

RIGHT SIZE. RIGHT SUPPORT. EVERY STUDENT.

Frequenty Asked Questions STAFF

How will grade-level rebalancing affect my teaching assignment and classroom?

We understand this is one of the first questions on every educator's mind, and we want to be direct: for most staff, your teaching assignment and subject area will remain the same. What will change is the building or grade level context in which you teach if your position follows a grade level being reassigned. Principals are working closely with district leadership to ensure staffing transitions are handled with as much advance notice as possible. Individual conversations with affected staff will happen before any public-facing announcements are made to families. If you have specific concerns about your assignment, please speak directly with your principal.

Will there be any changes to my planning time, schedule, or daily routines?

One of the primary benefits of enrollment rebalancing is greater scheduling flexibility for both staff and students. When buildings are operating closer to their intended capacity, administrators have more room to build schedules that protect planning time, allow for collaborative staff periods, and reduce the pressure that comes from trying to schedule too many students through too few shared spaces. That said, there will be a transition period as new schedules are finalized. Staff will receive their updated schedules no later than [date to be confirmed by district], and building-level meetings will be held to walk through any changes before the new arrangement takes effect.

What support will be provided to staff during the transition?

District leadership is committed to making this transition as smooth as possible for our staff. Support will include:

- dedicated professional development time to help teams align around the new building configurations;
- building-level transition meetings led by your principal;
- access to a Staff Resources hub on the district's website with FAQs, talking points, timeline updates; and direct channels to ask questions confidentially if needed.

We also recognize that some staff may feel anxious about changes to their routines or teams. Those feelings are valid, and we encourage open conversations with your principal or department lead. ***You are not navigating this alone.***

How will this change improve the experience for students and make my job easier?

When enrollment is balanced with building capacity, students gain access to the spaces and schedules they need to thrive and that directly reduces the pressure educators face every day.

Students eating lunch in the gym instead of classrooms means classrooms are cleaner, quieter, and ready for learning without the disruption of managing midday meals in an academic space.

More flexible scheduling means fewer conflicts over shared spaces and more opportunity for students to interact with a broader peer group, which supports social-emotional development and reduces some of the behavioral challenges that come from under-stimulation or social isolation.

A well-balanced building is simply a better environment for everyone in it, including you.

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Why is the district making this change?

Enrollment shifts over time have created uneven grade-level populations and staffing imbalances across schools. Right-sizing enrollment ensures equitable distribution of students, resources, and programming. When buildings operate with the student populations they were designed to serve, everyone benefits; students have access to better spaces and schedules, staff have more manageable workloads, and the district can deliver consistent programming across all buildings. This initiative is about getting our schools into the right alignment for the long term.

Is this about budget reductions?

No. This initiative is about alignment and long-term stability; not cost-cutting. Balanced enrollment supports consistent staffing models and sustainable programming across all buildings. While any well-run organization pays attention to efficiency, the driving force behind this change is equity and quality of experience for students and staff. Families and staff should feel confident that decisions in this process are being guided by what is best for our school community, not by a budget reduction agenda.

Will positions be eliminated?

Staffing decisions will be handled thoughtfully and transparently. Our goal is to align staffing with enrollment needs while minimizing disruption whenever possible. Where staffing adjustments are necessary, affected staff will be notified directly and individually before any public announcements are made. We are committed to treating every staff member with the respect and transparency they deserve throughout this process. If you have specific concerns about your own position, please speak with your principal or a district HR representative directly.

How will class sizes be affected?

The goal is to create more consistent and equitable class sizes across the district, reducing the extremes that currently exist at both ends of the spectrum. In buildings where enrollment has exceeded capacity, some classes are significantly larger than they should be. In buildings with lower enrollment, some classes may be underenrolled. Rebalancing works toward a middle ground that is more manageable for educators and more educationally sound for students. Specific class size projections will be shared with staff as building-level plans are finalized.

Will staff have input into how this transition is implemented?

Yes. Staff voice is important — particularly around transitions and student support structures. While the overall direction of the initiative has been determined at the district level based on enrollment and capacity data, the how of implementation is something staff can meaningfully shape. Building-level conversations, staff feedback surveys, and direct input channels to principals and district leadership are all part of the process. Staff who are closest to students every day bring invaluable perspective, and we want that perspective reflected in how this transition unfolds.

How will this impact school culture and climate?

Transitions of this kind require intentional attention to culture, and we take that seriously. Maintaining strong school identity and a positive climate will remain a priority throughout this process. Where grade levels or student populations shift between buildings, we will work deliberately to support community-building, preserve meaningful traditions, and help students and staff feel connected and valued in their school environment. Counselors, social workers, and building leaders will play an active role in supporting students and families through the adjustment period. School culture is not an afterthought, it is part of the plan.

How should I respond if parents ask me about the rebalancing?

You are the most trusted voice in a family's school experience, and parents will naturally turn to you first with questions. We want to make sure you feel confident and prepared. Talking points will be available to staff on the website.