

Resolution Establishing Board Directive for Community Based School Assignments

Whereas, the Wake County Board of Education holds a strong commitment to the highest educational results for ALL children in an effort to allow them to reach their full potential and better our community.

Whereas, ALL children regardless of race, creed, economic status, or nationality are capable of high academic achievement when provided instruction of rigor and relevance. The utilization of objective, data-driven decisions better supports these efforts than subjective classification and profiling of students.

Whereas, ALL children, families, schools, teachers, and neighborhoods are stakeholders that benefit from a strong sense of community and a high quality education, and proximity to a child's school affects opportunities for engagement of all stakeholders.

Whereas, stability and continuity play a critical role in the positive development and support of our children, families, and communities. Within a framework of stability providing logical feeder patterns with limited disruptions in child placement, families should be provided with reasonable application options for their assignments, taking into account capacity and utilization of local facilities.

Whereas, extensive growth over the past two decades has resulted in our existing node-based assignment modeling to require numerous adjustments that have compounded over the years, resulting in challenges to meet demand and efficiency. Further, with the current three year assignment plan set to expire in 2012, a new plan will need to be implemented.

Whereas, the Wake County School Board supports community based school assignments. The alignment of these assignments with the existing zone based management tools of the Wake County Public School System, such as but not limited to Transportation Services, Facilities Maintenance and Management, and Staff Leadership, would produce more efficient and cost effective operations.

Be it hereby resolved:

1. The Wake County Board of Education commits to establishing Community Assignment Zones. A zone based assignment model will be developed during the next 9 – 15 months with input from our community stakeholders (as noted above), WCPSS staff, and other government planning and zoning officials.
2. **The final** approved model by the Board of Education must include:
 - A multi-year transition plan that limits impact on student reassignment and ensures program equity within each zone.
 - A plan that will be respectful of our history as a community and an institution, while being innovative and mindful of future growth.
 - A plan that ensures a commitment to a high quality education for ALL children.
 - A plan that creates consistent and logical feeder patterns with a defined plan for “optional choice” assignment opportunities. These opportunities will highlight strong support for

high quality year-round and magnet schools as viable options for families, while planning for both a vocational and alternative school.

- A plan that is effective and efficient in the utilization of our facilities and transportation fleet.
 - A plan that establishes better alignment of internal management systems and functions.
 - A strategy that supports and promotes high functioning and engaged communities.
 - A plan to support families and keep siblings from being separated by tracks or schools without parental consent.
- 3. In the interim**, the Wake County Public Schools will remain engaged in the Board approved three year assignment plan. When considered appropriate, approved adjustments to the existing plan will occur in accordance with past practices on an individual basis, including node adjustments, calendar conversions, and school designations. Decisions regarding these adjustments should take into account the future planning directive underway.
- 1. Be it further resolved that effective immediately:** Board level committees, WCPSS departments, and other administrative committees with relevant responsibilities, assignments or authority are directed to prepare constructive suggestions to support the development of the above noted transition, and be mindful in their approach to decision making that could impact these future directives.
 - 2.** Prior to June 30, 2010, the Growth and Planning Department and the Instructional Services Division (including a separate plan for the Research and Evaluation Department shall establish and present a transition plan to the Board of Education that will utilize non-discriminatory, objective, data-driven criteria, tools, and practices over existing subjective methods. All plans should include short term (within 12 months) and long term (up to 3 years) action items with clearly defined benchmarks.
 - 3.** Any applicants to an existing “optional choice” assignment shall not be discriminated against based upon economic status in the selection process.