WWS K-8 Rebalancing Committee: Meeting 2

September 10, 2025

WESTFIELD WASHINGTON SCHOOLS

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

Rebalancing Objectives

- To create a 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

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.

Important Reminders

- Our goal is to do this with you, not to you!
- This is a collective inquiry process.
- We will use consensus building to make decisions and the final recommendation.

Meeting #1 Recap

- Introductions, review of objectives, and district/table norms
- Review of current and historical enrollment data for WWS and individual schools
- Pausing and processing times for table groups to look for trends and patterns followed by whole group share out
- Review of the 10 considerations for school rebalancing with a general definition of each
- Exit slip on anything committee members wanted more information on for the upcoming meetings.

Exit Slip: Emerging Themes

- **Growth/Planning**
  - Where growth will happen, birth rates, neighborhoods aging out, etc.
  - WWS communicates regularly with the City of Westfield.
  - WWS has worked with a demographer to explore many of the factors mentioned.
- **Logistics/Operations:**
  - Safety
  - Facility capacity and use
- **Family/Student Experience:**
  - Minimize disruptions
  - Keeping/splitting neighborhoods
  - Grandfathering of students in grade 4

Things to Note

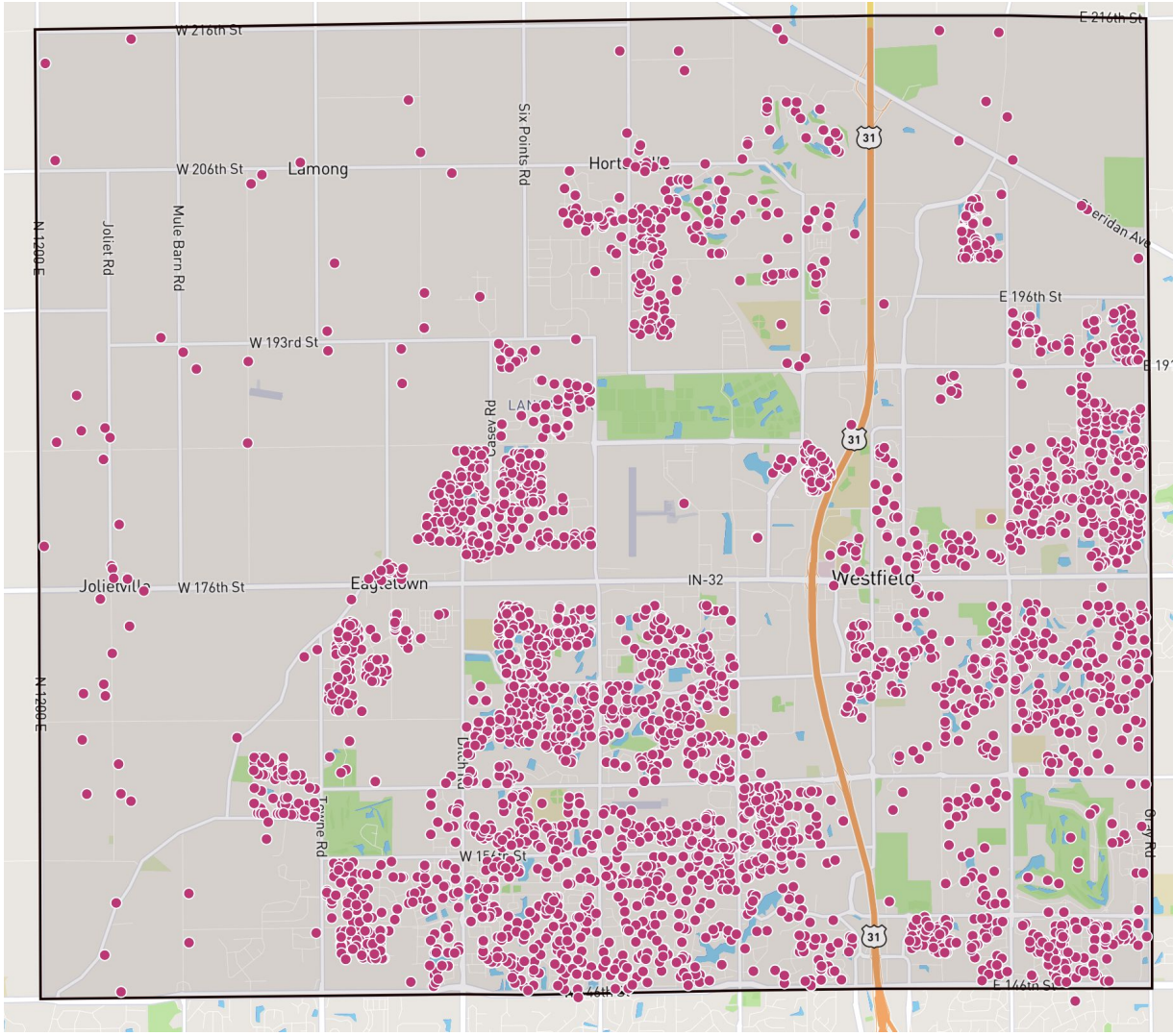
- **Parking Lot:** If additional questions and comments come up, you are welcome to place these on the “parking lot” sign in the LGI Room or can leave them on the tables.

- **FAQ Document:** We will be making a FAQ document that will be updated and shared as questions are shared. This information will also derive from exit slips.

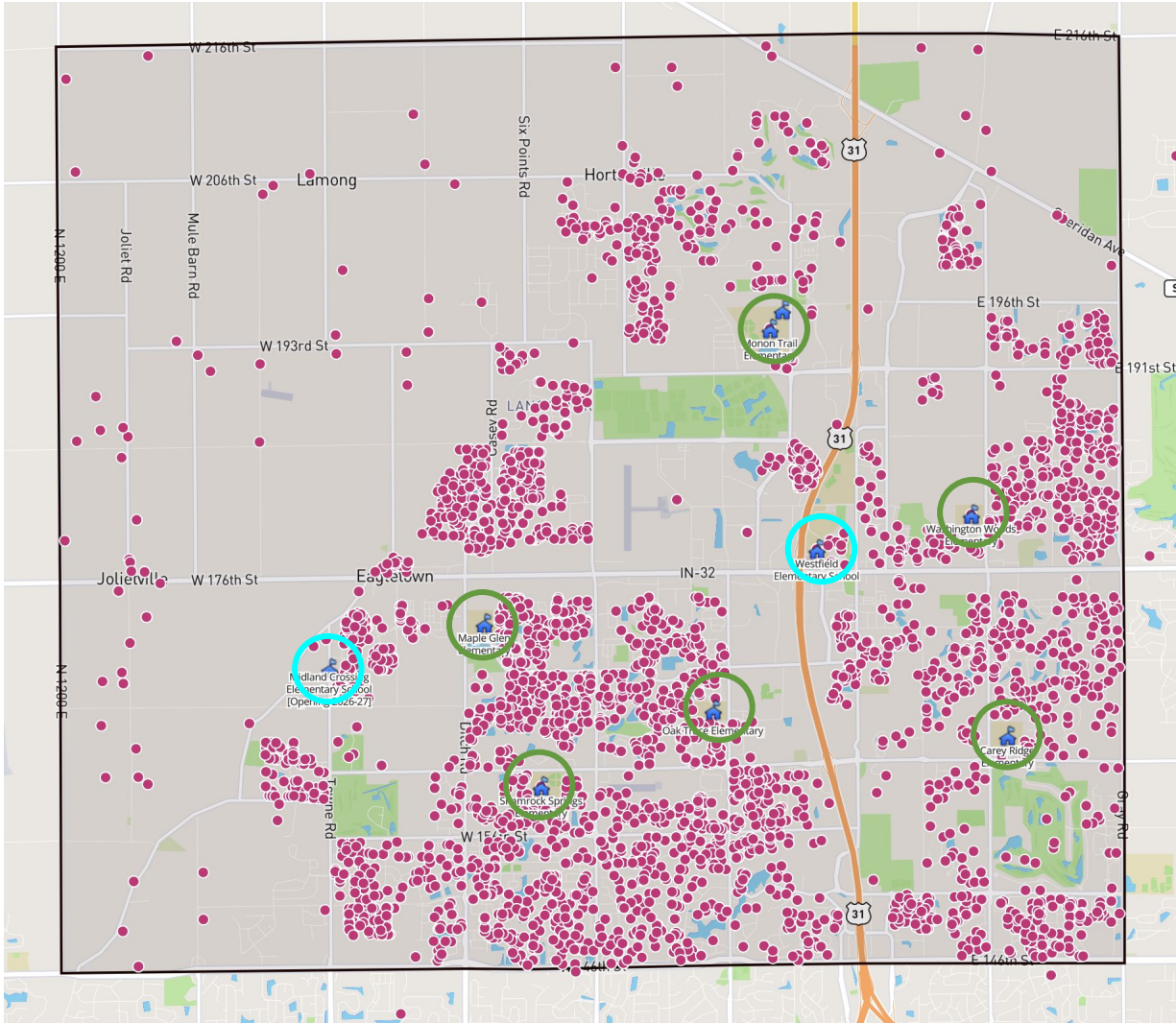
Today's Objective

At the end of today's meeting, each table group will identify and prioritize their top three and bottom three considerations.

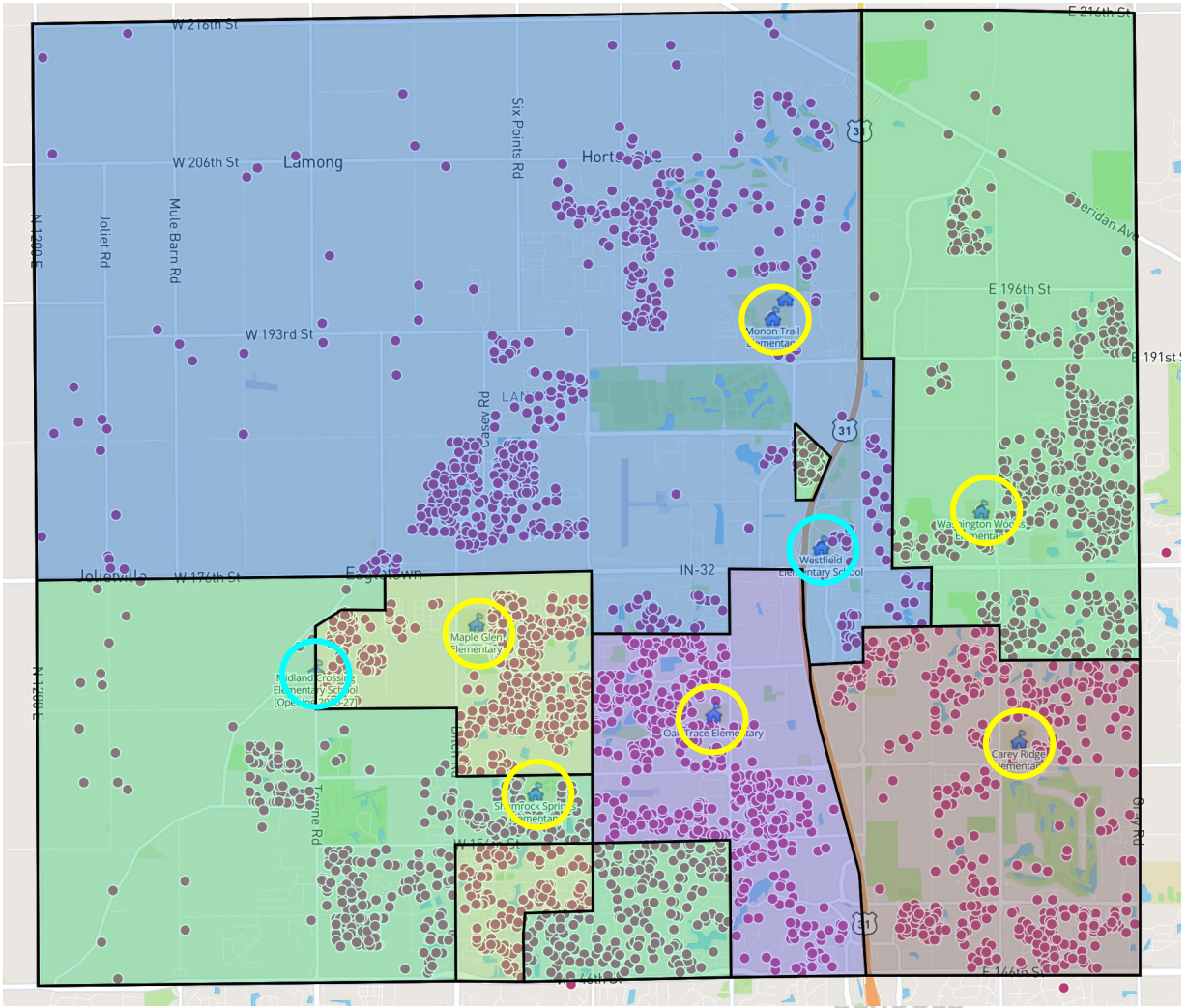
Current K-5 Students



Current K-5 Students w/ schools



Current K-5 Students & Boundaries



Issued Housing Permits for 2025

Neighborhood	Total Jan. - Aug.
Aberdeen	3
Atwater	42
Belle Crest	10
Bonterra	23
Carramore	17
Chatham	29
Chatham Villages	47
Ctyards of Westfield	51
Grassy Branch@Bridge	1
Harbor at Grand Park Village	14
Harvest Trail of Westfield	52
Kimblewick	75
Lancaster	62
Lindley Run	42
Maple Ridge	2
Midland	70
Midland Townhomes	0
Misc	31
Monon Corner	53
New Haven	0
Oak Park	0
Orchard View	49
Osborne Trails	83
Reserve on South	0
Serenade	0
Somerset	43
Springwater	4
Sycamore Glen	1
Towns at Grand Park Village	14
Towns at Union	14
Westgate	28
Wood Wind North	0
Total	860

Issued Housing Permits for 2025

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Total	
2023	75	78	187	174	208	183	130	138	93	102	63	62	1493	
2024	155	116	178	191	183	121	115	128	128	155	77	100	1647	
2025	145	99	156	95	95	95	97	78	0	0	0	0	860	**1228**

Notes from Our Demographer

- Birth rates are down.
- We need new home growth to continue student growth at the elementary level.
- Apartments generate fewer students.
- The city has a relatively young population, with a median age under 40 years old.
- The number of students per house is trending down.

Notes from Our City

- When a new development is asking for approval, the city connects WWS and the developers for planning purposes.
- Growth will be seen North and West per the city.
- New Comprehensive Plan and Special Census in the works.

Considerations for Rebalancing

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

Prioritizing Considerations Activity

Goal: At the end of today's meeting, each table group will identify and prioritize their top three and bottom three considerations.

- **Listen Actively:** As each consideration is introduced, think about what factors matter most when considering its impact.
- **Discuss as a Table:** Review all 5 considerations in this batch. Talk through the pros and cons of each.
- **Rank Them:** Work together to place the 5 considerations in order—from most important to least important.
- **Repeat:** We will follow the same process with the second set of 5 considerations afterward.

Demographics: SES

- 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.

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**

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.

Balanced Enrollment

- The **number of class sections** will be **consistent across grades and schools.**
- Ideal school sections would be 5 at each grade level.
- Current Sections:

School	CRES	MGES	MTES	OTES	SSES	WWES	TOTAL
K	5	5	7	5	6	6	**34**
1	5	6	8	4	7	6	**37**
2	5	5	7	5	6	7	**38**
3	6	5	7	5	5	5	**33**
4	6	6	6	5	6	6	**35**

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.

Possible idea: ½ mile radius to each elementary school is considered a walking zone

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.

Private Reasoning Time

- Now that we have reviewed the first five considerations, independently think and write the pros and cons of each.

01:00

First 5 Considerations

- Demographic SES
- Minimize Impact on Families
- Balanced Enrollment
- Creating Safe Walk Zones
- Geographic Proximity

Discuss and Rank

15:00

1. Discuss with your table all five of the considerations in this batch.
    - Why is this consideration important?
    - Pros and Cons?

2. Place them in order of which is most important to consider all the way to which is fifth in line to consider as a table group.

First 5 Considerations

- Demographic SES
- Minimize Impact on Families
- Balanced Enrollment
- Creating Safe Walk Zones
- Geographic Proximity

NEXT FIVE CONSIDERATIONS

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.

School	CRES	MGES	MTES	OTES	WWES	SSES	MCES	WES
Existing Instruction Spaces								
Existing Instruction Spaces	43	34	34	34	34	48	48	48
Related Arts & Special Programing								
Gym	1	1	1	1	1	1	1	1
Art Room	1	1	1	1	1	1	1	1
Music	1	1	1	1	1	1	1	1
STEM	0	0	0	0	0	1	1	1
Media Center	1	1	1	1	1	1	1	1
Multi-Purpose	1	1	1	1	1	0	0	0
Collaboration Areas	1	0	0	0	0	6	6	6
Community Room	1	0	0	1	1	1	1	1
Special Programming	11	2	2	2	2	10	10	10
Optimal Capacity (based on 5 section schools)	700	650	650	650	650	750	750	750
Maximum Capacity	900	800	800	800	800	950	950	950

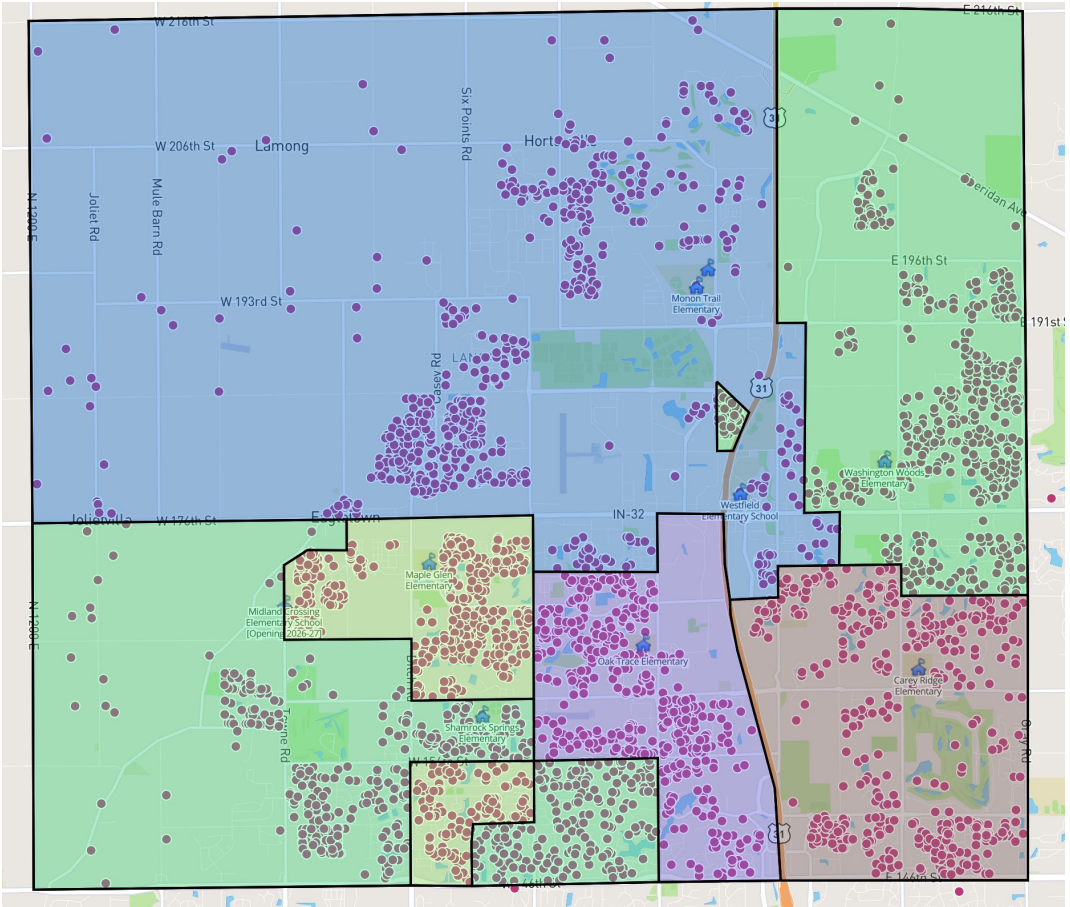
Transportation & Operations Efficiency

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. (NUMBER OF BUSES)

Tier 1	Reg	Special	Total
CRES	9	5	14
MGES	9		9
MTES	14		14
OTES	11	4	15
SSES	11	2	13
WWES	9	3	12
Total	**63**	**14**	**77**
Tier 2	**Reg**	**Special**	**Total**
WIS/WMS	44	7	51
WHS	28	4	32
Total	**72**	**11**	**83**

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.



Specialized Programs

Specialized programs serve students with special needs and require additional space.

Cross-Categorical:	51
FAP	19
Mosaics	10
Lifeskills	27

Feeder Schools

Grouping elementary schools to establish distinct groups, ensuring an equitable distribution of students to each middle school.

Feeder Schools

- Four elementary schools would feed into one middle school and four middle schools would feed into the other.

- Feeder schools would be divided by several factors including proximity to the middle school, demographics including SES %, and transportation needs.

- A major focus would be on creating equity among the two middle schools in regards to student populations with less focus on the 8 elementary schools. The goal would be for both middle schools start with similar student cohorts.

Private Reasoning Time

- Now that we have reviewed the second five considerations, independently think and write the pros and cons of each.

01:00

First 5 Considerations

- Demographic SES
- Minimize Impact on Families
- Balanced Enrollment
- Creating Safe Walk Zones
- Geographic Proximity

Discuss and Rank

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Second 5 Considerations

- School Capacity
- Transportation and Operations
- Longevity of Boundaries
- Specialized Programs
- Feeder Schools

Final Table Rank

05:00

Goal: At the end of today's meeting, each table group will identify and prioritize their top three and bottom three considerations.

- Now, combine all 10 considerations into one single list.
- Rank them from most important to least important.
- From this ranking, determine your table's Top 3 and Bottom 3 considerations.
  - ***Hint:*** *Don't get caught in the weeds with the considerations in the middle.*

Gallery Walk: Rankings Comparisons

- When time starts, you will move around the room to visit each table's rankings.
- **Review** the Top 3 and Bottom 3 considerations posted.
- After you have visited each table, head back to your original table.
- **Notice and note:**
  - What did you notice? What does this suggest about similarities or differences across groups?
  - Which of your Top 3 or Bottom 3 were similar? What might that reveal about how your table's priorities compare to others?

05:00

Gallery Walk: Rankings Comparisons

- Head back to your table group.

05:00

- **Notice and note:**
  - Where do you notice clusters of green or yellow Post-its at your table? What does this suggest about similarities or differences across groups?

  - Which of your Top 3 or Bottom 3 have few or no Post-its? What might that reveal about how your table's priorities compare to others?

Exit Slip

- Please complete the following Google Form before you leave today.

- **Facilitators**-- *be sure you complete this with your table group's information not your own.*

    - https://forms.gle/EMQ7SxhAbTnAFyp9A

Group Discussion

1. Big Picture Values

"When you think about what makes a school rebalancing fair and effective, which of these factors feel most essential to you and why?"

2. Prioritization Exercise

"If you had to rank your top three priorities out of these ten (demographic balance, balanced enrollment, fiscal responsibility, geographic proximity, school capacity, minimizing family impact, specialized programs, safe walking zones, longevity of boundaries, transportation efficiency), which would you choose? Why those three?"

3. Trade-Offs in Practice

"Sometimes factors can conflict—for example, keeping enrollment balanced may mean longer bus rides, or protecting walk zones may reduce demographic balance. Which trade-offs do you think the district should be most willing to make, and which should be avoided?"

4. Family & Student Impact

"Thinking about your own family or community, which of these factors most directly affect daily life (transportation, peer continuity, access to programs, safety, etc.)? How should the district weigh these lived experiences against long-term goals?"

5. Future-Proofing

"Longevity is one goal—so that boundaries don't change again in just a few years. If keeping boundaries stable long-term required more short-term disruption, how would you feel about that? Should stability or minimizing immediate impact carry more weight?"

6. Final Reflection

"If you could give one piece of advice to the school board about which 2–3 factors deserve the most weight in their decision-making, what would you say?"