WWS K-8 Rebalancing Committee: Meeting 5

October 1, 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:

1. **September 3:** Introduction and Overview ✅
2. **September 10:** Details and Boundary Considerations ✅
3. **September 17:** Boundary Considerations & Predictive Enrollment ✅
4. **September 24:** Review Draft Maps ✅
5. **October 1:** Continue to Review Draft Maps
6. **October 8:** School Start and End Times / Transportation / 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

Important Reminders

- Our goal is to do this with you, not to you!
- You ask you to represent the community members who cannot be here.
- This is a collective inquiry process.
- We will use consensus building to make decisions and the final recommendation.
  - Consensus means every voice has been heard and the will of the group is clear – not that everyone agrees!

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.

Last Meeting Recap

- Reviewed and analyzed draft boundary maps
- Connected our top considerations to real scenarios
- Shared questions and insights from each table discussion
- Shared your input to help guide refinements of maps

Today's Objectives

- Provide facts and clarity
- To review updated rebalancing maps and discuss changes.
- To review Feeder School Options.
- To seek consensus on the rebalancing maps.

The Process

- We have been planning and preparing for 2 years for this process.

- We considered multiple ways to do this, but we chose to replicate an award-winning process done by a growing suburban district on the west side.

Providing Facts and Clarity

- Change is hard!
  - **Reality: Change is easy! Transition is hard!**
  - **Change is a situational event, like a new job or a new structure and school. It is often external.**
  - **Transition is the internal, emotional, and psychological process of adapting to change, which involves letting go of old ways of life and identity, and embracing the a new beginning.**

Exit Slip Data

Considerations	First choice	Second Choice	Third Choice	8th Choice	9th Choice	10th Choice
Demographics/SES	38	15	8	8	2	1
Feeder Schools	14	10	19	5	1	5
Geographic Proximity	7	11	6	6	8	2
Longevity of Boundaries	6	13	17	3	5	1
Minimum impact on families	9	3	2	17	22	4
School Capacity	9	11	12	16	3	6
Transportation Efficiency	1	5	12	10	1	10
Balanced Enrollment	1	17	8	7	4	0
Creating Safe Walk Zones	1	0	1	2	16	52
Fiscal Responsibility	0	1	1	1	0	0
Special Programs	0	0	0	11	26	5
Total	86	86	86	86	86	86

Exit Slip Data

Considerations	Total times this consideration appeared in the top 3	Total times this consideration appeared in the bottom 3
Demographics/SES	61	11
Feeder Schools	43	11
Longevity of Boundaries	36	9
School Capacity	32	25
Balanced Enrollment	26	11
Geographic Proximity	24	16
Transportation Efficiency	18	21
Minimum impact on families	14	43
Creating Safe Walk Zones	2	70
Fiscal Responsibility	2	1
Special Programs	0	42

Providing Facts and Clarity

- The Rebalancing Committee maps do not meet the goal of Demographically Balanced Schools.
    - **Reality: We have maps that our balanced for our community. We have not got the range to 15%, but we do have maps that have double digit percentages of SES in all schools, and we have avoided going over 30%**
    - **Looking at the percent is relative to the total number of students. In a growing district, this is an important distinction.**

Providing Facts and Clarity

- WES is not equipped to be an elementary school. It will not be ready or suitable. WES will not have an adequate playground.

    - **Reality: We have approved a contract with Performance Services, Inc. to invest $35 million in site development, classroom renovations (including the library, special education spaces, and cafeteria), and updated playground equipment and facilities zoned for grade levels.**


W
Performance
Services




Performance
Services
Tuesday


Performance
Services
Today's Lesson Order
Figure it out:
FRIDAY
•I am a number
•I am 4 digits long
•3 + 5 are 2 of my many factors
What number might I be?


Performance
Services

Providing Facts and Clarity

- Transportation and Safety Concerns
  - **Reality: OTES is the closest elementary school to WES (2.1 miles) with WWES being the second closest. The start time for WES will be different than that of the middle school, alleviating congestion and traffic concerns. There will be a new bus zone on the south side of the building, as well as a new kindergarten drop zone on the north side of the building.**
  - **Once rebalancing is completed, we will share the attendance boundaries with our consultant who will draw entirely new, safe, and efficient bus routes for the entire district.**

Providing Facts and Clarity

- Staffing
    - **Reality: Once we determine how many students and sections per grade we have at each school, we will execute our rebalancing plan for staff that ensures all schools will have a balance of teaching experience and leadership.**

Providing Facts and Clarity

- Optimizing equitable distribution of resources and staff
    - **Reality: Over the past four years, we have built a consistent, student-centered elementary experience across all schools. Through the PLC process, instructional coaching, and learning walks, our administrators and staff have driven this alignment with excellence.**
    - **Specialized personnel (special education, EL, classroom assistants, etc.) will be equitably distributed based on student population and school programs.**

Providing Facts and Clarity

- Home values
  - **Reality: Homes within districts known for high performing schools tend to attract more buyers and maintain higher home values.**
  - **All WWS schools provide the same high-quality education, curriculum, and staffing, so boundary changes do not impact school quality.**
  - **WWS is the economic engine of the city. People move here for our schools. Our demographer continually tells us that there are not enough existing homes on the market because people want to move here for our schools.**

Feedback and Activities

Based on Feedback: Option 1

- Feedback on Option 1 reflects cautious support, with many noting it feels more balanced and less disruptive than other options.
- Significant concerns remain about socioeconomic balance, with SES disparities ranging from 7% to 26%—well above recommended thresholds.
- While Option 1 addresses short-term capacity (within five years), stakeholders doubt its sustainability over a 10-year horizon, especially given anticipated growth in certain areas like WWES, MTES, and MCES.
- Middle school feeder patterns and neighborhood splits also emerged as pain points, with parents worried about losing community cohesion.
- Though the plan offers improvements in transportation efficiency and natural boundaries, the lack of SES equity, uneven growth distribution, and potential for future rebalancing prevent Option 1 from being a fully viable long-term solution.

Based on Feedback: Option 2

- Stakeholders generally view Option 2 more favorably than Option 1, describing it as more balanced, less disruptive, and better positioned for long-term stability.
- The SES distribution improves compared to Option 1, but disparities remain, with a range of 11%–29% and two schools near the high end.
- While Option 2 reduces neighborhood splits and creates cleaner boundaries, some neighborhoods are still divided.
- Many see this option as the most sustainable of the three, especially if a 9th elementary is built, though middle school feeder balance remains uncertain.
- Overall, Option 2 is seen as the preferred path forward, with improvements over Option 1 but lingering concerns about SES equity and transportation efficiency.

Based on Feedback: Option 3

- Option 3 needed significant revisions.

- Throw it out.

Discussing the Developed Maps

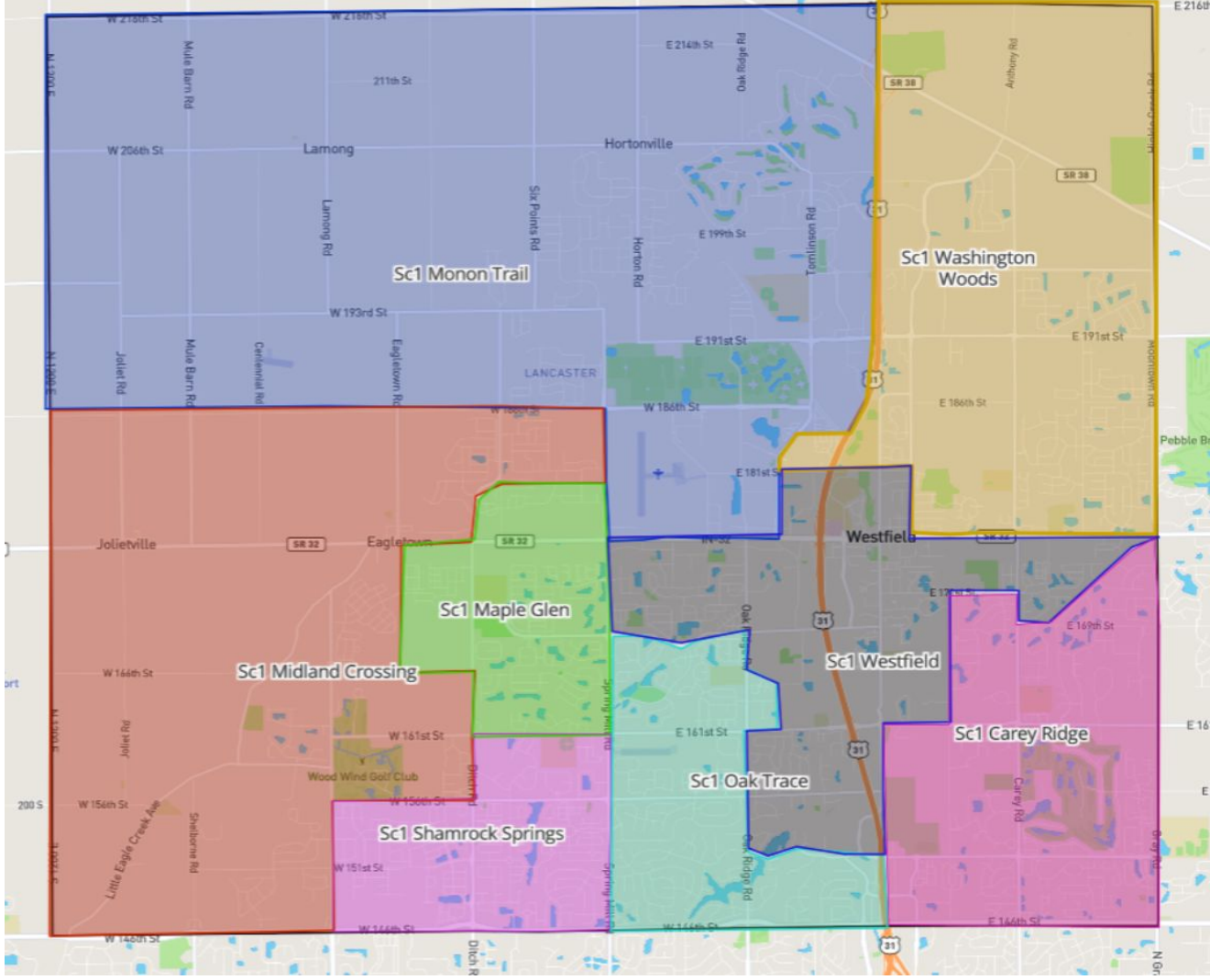
- Spend time discussing each map at your table.
  - Option 1: Original
  - Option 2: Revised based on feedback
  - Option 3: Revamped

- Be sure every voice is heard during the conversation.

- Write down any lingering questions that might need to be addressed.

Option 1: 5 minutes

- There are no updates to Option 1
- Feeder Options

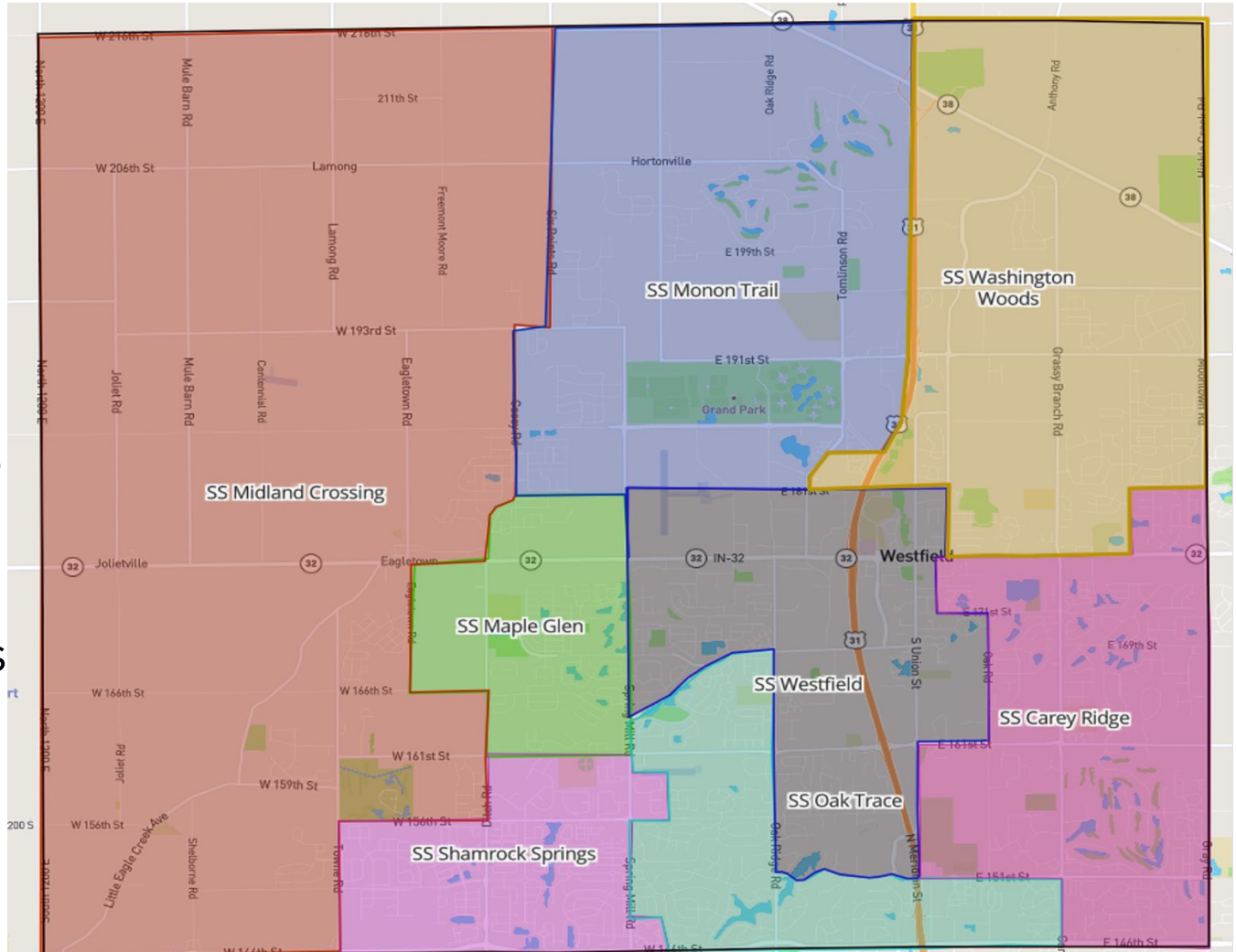


Option 2: 10 minutes

- Move the southeast border of Oak Trace Elementary to Carey Road.
- Move Mulberry Farms to Shamrock Springs. Perhaps draw a north-south line from 161 down to 156th Street along the natural tree line.
- Square off the northwest top of Westfield Elementary along 181 street to Spring Mill Road. When you get to Dartown Road, you will need to draw it across the grass runway for Westfield Airport.
- Take the southeast border of Westfield Elementary down Oak Road to 151 Street.
- Move the northwest border for Carey Ridge Elementary west to Cherry Street and take it up to 32.
- On the northeast of Carey Ridge Elementary, move the northwest border of north of 32 to the west to Shady Nook Road and capture all of Sandpiper Lakes. Keep the north board along the tree line.

Option 2: 10 minutes

- Updates
- Feeder Options

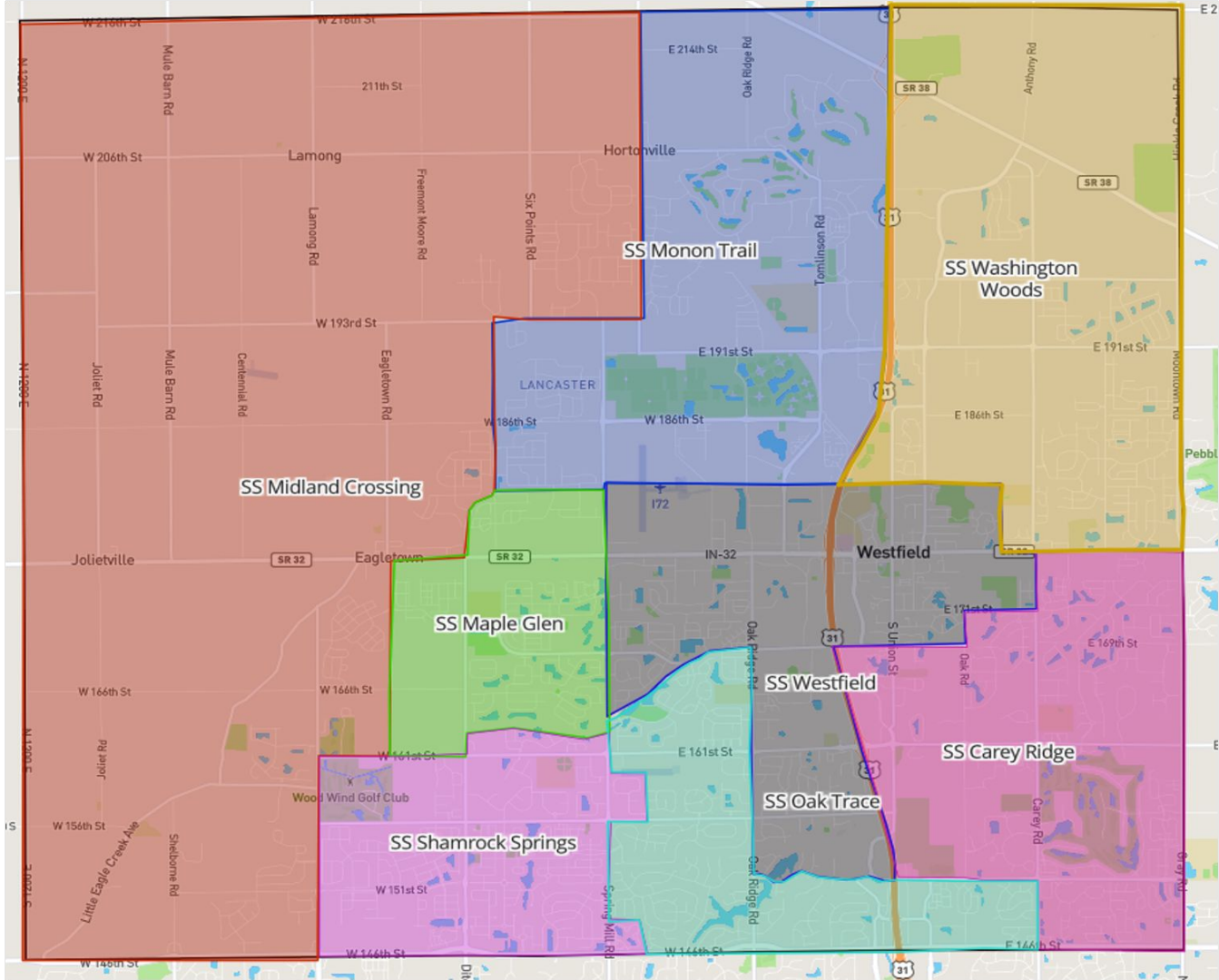


Option 3 (brand new)

- Overall more balance between schools (Range 16-24% SES)
- Range remains at 11-30 for highest and lowest. (MTES overall SES % has been declining over the last several years)
- Less neighborhoods split
- Enrollment balanced between multiple schools

Option 3: 10 minutes

- Completely Updated
- Feeder Options



Percent of Students Moving

Three Corner Activity

Goal: To establish a consensus on which rebalancing map the committee would recommend to the board

1. **Move to the corner** that best matches which map you believe to the be the best recommendation moving forward.

2. Facilitators --- count the number of people in your corner.

Next week....

- Be prepared to discuss and recommend feeder schools
- Discuss transportation considerations
- Evaluate school start and end times