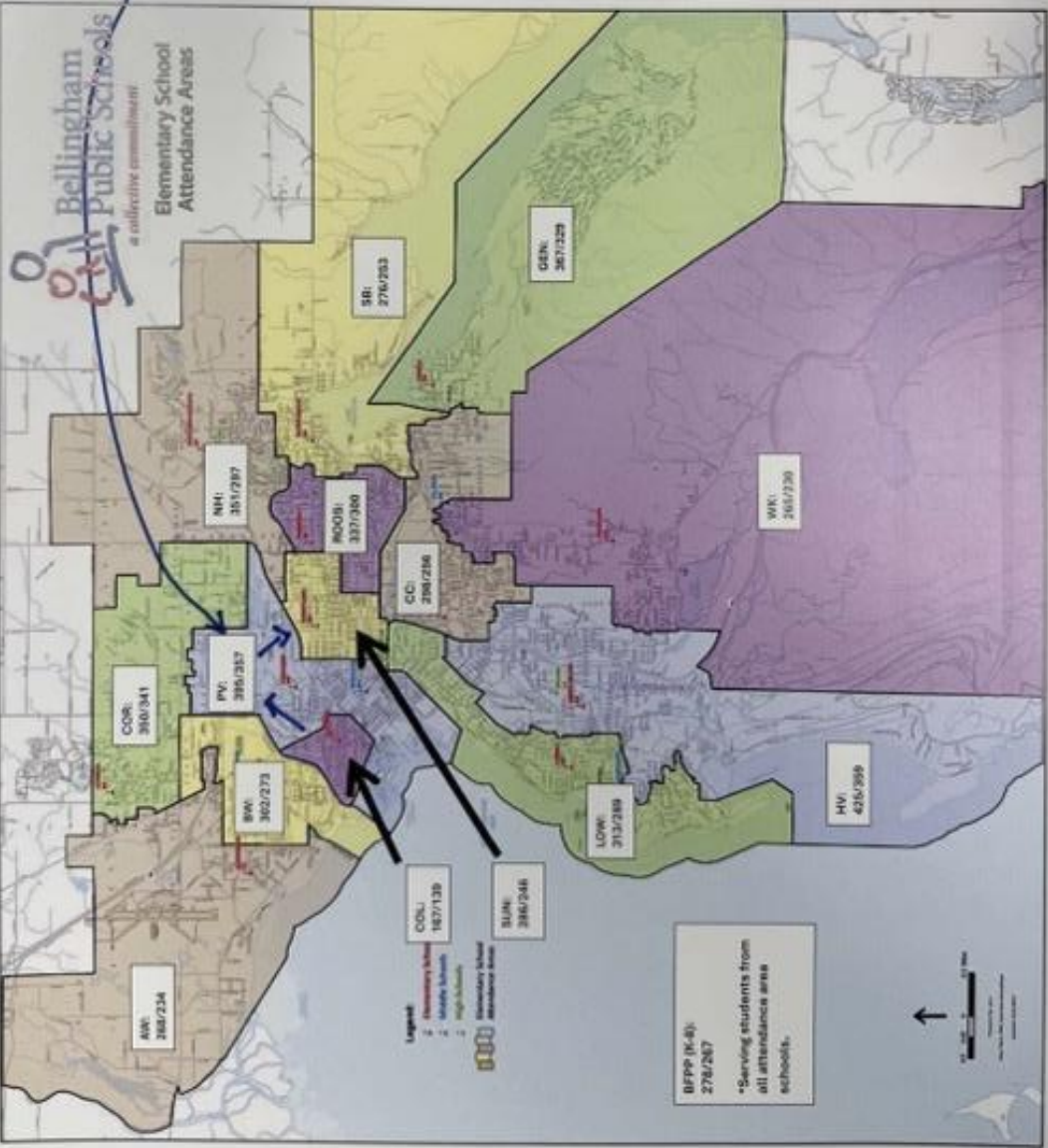


Table Group: #1

Map Key:
School name
25-27 enrollment/30-31 enrollment

Group Notes/Questions:

② Columbia - Close

PV absorbs Columbia - ALL Redraw PV lines to have Sunnyland take some of Parkview current attendance lines



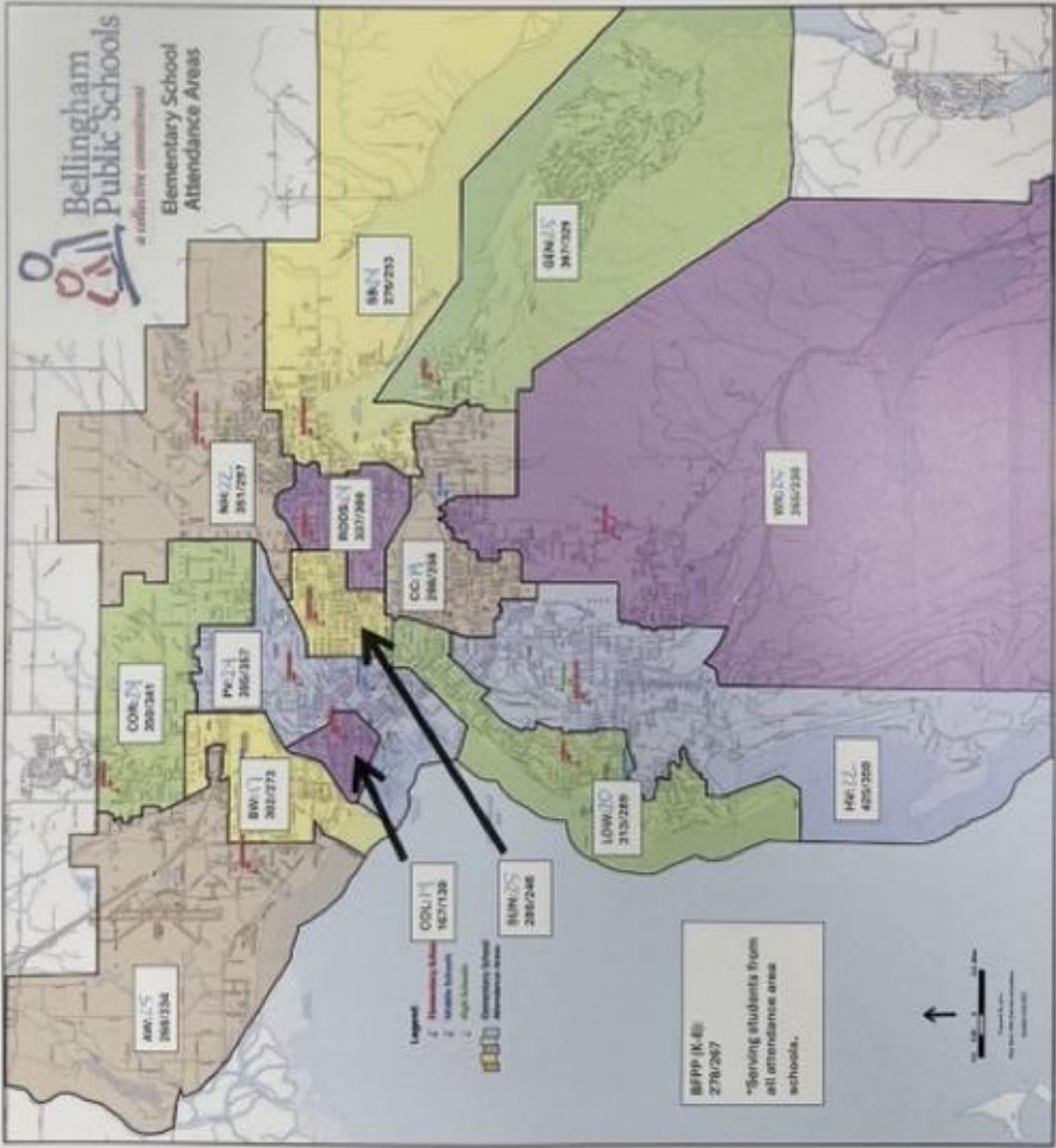


Table Group: #1

Map Key:
School name
26-27 enrollment/28-31 enrollment

Group Notes/Questions:

Has the district considered K-8 schools (beyond BPP)?

Given that this is an enrollment problem that will eventually hit middle schools and beyond... maybe worth considering.

Offering a choice school option - language enrichment while closing some schools opening a school allows some families another option, as well as staff.

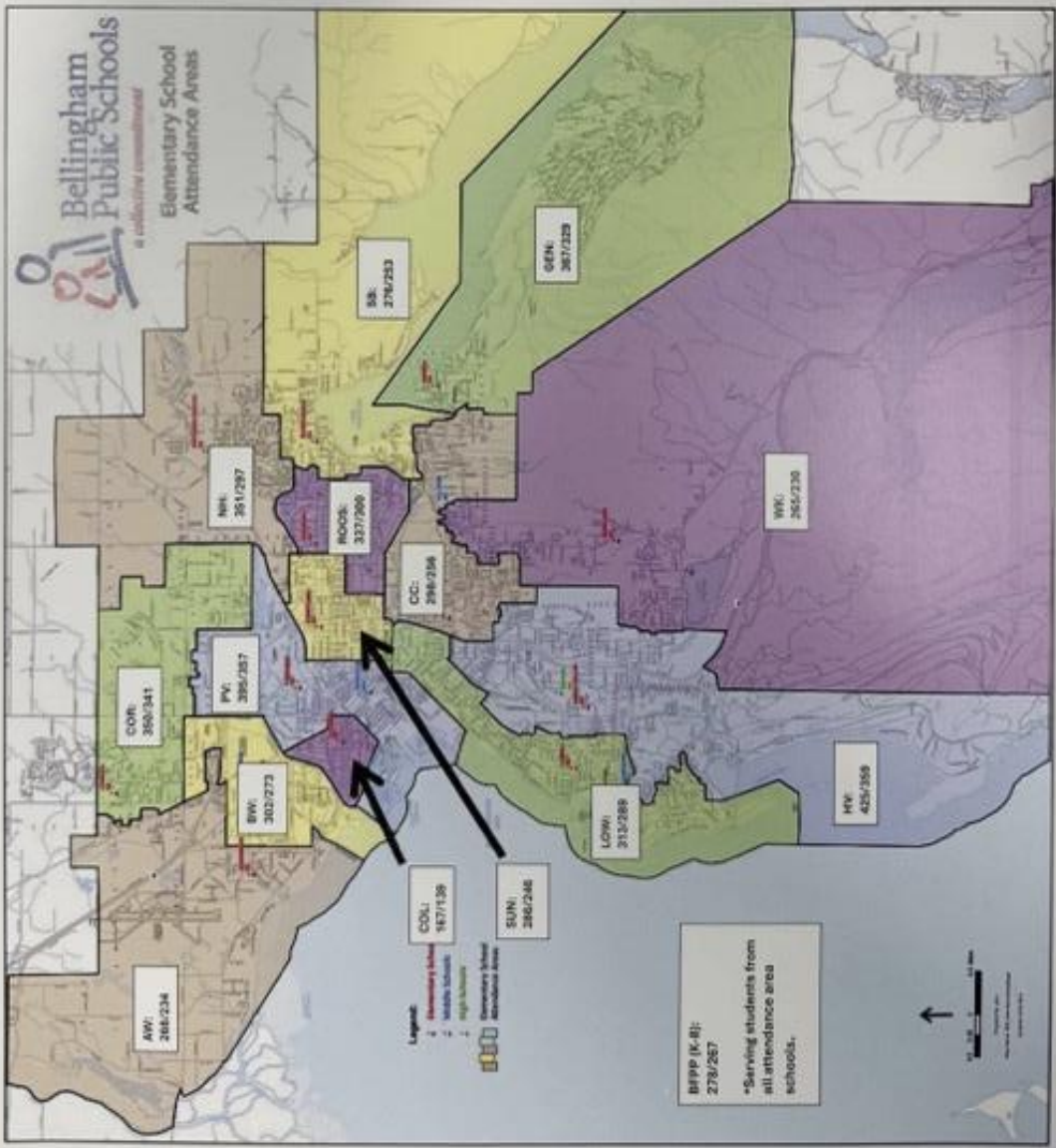


Table Group: _____

Map Key:
School name
26-27 enrollment/28-31 enrollment

Group Notes/Questions:

Nuclear Option:

- Close C.C. + Roosevelt.
- Rebuild Columbia
- Redistrict boundary lines.
- Add BPP to Columbia.



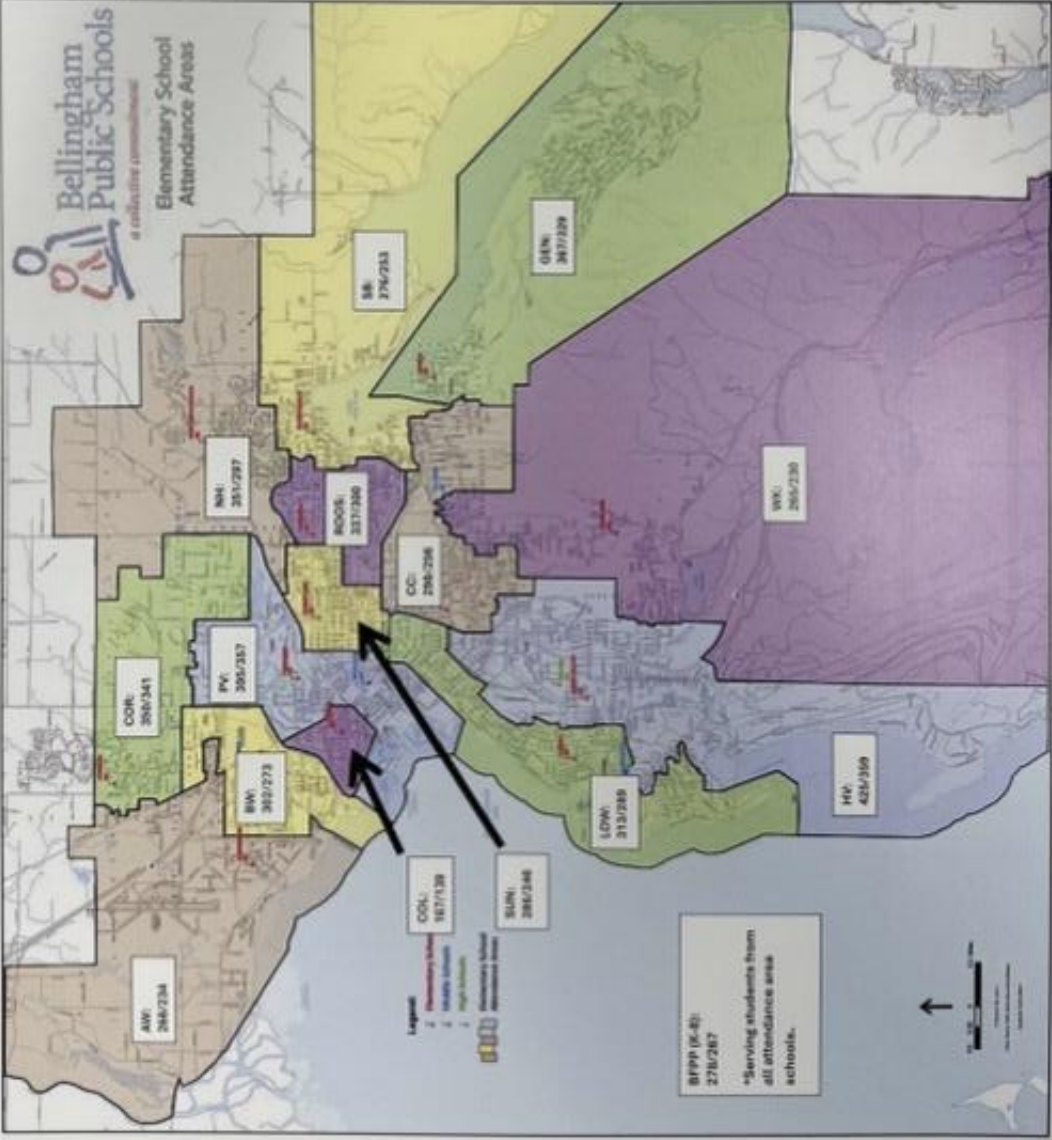


Table Group: _____

Map Key:
School Name
28-27 enrollment/23-31 enrollment

Group Notes/Questions:

Current Bond Funds
+
Sale of Cozice
=
New Roosevelt?

✓

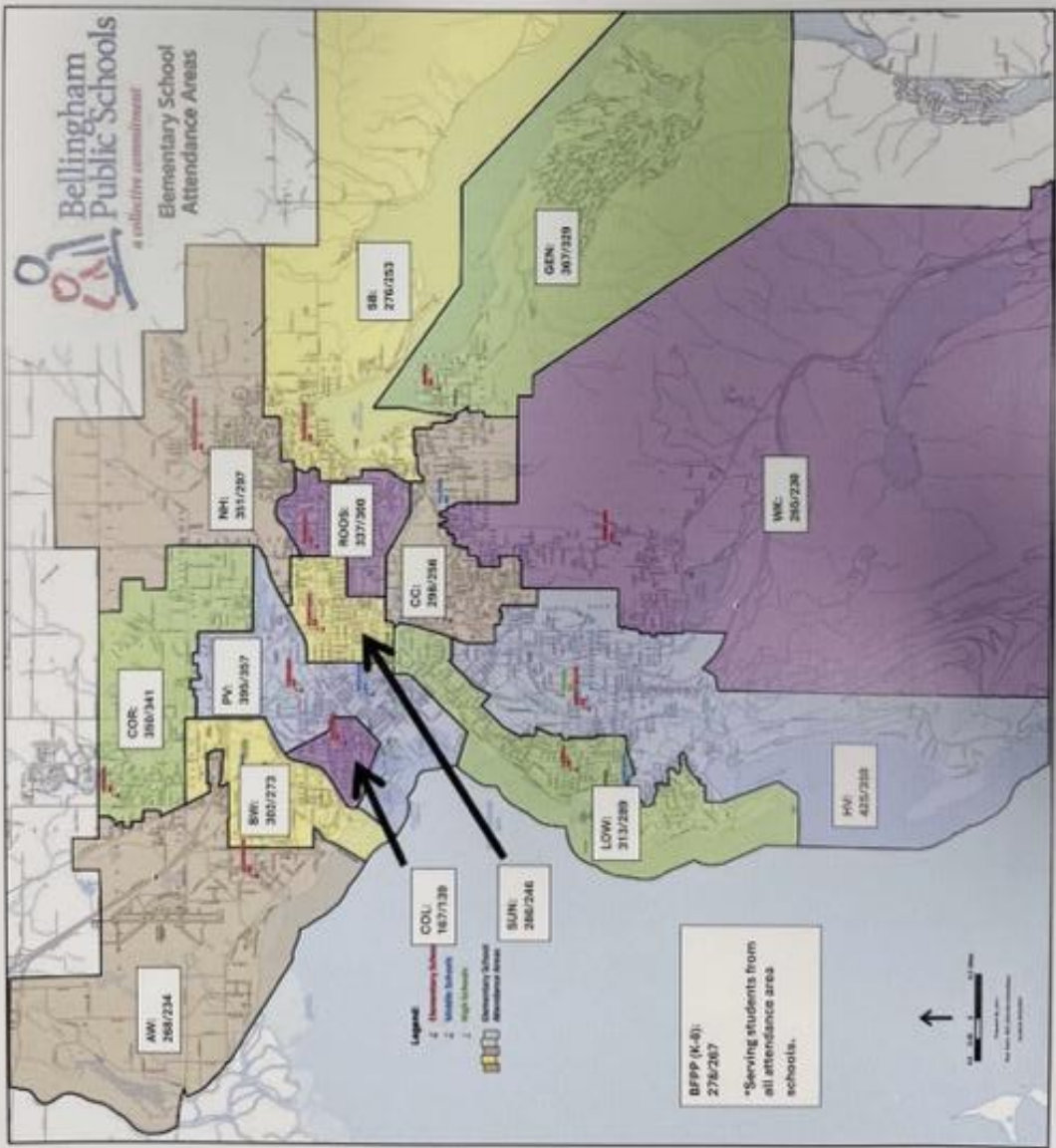


Table Group: _____

Map Key:
School names
26-27 enrollment/28-31 enrollment

Group Notes/Questions:

Scenario 1

Close Center - Students could go to: WK, SUN, SR (LAW?) - Adjacent boundaries

~300

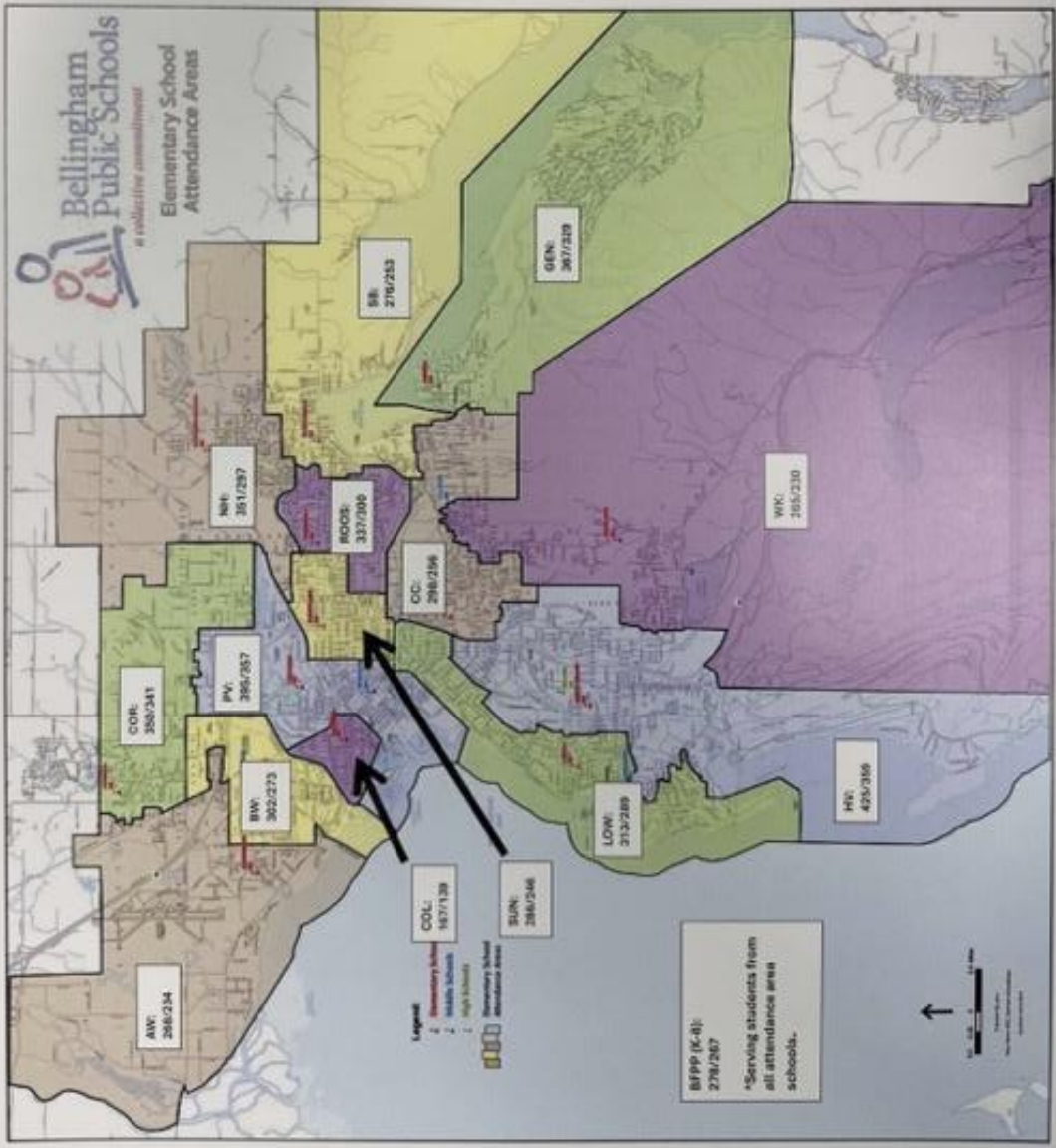


Table Group: _____

Map Key:
School name
26-27 enrollment/20-31 enrollment

Group Notes/Questions:

Rebuild Roseview + Close Corner

- Be prepared to capture new students/families from existing new developments (growth) (space looking years out next 20+ years)
- Example would be attendance history
- Could use CC as a swing

Space during rebuild

we don't
know how
many single
family, maybe
0.2 student/unit



COB: still have the most development capacity for future growth -> don't adjust

Map Key:
School name
26-27 enrollment/30-31 enrollment

Group Notes/Questions:
Close Columbia Scenario

- Birchwood at capacity -> already has 2 portables (285 approx capacity?)
- COB has lots of development potential
- Could redraw AW/BW/COB boundary
- NW has Berkeley development w/ condo potential

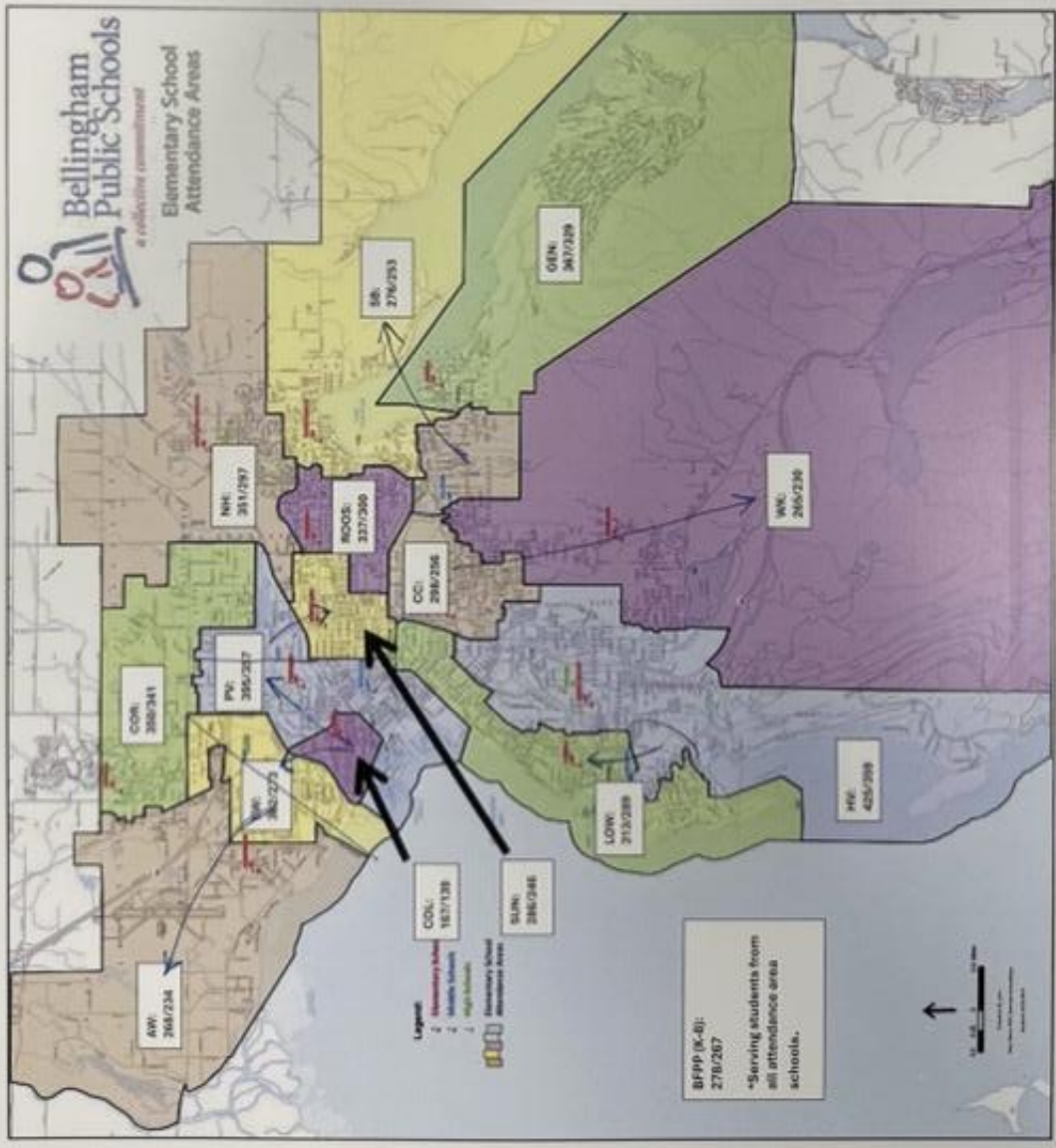
School	2026	2030
AW	209 + 42 = 350	234 + 42 = 303
BW	342 + 0 = 342	273 + 0 = 273
PV	345 + 0 = 345	357 + 0 = 357
SUN	286 + 85 = 371	246 + 70 = 316
COB	-107	-137

Close Cozier Scenario

- More students to Low/Low/SL, reduce NW

School	2026	2030
CC	-298	-256
Low	303 + 37 = 380	284 + 37 = 324
WNC	245 + 94 = 401	230 + 108 = 345
SL	276 + 132 = 408	353 + 111 = 364
PV	405 - 37 = 388	309 - 37 = 322
GEN	267 + 16 = 347	324 + 10 = 359

- Use Cozier as swing space to rebuild RCOs when needed
- Assume Low as approx 350 more capacity



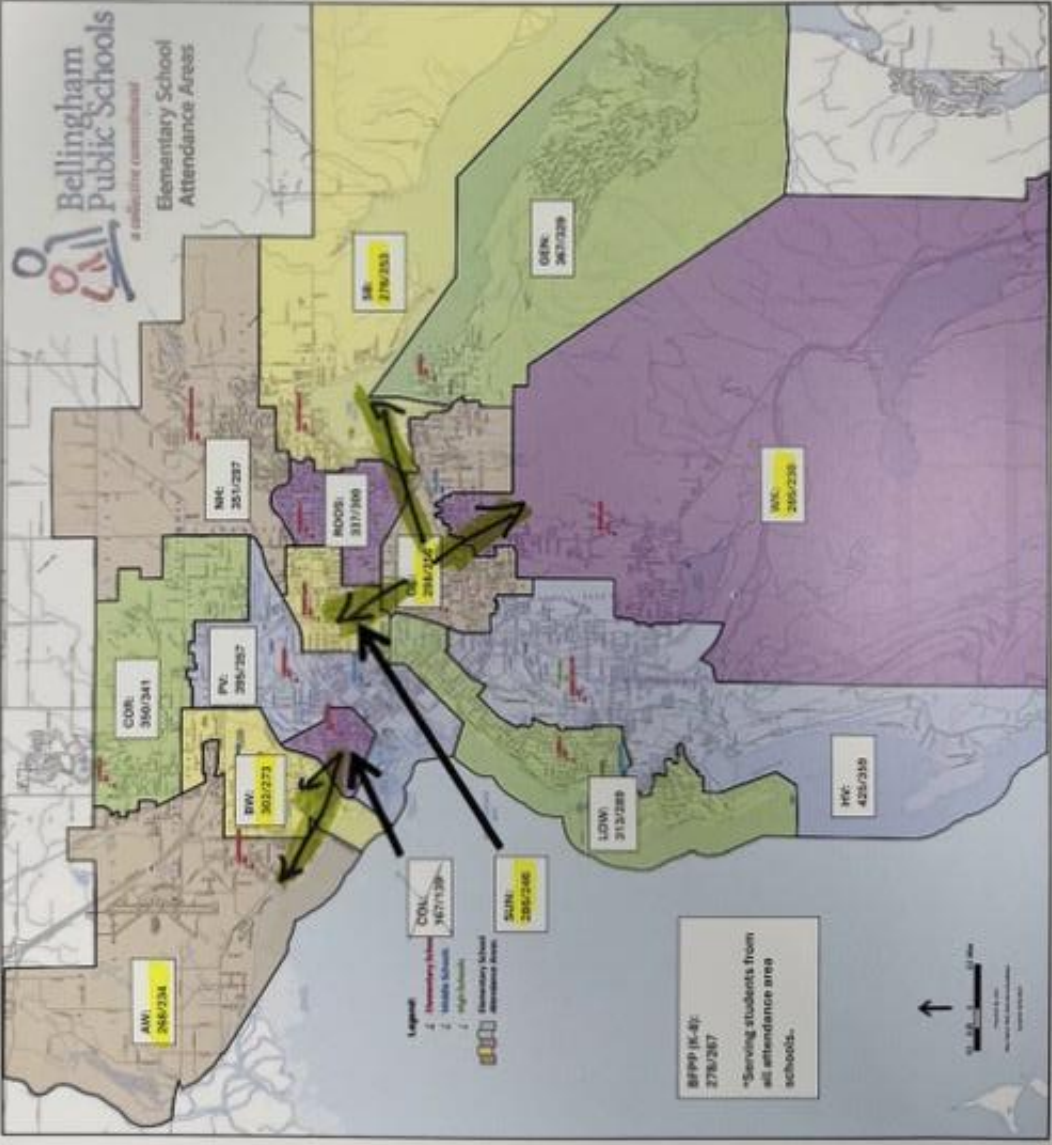


Table Group: _____

Map Key:
School name
26-27 enrollment/30-31 enrollment

Group Notes/Questions:

- Columbia close reboundary mostly to BW + AW
- Cozier close reboundary to SUN, SE, + WK
- Close BPPF more to Col or Cozier

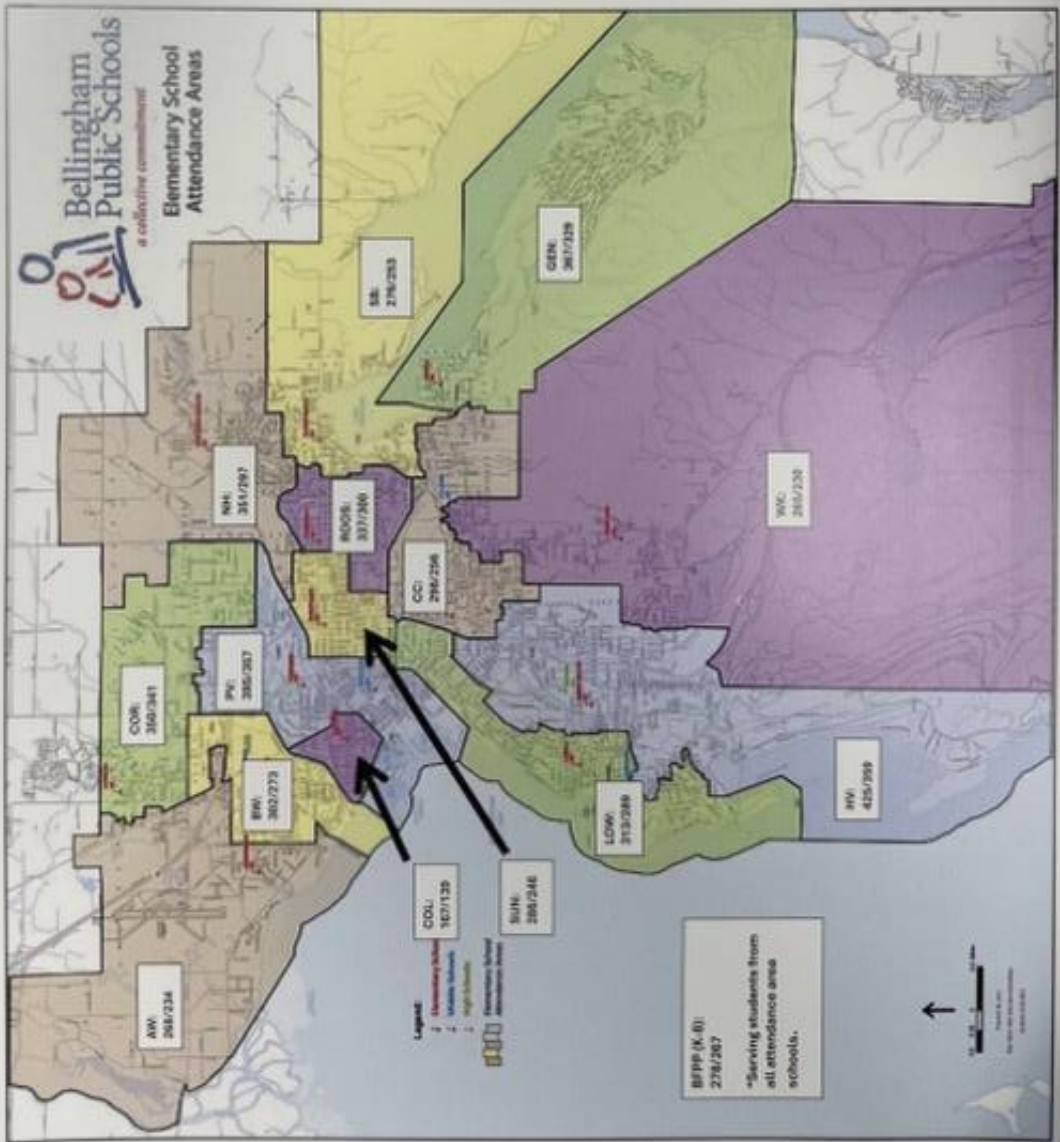


Table Group: _____

Map Key:
School name
26-27 enrollment/10-31 enrollment

Group Notes/Questions:

- Columbia cloths -
- absorb students into northside schools
- this does not affect middle school

or

- absorb into PV or otherwise

✓

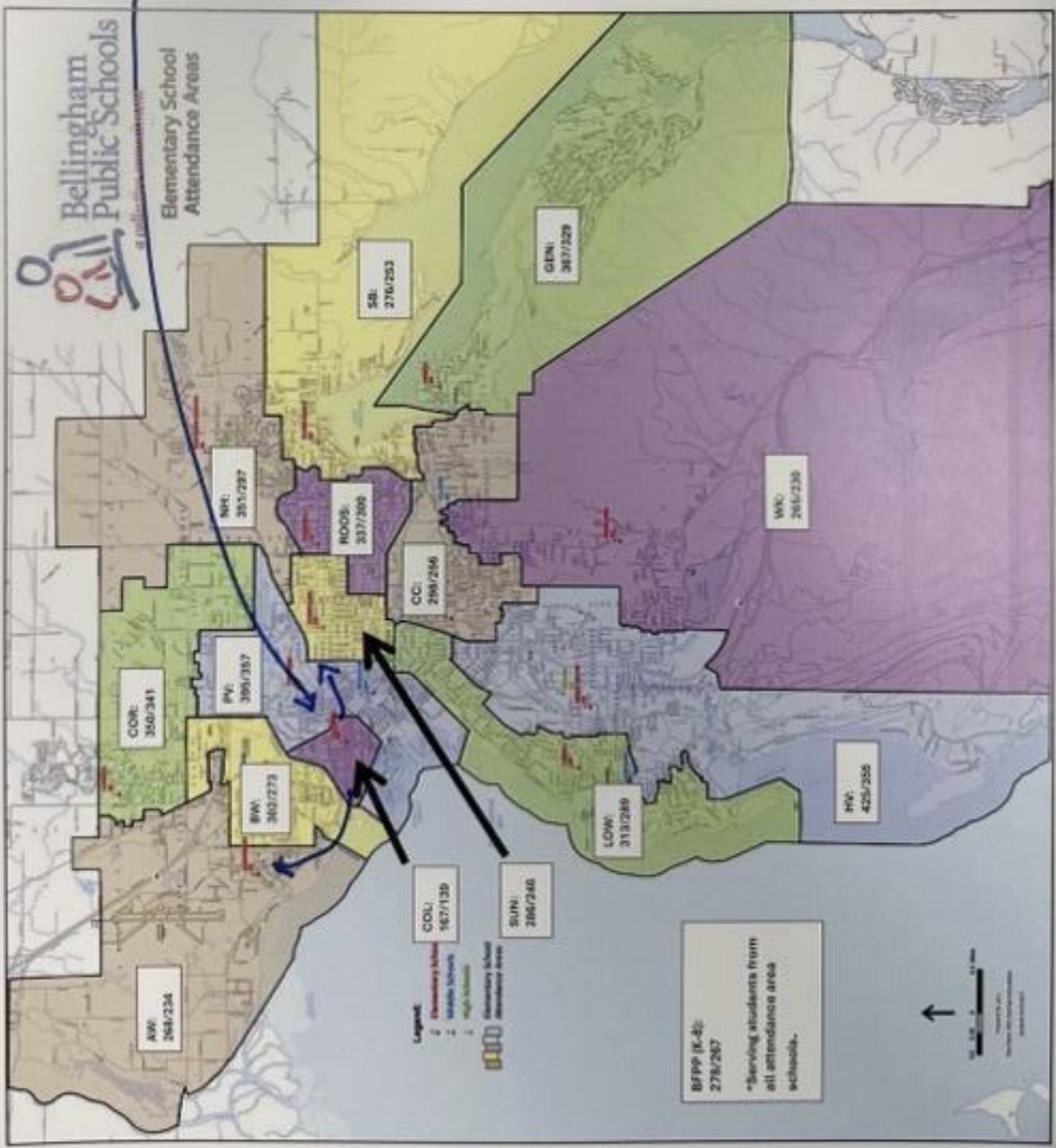


Table Group: #1

Map Key:
 School name
 26-27 enrollment/28-31 enrollment

Group Notes/Questions:

③ Columbia - close
 2/3 students go to Alderwood
 1/3 students go to Sunnyland
 reroute US Lines
 Sunnyland go to WMS



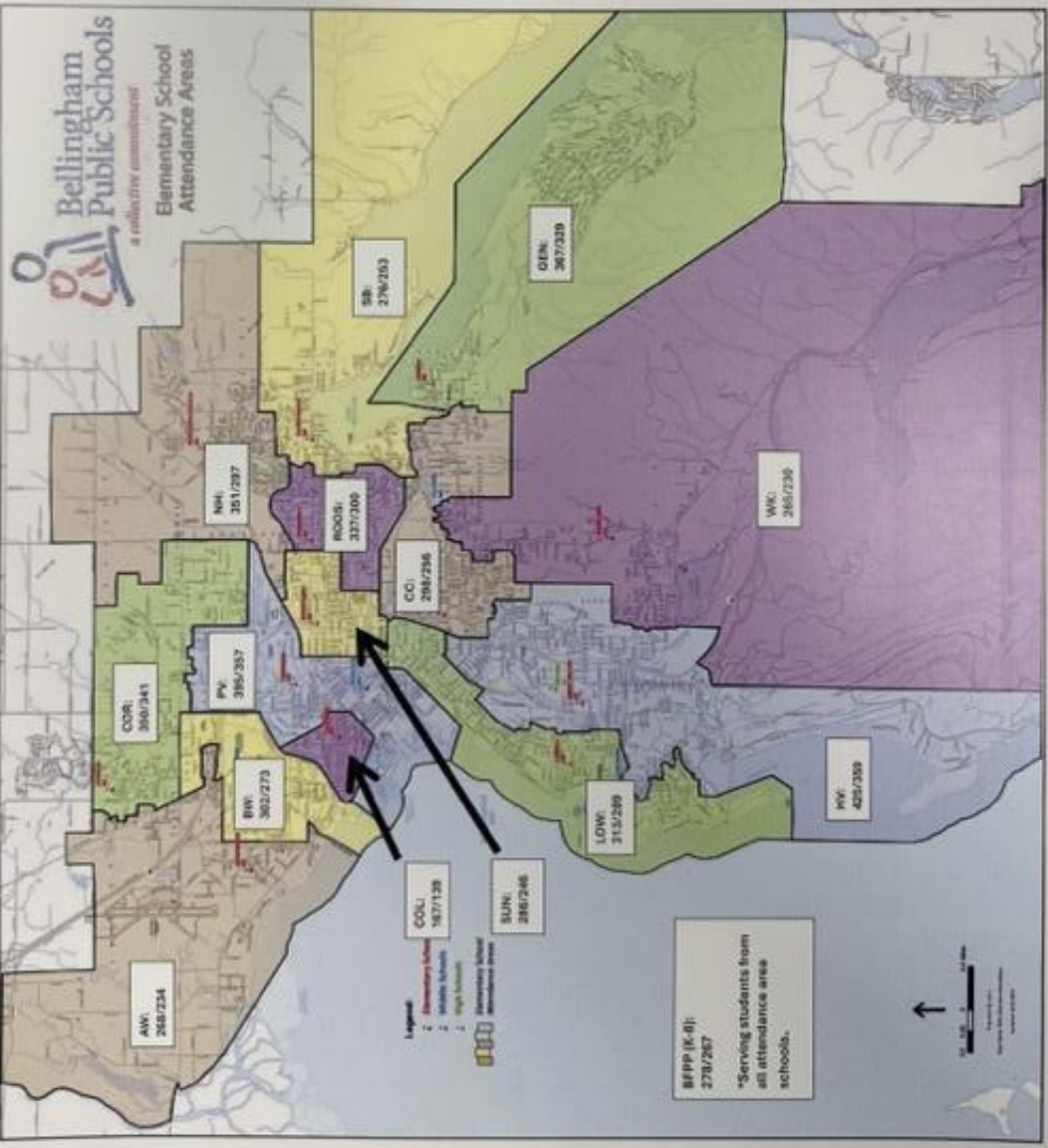


Table Group: _____

Map Key:
School name
26-27 enrollment/28-31 enrollment

Group Notes/Questions:

Columbia becomes
an early learning
center of district
wide Headstart,
Promise-K, etc.



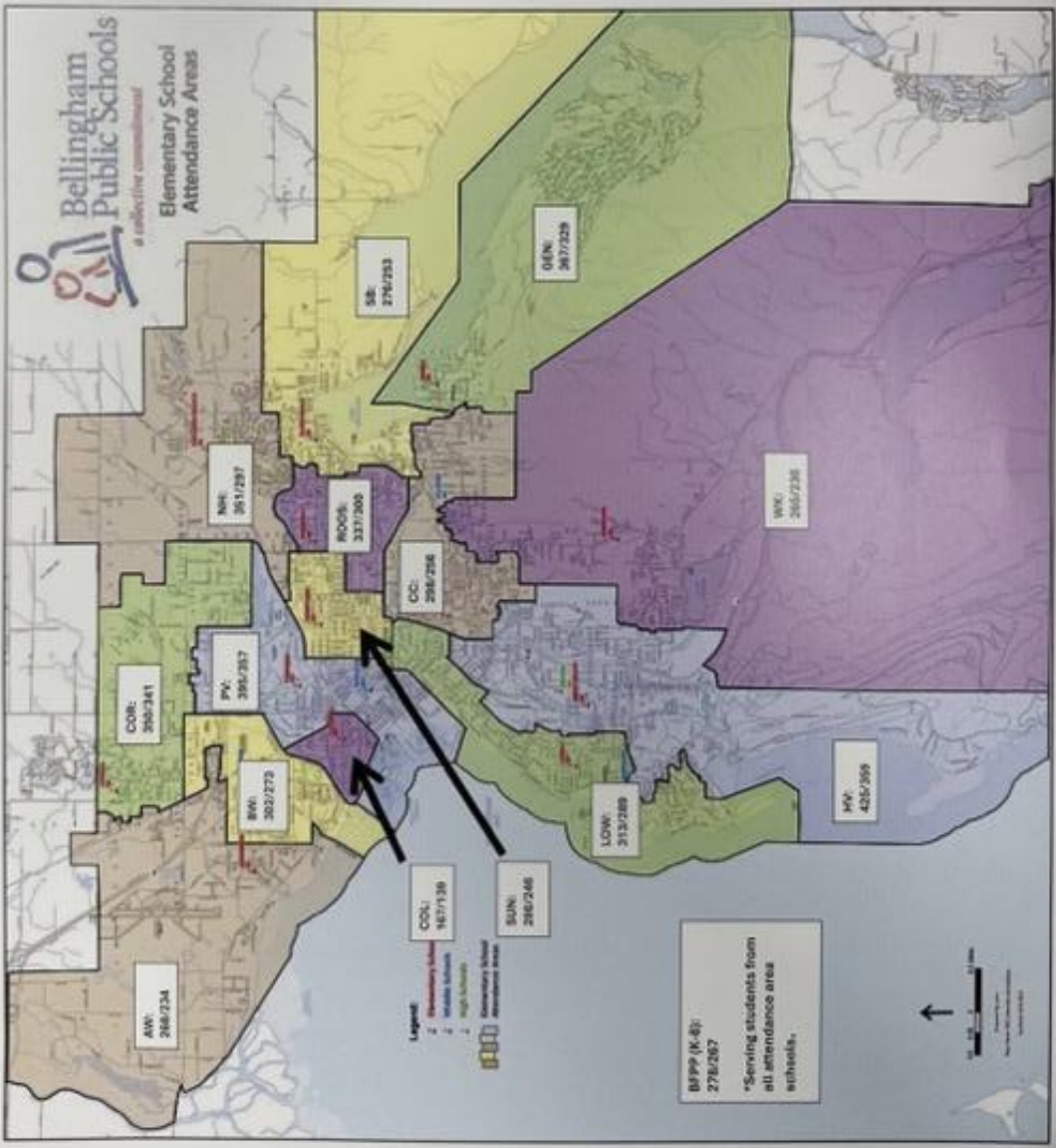


Table Group: _____

Map Key:
 School name
 26-27 enrollment/20-21 enrollment

Group Notes/Questions:

Close lanes for BPP and house them in another site

Reconfigure BPP to provide services - stagger "enrollment closest" during the day to allow for shared space

- reduce enrollment

Double occupancy of two programs

Site need to rebuild Columbia in this scenario

- allows for greater of BPP and central "community use" space



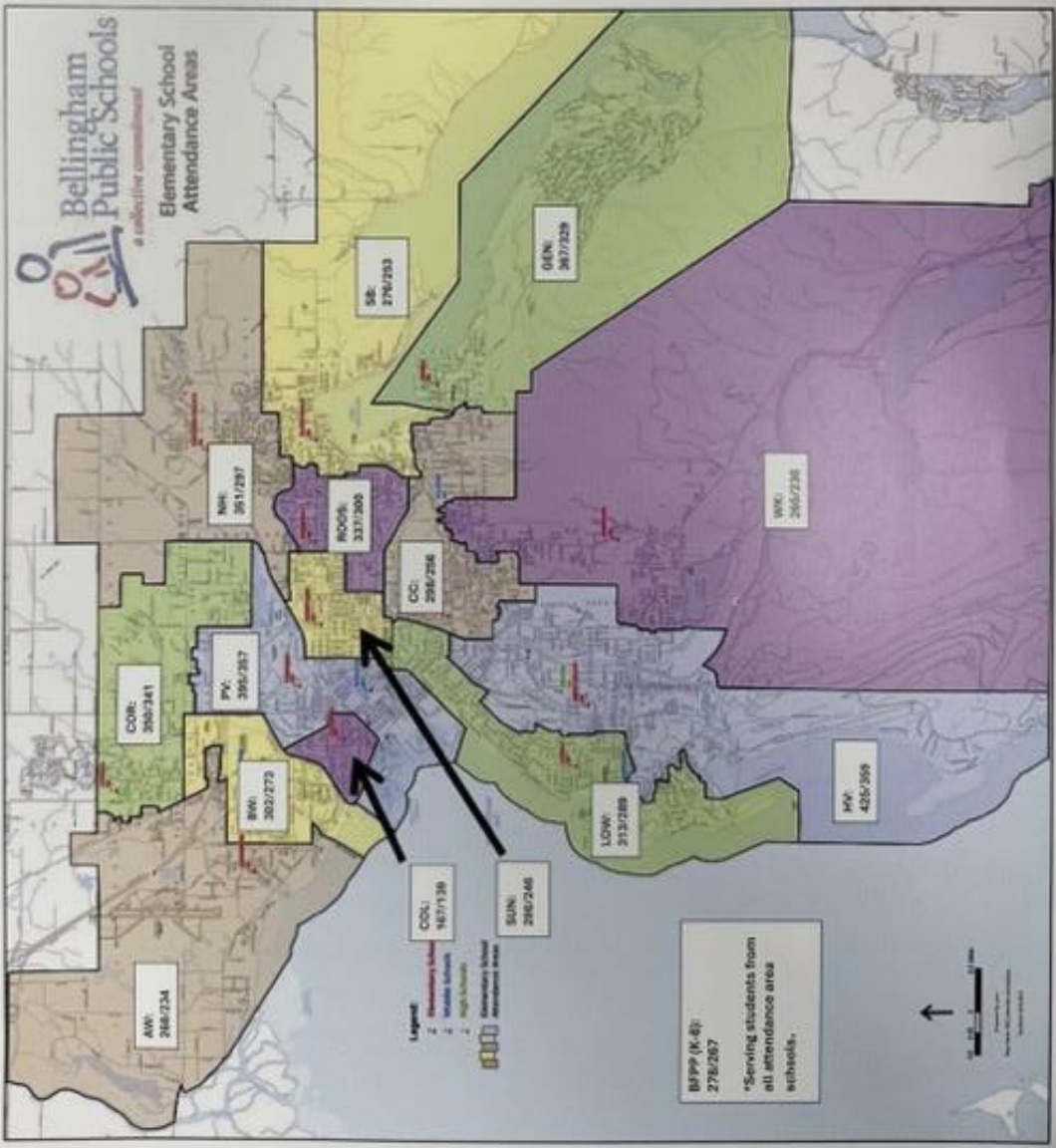


Table Group: _____

Map Key:
School name
26-27 enrollment/20-21 enrollment

Group Notes/Questions:

Close lanes for BPP and house them in another site

Reconfigure BPP to provide services - stagger "enrollment closest" during the day to allow for shared space

- reduce enrollment

Double occupancy of two programs

Site need to rebuild Columbia in this scenario

- allows for greater of BPP and central "community use" space



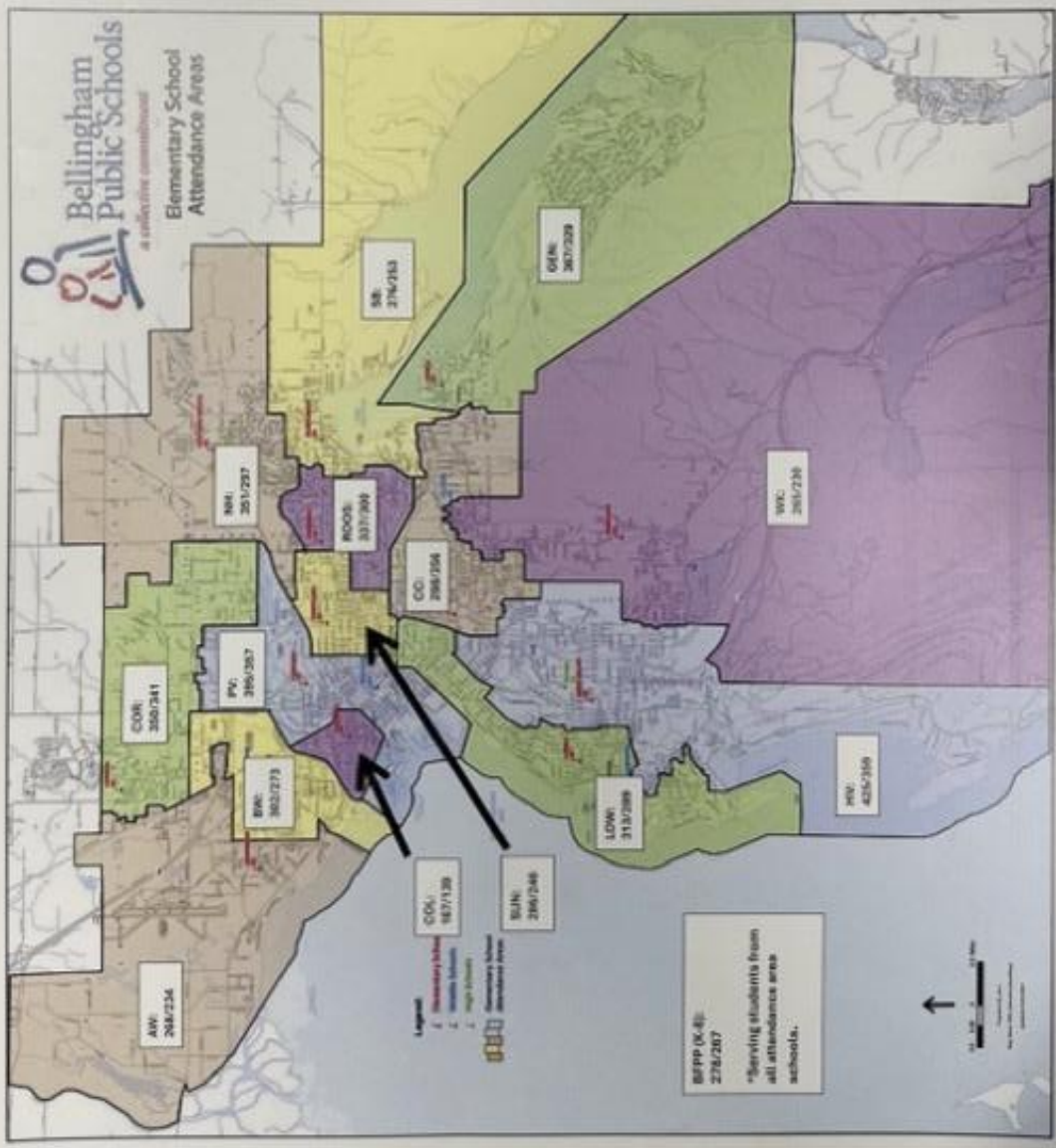


Table Group: _____

Map Key:
School name
20-27 enrollment/30-31 enrollment

Group Notes/Questions:

- Move BFPP to Columbia. Remove enrollment & use as interim parking. Close Larches.
- Analyze PV & Sunnyside to residence #1's
- Connect to Spring PV boundary change to add more students to Columbia.
- Close Cozier. Students west of Kenner to W.C. Students east to Silver Beach.
- Reconnect Spring school for Cozier
Reconnect rebuild.
- Move BFPP to Alderwood + close BFPP (Larches)
- Use Cozier as swing space for Reconnect. When Reconnect complete, move BFPP + Family Resource Ctr. to Cozier.

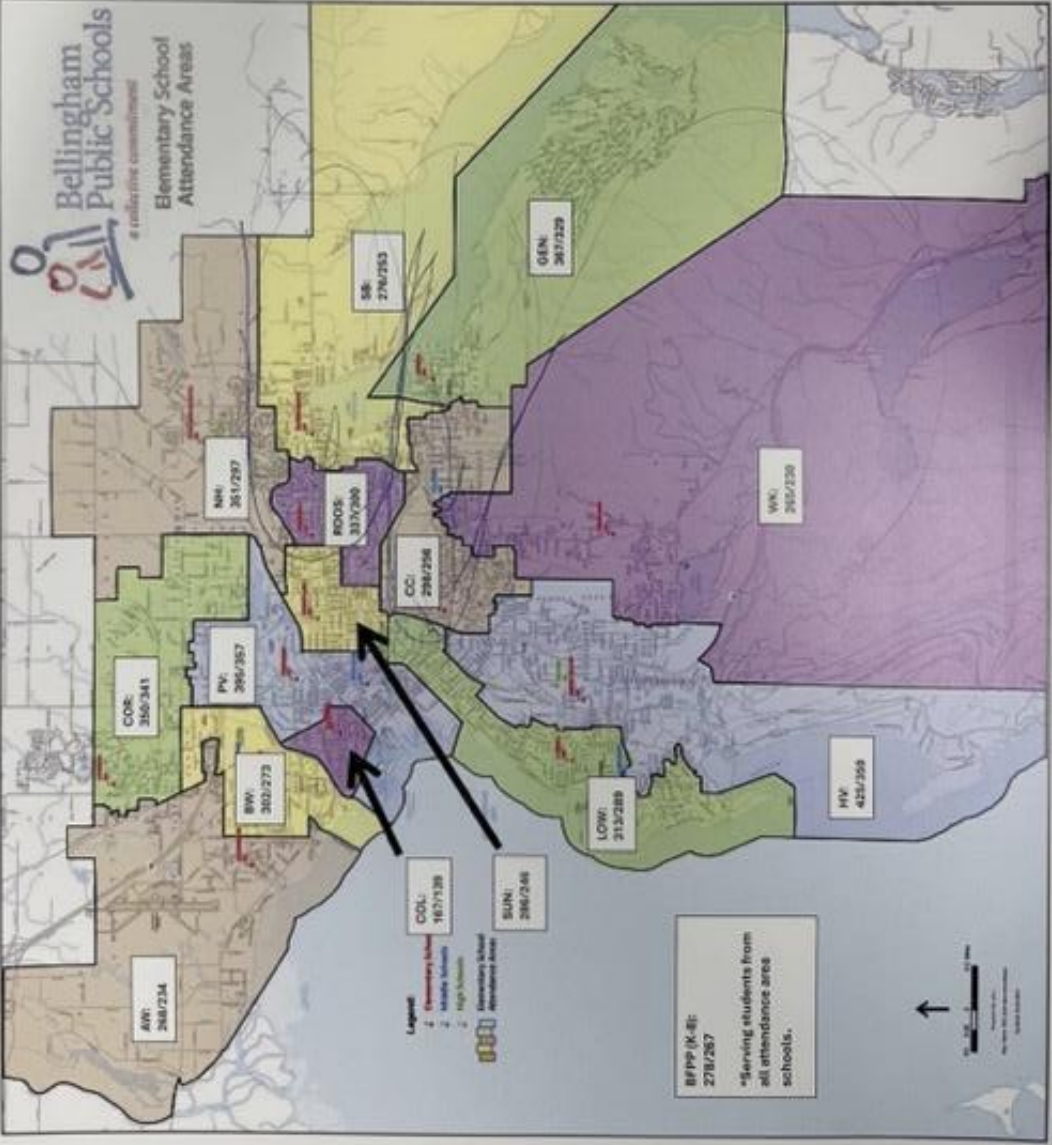


Table Group: _____

Map Key:
 School name
 28-27 enrollment/30-31 enrollment

Group Notes/Questions:

Close 3?
 ① Columbia ✓

② Silver Beach + Geneva
 offer rebuild of
 locker + Roosevelt ✓

OR

Close 3?
 Columbia, Locker, + Roosevelt ✓

Scenario Feedback, 03.16.2026

	Carl Cozier	Roosevelt
1.	Close, distribute students to: - Wade King - Sunnyland - Silver Beach - Lowel? Adjust boundaries if needed	Rebuild, use Cozier as a swing space
2.	Close, distribute students to: - Wade King - Sunnyland - Silver Beach	Rebuild, use Cozier as a swing space
3.	Close, distribute students to: - West of Electric Street, goes to Sunnyland - East of Electric Street goes to Wade King	Rebuild, use Cozier as a swing space
4.	Close, distribute students to: ½ to Wade King ½ to Silver Beach	Rebuild, use Cozier as a swing space Capture new families from the Barkley construction over the next 20 years
5.	Close, distribute students to: - West of Electric Street, goes to Wade King - East of Electric Street goes to Silver Beach	Rebuild, use Silver Beach as a swing space (then close SB)
6.	Close	Rebuild using 15 th elem. bond dollars and the sale of Cozier monies
7.	Close	Rebuild, use Cozier as swing space
8.	Close	Rebuild, Distribute students to NH, SB, SL for rebuild
9.	Close and sell property	Rebuild, use Cozier as swing space
10.	Close, distribute students to: - Lowell - Wade King - Silver Beach - Geneva - Use opportunity to adjust Happy Valley	Rebuild, use Cozier as a swing space
11.	Close, distribute students to: - Sunnyland - Silver Beach - Wade King	Close
12.	Close, distribute students to: - Wade King - Geneva - Sunnyland - Silver Beach	Close
13.	Close, distribute students to: - West of Kenoyer to Wade King - East of Kenoyer to Silver Beach	
14.	Work out deal with City for Cozier rebuild	
15.	Rebuild, use Geneva as a swing space (then close Gen)	

	Columbia	BFPP
1.	Close, distribute students to: • Birchwood • Alderwood	Move BFPP to Columbia
2.	Close, distribute students to: • All students go to Alderwood	Close BFPP – move to Columbia or Cozier building
3.	Close, distribute students to: • All students go to Parkview (see other ideas for PV adjustment)	Close Larabee, house BFPP at another site; Reconfigure BFPP schedule to provide services and stager enrichment classes to allow for shared space
4.	Close	Move BFPP to Columbia; remove portables, use that space for parking
5.	Close	Move BFPP to Columbia building
6.	Close, distribute students to: • Alderwood • Birchwood • Need boundary adjustments	Move BFPP to Alderwood, close Larabee building
7.	Close, distribute students to: • Northside only schools (as to not disrupt MS feeder patterns)	After Roosevelt is rebuilt, move BFPP and FRC to old Cozier
8.	Close, distribute students to: • Parkview OR Alderwood	Move BFPP to another school – • Columbia, with added parking • New CT building • Wade King • Sunnyland
9.	Close, distribute students to: • Parkview (all of COL) • Redraw PV to have some students go to Sunnyland	
10.	Close, distribute students to: • Two-third to Alderwood • One-third to Sunnyland	
11.	Close	
12.	Close distribute students to: • Alderwood • Birchwood • Parkview • Sunnyland	
13.	Rebuild Columbia and share the space with BFPP	
14.	Add Parkview students to Columbia to balance enrollment – students Cornwall Street to Girad street	

15.	Parkview boundary adjustment to create space for Columbia students: • Lettered Streets Neighborhood to Sunnyland • Downtown area of Lowell	
16.	Adjust boundaries for Columbia and central schools	
17.	Rebuild Columbia • Add BFPP to Columbia • Adjust boundaries	
Other Ideas		
1.	Close Silver Beach and Geneva	
2.	Close Silver Beach. Distribute students to: • 1/3 to Northern Heights • 1/3 to Roosevelt • 1/3 to Geneva	
3.	Use Columbia as an Early Learning Building	
4.	Close Silver Beach and Geneva after Cozier and Roosevelt are rebuilt	
5.	Make Shuksan a K-8 dual language school; each high school would then have 1 feeder pattern middle school	
6.	Consider K-8 schools to address the enrollment problem that will eventually get to middle school.	
7.	Offer a choice school option – dream would be a K-8 language emersion – this would allow some families and staff more choice	
8.	Redraw MS attendance lines so all of Sunnyland goes to Whatcom MS.	
9.	Use Columbia as an Early Learning Center	
10.	Use Cozier building for BFPP and Family Engagement	

Summary:

- Total scenario suggestions: 62
- Close Cozier – 13/15 comments (87%)
- Close Columbia – 12/17 comments (71%)
- Close Roosevelt – 2/12 comments (17%)
- Close Silver Beach – 3 comments
- Close Geneva – 2 comments
- Move BFPP - 8/8 comments (100%)
- 81% of total comments suggest closing at least one school (50/62)

Tree Map Exercise

Carl Cozier

15 scenarios- 87% indicated closure

Redistribute to
two schools

Wade King
Sunnyland

Wade King
Silver Beach
(2)

Redistribute to
three schools

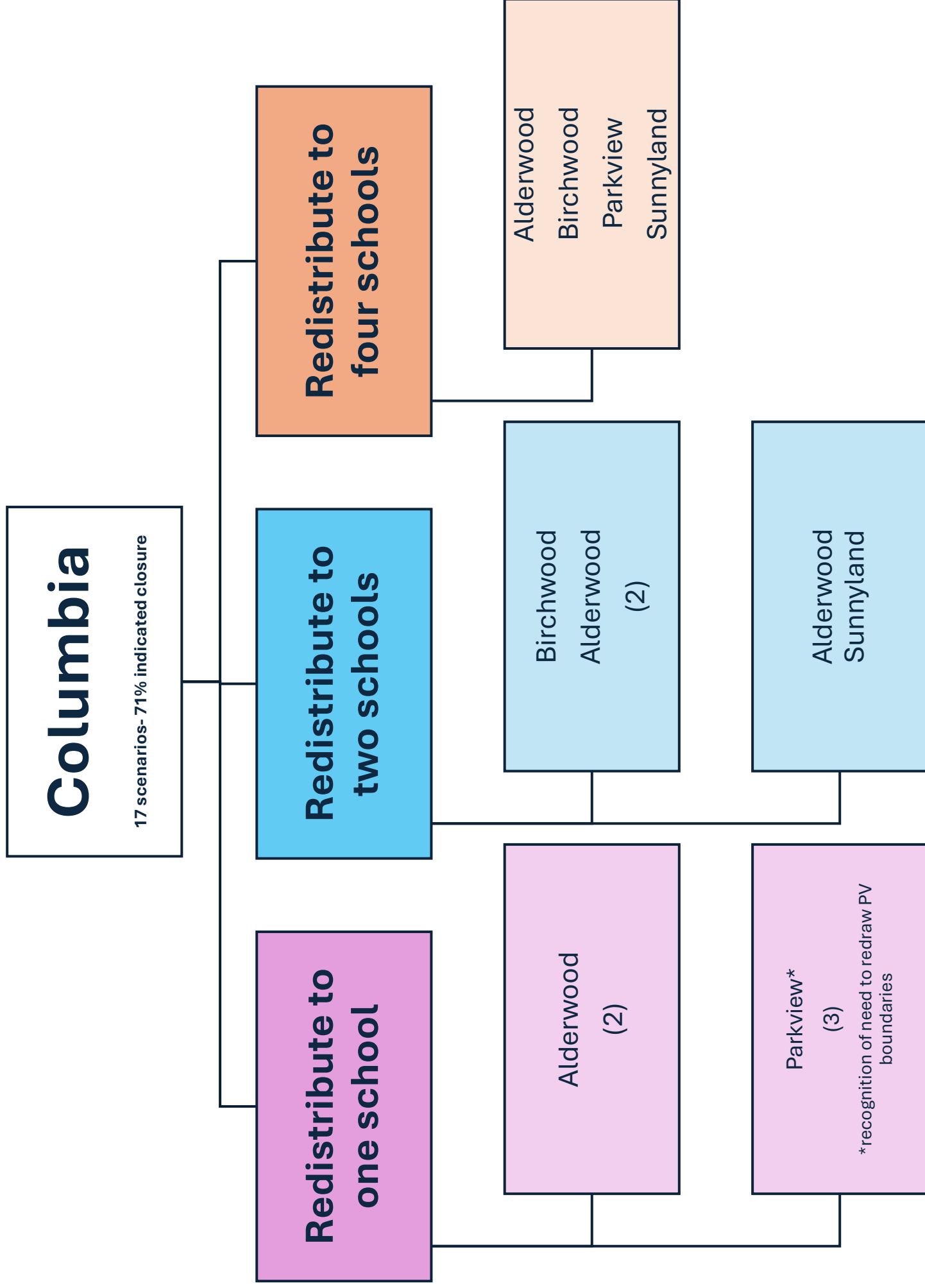
Wade King
Sunnyland
Silver Beach
(3)

Redistribute to
four schools

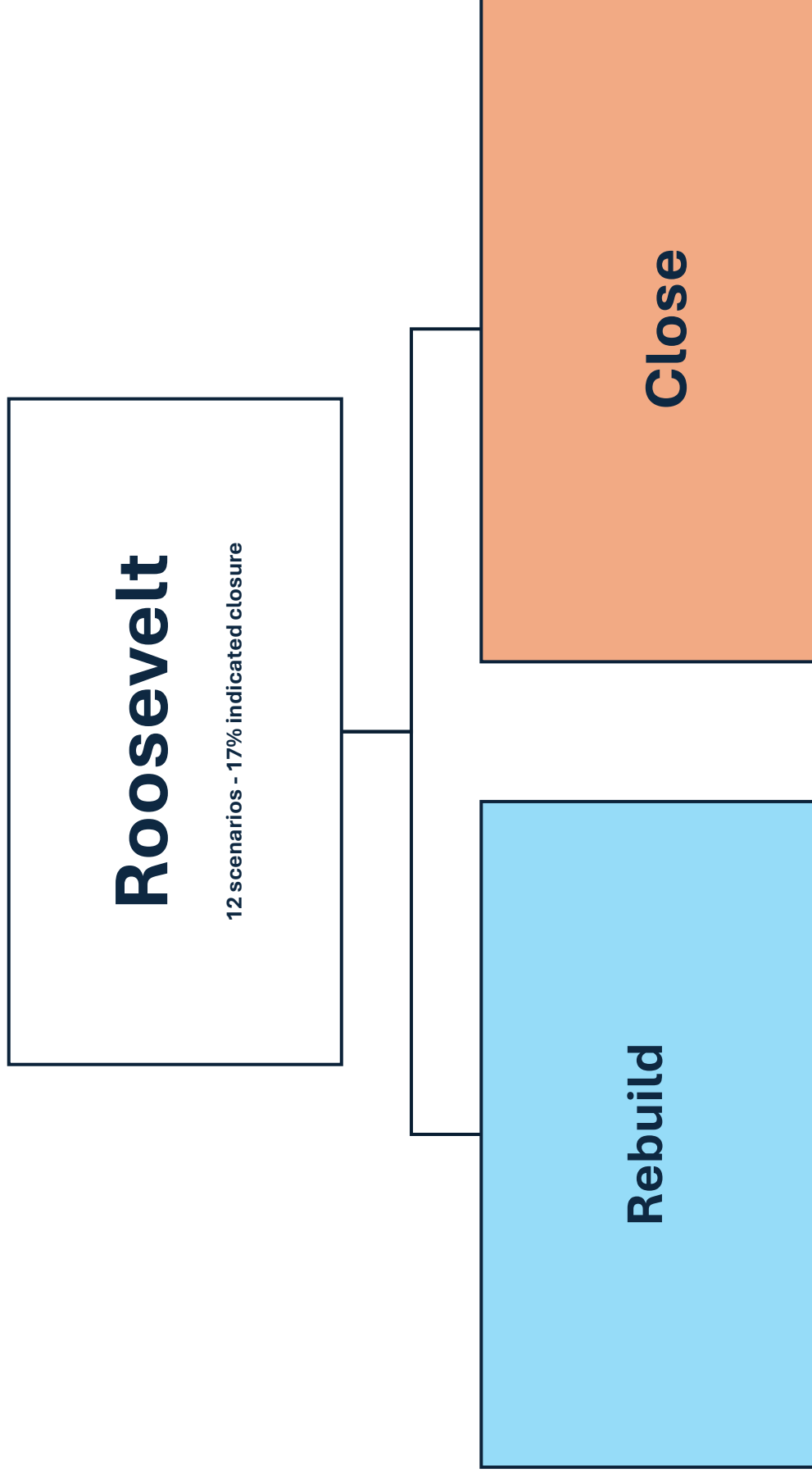
Lowell
Wade King
Silver Beach
Geneva

Wade King
Geneva
Sunnyland
Silver Beach

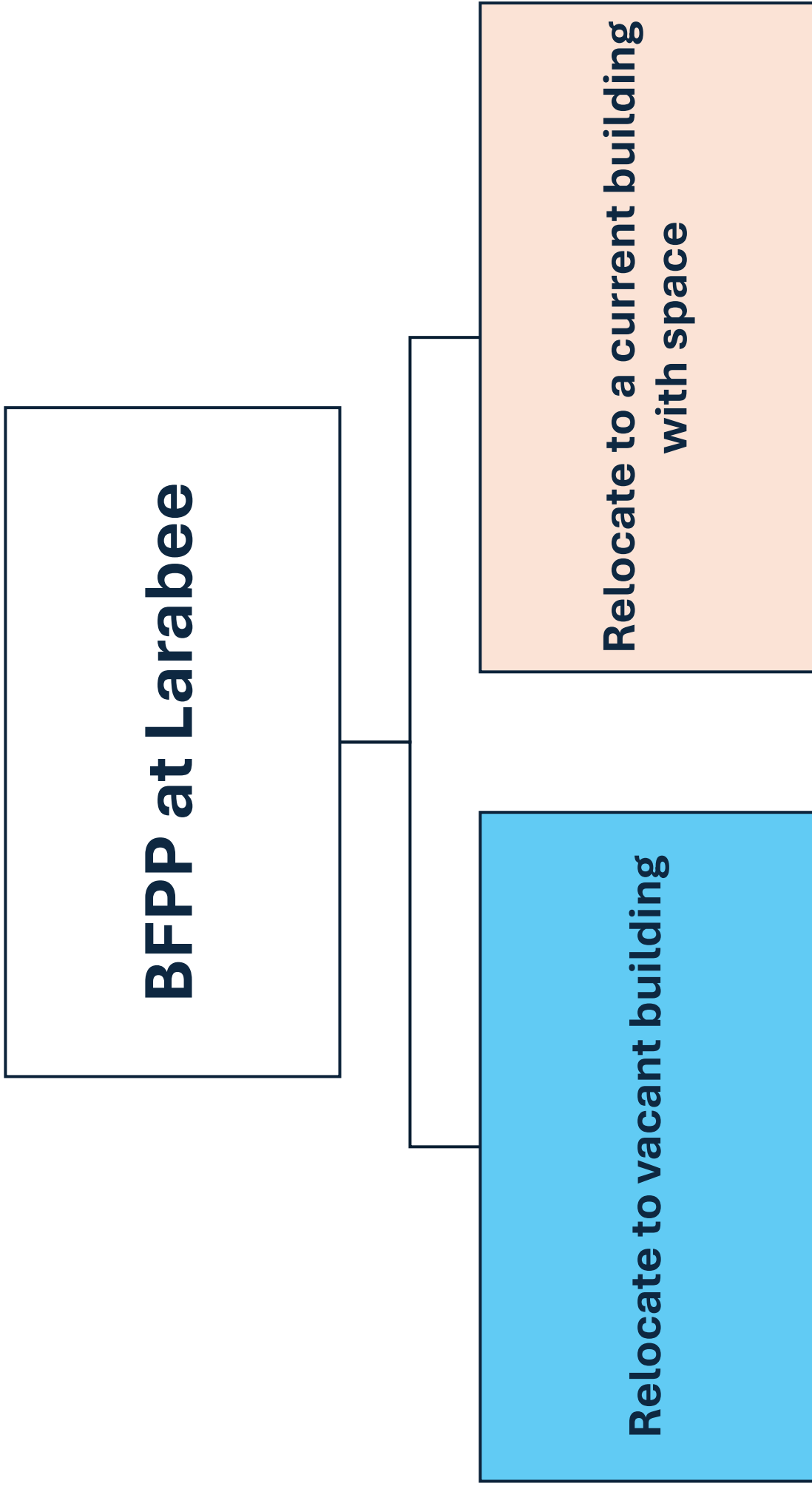
Tree Map Exercise



Tree Map Exercise



Tree Map Exercise



03.23.2026 Committee Feedback Summary – Tree Map Exercise

Cozier	Columbia
• Three Schools – WK, SL, SB (3) • Three schools- WK, SB, GEN • Two schools – WK, SB (2) • Two schools – WK, SL (2) • Four schools – Low, WK, SB, Gen Notes: Regency Park should go to WK Check MS feeder patterns No to SL because Col could go there	• Four schools – AW, BW, PV, SL • Two schools – BW, AW (2) • Two schools – AW, SL (2) • One school – PV • One school – AW Notes: Lowest impact to split between 4 schools Lots of division to split between 4 schools Redraw ALD and BW boundaries No to PV
Roosevelt	BFPP at Larrabee
• Rebuild (6) Notes: rebuild to 450 capacity	• Relocate (3) • Join BFPP with existing program • Relocate only if it benefits the district, if not, leave at Larabee Notes: Rent Larabee building Use bond dollars to make Col ADA

Facilities Planning Task Force Documents for Recommendation

Meeting #5 + 6 – Title Activity

Link to [Excel Tile Tool](#)



FACILITIES PLANNING TASK FORCE
April 13, 2026

GROUP: _____

DATE: _____

SCENARIO: _____

NOTE
This tab is read-only; click on the 'Tiles-1' tab to get started

MOVE THESE ENROLLMENT TILES

Ent	TLA	School	Type	StatArea	Enr. Path	Student	P1	P2	P3	P4	K1	01	02	03	04	05	Move to
##	CO3	Carl Cozier Elementary		70	COZIFMSISHS	60	0	0	0	4	10	10	12	5	14	5	SIL

Step 1
Select a school.

Step 2
Select a Study Tile here; the list will filter to the tiles for your selected school.

Enrollment Path
Enrollment path of the StatArea / Tile that is selected

Enrollment
When a school/tile combo is selected, enrollment by grade will be displayed here. These cells are read-only value.

Step 3
Select the school to move this tile to. Check the

RESULTING IN THE FOLLOWING CHANGES

NOTE: Enrollment data as of March 31, 2026

Ent	TLA	School	Group	Student	P1	P2	P3	P4	K1	01	02	03	04	05
201	ALD	Alderwood Elementary	BEFORE	238	1	6	11	16	35	48	37	50	54	40
201	ALD	Alderwood Elementary	NO CHANG											
202	BIR	Birchwood Elementary	BEFORE	327	0	0	1	16	38	49	45	57	57	64
202	BIR	Birchwood Elementary	NO CHANG											
203	COZ	Carl Cozier Elementary	BEFORE	305	0	0	0	18	32	47	55	47	60	46
203	COZ	Carl Cozier Elementary	AFTER	245	0	0	0	14	22	37	43	42	46	41
204	COL	Columbia Elementary	BEFORE	185	0	0	1	13	24	14	31	30	43	29
204	COL	Columbia Elementary	NO CHANG											
205	NOR	Northern Heights Elementary	BEFORE	385	0	0	2	18	38	60	54	69	66	79
205	NOR	Northern Heights Elementary	NO CHANG											
206	GEN	Geneva Elementary	BEFORE		0	1	19	56	54	61	57	67	78	
206	GEN	Geneva Elementary	NO CHANG											
207	HAP	Happy Valley Elementary	BEFORE		6	12	17	61	51	70	62	75	77	
207	HAP	Happy Valley Elementary	NO CHANG											
209	LOW	Lowell Elementary	BEFORE		0	4	14	32	53	56	47	57	54	
209	LOW	Lowell Elementary	NO CHANG											
210	LOC	Locdata Elementary	BEFORE	383	1	4	14	27	65	50	61	50	66	45
210	LOC	Locdata Elementary	NO CHANG											
211	PAP	Parkview Elementary	BEFORE	397	0	1	1	18	54	63	53	70	77	60
211	PAP	Parkview Elementary	NO CHANG											
212	KIN	Wade King Elementary	BEFORE	286	0	0	2	16	42	25	49	53	46	53
212	KIN	Wade King Elementary	NO CHANG											
213	ROO	Roosevelt Elementary	BEFORE	345	0	1	1	16	50	51	51	53	53	62
213	ROO	Roosevelt Elementary	NO CHANG											
214	SIL	Silver Beach Elementary	BEFORE	319	0	5	7	13	39	39	56	47	57	63
214	SIL	Silver Beach Elementary	AFTER	379	0	5	7	17	49	49	68	46	65	73
215	SUN	Sunnyland Elementary	BEFORE	347	0	8	39	28	42	43	47	58	47	37
215	SUN	Sunnyland Elementary	NO CHANG											

Reviewing Changes
Each change in the 'Move' these enrollment tiles' will be reflected as a reduction

NOTES

Notes
Add any explanatory notes or questions your group may

FYI: students remaining after all tiles are moved represent enrollment from outside regular school

Facility Planning Task Force Scenarios

Scenario 1

[illegible]

Scenario 2

MOVE THESE ENROLLMENT TILES										TO																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		

Scenario 4

MOVE THESE ENROLLMENT TILES										TO																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

Scenario 7

MOVE THESE ENROLLMENT TILES										TO									
</																			

Scenario 9

[illegible]

Scenario 10

[illegible]

Scenario 11

MOVE THESE ENROLLMENT TILES										TO		RESULTING IN THE FOLLOWING CHANGES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												

Scenario 12

[illegible]

Scenario 13

MOVE THESE ENROLLMENT TILES										TO									

Scenario 14

[illegible]

Scenario 17

[illegible]

Individual Reflection

The goal of this task force is to make a recommendation. What additional information would help inform your ability to make a recommendation?

“I would like to know the maximum time we think Roosevelt, Carl Cozier, and Columbia will be safe or reasonable to use into the future. A quick Google search put me on to a study [“The Long Shadow of School Closures...”](#) by Jeonghyeok Kim, which paints school closures in a fairly poor light. I’m sure you will want to know about it before speaking at length with the community. I’m not sure how I feel about the results, but it might be worth addressing here.”

“Currently, we are talking about projections and buildings (tactical), I think the other conversations (adaptive) is to frame it around what is gained by having 3 section schools considering restructuring current models to K-6 and making middles focused on 7-8 and consider choice K-8 schools. Where there is change there is opportunity. Let’s innovate rather than focus on what is lost.”

“When we think about our facilities as a whole it seems that enrollment decline/school closure is only one part. I find myself asking “what is the goal of school closure.” Is the cost savings worth it? Also, I feel like we haven’t discussed renovations / rebuilds and timelines / bonds for that.”

“Thinking about impacts down the line (middle/high); Keeping communities mostly together...try to split 1 or 2 ways not more; Is it okay to skip a boundary (COL to ALD)? It is close (3 miles) so seems okay...”

“More discussion on what the benefits are of saving the budget. We know that cutting programs are the current state of affairs, but what do Bellingham students and families gain with a stable budget? What happens with the Columbia elementary building? It seems as though we are focusing on the Roosevelt rebuild due to its progress in permitting.”

“I am looking forward to more community engagement. There is a lot of misinformation going around and at least engaging everyone “may” change that as much as it could be changed. As a recommending body, it would be nice to know we have done that part as well as data learning.”

“Given the information we’ve received already...closing Carl Cozier and Columbia seem to be hard but obvious choices. I think the focus moving forward is trying to thoughtfully and kindly bring those

communities along in the thought process. I would love more time to play with Kurt's tiles to try and come up with the scenarios that could actually work in relocating the impacted kids and families. Having that piece figured out will help with the community aspect."

"Once our superscenarios are fully developed and voted on by the task force, I think we need a "road show" to some schools for input. It's helpful to get thoughts on weight of staying together vs. walk/bike. We also should think about staff engagement at Columbia and Cozier separately from family meetings."

"Taking more time with what the final scenarios are and calculating free and reduced lunch. If that could be added to the program we just used, it would be really helpful. Along with marking where the elementary schools are located on the tiles."

"I recommend that we close both Carl Cozier and Columbia and redistribute those students to adjacent schools as best as possible to minimize current and future disruption to school communities. I also recommend rebuilding Roosevelt and swinging those students to Carl Cozier during the rebuild."

"I don't think I need any more information at this time. Perhaps knowing timeframe thoughts but overall no info needed. Knowing demographic data of tiles, if thinking about boundary changes would help too. "

"I think we're ready to make a recommendation to close Cozier and Columbia. But, I think we need more time with actual and projected numbers to determine where students will go so that all that information can be shared at the same time. In that I'd like to talk/plan for 26-27 incoming Kinders, PK, and our response if people want to choose to transfer now instead of waiting a year."

"More info on BFPP enrollment (Which students, how many come on campus?); Can we move BFPP 6 grade – 8/10 grade to secondary? Is there room?; How does free and reduced data change? Could the tiles be adjusted to include that or a separate cell for this?"

"I recommend doing what is right for the school community and the district. I would like to see zero closures but I know that's not reality."

“How would demographics change at schools that would absorb the students from potential closed schools? Is there any information about portable use and cost at various sites?”

“More time to build out scenarios with Kurt’s tile program would be helpful, incorporating projections for 2026-2030.”

“I think I am getting close. Today’s work helps see real life scenarios, but we only got to see one school in our group’s work. I wonder if public input is a part of drilling into top scenarios that the task force is considering.”

“I’ve been very impressed with the facilitation of this committee. Data has been clearly presented. I feel ready to make a recommendation.”

“I need a bit more time and group conversation around building capacity and cost savings. Cost savings taking into account the whole scenario of staffing, transportation, etc. rolled forward for a 5-year window. Then I’d feel more confident in making a recommendation. Thank you. P.S. I think we are getting there!”

Recommendation Scope

Could be Included	Beyond the Scope (but ok to include)
• Acknowledgement of declining enrollment, financial implications & facility condition • Awareness of community readiness • No action or continue to explore options • Reduce (close) the number of schools being used as neighborhood schools • Proposal for any possible rebuild/bond initiatives • Proposal for specific schools to be closed or consolidated • A different solution (balance enrollment, co-locate)	• Timeline • Next steps • If school closures are recommended, identification of the receiving schools • Defined transition plan • Articulation of the use of any available building

Group Members:

Notes

Recommendation Scope notes from Table Discussion – May 11, 2026

Notes

- “No action” is not responsible.
- In the next few years, a plan for all students to attend BPS elementary schools that have
 - collaboration among staff
 - efficient staffing model
 - 350-400 students, diversity of student population...that leads to the Promise outcomes / prototypical model in BPS.
- Recommend closing but not moving/relocating to more than 2 schools.

-
- Acknowledgement: yes
 - Awareness: yes – change is hard.
 - No action: no (not responsible)
 - Reduce # schools: yes, reduce to #12 of elementary
 - Proposal Rebuild/Bond: Yes, rebuild Roosevelt. Use Columbia/Cozier as swing space to keep COL and COZ open longer.
 - Proposal to close schools:
 - Carl Cozier use as swing space for ROS rebuild.
 - Columbia – use as swing space
 - Rebuild ROS.
 - Can Kinders this year possibly start at a school that is not going to close next year.
 - Thinking about our relationship with our community – Levy/Bond
 - Boundary lines for all schools.

-
- Prioritize the elementary school program prototypical model (350-400 students, staffing levels, robust, etc.)
 - No action and reboundary/balancing continues the same programmatic inequities that are existing.
 - Logic tells us to close at least 1 school, likely 2.
 - Columbia makes the most sense.
 - Close a second school (Cozier) when Roosevelt is ready to be re-built / use as a swing space.

- *Priority: Recommend a boundary committee as soon as possible. Regardless of any other changes it needs to happen. What are the priorities for adjustments?
- When closing schools attempt to distribute to only 2 schools.
 - Equity with all boundary adjustments.
 - What is good for one is good for all.

-
- Acknowledge decline in enrollment, financial implications, and values of an elementary program and facility condition.
 - Small schools have less resources.
 - Right sized schools have more flexibility to meet needs of families and students (counselors / specialists, class choice).
 - Readiness is mixed – will they ever be ready.
 - Continue to focus on declining enrollment.
 - Is there a metric that can show readiness?
 - Recommend:
 1. Rebuild Roosevelt
 - wonders around PR?
 - Bond & Levy confidence.
 2. Close Columbia with work on transition plan & boundary readjustment.
 3. Finish city conversation around land swap for Cozier.
 - Different opinions on when to close Cozier.
 4. *Keep cohorts together whenever possible.*
 5. If we recommend closure, we need to be clear with the school communities about what will happen next and how they can participate.
 6. Review demo/environment data again in Fall 2026 to validate forecast.

-
- Are we on the same page?
 - The page: Close both Columbia and Carl Cozier & rebuild Roosevelt (move to Cozier).
 - Close them now. Bring them back later in NEW schools if necessary.
 - Will we recover?
 - Will there be a rebound?
 - If we pause buildings, we can recover them in the future.

- We need to consider the future of LEVIES and BONDS. If we put these at risk, is it worth it to close schools? Is this a risk?
 - How many people are making the NOISE?
 - EQUITY needs to be a consideration. Putting one bus from the waterfront low income housing into a neighborhood – not right.
 - Moving a whole school less impactful than moving a few kids. Moving teachers with kids is important – possible?
 - Will waiting 2-3 years make it easier to move?
 - Old buildings are not healthy.
 - 1: Close Columbia; 2: Close CC the next year. 3: Move ROS to CC the next year.
 - Columbia
 - Façade rotting.
 - Full ADA retrofit
 - Heating & ventilation.
 - ~\$25-30 million to get it up to code for ~120ish kids.
 - Columbia → Alderwood or Sunnyland is a whole group.
 - CC → WK + SB + SL in some way.
 - What would being a landlord look like?
 - Radio and TV commercials
 - BSD values...
 - Friendship
 - Teachers
 - Mental health
 - A healthy facility
 - Outside space
 - Diversity
 - We promise...
 - Criticism that the emotion from families has been met with little emotional intelligence from the district. Change the message.
 - Can we get some yard signs?
 - Bellingham schools LOVES and VALUES all schools and all families.
-

- When defining ‘Elementary Program’ (i.e. 3 section buildings), let’s discuss redistribution of resources saved through closure(s) and what will be provided to the buildings that remain open. How do we reinvest the funds and how the decisions reflect our commitment to “The Promise” and our equity work.
- Full community readiness in advance of action seems unlikely. And waiting / delaying school consolidation reduces savings which could be redirected to support elementary programs.
 - Community readiness will come if each group/school/community has the opportunity to participate in the planning.
- BFPP merged into a building not impacted by the absorption of 2 schools closing.
- No need to keep a separate building through boundary work in a committee.

Recommendation Statements

Value Votes

Facilities Planning Task Force

Meeting #8

May 18, 2026

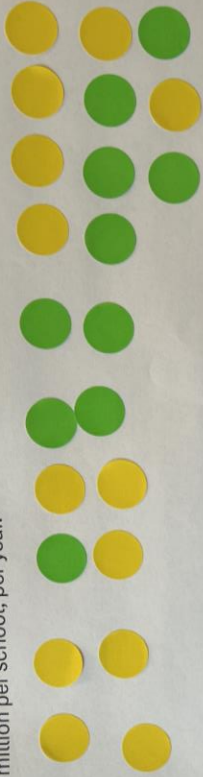
1. **Enrollment Trends:** Currently, Bellingham Public Schools is experiencing lower enrollment than five years ago. Based on the demographer's report, we anticipate further decline over the next ten years.



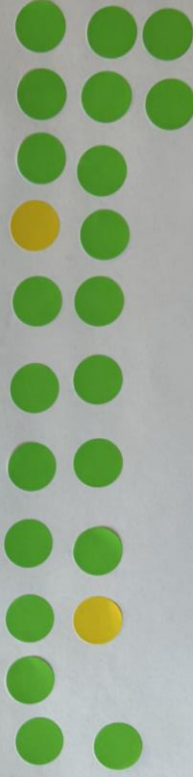
2. **Enrollment Trends:** Because of the connection to birthrates, ^{+the larger number of elementary schools} the declining enrollment that BPS is currently experiencing disproportionately impacts the elementary level.



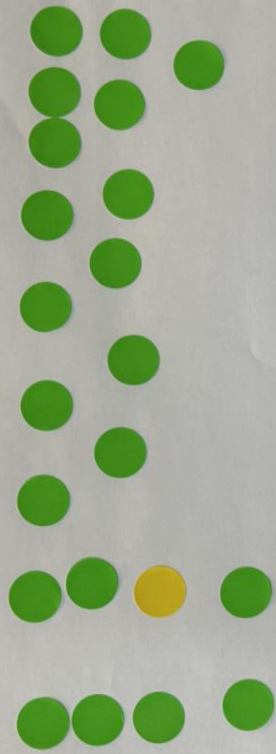
3. **Budget Implications:** Reducing/consolidating elementary schools saves the district a minimum of \$1 million per school, per year.



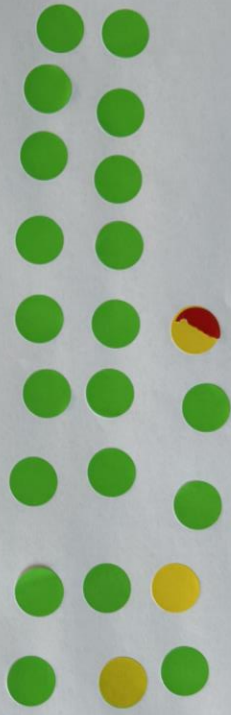
4. **Budget Implications:** Washington state's inadequate K-12 funding model continues to challenge district operating budgets. BPS is planning its third consecutive year of reductions, requiring a reprioritization of dollars from programs/supports to unfunded needs.



5. **Building Conditions:** The conditions of Carl Cozier, Columbia and Roosevelt make these schools a focus for school consolidation, as they were next on the list to be rebuilt.



6. **Facility Usage** – Based on projected declining enrollment, budget savings and school conditions, we recommend the closure/consolidation of two schools – going from 14 elementary buildings to 12.



$[120] = \text{GREEN}$ $[12] = \text{YELLOW}$ $[10] = \text{RED}$

7. **School Closure** -- Based on the committee's discussion and data analysis, we recommend closing/repurposing of Carl Cozier Elementary School.



$[121] = \text{GREEN}$ $[12] = \text{YELLOW}$ $[10] = \text{RED}$

8. **School Closure** -- Based on the committee's discussion and data analysis, we recommend closing/repurposing of Columbia Elementary School.

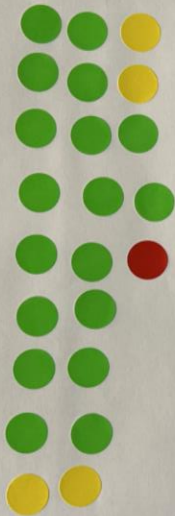


[18] = GREEN

[17] = LEARN

[11] = RED

9. **School Rebuild** - we recommend the use of remaining capital funds from the 2022 bond, in combination with new funding from either a capital levy or bond to rebuild Roosevelt Elementary school.



[21] = GREEN

[12] = LEARN

[12] = RED

10. **School Rebuild** - Assuming passage of levy/bond to rebuild Roosevelt, the committee recommends using a vacated school building as the temporary swing space for children from Roosevelt.



Value Vote – To be included in the recommendation

1. **Enrollment Trends:** Currently, Bellingham Public Schools is experiencing lower enrollment than five years ago. Based on the demographer's report, we anticipate further decline over the next ten years.

Green= 22 / Yellow =1 / Red= 0

One yellow – enrollment might change if people move into Bellingham

2. **Enrollment Trends:** Because of the connection to birthrates, the declining enrollment that BPS is experiencing disproportionately impacts the elementary level.

Green= 23 / Yellow =0 / Red= 0

Agreement – committee sees the data from Flo Analytics and understand that enrollment will likely continue to decline based on declining birthrates.

3. **Budget Implications:** Reducing/consolidating elementary schools saves the district a minimum of \$1million per school, per year.

Green= 11 / Yellow =13 / Red= 0

The committee expressed concerns about including a specific dollar amount, knowing that the savings will differ depending on which buildings close. A more general statement was recommended – “the committee acknowledges that operating fewer elementary schools will result in an ongoing savings for the district.”

4. **Budget Implications:** Washington state's inadequate K-12 funding model continues to challenge district operating budgets. BPS is planning its third consecutive year of reductions, requiring a reprioritization of dollars from programs/supports to unfunded needs.

Green= 21/ Yellow =2 / Red= 0

The committee expressed agreement with this statement, however, recommends that the district clearly articulate the budget reductions that have already been implemented over the past three years. There was acknowledgment that while the budget constraints are bigger than Bellingham, the focus of this recommendation should be on the current financial situation for this district.

5. **Building Conditions:** The conditions of Carl Cozier, Columbia and Roosevelt make these schools a focus for school consolidation, as they were next on the list to be rebuilt.

Green= 21 / Yellow =1 / Red= 0

There was acknowledgement that the current building condition of Cozier, Columbia and Roosevelt should be considered in making decisions about school closure. Further acknowledgement that the condition of these buildings

has been established by the fact that they were identified as the next buildings to be rebuilt.

6. **Facility Usage** – Based on projected declining enrollment, budget savings and school conditions, we recommend closure/consolidation of two schools – going from 14 elementary buildings to 12.

Green= 20 / Yellow =2 / yellow/Red= 1

The committee expressed agreement that the District should move forward with school closure. There was some discussion around including a specific number of schools to consolidate (from 14 to 12, for example). The committee suggested a more general statement to allow for more flexibility. Statement might be “In order to provide a stronger program for all students, the committee recommends a reduction in the number of elementary schools. Based on current and future enrollment projections, the committee believes a reduction by two schools is a reasonable step.”

7. **School Closure** – Based on the committee’s discussion and data analysis, we recommend closing/repurposing of Carl Cozier Elementary School.

Green= 20 / Yellow =2 / Red= 0

See notes for #8

8. **School Closure** – Based on the committee’s discussion and data analysis, we recommend closing/repurposing of Columbia Elementary School.

Green= 21 / Yellow =2 / Red= 0

General consensus that Cozier and Columbia should move toward closing, however it was acknowledged that the student/family population at Cozier should be considered in this move. Specifically, committee members noted that many of the students at Cozier are considered high needs and a transition may be harder for them.

It was also acknowledged that offering the space to community partners/renters is preferred over having unused, empty buildings, however the condition of the buildings should be considered before renting them to outside agents. There was some conversation about using existing bond dollars to improve the facility in order to make it more safe for renters.

9. **School Rebuild** – we recommend the use of remaining capital funds from the 2022 bond, in combination with new funding from either a capital levy or bond to rebuild Roosevelt Elementary school.

Green= 18 / Yellow =4 / Red= 1

There was some concern around the perception of rebuilding a school/going out for a bond when schools are being closed. A wonder around using the existing 2022 bond dollars to remodel/improve the existing Roosevelt was discussed. Also, there was some discussion around the feasibility of running a bond right now and maybe pausing until the community support is present.

10. **School Rebuild** - Assuming passage of levy/bond to rebuild Roosevelt, the committee recommends using a vacated school building as the temporary swing space for children from Roosevelt.

Green= 21 / Yellow =1 / yellow and Red= 1

Some wonder about the necessity of a swing space versus splitting students up. There was a discussion around having several schools that will still have available space, even if we close two buildings. A comment was made that it could save more money if Roosevelt was shut down during the build and students were distributed to existing buildings.

11. **Community Engagement** – We recommend further school community engagement to plan for/confirm boundary changes, identify receiving schools, and to recommend specific transition plans for students, including timeline.

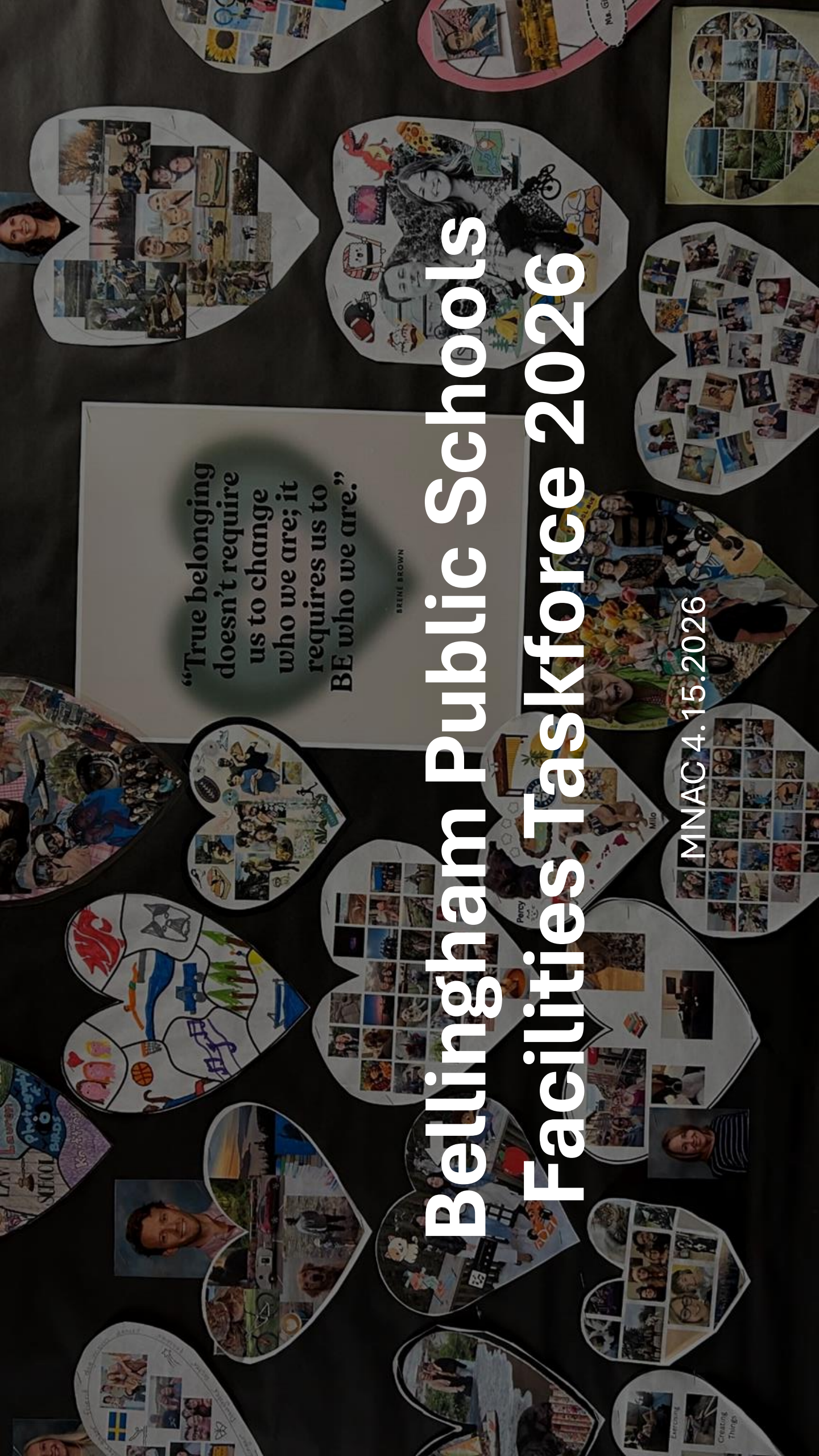
Green= 16 / Yellow =7 / Red= 0

There was discussion about balancing the need for community input with not creating a space where schools are being compared and rated against one another. The SMS/WMS move was referenced as an example of the community's anger being directed at a specific school and a public discussion around test scores, behavior, poverty, etc. The committee cautioned against repeating past mistakes and encouraged the district to narrow the community involvement and perception that schools have a choice in which receiving schools they go to. More focus on the transition plan than the receiving school location.

12. **Future Steps** – We recommend continuing to monitor state budget picture and enrollment trends over the 2026-27 school year for any changes that suggest a change from projections.

Green= 23 / Yellow =0 / Red= 0

The committee was in agreement.



“True belonging
doesn’t require
us to change
who we are; it
requires us to
BE who we are.”

BRINÉ BROWN

Bellingham Public Schools Facilities Taskforce 2026

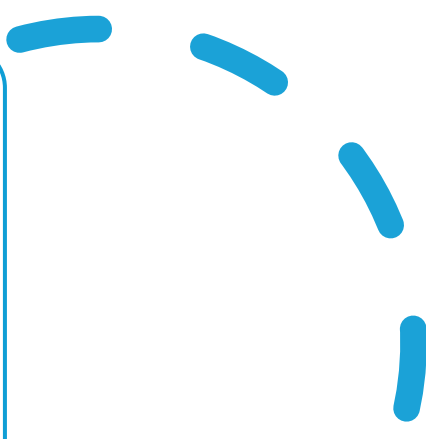
MNAC 4.15.2026

Tonight's Purpose:

Share current
enrollment &
budget context in
BPS

Update on
Facilities
Planning Task
Force

Opportunities for
questions



Bellingham Promise

vision

We, as a community, make a collective commitment to Bellingham's children

mission

We collectively commit that our students are cared for and respected

core beliefs

We believe that all children should be loved



“The capacity to manage relationships is what allowed humans to thrive in unpredictable environments.”

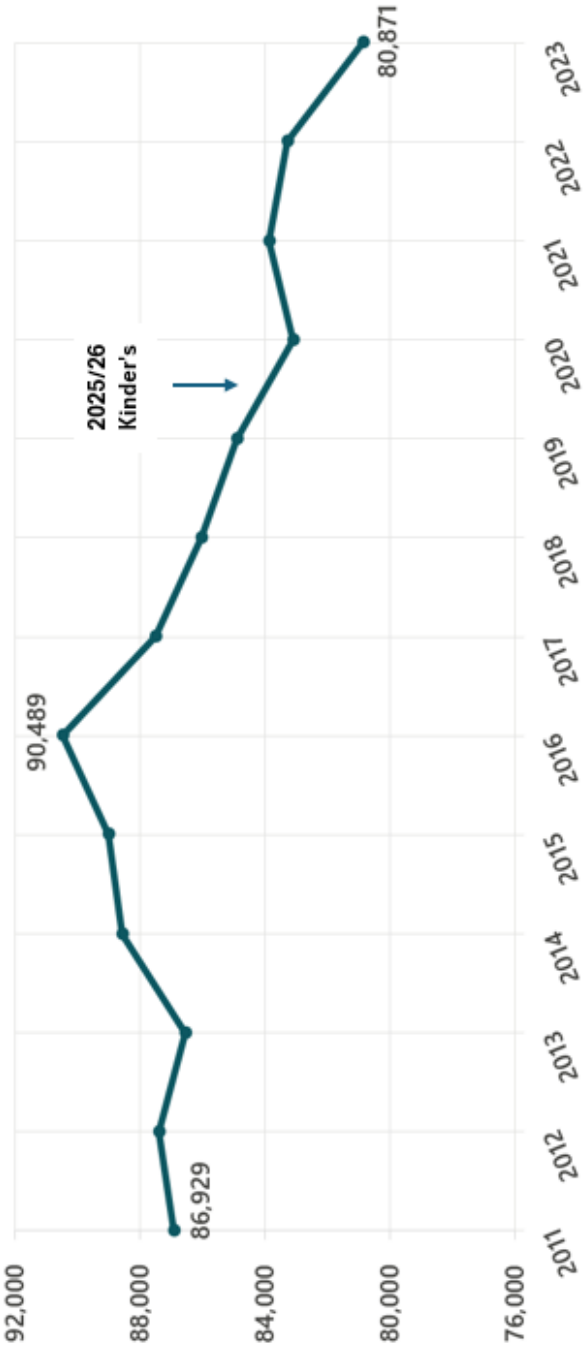
–Robin Dunbar

“In times of uncertainty, we don’t need more information. We need more connection.”

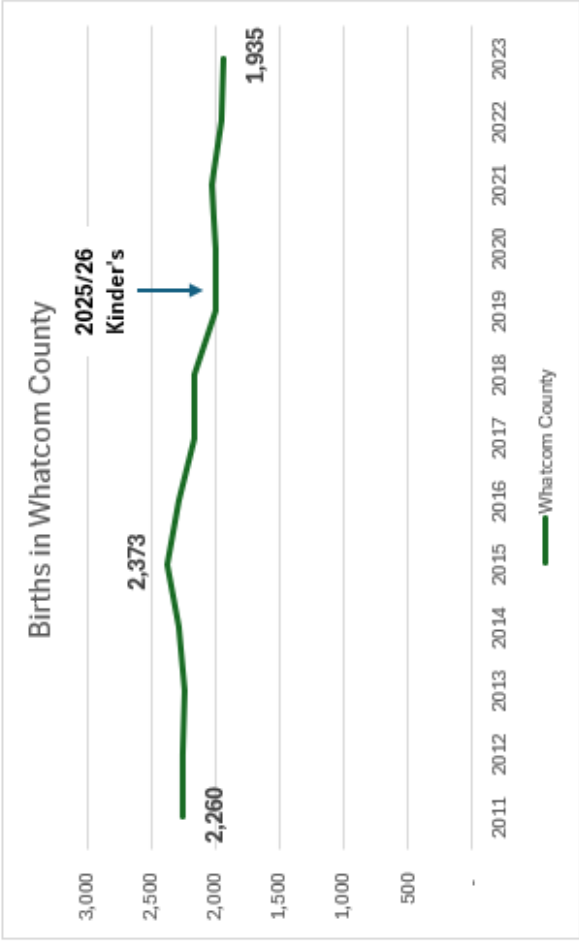
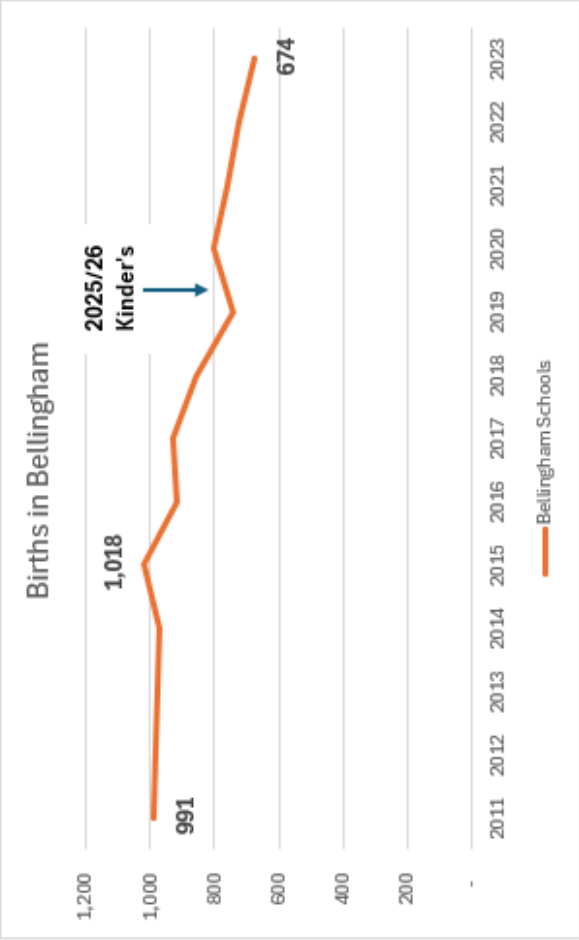
–Margaret Wheatley



Births in Washington State Over Time



Source: Washington State Department of Health



The New York Times

The Morning

February 27, 2026

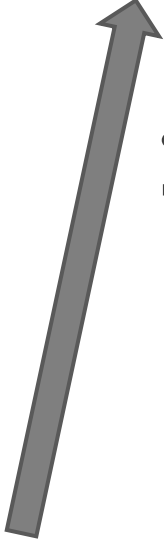
Baby talk

Here's a startling statistic. The nation's birthrate — that is, the number of live births per 1,000 people in a given year — is down by more than 25 percent since 2007, when the decline began.

Overarching Process



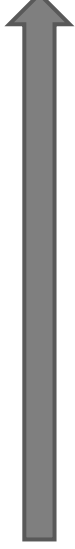
**Enrollment
Assessment**



**Demographic
Trends**



**Residential
Development**



**Enrollment
Forecasts**

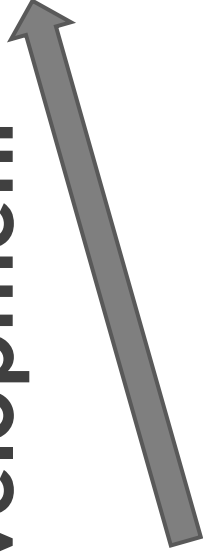


Table 5: County and School District Population Projections

Area/Scenario	2020	2030	2040	Average Annual Growth	
				2020–2030	2030–2040
Whatcom County Medium Series	226,847	254,158	280,275	1.1%	1.0%
Bellingham School District	112,253	125,024	137,714	1.1%	1.0%
Note BSD Values for 2030 and 2040 derived from 2023-2045 annual growth rate in Technical Report.					
Sources State of Washington, Office of Financial Management, Growth Management Act County Projections, 2022. Whatcom County, Population and Employment Projections, May 22, 2024. https://www.whatcomcounty.us/DocumentCenter/View/85199/Whatcom-Population-and-Employment-Projections-Final-Report-May-22-2024					

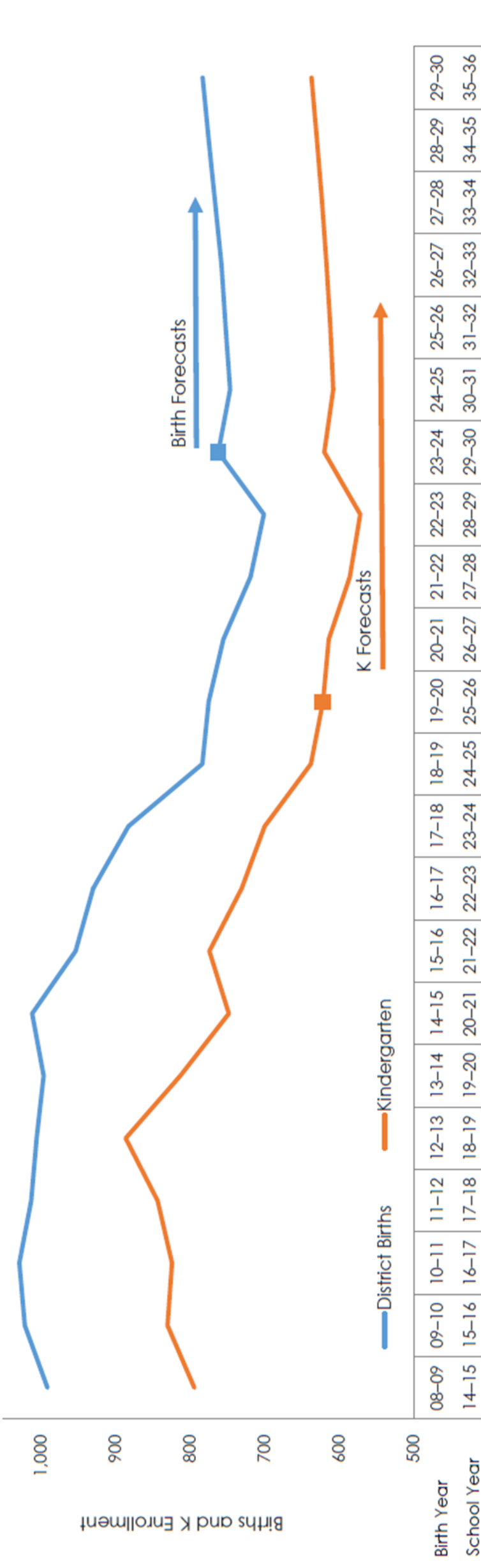
Table 4: District Population by Age Group 2000 to 2020

Age Group	2000	2010	2020	Average Annual Growth	
				2000–10	2010–20
Total Population	85,831	102,105	112,253	1.8%	1.0%
Age 18 and older	69,466	84,668	94,480	2.0%	1.1%
Ages 5 to 17	11,851	12,522	13,229	0.6%	0.6%
<u>Under age 5</u>	4,514	4,915	4,544	0.9%	-0.8%
<u>Under 18 share of total</u>	19.1%	17.1%	15.8%	--	--
Sources					
U.S. Census Bureau, 2000 Census. 2001. “P12, Sex by Age,” <i>Summary File 1</i> . U.S. Census Bureau, 2010 Census. 2011. “P12, Sex by Age for Selected Age Categories,” <i>Summary File 1</i> . U.S. Census Bureau, 2020 Census. 2023. “P12, Sex by Age for Selected Age Categories,” <i>Demographic and Housing Characteristics</i> .					

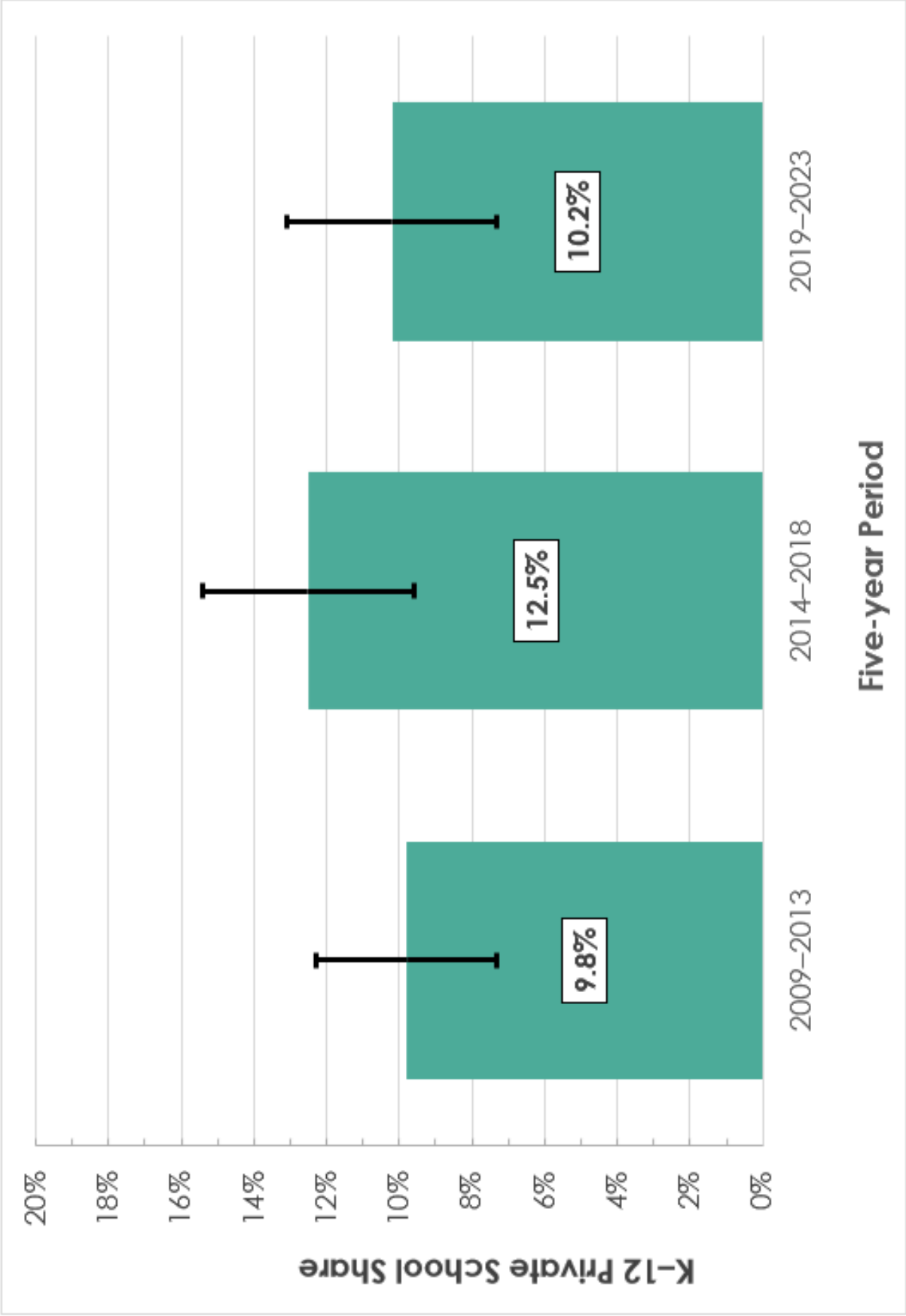
Grade Group	Actual 2020-21	Actual 2025-26	Forecast 2030-31	Forecast 2035-36
K-5	4,943	4,723	4,072	4,190
6-8	2,564	2,467	2,249	1,921
9-12	3,582	3,650	3,558	3,015
Total	11,089	10,840	9,879	9,126
Sources Bellingham School District 2019-20 to 2025-26 (October headcount) enrollment. FLO Analytics October 2030-31 and 2035-36 enrollment forecasts (middle scenario).				

District Births and Kindergarten Enrollment (Extended Historical Detail)

Birth Year	Forecasts																						
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	
Births	991	1,021	1,028	1,013	1,005	996	1,011	953	930	882	783	775	755	719	701	762	746	752	758	766	775	783	
School Year	Forecasts																						
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	
Kindergarten	794	830	824	843	886	813	748	774	731	700	638	622	614	586	572	620	608	612	617	623	630	637	
Ratio to Births	0.80	0.81	0.80	0.83	0.88	0.82	0.74	0.81	0.79	0.79	0.81	0.80	0.81	0.82	0.82	0.81	0.81	0.81	0.81	0.81	0.81	0.81	



BSD K-12 Private School Share, American Community Survey 5-Year Estimates



Note

I-beam bars show margin of error at the 90 percent confidence level.



City of Bellingham Development Dashboard

Data updated weekly
[View MORE INFO](#) about this map

Units FINALED in last 6 months

158
34 MF units & 124 SF units

Units UNDER CONSTRUCTION

1,033
709 MF units & 324 SF units

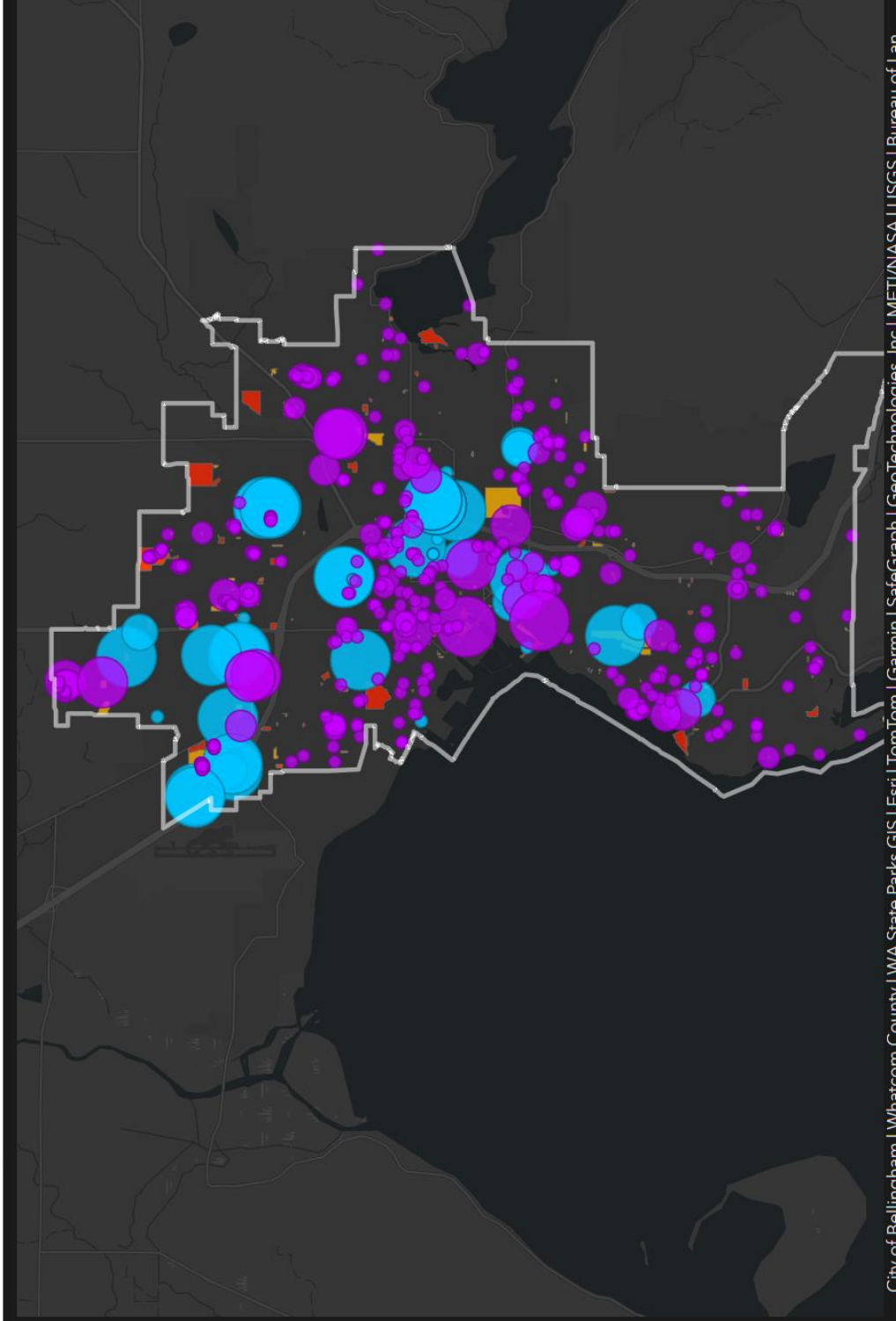
Units IN APPLICATION/IN REVIEW

320
226 MF units & 94 SF units

Non-Residential permits FINALED (last 6 months)
\$9M (value)
51.5k new sq. ft.

Non-Residential permits UNDER CONSTRUCTION
\$170.3M (value)
427.1k new sq. ft.

Non-Residential permits IN APPLICATION
\$30M (value)
144.5k new sq. ft.



City of Bellingham | Whatcom County | WA State Parks GIS | Esri | TomTom | Garmin | SafeGraph | GeoTechnologies, Inc | MET/NASA | USGS | Bureau of Land Management

City of Bellingham
Development
Dashboard:

Chris Behee
[COB](#)
[Development](#)
[Dashboard](#)

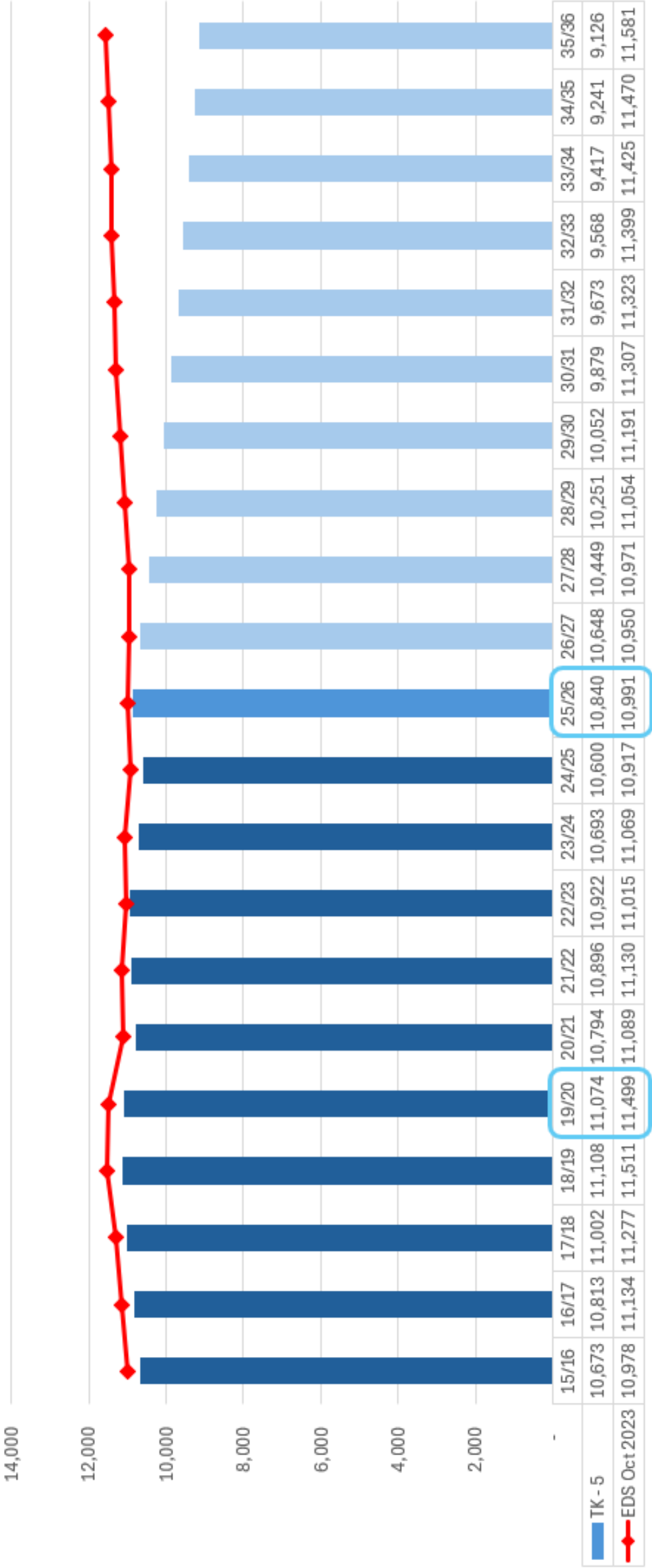
Figure 6: Student Generation Rates

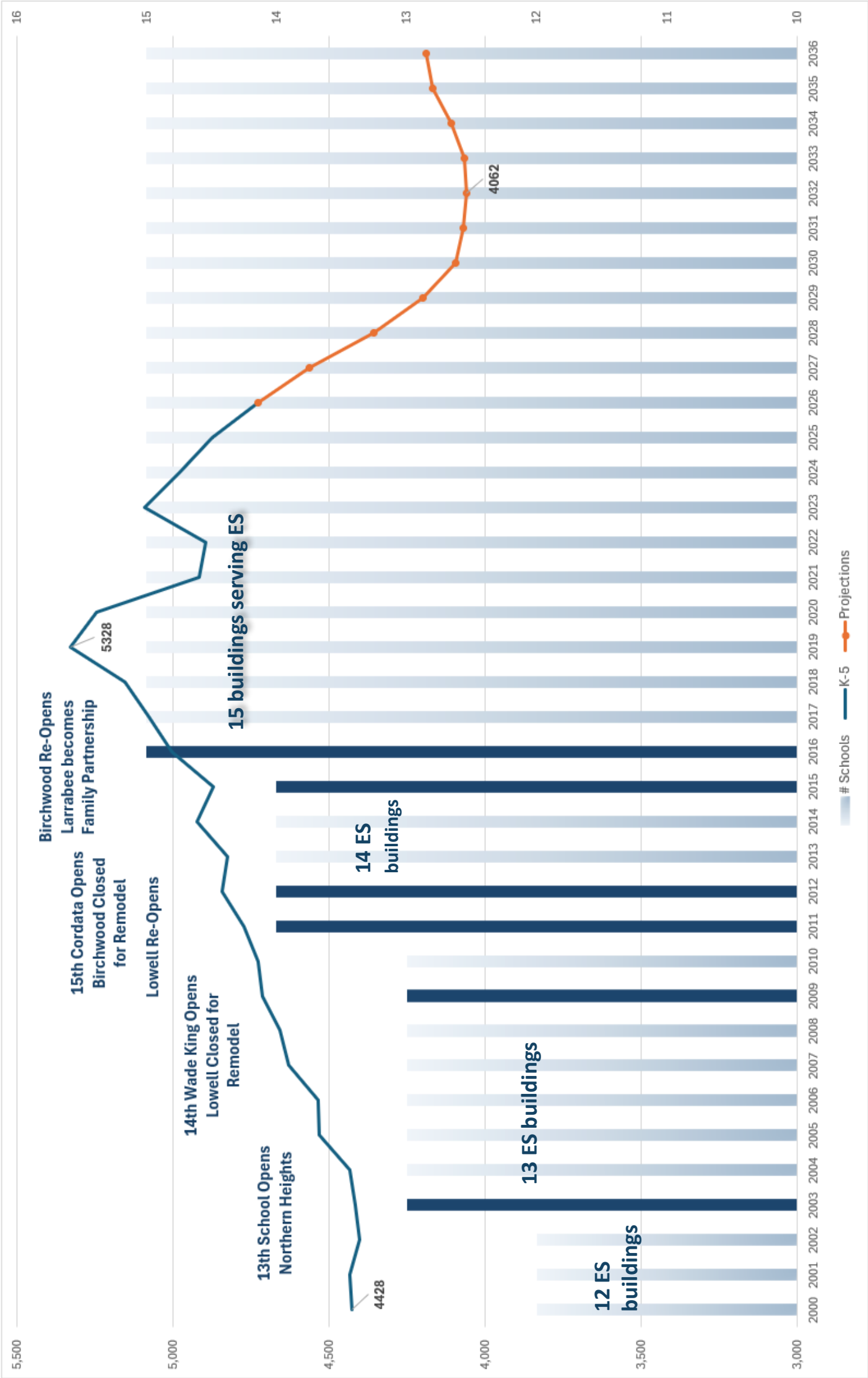
K-12 Students per Housing Unit Built 2015-2024

Housing Type	Housing Units	Students				SGRs			
		K-5	6-8	9-12	K-12	K-5	6-8	9-12	K-12
Single-family ^(a)	1,375	215	106	149	470	0.156	0.077	0.108	0.342
Middle Housing ^(b)	610	33	19	28	80	0.054	0.031	0.046	0.131
Multifamily ^(c)	3,918	141	64	73	278	0.036	0.016	0.019	0.071
Market-rate	3,780	80	33	36	149	0.021	0.009	0.010	0.039
Income-restricted	138	61	31	37	129	0.442	0.225	0.268	0.935

Recent land use changes may lead to an increase in middle housing types (e.g., townhomes and accessory dwelling units). FLO estimated SGRs for this type of housing unit along with SF and MF units. On average, SF units yield 0.34 K-12 students (about 1 student for every 3 units), middle housing units yield 0.13 K-12 students (a little more than 1 student for every 10 units), and MF units yield 0.07 K-12 students (about 7 students for every 100 units).

Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2023 Projections**
Updated 4/13/26 Includes BFPP





GAPS IN STATE FUNDING

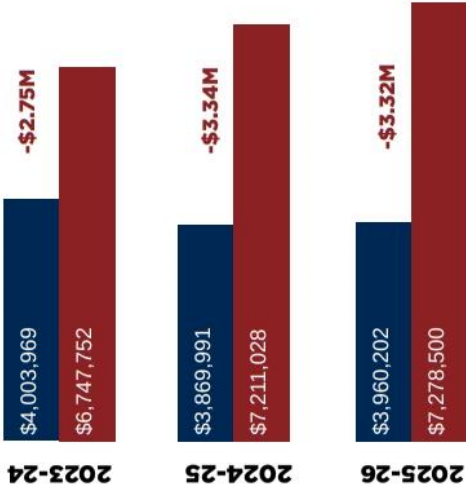
WA State Funding



BPS Actual Expenditures



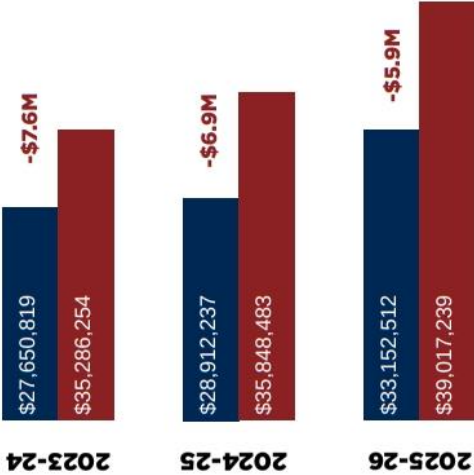
UTILITIES & INSURANCE



Since 2023, BPS has been underfunded for MSOC by **\$9.4 million**



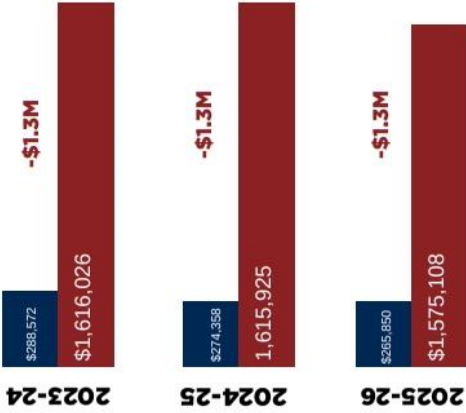
SPECIAL EDUCATION



Since 2023, BPS has been underfunded for SPED by **\$20.4 million**



SUBSTITUTE TEACHERS & STAFF



Since 2023, BPS has been underfunded for substitute costs by **\$3.9 million**

2026 Facilities Planning Task Force Charter

The task force will:

- Review and analyze demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility planning documents.
- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.

Facility Planning Factors



Enrollment projections	Feeder patterns
Budget implications	Neighborhoods & relationships
Building conditions	Equity
Historical plans	Student experience/outcomes
3-section schools	Physical/geographic factors
	Use & occupancy of district buildings

THANK YOU

Staying Connected

If you have feedback, ideas or concerns: we want to hear them.



*Facilities Planning Task Force input form
QR code option (also clickable, same as button
link above)*

Looking for more information?

- **Resource page:** [Facilities Planning Task Force 2026 Resources](#)
- **Video:** [Enrollment Decline-Facilities Task Force](#)
- **FAQs**

Parent Advisory Committee

FACILITIES PLANNING TASK FORCE UPDATE

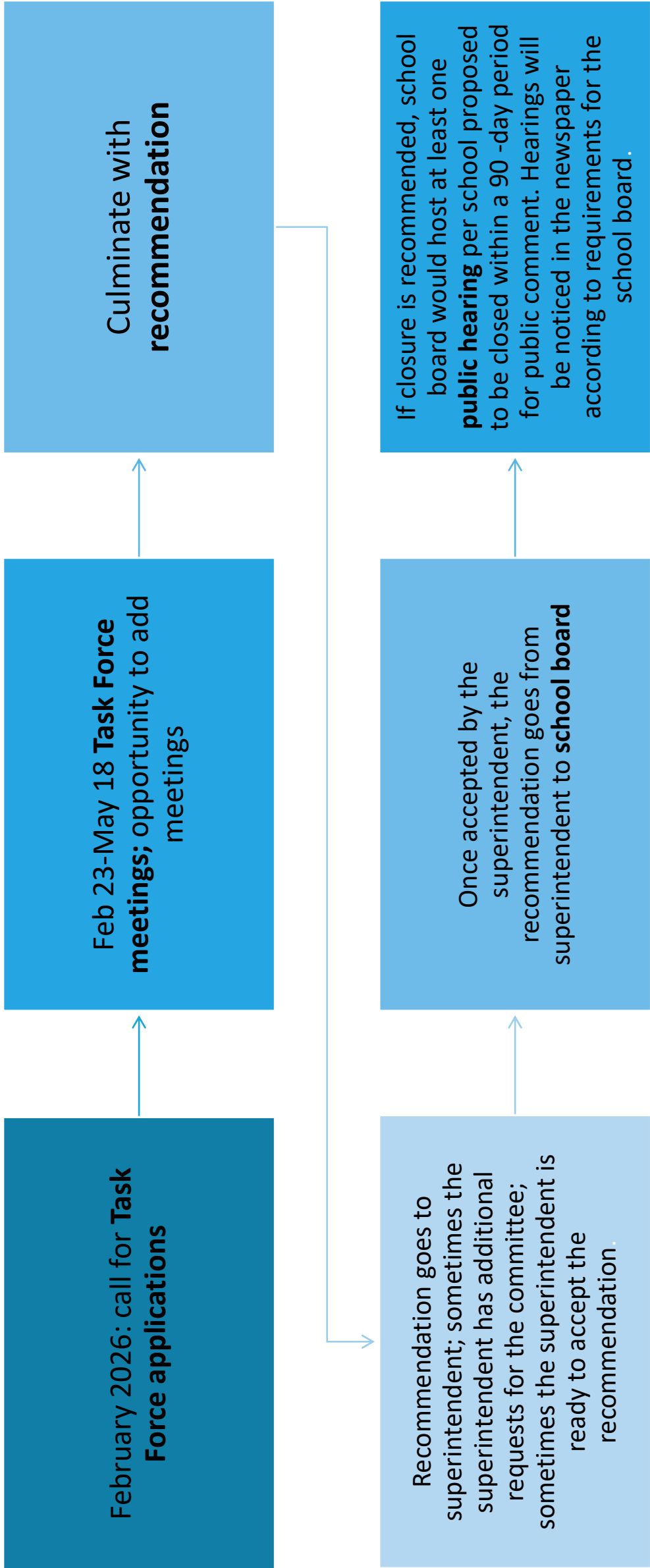
04.23.2026

Task Force Charter

The task force will:

- **Review and analyze demographic data:** enrollment projections and potential factors influencing demographic change.
- Review **historical and current district capital facility** planning documents.
- **Develop recommendations** for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and **budget implications** associated with proposed changes to elementary facility usage.

Facilities Task Force Planning Process – Timeline



Facilities Task Force Planning Process – Timeline

Looking ahead:

No closures for school year 2026-2027

Any recommended facility changes would lead work going forward: a focus on helping school staff and students prepare for planned transitions.

Understanding Current Circumstances:

3 Key Components

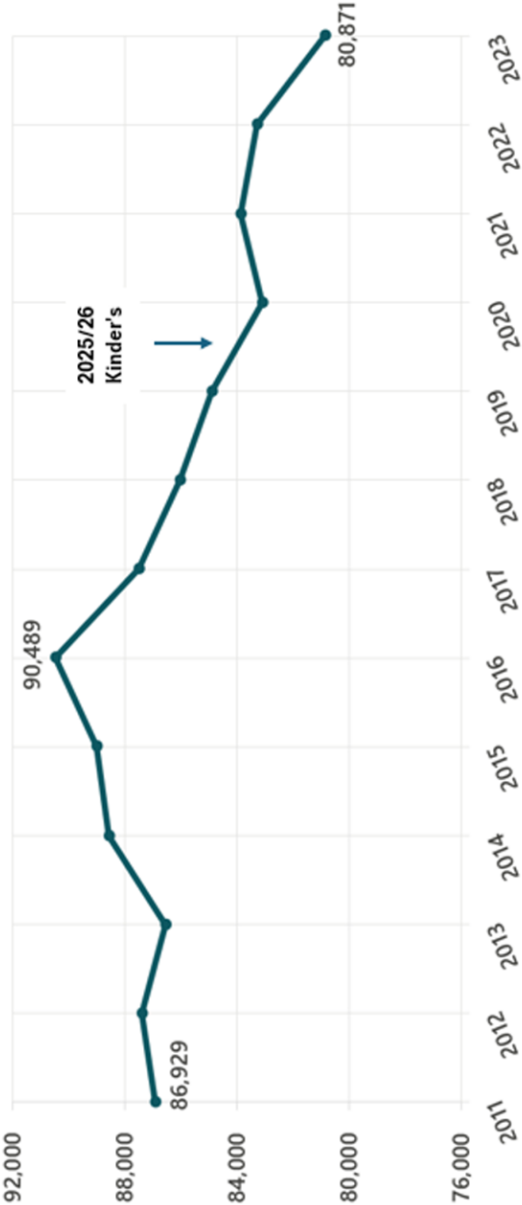
Declining
Enrollment

Budget
Constraints

Facilities
Conditions

Topic 1: Enrollment Birthrates + Projections

Births in Washington State Over Time



Source: Washington State Department of Health

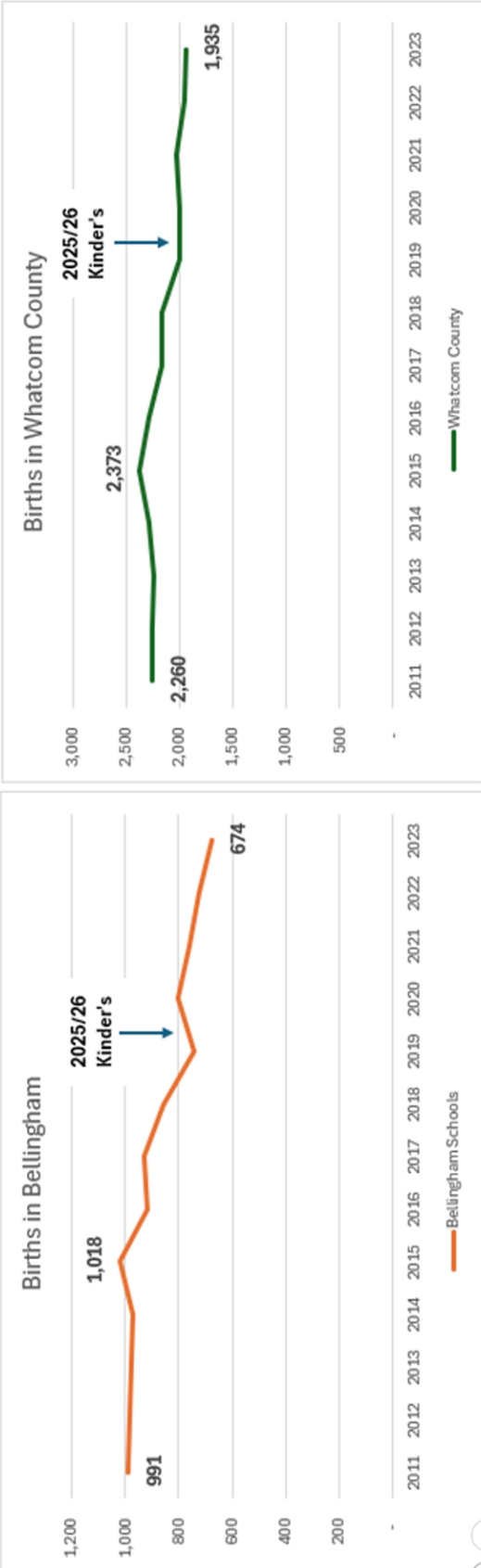
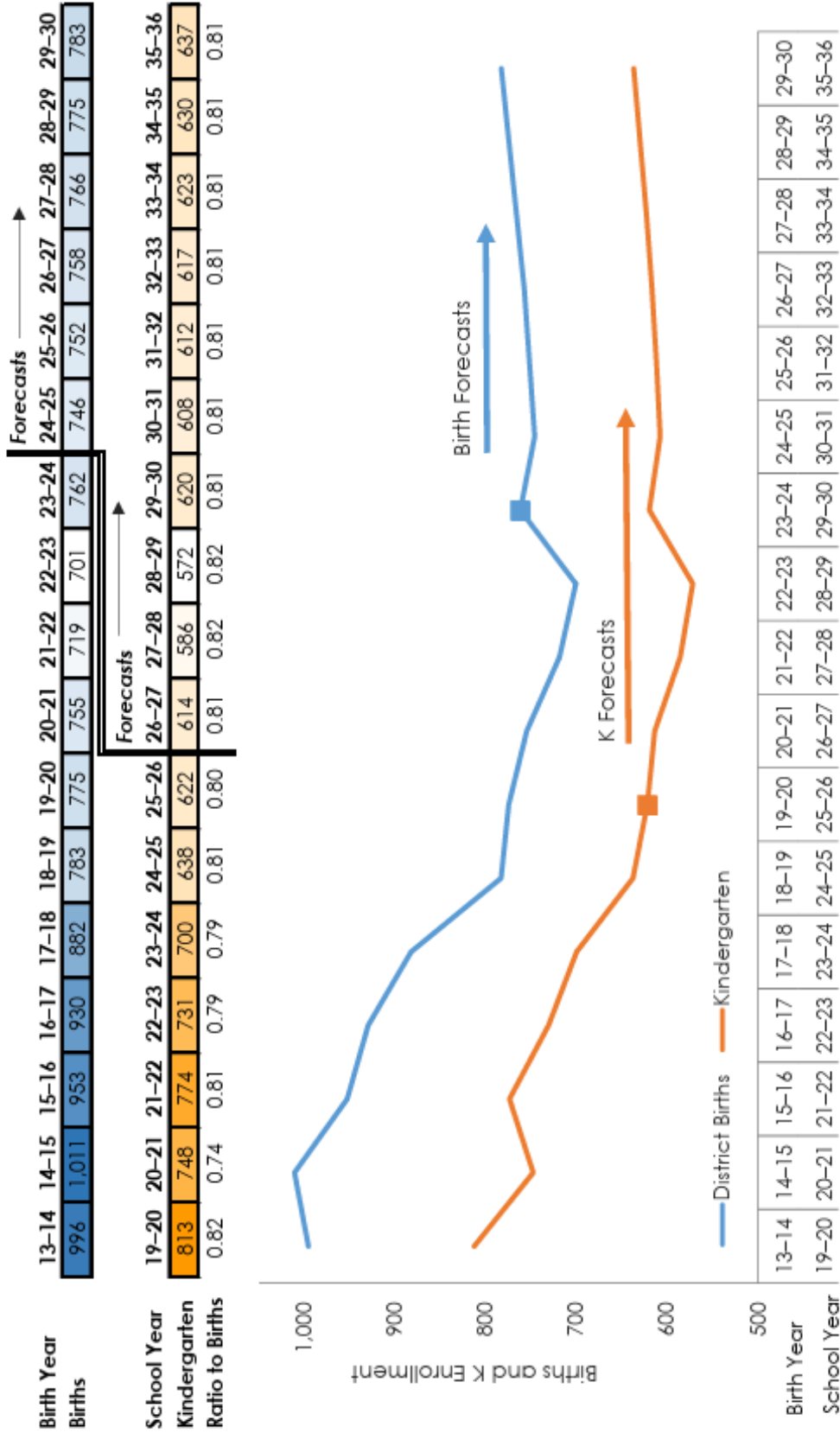


Figure 15: District Births and Kindergarten Enrollment

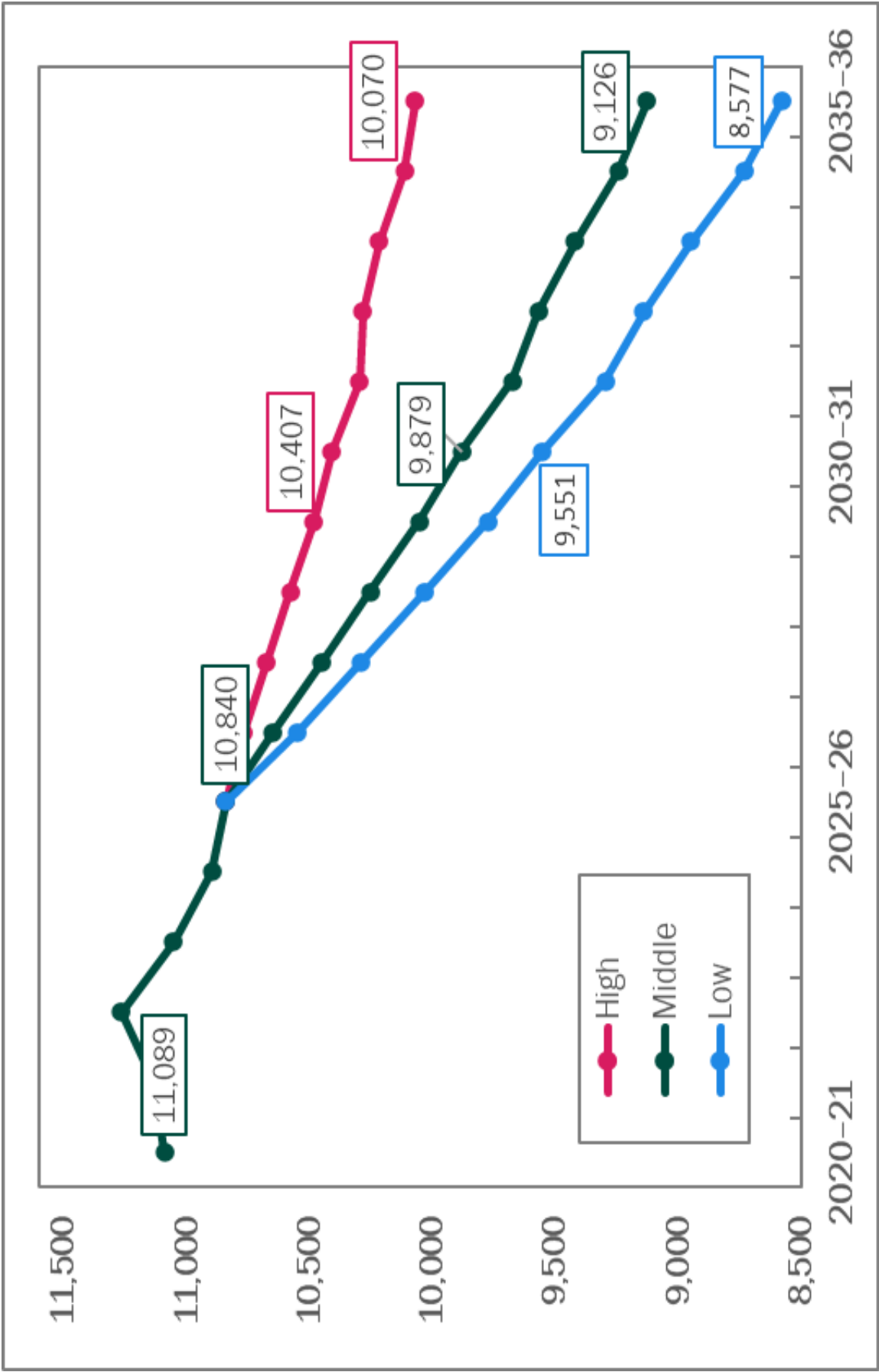


Notes

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 19-20 birth year includes births from September 2019 to August 2020, which is the 25-26 K year). The ratio is calculated by dividing K enrollment by the births five years earlier (e.g., 25-26 K divided by 19-20 births). Births from 2025 to 2030, which inform K classes beginning with the 30-31 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates. Darker shading represents higher values and lighter shading represents lower values.

“Comparing 2025–26 K enrollment with 2019–20 births, FLO derived a K-to-birth ratio of 0.80, meaning that, for every 100 children born to district residents, there were 80 children enrolled in BSD K five years later.”

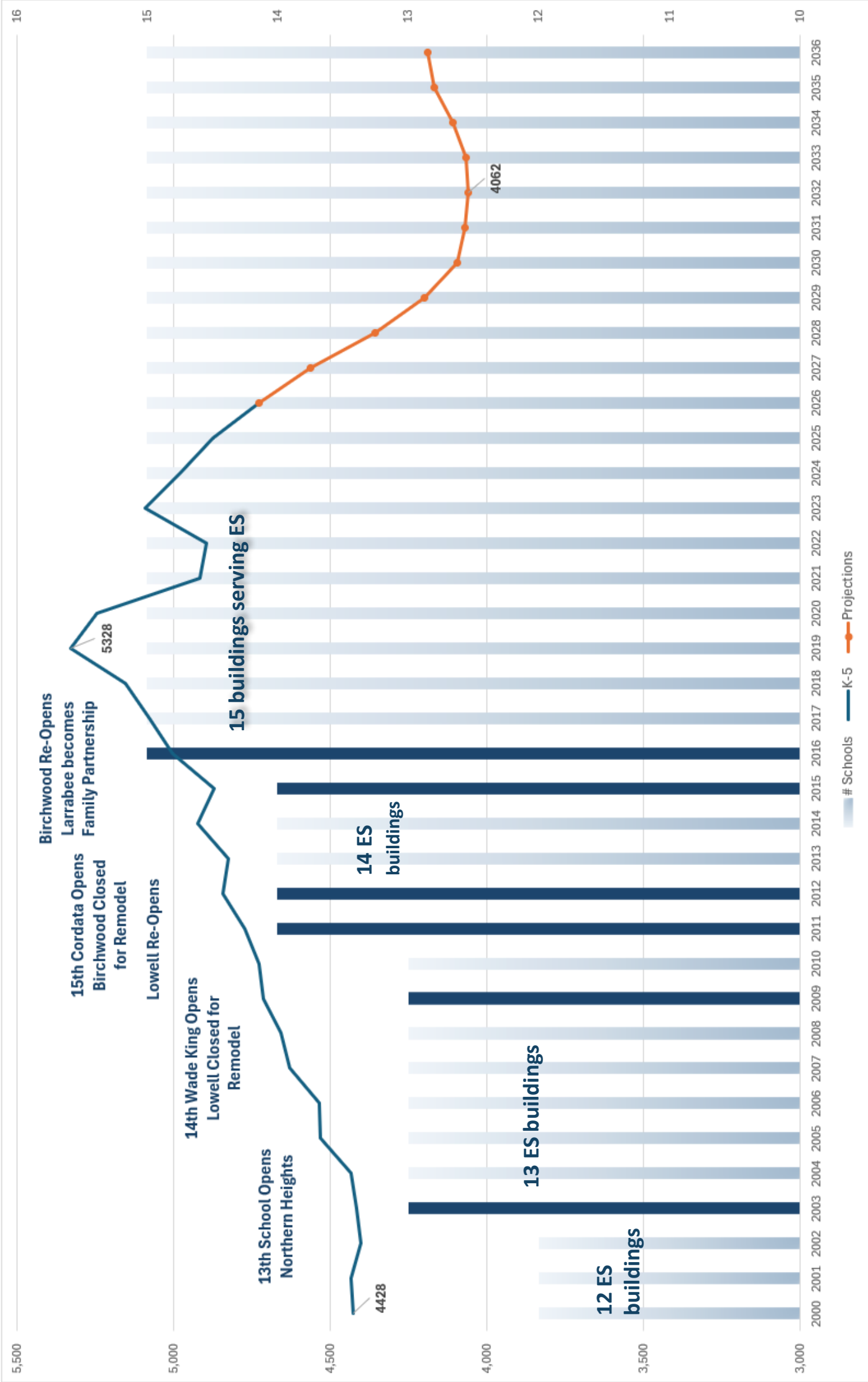
Districtwide K-12 Enrollment Forecasts: Low, Middle, and High Scenarios



Sources

Bellingham School District 2020-21 to 2025-26 (October headcount) enrollment.

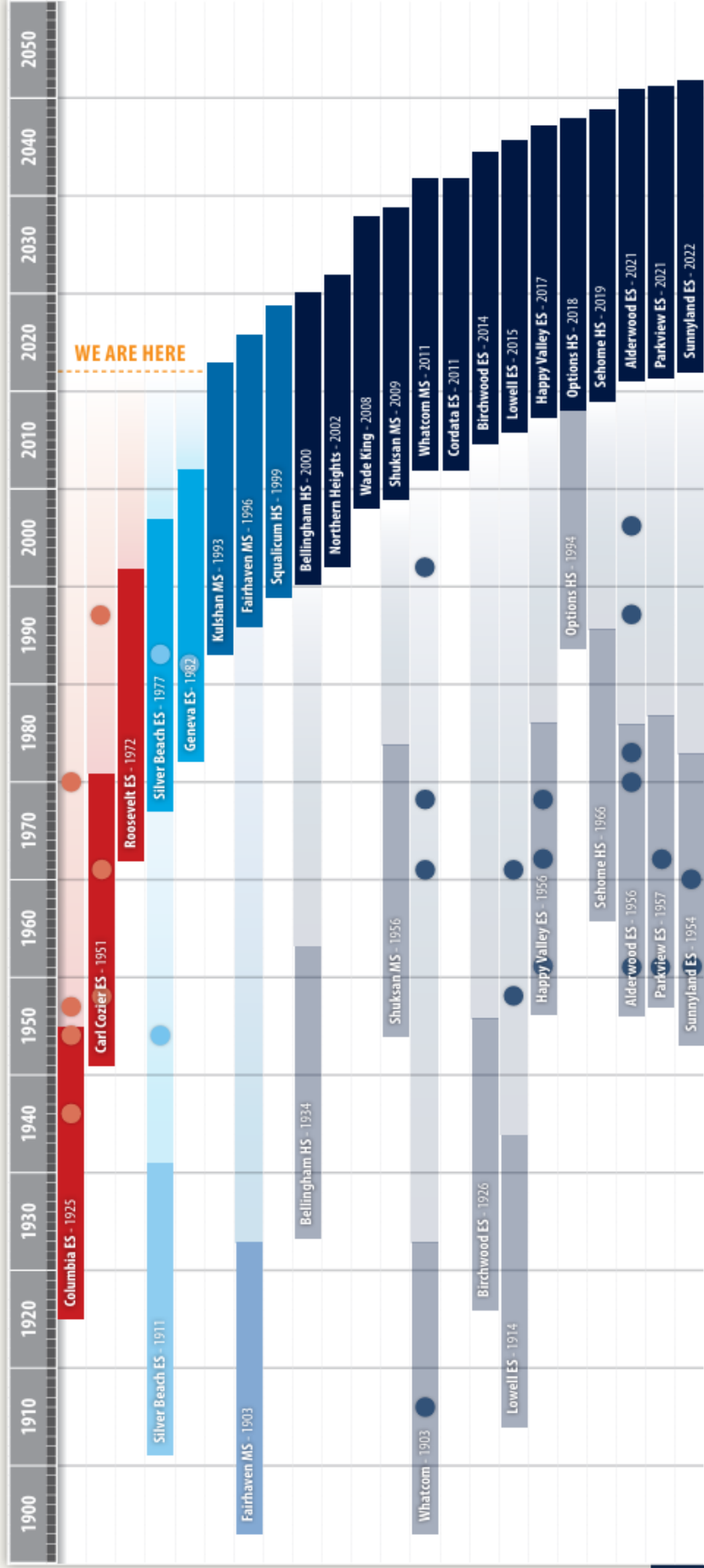
FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).



Topic 2:

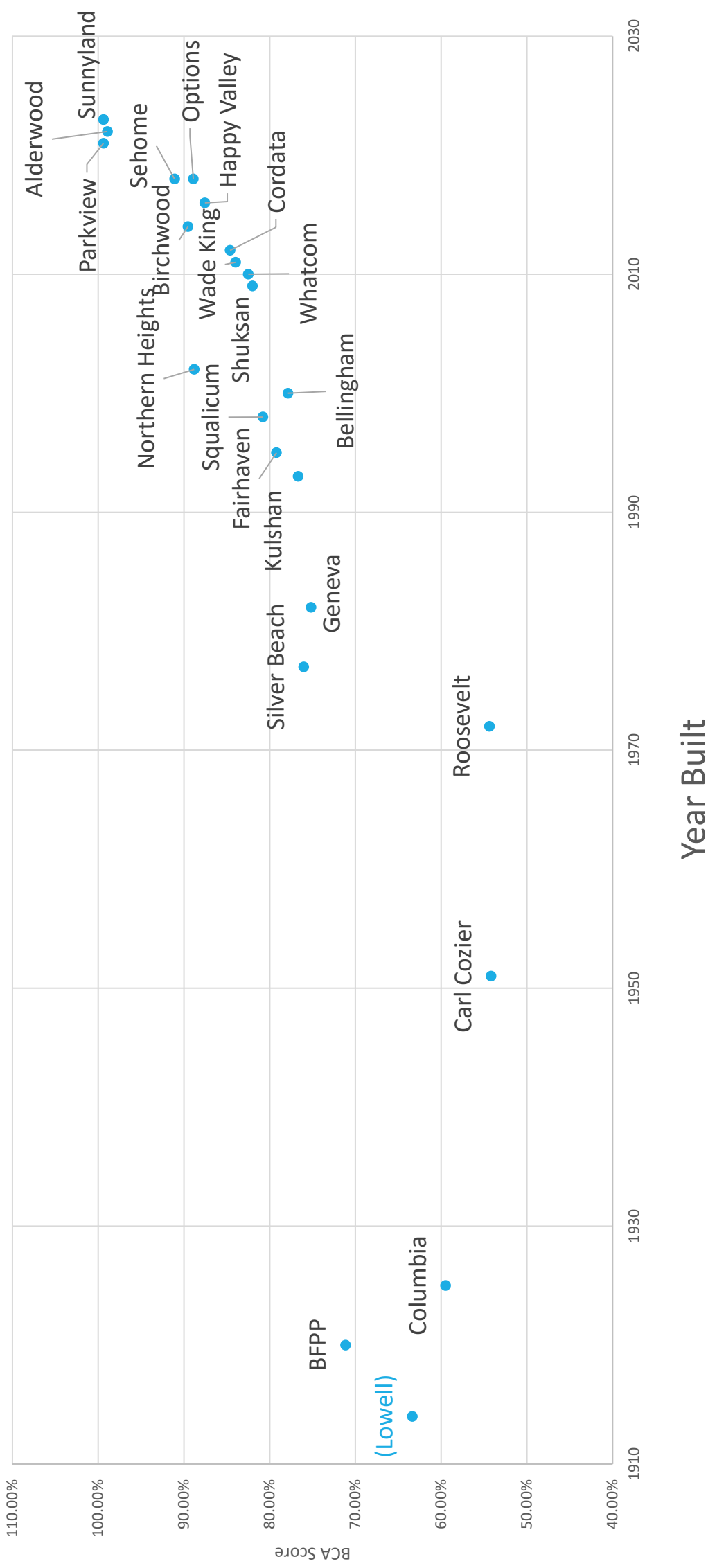
Facilities Conditions

School Facility Timeline



MAINTAINED & MINIMAL MODERNIZATION | **GROWTH & REPLACEMENT - 1900s** | **GROWTH & REPLACEMENT - 1990s** | **GROWTH & REPLACEMENT - 2000s** | **CIRCLES DESIGNATE YEARS OF MAJOR MODERNIZATIONS AND/OR ADDITIONS**

Building Condition Assessment Scores



Topic 3:

Budget Considerations

Potential Cost Savings

School Administration (Principal, Dean, Admin Asst, Supervision)	↑	\$600k - \$650k
School Support (Library, Counselor, Coach)	↑	\$300k - \$350k
Custodial/Food Services	↑	\$250k - \$300k
Utilities	↑	\$100k – \$150k

Estimated savings are **at least \$1M**. Higher salaries due to staff experience and the size of the school increases estimates to \$1.3M - \$1.5M.

This estimate includes all funding source but excludes one-time costs incurred during restructure. Those costs will depend on the future use of school (closing or repurposing).

2022
Bond
Dollars

Bond Projects	Timeline	2022 Bond Funded	Project to Date	Remaining Bond Funds
Community Transitions	In Process	17,650,000	17,650,000	-
Elementary School Rebuild & Planning ES #15, Carl Cozier, Roosevelt, Columbia	Task Force	54,600,000	6,320,000	48,280,000
Complete 2018 Bond Projects				
Outdoor Learning Site	Feasibility	1,400,000	400,000	1,000,000
District Office	Complete	22,600,000	22,600,000	-
SQHS & BHS Fields	Complete	5,700,000	5,700,000	-
School Improvements				
Cordata Parking & Signage	Complete	1,750,000	1,750,000	-
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KMS Turf Field	Complete	5,000,000	5,000,000	-
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Inclusive Playgrounds				
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Northern Heights	Summer 2026	2,000,000	150,000	1,850,000
Geneva	Summer 2026	-	-	-
Wade King	Permitting Only	-	-	-
		\$ 122,000,000	\$ 70,870,000	\$ 51,130,000

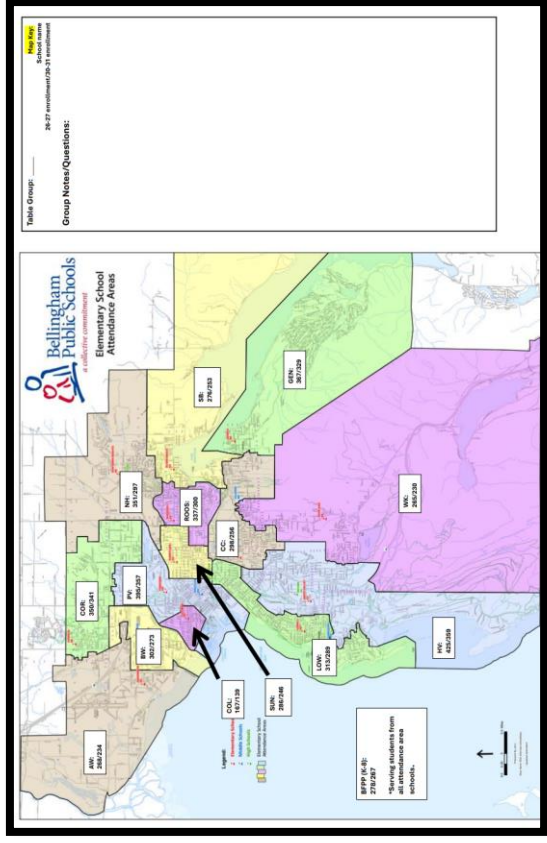


Exercise: Our Elementary Schools

We have been building our new facilities to be 3 section schools holding ~ 400 students

	2018	2025	2028
ES Enrollment	5197	4617	4122

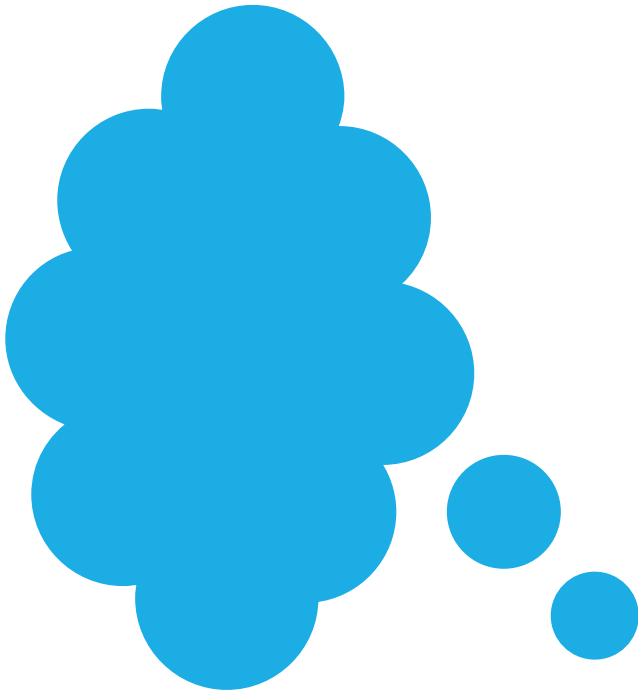
14 schools avg	371	330	294
13 school avg		355	317
12 school avg		385	344
11 school avg		420	375



As a Table Group...

- Use the map at your table to brainstorm possible scenarios.
- Question: Is there a way to restructure our current 15 elementary sites, with a goal of each site being closer to about 350 students.
- Record your thinking on the smaller map – draw lines, make notes, jot down questions.

Your group might consider factors such as reduction in the number of sites, facility planning, building condition, equity, reasonable transportation and neighborhood impacts.



Reflections Feedback Wonders



BPS Data Session 1

4.13.2026

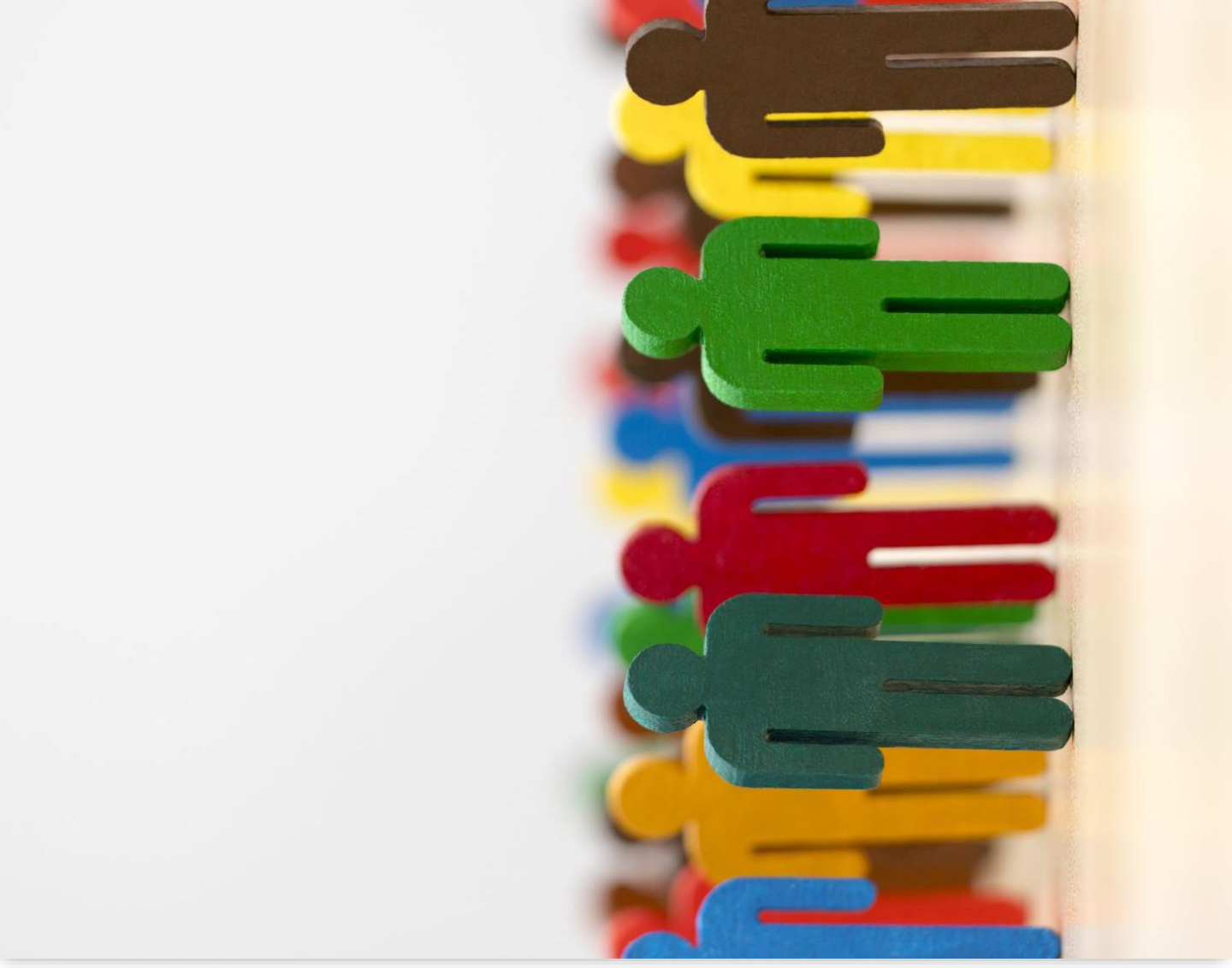


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- To help build a shared understanding of our current context

What this is (&isn't):

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- Not a meeting to debate or decide outcomes
- Opportunities for input and feedback: please sign up for individual or small-group meetings



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- Our neighborhoods are defined by where we feel we belong.
- It's ok to feel uncertain, frustrated, or concerned.

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- To continue offering ways for people to engage.



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- Demographer overview
- Facilities & capacity overview
- District financial projections
- Clarifying questions at the end

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If you have feedback, ideas or concerns: we want to hear them.
We'll connect outside this session so we can listen fully



Facilities Planning Task Force input form
QR code option (also clickable, same as button
link above)

Facility Planning Factors



Enrollment projections

Budget implications

Building conditions

Historical plans

3-section schools

Feeder patterns

Neighborhoods & relationships

Equity

Student experience/outcomes

Physical/geographic factors

Use & occupancy of district
buildings

Demographer overview

Welcome Dr. Ginny Garcia Alexander

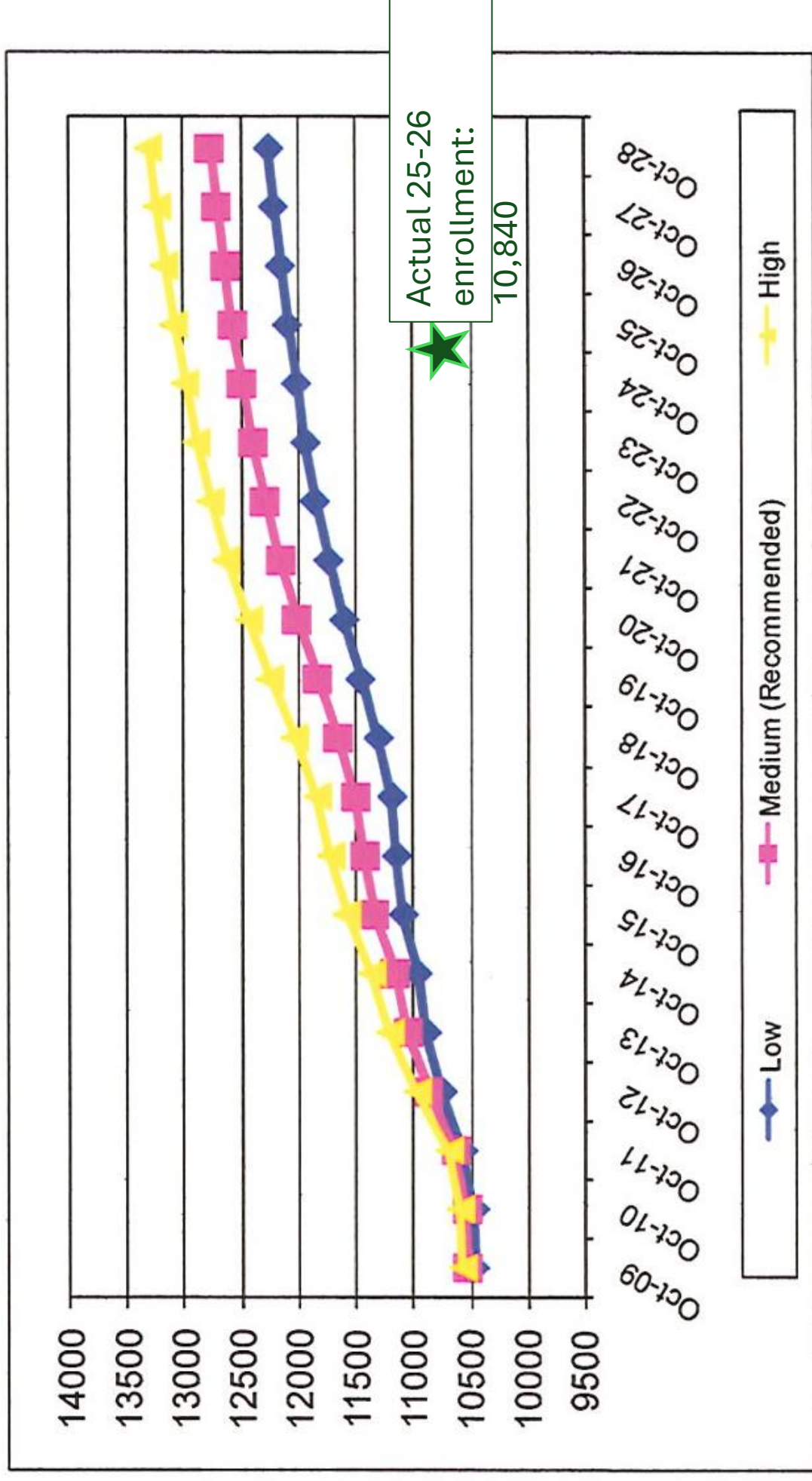


Topic #1: Demographic Projections

2009-2026

Kendricks, 2009- 2028

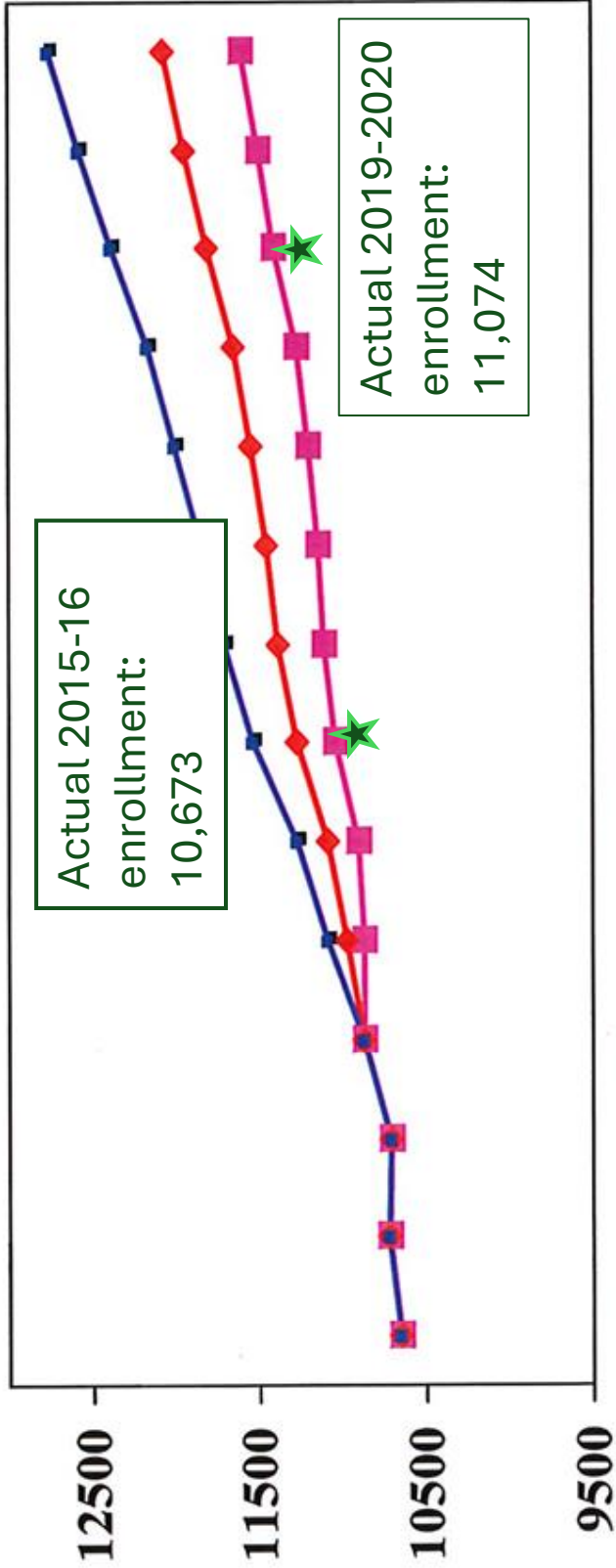
Figure 12: Alternative Forecasts for the Bellingham School District



Low, Medium, and High Range Forecasts 2013-2022

Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.
(Does not include the Online Learning Program)

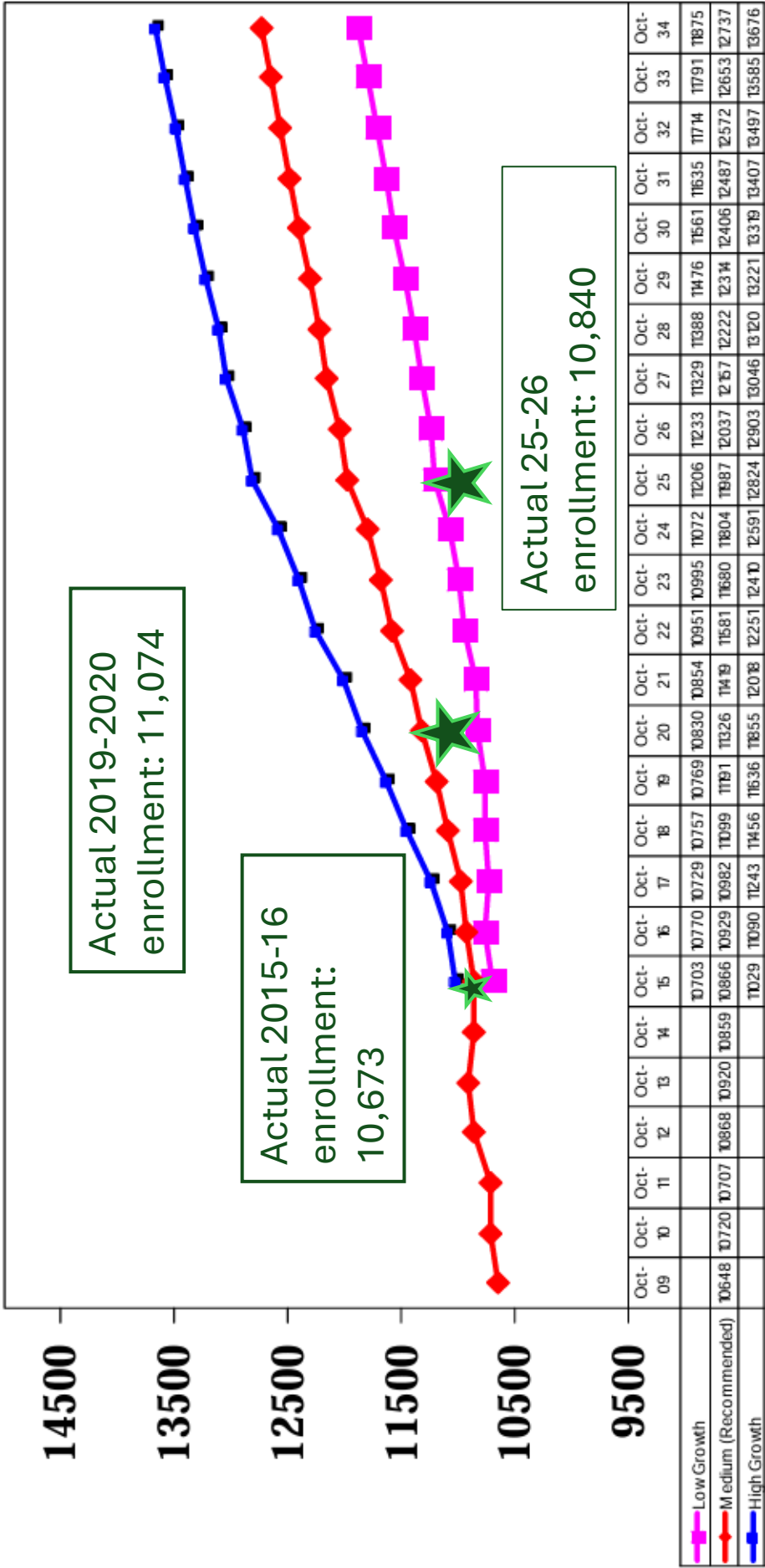
Kendricks,
2012
(Bond 2013)



Kendricks, 2015

Low, Medium, and High Range Forecasts 2015-2034

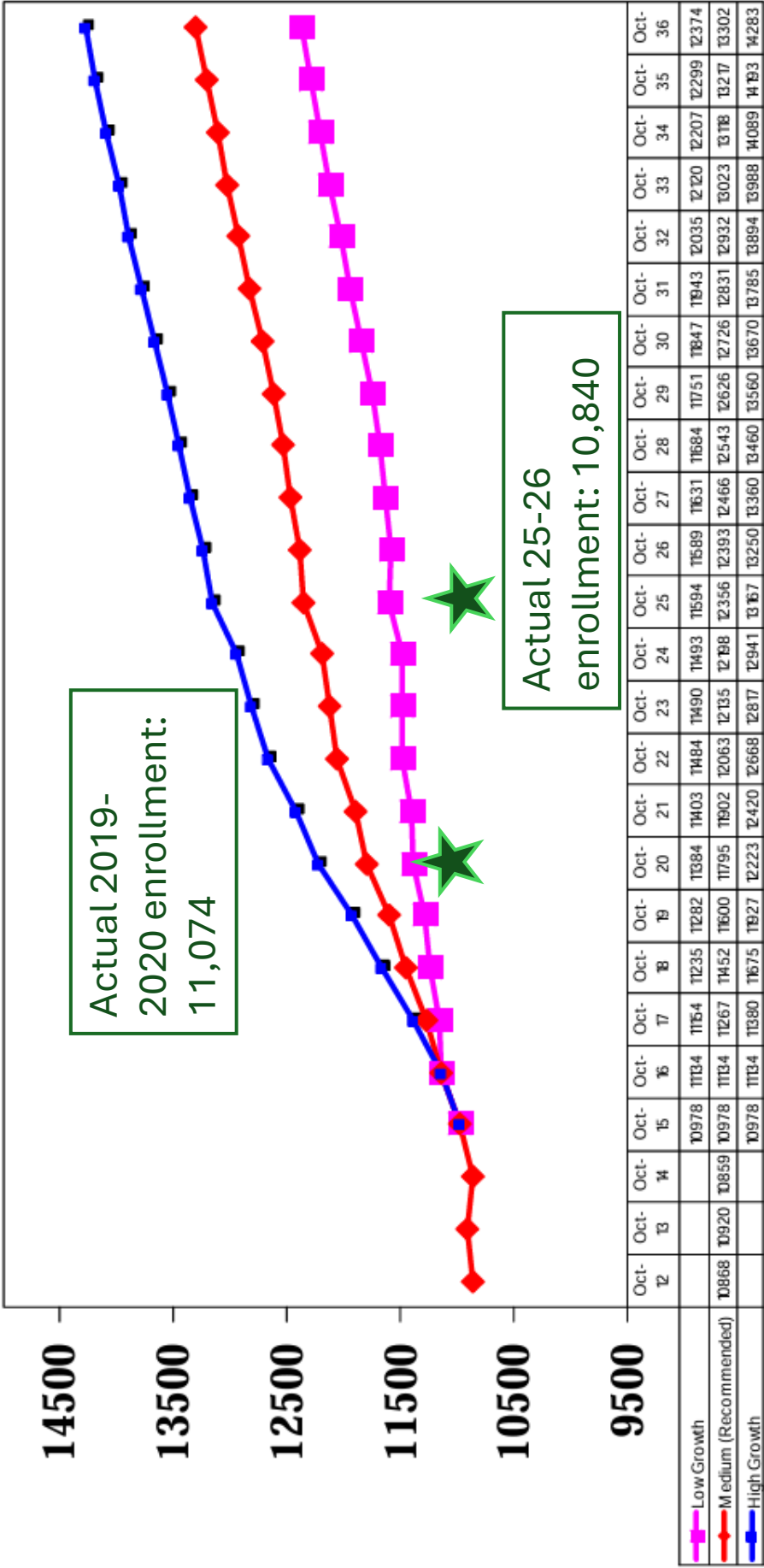
Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.



Kendricks, 2016

Low, Medium, and High Range Forecasts 2017-2036

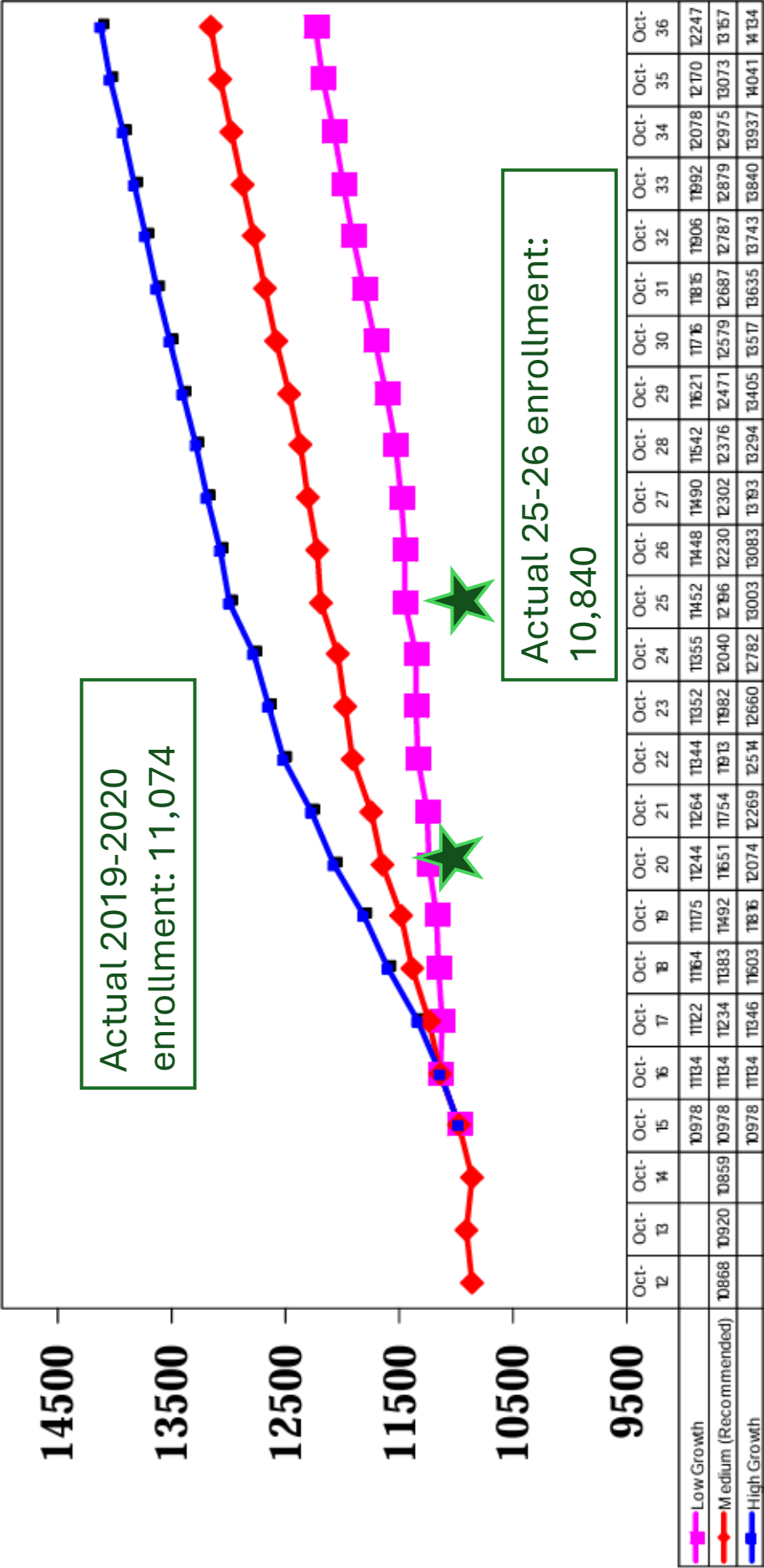
Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.



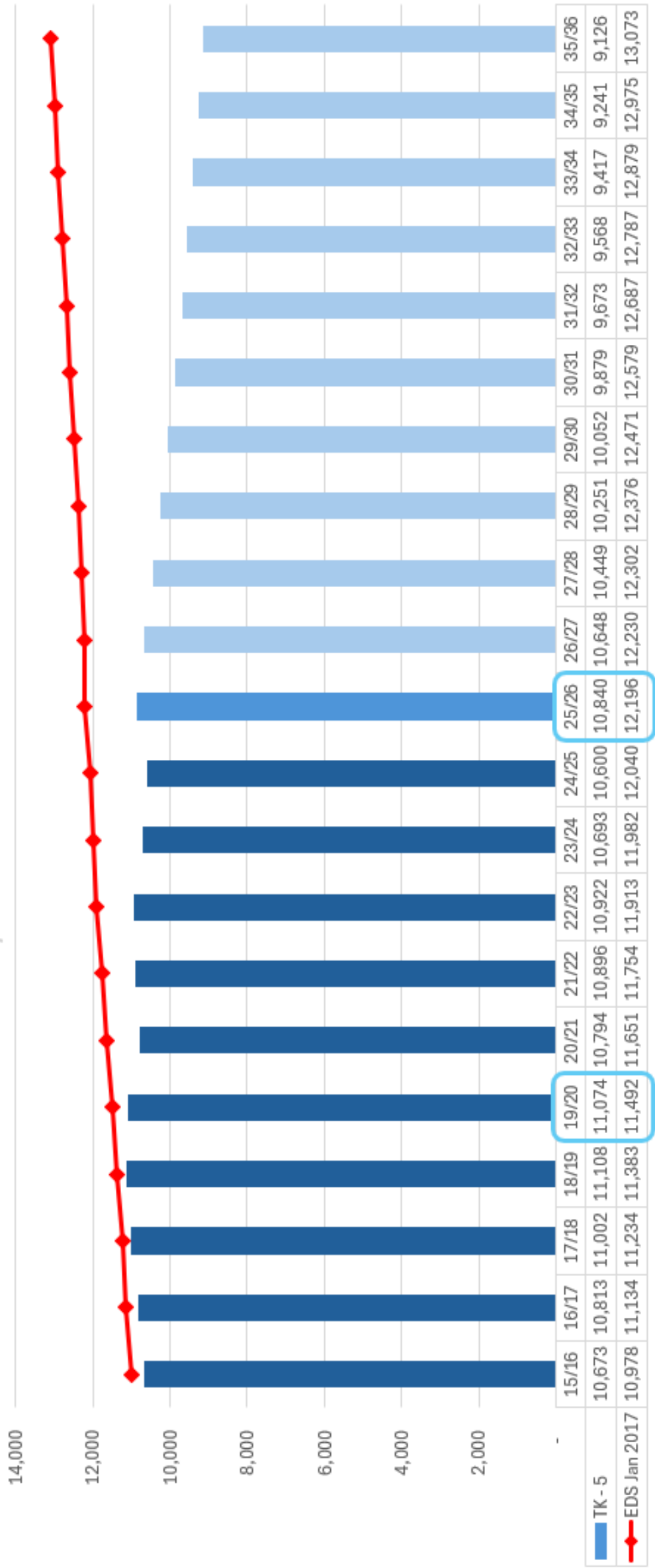
Kendricks, 2017 (Bond 2018)

Low, Medium, and High Range Forecasts 2017-2036

Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.



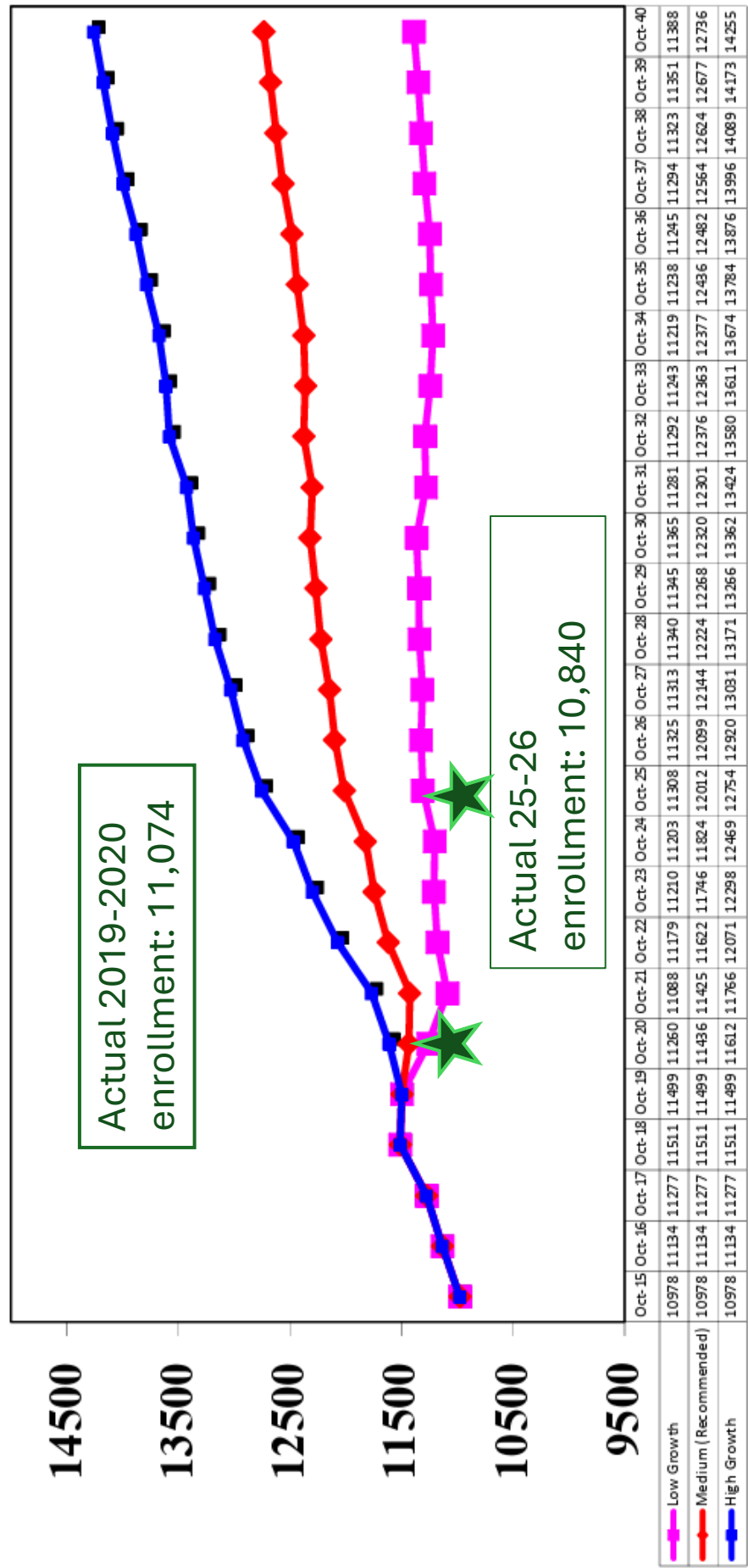
Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2017 Projections**
Updated 4/13/26 Includes BFPP



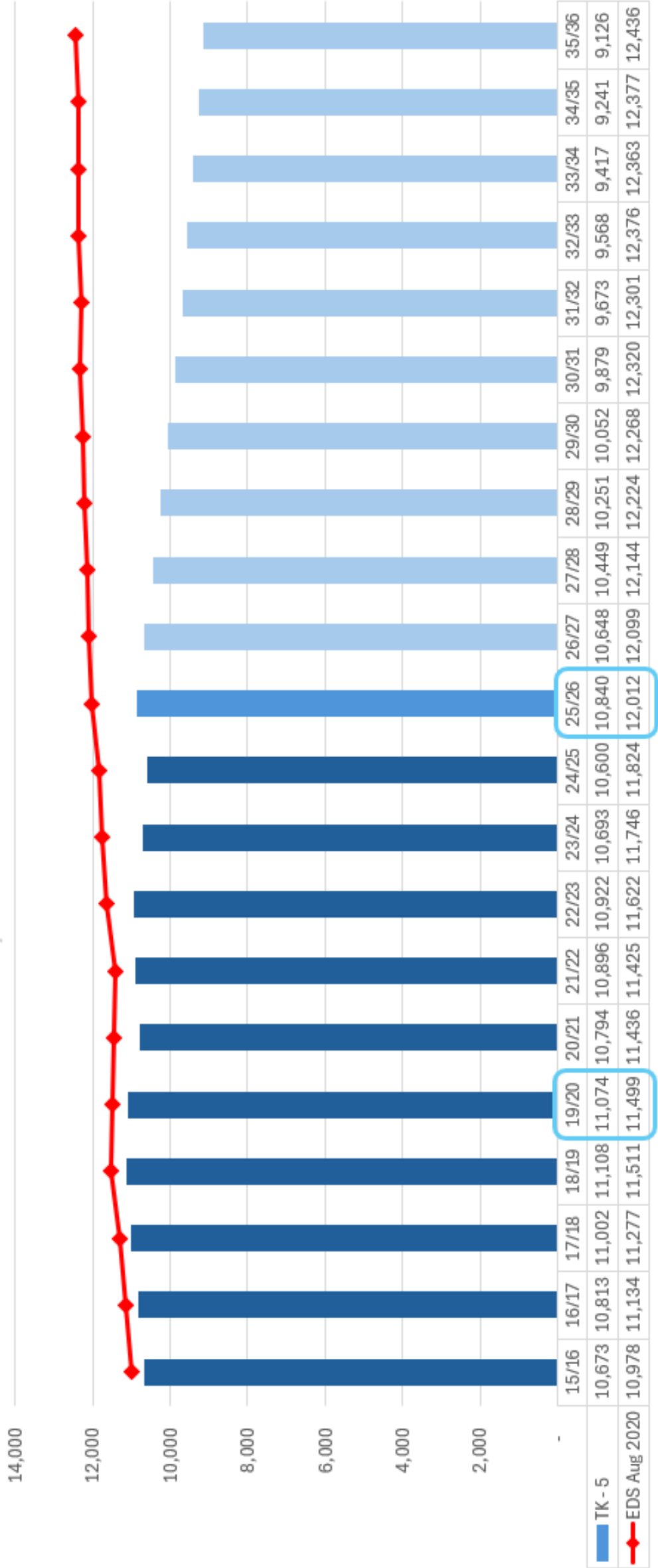
Low, Medium, and High Range Forecasts 2020-2040

Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in population growth.

Kendricks,
2020
(Bond 2022)



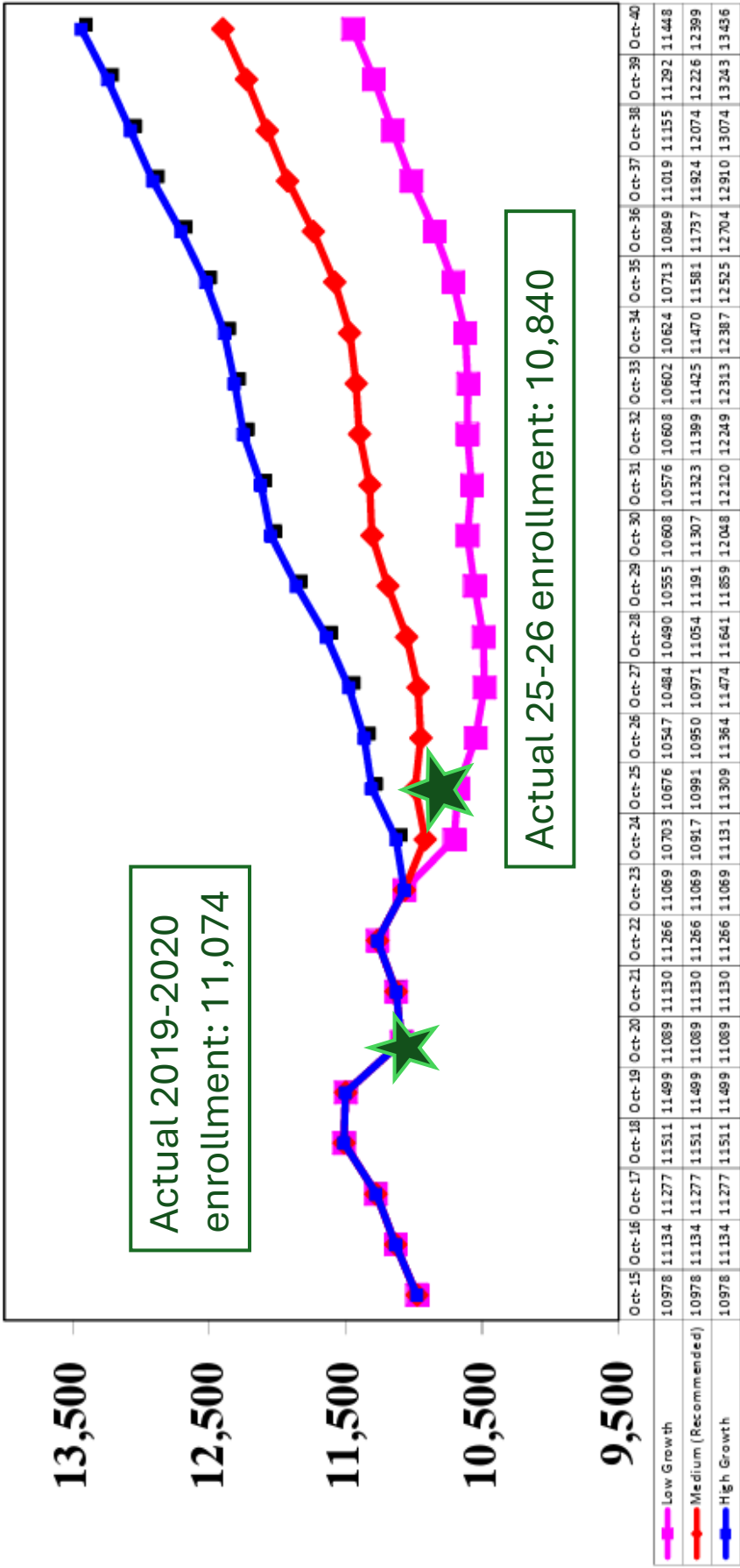
Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2020 Projections**
Updated 4/13/26 Includes BFPP



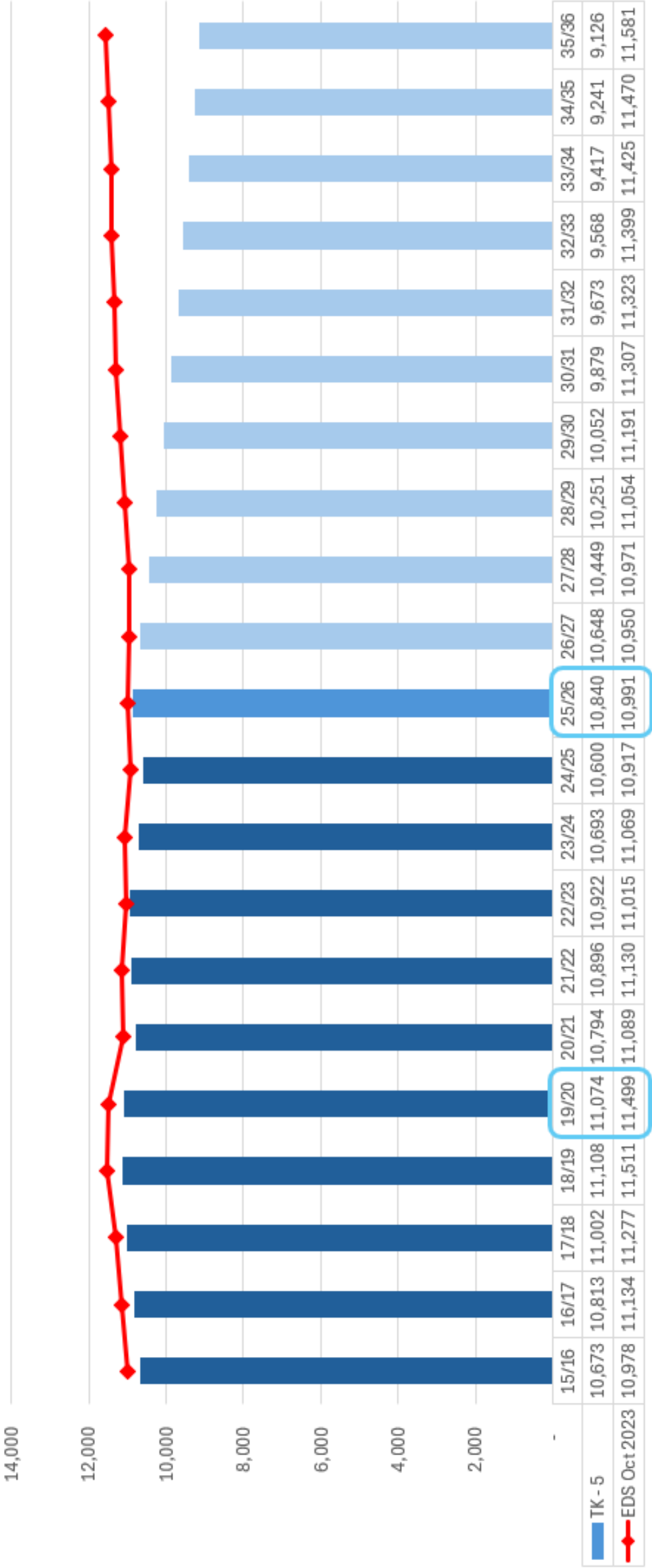
Kendricks, 2023

Low, Medium, and High Range Forecasts 2024-2040

Based on Kindergarten Trends, Grade-to-Grade growth and an adjustment for projected future changes in housing and population growth.

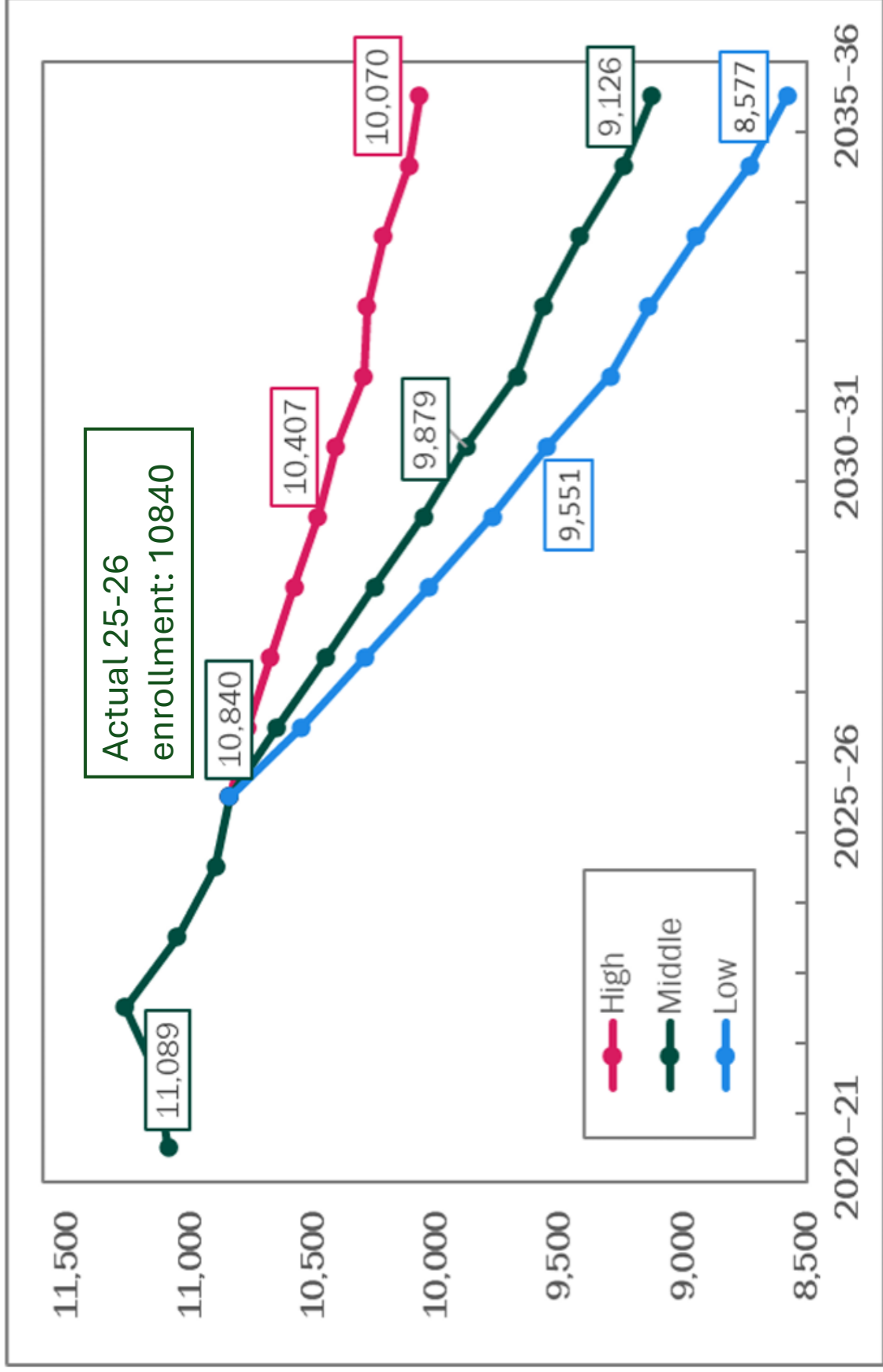


Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2023 Projections**
Updated 4/13/26 Includes BFPP



FLO Analytics, 2026

Figure 5: District-Wide Enrollment Forecasts: Low, Middle, and High Scenarios



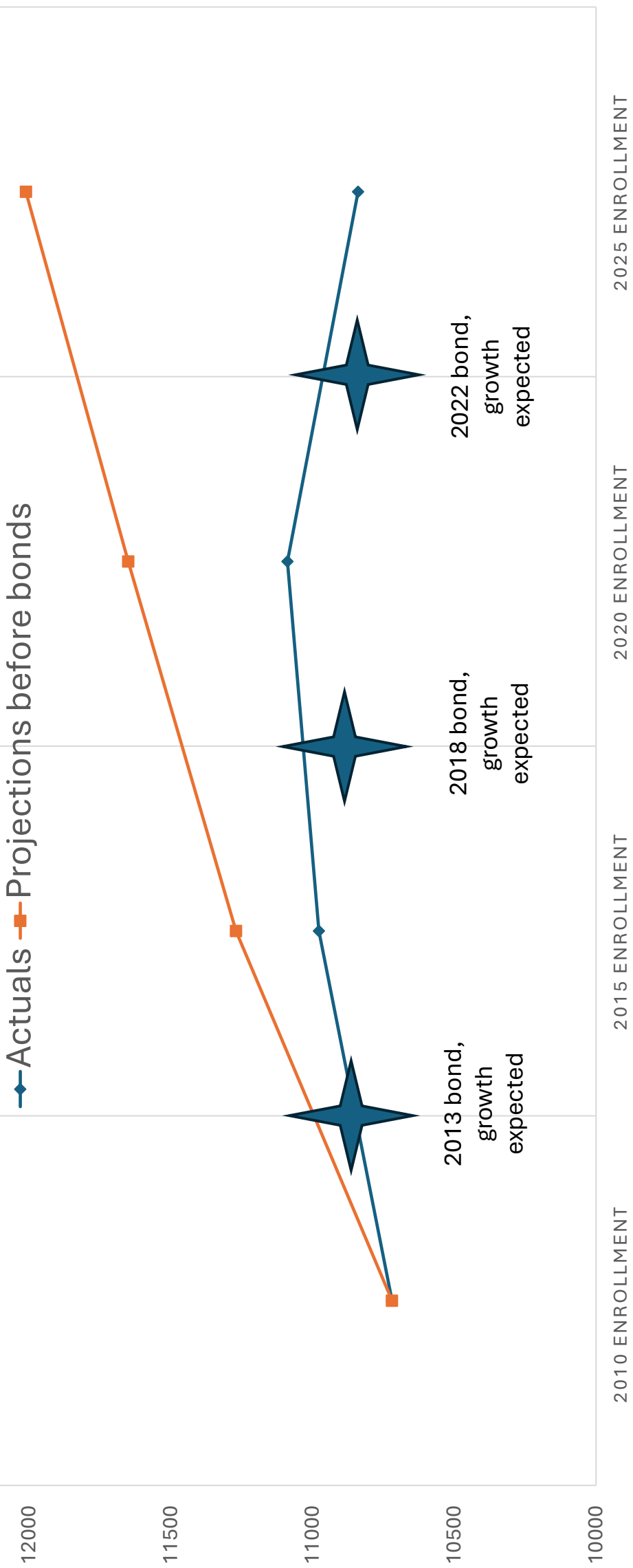
Sources

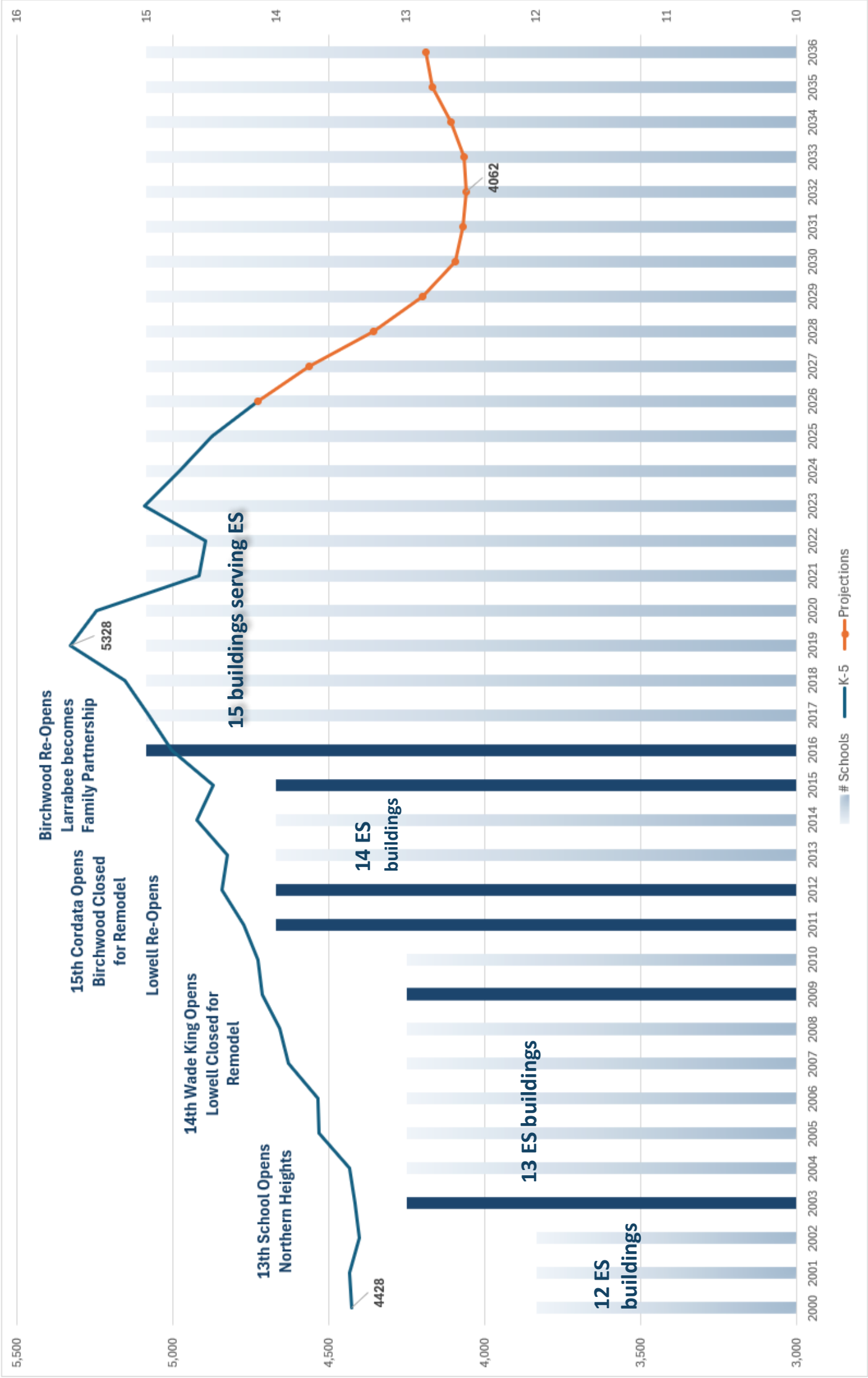
Bellingham School District 2020-21 to 2025-26 (October headcount) enrollment.

FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).

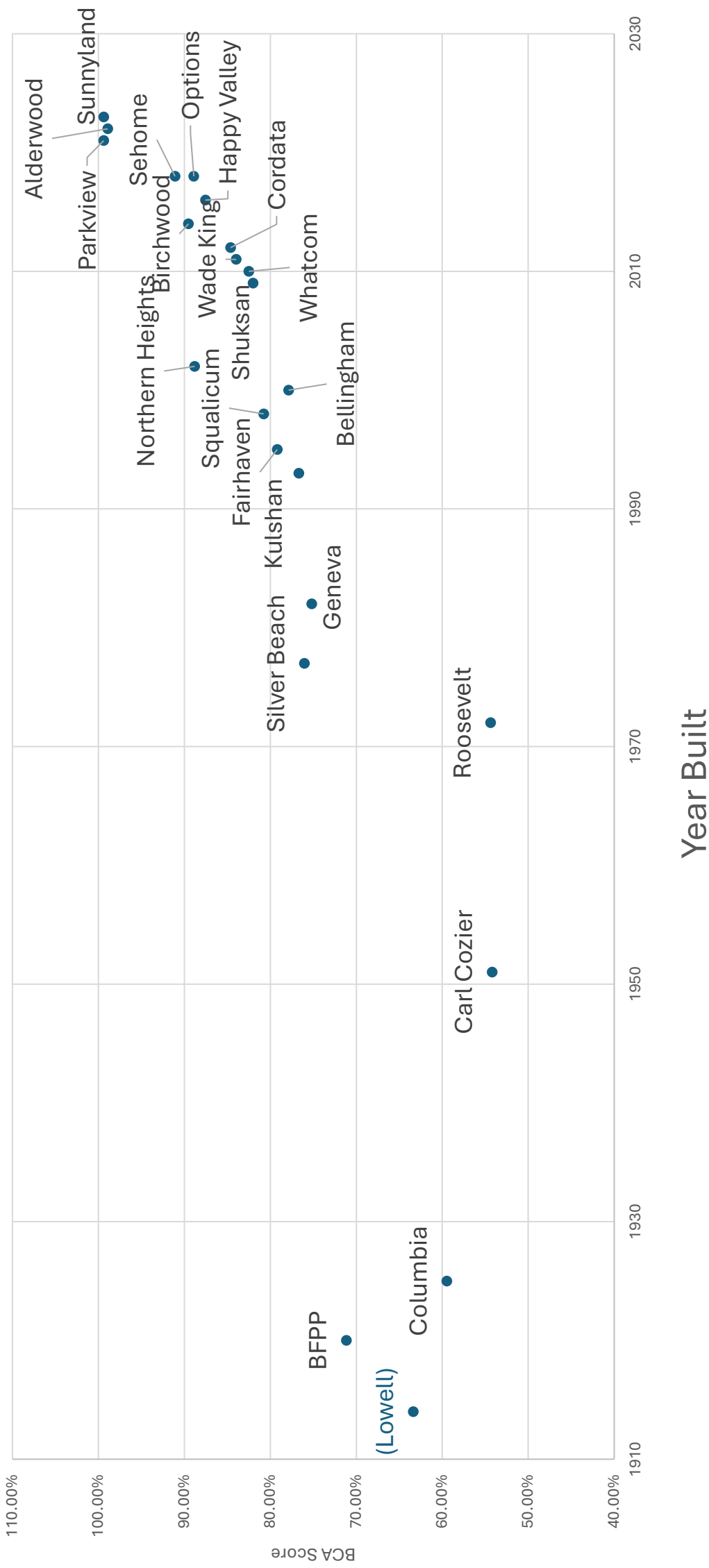
12500

K-12 Enrollment, Projections vs. Actuals, Bond Planning





Building Condition Assessment Scores



School	Year Built	Gross Sq Ft	Number of Classrooms	Free & Reduced Lunch Qualification %	2026 Enrollment	2030 Enrollment Forecast
Alderwood	2022	63,854	25	58.9	268	234
Birchwood	2014	42,007	17	54.2	302	273
Carl Cozier	1951	47,220	19	45.2	298	256
Columbia	1925	33,600	14	18.5	167	139
Cordata	2012	54,232	24	62.6	350	341
Geneva	1982	48,115	25	24.6	367	329
Happy Valley	2016	59,315	22	40.7	425	359
Lowell	1914	46,820	20	30.7	313	289
Northern Heights	2002	50,171	22	33	351	297
Parkview	2021	61,572	24	48	395	357
Roosevelt	1972	48,905	24	44.9	337	300
Silver Beach	1977	55,304	24	20	276	253
Sunnyland	2023	66,716	25	41.3	286	246
Wade King	2011	50,640	25	19.3	265	230
BFPP* (K-8)	1920	18,260	7	33.6	278	267

Sources: Bellingham School District October 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (consistent with district-wide middle scenario). Source of F&R % from 26-27 Title I Prelim Ranking @ 10/1/25 as of Mar 16, 2026.

Topic #2: 2022 Bond Projects to Date

Bond Projects	Timeline	2022 Bond Funded	Project to Date	Remaining Bond Funds
Community Transitions	In Process	17,650,000	17,650,000	-
Elementary School Rebuild & Planning ES #15, Carl Cozier, Roosevelt, Columbia	Task Force	54,600,000	6,320,000	48,280,000
Complete 2018 Bond Projects				
Outdoor Learning Site	Feasibility	1,400,000	400,000	1,000,000
District Office	Complete	22,600,000	22,600,000	-
SQHS & BHS Fields	Complete	5,700,000	5,700,000	-
School Improvements				
Cordata Parking & Signage	Complete	1,750,000	1,750,000	-
KMS Addition	Complete	5,400,000	5,400,000	-
KMS Turf Field	Complete	5,000,000	5,000,000	-
Facility Improvements, including Safety, Sustainability & Accessibility	Complete	4,400,000	4,400,000	-
Inclusive Playgrounds				
Silver Beach	Complete	1,500,000	1,500,000	-
Northern Heights	Summer 2026	2,000,000	150,000	1,850,000
Geneva	Summer 2026	-	-	-
Wade King	Permitting Only	-	-	-
		\$ 122,000,000	\$ 70,870,000	\$ 51,130,000

Topic #3: Savings with School Closure

Potential Cost Savings

- **School Administration** (Principal, Dean, Admin Asst, Supervision)  \$600k - \$650k
- **School Support** (LMS, Counselor, Coach)  \$300k - \$350k
- **Custodial/Food Services**  \$250k - \$300k
- **Utilities**  \$100k – \$150k

Estimated savings are **at least \$1M annually**. Higher salaries due to staff experience and the size of the school increases estimates to \$1.3M - \$1.5M.

This estimate includes all funding source but excludes one-time costs incurred during restructure. Those costs will depend on the future use of school (closing or repurposing).

Cost Savings: Extract from Annual State Report

REPORT F196

E.S.D. 189

COUNTY: 37 Whatcom

Bellingham School District No. 501

District Expenditure Summary by Location

For the Year Ended August 31, 2025

Instructional Location

Alderwood Elementary School
Bellingham Family Partnership Program
Bellingham High School
Bellingham Re-Engagement Program
Birchwood Elementary School

Amount

5,120,924.71
2,302,829.25
13,250,124.56
89,213.22
5,084,456.35

Carl Cozier Elementary School
Columbia Elementary School
Cordata Elementary School
Fairhaven Middle School

4,947,447.54
3,176,978.15
6,226,137.45
7,296,957.45

Carl Cozier Elementary

STAFFING			
	FTE	Hours	Savings
Administration and Office	Principal, Dean, Administrative Assistants	1.50	8.00
Supervision and Academic Support	Para Support, playground supervision	17.00	487,600
School Support	Library, Counselor	1.00	151,300
Custodial and Food Service		6.50	215,650
		26.50	289,645
Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students			-
Moving Stipend	\$250 stipend for transferring teachers	14.00	(3,500)
TOTAL STAFFING			\$ 1,140,695

UTILITIES & INSURANCE	
Utilities	Gas, Electric, Water, Garbage & Recycling
Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .	111,461
TOTAL UTILITIES & INSURANCE	
\$ 111,461	

TRANSPORTATION		
	Hours	Cost
Route # 76	5.75	65,153
Route # 80	4.75	53,822
Route # 87	4.75	53,822
Route # S17	5.25	59,488
This model assumes all routes are absorbed into existing routes. The overall savings would be adjusted for new routes added: TBD.		
TOTAL TRANSPORTATION		\$ 232,286
TOTAL SAVINGS		\$ 1,484,441

Columbia Elementary

STAFFING

	FTE	Hours	Savings
Administration and Office	1.00	8.00	487,600
Supervision and Academic Support		17.50	155,750
School Support	0.50	6.50	140,650
Custodial and Food Service		20.75	226,798

Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students -
Moving Stipend \$250 stipend for transferring teachers 8.00 (2,000)

TOTAL STAFFING

\$ 1,008,798

UTILITIES & INSURANCE

Utilities Gas, Electric, Water, Garbage & Recycling 84,099

Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .

TOTAL UTILITIES & INSURANCE

\$ 84,099

TRANSPORTATION

This model assumes all routes are absorbed into existing routes.

The overall savings would be adjusted for new routes added: TBD.

TOTAL TRANSPORTATION

\$ -

TOTAL SAVINGS

\$ 1,092,897

Bellingham Family Partnership Program

STAFFING		FTE	Hours	Savings
Administration and Office	Principal, Administrative Assistants	1.00	8.00	487,600
Supervision and Academic Support	Para Support, playground supervision		4.00	35,600
School Support	Library, Counselor	0.40	2.00	80,200
Custodial			8.00	87,440
Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students			-	-
Moving Stipend	\$250 stipend for transferring teachers	10.00		(2,500)
TOTAL STAFFING				\$ 688,340
UTILITIES & INSURANCE				
Utilities	Gas, Electric, Water, Garbage & Recycling			37,909
Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .				
TOTAL UTILITIES & INSURANCE				\$ 37,909
TRANSPORTATION			Hours	Cost
This model assumes all routes are absorbed into existing routes. The overall savings would be adjusted for new routes added: TBD.				
TOTAL TRANSPORTATION				\$ -
TOTAL SAVINGS				\$ 726,249



BPS Data Session 2

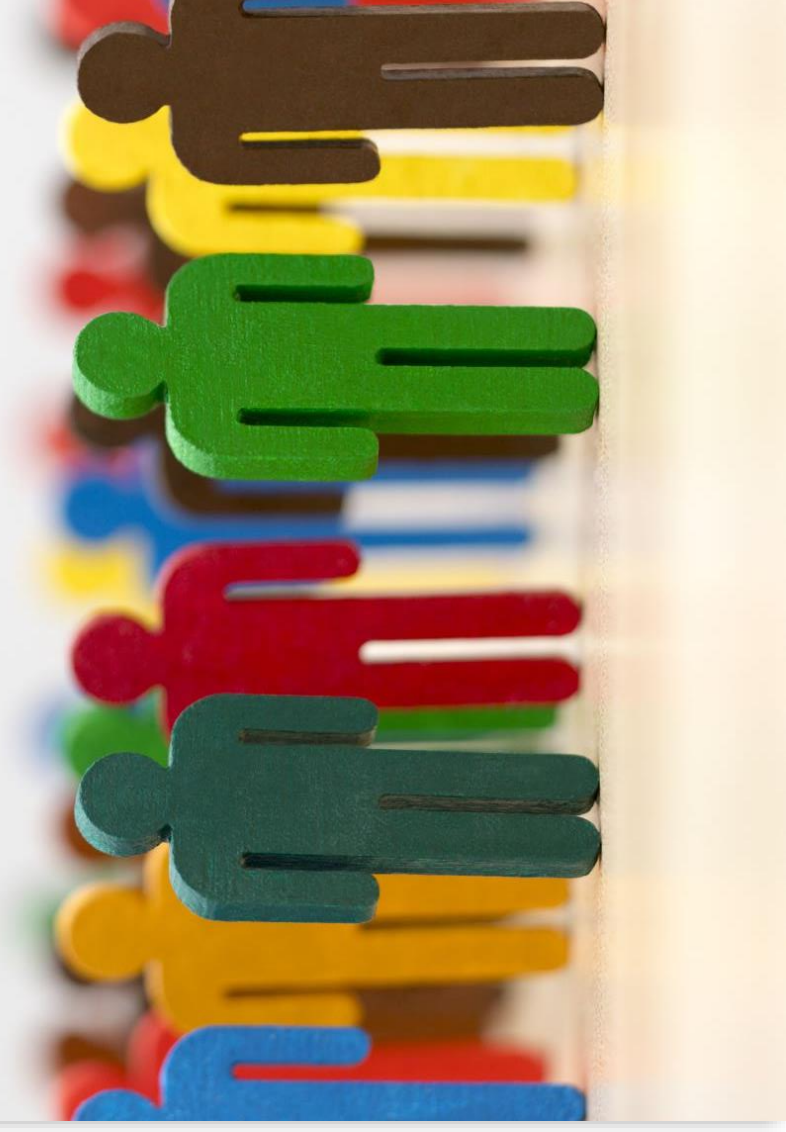
4.15.2026

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- Develop recommendations for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.

Facility Planning Factors



Enrollment projections

Budget implications

Building conditions

Historical plans

3-section schools

Feeder patterns

Neighborhoods & relationships

Equity

Student experience/outcomes

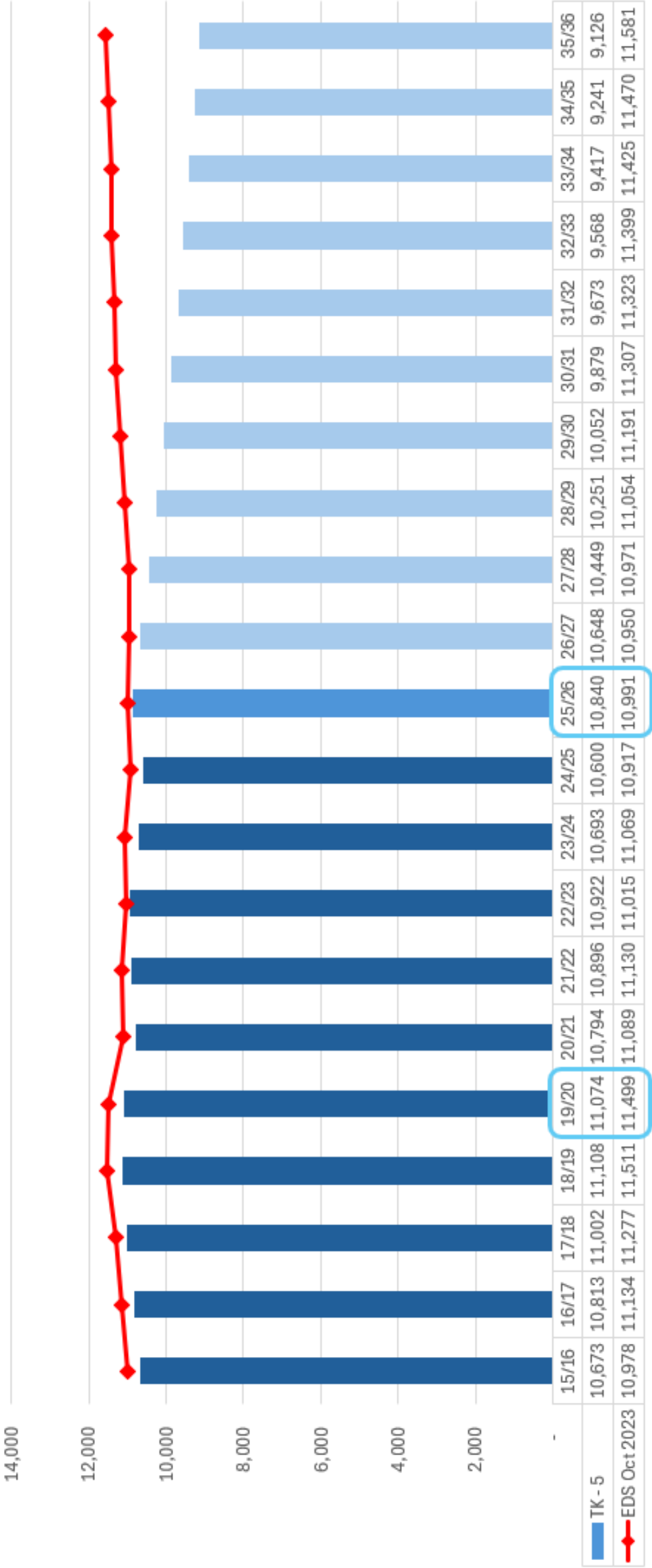
Physical/geographic factors

Use & occupancy of district buildings

Topic #1: Demographic Projections

2009-2026

Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2023 Projections**
Updated 4/13/26 Includes BFPP



Demographer overview

Welcome Dr. Ginny Garcia Alexander



12500

12000

11500

11000

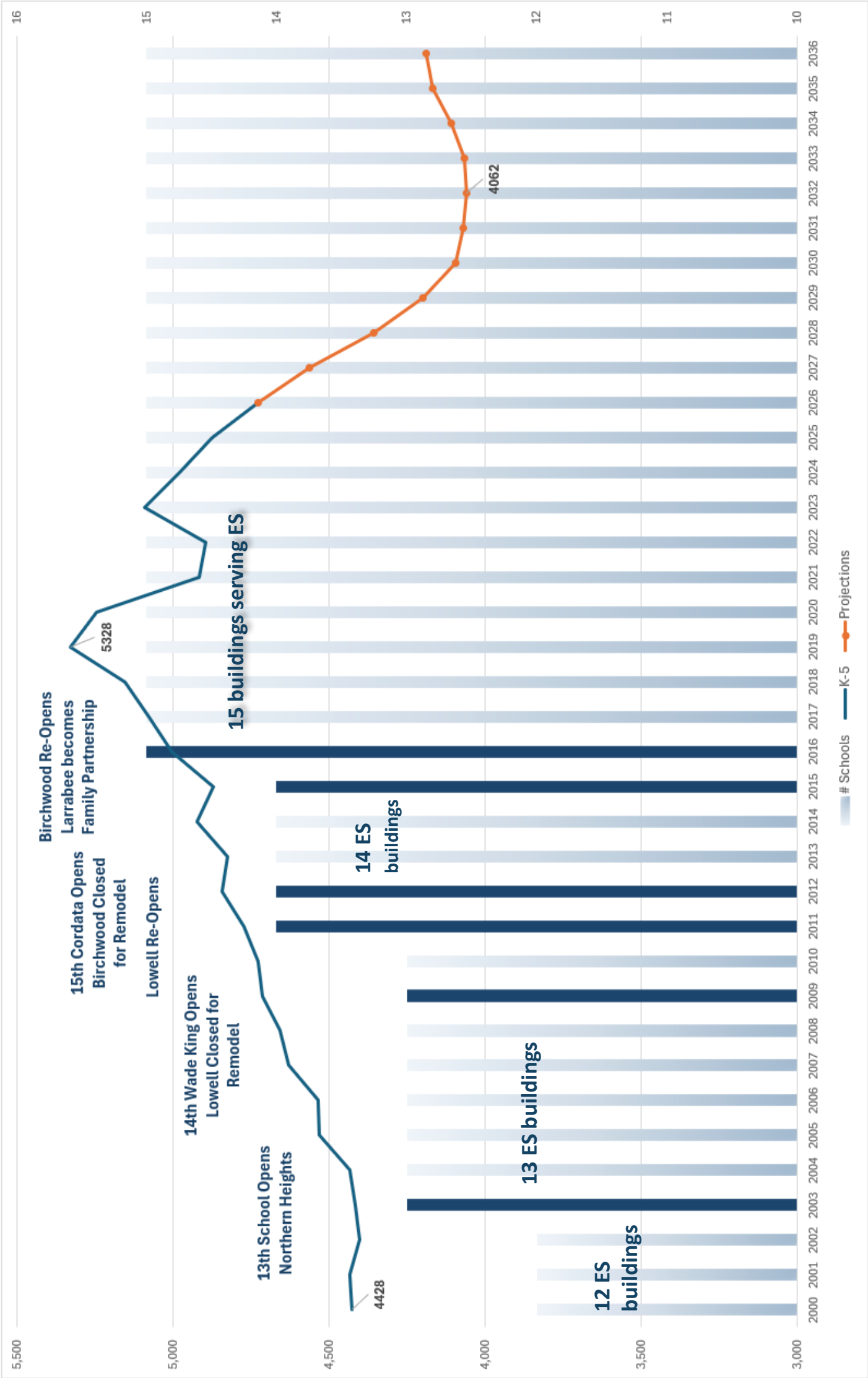
10500

10000

K-12 Enrollment, Projections vs. Actuals, Bond Planning

—◆— Actuals —■— Projections before bonds





Topic #2:

Analysis of Savings with School Closure

School Closure: Potential Cost Savings

• School Administration (Principal, Dean, Admin Asst, Supervision)	→	\$600k - \$650k
• School Support (LMS, Counselor, Coach)	→	\$300k - \$350k
• Custodial/Food Services	→	\$250k - \$300k
• Utilities	→	\$100k – \$150k

Estimated savings are **at least \$1M annually**. Higher salaries due to staff experience and the size of the school increases estimates to \$1.3M - \$1.5M.

This estimate includes all funding source but excludes one-time costs incurred during restructure. Those costs will depend on the future use of school (closing or repurposing).

Cost Savings: Extract from Annual State Report

REPORT F196

E.S.D. 189

COUNTY: 37 Whatcom

Bellingham School District No. 501

District Expenditure Summary by Location

For the Year Ended August 31, 2025

Instructional Location

Alderwood Elementary School
Bellingham Family Partnership Program
Bellingham High School
Bellingham Re-Engagement Program
Birchwood Elementary School

Amount

5,120,924.71
2,302,829.25
13,250,124.56
89,213.22
5,084,456.35

Carl Cozier Elementary School
Columbia Elementary School
Cordata Elementary School
Fairhaven Middle School

4,947,447.54
3,176,978.15
6,226,137.45
7,296,957.45

Carl Cozier Elementary

STAFFING		FTE	Hours	Savings
Administration and Office	Principal, Dean, Administrative Assistants	1.50	8.00	487,600
Supervision and Academic Support	Para Support, playground supervision		17.00	151,300
School Support	Library, Counselor	1.00	6.50	215,650
Custodial and Food Service			26.50	289,645
Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students				-
Moving Stipend	\$250 stipend for transferring teachers	14.00		(3,500)
TOTAL STAFFING				\$ 1,140,695

UTILITIES & INSURANCE		
Utilities	Gas, Electric, Water, Garbage & Recycling	111,461
Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .		
TOTAL UTILITIES & INSURANCE		\$ 111,461

TRANSPORTATION		Hours	Cost
Route # 76	CC/SHS/WMS AM & PM	5.75	65,153
Route # 80	CC/SHS AM & CC/SHS/KMS PM	4.75	53,822
Route # 87	CC/SHS AM & CC/SQHS PM	4.75	53,822
Route # S17	CC/SQHS/SMS AM & CC/SQHS PM	5.25	59,488
This model assumes all routes are absorbed into existing routes. The overall savings would be adjusted for new routes added: TBD.			
TOTAL TRANSPORTATION			\$ 232,286
TOTAL SAVINGS			\$ 1,484,441

Columbia Elementary

STAFFING		FTE	Hours	Savings
Administration and Office	Principal, Administrative Assistants	1.00	8.00	487,600
Supervision and Academic Support	Para Support, playground supervision		17.50	155,750
School Support	Library, Counselor	0.50	6.50	140,650
Custodial and Food Service			20.75	226,798
Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students				-
Moving Stipend	\$250 stipend for transferring teachers	8.00		(2,000)
TOTAL STAFFING				\$ 1,008,798

UTILITIES & INSURANCE		
Utilities	Gas, Electric, Water, Garbage & Recycling	84,099
Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .		
TOTAL UTILITIES & INSURANCE		\$ 84,099

TRANSPORTATION	Hours	Cost
This model assumes all routes are absorbed into existing routes. The overall savings would be adjusted for new routes added: TBD.		

TOTAL TRANSPORTATION	\$ -
TOTAL SAVINGS	\$ 1,092,897

Bellingham Family Partnership Program

STAFFING		FTE	Hours	Savings
Administration and Office	Principal, Administrative Assistants	1.00	8.00	487,600
Supervision and Academic Support	Para Support, playground supervision		4.00	35,600
School Support	Library, Counselor	0.40	2.00	80,200
Custodial			8.00	87,440
Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students			-	
Moving Stipend	\$250 stipend for transferring teachers	10.00		(2,500)
TOTAL STAFFING				\$ 688,340
UTILITIES & INSURANCE				
Utilities	Gas, Electric, Water, Garbage & Recycling			37,909
Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .				
TOTAL UTILITIES & INSURANCE				\$ 37,909
TRANSPORTATION			Hours	Cost
This model assumes all routes are absorbed into existing routes. The overall savings would be adjusted for new routes added: TBD.				
TOTAL TRANSPORTATION				\$ -
TOTAL SAVINGS				\$ 726,249

Topic #3:

2022 Bond Spending

Topic #3: 2022 Bond Projects to Date

Bond Projects	Timeline	2022 Bond Funded	Project to Date	Remaining Bond Funds
Community Transitions	In Process	17,650,000	17,650,000	-
Elementary School Rebuild & Planning ES #15, Carl Cozier, Roosevelt, Columbia	Task Force	54,600,000	6,320,000	48,280,000
Complete 2018 Bond Projects				
Outdoor Learning Site	Feasibility	1,400,000	400,000	1,000,000
District Office	Complete	22,600,000	22,600,000	-
SQHS & BHS Fields	Complete	5,700,000	5,700,000	-
School Improvements				
Cordata Parking & Signage	Complete	1,750,000	1,750,000	-
KMS Addition	Complete	5,400,000	5,400,000	-
KMS Turf Field	Complete	5,000,000	5,000,000	-
Facility Improvements, including Safety, Sustainability & Accessibility	Complete	4,400,000	4,400,000	-
Inclusive Playgrounds				
Silver Beach	Complete	1,500,000	1,500,000	-
Northern Heights	Summer 2026	2,000,000	150,000	1,850,000
Geneva	Summer 2026	-	-	-
Wade King	Permitting Only	-	-	-
		\$ 122,000,000	\$ 70,870,000	\$ 51,130,000



BPS Data Session 3

4.21.2026

Purpose + Framing

Our Commitment:

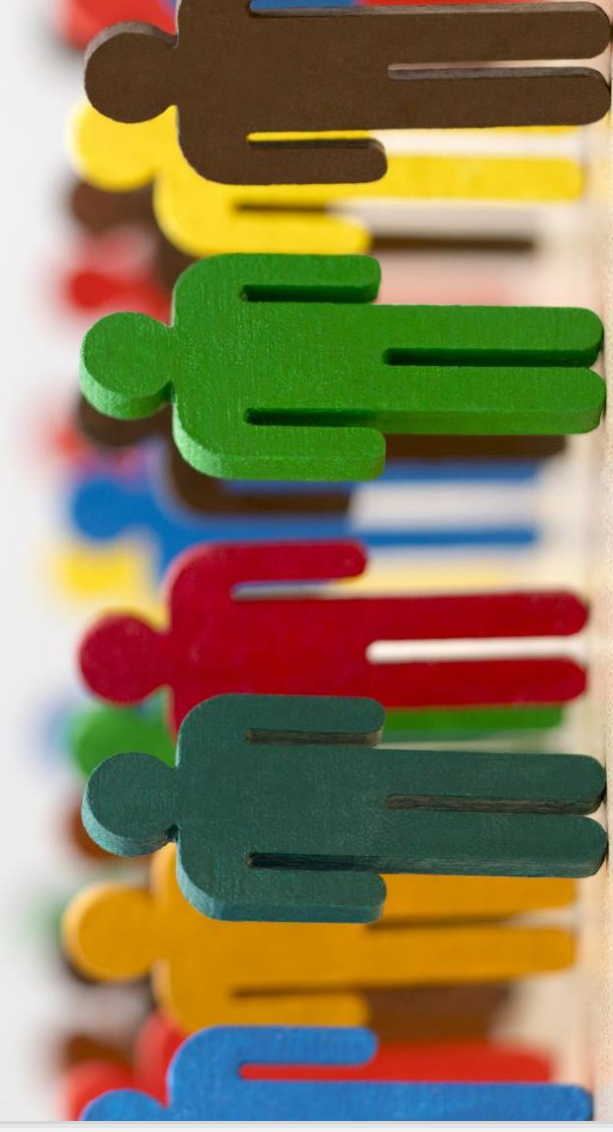
- To openly and clearly share information— across the district & whole community
- To help build a shared understanding of our current context
- To answer clarifying questions about the data
- To continue offering ways for people to engage.

Our Ask:

- Be curious to learn and understand
- Understand that this is not a debate or a time for decision making
- Engage in the opportunities to offer more feedback and input

Our Hope:

We can acknowledge that we love our schools, our communities, and most importantly we want **what** is best for all kids.



Our Time Together

- Facilities & capacity overview
- District financial information
- Demographer overview— video
- Clarifying questions

Staying Connected

Do you have feedback, ideas or concerns?

We want to hear them.

We'll connect outside this session so we can listen fully

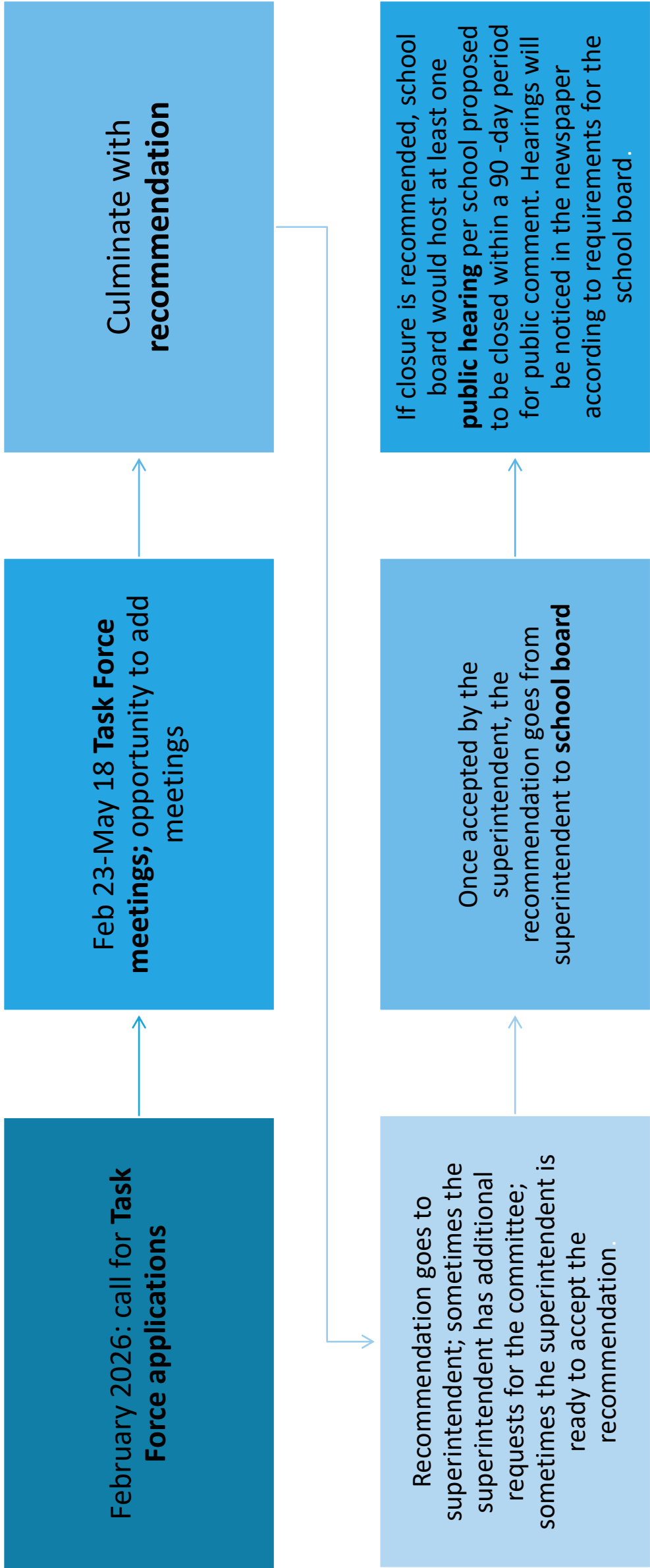


Facilities Planning Task Force input form

Topic #1

Facilities + Capacity Overview

Facilities Task Force Planning Process – Timeline



Facilities Task Force Planning Process – Timeline

Looking ahead:

No closures for school year 2026-2027

Any recommended facility changes would lead work going forward: a focus on helping school staff and students prepare for planned transitions.

Task Force Charter

The task force will:

- **Review and analyze** demographic data: enrollment projections and potential factors influencing demographic change.
- Review historical and current district capital facility **planning documents**.
- **Develop recommendations** for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- **Identify potential** capital cost savings, investment needs, and budget implications associated with proposed changes to elementary facility usage.

Facility Planning Factors



→ Enrollment projections

→ Budget implications

→ Building conditions

Historical plans

3-section schools

Feeder patterns

Neighborhoods & relationships

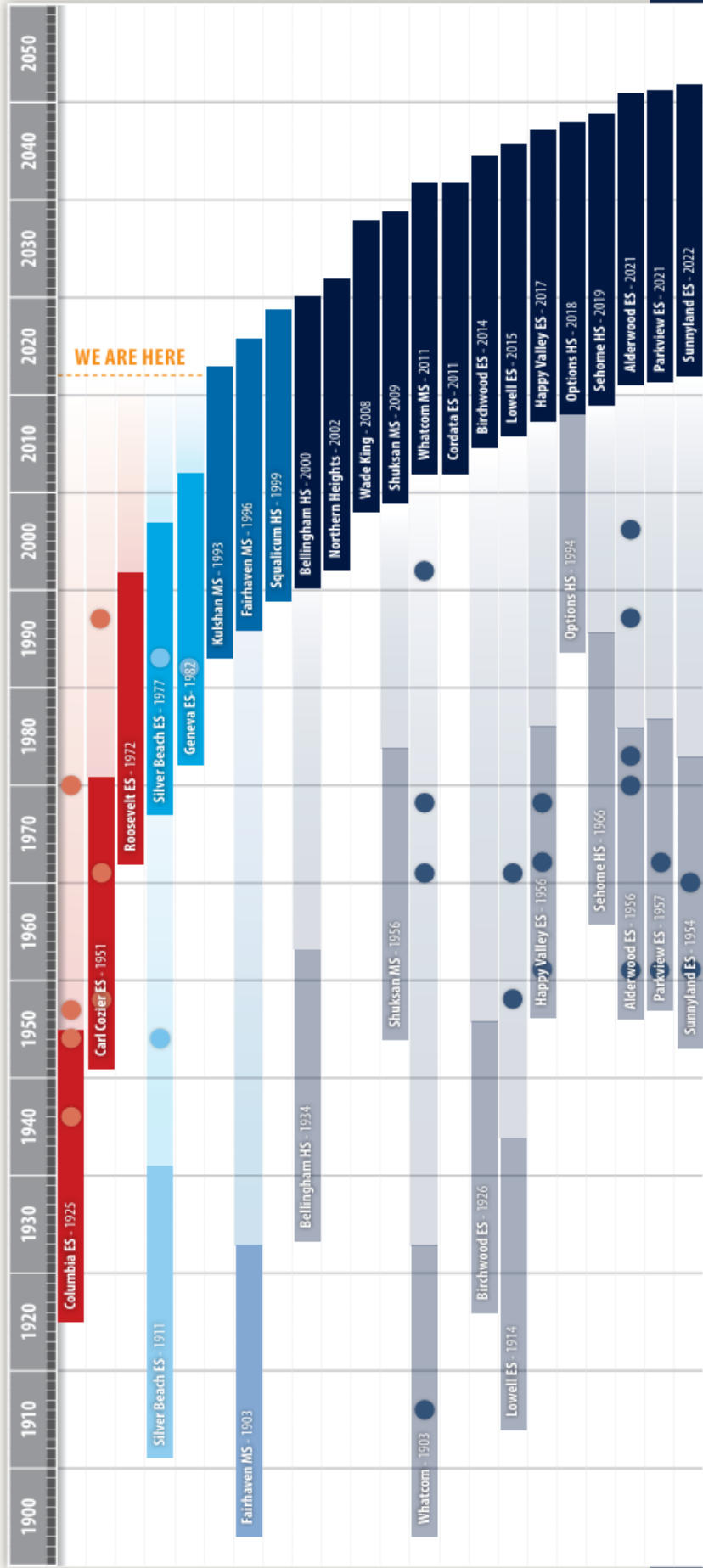
Equity

Student experience/outcomes

Physical/geographic factors

Use & occupancy of district
buildings

School Facility Timeline



MAINTAINED & MINIMAL MODERNIZATION

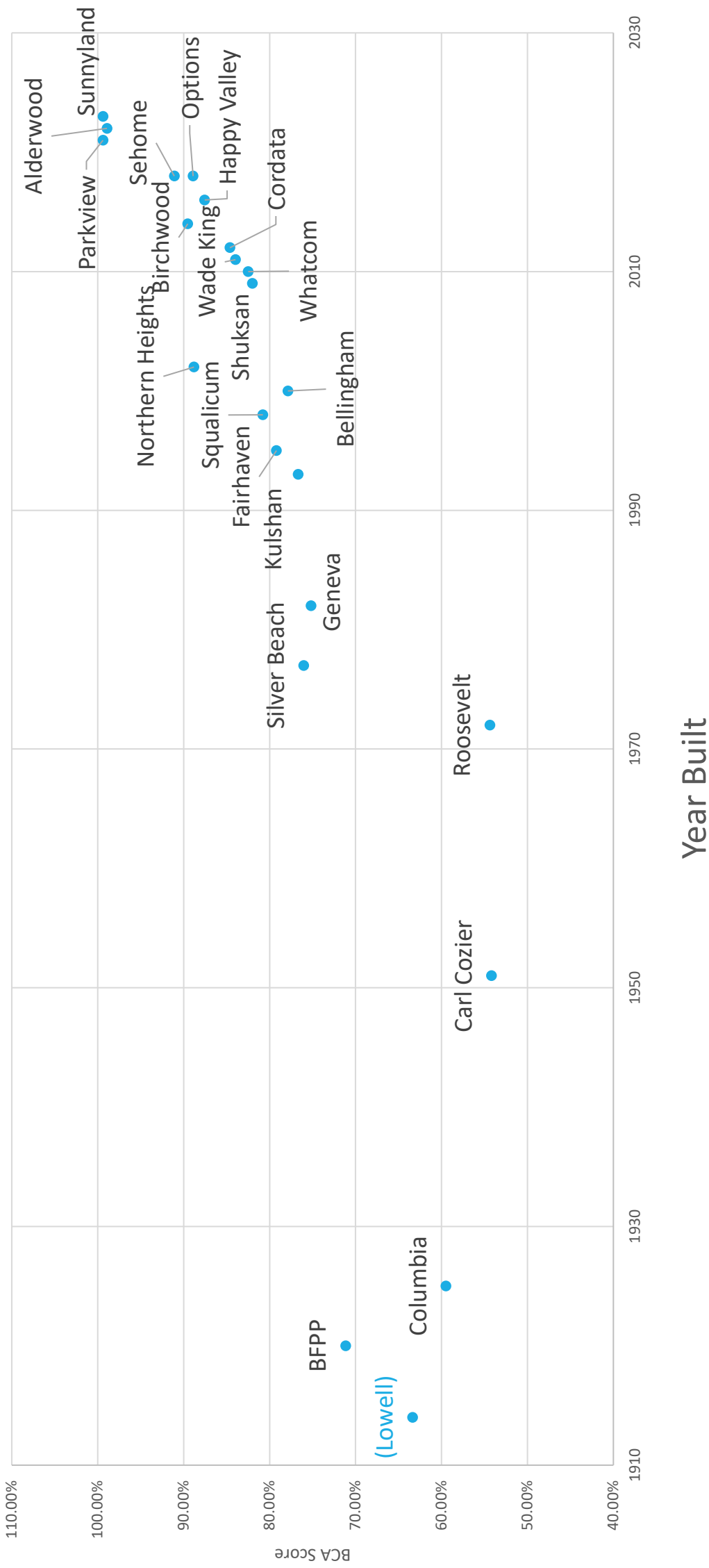
GROWTH & REPLACEMENT - 1980s

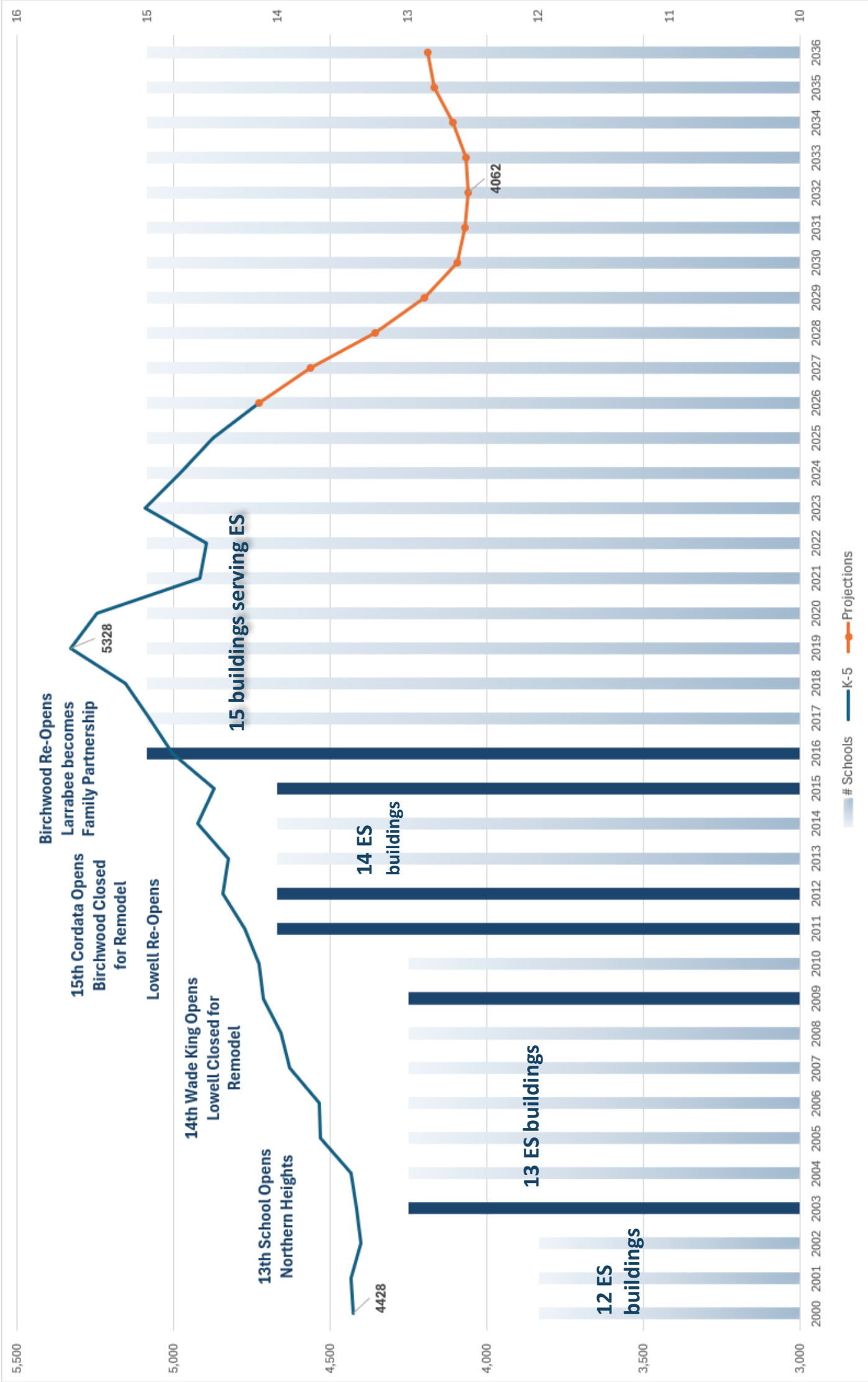
GROWTH & REPLACEMENT - 1990s

GROWTH & REPLACEMENT - 2000s

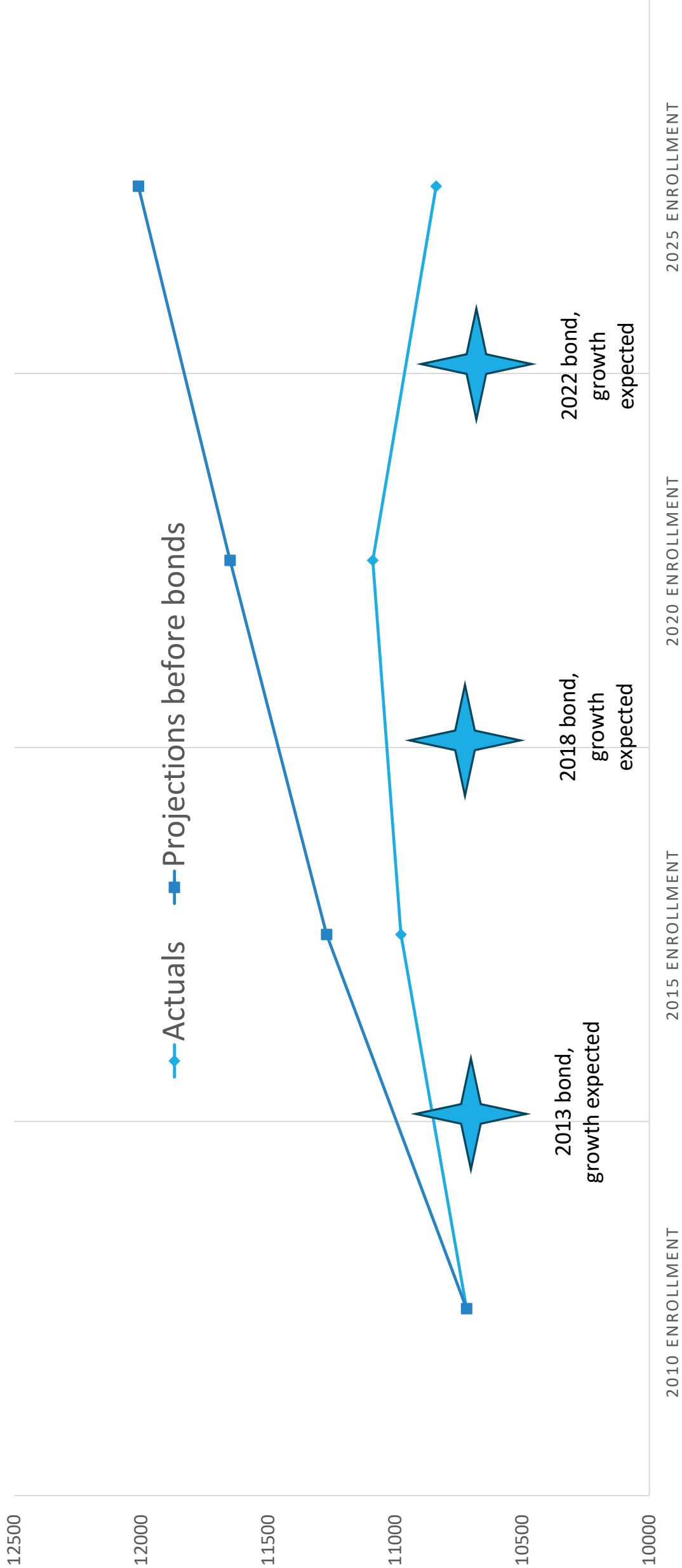
CIRCLES DESIGNATE YEARS OF MAJOR MODERNIZATIONS AND/OR ADDITIONS

Building Condition Assessment Scores





K-12 Enrollment, Projections vs. Actuals, Bond Planning



Topic #2

District Financial Information

Bond Spending + School Closure Cost Savings

2022
Bond
Dollars

Bond Projects	Timeline	2022 Bond Funded	Project to Date	Remaining Bond Funds
Community Transitions	In Process	17,650,000	17,650,000	-
Elementary School Rebuild & Planning ES #15, Carl Cozier, Roosevelt, Columbia	Task Force	54,600,000	6,320,000	48,280,000
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School Closure: Potential Cost Savings

School Administration (Principal, Dean, Admin Asst, Supervision)	↑	\$600k - \$650k
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Cost Savings: Extract from Annual State Report

REPORT F196

Bellingham School District No. 501

E.S.D. 189

District Expenditure Summary by Location

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Instructional Location

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Columbia Elementary School

3,176,978.15

Cordata Elementary School

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Fairhaven Middle School

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Carl Cozier Elementary

STAFFING

	FTE	Hours	Savings
Administration and Office	1.50	8.00	487,600
Supervision and Academic Support		17.00	151,300
School Support	1.00	6.50	215,650
Custodial and Food Service		26.50	289,645

Classroom Teachers, Nursing, OT/PT's. SLP and ML Specialists would transfer with students	-
Moving Stipend	\$250 stipend for transferring teachers 14.00 (3,500)

TOTAL STAFFING

\$ 1,140,695

UTILITIES & INSURANCE

Utilities	Gas, Electric, Water, Garbage & Recycling	111,461
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Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .

TOTAL UTILITIES & INSURANCE

\$ 111,461

TRANSPORTATION

	Hours	Cost
Route # 76	5.75	65,153
Route # 80	4.75	53,822
Route # 87	4.75	53,822
Route # S17	5.25	59,488

This model assumes all routes are absorbed into existing routes.

The overall savings would be adjusted for new routes added: TBD.

TOTAL TRANSPORTATION

\$ 232,286

TOTAL SAVINGS

\$ 1,484,441

Columbia Elementary

STAFFING		FTE	Hours	Savings
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TOTAL UTILITIES & INSURANCE		\$ 84,099

TRANSPORTATION	Hours	Cost
This model assumes all routes are absorbed into existing routes. The overall savings would be adjusted for new routes added: TBD.		
TOTAL TRANSPORTATION		\$ -
TOTAL SAVINGS		\$ 1,092,897

Bellingham Family Partnership Program

STAFFING

	FTE	Hours	Savings
Administration and Office	1.00	8.00	487,600
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School Support	0.40	2.00	80,200
Custodial		8.00	87,440

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TOTAL STAFFING

\$ 688,340

UTILITIES & INSURANCE

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Insurance: Closing the schools but keeping the buildings will not generate any cost savings as the building is still an exposure and will need to be insured .

TOTAL UTILITIES & INSURANCE

\$ 37,909

TRANSPORTATION

Hours Cost

This model assumes all routes are absorbed into existing routes.
The overall savings would be adjusted for new routes added: TBD.

TOTAL TRANSPORTATION

\$ -

TOTAL SAVINGS

\$ 726,249



QUESTIONS

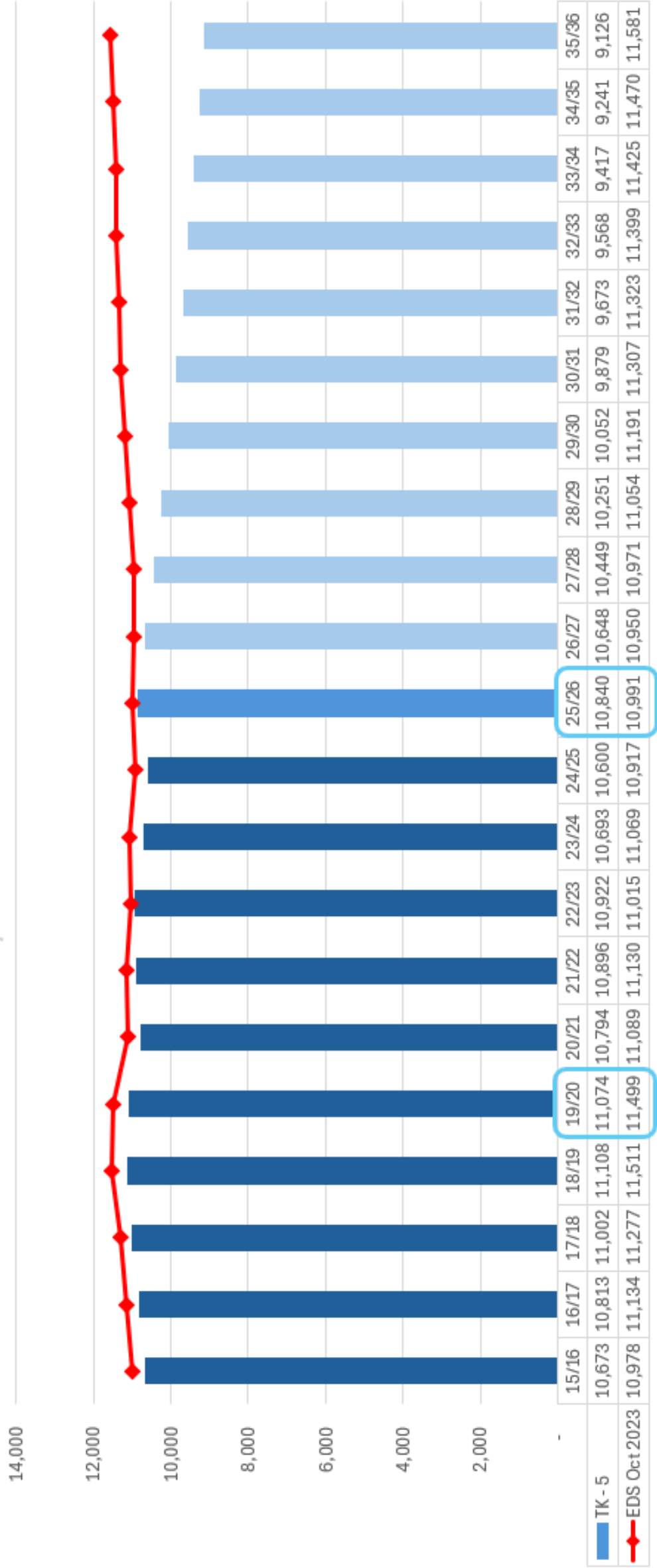


Topic #3:

Demographer Overview

2002-2026

Promise K (TK) - Grade 12 Enrollment: **Historical, Current, Projected**
and **2023 Projections**
Updated 4/13/26 Includes BFPP



Demographer overview

Dr. Ginny Garcia Alexander





QUESTIONS



A Collective Commitment – Stay Engaged!



Facilities Planning Task Force input form

Start Date	Recorded Date	Q1 Please select the role(s) that best describes you (select all that apply):	Q2 Which school(s) are you affiliated with? (select all that apply) - Selected Choice	Q2_27_TEXT Which school(s) are you affiliated with? (select all that apply) - Other - Text	Q4	Q5 Would you like to be contacted for follow-up about your input?
Start Date	Recorded Date		Which school(s) are you affiliated with? (select all that apply) - Selected Choice	Other - Text	Please share your input for the members of the facilities planning task force:	
3/25/2026 16:10	3/25/2026 16:13	Parent/guardian	Columbia Elementary School		I'm having a hard time understanding why we voted to approve a bond in 2022 to redo Columbia and 4 years later the school has not been redone but is likely going to close instead. It's so heartbreaking and I'm extremely concerned about my kids (6 and 3) and where they will go to school if that happens. You can't put a price on a walkable neighborhood school.	No
3/25/2026 16:17	3/25/2026 16:19	Parent/guardian	Columbia Elementary School/Shulsan Middle School		This does not feel transparent. The district should have made this information available prior to the bond measures.	No
3/25/2026 16:36	3/25/2026 16:39	Parent/guardian	Columbia Elementary School		Neighborhood rather than mega schools serve the purpose of a stronger community. Where did you gather these declining birth statistics? How do you account for the incredible amount of current permitted living strictures being built. If we are growing as a population to the point we need to build these homes then surely our enrollment will grow?	Yes
					The Carl Cozier community feels shaken by consideration of closing our school. Earlier this school year, we were having conversations about repeated attempts to collaborate with the city to secure property for building a new school. Very abruptly the message has shifted to your school might not exist as early as next year. This would be heartbreaking and disruptive to hundreds of kids and their families. I'm using my voice to advocate for families who may have barriers to communication as well. Many Cozier students have parents/caregivers that are not native English speakers. For every person who sends an email there are like 2-4 other families who feel similarly and you won't hear from. Cozier is more than the building. It is a community that fosters caring, principled thinkers. The family resource center is centrally located in town at Cozier. The staff have long standing retention and have built an inclusive and uplifting culture. In 2022 voters voted with their dollars to build a new Cozier. How is it possible that building plans stalled for long enough that just erasing the school is now the potential plan?? I know you cite cost savings as reason to close a school: less money for admin, for teachers, for staff. That also means those people lose their jobs/income. How does this improve our community? Losing those teachers would be a loss with long term repercussions. I can absolutely understand not planning to build a 15th school with declining birth rates/enrollment projections. But closing one of our elementary schools-as early as next school year-feels not only unnecessary but cruel. It is especially heartbreaking to see our values as a country reflected in that we can always find money to bomb and kill (and why again??) but must scrape by and constantly do more with less when it comes to public education, public libraries, public transportation, public health, etc. I know I my last point may be being heard by fellow radically liberal individuals who would also like to see a larger public ed budget and a smaller war budget, but I think we should all be saying this part out loud rather than ignoring the orange elephant in the room. I am open for being contacted for follow up: XXXXX	X
3/25/2026 16:15	3/25/2026 16:43	Parent/guardian	Carl Cozier Elementary School		I was wondering if we could sell the King's Mountain property purchased in 2011 for the building of a new school. We bought that, then raised 50M in bond money, and the school will now never be built. Why don't we consider disposing of that property and deploying the funds to cover some of these shortfalls? I'd also suggest we explore selling the new BSD admin building -- by all accounts, one of the fanciest office buildings in the city -- and leasing a building elsewhere in town priced more appropriately for usage by public employees.	Yes
					Finally, as has been made pretty clear via public records, the top admins in the BSD get paid magnitudes more than others in their correlating positions both in WA state and elsewhere... even districts with 3x higher enrollment. Plus stipends. I'd suggest those inflated salaries be drastically reduced. As heroic as it was for some top Admins to take a recent cut (of some undisclosed amount) it seems that should be a requisite regardless of where we land in final recommendations.	
					Y'all simply cannot build yourselves a palace, give yourselves ~40% raises (since 2020) on already massive salaries, and then say "how about instead of a new school, you get no school at all?" to one of your Title 1 elementary schools.	
3/25/2026 16:10	3/25/2026 16:49	Parent/guardian	Carl Cozier Elementary School		Leaning on the idea of jump-scare enrollment data that 'emerged from nowhere' and suddenly shoe hornning an emergency decision in-- conveniently after school board members were re-elected, and a new levy was raised -- is absolutely indefensible. This post covid enrollment data has been in the news sine at least 2023. https://komonews.com/news/local/fewer-babies-being-born-in-washington-could-affect-school-enrollment-study-says-seattle-public-schools-elementary-bellevue-king-county-washington-education-quotewizard-lending-tree My letter to the editor was published in last week's Cascadia Daily News: Elementary schools in Bellingham are experiencing declining enrollment and facing the threat of closure. At the same time, our communities are searching for places to gather, learn, exercise, and connect. It makes little sense for publicly funded facilities to sit dark and locked when they could be serving the broader public. These elementary schools are safe, accessible, and centrally located. Many include multi-use classrooms, gyms, kitchens, libraries, art rooms, and outdoor spaces—exactly the kinds of facilities community groups, seniors, families, and nonprofits struggle to find. Opening existing schools for shared use is a practical, cost-effective way to maximize public resources. At a time when we need more connection, more learning opportunities, and smarter use of public dollars, opening our schools to the community is simply common sense. These buildings have the potential to be active, welcoming community hubs—not empty spaces. Margaret Chester Bellingham	Yes
3/25/2026 17:31	3/25/2026 17:33	Community member	No present affiliation to a school or program		I think it's best to scale the school down in the short term if the trend continues after a few years the school can be shutdown if the trend changes due to birth rate or migration the school will be ready to scale back up to more active class rooms.	X
3/25/2026 17:33	3/25/2026 17:35	Parent/guardian	Fairhaven Elementary School		I appreciate the complex considerations being undertaken in this committee. While it's not ideal to have your neighborhood school close, I understand the weighted benefit for the school district and the community as a whole. My hope is that having less, yet efficient and balanced school structures will lead us closer to a one school house approach and want to see similar school experiences being shared by all students in the district. I would also hope that these decisions being made right now are considering the burden of operational levies in our future. Thank you for your transparency- there seems to be some misleading information being shared by parent groups right now around school closings and the district's intentions, so this was helpful to read. Get these kids a new school!	Yes
3/25/2026 16:25	3/25/2026 17:42	Parent/guardian	Birchwood Elementary School			No
3/25/2026 18:31	3/25/2026 18:32	Parent/guardian	Carl Cozier Elementary School			Yes

[illegible]

[illegible]

3/26/2026 11:36	3/27/2026 10:24	Parent/guardian	Columbia Elementary School,Shuksan Middle School	Yes	1. Is the Task Force considering the needs of it's most vulnerable populations when determining to close Columbia and/or other schools? Specifically, the kids who utilize special education services, including IEPs, 504's, etc. and McKinney Vento kids. While a school's closure will negatively impact whole communities and every single child at the closed school, it will have an even more detrimental impact on those children utilizing special education services. My own child has been on an IEP and is now transitioning to a 504 plan. However, the thought of having to rip him from his school community, his routine and start fresh at a new school with likely larger class sizes and brand new faces is truly devastating and will have harmful consequences to his education. I can't imagine the negative impacts this has for others who have higher needs than him. We are working with his providers for this possibility (Who find this idea by the district abhorrent for all kids), but I'd hope the District would have plans in place to address specific transitions for kids like him. I do not see anything regarding this in the Task Force presentations. I hope the Task Force is considering our most vulnerable children in their discussions about closing schools. It should absolutely be a talking point in these meetings and the need for more special education services at these enlarged schools is necessary if the district decides to squish schools together. Although I remain steadfast in thinking this idea is antithetical to the "Bellingham Promise" that this school district continues to claim they're focused on, I hope the task force takes seriously those children who will be impacted the most by it's recommendations. 2. There is a severe lack of trust within our Columbia community, although it appears district wide as well, regarding these discussions and this task force. It appears this is simply a formality and a decision has already been made. The District's Committee and Advisory Group page has Advisory Committees for Roosevelt and Carl Cozier that have been in place since 2024. None for Columbia. The 2022 approved bond included redesign for Columbia, and urged voters to approve this bond given the "growth of our community" as a whole. This bond was also for a brand new school -again, indicating growth and a need to expand! Dr. Baker, in his thank you to voters for approving the bond, indicated it aligned with the District's goals to reduce class sizes. Apparently since Feb 2022 the shift in growth has drastically changed... That is shocking. It does not add up. Does that mean the District's goals in reducing class sizes has changed too? How does closing schools accomplish such a goal? Trust is lost and should be addressed at these meetings. Carl Cozier is a special school that serves a diverse student body. Our students have varied backgrounds and come from all walks of life.	X
3/27/2026 17:29	3/27/2026 17:34	Parent/guardian,Community member	Carl Cozier Elementary School,Kulshan Middle School	No	We've seem a lot of changes over our family's 5 years at Cozier but one thing has been very consistent: our children BELONG at Carl Cozier. There is a culture of belonging that creates a secure sense of self in our children. Closing Cozier could shake our students' sense of home and sense of self. Please don't divide up this community that is vital to our children's social growth. What are the task force's thoughts on continuing to not use the 2020 Capitol Improvements bond funds that were earmarked for building new schools. How will voters feel about being told our communities were going to get much needed facilities upgrades and then having district not following through? How much money has already been spent towards planning these new schools only to have absolutely nothing to come of it? That is the epitome of bureaucratic waste in the eyes of many voters. We need to have our voters and community feel like they are being heard. The capital funds are earmarked for capital projects. People voted based on what they were led to believe. We will eventually lose the voters if the district continues down this path of poor follow through and short sightedness. Then where will our public schools be? I have seen this happen. What will the consolidation of lower income communities into fewer school look like? When low income families lose their school's walkability factor, how much less extracurricular participation will we see? The Carl Cozier location is vital to vulnerable populations. Who are we as a community if we go the route of closing this valuable life line for families that need it most? The justification simply is not there. It is an easy out and will negatively impact our most vulnerable populations. There are other options and I implore the task force to explore them, instead of taking aim at the populations who have the quietest voice.	X
3/27/2026 19:23	3/27/2026 19:41	Parent/guardian	Carl Cozier Elementary School	No	I would be incredibly disappointed if Carl Cozier closed. It's hard to understand how one year we can be having conversations about building a new school for the students to now possibly closing the school the next. Closing Carl Cozier would be a major detriment to the families and the community's civic center. I think it makes sense for Wade King to welcome	
3/27/2026 20:02	3/27/2026 20:07	Parent/guardian	Carl Cozier Elementary School	No	More students. I wonder if the community would accept a faster timeline if BPS could ensure retention of counselors for next year (reverse some of the budget reductions because of cost savings).	
3/28/2026 11:56	3/28/2026 12:11	member,Parent/guardian	Wade King Elementary School	No	I have heard that there are discussions about closing Carl Cozier and redistricting with Wade King and some of the other schools, and I think this is a good idea. Wade King is not full, and I know with cuts to support staff and our school with only one administrator, open classrooms, this makes sense. It does not make sense to ask taxpayers to fun millions to dollars to build new buildings when birth rates are low. We should maximize what we have. I am sure you will get a lot of negative feedback on this idea because people love their local school, so I wanted to share that some of us do think it is a good idea. I'm not sure what other specifics you may have some up with the other schools under discussion.	
3/28/2026 11:58	3/28/2026 12:11	Parent/guardian	Wade King Elementary School	No	The public has said yes through bonds for the task of taking care of buildings. Kids and families should not suffer for the mismanagement of this. Instead of opening new facilities, namely a district office, you should have taken care of existing schools. Pause the plan for a new one and use the money on present schools. Columbia first because of its oldest and unique history and neighborhood significance. It's a place you want to emulate—not abandon! Another reason to spend money there is because the facility is not ADA compliant, and you've neglected it for too long. If you need to move a population in a rebuild or extensive remodel scenario, consider the early learning classrooms at the DO, a portable village. Roeder, and Larabee (home partnership should not take priority in having space and staffing that goes with in). Carl Cozier has the least desirable geographic position. If there is not a place for the school to move, that might be the place to redistribute kids. Speaking of, boundaries are set by the district. If a population is too small currently, you might look to adjusting those. Here there was likely another mistake in the drawing a handful of years ago. No hasty decisions about buildings should be made this spring. You'll lose public support. If you decide to close a school, then students, parents, faculty, and staff deserve advanced notice so that they can plan accordingly. I would recommend the following:	
3/29/2026 6:18	3/29/2026 6:33	Parent/guardian	Columbia Elementary School,Shuksan Middle School	No		
3/30/2026 13:26	3/30/2026 13:49	Parent/guardian	Carl Cozier Elementary School	Yes	1. Decide which schools will close by the end of May and communicate this to their respective communities. Ideally, families, faculty, and staff should have an opportunity to say goodbye to their school community before the end of the school year. 2. Communicate the new schools/boundary lines to families who are impacted by a closure by the end of June. The more time you can provide for planning, the more helpful it will be to those impacted. 3. Communicate options available to the impacted faculty and staff by the end of the current school year. They, too, need time to plan before the next school year. Please do not wait until late in the summer to communicate these important details. The more time you give, the smoother the transition into new schools and communities will be for those impacted. Thank you.	X

I feel it is improbable to sway the district away from closing Columbia and Carl Cozier ... From a totally emotionally removed position, I can see why those are the logical schools to close. 2026 is a year of cuts, coming to terms with impacts and making hard choices about trade-offs.... 😞

What is more important to me is how the closures are handled.

Families deserve to have a decision pre summer. I don't want to learn about this plan two weeks before school starts the way the teachers learn about their positions if they are on the cusp of hired or not.

1. Decide before mid May to allow for ceremonial closure of the school and engaging with transition .
2. Firm destinations for kids announced ASAP to facilitate preparation and lower anxiety .
3. Open houses for families to connect/field trip school visits for students before the end of school year to cut summer feelings of unknown .
4. Teacher transfer lists made public ASAP. Students rely on seeing familiar staff to help them feel grounded at school, they need to know who they will have on their team in the new place.

I will be really bummed if you don't make the decision in enough time to do a ceremonial closing of the schools which close. I think the kids need that closure. I was a Jr at Brian high and first grad class of Squalicum and that was a tough transition even though we all stayed together ... We had all new traditions etc and in this case, kids and teachers alike will be assimilating into existing school cultures elsewhere. I feel like the kids need some certainty of where they are going and a feeling of closure for their beloved schools while building excitement for the new adventure.

It was a real shock to learn that Carl Cozier is being considered as an option to be closed. Especially since we have not been experiencing decreased enrollment. It feels like it's being served as a way to avoid the promise of a new building. I've never felt a new building is of utmost importance in our case, but what is so important is the way it serves a variety of people from a large range of socio-economic places. If we are closed, all the people who live in apartments near our school will no longer have a school and resource center within walking distance. Many of those people do not have reliable transportation but they are able to make it to Cozier for the resources they need and even to school family events because it is accessible to them. I think it would be doing them a real disservice to make them travel farther to their school.

If Cozier does end up being closed, I wonder if this will impact the middle school and high school borders as well? So many of us have older kids that are already starting at Kulsihan and we live so close to it. But if we were sent to another school would the kids be split among multiple middle schools, sent to the same as the elementary they joined? Or?? What would that look like?

I would ask that any changes that have to be made, that there would be ample time to really thoughtfully look at borders and class sizes and teacher capacity and give families time to grieve the loss of their community and say goodbye to the school they know and love so dearly. I have friends who ended up with super high class sizes, leaving other schools with super low class sizes after the last border change. I'm sure that wasn't the desired effect but it happened anyway. More and more kids will fall through the cracks if this isn't done carefully.

I highly encourage the task force to ensure that Silver Beach Elementary is not up for consideration for school closure. My husband and I bought our house in Silver Beach explicitly because of its walkability to an excellent elementary school. My 2-year old daughter will enroll there, and I am pregnant with our second child. We have many friends in the neighborhood with children around the same age as ours, and we have built community through the use of the school's playground and field. A neighborhood school is a key element of our desired experience for our children in Berlinham, and we would be devastated by the decision to close it.

be pretty well-informed, however I have not found it easy as a prospective GP parent to figure out how to engage in this important and highly-consequential project. I will try to inform my friends and neighbors about how they, too, can make their voices heard.

H1. I attended the meeting this evening and appreciate the ambition behind the agenda, as well as the thorough work on enrollment. I also recognize there may have been some nervousness around hosting a conversation of this scope.

That said, it was disappointing that we only covered one of the three primary topics. For those of us who understand that declining birth rates are a broader trend, that portion, while informative, was not unexpected. I was hoping for more time spent on the *“what’s next?”* discussion.

Looking at the volume of material, it felt unrealistic for the time allotted, which made the meeting feel underplanned. It's difficult not to draw a connection between that and the larger planning work this group is being asked to steward.

I did find the demographer's presentation valuable, and it could easily stand on its own as a dedicated session. I will try to attend Wednesday's lunch meeting if I'm able to step away from work; otherwise, I plan to review the recording.

All of this to say, these details matter right now, and I hope they are being carefully considered moving forward.

Thank you for the work you are doing to provide the best opportunities for ALL students and families in BPS. When I enrolled my children in the Bellingham Public Schools, I was not enrolling them in a single school, I was enrolling them into an ecosystem of learning and this is how I view our "One Schoolhouse" as if functions and serves all of us. For this reason, I see school consolidation and re-working school boundaries as sometimes necessary steps and also as opportunities for students and families to learn within a greater "schoolhouse." Some suggestions and priorities that I am in favor of:

- Prioritizing experiences that include ALL students such as Mountain School, 5th grade strings, field trip opportunities, free lunch for all students, expanded Promise K.
- Minimizing the priority of programs or schools that are serving fewer students and families such as schools that are well-below enrollment capacity.
- Expanding the use of some of our newer school buildings and grounds to host community events, be available as rental space, host athletic tournaments and competitions, as a way to clearly communicate that our schools and district are for all of us.

If given a choice of my children moving to a different school within the district and that allowing room in the budget for them and their peers to participate in a program such as mountain school, I will always choose that option. Thank you for considering options that serve the greater "schoolhouse" during this challenging time!

X

4/15/2026 8:08 #####	Staff member,Parent Carl Cozier Elementary School,Selkome High School	I understand that the task force is facing some very difficult decisions, including the possibility of recommending elementary school closures. I appreciate the care and thought that is going into this process. My question focuses on what happens after a closure is announced. If an elementary school is recommended for closure, what is the timeline and process for helping families understand what comes next?" particularly in terms of school reassignment? While the potential closure itself may be emotionally challenging for students and families, the uncertainty about what follows can also be a significant source of stress. Families will naturally have questions such as: 'Which school will my child attend? Will they be able to stay with their peers? How might this change affect their future middle and high school pathways? Having clarity around the next steps and communication timeline would go a long way in helping families support their children through what could be a difficult transition. Why do we trust these new projections when the previous projections the district relied on for the bonds were so incorrect? Were the previous demographers that incompetent or were they tasked with a different goal? How is COVID being accounted for in these projections? The dip in birth rates and increases in home schooling shown in the district graphs coincide directly with the COVID pandemic. With the pandemic behind us (hopefully) might those be data outliers, not solid trends we should be basing our decisions on? The FLO slides show births over next 10 years increasing, and the cohorts growing each grade in the early grades, how does that translate to lower elementary enrollment? First, I want to thank all of the task force members for their hard work and generosity with their time and energy. I can only imagine how challenging this work must be. Second, I also want to thank BPS staff, especially the task force co-chairs, for organizing community learning sessions and communicating as much as possible with BPS families and the BPS community at large. Having attended the 4/15 learning session, it is clear that potentially closing schools and moving attendance areas is an emotional topic, and I appreciate how the chairs and staff navigated the emotions and heated comments and questions brought up at that session. I want to respectfully ask a couple of my own questions, some of which arose after the learning session. Please know that these questions are posed with an understanding of the incredibly difficult place that BPS is in right now, and with hopes for all of us to work together to do the best for BPS students. 1) What more could be shared with BPS public about some elementary schools being at less than capacity already, as Ari Feeney shared at the 4/15 session? Knowing more about the current elementary enrollment situation alongside the forecasted demographic information might help with better understanding of the task force's recommendations. 2) What further information could be shared with BPS families about the many types of cost-cutting measures that have already been considered or are being considered? It seems like there are a lot of other ideas being tossed around in the community, but I'm sure BPS staff is thinking non-stop about how to streamline the budget already. Could more transparency with those cost-cutting measures being considered by BPS staff help people outside of BPS understand what choices are being put into place? 3) Regarding ideas for streamlining costs, are options like moving to flexible attendance boundaries each year depending on enrollment, a 4-day school week, or moving grade 5 to middle school (for a 5-8 MS vs 6-8 MS) possibilities that would help alleviate budget strain? Again, many thanks for the hard work that BPS staff and the facilities task force are doing right now, and for all that you do for our students and community. If you all have known about declining birth rates and declining enrollment rates for years, then why have we waited so long to come up with a task force or any kind of proposal? Dear Facilities Planning Task Force, If you must close Columbia Elementary: Please consider the importance of keeping the students from the Columbia neighborhood together. It's so important for the kids to be able to continue to grow these relationships throughout their school career. Speaking for myself and my family, we have made a conscious choice to not move or relocate because of these friendships and bonds that our kids have. As a parent of an anxious child, who sometimes struggles at school, these close friendships are a very important part of ensuring she feels connected and it keeps her motivated to attend. I think you will see many families leave the district if those connections are lost. If my child has to start from scratch anyway, then what is keeping me here and what is keeping me in the school district? Ideally you keep Columbia open and bring in more kids to this amazing school, but if that is not possible then at the very least you owe it to the kids and families to not split the kids up. Thank you for your consideration. Emily Bogan I am writing to ask that the task force prioritize all options for making up the budget deficit that do not include any school closures. School closures should be an absolute last resort, and I am skeptical that such a long-term and impactful action is the best long-term solution for our students and community. I understand that all the proposed solutions have lasting impacts, but students and community should be top of the list in my opinion. I favor redrawing school catchment boundaries, using existing bond and levy funds to build new facilities on existing school sites (CC and Columbia), and finding compromise solutions that do not have such lasting impacts on students and neighborhoods. Thank you for your time and consideration. There are many young families not yet in the Columbia neighborhood who are in the pipeline! Two years ago I purchased a home in the Columbia neighborhood, primarily due to its community values and proximity to an elementary school - Columbia Elementary - that can be safely traveled to by foot or bike. I now have a 10-month old child who I hope will attend Columbia Elementary in a few years. During pregnancy and in new proposal, The demographic of the neighborhood is shifting to have a higher proportion of young families rapidly, and it would be a disservice to the community and to the city broadly to be so short-sighted about a decision like this without clearly doing the research on the needs of individual communities NOW as proposed in these 4 proposals. I think we have 3 schools that need to be consolidated/redistributed into 2 or, possibly, 1. Rosevelt is worth remodeling. It seems impractical to close both Rosevelt (for remodeling) and Carl Cozier (permanently). I suggest remodeling first. Columbia should be sorted out later - that involves a much larger redistribution that can be phased in with the reopening of Rosevelt and closure of Carl Cozier. BPS should fully utilize the new district building for school related needs. This could include using it as a school or overflow. The salaries of all administrative staff should be re-evaluated to align with similar sized school districts in our state. We need full transparency as to where the 2022 levy money was spent. We need to be doing everything we can to put our children's education as the top priority.	Yes
4/15/2026 13:10 #####	Parent/guardian	Columbia Elementary School, Shuksan Middle School	Yes
4/16/2026 11:42 #####	Parent/guardian	Roosevelt Elementary School	No
4/17/2026 9:28 #####	Parent/guardian	Columbia Elementary School	Yes
4/17/2026 11:04 #####	Parent/guardian	Columbia Elementary School	No
4/17/2026 12:36 #####	Parent/guardian	Columbia Elementary School	No
4/17/2026 12:38 #####	Parent/guardian,Cor Columbia Elementary School, No present affiliation to a school or program		Yes
4/17/2026 14:27 #####	Parent/guardian	Columbia Elementary School	Yes
4/17/2026 15:07 #####	Parent/guardian	Silver Beach Elementary School	Yes

4/17/2026 18:36 #####	Parent/guardian	Columbia Elementary School	lâ€”m deeply concerned about unfulfilled promises and the unbelievable spending and execution of public funds. Closing any school due to this negligence with public funds is not okay and those people that made decisions should be held accountable. The community is paying attention. If this process was transparent it would have been made public prior to the running of the bond. Previous measures and plans made clear these schools would be included in remodel or replacement. Administrators were prioritized over kids in facilities. Time to pause and exercise caution or you will lose students, trust, and votes for the future.	Yes	x
4/18/2026 8:13 #####	Parent/guardian	Shuksan Middle School	Cost savings for facilities should not include librarians. They are not budgeted for next year. They are the last remaining reason I chose Bellingham over a county school for my children. I would currently make a different decision as to where to send my kids to elementary school if I was making the choice again given current resources.	No	
4/18/2026 8:24 #####	Parent/guardian	Shuksan Middle School	Please avoid school closures at all costs. They are not in the best interest of the community. The lack of transparency and appropriate timing around the move toward this has left me extremely concerned about the leadership of our district.	No	
4/18/2026 17:07 #####	Parent/guardian	Columbia Elementary School	lâ€”m concerned with facilities task force member Meredith Goldberg Attar posting and commenting on social media. It seems extremely unprofessional and a conflict of interest. She is clearly pushing a certain narrative and is very biased to a certain scenario.	No	
4/19/2026 7:38 #####	Parent/guardian	Columbia Elementary School	Our son went to Columbia Elementary and it was one of the main reasons we bought a house in the neighborhood. Walking schools are such a positive force in a neighborhood, bringing families together and helping make lifelong bonds. This does not happen as easily at schools where you just put your kid on a bus. At schools like Columbia families are often talking before and after school, and it really does help create a â€œlet takes a Villageâ€ mentality that benefits our community as a whole for years to come. I would hope youâ€”d consider this before closing a school like Columbia.	No	
4/19/2026 8:45 #####	Community member	Columbia Elementary School, Whatcom Middle School, Bellingham High	I also hope the district is looking VERY critically at cutting from the top, rather than cutting the people that directly work with children. We cannot be a strong school district or community if the folks working directly with children are not able to adequately do their jobs. Admin and district office roles are important, no question, but please always consider the daily impact on our students when making decisions. Members of the Task Force,		
4/20/2026 16:50	Parent/guardian	Carl Cozier Elementary School	I am writing to express deep concerns shared by many families in our community regarding recent decisions and priorities within the Bellingham Public School District.	No	
4/20/2026 16:48			First, community trust in the District has diminished significantly due to a lack of transparency surrounding the use of funds approved in the 2022 bond. Taxpayers were asked to support these measures with the understanding that the funds would directly improve learning environments for students, yet clear and consistent communication about how those funds have been allocated has been insufficient.		
			It is particularly troubling that the District prioritized a \$32 million administrative building—including amenities such as a coffee shop—while many school buildings that students attend daily continue to face serious health and safety issues. These include drinking fountains shut off due to lead concerns, holes in walls, and other unresolved maintenance and safety problems. These conditions send the message that administrative comfort has been valued over student well-being.		
			Additionally, the decision to ask taxpayers for millions of dollars for redesigns and the construction of a 15th school raises serious questions. At the time, available data should have reflected declining national birth rates, and long-term enrollment trends should have been more carefully evaluated before requesting such significant funding. The subsequent reversal of direction only four years later further erodes public confidence and trust.		
			Current proposals to displace hundreds of students—many from lower-income households—would make attending school more difficult, strain already impacted schools, and require costly staff relocations, all while not selling unused buildings. It is difficult to understand how these actions help resolve a budget deficit or serve students equitably.		
			Before considering the closure of schools or the loss of valued teachers, the District should first examine reductions in administrative costs. You cannot have “great teaching” without great teachers, and continued instability will make it increasingly difficult to recruit and retain the educators our children deserve.		
4/13/2026 17:37	Staff member Parent/guardian, Community member	Silver Beach Elementary School	As a former teacher in Bellingham schools (Sp Ed preschool 11 years, 10 year kindergarten mostly at Silver Beach), I'm so disappointed that you are taking away school librarians. They are so talented and specially trained teachers. Irreplaceable!	Yes	
4/21/2026 13:24	Staff member Parent/guardian	Parkview Elementary School, Whatcom Middle School	Thank you for all of your hard work on this sensitive and volatile subject. Are you looking at redrawing boundary lines for middle schools as well? I have twin parkview 4th graders who are looking forward to going to Whatcom with their big sister and all of their friends who live in Broadway Park area neighborhood but were on the very north side of the Parkview district, north of the freeway. Some of the data is being presented alongside data from 2019/2020, which is not a good goalpost in my opinion.	Yes	x
4/21/2026 16:10	Parent/guardian	Columbia Elementary School	That year was peak enrollment and, if that had continued the District would almost certainly be opening a 16th elementary school. Kids in Bellingham would suffer if we went back to those student / teacher ratios.	No	
			If the District is projecting enrollment of 4,200 in 2029, it might get away with closing Columbia and Carl Cozier, and remodeling Roosevelt. But, if enrollment went back up (even a little), the District would need to somehow unwind a school closure (or postpone Roosevelt remodel indefinitely). There's more than enough risk of that the consultant's projections are too low to act conservatively.		
			I encourage the District to use the drop in enrollment as an opportunity to remodel Roosevelt. Then, if low enrollment persists, to close Carl Cozier. In the meantime, a wait and see approach on Columbia seems way better than tearing apart a tight knit neighborhood into up to 4 separate schools, or redrawing other schools's boundaries. This doesn't feel like a transparent process. If it was it would have been shared with voters prior to running bond. Aged buildings have been physically neglected for years. The boundaries have been made smaller and caused segregation of a certain population against their wishes. The facility process appears one-sided. The community needs to decide where the money goes. Not a 34-person committee being shown data generated by the district. It needs independent review and audit or to be taken back to the community. Then I will be sure the decision truly represents what our community values.	No	
4/22/2026 15:23	Parent/guardian	Shuksan Middle School			

4/22/2026 15:16	4/22/2026 15:39	Parent/guardian	Columbia Elementary School	Thank you for your work on the facilities planning. I wanted to share my concerns about the district boundaries. There is substantial evidence showing the diverse and integrated schools have better outcomes for students than schools that primarily serve a specific demographic group. Looking at our district, I see schools that qualify for free lunch that serve students from less affluent families on average and other schools that serve students from quite highly affluent families on average. To me, this indicates that we are failing to diversify and integrate our schools. My family used to live in Berkeley CA where they pride themselves on a system that keeps all schools in the district equally diverse while keeping the distance students have to travel to school to a reasonable level. Why are we not aiming for that same idea? Doesn't the Bellingham Promise say we will? I strongly encourage you to abandon the current school boundaries and embrace a more fluid structure that creates schools that are optimally diversified and optimally enrolled. We could borrow the battle-tested methods other school systems use, such as Berkeley's. There are also academic papers published on how to optimize school diversity and minimize transportation costs (e.g. https://www.sciencedirect.com/science/article/abs/pii/S0038012116301756). Not only will our schools be improved by removing the boundaries but our community will be more unified. Thank you for your consideration.	Yes	x
4/22/2026 15:42	4/22/2026 15:49	Parent/guardian	Sehome High School	I have heard from many families who chose to leave the district in post-Covid years due to larger class sizes and a feeling that coming out of online learning, their children's learning needs were not being met. They are choosing private schools or homeschool programs that offer smaller class sizes or more attuned instruction. I find it interesting that this has not been acknowledged as a reason for declining enrollment. It also makes me think that creating a system of larger schools and class sizes will only push more students out of public education, worsening the cycle of decreased enrollment leading to less funding. We need to consider creating smaller schools and smaller classes with a stronger sense of community to maintain and grow enrollment. Closing schools and reducing teachers will not do this. Thank you to everyone on the task force for all your time and hard work analyzing data and planning recommendations. I have been following the process closely, in part because I work at an old building that is frequently part of your discussions. While it is true that I may be personally impacted by a decision, I support whatever plan is chosen by our executive team that leads us to firm financial ground and thoughtful consideration for the district's future needs.	No	
4/22/2026 15:10	4/22/2026 15:49	Staff member	Bellingham Family Partnership Program	I appreciate the information shared regarding the breakdown of expenditures and potential cost-savings at sites being considered for closing, repurposing, and so forth. However, as an employee at one of these old buildings, I would like to see more consideration for costs associated with keeping a school or program at an old building, including deferred maintenance, planned repairs, as well as unplanned repairs. Also, costs associated with needed improvements, such as security upgrades. All of these costs are substantial and need to be factored into the equations.	No	
4/22/2026 16:13	4/22/2026 16:28	Parent/guardian	Lowell Elementary School, Sehome High School	Thanks for taking the time to read my feedback. Thing 1: The list of schools in this feedback form has Fairhaven Elementary instead of Fairhaven Middle School. I think that might be a typo :) Thing 2: I really want to know how we are quantifying the value of the 2022 Bond project outcomes, and if you've used the funds on those projects responsibly. Slide 19 on the Data Session Slides shows 1.4 mil budget for a feasibility on an outdoor learning site, 5 mil for a field turf install at Kulshan Middle School, 4.4 mil on Safety, Sustainability & Accessibility, and 17.6 mil on Community Transitions. I use the Kulshan field for my own recreation, so I absolutely recognize the value in this and other projects. But I also know that modern field turf install with drainage is less than \$107/square foot, or about \$80K for a soccer field. Even considering other costs to replace an existing field like removal of the old turf, leveling, laying new undersoil...it's hard to believe that a project to install one field for 5 mil is considered a success.	Yes	x
4/22/2026 16:28	4/22/2026 16:33	Parent/guardian	Alderwood Elementary School	With the other line items I mentioned, it's hard to know exactly what the outcomes of those projects are /were. So, how can we understand what the quantifiable impacts of those projects are and make an assessment on if that budget money was invested in ways that are providing enough of the intended benefits?		
4/22/2026 16:42	4/22/2026 16:46	Parent/guardian	Wade King Elementary School, Fairhaven Elementary School, Sehome High School	Thank you for the transparency and effort you've put in so far to include the community members in this process. I hope that the feedback we provide can help guide us to the most beneficial decisions going forward. My child is an Alderwood student based on our home district but attends the Discovery school in Ferndale due to disability and neurodivergence. The facility there is atrocious and embarrassing. It does not provide the students or staff with an appropriate learning setting. BPS should host the Discovery Learning Center. This school draws students from a wide range of locations and Bellingham is more centrally located. My child deserves a gorgeous playground and beautiful building. Let's see BPS actually live up to the Bellingham Promise. This is a win-win opportunity. Thank you! I believe school consolidation should happen in conjunction with school administration reductions. With a smaller student population and fewer schools, the administrative overhead should be reduced proportionately. In addition, the new Administrative Building should be considered for sub-lease for portions of the building. First off, thank you all for your diligence and attention to the very serious challenges facing our District and community. My greatest wish is that your considerations take into account not only comments and opinions from people like me who've already set roots in Bellingham, but also those who would like to build their lives here some day. Their voices matter even though we can't hear them, yet.	No	
4/22/2026 16:00	4/22/2026 16:51	Staff member Parent/guardian Community member	Substitute Teacher - I clicked each school I have subbed at. Plus I have kids at xxxx and xxxxx Alderwood Elementary School, Birchwood Elementary School, Carl Cozier Elementary School, Columbia Elementary School, Cordata Elementary School, Geneva Elementary School, Happy Valley Elementary School, Parkview Elementary School, Parkview Elementary School, Sumiyand Elementary School, Whatcom Middle School, Bellingham High School, Sehome High School, Districtwide, Other	So, ... if it were up to me, I would bus Carl Cozier and Roosevelt to Wade King, send Columbia to Birchwood, and shutter those three schools as ap. I'd liquidate the Columbia and Roosevelt properties, ideally to someone who would put high capacity housing in their locations, and use the income to balance the budget. Once things stabilize, I would finish the negotiations with the city for the Carl Cozier area, then build an outstanding, shiny new Carl Cozier (or whatever it would be called, Croozeview?), because that poor school always seems to get the short end of the stick. That location would be the ideal spot for an iconic beacon of Bellingham's dedication to the highest quality public education. But, listen, it doesn't matter what I think a good plan would be. I believe in y'all's ability to be critical, analytical, empathetic leaders able to make principled decisions even if they are hard or controversial. You'll have my support for any plan that prioritizes students, their families, and the community acknowledging that those choices are what build neighborhood character, not old, familiar buildings. ps. I will click no on the follow-up contact on this form, but you are welcome to follow-up if you like.	No	
				Thank you for providing me the opportunity to share my thoughts. I wish you strength and fellowship as you navigate a path for our District's future		

4/22/2026 17:21	4/22/2026 17:37	Parent/guardian	Bellingham Family Partnership Program	I would like to share how our community at the BFPP would be negatively impacted if we were to lose access to our campus and be integrated into another public school building. When I heard about this possibility, I was confused, because how we function on a day to day basis is so unique and crucial to our community's success. We will simply be unable to continue operating the way that we do if our space is downsized and/or combined with another campus. One of the main reasons families have chosen home learning and partnership with the BFPP is because the structure and functionality of the traditional school campus doesn't work for our children. Principal Kate and the BFPP staff have done a FANTASTIC job of structuring our already limited space to work well for our unique needs. Our students are able to move through their enrichment classes in a way that feels safe and welcoming to ALL of them. Parents are able to connect with each other and the staff in way we absolutely will not be able to on a traditional campus. Our staff is already sharing offices, 3 to 4 people to a room, just so our students can utilize more of the classroom spacing to create and learn. Families work alongside each other, creating multipurpose spaces out of the hallways and library, coexisting in a way that works for everyone. Further limiting our space and/or moving us would be counter productive and many families would be unable to adjust. I'm assuming that the goal in closing our campus and combining us with another may be to encourage families to withdraw from home learning and re-register their children with their zoned campus, but I don't believe this will be the result. I believe that removing access to what we have at the BFPP will harm families like mine, forcing us back into a situation where we are more isolated in our home learning and where we lose the access we currently have to such a vital, vibrant community. The BFPP is an incredible program and the support it provides it's families is critical to their success. Please, if anything, consider providing more space and more resources as it continues to grow and serve more and more families each year. Thank you! Stop the levies on our property taxes, the burden on the community is too much. I think it makes sense to consolidate resources by shutting down elementary schools and would like to express my support for this idea. We were planning for my son to start at Roosevelt elementary for Kindergarten in the fall of 2027. Obviously, I'm biased. The closing of this school would significantly change plans for us as part of the reason we purchased our home was due to how close we are to the elementary school. I'm just hearing about the possibility of closing Roosevelt so I'm not fully informed right now and am working on getting up to speed. I understand that education is undervalued and that is part of the reason along with declining birth rates. I would love to see Bellingham School District leading the path for improving education in a time where our country values it so little. I know that sometimes hard decisions must be made. I just ask that you prioritize the children in this decision and ensure that wherever we land, it does not result in the students you do have receiving a worse education in the long run. And if it means anything, please don't close Roosevelt! I have 2 kids coming your way. Thank you for your commitment to making thoughtful, evidence-based decisions. We know that any change can bring strong feelings, and that is a natural part of this work. At the same time, it is important that we continue to focus on our future and remain willing to do hard things. This means not shying away from difficult decisions when we know they will positively impact thousands of students over time. Sometimes that includes choices that may be unpopular in the moment—such as closing schools or asking for small sacrifices so that we can better support students and families with the greatest needs. This is how we build equity and create a healthy, thriving system—not by giving everyone the same thing, but by ensuring each student gets what they INDIVIDUALLY need to be successful. If the Family Partnership Program were to move to another building, it would be imperative to the families in the program that it occupy its own space, not sharing space/entrances/common areas with another school. Being a homeschool partnership program, the students and their families have a different set of needs and expectations for their learning/socializing environment than those of a mainstream school. The nature and point of the program is that it is different and outside the norm of the conventional schools in the district and as such, requires the space and flexibility to keep our students and families feeling safe and supported in a family-school environment, rather than the blanketed one-size-fits-all approach that is used in our mainstream Bellingham Public Schools. There are different needs for alternative programs such as FPP. You should tear down Carl Cosser send the kids to other schools and then use the space to make a larger aquatic center. This would allow other school facilities to have more kids and it would give the community a better pool. There is so much solid evidence proving that class size has a huge impact on student success. Yet, my oldest child, at Lowell, had 28 2nd graders, 30 3rd graders and 31 4th graders in his classes over the last few years. While Lowell offers a lovely historical building, the classrooms were definitely not built to house these numbers of students, or the students of today. There is not even room to walk between desks, much less room for the group to sit together on the floor. That number of bodies in such a small space means focus is impossible even for the most well equipped student, and entirely forfeits the education for the students who are struggling. Even an amazing teacher who loves their students dearly cannot possibly be expected to divide their attention 31 times and have anything to offer to each individual. Please correct this problem at Lowell, do not exacerbate it by closing Elementary schools which would inevitably force MORE students to Lowell. Additionally, with a focus on housing density in the downtown area, we must be prepared for those additional students to go somewhere- currently that would be Lowell and there is NO room there. Thank you for listening to a very concerned parent. Neglect of a building happens over time. A bond was run directly ahead of a facilities. The purpose for that \$ needs to be reexamined by the voters rather than an administration heavy task force. Numbers are driven by boundaries that can be adjusted. This isn't just about state funding issue or birth rates. Our neighborhood school reflects shared community values and is the heart of neighborhood. What will happen? You'll lose more kids to homeschool and the new private school, erode trust, and likely votes for the next levy/bond. This is just the community to help you find another way. Let them.	Yes	x
4/22/2026 18:37	4/22/2026 18:42	Parent/guardian, Community member	Silver Beach Elementary School, Whatcom Middle School, Squalicum High School		Yes	x
4/22/2026 20:07	4/22/2026 20:11	Parent/guardian	Parkview Elementary School, Whatcom Middle School		Yes	x
4/22/2026 21:10	4/22/2026 21:21	Parent/guardian	Roosevelt Elementary School		No	
4/22/2026 18:56	4/23/2026 7:21	Parent/guardian	Happy Valley Elementary School		No	
4/23/2026 8:12	4/23/2026 8:24	Staff member, Parent/guardian, Community member	Salome High School, Bellingham Family Partnership Program, Other	Fairhaven Middle School	No	
4/23/2026 11:48	4/23/2026 11:53	Student	Bellingham High School		Yes	x
4/23/2026 17:36	4/23/2026 17:55	Staff member, Parent/guardian	Carl Cozier Elementary School, Happy Valley Elementary School, Lowell Elementary School		Yes	x
4/23/2026 20:14	4/23/2026 20:26	Community member	Shuksan Middle School		No	

4/27/2026 13:57	4/27/2026 13:59 Parent/guardian	Columbia Elementary School	Hi Task Force members, Thank you for the work you're doing in a difficult and high-stakes process. A small group of us in the Bellingham Neighborhood Schools Coalition are planning to do some additional research and analysis on possible alternatives to school closures, with the goal of sharing several detailed proposals with you in advance of your next task force meeting on May 11. Our intention is to put energy toward detailed, good-faith analysis of non-closure options, and to share anything we develop in a form that is supportive to the Task Force's work. If there is guidance you can offer on how to make that effort most helpful, we'd welcome it, whether that's pointing out where we can build upon initial analysis you've already started, posing questions that would be most valuable to explore, or sharing any information or criteria that would make proposals most actionable. In particular, we'd welcome more concrete detail on the constraints you are working within so that any ideas we develop are responsive to the realities you're weighing. For example: - How you're defining equity in evaluating scenarios: equity is a high priority for the Coalition as well, but can often be a squishy term, so the more concretely we can define what constitutes an equitable vs inequitable outcome, the more likely we'll be able to shape truly equitable solutions - What fiscal or operational constraints are most important e.g., is there a certain dollar amount of annual savings you need to achieve in year 1? By year 5? Etc. For your awareness, some of the types of scenarios we may aim to develop proposals for include: - Adjusting existing school (not district) boundaries: Redraw school boundaries to better balance enrollment across existing schools (gradually, prioritizing incoming students and timing the shifts with planned school rebuilds). - Opening enrollment: Loosen transfer and enrollment rules so families who want to transfer into the district or into specific schools can help fill available seats. - Creating a pre-K revenue stream: Repurpose unused space for pre-K with market-rate tuition plus need-based affordability exceptions, with market-rate revenue helping support school or district funding. - Designing schools more flexibly: Design school rebuilds (and optimize space in existing schools) so there are sections of each school that are designed to be easy to close off or repurpose for other (potentially paid) uses to accommodate unpredictable enrollment fluctuations without having to close entire schools. - Mitigating forecasting risk: Compare scenario options using high, low, and median enrollment scenarios, and include for each scenario an evaluation of the cost of reversing a course if projections are wrong. This process has been conducted backwards. What happened to the Bellingham and community values? It places staff in an extremely unfair position to have to buy into a district narrative and sell it to the public. Come on. Those same administrators chose Columbia too. Their kids are just old enough not to be impacted by the closure. Not everyone here is rich. Many of us live small, have family that have lived here for years, or bought years ago. We do have similar values though which has included supporting kids and schools. I will never understand exclusion in process in a district that advocates so heavily for inclusion. The 32k district administration building was spent ahead of remodeling or replacing schools at the core of our community. Those were taxpayer dollars as are the ones just asked for new school. How about putting kids into your fancy district building as a swing school and fixing existing schools that already have kids and families in them? Or maybe you need to sell some property to do that? Either way, the way this went down isn't transparent. It might not even be legal. We all, most especially the kids, deserve better than the closures you've proposed. I am writing as a staff member who deeply values our school community and the care, intention, and integrity that consistently guides our work. I want to acknowledge the weight of the budget challenges we are currently facing as a public school within our state, and the complexity of the decisions that come with them. I really see and appreciate how much care is going into these decisions. I don't imagine any of this is easy, and it's clear that students, staff, and the long term health of our district are all being held with a lot of thought and intention. As I've been sitting with this, I find myself thinking about two possible paths. One is keeping all school buildings open, which may require deeper reductions across the district and could result in more staff being impacted overall. The other is closing a school building and relocating students into other schools, which is also incredibly hard, but may help preserve more staffing and resources across the system. When I ponder these possibilities, I keep coming back to the role that people and relationships play in what makes a school feel like a school. It is the staff, their presence, consistency, care, and connection, that create the daily experience for students and for each other. When colleagues leave, it is not just a staffing change. It is the loss of relationships, shared history, and the energy they brought into the space. For those who remain, there can be a quieter, ongoing weight, taking on additional responsibilities, adjusting to gaps, and processing the loss of people they care about. Over time, that can change the feel of a school in ways that are hard to quantify, but very real in how both staff and students experience the environment. Because of that, I also wonder about the longer term impact on students, not just in terms of buildings, but in terms of the overall learning environment they are part of. Even if students were to move buildings, there is something deeply stabilizing about a district where staff morale, sustainability, and presence are supported and maintained. In many ways, it feels like it is the people, the staff, who are at the heart of what students carry forward from their school experience. I know there are many factors at play that I may not see, and I share this with respect for the complexity of the decisions ahead. I just wanted to name how strongly I feel that the people within our schools are central to what makes them places where students can truly thrive. Thank you for all the care you are bringing to this process. Idk! Learned a lot over this year. I don't know what are they saying, but I have no idea. So yeah. A lot of my teachers help me. Even Miss Hammer. Why hasn't the notes from April 27th been provided.	Yes	xx
4/29/2026 16:06	4/29/2026 16:20 Staff member	Districtwide	The make up of this task force, largely employees, suggests it is not representative of the community. The Bellingham Promise says partnership with community is an expectation. This is not representative of inclusion. Moreover, turning a bond for a new school ahead of maintenance of current buildings is a failure. This does not represent our collective community values. It might be helpful to acknowledge some of the possible sources of misunderstandings. 1. Running a bond for new directly ahead of suggesting closure. Building a district office ahead of school facility maintenance. You can show you provided appropriate information, but you won't convince many this should have come ahead of prioritizing kids and schools ahead of closures. To maintain trust, carefully examine next steps. 2. Compromising the task force of (mostly) district employees—especially admin. It should be representative of more stakeholders. The Bellingham Promise directly calls out partnering with the community and parents. Pause any closure recommendation or if potentially pits votes against the district potentially impacting future bonds and levies. This would be devastating for kids. 3. Check your transparency. A budget and facility oversight committees is needed immediately. 4. We're all part of the same team and should be operating that way. Be the leader in that!	No	x
4/22/2026 23:16	4/29/2026 23:21 Student	Kulshan Middle School		Yes	
4/30/2026 16:11	4/30/2026 16:15 Parent/guardian	Shuksan Middle School		No	
5/1/2026 6:25	5/1/2026 6:37 Community member	Shuksan Middle School		No	

5/4/2026 16:09	5/4/2026 16:23	Parent/guardian	Roosevelt Elementary School	No	If schools combine, please please please don't overcrowd classes. Increased class sizes lead to more disruption, less learning interaction between the teacher and kids, and more sickness... we're already pretty disappointed with the level of sickness at public schools vs seeing how our friends with kids in private schools and home school are thriving in comparison. Every time I pick my kids up, there are kids hacking, pale, and publicly throwing up, but they're still at school. It's truly concerning. Over half my kiddos sports team have switched to home schooling rather than Bellingham public schools. Never in my life have I lived somewhere that so many families home schooled instead of attending public school. THAT is something to be looked into. The kids are the future. Invest in them. Keep it fun, keep it healthy. Focus on what's best for them. Taxpayer money is being held hostage. The last bond lacked transparency. From here forward, closer scrutiny and oversight will occur. The current process left out representatives of the general public. It put staff members in compromised positions. A truly inclusive and equitable approach would have gone very differently. This entire process is a mess of your own creation and is doing damage. Revise now before it involves kids any more than it already does. This process was totally flawed. You've created division in a way that didn't need exist. Using inclusion as a watchword when leaving out the public and neighborhood communities from sharing perspectives and ideas is a deplorable way to go. I don't believe for one second that the outcome of closure wasn't predetermined. If you'd done the process differently, a different outcome might have existed. As it is, you've failed the community and our kids. I appreciate the time considering consolidating BPFF into a shared space (inferred) as well as balancing numbers without closures using boundary changes. This resonates as to what community supports. As it is, taxpayers and the broader community are fully involved in deciding whether bond money should be spent on upgrades/remodels/new build on current sites or holding it for new school. We feel left out and like a decision is being made for us. A bond oversight committee, with members independent of employment status at BPS, is recommended. And a comment about choosing priorities—Use Bellingham Foundation , grants, and fundraising for mountain school. A 2-day experience is less important the impact of school closures. Tech \$ to keep librarians. Reduce \$ spent on on-screen learning. Kids need less time on screens. Hello Task Force members,
5/8/2026 5:32	5/8/2026 6:01	Parent/guardian	Shuksan Middle School	No	
5/8/2026 18:42	5/8/2026 18:47	Parent/guardian	Shuksan Middle School	No	
5/9/2026 6:31	5/9/2026 6:40	Parent/guardian	Shuksan Middle School	No	
5/11/2026 13:09	5/11/2026 13:16	Parent/guardian	Columbia Elementary School	Yes	Thank you again for the work you're doing in a difficult and high-stakes process. As we mentioned in our prior email on 4/27, a group of us in the Bellingham Neighborhood Schools Coalition have been doing some additional research and analysis on possible alternatives to school closures. Thanks to those of you who met with several members of the Coalition on April 30 and May 6 to help inform how Coalition members' perspective, data science and policy expertise, and concern for the future of Bellingham's public schools could be put to the most effective use in the context of the District's information-gathering and decision-making process thus far. While there's still more work to do and more detail to flesh out, it is critical we share our working thinking in advance of the final two Task Force meetings tomorrow and next week. Thus, we're sharing a detailed document, that's composed of two primary parts: 1/ Thorough, cited documentation of the Coalition's concerns with the data and process being used thus far as the basis for your scenario development & evaluation. 2/ An overview of multiple solution ideas/"scenarios" that we believe could still viably address the District's long-term budgetary, enrollment, and facilities constraints without closing schools, that we believe warrant more thorough consideration prior to any recommendation or decision involving school closures. You can find the document on our website here: https://static1.squarespace.com/static/69913c0b0822a37b629338d2/v/6a022c16a5704443863702ae/1778527460563/BNSC-Insights.5.11.26.pdf I'll also email it to Jessica Sankey, Mike Copland, and Arianda Feeney directly as well. We hope this document helps articulate the depth and validity of the concerns we have more thoroughly and concretely than can be captured in a real-time meeting or brief social media post, and can serve as a starting point for further developing more detailed non-closure proposals as collaboratively as possible with the communities they'd most impact. The Coalition genuinely believes the District is capable of identifying a solution that balances fiscal responsibility, equity, and minimizing disruption to Bellingham. I've read a report produced by Bellingham Neighborhood Schools. Concede that the process used to examine school closures was flawed. A major do-over needs to occur with greater involvement from all stakeholders. True collaboration is needed. Parents and taxpayers are deserving of inclusion too. The Bellingham Promise points to shared values. It's hard to see that here. Hi, like many I have a great deal of feedback for the task force, but one more recent piece is that I saw a suggestion that the BSD close down two schools and, instead of using intended bond money for redevelopment of the two shuttered schools, use it to improve Lowell. I deeply, truly hope you see the flawed decision making and optics in shutting down a title 1 school because you spent too much money on your technician office, and instead using it for improvements to the wealthiest school in town. Obviously Lowell is older and no doubt needs many upgrades, and yes I know "all possibilities are being considered" but... If this district ever wants the merest hope of passing a school bond again in the next decade, please make more equitable and emotionally intelligent suggestions. Your FAQ answer about Larabee School is misleading. It is using just one year of data. The Coalition used 3+ years of data, which better illustrated the experience of students after being displaced by a school closure. I am disappointed that BPS would try to mislead the public with incomplete data. Be better. I saw this on your slides from April 27: "A small number support and appreciate the difficulty of making unpopular decisions for the greater long-term good." If that was the phrasing used on feedback forms, fine. But if that is your characterization of deciding which schools to close—"unpopular" but "for the greater long-term good"—it was wrong of the team preparing the slides. Closing schools is unpopular *because* it negatively impacts students in the short and long term. I have three kids who should have been going to Columbia, Whatcom, and Bellingham. They are all walkable schools, which is why we moved to the Columbia neighborhood in the first place. As they got older and were in different schools at the same time, they would be able to participate in before/after school activities and develop closer relationships on the way to/from school on their own. Now I am looking at a future where my kids will be scattered around town and I will be driving them everywhere. This will limit their activities, relationship building, and independence/maturity, and it will delay when I can return to work and improve our family's financial situation. Our lives will be worse. Our neighbors' lives will be worse. And other kids in the district will not be materially benefitted because it won't actually produce meaningful savings. "Great long-term good" is not a factual statement; it is framing intended to guide the task force into a predetermined outcome. I'm following this work closely and awaiting presentation from May 11th. Why the delay? I don't see this doc's uploaded for May 11th yet. Please let me know when the documents have been uploaded. Thank you!
5/12/2026 5:20	5/12/2026 5:31	Parent/guardian	Shuksan Middle School	No	
5/5/2026 9:04	5/12/2026 9:11	Parent/guardian,Community member	Carl Cozier Elementary School	Yes	
5/13/2026 9:23	5/13/2026 9:40	Parent/guardian	Columbia Elementary School	Yes	
5/13/2026 9:40	5/13/2026 9:58	Parent/guardian	Columbia Elementary School	Yes	
5/15/2026 7:27	5/15/2026 7:29	Parent/guardian	Shuksan Middle School	No	
5/15/2026 22:37	5/15/2026 22:38	Parent/guardian	Columbia Elementary School	Yes	

5/16/2026 6:57	Parent/guardian/Community member	Columbia Elementary School,Shuksan Middle School	Do you want the Columbia community to fight AGAINST you or FOR and WITH you? And if there's not a fight to be had, they can FLEE—to the growing number of private schools nearby or their own homes. It's basic survival psychology, and you're threatening kids, values, and community. Sadly if this happens, it would increase the economic disparity that already exists in the community and neighborhood (many homes here weren't purchased during the housing crisis in the last 5 years, there is diversity). Columbia has a 100-year history. The people there have well-defined community values—one of those is supporting public education. That school is the neighborhood heart. Mark my words, the community will fight for its survival. You should too. It would be best if it was a fight achieved together FOR our community, schools, and kids!	No
5/17/2026 6:51	Community member	Columbia Elementary School	Columbia closing changes my retirement plan. I intended volunteer a couple of days per week there. More than that, it changes the rhythm of the neighborhood. The coming and going of neighbors on the sidewalks with kind hellos to the old folk. The shared history of us telling the kids of what once was and the best parts of what it still is. That school is our heart. Abandoning it would leave a community haunted—and an empty school a constant reminder of what was lost. Why are the task force's presentation and agenda for each meeting uploaded prior to the meeting? Why is it taking a week to upload them to the district website? Why are there no summary notes for April 27? Why is there nothing uploaded for May 11th and May 18th?	No
5/18/2026 12:15	Community member	No present affiliation to a school or program	The district claims to be transparent. But transparency looks like actively sharing information as it is available. I imagine the presentation and agendas are established prior to the meeting so why does the district not post them before the meeting? Summary notes should be available within a day or two of the meeting ending. This is common practice in any workplace. Keep Columbia open!	No
5/19/2026 5:01	Community member	Columbia Elementary School	We have all sorts of intergenerational reasons to keep the school-shared history, interactions with families coming and going, the sound of children in the schoolyard, supporting parents with childcare and pick ups, serving as participants and audiences at school events, etc. It keeps us healthy.	No
5/19/2026 5:59	Parent/guardian/Community member	Columbia Elementary School	Here's another way to look at it. How do you want to be taken care of in old age? Looking at it this way, maybe the bigger question might be when are you going to stop neglecting the building? It's easy to pit the population as privileged, but let's not forget that up until a handful of years ago, most/many homeowners were working class. While they may be rich in the ways that count, they are more economically diverse than non-bussed populations in Fairhaven, Silver Beach, or BRPP. The community has already made concessions as you've prioritized other projects like the district administration building and large corporate-like schools that necessitate bussing. Specifically Columbia has continued to support public education, their school, and kids despite having an aged facility and playground with lead pipes, boiler issues, ADA non-compliance, split classes, rotating part-time specialists, etc. Population size is partly your own doing in the creation of smaller boundaries. So perhaps what your task force needs to be considering is the damage created by running a bond for a new school when you haven't properly taken care of the ones that already exist. What do you expect to be better than the school that is better than the school that is better than the school that is better than the school? Do you want the Columbia community to FIGHT AGAINST you or FOR and WITH you? If there's not a fight to be had, families can FLEE—to the growing number of private schools nearby or their own homes. As I'm sure you figured out, it's not in our nature to FREEZE. It's basic human psychology, and kids, values, and community feel under threat. If they do flee, their participation, energy, and money will go with them. So will the spirit of the neighborhood. That school and the kids are its heart. The neighborhood will fight for its survival. You should too—one FOR our community, schools, and kids. Seriously, save the oldest neighborhood school and put them to work raising funds for their neglected school building and playground, addressing inequities, working with legislators, etc. They've been public school champions with clear vision and community values for 100+ years. You'd be stronger working as a team!	No
5/19/2026 8:17	Parent/guardian/Community member	Columbia Elementary School	Hi-when will the notes from the May 11 and May 18 meeting be posted? Thank you!	Yes
5/19/2026 9:59	Parent/guardian	Parkview Elementary School	If school closures are not being considered, can there at least be options for re-drawing school boundaries to better balance out the schools that are over-capacity and those that are under capacity? And plan ahead with consideration of projected growth from affordable housing/large apartment complexes being planned or currently underway? AND/OR give families in border areas bw schools open enrollment options? I.e. often schools that are close to each other such as Parkview (many students, 30+ kids per class in 4th grade) and Sunnyside (open classrooms) and Columbia (SO small). I have four children attending schools in the Bellingham School District, at the way I don't have to K to high school. I have been a public school teacher for 21 years in the Ferndale School District, so I have survived many years of budget cuts. In Ferndale, we too have had to shut down schools, and we too have had to move all of our librarians out of the library. In addition to massive lay-offs, these cuts have left many community members resentful and distrustful of the district's fiscal decisions. Therefore, it pains me to say that with Bellingham Public Schools facing such a massive budget shortfall, the most responsible decision for the greater good of the district is to close an elementary school if all other options have been exhausted.	No
5/19/2026 19:58	Parent/guardian	Geneva Elementary School,Kulshan Middle School,Bellingham High School,Squalicum High School	Considering the massive deficit the district faces, it seems closing an elementary school—even if temporarily—could ease the very current budget crisis. Of the 14 elementary schools, Columbia Elementary School is the most sensible candidate for closure. Even though it serves the smallest number of students (only 4% of the district's total elementary students), the closure would immediately alleviate the costs to run a building that size. The costs to maintain a vacant building are certainly lower than the costs to maintain a building with over 200 people entering its doors and using its facilities everyday. And when compared to other schools, Columbia Elementary seems to be in a world of its own. The district overall sits around 40% low income. Columbia Elementary is only at 19% low income. In comparison, 8 elementary schools are above the district average of 40%. The average elementary school enrollment sits around 346 students and an average class size of 21, with the highest enrollment being Happy Valley with 450 students and the highest class size at Geneva with 23. Columbia Elementary serves 179 students with an average class size of 13 as per OSPI.	No
5/19/2026 20:44	Parent/guardian/Community member	Columbia Elementary School,Shuksan Middle School	Therefore, it seems obvious that the closure of Columbia Elementary School will not only impact the least amount of students, but it will also impact the students best equipped for change, statically speaking. With the building remaining under the ownership of the district, the closure should be viewed as temporary and/or the start of the building taking on a new role in the district--filling a need that may arise in the future. Just as districts go through cycles of budget cuts and lay-offs, districts also go through cycles of growth and hiring.	No
5/20/2026 4:38	Community member	Columbia Elementary School	With that said, my hope is that the district first explores all cost-saving measures before closing a school. There have been significant increases in administrative positions, and therefore administrative salaries as well, over the last several years. If the closing of schools is on the table, then administrative positions at the district office should be as well. The first budget rule made should be the one furthest from the classroom and the children. For the sake of community unity, continued trust in BPS, and future funding, take this process to the community. It's their bond\$. Let them decide how it should be spent. An announcement to close Columbia means you gain another fight, lose valuable partners, fracture community, incur legal costs, lose families to alternative schooling situations (not BRPP), leave the oldest community in Bellingham haunted, and cause heartbreak. This shouldn't be your decision, it should be that of Bellingham taxpayers. Only then, might it be accepted. Ripple effects... The end	No

Review your own policy.

“We develop partnerships and engage with a wide variety of stakeholders, including families and community partners, to support the success of all students.”

“Keep neighborhoods together as much as possible.”

No

“Minimize disruption of student’s established learning programs.”

“Provide the most efficient and feasible means of transportation possible, including whether safe transportation routes exist, minimizing travel time and transportation costs

Why didn’t the task force didn’t examine closure of Larabee with intent to sell or rent property? How does the district justify prioritizing a homeschool program that caters to the privileged that is housed in an old building and has operating costs? Sharing space might be feasible, but choose a larger location that it could have a section of. The district office, Wade King, Alderwood, or a high school come to mind.

No

The use of bond money should be up to the taxpayers or they should at least be given fair representation. Trust is totally eroding with all the changed use of funds, and the timing of possible closures after asking for money for a new school. This committee was largely composed of staff. Until a different process is used, future levy and bonds are at risk. The timing and format used here just put ALL of the kids in Bellingham at risk.

No

An update was provided late on a Friday, but did not include specifics in relation to Carl Cozier or Columbia plus no information here.

No need for a #15, so upgrade your facilities. Don’t let kids, and the Columbia neighborhood, pay for your flawed enrollment projections and megaschools on the outskirts of town that require forced bussing. Take your district office to take up the extra space and lease your fancy building. We live in Bellingham and want our schools to match the values we choose in living here. Time to make public schools public and engage the entire community. This bond, operational levy, and facility process is a farce and a complete failure.

No

Carl Cozier Community Meeting

3/24/2026



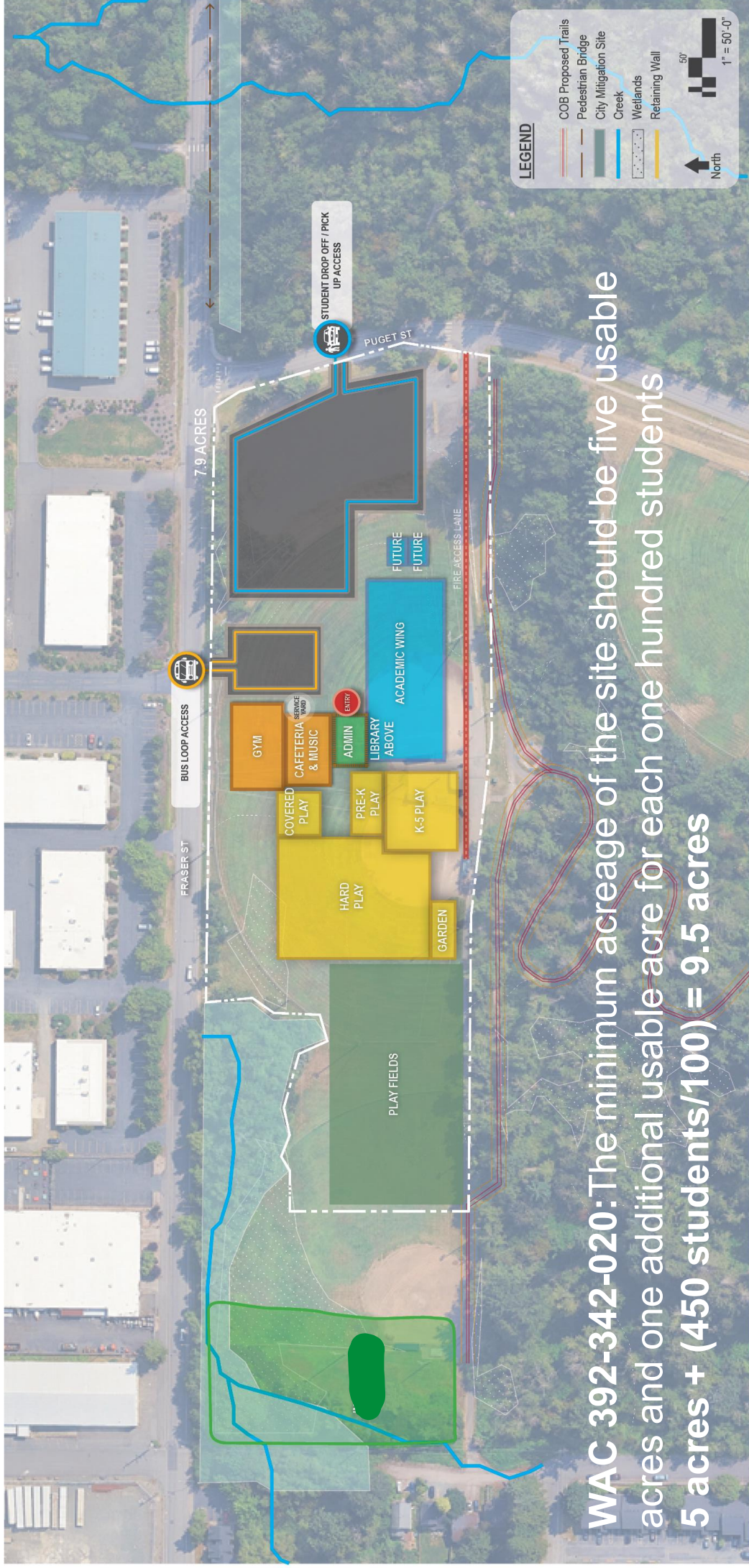
Tonight's Purpose

Update on the
Cozier rebuild

Update on
Facilities Planning
Task Force

Opportunities for
questions

Proposal 1: District purchases ~ 9.5 acre site



WAC 392-342-020: The minimum acreage of the site should be five usable acres and one additional usable acre for each one hundred students
5 acres + (450 students/100) = 9.5 acres

Proposal 2: District purchases ~ 5 acre site



Request for fields

Proposal 3: District purchases ~ 9.5 acres and builds a multi-use field.



Proposal 4: District purchases ~ 5 acres for a school and builds a multi-use field on city property with a long-term lease.



Proposal 5: District purchases ~ 4 acre site.

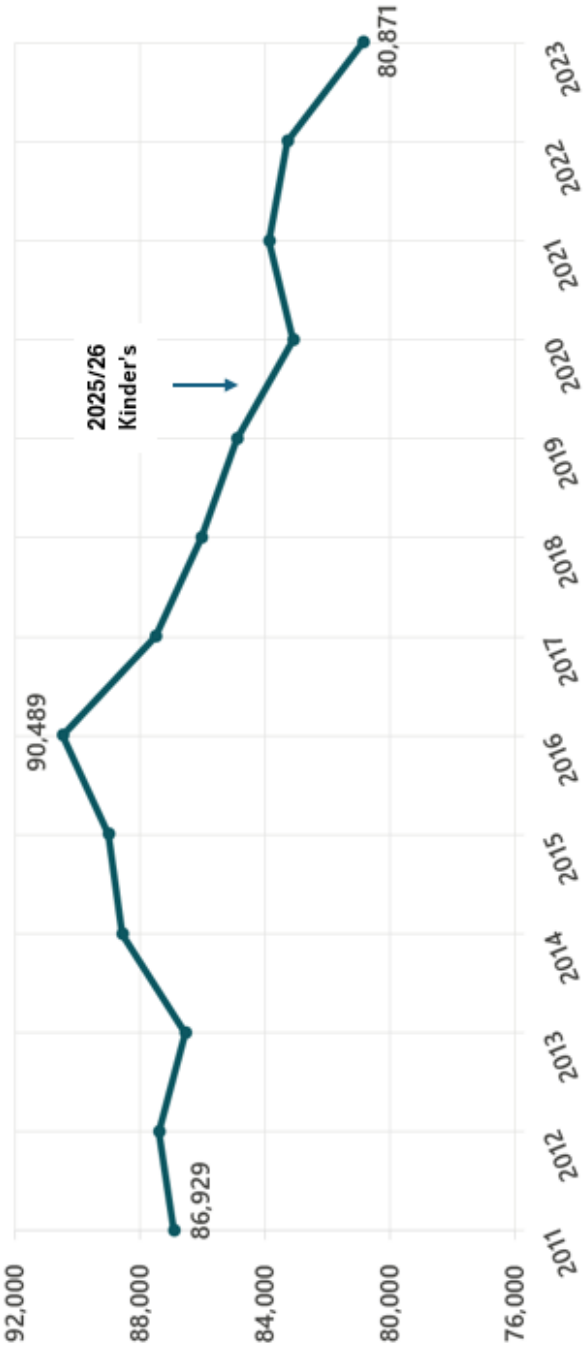


Proposal 6: District purchases ~ 1.3 acres.





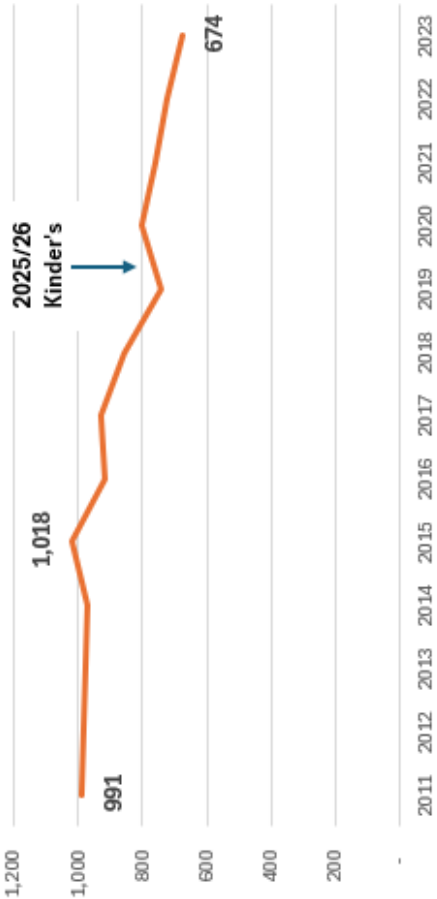
Births in Washington State Over Time



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Source: Washington State Department of Health

Births in Bellingham



Bellingham Schools

Births in Whatcom County



Whatcom County

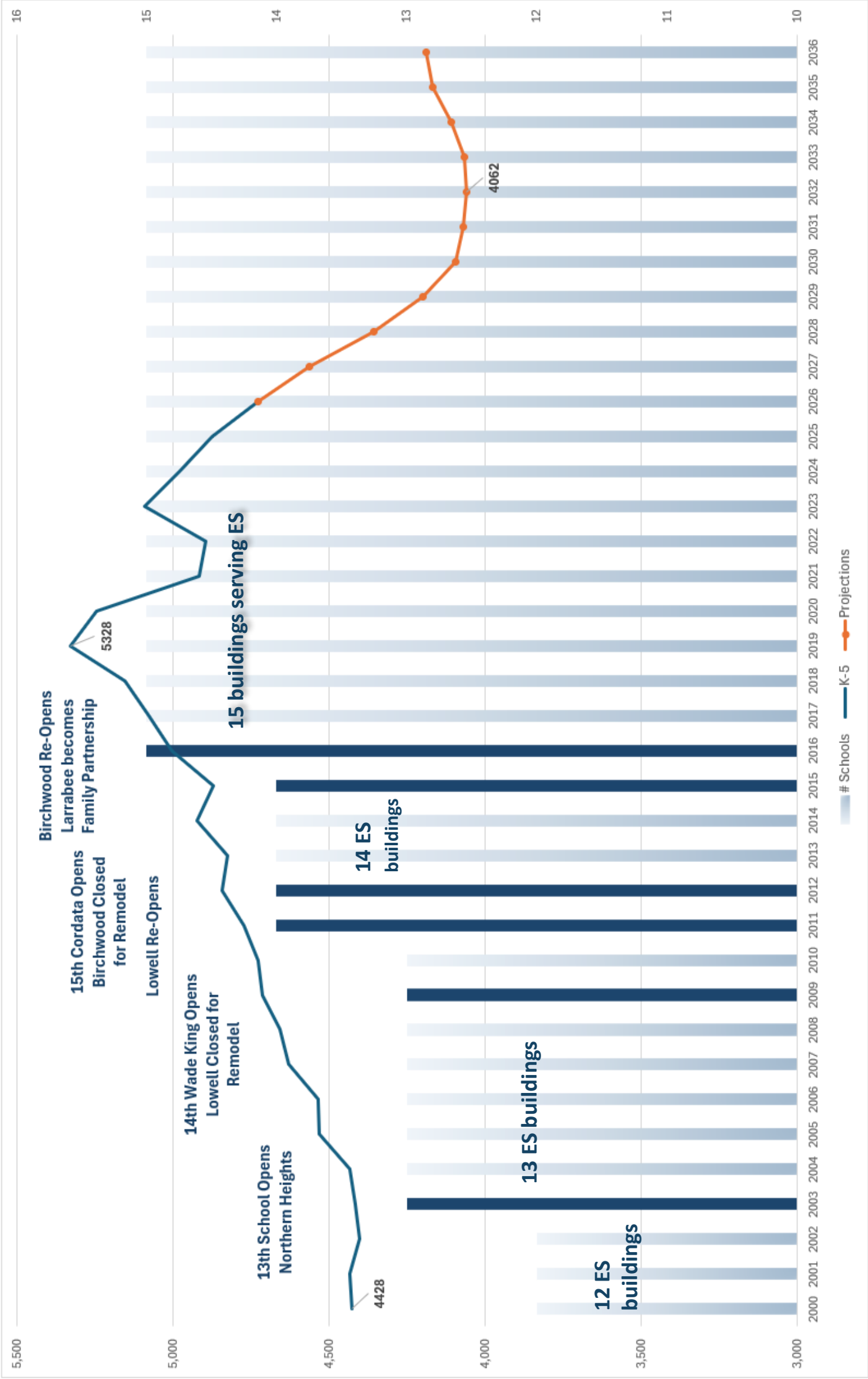
The New York Times

The Morning

February 27, 2026

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KMS addition		
Inclusive playgrounds		

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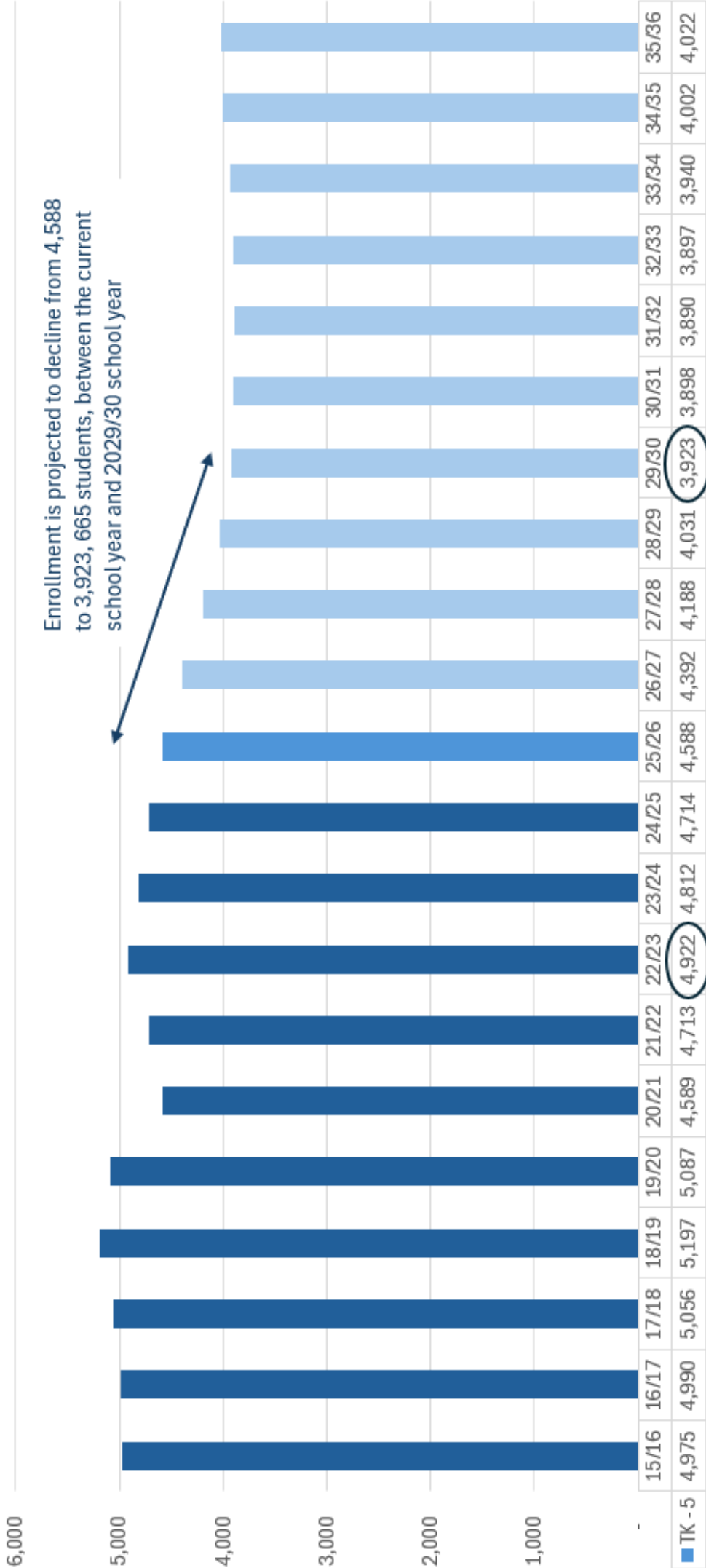
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Promise K (TK) - Grade 5 Enrollment: **Historical, Current and Projected**

Updated 1/28/26 Excludes BFPP



Grade Group	Actual 2020-21	Actual 2025-26	Forecast 2030-31	Forecast 2035-36
K-5	4,943	4,723	4,072	4,190
6-8	2,564	2,467	2,249	1,921
9-12	3,582	3,650	3,558	3,015
Total	11,089	10,840	9,879	9,126
Sources Bellingham School District 2019-20 to 2025-26 (October headcount) enrollment. FLO Analytics October 2030-31 and 2035-36 enrollment forecasts (middle scenario).				

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❖ **Consolidating schools:** cost analysis, risks & considerations

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GAPS IN STATE FUNDING

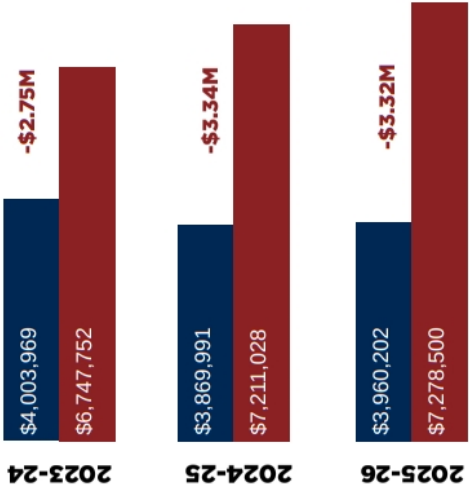
WA State Funding



BPS Actual Expenditures



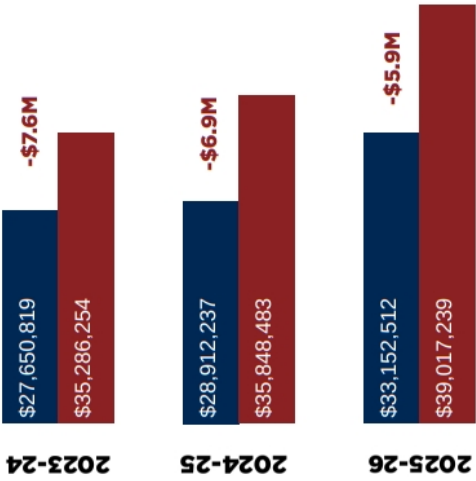
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Since 2023, BPS has been underfunded for MSOC by **\$9.4 million**



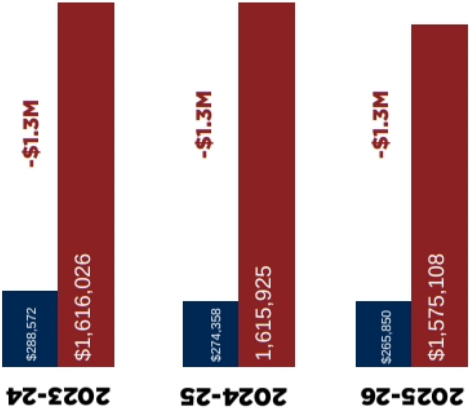
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Columbia Community Meeting

3/26/2026



Tonight's Purpose

Update on
Facilities Planning
Task Force

Response to
submitted
questions

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vision

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mission

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Facility Planning Factors



Enrollment projections

Budget implications

Building conditions

Historical plans

3-section schools

Feeder patterns

Neighborhoods & relationships

Equity

Student experience/outcomes

Physical/geographic factors

Use & occupancy of district buildings

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Carl Cozier, Columbia, Roosevelt Timeline

2011	2021	2022	2023	2024	2026
Purchased King Mountain property	Taskforce recommendations: Plan to build 15 th Elementary School on King Mountain site Begin planning for Cozier, Columbia, Roosevelt rebuilds	Rebuild Order Committee recommendations: 1) Roosevelt 2) Cozier* 3) Columbia *Caveat: if Cozier needed more time for land planning with COB, Cozier could be third	Discussions regarding Cozier location & land purchase/sale with COB formalized. Idea emerges: hold on 15 th ES; rebuild Cozier in new location; use existing Cozier as swing space for Roosevelt, Columbia rebuilds.	Cozier and Roosevelt Educational Specifications Design Advisory committees begin.	Facilities Planning Taskforce convenes Planning for land purchase/sale with Civic paused Roosevelt design planning continues



Roosevelt Elementary School Rebuild

Built 1972
Design funding—
2022 bond
Geography: borders
neighborhood,
interurban trail
system
Relatively spacious
site for construction



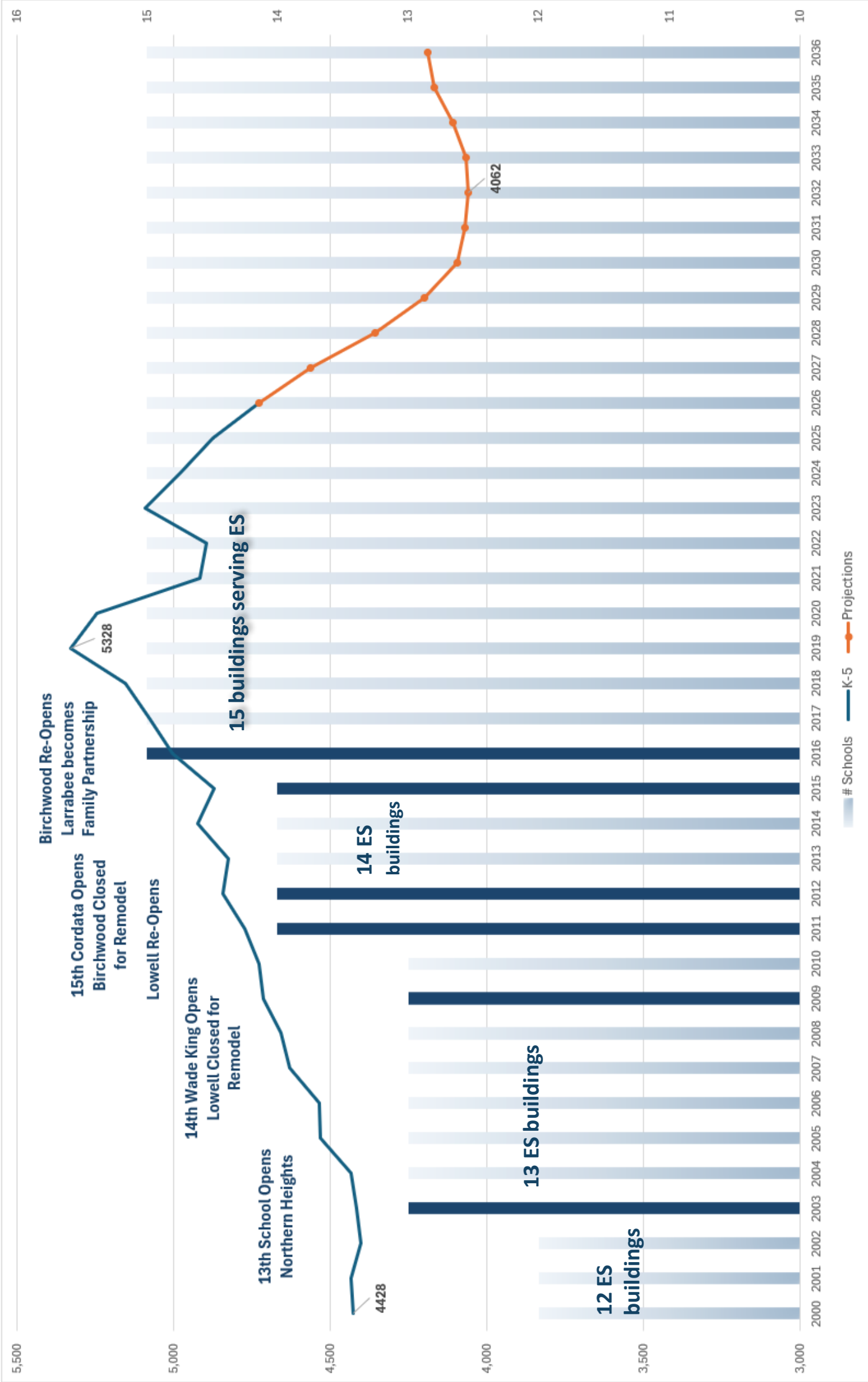
Carl Cozier Elementary School Rebuild

Built 1951
Funding— 2022 bond
Geography:
Lincoln/Lakeway
corner
Constrained site for
construction



Columbia Elementary School Rebuild

Built 1925
Design funding—
2022 bond
Geography:
neighborhood
school, good
walkability, no bus
loop , limited
parking, constrained
site for construction



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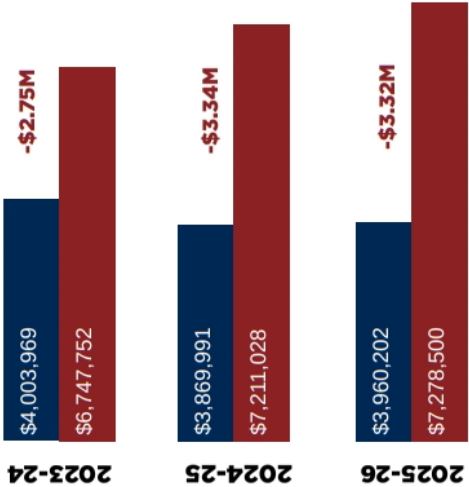
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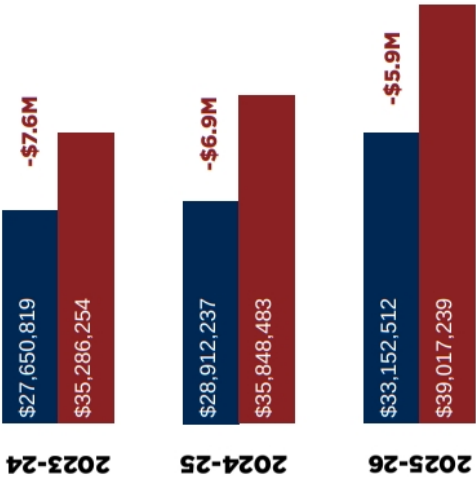
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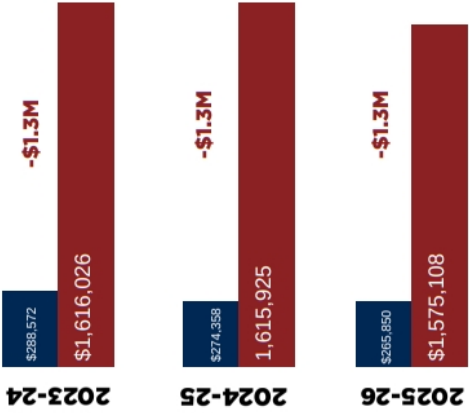
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A Ritual To Read To Each Other

William Stafford

If you don't know the kind of person I am
and I don't know the kind of person you are
a pattern that others made may prevail in the world
and following the wrong god home we may miss our
star.

For there is many a small betrayal in the mind,
a shrug that lets the fragile sequence break
sending with shouts the horrible errors of childhood
storming out to play through the broken dyke.

And as elephants parade holding each elephant's tail,
but if one wanders the circus won't find the park,
I call it cruel and maybe the root of all cruelty
to know what occurs but not recognize the fact.

And so I appeal to a voice, to something shadowy,
a remote important region in all who talk:
though we could fool each other, we should
consider—

lest the parade of our mutual life get lost in the dark.

For it is important that awake people be awake,
or a breaking line may discourage them back to
sleep;

the signals we give—yes or no, or maybe—
should be clear: the darkness around us is deep.

Columbia Meeting

03.26.2026



Tonight's Purpose

Share the
Facilities
Planning Task
Force Process

Respond to
questions that
were collected

Bellingham Promise

vision

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mission

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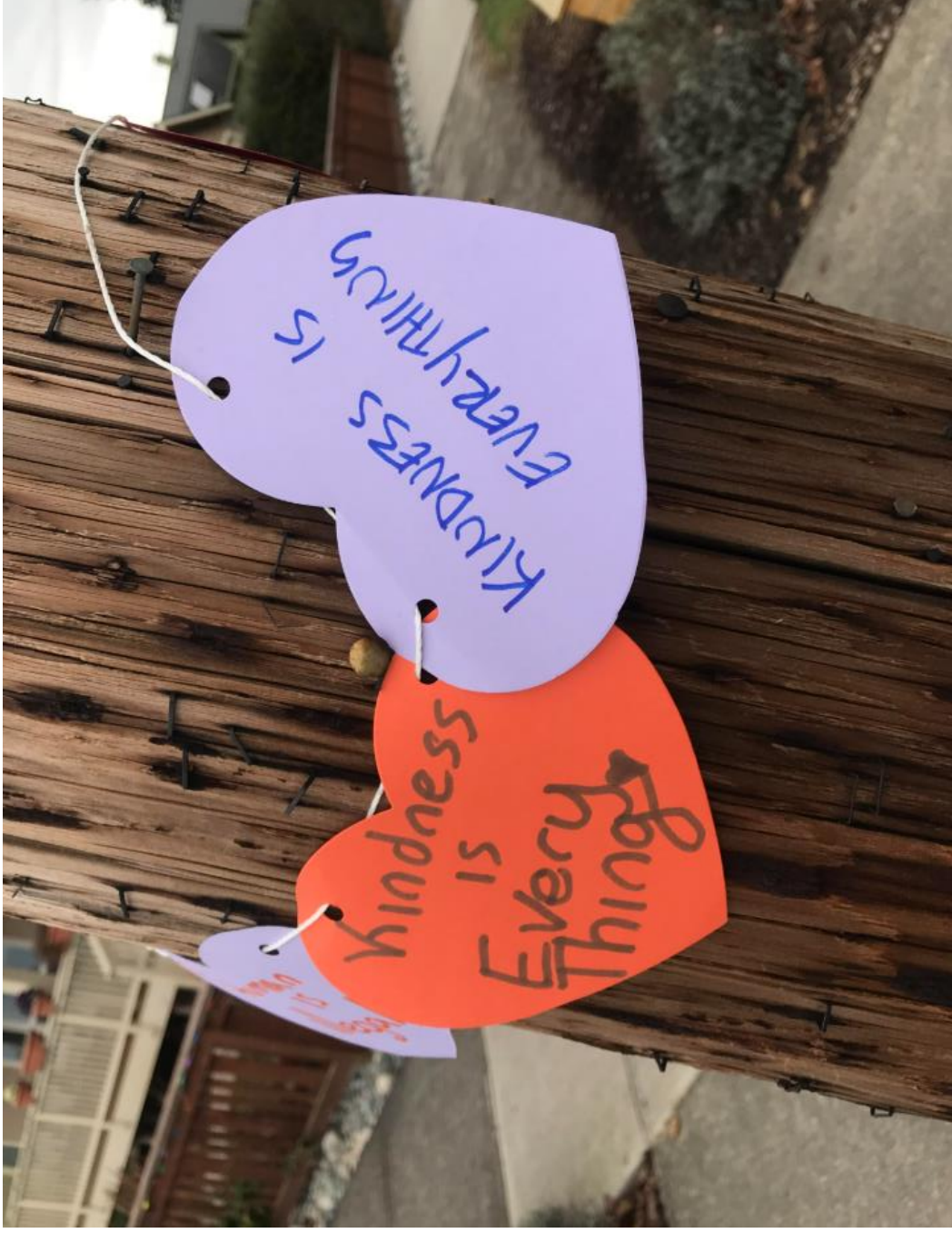
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Facility Planning Factors



Enrollment projections

Budget implications

Building conditions

Historical plans

Feeder patterns

3-section schools

Neighborhoods & relationships

Race & Equity

Student experience/outcomes

Physical/geographic factors

Transportation

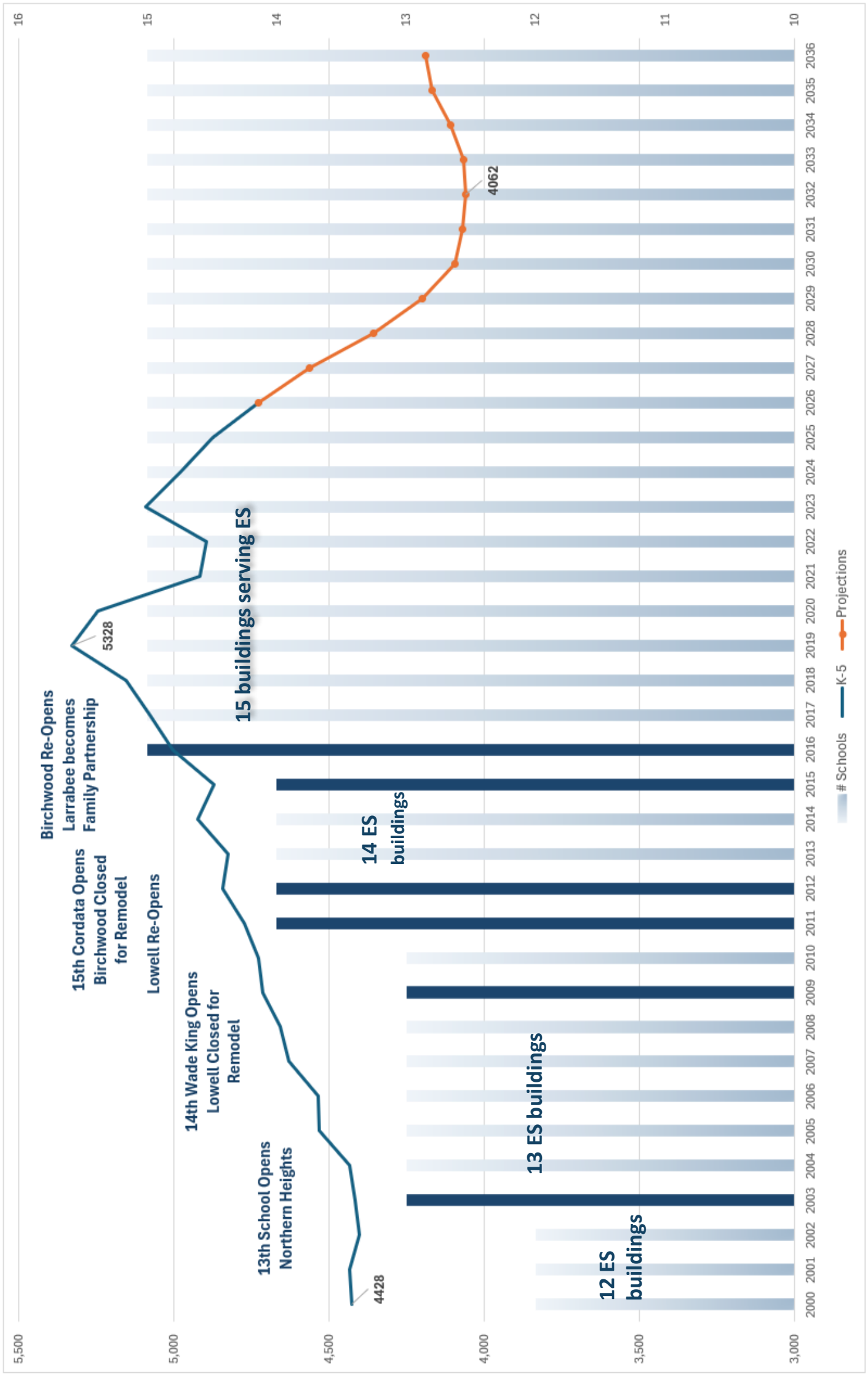
Use & occupancy of district buildings

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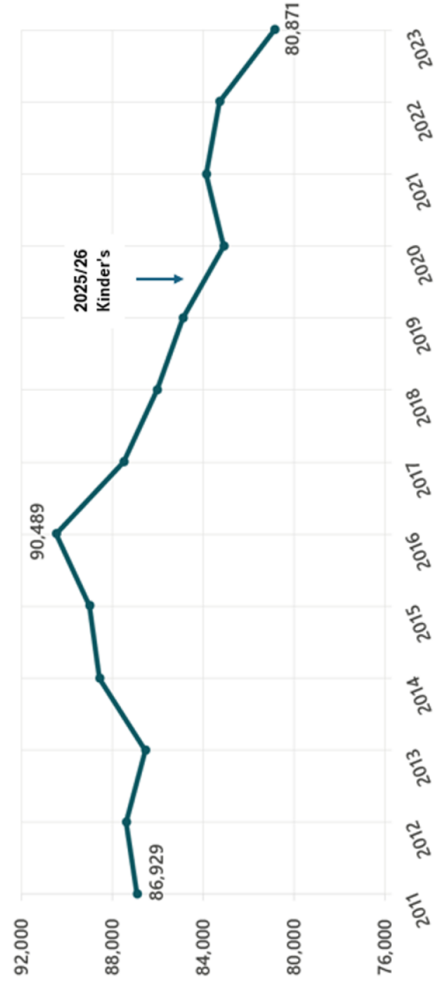
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Understanding the Why Now

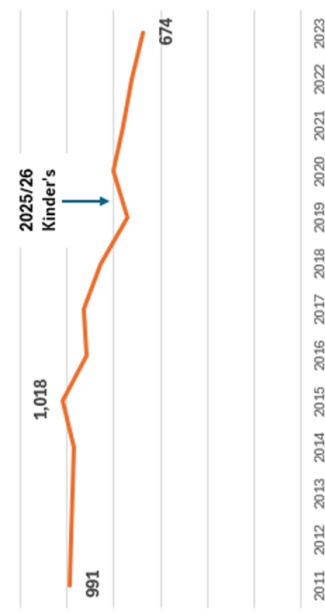
Births in Washington State Over Time



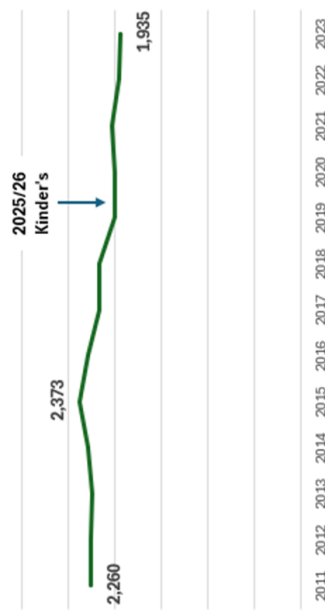
Source: Washington State Department of Health



Births in Bellingham



Births in Whatcom County



The New York Times

The Morning

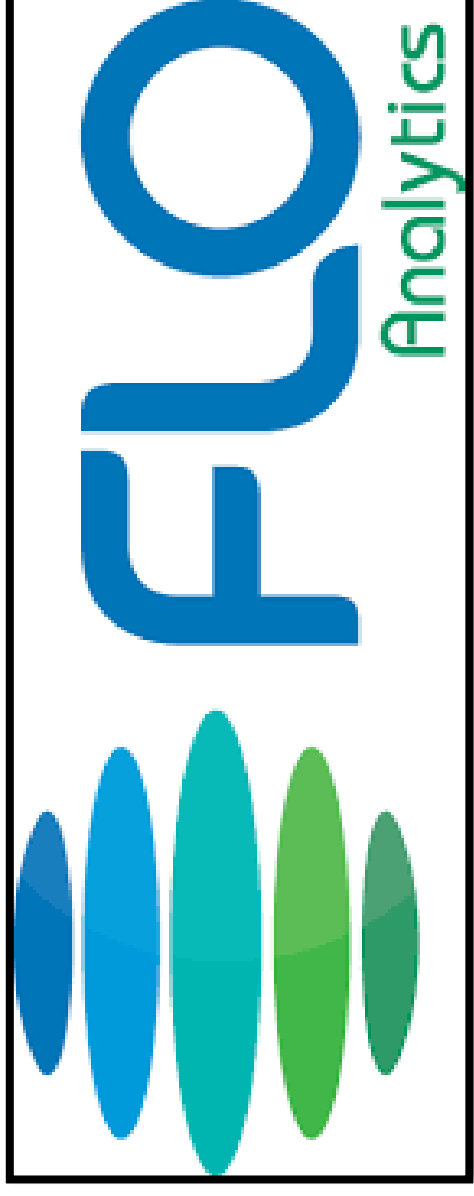
February 27, 2026

Baby talk

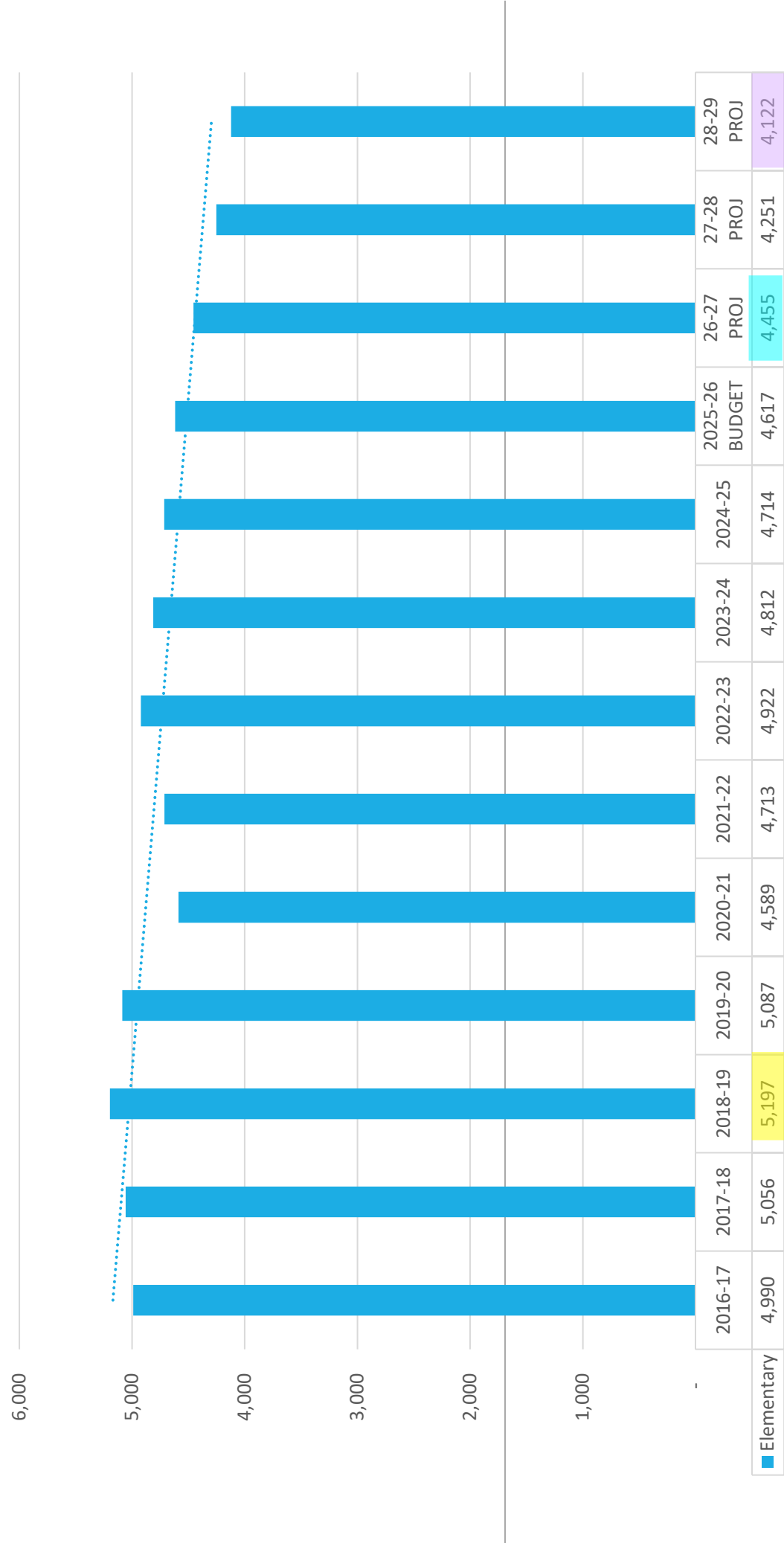
Here's a startling statistic. The nation's birthrate — that is, the number of live births per 1,000 people in a given year — is down by more than 25 percent since 2007, when the decline began.

An inquiry into

- Declining birthrates and the impact on BPS enrollment?
- Local growth – people and development – and the impact on BPS enrollment?



Elementary



Grade Group	Actual 2020-21	Actual 2025-26	Forecast 2030-31	Forecast 2035-36
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Work of the Task Force

Facilities Planning Task Force Meeting #1

FEBRUARY 23, 2026
3:00-5:00PM

Facilities Planning Task Force Meeting #2

MARCH 9, 2026

Facilities Planning Task Force Meeting #3

MARCH 16, 2026
3:00-5:00PM

Facilities Planning Task Force Meeting #4

MARCH 23, 2026
3:00-5:00PM

Data Set 1

Trends in Birth Rates & Population

Panel Discussion

FLO
Fellowship Opportunities

Bellingham

Bellingham Public Schools

Fellowship Opportunities

Bellingham

Bellingham Public Schools

Group Exercise: Restructure 15 ES sites

As a table group:

- Move to a larger map around the room
- Brainstorm possible scenarios to restructure our current 15 students' sites, with the goal of each table being closer to 250 students.
- Record your thinking on the smaller map – draw lines, make notes, jot down questions.
- Use one small map for each possible restructuring scenario

Your group might consider factors such as reduction in the number of sites, facility planning, building conditions, equity, accessibility, transportation and neighborhood impacts.

Scenario Summary

Total scenario suggestions: 62

Cedar – 13/15 comments related to closure (87%)

Columbia – 12/17 comments related to closure (71%)

Roosevelt – 7/12 comments related to closure (58%)

Silver Beach – 3 comments related to closure

Geneva – 2 comments related to closure

Move BFPF – 8/8 comments (100%)

83% of comments suggest closing at least one school (50/62)

Next Steps

Facility Planning Factors



Enrollment projections

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Building conditions

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3-section schools

Neighborhoods & relationships

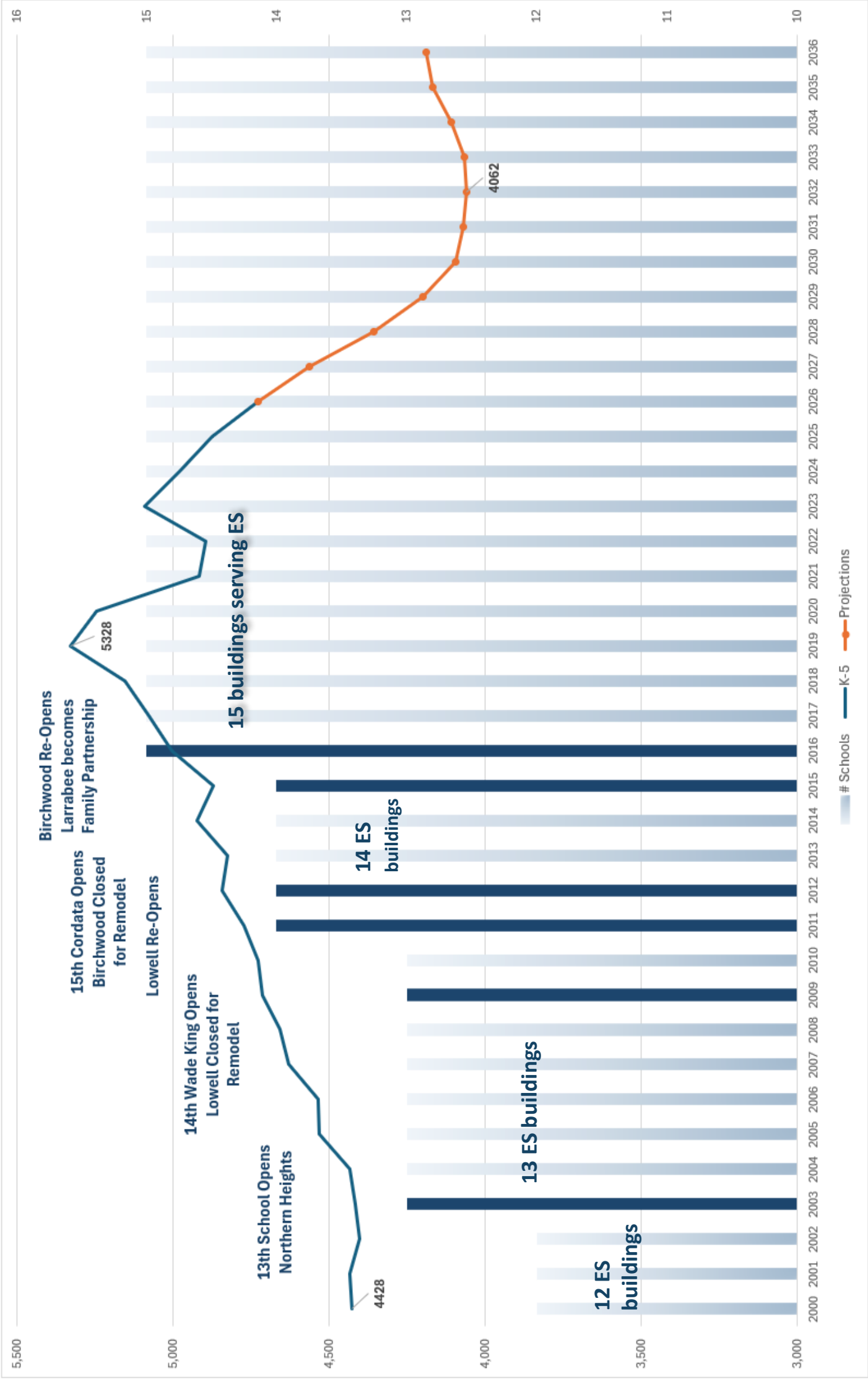
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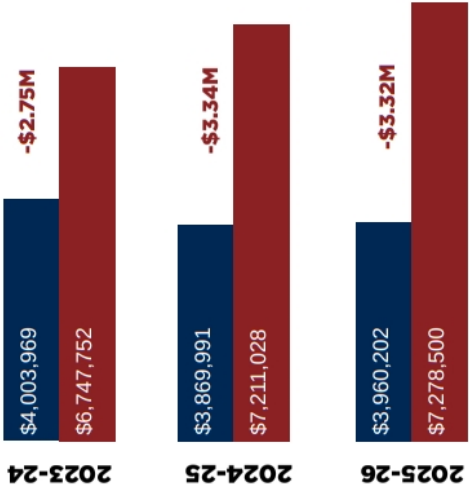
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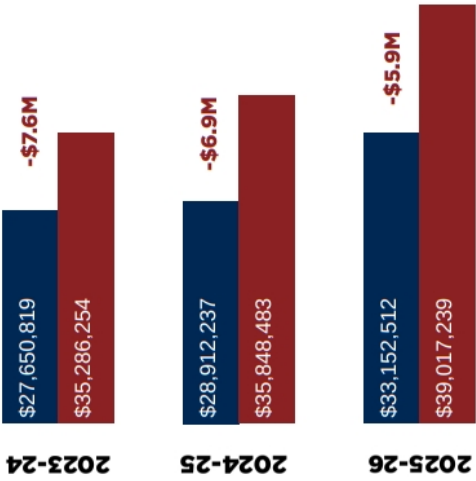
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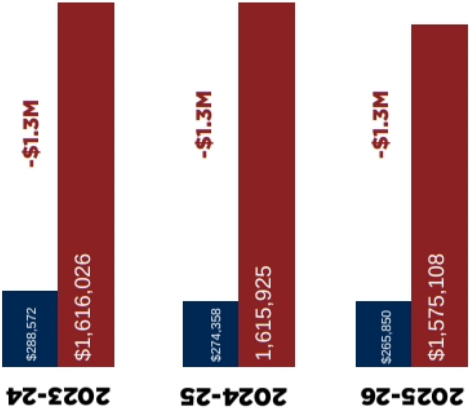
SPECIAL EDUCATION



Since 2023, BPS has been underfunded for SPED by **\$20.4 million**



SUBSTITUTE TEACHERS & STAFF



Since 2023, BPS has been underfunded for substitute costs by **\$3.9 million**

Marysville schools in 'alarming' financial condition, WA auditor says

Aug. 13, 2024 at 4:32 pm

Mount Baker School District plots path out of million-dollar deficit

The district has a new superintendent and new binding conditions, but budget cuts still needed

Bellevue School District faces state oversight over budget shortfall, depleted reserves

Q&A Session



Q: What about the social-emotional impacts of school closure?

- ❖ We understand the Task Force is relying on FLO Analytics to project future needs based on demographics and budget shortfalls. However, demographic data doesn't capture **community cohesion** or the environmental benefits of **active transportation**. What specific **metrics or criteria** is the committee using to weigh the loss of a highly walkable and bikeable school? As we saw recently with Seattle Public Schools, ignoring the social cost of dismantling a neighborhood school creates severe **community backlash**. How are you ensuring those intangible costs are factored into your final recommendation?
- ❖ Is the Task Force considering the needs of those with **IEPs, 504s or other special considerations** when determining their recommendations?

Facility Planning Factors



Enrollment projections

Budget implications

Building conditions

Historical plans

Feeder patterns

3-section schools

Neighborhoods & relationships

Race & Equity

Student experience/outcomes

Physical/geographic factors

Transportation

Use & occupancy of district buildings

Q: What about the city's plan for growth and neighborhood turnover?

❖ Throughout the Feb 2022 Special Election, it was stated this bond was needed due to the expanding growth our community is seeing. Additionally, Dr Baker, in his letter thanking the voters, he indicated the district is continuing to work hard to “reduce class sizes.” How can we reduce class sizes while closing schools?

Q: What about the city's plan for growth and neighborhood turnover?

❖ FLO Analytics is providing demographic projections, but neighborhood populations are historically cyclical. A neighborhood that is aging today is exactly where young families will move tomorrow. How is the Task Force ensuring that we are not making a permanent, irreversible decision to close a school based on a temporary demographic dip in the neighborhood's natural life cycle?

Q: Why are we moving so quickly? Are there other solutions?

Has the BPS explored all the ways to reduce administrative costs or temporarily adjust executive compensation during financially challenging periods? This could help demonstrate shared sacrifice and community partnership.

The speed and secrecy at which these decisions are happening is alarming. We need more time, more data, and careful consideration of every single option short of closures. Why is this being done so quickly?

Six two-hour meetings does not seem like enough time to thoughtfully consider all of the options and data.

Q: What about boundary adjustments? Is other data being considered?

How can the Task Force use a five year old boundary change - a district policy that artificially lowered our enrollment - as the justification for permanently closing a walkable, community-supported school today?

Has your task force considered other data outside of Flo Analytics to provide multiple view points?

Q: What about previous bonds/levies? Where is the money going?

Has the district considered the consequences of recently running a bond measure and completing a district office rebuild prior to giving the public notice of potential school closures? The lack of transparency is concerning.

Q: What about previous bonds/levies? Where is the money going?

Voters approved a couple new levies for the district in 2025, allowing the district more levy capacity than it would have under the replacement levies; please explain how the justification for this additional revenue (one of which was for facilities) aligns with the reasoning behind closing one or more schools? Also voters approved a bond with Columbia as one of the intended recipient schools; what is the process now if those monies are going to be allocated elsewhere?

[illegible]

Facilities Planning Task Force 2026

- Resource page: [Facilities Planning Task Force 2026 Resources](#)
- Video: [Enrollment Decline-Facilities Task Force](#)
- FAQs

A Ritual To Read To Each Other

William Stafford

If you don't know the kind of person I am
and I don't know the kind of person you are
a pattern that others made may prevail in the world
and following the wrong god home we may miss our
star.

For there is many a small betrayal in the mind,
a shrug that lets the fragile sequence break
sending with shouts the horrible errors of childhood
storming out to play through the broken dyke.

And as elephants parade holding each elephant's tail,
but if one wanders the circus won't find the park,
I call it cruel and maybe the root of all cruelty
to know what occurs but not recognize the fact.

And so I appeal to a voice, to something shadowy,
a remote important region in all who talk:
though we could fool each other, we should
consider—

lest the parade of our mutual life get lost in the dark.

For it is important that awake people be awake,
or a breaking line may discourage them back to
sleep;

the signals we give—yes or no, or maybe—
should be clear: the darkness around us is deep.

Facilities Input Group

FACILITIES PLANNING TASK FORCE

SMALL GROUP MEETING WITH COMMUNITY MEMBERS

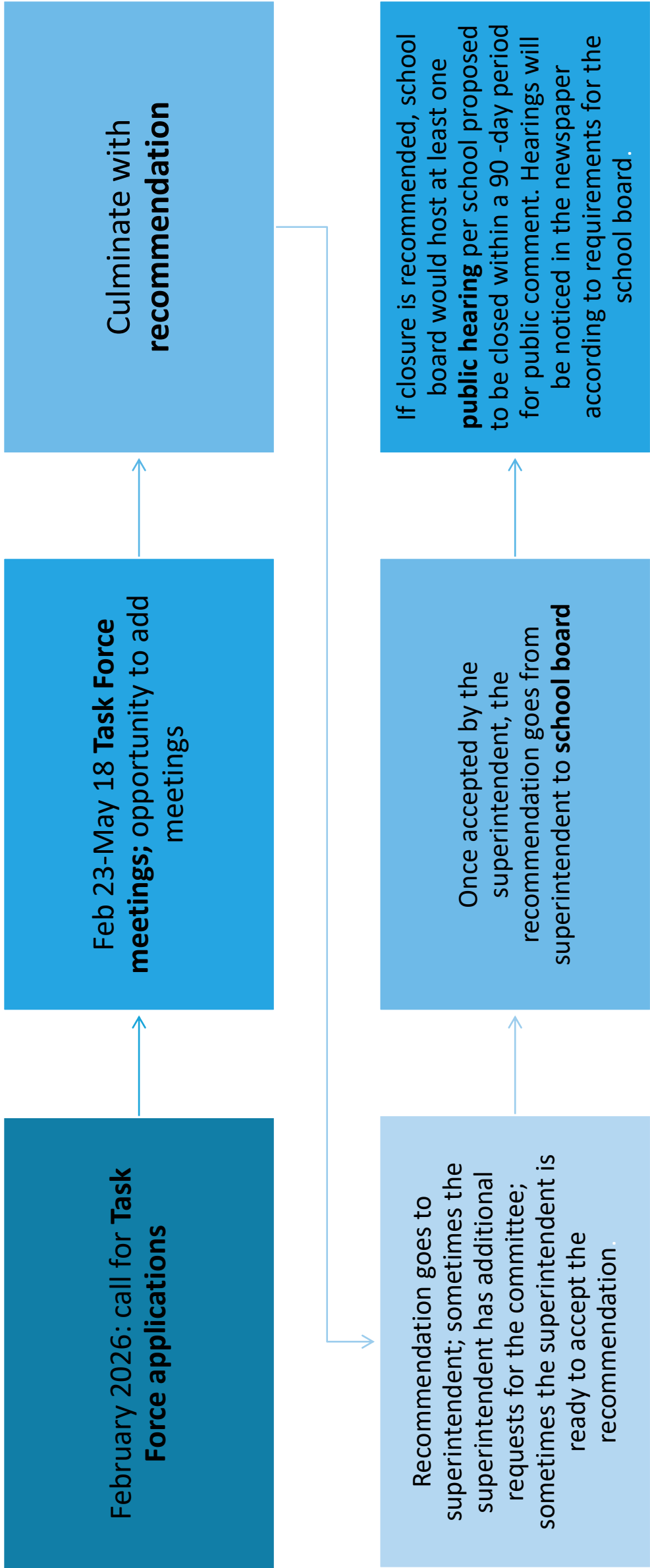
05.06.2026

Task Force Charter

The task force will:

- **Review and analyze demographic data:** enrollment projections and potential factors influencing demographic change.
- Review **historical and current district capital facility** planning documents.
- **Develop recommendations** for an elementary facilities master plan covering the years 2026–2036. This may include, but is not limited to, reconfiguration of attendance boundaries, consolidation of programs, or the potential closure of one or more elementary schools.
- Identify potential capital cost savings, investment needs, and **budget implications** associated with proposed changes to elementary facility usage.

Facilities Task Force Planning Process – Timeline



Facilities Task Force Planning Process – Timeline

Looking ahead:

No closures for school year 2026-2027

Any recommended facility changes would lead work going forward: a focus on helping school staff and students prepare for planned transitions.

Understanding Current Circumstances:

3 Key Components

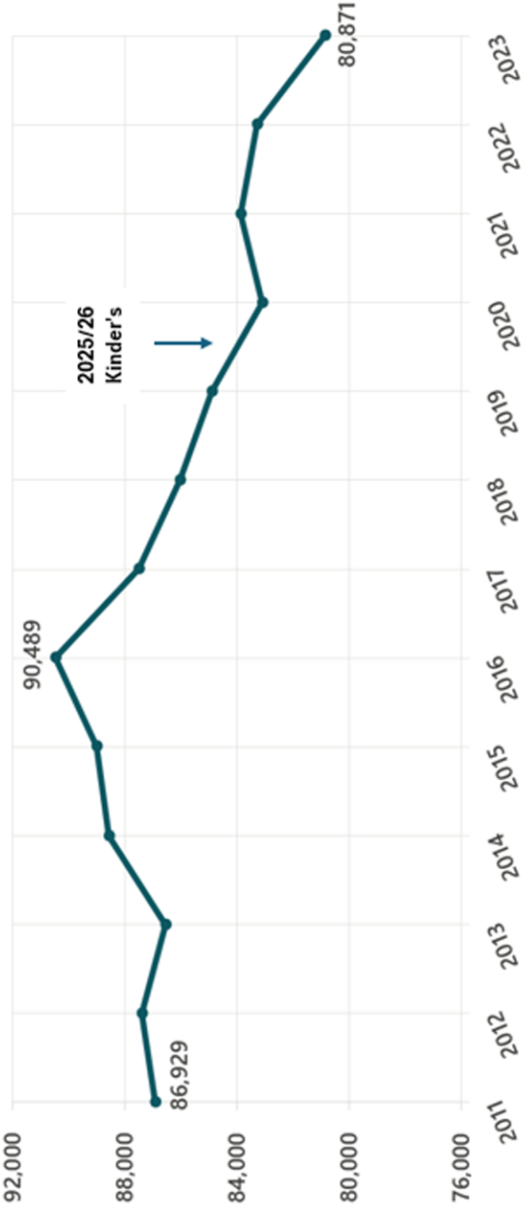
Declining
Enrollment

Budget
Constraints

Facilities
Conditions

Topic 1: Enrollment Birthrates + Projections

Births in Washington State Over Time



Source: Washington State Department of Health

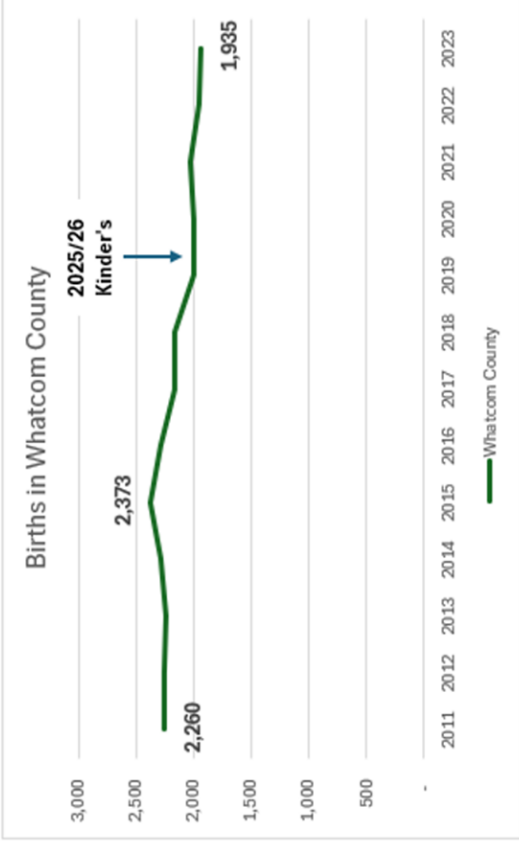
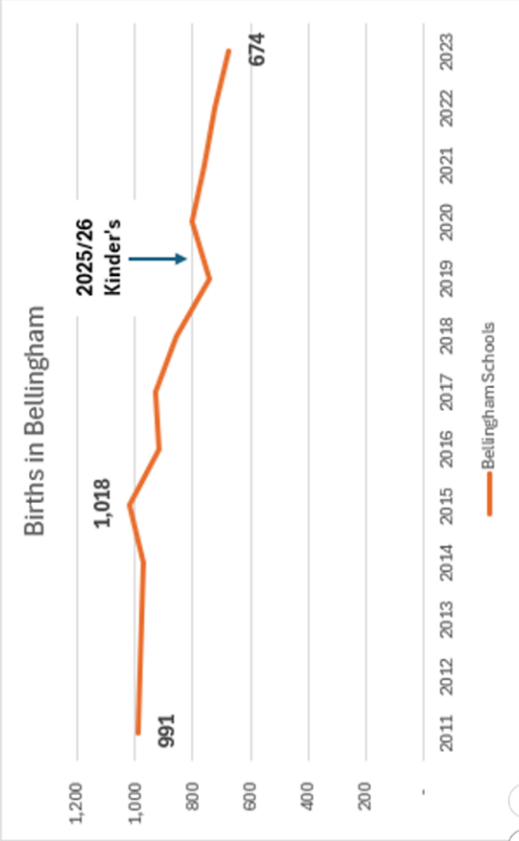
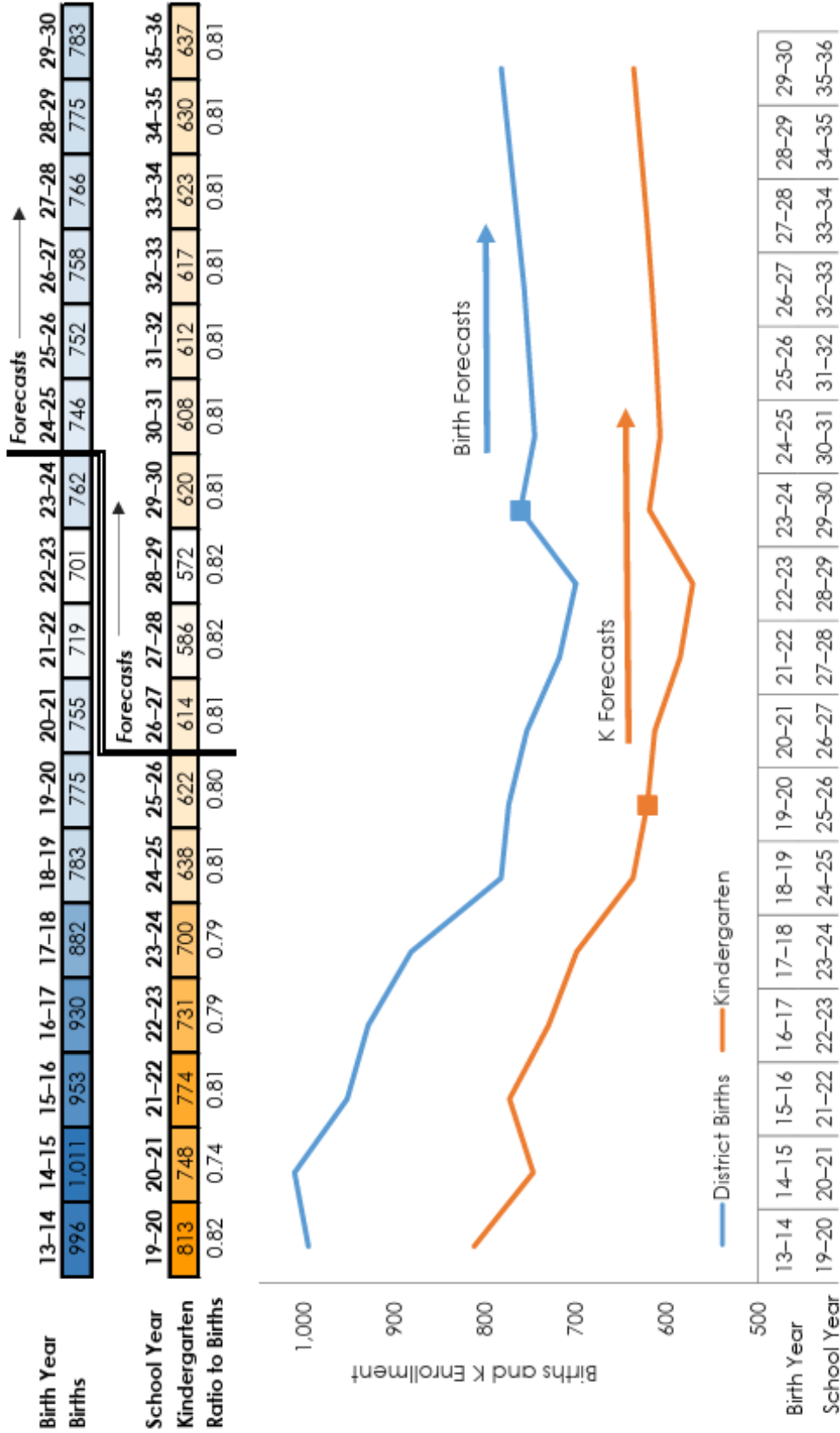


Figure 15: District Births and Kindergarten Enrollment

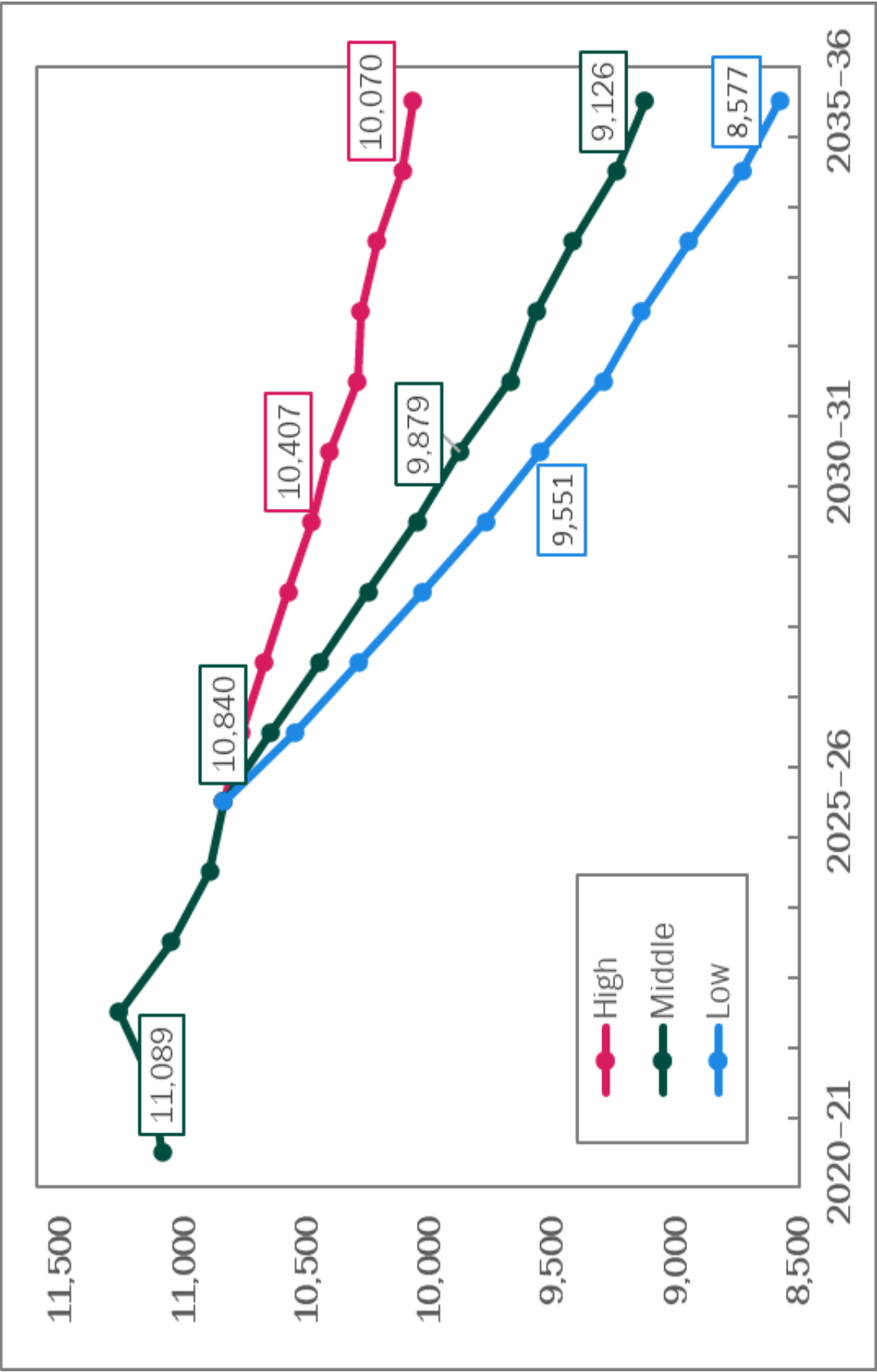


Notes

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 19-20 birth year includes births from September 2019 to August 2020, which is the 25-26 K year). The ratio is calculated by dividing K enrollment by the births five years earlier (e.g., 25-26 K divided by 19-20 births). Births from 2025 to 2030, which inform K classes beginning with the 30-31 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates. Darker shading represents higher values and lighter shading represents lower values.

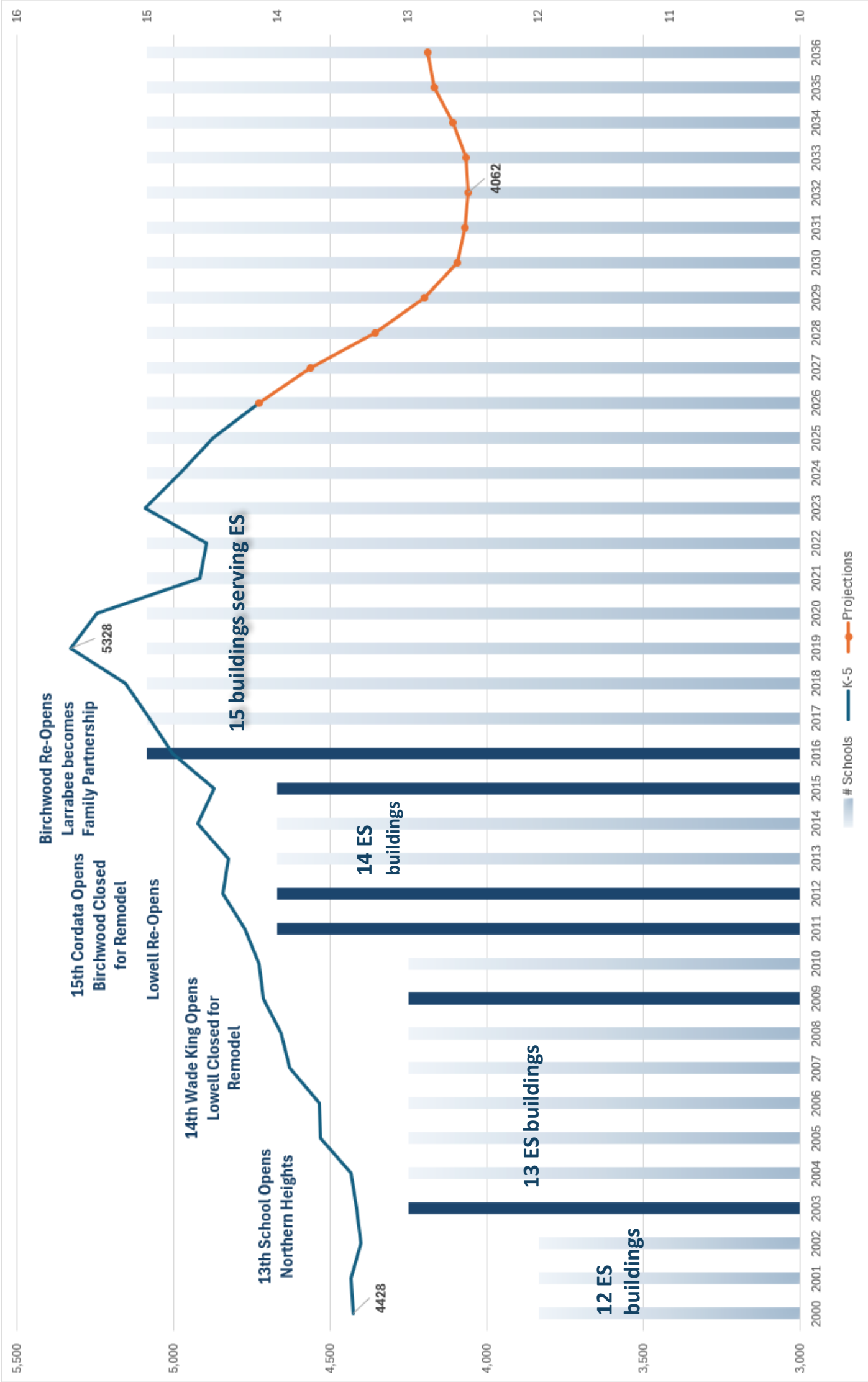
“Comparing 2025–26 K enrollment with 2019–20 births, FLO derived a K-to-birth ratio of 0.80, meaning that, for every 100 children born to district residents, there were 80 children enrolled in BSD K five years later.”

Districtwide K-12 Enrollment Forecasts: Low, Middle, and High Scenarios



Sources

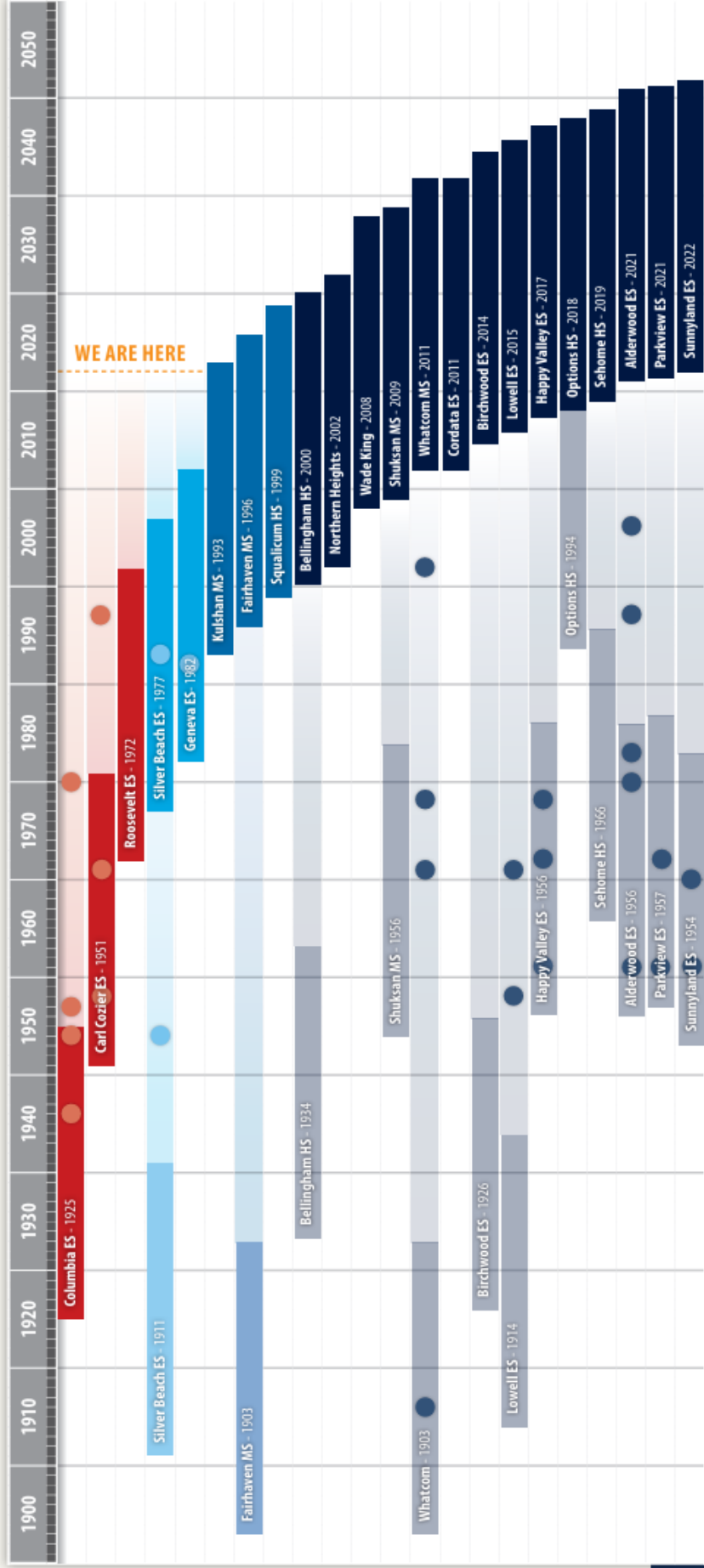
Bellingham School District 2020-21 to 2025-26 (October headcount) enrollment.
FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).



Topic 2:

Facilities Conditions

School Facility Timeline



MAINTAINED & MINIMAL MODERNIZATION

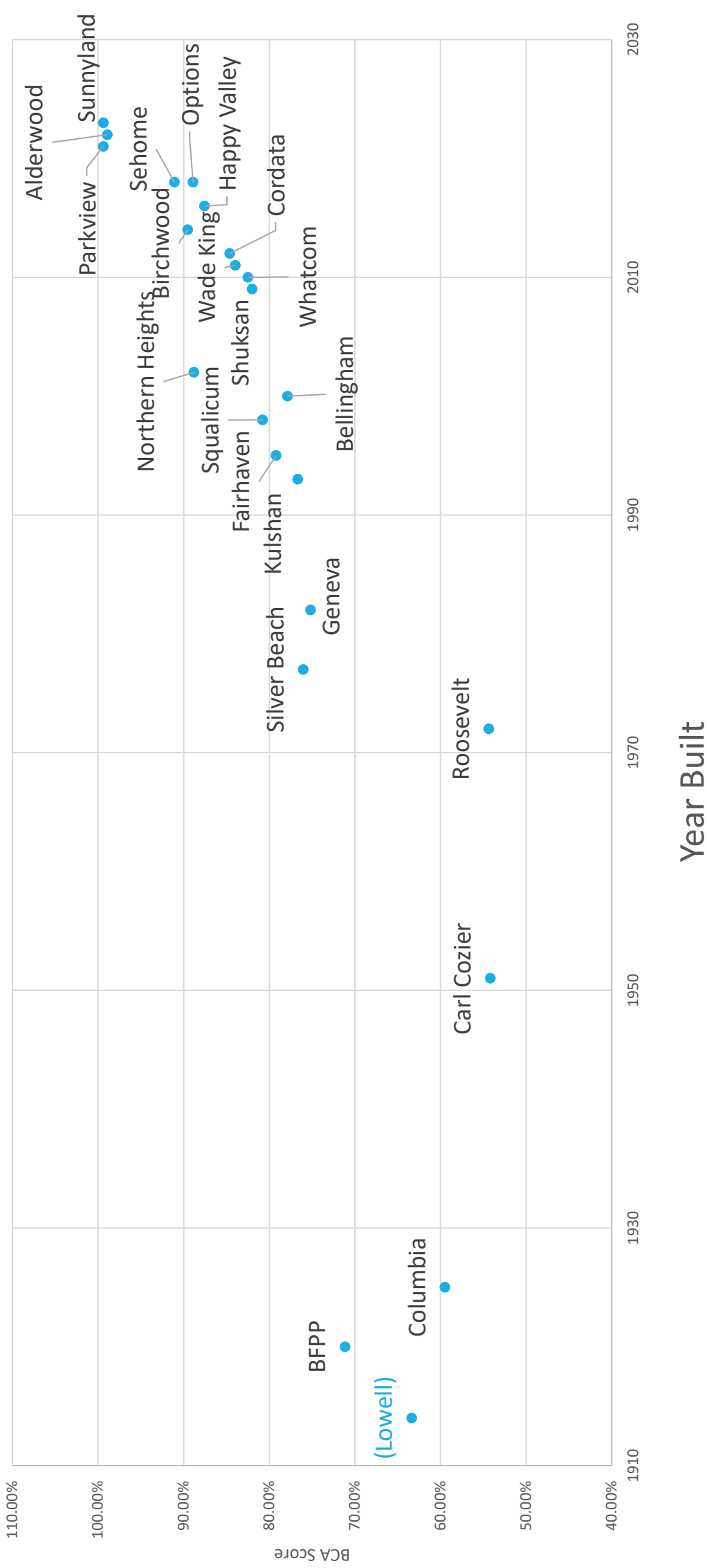
GROWTH & REPLACEMENT - 1980s

GROWTH & REPLACEMENT - 1990s

GROWTH & REPLACEMENT - 2000s

CIRCLES DESIGNATE YEARS OF MAJOR MODERNIZATIONS AND/OR ADDITIONS

Building Condition Assessment Scores



Topic 3: Budget Considerations

Potential Cost Savings

School Administration (Principal, Dean, Admin Asst, Supervision)	↑	\$600k - \$650k
School Support (Library, Counselor, Coach)	↑	\$300k - \$350k
Custodial/Food Services	↑	\$250k - \$300k
Utilities	↑	\$100k – \$150k

Estimated savings are **at least \$1M**. Higher salaries due to staff experience and the size of the school increases estimates to \$1.3M - \$1.5M.

This estimate includes all funding source but excludes one-time costs incurred during restructure. Those costs will depend on the future use of school (closing or repurposing).

State Funding: Prototypical Model

Prototypical Model			Prototypical Model Current Columbia	Proposed Staffing Current Columbia
# STUDENTS	400		167	167
Principal	1.000		0.52	1.00
Assistant Principal	0.253		0.00	0.00
Office Support	2.088		0.87	1.63
Counselor	0.311		0.13	0.50
Library	0.663		0.28	0.81
Custodian	1.657		0.69	1.75

Prototypical Model funds 42% of proposed staffing costs

2022
Bond
Dollars

Bond Projects	Timeline	2022 Bond Funded	Project to Date	Remaining Bond Funds
Community Transitions	In Process	17,650,000	17,650,000	-
Elementary School Rebuild & Planning ES #15, Carl Cozier, Roosevelt, Columbia	Task Force	54,600,000	6,320,000	48,280,000
Complete 2018 Bond Projects				
Outdoor Learning Site	Feasibility	1,400,000	400,000	1,000,000
District Office	Complete	22,600,000	22,600,000	-
SQHS & BHS Fields	Complete	5,700,000	5,700,000	-
School Improvements				
Cordata Parking & Signage	Complete	1,750,000	1,750,000	-
KMS Addition	Complete	5,400,000	5,400,000	-
KMS Turf Field	Complete	5,000,000	5,000,000	-
Facility Improvements, including Safety, Sustainability & Accessibility	Complete	4,400,000	4,400,000	-
Inclusive Playgrounds				
Silver Beach	Complete	1,500,000	1,500,000	-
Northern Heights	Summer 2026	2,000,000	150,000	1,850,000
Geneva	Summer 2026	-	-	-
Wade King	Permitting Only	-	-	-
		\$ 122,000,000	\$ 70,870,000	\$ 51,130,000



Exercise: Our Elementary Schools

We have been building our new facilities to be 3 section schools holding ~ 400 students

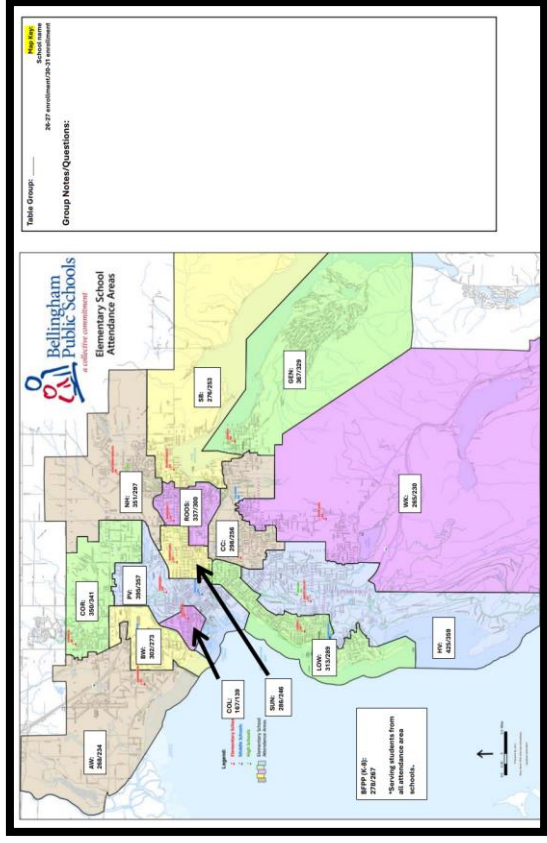
	2018	2025	2028
ES Enrollment	5197	4617	4122

14 schools avg	371	330	294
13 school avg		355	317
12 school avg		385	344
11 school avg		420	375

Group Exercise: Restructure 15 ES sites

As a Table Group...

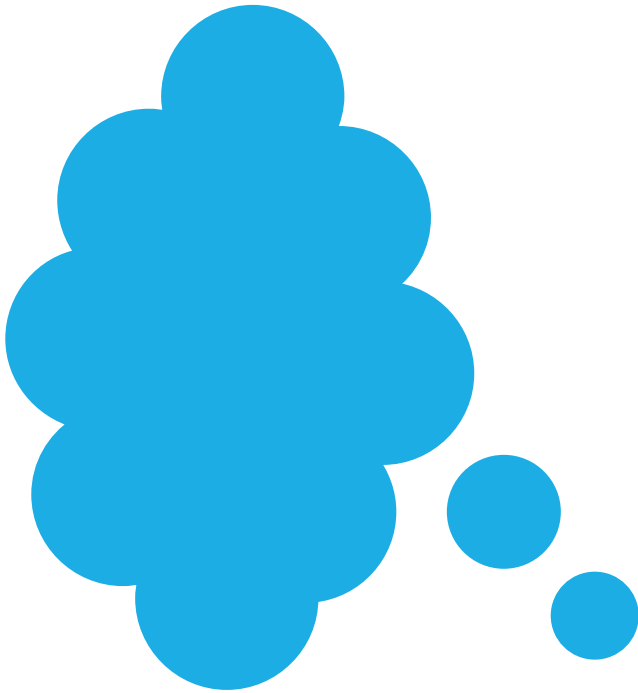
- Use the map at your table to brainstorm possible scenarios.
- Question: Is there a way to restructure our current 15 elementary sites, with a goal of each site being closer to about 350 students.
- Record your thinking on the smaller map – draw lines, make notes, jot down questions.



Your group might consider factors such as reduction in the number of sites, facility planning, building condition, equity, reasonable transportation and neighborhood impacts.

School	Year Built	Gross Sq Ft	Number of Classrooms	Free & Reduced Lunch Qualification %	2026 Enrollment	2030 Enrollment Forecast
Alderwood	2022	63,854	25	58.9	268	234
Birchwood	2014	42,007	17	54.2	302	273
Carl Cozier	1951	47,220	19	45.2	298	256
Columbia	1925	33,600	14	18.5	167	139
Cordata	2012	54,232	24	62.8	350	341
Geneva	1982	48,115	23	24.6	367	329
Happy Valley	2016	59,315	23	40.7	425	359
Lowell	1914	46,820	20	30.7	313	289
Northern Heights	2002	50,171	22	33	351	297
Parkview	2021	61,572	25	48.1%	395	357
Roosevelt	1972	48,905	21	44.9	337	300
Silver Beach	1977	55,304	25	20	276	253
Sunnyland	2023	66,716	25	41.3	286	246
Wade King	2011	50,640	24	19.3	265	230
BFPP* (K-8)	1920	18,260	7	33.6	278	267

Sources: Bellingham School District October 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (consistent with district-wide middle scenario). 26-27 Title I FINAL F&R Lunch Information @ 10/1/25, posted by OSPI Apr 3, 2026.



Reflections Feedback Wonders
