

Enrollment & Capacity Planning Community Survey - September 2026

Generated on: 2026-09-25

Participation Stats

Responded	5830
Completed	4279 (73%)

Languages

Language	#	%
English	5533	95%
Chinese (Simplified)	87	1%
Spanish	58	1%
Russian	38	1%
Korean	30	1%
Chinese (Traditional)	25	<1%
Japanese	20	<1%
Portuguese	11	<1%
Hebrew	7	<1%
Ukrainian	7	<1%
Persian	6	<1%
Romanian	2	<1%
Turkish	2	<1%
Arabic	1	<1%
French	1	<1%
Hindi	1	<1%
Indonesian	1	<1%

Survey

Question 1: Budget: LWSD's General Fund is currently balanced, but revenue has not kept pace with required costs. Despite incremental state funding increases, a gap remains. LWSD has cut more than \$15 million (2.5%) since 2023-24, and further reductions may be needed by 2029-30 to balance the budget.

How familiar are you with this situation?

Answered: 5830 | Not answered: 0

Item	#	%
Not at all familiar	1998	34%
Slightly familiar	1698	29%
Moderately familiar	1351	23%
Very familiar	585	10%
Extremely familiar	198	3%

Favorability Score: 13%

Question 2: Enrollment: LWSD grew by 31% from 2008 through 2019. Since 2019, the district has declined 3.1%. LWSD's demographer is projecting an additional decline in enrollment of 14.8% by 2035.

How familiar are you with the district's declining enrollment?

Answered: 5705 | Not answered: 125

Item	#	%
Not at all familiar	1750	31%
Slightly familiar	1635	29%
Moderately familiar	1356	24%
Very familiar	762	13%
Extremely familiar	202	4%

Questions 3-12: When evaluating potential changes, how important are the following considerations? (Select one response for each item.)

Question 3: Students attending schools close to home

Answered: 5305 | Not answered: 525

Item	#	%
Not important	67	1%
Slightly important	221	4%
Moderately important	847	16%
Very important	2042	38%
Extremely important	2128	40%

Question 4: Maintaining stable school assignments over time

Answered: 5305 | Not answered: 525

Item	#	%
Not important	33	1%
Slightly important	102	2%
Moderately important	537	10%
Very important	2159	41%
Extremely important	2474	47%

Question 5: Preserving neighborhood school communities

Answered: 5305 | Not answered: 525

Item	#	%
Not important	95	2%
Slightly important	280	5%
Moderately important	926	17%
Very important	1929	36%
Extremely important	2075	39%

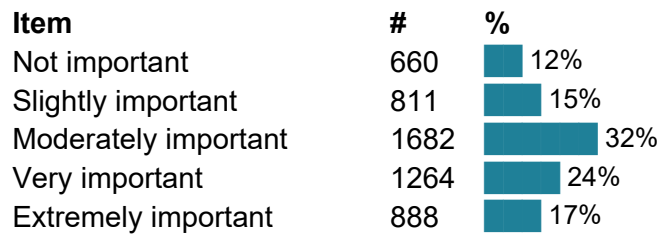
Question 6: Efficient use of taxpayer-funded facilities

Answered: 5305 | Not answered: 525

Item	#	%
Not important	69	1%
Slightly important	189	4%
Moderately important	988	19%
Very important	2018	38%
Extremely important	2041	38%

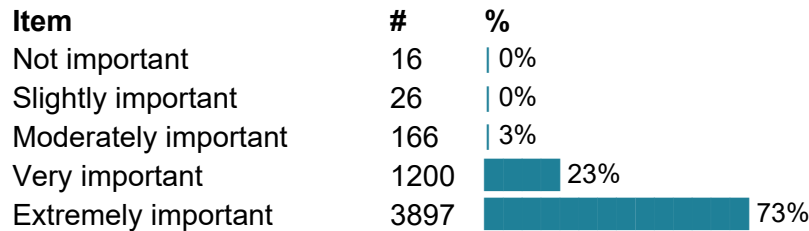
Question 7: Reducing reliance on portable classrooms

Answered: 5305 | Not answered: 525



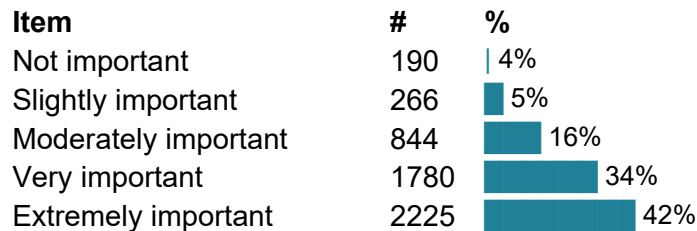
Question 8: Maintaining strong academic programs

Answered: 5305 | Not answered: 525



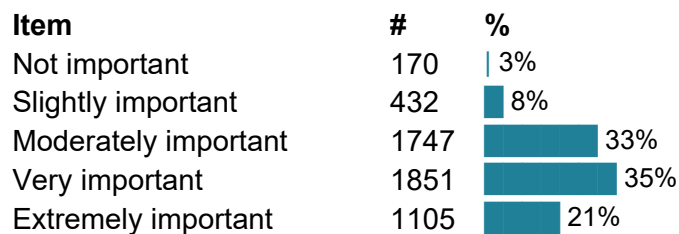
Question 9: Providing equitable access to programs and services

Answered: 5305 | Not answered: 525



Question 10: Maintaining predictable feeder patterns

Answered: 5305 | Not answered: 525



Question 11: Minimizing transportation time

Answered: 5305 | Not answered: 525

Item	#	%
Not important	130	2%
Slightly important	449	8%
Moderately important	1589	30%
Very important	1903	36%
Extremely important	1234	23%

Question 12: Preparing the district for future enrollment changes

Answered: 5305 | Not answered: 525

Item	#	%
Not important	132	2%
Slightly important	502	9%
Moderately important	1788	34%
Very important	1990	38%
Extremely important	893	17%

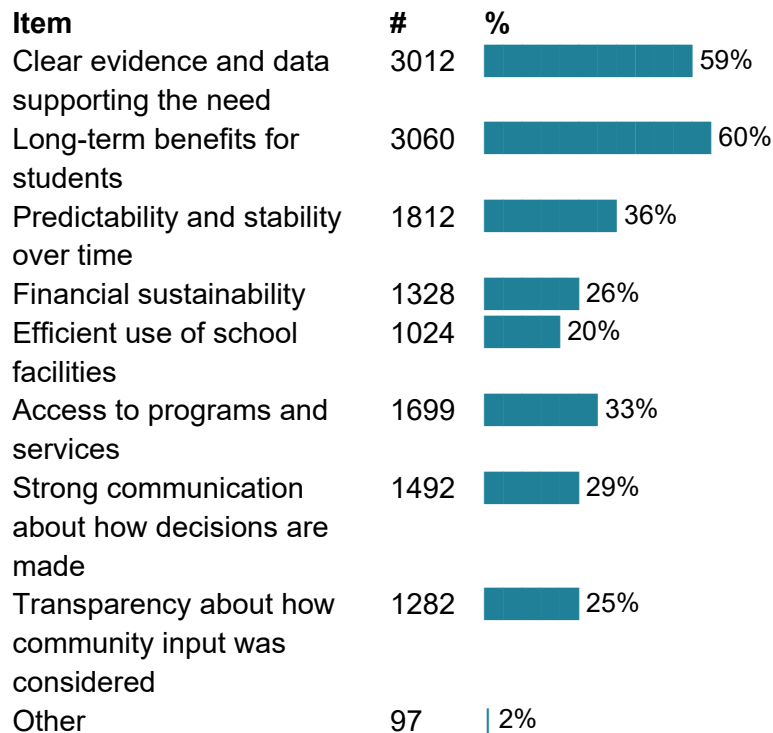
Question 13: Which THREE considerations should receive the greatest weight when decisions are made? (Select up to three.)

Answered: 5204 | Not answered: 626

Item	#	%
Students attending schools close to home	2844	55%
Maintaining stable school assignments over time	2347	45%
Preserving neighborhood school communities	1567	30%
Efficient use of taxpayer-funded facilities	1512	29%
Reducing reliance on portable classrooms	322	6%
Maintaining strong academic programs	3899	75%
Providing equitable access to programs and services	1467	28%
Maintaining predictable feeder patterns	373	7%
Minimizing transportation time	645	12%
Preparing the district for future enrollment changes	419	8%

Question 14: If changes are necessary, which factors would be most important in determining whether a proposed solution is reasonable? (Select up to three.)

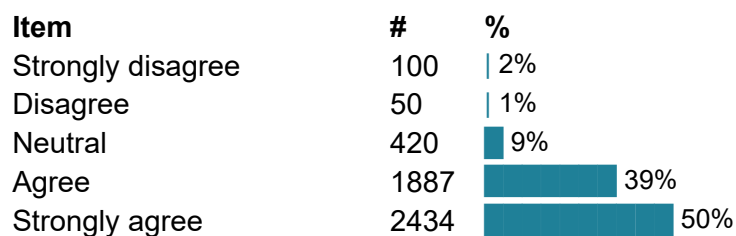
Answered: 5073 | Not answered: 757



Questions 15-23: A decision would be easier for me to support if the district: (Select one response for each statement.)

Question 15: Clearly explains why action is needed.

Answered: 4891 | Not answered: 939



Question 16: Uses consistent criteria across all schools.

Answered: 4891 | Not answered: 939

Item	#	%
Strongly disagree	95	2%
Disagree	129	3%
Neutral	654	13%
Agree	1885	39%
Strongly agree	2128	44%

Question 17: Shares data openly and transparently.

Answered: 4891 | Not answered: 939

Item	#	%
Strongly disagree	75	2%
Disagree	28	1%
Neutral	182	4%
Agree	1502	31%
Strongly agree	3104	63%

Question 18: Demonstrates how student learning and student opportunities were considered.

Answered: 4891 | Not answered: 939

Item	#	%
Strongly disagree	72	1%
Disagree	21	0%
Neutral	227	5%
Agree	1632	33%
Strongly agree	2939	60%

Question 19: Seeks community input before recommendations are finalized.

Answered: 4891 | Not answered: 939

Item	#	%
Strongly disagree	63	1%
Disagree	55	1%
Neutral	484	10%
Agree	1652	34%
Strongly agree	2637	54%

Question 20: Clearly explains how community feedback informed decisions.

Answered: 4891 | Not answered: 939

Item	#	%
Strongly disagree	70	1%
Disagree	64	1%
Neutral	588	12%
Agree	1965	40%
Strongly agree	2204	45%

Question 21: Provides transition support for affected students and families.

Answered: 4891 | Not answered: 939

Item	#	%
Strongly disagree	68	1%
Disagree	86	2%
Neutral	498	10%
Agree	1725	35%
Strongly agree	2514	51%

Question 22: Explains why alternatives were considered or not advanced.

Answered: 4891 | Not answered: 939

Item	#	%
Strongly disagree	62	1%
Disagree	48	1%
Neutral	404	8%
Agree	2106	43%
Strongly agree	2271	46%

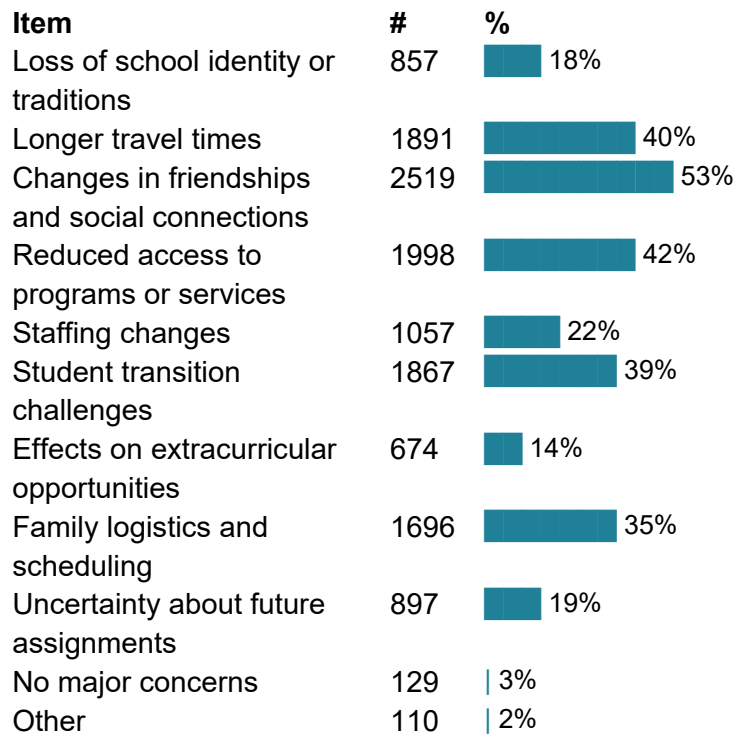
Question 23: Communicates early and often throughout the process.

Answered: 4891 | Not answered: 939

Item	#	%
Strongly disagree	56	1%
Disagree	28	1%
Neutral	335	7%
Agree	1786	37%
Strongly agree	2686	55%

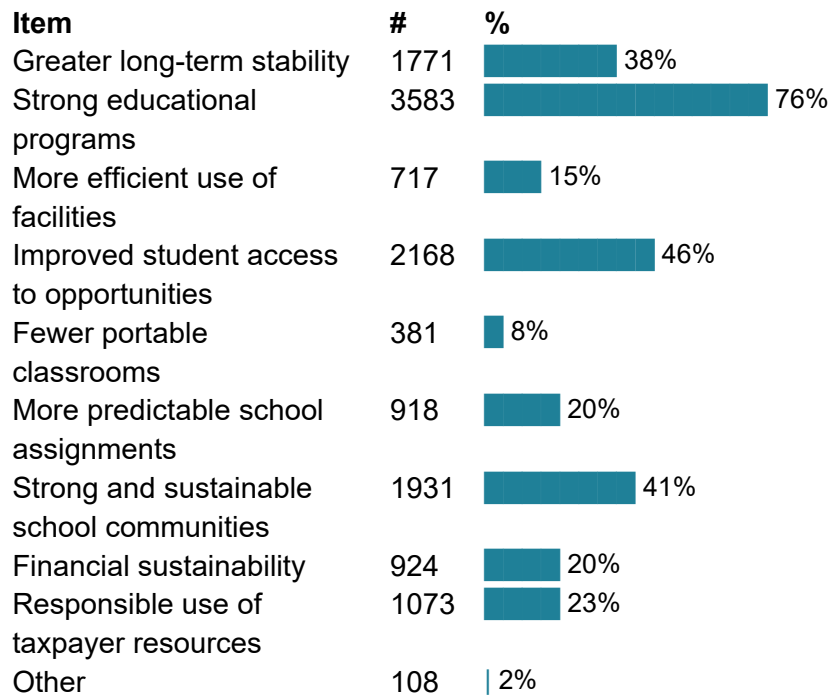
Question 24: What concerns would you have if enrollment-related changes were implemented? (Select up to three.)

Answered: 4780 | Not answered: 1050



Question 25: What outcomes would you most hope to see from any changes the district may consider? (Select up to three.)

Answered: 4703 | Not answered: 1127



Question 26: What should district leaders keep in mind as they evaluate potential enrollment and capacity solutions?

Answered: 4488 | Not answered: 1342

Comments:

- N/a
- Good use of taxpayer dollars and what is best for all students in a sustainable way.
- There's a perception in the Finn Hill neighborhood of Kirkland that thirteen or so years ago, when similar decisions were made for Thoreau and Sandburg boundaries, that wealthy families in the Holmes Point area lawyered up because they didn't want their kids attending school with poorer students at Thoreau. Many folks here believe that LWSD gave into this demand under legal threat. And as a result, some families that live closer to Sandburg were moved to Thoreau to accommodate those wealthy families. This re-boundary process happened before my family moved here, so I did not track the process back then.

I share this because, if it's not true then this community will likely need focused transparency to avoid similar rumors this time. Folks are still upset about it. And if it is true, then we need additional focus on socioeconomic diversity in school boundary planning.

- Closing schools would negatively impact small school communities. School traditions and culture are important parts of safe communities.
- Demographic changes are difficult to predict and depends on many ongoing factors. Decisions that are difficult to reverse, such as school consolidation and closures, should be last resort. When a school closed, families are likely to seek other options if possible. This creates incremental economic disparity (more economically advantaged families are more likely to seek private education to provide stability, which decreases enrollment as well as contribution to school environment/funds outside of state funding), and lack of stability in a district will have an overall negative effect on future enrollment.
- Timely and open communication. Distance of schools
- Administrative bloat, misuse of funds for political virtue signaling. Expand options when looking at budget shortfalls.
- As district leaders evaluate potential enrollment and capacity solutions, they should consider both the immediate capacity needs and the long-term impact on students and families. Decisions should prioritize student well-being, equitable access to educational opportunities, reasonable commute times, and the stability of students' learning environments. Leaders should also use enrollment data and community input to understand how different solutions would affect individual schools and neighborhoods. Most importantly, the district should communicate clearly and transparently throughout the process.
- Asking families and staff for ways to create cost savings.
- ...
- Adjusting to the current situation, and preparing responsibly for the future
- I think redoing the boundaries should be done before closing schools
- Regarding capacity don't increase number of kids in one class room so teacher student ratio get imbalance
- Considerable overcrowding at RHS for many years. We're on our 3rd child attending. Also, there is a small cohort of students each year (only ~10) that are shuttled to Evergreen MS, then to RHS. Is there an improved way for feeder patterns to stay consistent as the rest of the majority of students?
- Staffing needs to be commensurate with student needs.
- IEP support, special talented kids

- Transportation times/distance, access/capacity to enrichment / after school activities
- Consideration of where current students are attending school and reducing the impact of potential school closures or moving students to other schools is important. Maintaining as many jobs as possible at a school for teachers, admin, and staff is also a major consideration as peoples livelihoods are important especially in this economy. As a way to try to keep schools open, it would be helpful to consider what potential programming could align with existing schools to use spaces in other ways to help keep doors open. Whether that could be early learning programs or other community groups using spaces in the daytime, being cognizant of other groups that could rent/help with costs of keeping doors open is something to consider.
- Impact on teachers
- Transparency and fairness are key.
- Keep an eye on class sizes. Larger class sizes in grades 2-5 are impacting education and student/teacher connection.
- Keeping the classroom smaller size and HS classroom should keep it smaller size as well.
- Prioritize high school and middle school impacts over elementary schools. Younger students are more adaptable and can adjust to change more easily. Also, please consider how current highly capable programs like Quest have contributed to inequities, resentment amongst students and parents, logistical and cost issues in the district. All students should be considered equally by the district.
- The arts, humanities, and world language offerings along with support & intervention services must be preserved rather than reduced or cut.
- Neighborhood schools are very important especially for elementary grades.
- Strong education values
- the ages of buildings, which buildings are currently housing other or extra programs.
- 1. Be honest that we're making these changes for budgetary reasons and don't pretend that these changes are good for students. 2. Make the cuts that are necessary and then STOP CUTTING. It has been really disheartening to feel like more and more programs are being cut every year (e.g. 7 --> 6 periods, elementary band, metro bus service, etc.)
- To make sure all communities are represented, the district needs to recognize that families communicate and participate in different ways. Surveys and emails may work well for some families, but they may not reach everyone. Small group meetings at school during the workday, going to families; many complexes have meeting areas that you could visit.
- Communicate early and often, school assignments affect families housing decisions.
- Highly capable programs
- Long term sustainability and stability
- Maintaining stability for currently enrolled students.
- Maintaining staff
- Use the opportunity to decrease class sizes so that students can get more direct support from district staff.
- What is the core of an excellent public education for all students at all levels of development.
- Washington school district
- You are entering a no-win situation. Make the hard decisions and move on.
- Maintaining all existing school communities.
- all factors already listed
- Consider consolidating elementary schools. For middle and high school you should use empty elementary schools to help shift the load of high capacity.

- If enrollment grew 31% and now it's only expected to fall a total of 17% then I'm wondering why drastic changes are even necessary? Schools were still overcrowded so it seems like a 17% reduction could only make things better at any given school? For example - better teacher/student ratio, less crowded classrooms, less reliance on portables, more access to programming etc. I could understand drastic measures if enrollment rose 31% then fell by 35% but that's not the case so I'm confused. Over the years it just seems like LWSD is mismanaging funds the having to "correct" things under the guise of it "being better for the students" when it's actually not at all better for the students. I don't trust the LWSD administration at the district or school level(s).
- Evaluate the most likely demographic changes, and don't over-focus on the extremes.
- All factors mentioned in the survey.
- I'm not sure I have more additions than the considerations already listed
- Keeping kids at their neighborhood schools is most important
- We should consider closing some of the smallest schools; I know that's hard and easy for me to say because my kids don't attend the schools likely to be closed, but it makes financial sense.
- Special education access
- Communication to those likely to be affected as soon as possible would be ideal. As would current update on neighborhood attendance trends.
- Keeping kids close to their homes and the schools they are currently attending
- Should consider the effect this will have across all departments, not just the schools, to ensure we understand the full impact. It is also important to be transparent throughout the process and communicate any potential changes as early as possible.

Providing adequate notice gives employees time to prepare and explore other opportunities if necessary. Rather than providing only 30 days' notice, a longer notification period of 3 to 4 months would allow employees more time to make informed decisions and plan for the future.

- Not everyone is going to support changes needed
- Service Professor
- Use the tax-payer's money smartly and do not waste the fund on unnecessary expenses.
- How Students and their families would be affected if they were asked to attend a school further from home.
- Enough qualified staff and resources available
- Understanding not every family can afford a house and we want our children to be allowed to attend the same school through out the allotted time
Frames and having to move regularly is very disruptive to students and for future planning .
- District leaders should consider the impact to educators and students.
- Any student already in high school should NOT be moved and siblings should not be separated into different schools. My son would be a junior and my daughter a freshman in HS and I do not want them moved at this stage in their schooling and I do not want them at two different schools. We already got redistricted in elementary school and it was very difficult and traumatic and they never fully developed friendships at their new elementary school as we were moved to a neighborhood that had established friendships and was not easy to break in to the culture.
- NA
- Na
- Giving options for families is key.
- They must consider the children first. The accountability to a good and fair education thru federal law for all children including those with learning disabilities. Fair testing for

disabilities and following thru on results of testing with proper programs that meet their needs and be held accountable.

- Somehow maintain academic integrity and meeting the needs of the population served given the population declines & geographic shifts in housing.
- N/A
- Give plenty of lead time for parents and kids to adjust to the change
- Please ensure that only students who live within the Peter Kirk attendance area attend the school. It is already overcrowded, making drop-off and pick-up extremely difficult.
- Everything
- That revamping schools with your budget rather than building new ones should be a priority.
- Strong educational programs
- Staff need to be notified early and often about how solutions will impact staffing and assignments.
- Our schools are known for strong academic opportunities. If options aren't allowed for academic enrichment and challenge, I worry that families who can afford it will choose private schools.
- It is very hard to predict. Prior to covid we were growing and building and then a massive change and response changed the course of our district. You can't plan for everything - but logistically schools that are very far out of the way of busing should be closed and students reallocated to schools that are in better proximity to feeder schools.
- It should be open for discussion
- That impact of changes made are equitable across the district
- Class sizes are still important.
- changes for families, access to programs, and financial stability
- Moving more kids to choice schools. Kids that are only interested in academics should be filtered to such schools. Athletics are suffering at schools due to the shift in demographics and therefore declining participation numbers. Athletics is a huge part of the schools traditions and the high school experience. Those not interested should be filtered to other schools.
- Too large of school size or class size
- The whole neighborhood needs to go to the closest school to them by driving time.
- Na
- That you need to continue to provide inclusive opportunities for sped students, as well as keeping communities together.
- Highly compensated leadership is not more necessary than retaining staff when the budget is concerned
- Multi-kid families need school communities where kids within elementary and across elementary and middle school can be together.

Do not create separate 'early elementary K-2' and 'late elementary 3-5' schools because that will kill parents of multi-kid families.

Please kill any driving commute of longer than 20 minutes or those families will be cut out of the community.

Please allow flexibility for unique family needs (such as an aligned work commute, in district move or siblings in special programs) to leverage in-district variance into other lwsd schools.

Please prioritize lwsd geographical zoned families other those from outside the district.

Please make sure school infrastructure like bus lanes and car drop off reflect the reality of the community assigned to that school and if the infrastructure doesn't exist then build it!

I think the initial change will be an adjustment but if the logic is sound and there are long term stability benefits families will come around.

- The impact the changes will have on schools - and the SUPPORT the district plans to provide.
- Please keep children in schools close to their homes and avoid changing their schools. Please also inform families before making any changes.
- Support for families with multiple children that may be impacted across grades when determining transition processes and timelines
- Trying to avoid future reductions in staffing at the schools.
- Two big things: 1) choice schools should have to grow like all the other schools, and 2) continuity for students - if they start at a school they should be able to end their tenure at the same school without being moved.
- reasonable capacity
- Don't shrink or get rid of special programs and choice schools.
- Special Education kids and their teams do best with consistency. Constant change sets them back for months each year. It is hard on establishing support systems that are effective.
- District leaders should prioritize student needs, safety, academic quality, and long-term enrollment growth. Decisions should be data-driven, equitable, and transparent, while minimizing disruption to students and families. Families should have clear communication and meaningful opportunities to provide input.
- Friendships and a sense of community, not just academics
- no more to add
- Better infrastructure and less travel times
- Need solutions that will create stability and consistency for students long-term
- Students are not sacks of potatoes, that can simply be shipped around. They are humans with varying needs, hopes, and dreams.
- Travel times, transportation, natural communities/boundaries should be maintained or created.
- Teachers jobs
- How it affects all students; not just those that come from wealth.
- Aim high and provide extra support to those that need it. Please do not degrade the standards so that the lower tier can qualify. Students should not have a ceiling in their learning.
- Prioritize students who live closest to the school and allowing siblings to attend the same school
- Keeping current school zones together as much as possible or neighborhoods together.
- Transparency and maintaining staffing
- Bring back 7 periods
- Not sure
- Consider the size of Inglewood. This building needs consideration above and beyond what is the "middle school standard." We are the largest middle school in the state. The district expects teachers to differentiate for the different needs of students, yet the district does not differentiate for the size of Inglewood.
- District leaders should consider what is best for students first, including strong academic programs, stable school assignments, reasonable travel times, and the needs of families.

They should also use clear data and communicate openly with the community before making major changes.

- I hope they grandfather the students that are seniors so that they can stay in the same school they have been. So their last year is not disrupted
- Quality of public education
- NA
- District leaders should consider student needs, current and projected enrollment, school capacity, transportation, and the effect on families and staff. They should use reliable data, involve the community in the decision-making process, and focus on solutions that are sustainable, fair, and support a high-quality learning environment for all students.
- Student learning capacity
- Keeping children with their community is so important especially elementary school as this is their safe space, the main view of world outside of their home.
- Think about the impact on individual students, particularly those who thrive in small classroom/school settings and who need a lot of support when navigating change
- Do not want any shortcuts on providing strong academics. Do not want staff cut.
- The needs of the students
- 30+ student classrooms are unacceptable particularly for schools with higher levels of IEP and 504 students
- Smaller class sizes should outweigh reduction of staffing.
- Quality education, more funds towards staff/teachers
- Na
- To keep in mind academic standards and opportunities for students instead of making cuts that are easy because they are a quick fix to save the district money due to their own poor budgeting choices. Many students choosing private schools rather than continue at LWSD due to the choices that have been made.
- I care most about the school programs themselves more so than the geography
- -
- Class size. Realistically there is a tipping point where the class will be too big and you are just moving kids through the system not having quality education.
- That secondary schools will not immediately feel the drop in enrollment. And some areas still have growth potential, but the focus is on reduction. How is LWSD responding to both situations? Or, do we only respond to reduction needs and are we ignoring stable areas and growth areas?
- Student and staff needs are met.
- Close all highly capable classrooms, transition those students back to their home school to cultivate inclusionary practices and stronger school communities
- Everyone's time
- Class sizes continue to increase, even though enrollment is going down. We need to hire more teachers and more paraeducators to keep up with the growing demands of our community.
- Being financially responsible and transparent throughout the process - no kneejerk decisions
- Students, families, communities & strong academic programs
- Strong academic programs, first and foremost.
- Please don't do this, kids need stability.
- Provide at least 1 year heads up to help families prepare for the change
- Having equitable classrooms across the district
- Longest term solutions so adjustments are made to communities the least frequency possible.

- class sizes
- Certificated and classified employees are *people* and sweeping changes affect them too. Make sure that they are cared for in this process too.
- When evaluating enrollment and capacity solutions, the district should consider long-term educational continuity and the stability of established neighborhood schools. Geographic proximity alone should not outweigh existing school assignments and community connections. The district should also consider families who chose and purchased their homes based on the existing LWSD school boundaries, especially those who planned for their children to attend schools in the same community from elementary through high school. Any changes should minimize disruption to currently enrolled students and preserve established feeder patterns whenever possible.
- Kid facing focus!
- Examples of flexible enrollment and capacity solutions include adjusting attendance boundaries, implementing grade reconfigurations, expanding choice or magnet programs, and repurposing underutilized spaces for new educational offerings. Districts can also use phased implementation plans, shared campus models, or portable classrooms to respond to changing enrollment patterns without making permanent commitments.
- Please don't move around Quest programs too much. It's really disruptive
- What's best for the students and their families.
- Smaller class sizes should be a north star for evaluating boundaries and school closures. How can small classes be the norm district-wide?
- Remember they are kids and this is not just moving numbers around on a spreadsheet. This impacts their futures.
- Impact on special needs and resources available to them
- The main thing I wasn't really able to address was different answers depending on grade level, ie primary, middle, and senior high. I think there is a big difference between decisions made for young kids vs older teens.
- Keeping strong academic programs, close home to school proximity, class sizes
- stability for students
- We need a program for truly gifted learners, not just academically advanced.
- Make sure that the level of crowds in schools is the same across all schools, and there is no case where in some schools the ratio of students per teacher is drastically better than other schools. Also pay more attention to Highly Capable programs, many kids in these programs have problems that require special attention from teachers (Autism, ADHD, and other disorders). In Ben Franklin 4/5 Full Time Quest program there are 28 students in class which somewhat beats the purpose of these classes being able to offer to these students the support they need. There are several schools whose FTQ students go to Franklin. Perhaps there is a better way to balance the number of students in these classes?
- Ensuring areas that are lower in socio economic status are not adversely affected by these decisions.
- Currently enrolled students should not be forced to change high schools. Any boundary reassignments should happen on a rolling implementation for new incoming students only and those making the elementary-middle or middle-HS transition so they can transition with a cohort.
- The budget
- Understanding the decisions that are being made and feeling like our voices are heard will be the best way for the LWSD community to support decisions being made.
- Actually consider what students and teachers want, unlike when you made the 2025-2026 schedule.

- Time for student extracurriculars
- Proximity to schools
- More math and science lecture
- Sorry, I don't know
- communication and equitable access
- Keeping communities together is important for kids and families
- All families will answer with their hopes. However, they don't see how financial issues impact classrooms. For example, parents will have a hard time if they get to stay at their closest school, but end up with very large class sizes and teachers unable to give enough attention to their child.
- n/a
- Definitely compare school location and check on the probability around enrollment based on the location of the school.
- transparency
- A recent quest change in school assignments resulted in students needing to go far away, not correctly registered, and without buses until parents complained the week before school started. I do not currently have confidence you'd be able to execute well on a large scale change.
- You need to take into account existing school attendance and not change an existing assignment. I am more open to changes for newly enrolled students.
- N/A
- Do not drop enrichment programs or availability
- Job security for educators and student access to extra-curricular opportunities
- Closing schools causes long-term damage.
- The consideration and stability of the student's educational and psychological wellbeing.
- Any proposed solution must balance educational quality with sufficient sleep time for students.
- Implementation rollout transparency, staffing considerations.
- n/a
- No comment
- .
- Keep awesome program
- Balance the budget by eliminating administrative overhead, not closing schools. Lower enrollment is not the problem. We should be able to keep schools open and teach with smaller ratios, a well studied benefit for any school program. There are plenty of opportunities to cut costs without closing schools. Families want close access to schools, small communities, and stability.
- .
- Teacher student ratio
- What is best for students. Split-feeders break up long term friendships and place students in schools where they don't know anyone and it can create a lack of belonging
- A blanket solution cannot and should not be applied. Learning communities are unique, and their support is woven into their greater communities, so the impact will be different across the district. Honor community needs and be aware of vulnerabilities that are specific to each learning community.
- Please consider the fiscal responsibility for ALL locations, facilities and staff within LWSD, not just individual schools. For example, is the Resource Center practicing full fiscal responsibility? It's a pretty luxurious building, that provides free parking in a prime downtown location to its staff. Is the warehouse facility practicing full fiscal responsibility? I see a huge

amount of waste and duplicated purchases because there doesn't seem to be an effective district wide inventory policy.

- The kids need to be at the forefront of every decision. More crowded classrooms is NOT the answer.
- Transparency
- You cannot claim capacity issues while my child sits in an overcrowded classroom. Stop cutting teachers and closing classrooms to balance the budget. Cut top-heavy administrative overhead and district oversight instead—our community needs funded schools, not more bureaucracy.
- Transparency and good transition
- Impact on student's academic and social progress
- Effect of support systems of students and the upheaval associated with it.
- Kids should be prioritized. And currently enrolled kids should be in same school
- N/A
- roll of and effect on teachers/staff
- I know that it can be hard to adjust to changing schools or school communities, but I think that this is vital to rebalancing the class sizes of elementary classes as well as ensuring that the resources we do have are better distributed so that some schools are not packed to the brim with teachers working overtime to meet the needs of students while other schools are so small that they are not using all of their space.
- Job preservation for teachers
- Budget, continuity
- This will be my 4th boundary change since I've been a parent in LWSD. That seems excessive and short sighted.
- *
- Please make the best decision for your consumers, aka the students and their families.
- Evaluate best learning environments
- How to help students with best teaching methods and assignments
- Acceso a los programas, tráfico, estabilidad en programas y financiamiento.
- Keeping a strong education program for students with minimal financial impact to families
- Students and families identify strongly with a particular school. Moving a student to a different school, or closing their school can bring about a big emotional impact.
- Keep the neighborhood to one school. Do not put a neighborhood or a housing community into multiple school boundaries.
- school and neighborhood culture
- Best use of district resources
- The long term strategy should take into account enrollment changes. Updating or other construction projects should only be pursued if enrollment supports the use of that facility.
- Making a concerted effort to reach non english speaking communities, communities that are not tech literate, communities. Having strong and diverse community outreach efforts.
- Already answered
- Keeping local communities together
- Stability for students and access to different programs are important.
- Class size. When we have lower enrollment, the district does not provide enough teachers to reduce class sizes. Just because enrollment is decreasing doesn't necessarily mean we have to reduce or teaching staff. This would allow for our students to have a better teacher to student ratio. Especially with increased 504 plans and IEP's.
- academic

- Transparent communication about FTE and staffing decisions between the district, building principals, and teachers affected by staffing cuts
- NA
- All students. Stop gearing schools only to the highest performers.
- What will keep students feeling stable and supported in their community.
- Changes should not affect the learning process. Parents relocate to the district seeking the best school education, and such changes would disrupt the logistics and introduce numerous alterations.
- District leadership should ensure that teachers are considered as a part of their learning communities. Commutes, reassignments, and cuts hurt not only us, but any stability we provide for our students and families.
- You are serving real people with potentially sensitive and fragile populations; please consider the human toll on each child impacted with more weight than lobbying or other private interests. There are communities at stake - not corporations.
- Data, equity, and community impact. Consider enrollment trends and have transparent communication.
- Maximize students academic and extracurricular opportunities while removing any financial boundaries to best of ability.
- best interest of students and staff
- The region is a growing tech hub - high income families have alternatives, so keep the education standards and quality standards high.
- Making school communities geographically too large for easy access to schools for families
- Parents are going to be upset so just share as much data as possible along this process.
- I
- Don't know
- Doing the best things for current students while ensuring sustainability for the future.
- community impact, financial sustainability, and educational equity.
- fcgf
- Neighborhood walking schools are so important for families with younger kids
- Small schools are awesome! I do not want to send our children to large mega schools.
- NA
- Being open and flexible
- Access to childcare
- Maximum Class sizes need to be reduced.
- There should be a 3% to 14% reduction in leadership, not only teachers.
- Efficiency of resources and best use of taxpayer money
- NA
- Ideally if changes are made they can stay consistent for years to come
- Not to be swayed by privileged parents, but to do what is best for students in the long run.
- A lot of the community will have ideas on what should happen, but I would hope data and actual information would be used to inform decisions instead of loud, angry community voices.
- Re-assignment of teachers from closed school locations should be considered based on where those teachers live. A teacher who has worked at Wilder for years and is established in the Redmond community should not be placed at a school in a completely different learning community without their consent.
- the change families will have to go through. keeping in mind working parents schedule and the effort it goes to transition.
- NA

- Moving students from elementary schools that have exceeded capacity to schools nearby that are under capacity.
- We are a large district, please keep in mind transit times for students and staff. Please communicate clearly in the reasoning for decisions and changes. Please inform staff shortly before the public so that they have time to process and prepare for fielding questions from the public.
- How these transitions will affect students.
- I'm worried choice schools will be closed, but I think choice schools add something very special to this district. I hope they will remain open.
- It's a difficult problem, and there aren't solutions that will make everyone happy.
- Our small size is a strength, not a weakness. Smaller classes let teachers know each child individually and catch struggles early — something larger schools can't replicate.

Closure would also hit families hard. Many of us built our routines, jobs, and childcare around this school's location. Longer commutes and disrupted routines aren't minor — for working families, they're a real hardship, especially during an already difficult transition.

This school isn't just a building — it's a community hub. Closing it doesn't just move students; it breaks something families rely on.

- Students and teachers benefit from stability.
- Having schools sit empty is a horrible use of tax payer money. We need to think before we build which this district hasn't done in years
- na
- We already pay a whole lot in taxes.
- Avoid closing schools rather distribute better
- It's about kids, not just numbers
- -
- Student to teacher ratio
- We went through a staff reduction exercise a year or so ago with little net change, and it is unclear when we will see the impact of the federal voucher program. Clear communication with staff (as part of the community) matters deeply to the people doing the work.
- The many communities who might be affected by these changes
- Please consider needs of special needs students also in this transition even if they are not a statistically significant population.
- High quality education and impact to families for managing change, schedules and logistics.
- N/a
- consideration to reevaluate the decision if the situation changes.
- Disruptions to students social connections especially in lower grades
- Actually look at neighborhoods and demographics and keep kids near schools
- The students and staff most importantly all other things can be managed.
- Quality of education cannot be compromised - academics, extracurricular curricular, quality teachers, student/teacher ratios, stress levels of students, supportive school environment.
- Student impact first and always.
- Neighborhood schools are very important. It would be better to move kids or programs (ie Quest, preschool etc) to them rather than close them. Community is important and losing

that would be a huge loss for the district. There was ways to shift the boundaries that can alleviate stress in the over crowded schools and allow the smaller ones to remain open.

- If there is a plan to consolidate schools, the district should consider adding buses so the transportation time can be kept as minimal as possible for kids. This year my 3rd grade FTQ student is spending 90+mins on commute every day because of the decision to move FTQ from Thoreau to Franklin. It is very inequitable for kids/families living in North Kirkland/Juanita area
- Over crowding at some schools while others are declining in numbers.
- Keep Wilder Elementary open
- H
- Get rid of lottery for choice schools instead students should be offered the opportunity to test in choice schools
- Consider shifting school boundaries west if that is where there is excess classroom capacity. Keep safety in mind for kids who walk and ride bikes to school.
- District should keep in mind how the decision will affect families and neighborhood communities.
- Make reductions in superintendent and other high ranking district positions pay in order to offset budget cuts or school closure. No one wants to see a district close a school right after giving pay bumps to big wigs.
- Student's opportunities to strengthen academic achievement and financial balances.
- Consider making the changes a rolling change that doesn't impact current enrollment.
- Her öğrencinin eşit şartlarda eğitim ve sosyal aktivitelerden faydalanabilmesi.
- N/A
- Class sizes should not be getting larger because of this.
- If you ignore community input, you risk making the enrollment problem worse
- Smaller classroom size is better! Keep communities together
- NA
- It would be interesting to understand why enrollment has declined while population has exploded in the area. What are missing from public schools that are driven parents to seek private schools.
- There is enough teachers, the classroom is not crowded, student don't be separated from their friends and that the student get the best education
- These seem like frequent challenges that ebb and flow over time like a pendulum. I think it's important to maintain a broad perspective of how things have been in the past and how things might shift, again and again, in the future. Prioritizing strong academic programs and school/neighborhood communities that support our kids is key.
- Avoid staffing cuts and keeping school communities intact
- Actually listening to staff and families. Transparency and explanations has been lacking in the past.
- They should be making data-based decisions, but also remembering the human factor and how changes will impact staff, families, and students.
- Listen to community opinions
- There continues to be more money poured into central administration and less poured into staffing/students. The cuts need to be put into students and staff. More forward thought on enrollment projections instead of just building new schools each time.
- n/a
- How are choice school enrollments impacting enrollment at traditional schools and the equitably of choice schools.

- All kids are equally enrolled in the classes. There should be inclusive program for special needs kids in each class with para support.
- Quality and ease of access of public education
- -
- n/a
- Distance to school is important for students and their families.
- Will there be too much elementary teachers?
- Consider how consolidating schools could make public schooling an unappealing option for some families resulting in the them going the private route.
- Fill Quest classes, especially at the middle school level. Allow for self-selected enrollment based on criteria or benchmarks, such as a certain SBA score or teacher recommendation. Allow single-domain honors level students to enroll in Middle School Quest, e.g. only QELA/SS or only advanced math. There are "single domain" students who can and should be challenged in ELA but cannot enroll because they are on grade level in math.
- We are more than numbers on a spreadsheet. Explore cuts that are not directly affecting students. Executive level salaries are inequitable.
- N/a
- Moving children at any age, but specifically middle and high school, away from their established friends/community is going to be extremely difficult on the students and families.
- Efficient and equitable use of funds and facilities
- Special student needs
- Pay particular attention to special needs kids with IEPs as transitioning teachers, environments and access to specialist is critically important.
- Schools with lower enrollment are excellent school communities and should not be closed.
- We already have transportation issues, so how will that affect children changing schools? Will there be mental health professionals out in place for children who don't do well with changes and loss of established community? The district needs to make sure that they communicate clearly and effectively, because that isn't always the case.
- Higher taxes
- How students are less impacted by the changes
- Positive changes instead of negative impacts.
- Decisions should be data driven along with considering community inputs
- Keeping class sizes smaller so teachers can help all students grow.
- Stable school assignments an flexibility for different schools as per the logistics and retaining the old school
- Distance and travel
Time
- Schools close to home
- The focus on the kids learning ability and education they are getting is the most important thing
- X
- Na
- Impacts on students in terms of having the opportunity to go to a school relatively close to home.
- Communication and transparency is very important. No one likes change, but having all of the facts and information available to families will help to explain whatever decisions are made.

- Change is extremely hard on all of us. Please make decisions that keep us flexible and resilient to future needs and unexpected shifts.
- Smaller neighborhood schools are better for our kids!
- Some introspection about why so many parents have opted for private schooling may be useful for stemming further declines in student enrollment.
- Keep the same opportunities available (ex. clubs, sports, etc.)
- climate of each school and listening to underrepresented voices in community
- I think maintaining staff at schools should be a higher priority, especially staff split between schools that are far from one another. Save everyone commute headaches and maintain stability for students.
- NA
- Transparent
- X
- I hope district leaders will consider the impact on students and families and try to maintain reasonable transportation times; also prioritize the emotional well being of students and access to health resources at school.
- Transitions are hard on kids
- When consolidating schools, will there be room for growth.
- Maintaining the strong community that we have in place.
- The existing school communities, the teacher assignments.
- It appears to me as a family member that the focus on enrollment and capacity has to do with the districts planning for financial stability as a decline in enrollment continues. At the same time, the district continues to implement new curriculum or bell changes or number of periods in the day changes ... More transparency with the distribution of funds that lead to this discussion for such widespread change as potential school consolidation is needed. While financial information is available it is difficult and often misleading to the general community.
- That equitable access shouldn't mean lowering standards for everyone. District should really look at why enrollment at private schools are up vs at public schools. It is not just a function of declining birthrate.
- Clear communication and community input
- Efficient use of taxpayers money
- 無
- High academic achievement is paramount. Strong financial planning so no short term surprises.
- Redraw school boundaries to spread out the students.
- There are areas of the district that are declining and there are areas that are overpopulated. The 3% decline is overall in the district, but not all areas are effected.
- Travel time; strong academics
- I have been here for 30 years, and this is not the first time this has come up and there have been talks of cuts and realignment. I feel that every time this problem comes up the district and the community end up growing and things get bigger not smaller, schools that get adjusted then get outgrown, and overcrowded. I would ask how you can prepare to put things back when the inevitable change goes back and things are now unbalanced in the opposite of instead to much now it is not enough. Grandfathering in families like last time was almost a ten-year process and never feels fair to anyone involved. There has to be a better way of transferring the enrollment without taking making those families who already are feeling disconnected and unsupported to feel like they are just getting shuffled around to

another building that won't even know who they are, be familiar with their customs and community.

- How to alleviate pain during a transition to get to new solutions.
- Please consider that if poor decision-making and lack of communication to Parent communities were to occur, it might actually accelerate the process of an enrollment
- Keep quest program, move if needed but it is so valuable to future leaders. Keep kids as close to home as you can to facilitate friendships and community and reduce parent stress.
- Student should be deprived of good quality education and shouldn't suffer because of these realignments or transfers
- Closing a school doesn't always mean better use of tax payer money. However, I do wonder why older schools are not maintained to last longer. It seems as if we never do any updates to schools to keep them running, like a house. We just run them to the ground.
- .
- Nothing to add - the questions addressed the main area of concern for me.
- Na
- h
- -
- class sizes
- ,
- Transportation challenges if students change schools
- Distance between the school and home
- I do not believe ICS represents the most efficient use of district resources. From my understanding, a significant percentage of students who enter the program do not complete the full six-year pathway. When discussing responsible stewardship of school funds, it is important to evaluate programs based on both their outcomes and long-term participation, rather than maintaining them solely because of their reputation or ranking.

Equity is another concern. Resource allocation across the district does not always appear balanced. For example, Lake Washington High School has undergone major rebuilding projects more than once, while other schools, such as Kamiakin Middle School, have waited much longer for similar facility improvements. As we consider future investments, it is important to ensure that resources are distributed in a way that equitably serves students across the district.

- Keep greater neighborhood areas (i.e., Redmond Ridge) going to the same school, don't split them and have half going to one school and the other half going to a different school.
- Each school should have a hicap program for hicap students so that students can stay in their neighborhood school
- Community is important, but so is equity, which isn't always equal, but meets needs.
- Maintaining close neighborhood schools
- Provide transport to more students to prevent traffic at school and ease to parents who are working
- You must look with fresh eyes. Redesign. Find totally new approach very needed. You have a strong community who would help you if you chose to rely upon them.
- Investigate and address the reasons so many students are leaving the schools to attend private schools.
- Do your best not to move students away from their groups. Don't split middle school students to two different high schools.
- Students overall improvement

- They should keep in mind that staff working at each school rarely live within the attendance area, and that staffing changes or reassignments can impact staff travel times across the district more significantly than students' transportation times.
- Reuse existing resources
- Families moved to the area for the neighborhood schools. If this changes and walking schools are no longer feasible, what transportation will be provided by the district?
- Academic excellence
- Quest teachers and students are shifted all over the district every year. The instability is detrimental to the program and everyone in it. Please work on a model that would finally provide stability for us.
- Students academic excellence
- The busy schedules of parents. So much of how this district operates almost necessitates a stay at home parent or a full time nanny. Many families can't afford this already. If these policies then get applied to students moving to schools even further away then that's even more time taken from their packed schedules for transportation. We live within a mile of school as the crow flies but not by walking or driving distance. It's wild that you would expect a Kindergartener and their parent to walk HALF AN HOUR at a bare minimum to school and not provide a bus. This is a public school system. Transportation should be offered to EVERY family. Especially if they end up attending a school over a mile away.
- Providing bus transportation
- Clear communication and transition support for affected students and schools if boundaries are redrawn, feeders are changed, or other solutions impact currently enrolled students.
- Changes should not impact current students at the middle or high level. Consider implementing change on the elementary level and paths forward from there.
- Maintaining the district's strong academic reputation. Keeping student groups together as much as possible as they progress.
- Parking and transportation.
- Road safety considerations if boundaries change across major roads. Local traffic for neighborhoods already facing congestion. Equal access geographically to choice schools across areas of the district.
- All the things just mentioned
- ?
- That they should decide responsibly how to use taxpayer money to give children the best educational programs in already existing facilities with the great teachers we already have in our schools.
- Balance enrollment across the district, but keep all schools open
- Closing schools would be incredibly hard on students who are in the affected space. We are a family that has a waiver to attend our school and I'm very concerned that we would no longer have this opportunity if our school was closed and our daughter would be devastated to lose her school community.
- Each number/%, however small, represents a human.
- Not a good look to be building new buildings, touting they can hold more students while saying we have declining enrollment. Leads to mistrust in the district by the community.
- Reducing staff layoffs as much as possible.
- The distinct possibility that the state will implement an income tax, and the reality that it has never happened.
- Keeping schools open. Evaluating the boundary lines to balance out the enrollments at all schools.
- Student impacts

- Use money efficiently. Schools get more and more money but test scores worse and worse
- 教學師生比、教師是否需要教學助理
- Reduce irrelevant curriculum especially political agenda oriented and improve access to support disabled and challenged kids so they they will feel part of the community so we won't need to seek private schools attendance. This is inclusiveness!
- work with your district community, hear people to make sure you have support from community otherwise you are losing your community.
- Don't let the loudest family voices drown out the needs of those who don't have the time/resources to dedicate to this.
- Que se tenable mejor balance possible.
- Long term benefits for current and future students, impact of proposed changes to families like transportation and travel time, access to good academic programs, availability of good staff
- Leaders need to pay close attention to the impact decisions will have on classroom teachers as well as all students requiring special services.
- Neighborhoods and communities constantly building new housing developments is what's happening the past decade and problems with over enrollment. Have a cap on how many new students enroll. By spring every year, do not expect to receive new students if it is not their home school.
- Less priority on those programs that are not inclusive to the entire student population, such as Quest and Choice Schools.
- School crowding, age of school, ratings of school
- We made decisions on where to live based on the schools we are zoned to, the walkable nature of the elementary schools, and the reputation the district has for providing excellent education opportunities. It's critical that as considerations for school consolidation or closure occur the community input is not only heard, but actioned.

If we hope to fuel the next generation's growth and make them into positive and productive contributing members of society, we must maintain the tools that build those skills. This includes neighborhood community schools that enable children to have independent mobility by connecting with their friends in person. That happens when children live close to each other and caregivers can easily support those connections through proximity.

Academic growth is critical- programs that enable kids to thrive, learn, and be challenged accordingly to their intellectual capacity and capabilities are fundamental to an education system, and these need to be offered.

- Communicating early and often
- making sure that families are heard and that the community is happy
- Evaluating poor admin behavior and performance as a reason enrollment is declining at particular schools.
- Decisions must not deprive students of opportunities for the future
- Our school is an important part of our community and should receive the support it needs to continue to help our children thrive within their own neighborhood.
- Student first, bureaucracy WAY down on the list.
- We need to keep hicap learning available as self-contained classrooms
- Consider partnering with neighboring districts, if needed. For instance, if you're closing a school near a boundary, could an agreement or adjustment to boundaries be made to allow former students of the closed school to attend a closer school in the neighboring district vs. a school within LWSD that is further?
- Academic success and student relationship continuity

- Students' well-being
- Keep communities informed and provide wider variance access
- None
- Staff workload
- Maintain equal access to specialized programs and advanced academics across facilities. Assess how solutions affect commute times. Ensure the chosen solution addresses long-term shifts rather than temporary enrollment spikes or dips.
- Strong foundational education
- unsure
- The wishes of the community
- Be transparent
- no comment
- Consider impacts of staff movement, since there has been stress in this area over the past couple of years already. If consolidating schools, consider keeping the same/similar feeder patterns.
- To keep an eye on class sizes. There are too many classes that have too many students.
- How decisions will affect students' ability to thrive, especially during foundational years of learning
- Predictions can be wrong. Make sure to look at all of the new housing that is being built and assume it will be full. Build schools for what enrollment will be in 20 years, expect growth.
- Best interests of children and their academic and all round development
- Predictability
- Someone will be unhappy no matter what solutions are reached, but please do whatever is in the best financial interest of the district now, so that future changes aren't needed for some time.
- Keep Student Numbers and School Boundaries Manageable: Avoid over-expanding district boundaries or inflating enrollment targets beyond local capacities. Overly large school boundaries and inflated student numbers can result in overcrowded classrooms, longer commute times for students, and strained campus resources, making it harder to maintain a high-quality learning environment and a tight-knit school community.
- Strong academic program
- Maintaining equity
- Transportation is hard in our district due to population density and heavy traffic. Keeping students close to home is important for mitigating this.
- Consider special education programs as important as general education! Not an afterthought after primary decisions are made.
- Trust
- Small school communities are not bad, especially in elementary. The district should consider evening out smaller communities by adding to them rather than closing schools and increasing the size at other locations.
- Organizational efficiency. Currently 3 role categories appear to be inefficient with spare capacity: school leadership, special education, and central support functions
- They should keep in mind various options; Geographical distribution, perhaps considering mapping out a projection plan before a crisis may arise. Re-evaluating boundary lines, saving money with building operations, etc.
- Please make sure kids have accessibility to strong academic programs and stability
- N/A

- Maintaining excellence in teachers and opportunities for all students to learn and be challenged
- The cost of living in this district and that it's not easy to relocate if redistricting is too disruptive or not what was expected
- We live in a neighborhood with sections of our streets drawn into other schools. There needs to be a reevaluation of boundary lines within schools with declining numbers.
- Children need access to a strong math education, math work books, physical books and reduce the use of technology in the classroom. The research shows screen are not good for kids or adults. Laptops and tablets are not ergonomic, have negative consequences for kids and are not conducive with learning.
- Students that have been moved around multiple times over the years
- Share everyone's concerns
- no school closures
- If boundaries are potentially changing, let it only be for new/future students, not current families attending the impacted school.
- Retain strong budgets for accelerated programs, it's a shame that funding for these diminish without viable alternatives
- Please recognize the difference and diversity of potentials among students and provide diversified programs and support to the students to meet their own needs and develop their unique potential
- Communities should come first.
- Keep existing programs, reduce cuts on science and math programs as overall research shows a decline in students study patterns and them struggling in college. More cuts in the fundamental can lead to disaster.
- Smaller class sizes are a huge plus for students and teachers! With enrollment declining, let's embrace smaller class sizes.
- Accessibility
- LWHS has a reduced period schedule from 7 to 6. it is very difficult for us to navigate this and prepare our child for college application process.
- Don't be scared to make the best choice, you will never make everyone happy.
- N/a
- N/a
- Student connections and feelings of belonging are important. Communication is key. Thoughtful change management and transition planning should be considered. Transparency is also important.
- Reducing class sizes in middle and high schools
- Staff history in buildings, getting rid of STEM at Mead and looking for a more equitable solution.
- Na
- .
- If some of these enrollment and boundary decisions affect more affluent schools and families in LWSD, please don't cave to their pressure. Think of other schools, students, and PTSA's/families who don't have as much of a voice.
- I'm more concerned with lack of discipline than class size.
- That closing a school should always be the last resort option.
- We
- Trying to keep consistent staffing at buildings and avoiding reassignments/RIFs
- Please don't close choice schools
- Student access to consistent school community

- N/A
 - Nothing
 - Travel times for kids. Family schedules and logistics. Impact on friends and creating community close to home.
 - How closing neighborhood schools will affect students, property values, and future enrollment
 - More parents may choose private schools due to larger class sizes, reduced academic and special education support, limited reading and math interventions, decreased access to Quest services, and inconsistent school placements.
 - na
 - Balancing Schools
 - There are real people at the end of this process whose lives will be severely impacted by your decisions
 - Less travel time for students and good use of funds
 - Equal opportunity
 - We'll pay more taxes! Put more levies on the ballot, they always seem to pass.
 - Stability for students and staff
-
- Students at any given school should feed together into the next school, not be split up
 - Look at student populations at each school to determine challenges to that particular demographic. For example, if underserved students are bused even further from home, the odds of them getting to school if they miss the bus are even lower if they are traveling 5 miles vs. 1 mile to school.
 - Find a solution that will last so the process doesn't have to happen again anytime soon.
 - Invite the community into the problem solving process both at the district AND site levels- especially if the sustainability of beloved programs is at stake. Some of the program and academic decisions are being pushed to sites with low levels of transparency and community engagement. We have many ideas and can help explain changes to our fellow parents as well.
 - Small classes, academic and enrichment opportunities and community bonding
 - How difficult the transition will be for students depending on how many years they have attended their current school. Changes to school assignments will also greatly impact children with IEPs.

Question 27: Are there specific strengths, traditions, programs, or community characteristics that should be carefully considered when evaluating future changes?

Answered: 4312 | Not answered: 1518

Comments:

- School is not just for education, it's for social interactions and sense of belonging
- Si
- Hi-Cap program, choice schools, after-school activities etc shouldn't be affected by the proposed changes.
- Na
- Families supporting their kids and schools is so important; if their kids don't attend schools in their community it makes it harder to be part of their child's education and their school's overall well being.
- Sports programs are a huge connection for kids to their school and great for the community. This is a concern with any potential changes. Our high school has gone through a lot changes and is just getting back to some of the great traditions with a recent change of our principal
- Diverse class options (middle and high school).
- Keep awesome program
- none
- NA
- Losing teachers
- Specific non-academic programs within schools (homework help, clubs, connection activities)
- Please keep highly capable program at least if you couldn't have a better program for advanced learners
- We love Blackwell and hope that is it maintained both in staff, programs and culture.
- NA
- Smaller "walking" schools and choice school communities should be given extra consideration in terms of maintaining stability and tradition.
- Going to school with neighbors is important community building
- Keep HS intact those are critical years for students. Allow variances for those kids to remain in their HS and keep siblings together if at same school
- Adjusting boundaries slightly so that relationships in the community are still preserved.
- No
- How are we being wise stewards of resources like people and community offerings.
- I
- Strength of PTSA, I think this is a sign of a strong and passionate school community.
- No response
- making sure students are happy with school lunches, improving crowded busses
- Our history of high academic achievement should not be sacrificed for equity considerations
- Reduce/eliminate programs like Quest that service a small number of students and increase inequality.
- Bringing back elementary band and orchestra would help with the inequities in music that have arisen between schools. Ensuring equitable Library funding to ensure quality access to books to support our reading initiatives.
- Of course...
- Class sizes, and avoiding portable classrooms
- Not changing boundaries too often

- na
- Teachers should be aware of all the processes
- No
- School strengths
- Not to my knowledge
- Give kids the best learning experience
- More support to special education classes.
- More IAs for special needs kids in the classrooms. Teachers spend so much time dealing with one or two kids that need extra support and the rest of the class is left waiting. Every single day.
- NA
- Look at schools that need transportation and enrollemnet numbers of families who are home owner or rental/apartment based . This is just to compare that schools that serve high rental communities might have good enrollment numbers but then the stabaility/longterm of the same student continuing in next year is low.
- Unknown
- No
- The school staff creates and maintains the school character and values. That's something that should be preserved.
- We love Juanita elementary and do not want to see it changed.
- Bring back funding for arts and music in elementary schools instead of using budget as justification for cuts or saying it's an equity decision.
- -
- -
- No
- Do not let students skip the nearest school and go to a further school just for leadership's performance consideration. Family logistics and scheduling is important when supporting students achieving their academic goals.
- Try not to get rid of walk/bike to school neighborhoods - there's already enough traffic/greenhouse gases
- No
- School community is so important. In our society, there are less opportunities for children to be a part of a community outside of the home. Having tight-knit schools that are stable over time is paramount. Having schools in neighborhoods provides opportunities in and out of school for community support and togetherness. Many households have two working parents and keeping schools close to home is critical to an already strained work life balance for families.
- Proximity to enable in person growth connection and community. The walkable nature of the elementary schools in LWSD is the best part about it. It's what makes it unique and values as a district in the Seattle area , state, and nation.
- N/a
- I think ensuring that the main public schools remain available and provide quality in education, and a wide variety of programs and extracurricular activities should be most important. Choice schools are less important to me, since they serve fewer people, require farther transportation, etc.
- School proximity to home creates a stronger community in my experience with kids going over to their friends' houses after school.

- Distance from home to school
- Our ptsa at Lakeview is a strong supporter of the students, staff and school. The district should recognize the importance of our school to the neighborhood community as an extension of this.
- No
- Strong, well rounded programs for arts and sports, local community and high quality teacher engagement in programs
- Stop cutting admin at schools as your way of cutting costs. Take it from the top and do what's best for our children
- Protect and maintain strong teachers and administrators even if their schools are closed or consolidated.
- .
- Love the concept of having feeder schools (e.g 3 elementary schools into one middle school) as it allows students to have continuity and build longer lasting friendships. For us, it did mean longer bus rides to school all through 8th grade but that was a worthwhile trade off.

I personally like smaller elementary schools as I think it's easier to build a cohesive community but understand that the cost of running schools below capacity is inefficient use of taxpayer funds.

- Idk
- N/A
- Access to higher level Programs and curriculum.
- No comment
- Gifted programs have been impacted most and continued cuts will encourage families interested in gifted programs to leave
- Small schools
- Highly capable program
- no
- Students should attend elementary, middle and high school with their neighborhood friends and classmates.
- The district job about the students.
- n/a
- High school boundaries families can plan for
- Making sure all demographics are considered both for students and teachers.
- It is not necessary to have HC schools. Specific to one school in an area. All who qualify just attend their own school and have the opportunity there.
- —
- X
- No
- Trying to keep feeder patterns the same if possible.
- At element level, only the PTA events are traditions and consistent year to year. Would be a shame to lose those
- LWSD staff are often serving their own communities. This is beautiful and should be taken into consideration. Classrooms can be consolidated and boundaries can be adjusted, but REAL school community cannot be replicated. There is history and generational support that is necessary for students to thrive.
- Our neighborhood identities are very important. School plays a large and important part in maintaining this neighborhood closeness.

- I can't think about anything right now.
- Families and teachers will need support if there is a sudden change in the socio-economics of the community in order to prevent harm to those families. Microaggressions, marginalization...
- Going to elementary school with others in your neighborhood fosters student social connections and family social connections that last beyond elementary school years. Those ties can bind a community together
- I wonder what it would look like for students in the quest program to go to their home school, would that create more opportunity and space for students moving in the area.
- N/A
- academic success
- N/a
- Children are having trouble connecting with other students so changing schools with add more stress to them. Hopefully there will not be too many changes
- A lot of the multilingual communities are grouped together. Tearing people from that community could lead to additional stressors
- Community schools. Not equitable that a small number of students only can attend because of the "click of a button" and other students are not given the opportunity for more focused intimate learning environments. Also, it is clear some students are accepted in based on who they know.
- it is hard to answer these questions if i don't know what level is being affected - elementary, middle or high school. this was not clear.
- Teacher - students ratio
- no
- Quest program should remain unaffected, multi age classes are not effective
- Community traditions that allow neighborhood relationships to foster, reduce travel time and prioritize accessibility
- The neighborhood school has to be preserved with more flexibility
- Music, and arts. School dances and community events
- Would like to see that you allow more flexibility in changing schools within the school district
- I think school community is so important and making sure there are ample programs offered to all.
- No
- NA
- .
- Number of students per class, quality of high cap classes
- Neighborhood school communities
- Community is a huge part of overall health and emotional wellbeing. Disrupting that has a big impact on students and families.
- Especially our students who need extra support for a huge variety of reasons that this may have a larger impact on if they have to transition.
- .
- Probably
- Keeping strong community engagement and including communication on changing district decision.
- A strength of Horace Mann is the presence of Quest, GenEd and SpecEd in one cohesive community. It shows that all types of kids are welcome.
- No, I think that we'll figure it all out going forward. Different is different, but change isn't always bad and we'll make new programs and communities as needed

- Keeping choice schools for those who want and need the community that comes with those schools.
- Not that I can think of
- Strong rigorous academic programming.
- Eliminate quest and stem programs that do not benefit most students and do not continue into high school. Use facilities in a better more efficient way by combining elementary schools and creating new middle/high schools with current over capacity levels.
- -
- Consider the voice of the families in any decision.
- Na
- Diversity. The School should assess and address the current lack of gender and racial diversity among its staff in leadership and teaching roles and consider appropriate measures to promote a more diverse and inclusive workforce.
- Gifted program, high school counsellor, student teacher ratio
- Keeping music education programs in tact at full capacity.
- I can't think of any at this time.
- N/A
- Not really. Tesla STEM is good. Quest programs were bad.
- Allowing students easy access to local schools so they can fully participate in activities should be a consideration. Not discounting outside offerings such as WANIC and Running Start which have become more challenging with the six-period schedule.
- Yes--all of them. Any change must be overwhelmingly and clearly necessary, not simply expedient.
- Those of elementary schools that close.
- Not sure
- Ensuring that students get to stay with the staff and community they have built.
- Strong education is most important
- Schools' strengths, traditions, unique programs, and community connections should be carefully considered to preserve what families value most and support student success.
- No
- Cultural make-up of a school community.
- Yes. Any after school activities should be on the chopping block before teacher cuts. We need to prioritize the learning day and what is needed to succeed with that, after all, we envision our students "future ready" . We also should carefully examine, without bias or judgement towards others, whether or not the benefits of SPED integration are truly worth the expense.
- Not sure
- Carl Sandburg Elementary is a wonderful school community. Please keep our school!
- No
- No. Obviously it would be nice if schools merge to bring the students together, but maybe an entire rebranding would be better so new students are "invading" the old school.
- unsure
- I'm sad to see the 5th grade camping trip is gone .
- Keeping our kids closer to home creates a better community outside of school which then creates a better school (home) community as well.
- `
- Quest is great. Keep newest schools to preserve\$.
- Cultural considerations
- What do the changes do to the school community and PTA's?

- Quest program continuation in same location
- N/A
- Yes. It is important to preserve the unique strengths and traditions of each school, including successful academic programs, extracurricular activities, strong relationships between students and staff, and long-standing community traditions. Leaders should also consider school diversity, accessibility, neighborhood connections, and the sense of belonging families have developed. Any future changes should protect what is working well while ensuring that all students continue to have equitable access to quality educational opportunities.
- Each school community has its own culture. Closing schools and reducing staff should be avoided
- I'm sure there are everywhere. Consistency for children is key.
- Redrawing of community lines may disperse students to schools that are built for more capacity than closing schools and exceeding capacity at schools that are not set-up for large enrollment.
- Social-emotional growth of kids
- Keeping transparent communication with your building personnel as well as the school community. Staying on the pulse of the general consensus is always wise.
- Need to have a strong focus on reading, writing and math skill as well as life skills over other things
- N/A
- Create more equality among schools
- N/a
- NA
- The rigor of the school districts programs is well-known and should be continued.
- NA
- NA
- Make evidence-based adjustments, so all of these should be considered when evaluating for a potentially large change.
- NA
- Inclusive
- Na
- Refer to last question/answer
- I think listening to the staff about what resources we have and how we can better meet the needs of students is paramount.
- n/a
- Classed based academic programs based on students levels are better than traveling students to a different school.
- N/a
- No.
- Not sure
- No
- N/a
- n/a
- FTQ
- Keep as many AP as possible, keep UW dual credit program and community college option.
- -
- Wilder Elementary is one of the schools at risk of closing. Wilder has strong programs that even my girls who are in the mid 20s still talk about. The Watershed program was an

important part of student learning. Students raised salmon, learned how to care for them and then released them in our local stream. This unique type of program was perfect for walking field trips.

- Smaller school environments like Renaissance are valuable in the public school setting, though I understand it's difficult to make work logistically with FTE.

Current feeder patterns and how they would be affected are also important so families aren't taken by surprise.

- Please consider factors that impact attendance, such as distance to school and reliable transportation.
- Make Highly Capable programs available in every middle school community and in close proximity for elementary students as well.
- Yes
- The ability for families to participate in the life of the school community outside school hours is important for helping students and families feel connected.
- I'm not sure
- NA
- Retaining employees
- Minority programs/Language/ Art/music
- No
- 7 periods a day
- no comment
- I think it is OK to create schools that are more diverse economically and culturally than some currently are.
- The effects on staff and community
- Yes. The district should consider each school's strong sense of community, established traditions, academic programs, extracurricular activities, and diverse student population. Maintaining programs and relationships that families value is important, while ensuring changes continue to support equity and student success.
- not sure
- Quality of education and programs in LWSD
- Youth sports programs that feed HS
- Community
- not sure at this point
- -
- The district leaders should try to preserve the strong neighborhood connections, staff relations and family engagement that make each school unique and strong.
- NA
- Maintaining academic standards, as LWSD is known to be a high achieving district.
- The high schools do a lot of "Jr" sports program that may be affected, unless learning communities are kept consistent with their feeder schools.
- Close-knit community, strong PTSA, engaging social, and academic programs
- N/A
- No
- All schools and communities have traditions they would like to preserve. The communities and schools have worked hard creating and maintaining traditions for future generations. It would be a shame to close a school that has such a large community following.
- Some schools offer easy access to before and after school care or programs, I would hope the district considers preserving these

- Working to make sure students don't have to spend too much time travelling from home to school and back. Also, doing our best to make sure each facility is welcoming, safe and supports learning.
- I hope that LWSD de-segregates students as part of this process. We currently have Quest classrooms and classes solely for disabled students, both of which are segregated from the general education classrooms. This is not okay and does not align with your stated values.
- no comment
- Biggest priority is allowing families to efficiently get kids to school while working full-time. Please let all siblings attend the same school and prioritize proximity to the school for eligibility.
- No
- Neighborhood schools and strong communities are key to supporting our students and families.... It takes a village
- Having neighborhood elementary schools helps build community, while stability through high school is very important in preparing for college.
- Perhaps involve PTAs in this conversation
- Large school sizes can be overwhelming to your students
- Activity bus is not needed when talking about tightening a budget.
- it will be helpful to have a good balanced communities
- Adapt International Best Practices to the U.S. Context: Actively research successful enrollment and capacity management strategies from abroad, but thoughtfully adapt them to fit the specific legislative, demographic, and cultural realities of the American public education system rather than implementing them outright.
- Someone will be hurt—unavoidable. Ensure transparency and fairness.
- I
- not really
- Neighborhood friends should go to the same school
- Yes traffic challenges and students transportation across district to choice schools
- Na
- idk
- special education students, athletics & extra-curricular activities, staff tenure and commutes for staff and families
- Na
- School spirit and community
- N/A
- No comment
- o
- Programs for kids that are advanced
- no
- N/a
- I think we have to be aware of the change in career prep. The future seems to be a lot more geared to prepping kids for the wide variety of future success than merely college goals.
- No
- None that I have in mind.
- Lwsd isnt 1 homogenous area and different needs and interest should be considered
- As a parent and employee whose family and community were impacted by the Audubon Elementary change from Redmond HS to Lake Washington HS, please consider all angles of how the changes you make affect your communities, including busing issues (get metro or

LWSD yellow school buses set up before the change happens), or consider the impact on families with HS students at 2 different high schools. Things that look good on paper, don't always work in real life. Please be sensitive to the impacted communities and schools when delivering news of change, we don't want to hear that we are a swing school, this delivery in 2008 was inelegant. Communicate, communicate, communicate.

- Every school community is special and much of our community thinks that you've already decided. Does our opinion really matter or is this survey performative?
- Students should be academically college ready
- Every community should have access to the same level of opportunity throughout the district.
- Evergreen middle school and emily dickinson have programs that they do together to support students at both schools. Closing one would close that relationship and community strength
- Travel time to school for young kids
- NA
- If we built more transition support between levels it could ease the stress of changing boundaries.
- Strong local community
- At the end of the day, high-quality education outcomes are the bar that all students should aim for. If transitions lower that bar, those families who are able to will remove students from LWSD's public system.
- Na
- Education
- I'm most concerned about students being split up
- Not that I am aware of.
- The teachers and staff feel important as well as their input around the needs of the students and school culture.
- I'm interested in quest programs and music programs
- Maintaining diversity and promoting belonging is critical.
- Yes, it is important to keep the traditions strong
- Equitable access and allocated resources
- Entire neighborhood should go to one school. Important for the social well-being of the students
- None
- Elementary boundaries and feeder patterns are often the first community for kids and parents alike especially given the high transplant rate in many eastside communities. Keeping schools open and minimizing instability is extremely important at a younger age.
- -
- Social connections for students
- No
- -Equitable access to programs
- -Maintaining strong academic programs
- -Maintaining a sense of community for staff, families, and students
- Just focus on students academic excellence
- I think students going to their neighborhood school is important.
- Community characteristics such as neighborhood boundaries.
- Ability to walk to school
- The heightened sense of community and academic rigor offered at choice schools sets this district apart from others.

- Community that neighborhood schools enable
- No
- na
- Extended care programs
- Focus on academics and academic opportunities. Consolidating can help making more resources available to all.
- Make changes at the elementary level when possible, to not disrupt kids in middle or high school.
- n/a
- Keeping communities together
- More homework, more teachers and programs.
- no
- I do believe keeping students as close as possible to their neighborhood is valuable.
- Unknown
- Hi Cap program should be expanded not reduced.
- Students utilizing programs funded at title one schools continuing to have access to those same programs
- Same resources for non-quest students, they notice the additional benefits (such as field trips) that are not extended to them.
- No
- Keeping neighborhoods connected whenever possible is beneficial
- Keeping geographic locations together /feeder patterns is helpful to build at cohesive experience for students K-I thru 12. Being aware of traffic patterns of schools close to each other, depending on when schools start/end is also helpful.
- Keep Middle School Quest as a separate program, but allow for increased enrollment based on specific criteria to be determined.
- Schools within walking distance of the majority of students should be prioritized. They require less outside busing.
- Overcrowding in deteriorating school buildings (Inglewood Middle School, Eastlake High school).
- .
- Not that I can think of.
- Na
- n/a
- n/a
- Schools that have decades and decades of students/staff are on the list of potential closures because the district has put no investment into them. This is incredibly sad and does not give me hope that our voices will be heard or listened to.
- no
- Emily Dickinson and the Explorer School communities work together so well currently on our campus
- Feeder pyramids
- Should be made more opportunities for stem projects
- Believe strongly in the value of local schools, vs more variance
- no
- Keeping schools' transitions, staffs love towards the students and community
- reduce the number of choice schools.
- Every school is going to have a community that is important to them.
- NA

- Family load
- N/A
- More morning support for parents
- Please don't reduce programs more than they already have been! We need our specialists at neighborhood schools for all students!
- maintaining the ability for students to walk to school when possible.
- I don't know
- So far we have fallen in love with the community feel and events offered by Bell. Really above and beyond expectations already.
- Nothing in particular, but I do think it's important for kids to go to school with kids from their neighborhood.
- Yes group them based on their middle school if they are moved. That way they have their friends. Privatize school buses so it can come on time and parents who need it can pay a fee.
- Maintain strong academic program
- Consider that at each grade level you have children with a range of academic and emotional/social abilities and they all deserve a learning environment that can be adapted to allow them to thrive
- Students with IEPs should be taken into careful consideration. The relationships and comfortability and confidence they have built with their current teachers, para educators, and specialists is extremely important and will be devastating for children who have to adjust to a new school and new teams.
- *
- Inclusive programs and high quality sped support.
- I would rather students travel a little further or longer if it means a well staffed and well attended building
- n/a
- Stop cutting things that are crucial for the competitiveness of our children- class periods, class choices, and laying off valuable teachers
- Our schools have strong academic programs, supportive teachers, and strong connections between families and the community. These strengths and traditions should be preserved while making sure students have stable school assignments and access to good educational opportunities.
- Look at why choice schools are so desired
- -
- I think just being mindful of the big changes students are going to feel. Especially your SPED students.
- Keeping communities together, especially those already in the school system.
- Any program implemented at the school level.
- IEP
- .
- maintain and build communities
- Long term schools should be kept open. Long term traditions are important and seem to not be kept in mind with decision
- No—balancing enrollment and giving relief to schools that are overflowing is key.
- None
- No opinion
- Keeping students at their neighborhood schools and in their local communities

- It is essential that our programs maintain the highest caliber of pedagogy and best practices, which means we need critical updates not just to the what of our programs but the how and why. Please consider not just the building but also the people who make it a school. We need training, capacity, value-alignment and modernization of our practices and our PLCs.
- Sport programs, music programs, clubs
- NA
- Make sure schools provide equal opportunities for students to succeed and explore
- Arts are as important as sports. Access to arts is important to our future
- High school feeder patterns
- Historically, many districts are quick to cut music, arts, languages, and support services when the budget is strained. I believe that it is more important than ever to preserve these programs, which increase equity and foster creativity, empathy, and connection.
- all of these should be considered
- No
- N/A
- No
- School spirit.
- High quest program
- Wilder has a strong community with unique skills, services and programs, like Watershed, the salmon raising and release, math adventures and more! It is the only school in Woodinville, which allows us free Woodinville water district programs.
- None
- N/A
- STEM at Mead has been a nightmare for staff and families from the beginning. It is divisive within the community and causes more problems than it solves. Rather than having a program that limited families have access to a school wide STEM month or projects aligned with grade level teams would feel like a community builder rather than something that is constantly causing hurt and frustration and allowing one group to feel "better than."
- Yes but those seem to get ignored even when the students and parents speak out.... hence Juanita being changed to the Ravens after a student vote determined that they did not want that.
- NA
- before/after school care
- NA
- N/A
- None
- No
- Students who live in a neighborhood and go to the same school help create a strong community around the school. Families value this community and would feel its loss very deeply if changes were made that would split neighborhood families between various schools.
- Continued access to special Ed and high cap, community connections. It is important that my kids can ride their bike to meet their friends at their houses or the park.
- Remember that all students/families matter and not just the ones with deep pockets.
- New traditions can be established. Local neighborhoods are very connected to their respective elementary schools.
- yes

- Do not force kids to change schools during their academic career (ex: Quest). Kids want to remain with their friends. Parents buy homes in particular neighborhoods believing their children will go to a school close by.
- no
- Access to support programs should be increased if schools are closed/consolidated. Access is already fragmented at best (ex: transportation to Boys and Girls Club facilities when B&G Club isn't offered on site at school. it took my family 3 years to get off the shuttle wait-list and we had already changed schools by then) and is a barrier to robust family support.
- no
- Each high school has a strong community, and should try to stay close together.
- I don't think so
- No idea
- Maintaining services to help kids with 504's and IEPs
- Neighborhood identity and community in schools.
- Dismiss admin who have track records for destroying communities, thus resulting in increases in transfers and decreased enrollment.
- N/A
- Parents should be given choices in where their children go.
- I feel it's very important to maintain the current learning communities.
- 避免變動過大
- school traditions and connectivity
- Make sure you are also looking at housing growth / pipeline and affordability in areas.
- Na
- The district should consider unique programs, community identity, and support services when evaluating future changes.
- More than anything community voice and outreach should be equity focused.
- Programs that support the social sciences and humanities should be kept. These program provide creative outlets that our children desperately need.
- No
- ,
- Unsure
- Considerations for what seems to be increasing Special Education needs. Making sure there are enough PARA's, staffing is very important. From personal observation fewer PARA's leads to more disruption in classrooms.
- no
- For my school having a staff that has chosen to be a part of our school is important, when people are forced to move schools it can have a negative impact on morale. We are a walking school currently and would have some big changes if our school becomes a bussing school.
- NA
- Na
- Educational programs and opportunities
- Embracing the emphasis of community at the schools
- Schools have their own traditions that are important to the community and that younger students look forward to. Keeping school communities together is important.
- no
- Students should not have to leave the Sammamish plateau to attend school or get access to programs

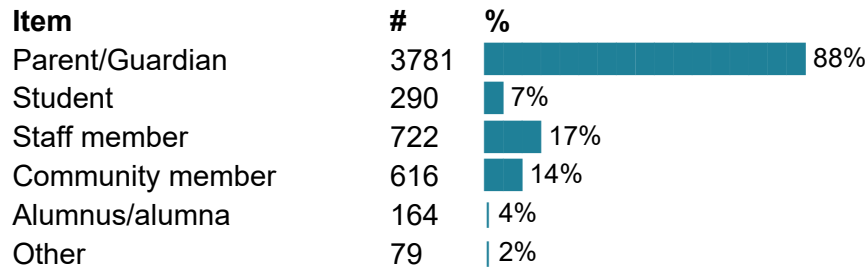
- Balancing class sizes across the district.
- Evaluar que cada niño reciba una buena educación, tengan derecho a los alimentos en la escuela , si puede existir un programa de cuidado después de la escuela
- No
- Band.
- Not sure
- Yes, Full Time Quest class crowds need to be more dynamic and assignment of home schools to FTQ schools should change every year to guarantee that FTQ students across the district are treated equally and make sure we don't end up with some schools have a low student to teacher ratio while in others the ratio ends up being high.
- .
- "All Means All" inclusion push does not serve all special needs students appropriately (saying this as the parent of a former LWSD sped student). Sometimes less barriers means more structure. Please stop dumping the most vulnerable into classrooms that you haven't equipped them for.
- Walking schools, close tight knit community schools and friendships.
- Not sure
- Programs should be evenly spread across the district
- X
- Yes, to many to list and it varies by location.
- NA
- Excellent service
- I think high schools will be affected the most when it comes to maintaining school identity and traditions.
- Students must have access to the best education
- I think programs that offer earlier opportunities for language learning/exposure and other educational pathways to students at school locations are valuable to communities. Thinking about how many students may have to move to schools further away and the impacts on families who could consider moving away altogether is important when finalizing decisions about the future changes of schools.
- No
- Not sure
- None
- it's nice if kids can be close to home
- The fine art programs, including music should never be considered unnecessary. Some students' lives revolve around these programs. Creativity is known as one of the 4 C's of today's education!
- It is important for all children to have the opportunity to attend school in their community/neighborhood
- Let's not keep something just because of a few loud voices. Financial instability would affect ALL schools, not just a few.
- Not that I can think of
- Yes, especially if closing facilities. Especially as changes relate to staff & employment.
- No
- Ensuring that students across the district have access to educational programs
- Children having the ability to walk to school and go to school with children in their own neighborhoods.
- None

- Relationships with staff and peers
- None come to mind right now
- transportation and accessibility to sports opportunities that may not align with your school boundary.
- avoiding NIMBY-ism
- Please keep children with their friends and maintain strong school program and activities.
- .
- Yeah, in some areas already there's no diversity and it's a little uncomfortable
- All students get the same opportunity and support
- No. If there are empty schools and overflowing schools it makes sense to make the changes needed even if it is difficult at first. All will adjust. It has happened on the West side of the district and people adapted with few exceptions. It is time to reboundary the East side of the district.
- na
- I like that my kid walks to school and that we have a diverse group of students
- Keeping or expanding enrichment programs and community events.
- PTSAs specific to each school
- NA
- The cohesiveness of each school community is a hidden benefit that is hard to quantify.
- None that I am aware of.
- Choice schools should be required to grow like all other schools and once students are immersed in a school culture and having a good experience, they should not be moved.
- Choice schools should be kept and keeping the right personnel in.
- Programs that promote equality in education should be prioritized
- clear communication, trust, every student matters, every employee matters, the people matter!
- Keep the HiCap program.
- Newly remodeled schools should not be closed.
- Our community has an established connection with Rose Hill Elementary and the schools that feed into it. We value the continuity of this school community, including existing relationships among students, families, teachers, and staff. Our family specifically chose and purchased our home based on the existing LWSD school boundaries, with the expectation that our child could remain within this school community from elementary school through high school. These established community connections and long-term educational pathways should be carefully considered before making any boundary changes.
- N/a
- N/A
- community based schools.
- The
- I can only speak for Lakeview Elementary. The kids know and love their specialists and administration. They know most of the other children across their grade. The school does a great job of instilling pride and ownership in the kids through their assemblies, events, and fundraisers. My kids are so proud to be Lakeview Leopards and the school's community values have instilled a strong intrinsic drive for them to work hard and do their best. I think they would struggle if they were reassigned to another school. My elder daughter attends Kirkland Middle. She doesn't feel a strong connection to the school, but her friendships are deeply important to her. She looks forward to attending LWHS with the upperclassmen she knows and her peers.
- Learning stability for students

- N/A
- blending community strengths if schools merge
- .
- Keep communities somewhat close together.
- Creating well rounded students
- Na
- Every school has its own unique culture, traditions, practices, and character.
- EVERY school has its own traditions and community.
- Not going to school with their neighborhood friends
- Try to avoid long travel times for Elementary, but if necessary, Middle School and High School students can travel further.
- HiCap students need self-contained programming, classroom based learning in a gen ed classrooms results in their needs being neglected
- That just because a school has a strength in an area doesn't mean you should overwhelm that school. Also that Redmond High school is already over populated and you folks keep adding to it without much concern for the impact on students. Perhaps also look at your district office personal and make cuts there instead of constantly cutting in person support at our schools
- Already mentioned before.
- NA
- NA
- The Dual Language Program
- Each school has its native programs that others don't that makes it unique. We should be able to preserve that
- Extra curricular activities must be supported
- Everyone wants seven period schedules back for high school
- No
- dd
- Transportation time for special needs can have a drastic impact on success.
- No
- Sustainability
- NA
- less district administration jobs if needed to fund school openings
- Na
- Neighborhood schools benefit the neighborhood at large fostering community
- Small focused programs offer a place for students who don't fit the one-size-fits-all education model at the larger comprehensive schools.
- Strength of curriculum
- Students living close to their home schools, and not having such a long commute to school.
- 家長會

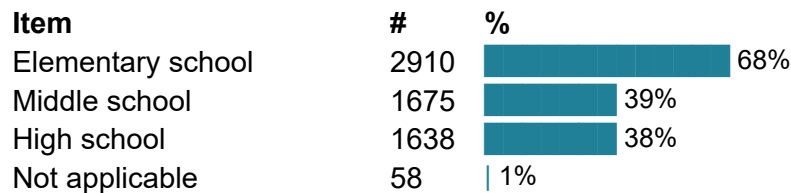
Question 28: Which best describes your connection to LWSD? (Select all that apply.)

Answered: 4290 | Not answered: 1540



Question 29: Which school level best represents your connection to the district? (Select all that apply.)

Answered: 4274 | Not answered: 1556



Question 30: Which high school does your neighborhood attend?

Answered: 4265 | Not answered: 1565

