Boundary and Enrollment Realignment District Decision Making

Informational Session #5

October 28, 2026

Lake Washington School District

Why the work begins in 2026–27

2016	The district and community had data showing changing demographic trends and enrollment patterns.
2020 and after	Projections began to show declining enrollment in 2020. Trends shifted after the pandemic.
Rockwell opening	Boundary reviews typically accompany a rebuilt or enlarged school. The district delayed this process for one additional year of demographic data.

Past boundary processes

Year	Boundary area	Committee timeline	Effective	Reason
2022	Lake Washington elementary and middle	Oct 2022 – Mar 2023	Fall 2023	Classroom additions and enrollment rebalancing
2017	Redmond Learning Community	Jan 2017 – Nov 2017	Fall 2018	Two elementary schools (2018) and one middle school (2019)
2014	Districtwide: Juanita, Lake Washington, Eastlake and Redmond	Sep 2024 – Jan 2015*	Fall 2015	Rebalance enrollment across learning areas
2013	Temporary: Rockwell, Einstein and Mann elementary	Dec 2013 – Jan 2014	Through 2015–16	Assign new developments
2012	Temporary: Wilder and Rosa Parks	Oct 2012 – Jan 2013	Not provided	Overcrowding
2007	Eastlake Learning Community	Oct 2007 – Jan 2008	Fall 2008	Open Carson Elementary
2003	Redmond and Eastlake learning communities	N/A	Fall 2004 and 2006	Open Rosa Parks Elementary

* Confirmation needed: the supplied 2014 record lists “Sep 2024 – Jan 2015.”

Boundary review process

1 **Committee parameters**
Establish expectations and parameters.

2 **Staff committee**
Form the working committee.

3 **Community open houses**
Discuss committee-developed scenarios.

4 **Board study sessions**
Review the work and clarify considerations.

5 **Superintendent review**
Submit the committee recommendation.

6 **Board recommendation**
Superintendent delivers the final recommendation to the Board.

Family/Community Engagement and Participation

Parent and family input matters in these processes.

Committee participation

The committee is intentionally structured as a staff workgroup. In past boundary processes, LWSD included parents directly on the committee and found that this structure placed participants in difficult positions as they navigated competing school and community interests. The current approach separates the staff's responsibility for developing recommendations from the important role of parents, families, and community members in providing feedback and informing the process.

Family/Community Engagement and Participation

Parent and family input matters in these processes.

Community participation

Transparent, consistent information sharing keeps families informed throughout the process, while community open houses provide opportunities for all families to share input, feedback, and considerations that inform the work.

Current Situation and Process

A scenario combines all five strategies

One comprehensive package

Each scenario encompasses the five strategies referenced in the Phase 1 Evaluation Report.

Five strategies under consideration

Strategy	Purpose
Boundary adjustments	Redistribute enrollment among schools and align enrollment with available capacity.
School consolidation or closure	Consolidate or close schools and reassign students based on enrollment and available capacity.
Repurposing or consolidating space	Use existing space for instructional, programmatic, or operational needs based on enrollment and facilities.
Specialized program placement	Locate or relocate specialized programs based on student needs, enrollment, and available capacity.
Portable reduction or relocation	Remove or relocate portable classrooms based on enrollment, building capacity, and space needs.

Internal committee work

Concept testing

Test ideas and concepts.

Constituent feedback

Use constituent feedback to inform options.

Option viability

Pair options to understand feasibility.

Stress testing

Stress-test the options.

Recommendation and decision pathway

Scenarios address all five strategies together

01	**Committee**	Identifies and tests options, receives input & feedback and ultimately provides one or two scenarios that meet expectations and parameters, including benefits and gaps for each scenario and strategy.
02	**Superintendent and team**	Further evaluate the scenarios and develop the final recommendation.
03	**Board of Directors**	Receives the final recommendation.

Scenario and School Closure Criterion & Evaluation

Values that guide the decision

These values guide our decisions, actions, and interactions, ensuring that vve remain focused on what truly matters – the success and well-being of our students.



Equity & Inclusion



Whole-Student Development



Future Readiness



Lifelong Learning



Collaborative Engagement



Innovative Learning & Practices



Accountability & Integrity



Sustainability & Stewardship

Consistent Criteria, Not Artificial Precision

There is no universally agreed-upon scoring method that would lead everyone reviewing these options to the same conclusion. The decisions before us involve competing priorities, important tradeoffs, and considerations that cannot always be meaningfully reduced to a numerical score. Assigning numbers can create an appearance of precision and objectivity that does not necessarily reflect the complexity of the decisions being made.

Instead, options will be evaluated using **consistent criteria and available evidence**, with the considerations, impacts, tradeoffs, and rationale thoroughly documented. This approach recognizes that professional judgment is necessary while providing a transparent record of how each option was evaluated and how decisions were reached.

Every school in our district is unique and valued by its students, families, staff, and community. There is no school for which closure or significant change would be easy or without impact. Every community has compelling reasons to value and advocate for its school. Our responsibility is to honor those perspectives while making decisions based on the needs of the entire district and the students we will serve now and into the future.

Declining enrollment requires us to reconsider a system that was built to serve a larger student population. This means examining long-standing school configurations, attendance boundaries, programs, facilities, and other structures that communities value and have become accustomed to. Contraction is difficult because it requires choices among things that may all have value.

Ultimately, the question is not whether an individual school is valued, successful, or important to its community. The question is how the overall system should be structured to best serve students sustainably, equitably, and responsibly now and into the future.

Scenario Criterion & Evaluation

Scenario evaluation criteria

Criterion	Key considerations
Educational quality and student experience	Instruction, student services, class organization, belonging, extracurricular opportunities, and learning continuity
Enrollment and capacity	Current and projected enrollment, permanent and portable capacity, district targets, receiving schools, and durability
Equity and access	Historically underserved students, disabilities, multilingual learners, poverty, highly capable students, and access to programs
Community and geography	Neighborhood continuity, diversity, walkability, safe routes, travel time, feeder patterns, and school distribution
Facilities and sustainability	Condition, suitability, accessibility, capital investment, maintenance, environmental performance, site constraints, and alternative uses
Financial and operational impact	Recurring savings, transition costs, transportation, staffing, facilities, and time to meaningful savings
Transition feasibility	Support for students, families, and staff, receiving-school preparation, staffing changes, and implementation by September 2028

School Closure Criterion & Evaluation

School closure evaluation criteria

Criterion	Key considerations
Age and condition of facility	Building and system age, overall condition, educational specifications, accessibility, deficiencies, and instructional suitability
Maintenance and life-cycle replacement costs	Operating and maintenance costs, major system replacements, deferred maintenance, capital needs, and relative cost of continued investment
Current and projected enrollment	Current and historical enrollment, projections, demographic changes, and sustainable school operations
Proximity within the learning area	Nearby and receiving schools, school distribution, distance, travel time, walk routes, attendance areas, and feeder patterns
School capacity	Permanent and portable capacity, utilization, excess or constrained space, and effects on capacity across the learning area
Specialized programs and student needs	Student needs, specialized supports, continuity, accessibility, receiving-school space, and effects of relocating programs or students

Competing priorities require trade-offs

Multiple priorities can be valid at the same time, even when they point toward different decisions. Our responsibility is to weigh those competing priorities in the context of the needs of the entire district.

Board action and the closure decision track

Full scenario adoption

The recommendation reflects the full scope of data, feedback, and process expectations. The Board takes formal action in late spring.

School Closure

Required legal steps occur during the 90-day period before the Board takes formal action on the closure of a school.

Policy 6883: school closure requirements

Narrative report	A written summary analyzes the effects of the proposed closure. Scenario and closure evaluation criteria form the basis of the analysis.
Public testimony	The Board conducts one or more hearings to receive testimony on issues related to the school closure.

90-day period before the final decision

Our Approach to Decision-Making



Boundary and enrollment realignment timeline

Timing	Milestone
August 2026	Board study session on the boundary process
September 2026	Committee organizational work and introductory sessions
October 2026	Board study session, committee meeting, and public information sessions
November 2026	Committee meeting and public information sessions
December 2026	Board study session and community open houses
January 2027	Committee meeting and community open houses
February 2027	Board study session and committee meeting
March 2027	Board meeting and recommendation
April 2027 – August 2028	Transition planning
September 2028	Boundary changes and implementation for the 2028–29 school year