Our agenda for today:

- Welcome
- Review Objectives and Norms – approve May 9 minutes
- Review survey and community meetings
- Review maps for Option 1 and Option 2
- Process
- Recommendation
Share
Feedback learned from the community meetings and the community survey.

Process
The feedback in our decision making process.
Norms

Be Respectful

Hear and consider all opinions and perspectives

Acknowledge that all participants bring with them legitimate purposes, goals, concerns and interests whether or not you agree with them

Ensure all voices are heard/everyone gets a chance to share their thoughts and feelings

View disagreement as a constructive and important part of the problem-solving process

Be Productive

Respect time constraints

Be forward-thinking, anticipate future needs

Use “parking lot” for additional issues/questions

Bring a sense of humor and have fun - judiciously

Be Stewards of the Process

Seek creative ideas and solutions that address student-centered interests

State concerns and interests clearly, listen carefully to and assume the best in others

Balance advocacy with inquiry

Work towards consensus and expect compromise

Seek input from those most impacted
Policy 3130

The following factors shall be considered when the district develops and adjusts attendance areas, boundaries, and considers student transfers:

- Minimize disruption of student’s established learning programs.
- Keep siblings in the same elementary, middle or high school, whenever possible.
- Provide overall balance of student enrollment related to facility size, taking into account future growth patterns.
- Provide a reasonably balanced socio-economic relationship in all schools.
- Provide the most efficient and feasible means for student transportation to and from school, including whether safe routes to school might exist, minimizing travel time and transportation costs.
- Keep neighborhoods together, whenever possible.
- Maintain feeder schools patterns so that elementary/middle/high school attendance areas coincide and students stay with the same cohort as they progress through school levels, whenever possible.
- Follow natural boundaries and utilize existing physical boundaries such as major roadways to delineate boundaries, whenever possible.

*http://bellinghamschools.org/policies/3130-policy/*
Review and Approve May 9 Minutes
Where are we in our process and timeline?

- **April**
  - Narrow Options
  - Address hotspots

- **May**
  - Community Survey for feedback
  - Additional school/neighborhood visits
  - Recommendation to the Superintendent

- **June**
Review survey and community meetings
Option 1

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<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>Free/Reduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairhaven</td>
<td>649</td>
<td>27.1%</td>
</tr>
<tr>
<td>Kulshan</td>
<td>660</td>
<td>26.1%</td>
</tr>
<tr>
<td>Shuksan</td>
<td>636</td>
<td>41.8%</td>
</tr>
<tr>
<td>Whatcom</td>
<td>650</td>
<td>34.3%</td>
</tr>
<tr>
<td>Outside District</td>
<td>73</td>
<td>31.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,668</strong></td>
<td><strong>32.2%</strong></td>
</tr>
</tbody>
</table>

Percentages reflect ES splits between MS boundaries.
Option 2

Elementary/Middle School Enrollment

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