

LETTER TEMPLATES

*****Please send letters by June 7th*****

Contact Info for School Board and Leadership

[WJCC School Board](#)

[WJCC Leadership](#)

As these issues are district wide, from elementary to high school, we feel emails to the entire school board and leadership is warranted.

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Please add your concerns for your specific school(s), neighborhoods, and situations in addition to the overall equity issues. Samples for Matthew Whaley and the Kingspoint Neighborhood below.

Letter Template for all of WJCC

To the WJCC School Board and Leadership:

My name is [NAME] and I live in the [NEIGHBORHOOD] of Williamsburg. [IF YOU HAVE KIDS, ADD THEIR AGES AND WHAT SCHOOLS THEY ATTEND OR ATTENDED IN THE PAST]. I am writing today about my serious concerns regarding the proposed redistricting maps.

The proposed district maps will increase economic inequalities across schools, roll back integration, concentrate students with higher needs at certain schools, and create unequal teacher workloads through increasing the need for differentiated instruction at some schools and reducing it in others. The [second guiding principle](#) for the rezoning process is “demographics.” It is notable that this is the only guiding principle that is not mentioned in the materials put forward by the commission for the recent public forums. It is a glaring omission because these maps would dramatically increase economic and racial segregation in the division.

At the elementary level, the new maps would concentrate economically disadvantaged students at three schools: James River, Matthew Whaley, and DJ Montague. Other schools—notably Matoaka and Stonehouse—would have wealthier student bodies to account for this change. Per [Fall 2025 Membership data](#) from the Virginia Department of Education, James River and Matthew Whaley already have the highest proportion of economically disadvantaged students at 23.4 and 11.6 percentage points higher than the division overall, respectively. Matoaka and Stonehouse already have the fewest economically disadvantaged students with approximately 8 percentage points fewer than the division overall. In other words, these changes would create even more noticeable economic stratification in WJCC elementary schools.

In addition to economic stratification, these maps would create deeper racial segregation in the school division. The schools that would become high-poverty schools are also those with fewer White students. [While the division overall](#) has 51.4% non-Hispanic White students, James River currently has only 22.2% and Matthew Whaley has 43.6% non-Hispanic White students. By contrast, Matoaka has 62.3% non-Hispanic White students under the current maps and Stonehouse has 59.5% non-Hispanic White students. The proposed maps [increase the racial segregation](#) of the elementary schools: students of color would increase at Clara Byrd Baker, DJ Montague, Matthew Whaley, and James River by 5.5 to 11.5% of the student body. The remaining schools, J. Blaine Blayton, Laurel Lane, Stonehouse, and Norge would have fewer students of color. Most notably, Matoaka—the elementary school with the whitest student body right now—would have a 7.6 percentage point decline of students of color. At the middle school level, the maps would undo the racial integration of our current schools. Students of color, economically disadvantaged students, and special education students would all be concentrated at James Blair. The proposed redistricting does not address the lack of diversity at the high school level, making Jamestown even less diverse than it already is, while concentrating students of color and economically disadvantaged students at Lafayette—which is already the least White and most economically disadvantaged of the three high schools. In sum, the proposed maps mean the whitest, wealthiest schools would become more so, while the poorest least

White schools would become less so still. At each level, these maps concentrate the highest need students in particular schools. The concentration of students with higher needs will create unequal workloads for teachers across schools in the division and make it harder to retain excellent teachers at the schools where students have the greatest needs.

Research points to the potential negative effects of the proposed new maps for all WJCC students. Poor students who attend school with wealthier children are more likely [to escape poverty](#). Students who attend diverse schools develop better [critical thinking, communication, and problem-solving skills](#) and are [less likely to drop out](#). Diverse schools lead to more [contact across social groups, reduce prejudice and stereotypes](#), and [equip students for success](#) in a multiracial society. Importantly, the research shows the benefits of racially and economically integrated schools are manifold and [accrue to all students](#).

The result of these proposed maps will have negative impacts on students, teachers, and communities, particularly on economically disadvantaged students and students of color. These changes have an impact on school communities by radically altering PTAs, many of which have long-standing relationships and institutional knowledge that support their school community as a whole, and the schools with increasing economically disadvantaged students will be most affected. Neighborhoods served by further disadvantaged schools are impacted, even if households don't have student-age residents, due to diminished desirability and property values.

Taking all of these concerns into account, I respectfully ask the board to consider alternatives that could achieve operational goals while addressing inequity and segregation, preserving the community continuity, leadership stability, and broad family engagement that have supported these schools for many years. I ask the district to consider boundary adjustments for the most economically disadvantaged schools, including Mathew Whaley, James River, and DJ Montague through to high school, to create a district of equity that serves all students, not just some students.

Sincerely,
[YOUR NAME]

ADDITIONS FOR MATTHEW WHALEY

Many neighborhoods that are proposed to be zoned out of Matthew Whaley, including Kingspoint and Indigo Park, have maintained a long-standing partnership with the school community through sustained PTA leadership, volunteerism, fundraising, and student support initiatives. Currently, these neighborhoods serve in executive PTA leadership roles making up 60% of the current board.

This sustained involvement has helped support a PTA organization that stewards nearly \$50,000 annually in programs and services benefiting every student and teacher in the school community. PTA-supported initiatives include the 47-year tradition of the Strawberry Festival, the Whaley Walk, free school supplies for all students, at least one free field trip per student annually, school-wide community nights, teacher support initiatives, snacks for children who are unable to pack a snack reliably, and a student clothing closet.

We are concerned that the proposed reassignment would remove one of the school's most deeply engaged and institutionally supportive neighborhoods while also decreasing socioeconomic and racial diversity within the remaining attendance zone. We respectfully ask the district to consider whether alternative boundary adjustments could achieve operational goals while preserving the long-standing community continuity, leadership stability, and broad family engagement that have helped support the school for generations.

ADDITIONS FOR KINGSPPOINT NEIGHBORHOOD

The Kingspoint neighborhood has been deeply woven into the fabric of the Matthew Whaley school community. The PTA Executive Board consists of five core leadership positions responsible for coordinating family engagement, fundraising, volunteer management, teacher support, and student programming. Over the past decade, residents from our neighborhood have consistently served in major leadership roles including President, Treasurer, Secretary, 1st Vice President, and additional Vice President positions.

Depending on the school year, our neighborhood has represented between 20% and 80% of the PTA Executive Board and contributed approximately 19 cumulative leadership-years of service over the past decade.

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