WWS K-8 Rebalancing Committee: Meeting 1

September 3, 2025

WESTFIELD WASHINGTON SCHOOLS

General Meeting Info

Meeting Information

- **Day:** Wednesdays
  - September 3, 10, 17, 24
  - October 1, 8
- **Time:** 6:30-8:00 p.m.
- **Location:** Westfield Middle School LGI Room (Doors 1 & 13)
- **Board Meeting Approval Target Date:** November 11, 2025

Agenda

Meeting Topics

Each session will use the full 90 minutes for presentations and small-group discussions. You'll hear from district leaders, ask questions, and provide input on the topics listed below:

September 3: Introduction and Overview
September 10: Details and Boundary Considerations (Part 1)
September 17: Details and Boundary Considerations (Part 2)
September 24: School Start and End Times (Part 1)
October 1: School Start and End Times (Part 2)
October 8: Wrap-up

November 11: Board of Trustees Meeting

Rebalancing Objectives

- To create a consensus and shared knowledge building rebalancing process involving parents and community members
- To share current information regarding student enrollments, demographics, school capacities, and future growth projections for WWS schools and community
- To discuss the considerations for rebalancing and to determine which should which should be prioritized
- To provide viable rebalancing options and a recommendation to the WWS Board of School Trustees by Nov. 7, 2025

Collective Inquiry

Collective inquiry is the process in which educators engage as they make significant decisions. Rather than making decisions on the basis of opinion or preference, we begin by building shared knowledge or learning **together**, thus it is a **collective** endeavor. **Inquiry** simply means we are asking and answering questions together.

The **effectiveness** of the process will depend on the extent to which the collective inquiry is **focused on the correct issues**.

Consensus Building

Consensus is reached when **all stakeholders** have had a say and **the will of the group** has emerged and is evident, even to those who disagree (DuFour, DuFour, Eaker, & Many, Learning by Doing, 2010)

Key characteristics of a consensus model:

- **Listening to all voices:** The process begins by ensuring every stakeholder has the opportunity to speak and be heard.
- **Focus on the group's will:** The final decision represents the collective wisdom of the group, not just a simple majority.
- **Opponents are not silenced:** Even those who disagreed are able to see and acknowledge that the group's decision is clear and will be implemented.
- **Commitment follows action:** DuFour argued that deep commitment comes after people see the changes through the work, not necessarily before the work begins.
- **No sabotage:** Though not everyone may have gotten their first choice, every member must agree to support and not to undermine the decision.

Group Norms

What are group norms?

Explicit agreements made by all members of the team about how we will behave and interact with one another in order to fulfill our shared purpose and reach consensus.

- Ensure Effective Collaboration
- Build Trust & Psychological Safety
- Promotes Equity in Voice

District Norms

Respect Ourselves	Respect Each Other	Respect the Process
• Take breaks when you need them. • Permit yourself to be fully present – close your email/computer and silence your phone. • Learn something you want to learn today.	• Do as much listening as you do talking. • Use questions to invite others into the conversation. • Limit sidebar conversations to the appropriate moments.	• Believe you can learn something new today. • Learn from each other during the activities of the day. • Take notes, ask questions, and engage fully in the dialogue.

Activity

06:00

Step 1 – Introduce Yourself

- Take a moment and introduce yourself to your table.

Step 2 – Reflect

- Read through our district's established norms.
- Which of these commitments feel most important for building strong collaboration?
- Are there any that need clarification?

Step 3 – Extend

- As a group, decide if there are any additional commitments to add that will help your table function as a collaborative team in future meetings.
    - How can we ensure every voice at the table is heard and respected?
    - What commitments will help us stay open-minded as we consider changes across schools?
    - How can we keep students' needs at the center of our decisions?
    - What will collaboration and support for one another look like in this work?

Current Reality in 2025-2026

Currently in WWS:

- We have six K-4 elementary schools with approximately 3990 students, which equates to approximately 665 students in 6 elementary schools.
- We have six K-5 elementary schools with approximately 4818 students, which equates to approximately 602 students in 8 elementary schools.
- WIS has over 1650 students in Grades 5-6.
- WMS has just under 1600 students in Grades 7-8.
- WHS has almost 3100 students in Grades 9-12.
- We added over 300 new students in 2025-2026.

School Enrollment Now

Total Enrollment 2025-2026															
8/29/2025															
	K	1	2	3	4	5	6	7	8	9	10	11	12	13	**Totals**
CRES	101	107	129	110	130										577
MGES	109	126	126	130	141										632
MTES	180	157	189	185	178										889
OTES	99	89	112	130	128										558
SSES	138	122	145	133	124										662
WWES	144	127	150	110	144										675
WIS						823	831								1654
WMS								756	836						1592
WHS										777	780	794	728	20	3099
Totals	771	728	851	798	845	823	831	756	836	777	780	794	728	20	10338

New Students
314

Historical Data

	2019	2020	2021	2022	2023	2024	2025	
CRES	622	590	613	635	621	612	577	
MGES	601	572	610	562	626	632	632	
MTES	547	513	526	572	696	767	889	
OTES	593	534	502	586	593	582	558	
SSES	519	567	658	615	650	656	662	
WWES	538	557	618	621	700	691	675	
Sub Total	3420	3333	3527	3591	3886	3940	3993	
	Growth	-87	194	64	295	54	53	573
WIS	1301	1298	1333	1420	1463	1551	1654	
WMS	1284	1285	1333	1429	1464	1585	1592	
WHS	2430	2527	2627	2665	2798	2948	3099	
Total	8435	8443	8820	9105	9611	10024	10338	
	Growth	8	377	285	506	413	314	1903

Pause and Process

- After looking at the school enrollment data, take some Private Reasoning Time to process:
  - What stands out to you?
  - What do you notice?

00:30

- Now, share your thoughts with your table team.

03:00

Demographic Percentages by School Today

School	Enrollment	% of SES	% of students who are white	% of students with an IEP	% of ELL
CRES	578	20.20%	72.10%	19.70%	11.5%
MGES	630	14.40%	69.40%	15.50%	9.5%
MTES	896	25.00%	59.00%	13.80%	16.3%
OTES	559	10.90%	79.60%	19.30%	4.8%
SSES	670	8.60%	76.50%	10.30%	4.6%
WWES	677	28.60%	66.10%	16.60%	14.8%
WIS	1655	20.90%	70.90%	15.40%	6.1%
WMS	1591	23.20%	71.50%	12.70%	7.0%
WHS	3105	21.50%	70.90%	11.10%	8.3%
District Total	10361	20.50%	70.70%	13.80%	7.5%

Historical Demographic % SES

School	2019 SES	2020 SES	2021 SES	2022 SES	2023 SES	2024 SES	2025 SES
CRES	15.1%	13.1%	14.4%	21.9%	22.2%	20.9%	20.2%
MGES	11.0%	12.4%	9.8%	12.1%	14.1%	11.9%	14.4%
MTES	32.4%	25.5%	26.0%	28.8%	32.0%	28.9%	25.0%
OTES	5.6%	7.5%	6.8%	9.0%	10.1%	8.9%	10.9%
SSES	7.1%	4.9%	7.4%	10.1%	12.3%	10.2%	8.6%
WWES	28.3%	23.7%	19.1%	25.1%	30.9%	24.6%	28.6%
WIS	18.6%	15.7%	17.6%	20.9%	22.1%	19.5%	20.0%
WMS	17.1%	16.7%	17.0%	18.3%	20.2%	20.4%	23.2%
WHS	15.2%	13.6%	17.0%	18.5%	19.2%	18.9%	21.5%
Total %	**16.5%**	**14.7%**	**15.8%**	**18.6%**	**20.4%**	**18.9%**	**20.5%**
Total Students	**1242**	**1242**	**1394**	**1696**	**1962**	**1898**	**2119**

Historical Demographic Race

School	2019 W	2020 W	2021 W	2022 W	2023 W	2024 W	2025 W
CRES	77.1%	77.1%	76.5%	73.7%	74.7%	73.2%	72.1%
MGES	79.2%	79.2%	78.5%	79.0%	75.2%	72.5%	69.4%
MTES	70.8%	70.8%	70.3%	68.5%	65.4%	61.3%	59.0%
OTES	86.5%	86.5%	87.1%	85.8%	85.2%	82.0%	79.6%
SSES	85.7%	85.7%	83.9%	79.8%	79.7%	77.4%	76.5%
WWES	72.4%	72.4%	71.4%	70.0%	67.6%	67.6%	66.1%
WIS	81.2%	81.2%	77.4%	75.8%	75.0%	73.1%	70.9%
WMS	77.6%	77.6%	78.1%	76.2%	73.6%	72.3%	71.5%
WHS	80.1%	80.1%	77.8%	75.9%	74.8%	72.7%	70.9%
Total %	79.3%	79.3%	77.8%	76.0%	74.4%	72.3%	70.7%
Total Students	**6698**	**6698**	**6864**	**6921**	**7153**	**7250**	**7309**

Historical Demographic % IEP

School Name	2019 % IEP	2020 % IEP	2021 % IEP	2022 % IEP	2023 % IEP	2024 % IEP	2025 % IEP
CRES	15.0%	13.6%	17.8%	17.8%	16.3%	23.5%	19.9%
MGES	18.1%	13.6%	16.2%	16.2%	11.3%	20.4%	15.7%
MTES	10.8%	14.6%	16.1%	16.1%	10.9%	15.0%	13.6%
OTES	15.6%	18.4%	16.2%	16.2%	12.3%	19.8%	19.1%
SSES	18.0%	14.5%	14.6%	14.6%	9.4%	15.5%	10.3%
WWES	20.1%	17.2%	17.4%	17.4%	12.3%	16.8%	16.7%
WIS	14.4%	15.9%	14.4%	14.4%	14.3%	16.6%	15.3%
WMS	16.6%	15.4%	15.3%	15.3%	12.4%	12.9%	12.9%
WHS	15.0%	11.4%	11.7%	11.7%	11.8%	12.5%	11.1%
Total %	**14.8%**	**14.2%**	**14.8%**	**15.1%**	**13.0%**	**17.2%**	**14.2%**
Total Students	**1246**	**1201**	**1308**	**1324**	**1187**	**1552**	**1706**

Historical Demographic % EL

School	2019 EL %	2020 EL %	2021 EL %	2022 EL%	2023 EL %	2024 EL %	2025 EL %
CRES	8.0%	7.8%	8.6%	10.1%	10.3%	11.9%	11.5%
MGES	1.3%	4.4%	5.2%	3.0%	5.0%	7.8%	9.5%
MTES	11.3%	8.2%	7.6%	9.3%	12.5%	14.5%	16.3%
OTES	0.3%	0.0%	0.2%	1.5%	1.0%	3.6%	4.8%
SSES	1.2%	1.2%	1.4%	5.2%	5.8%	5.0%	4.6%
WWES	8.0%	7.2%	7.3%	10.5%	13.4%	12.9%	14.8%
WIS	4.5%	3.5%	4.1%	5.5%	6.1%	6.3%	6.1%
WMS	2.4%	3.5%	4.7%	5.7%	6.4%	6.2%	7.0%
WHS	3.3%	2.6%	3.5%	4.9%	5.6%	7.1%	8.3%
Total %	**4.0%**	**3.7%**	**4.4%**	**5.8%**	**6.8%**	**7.7%**	**7.5%**
Total Students	**339**	**316**	**388**	**531**	**659**	**780**	**899**

Pause and Process

- After looking at the demographics percentages, take some Private Reasoning Time to process:
  - What stands out to you?
  - What do you notice?

00:30

- Now, share your thoughts with your table team.

04:00

Future Reality: Where we are going

In **2026**, the following will occur:

- Two elementary schools will open:
  - Midland Crossing Elementary School
  - Westfield Elementary School (Currently WIS)
- Grade 5 students will be stay in the elementary level. All elementary schools will now service K-5 students.
- Westfield Elementary will serve as a K-5 Elementary AND serve all Grade 6 students in the district.

In **2027**, the following will occur:

- The second middle school will open.
- Both middle schools will serve students in grades 6-8.
- Westfield Elementary will serve K-5.

Considerations for Rebalancing

- Demographically Balanced (SES & Race)
- Balanced Enrollment
- Longevity of Boundaries
- Transportation & Operations Efficiency
- Geographic Proximity
- School Capacity
- Minimize Impact on Families
- Specialized Programs
- Creating Safe Walking Zones
- Feeder Schools

Considerations for Rebalancing

- **Demographically Balanced (SES & Race):** Ensure each school population looks as demographically similar as possible. Federal guidance for the DOJ recommends a range not greater than 15% for SES. We must ensure that we do not intentionally set boundaries that segregate certain demographics of students.

- **Balanced Enrollment:** The number of class sections will be consistent across grades and schools.

Considerations for Rebalancing

- **Longevity of Boundaries:** Accounting for future enrollment projections to ensure school attendance zones remain intact for as long as possible, taking into consideration future development and growth of the city.

- **Transportation & Operations Efficiency:** Ensure long-term sustainability through efficiency in managing transportation, facilities, instructional programs, student services, support for staff, and other factors that impact the quality of experience and offerings within the district.

Considerations for Rebalancing

- **Geographic Proximity:** School assignments will be determined by drawing attendance zone boundaries that emphasize a "neighborhood school" approach by prioritizing the geographic proximity of home to school.

- **School Capacity:** The number of students who can be accommodated at the school, considering the space needed to accommodate instructional spaces, specialized district programs, and interventions required to ensure each student's needs are met equitably.

Considerations for Rebalancing

- **Minimize Impact on Families:** Changes to school attendance zones should be minimized to the extent possible, moving as few families as possible to new schools.

- **Specialized Program:** Specialized programs serve students with special needs and require additional space.

Considerations for Rebalancing

- **Creating Safe Walking Zones:** Implement walk zones so that as many students as possible can walk to school without crossing major roads or facing other hazards.

- **Feeder Schools:** Grouping elementary schools to establish distinct groups, ensuring an equitable distribution of students to each middle school.

Exit Slip

- Before you leave, please complete the exit slip to help us gather any additional information:
  - https://forms.gle/EWhDxwV5xrDA8anQ6



