

Here are the answers to the questions raised at the first round of Community Engagement Meetings about the 2004-05 student assignment plan. Questions are provided exactly as they were written by the public.

Magnet Questions

1. *Are there any plans for Swift Creek, Yates Mill or Dillard to be converted to magnet or year round?*

There are no plans to convert these schools to magnet or year round at this time.

2. *If you decline an assignment to a year round or magnet school, can you apply again later?*

Yes

3. *A decision to apply to a magnet school may be impacted by your child's new school assignment. The magnet school application window is already closed by the time the final assignment plan is published. Can something be done about changing the magnet school application timetable?*

The magnet application timeline is as late as it can be and still provide enough time for selections and notifications to be made on a timely basis. It is our hope that families apply for magnet seats because they want that program rather than to avoid a reassignment

4. *What do you use to determine the magnet to base ratio for a school? How do we get that information for WCPSS?*

Building capacity, location, program and other factors determine the percentages of base and magnet students at a school.

5. *We had one child accepted in the magnet program and the other was rejected. This created a transportation problem. How can this be prevented?*

Elementary students and middle school students are chosen in isolation to each other. It is certainly possible to have one chosen at one level and not have the other one chosen. A contact to our office and/or a request for transfer could help resolve this situation. The availability of seats at the requested schools would also be a factor. If the students were in the same grade configuration and one was accepted, the other should have been accepted. If that were to happen the parent(s) should call the Office of Growth Management to resolve the problem.

6. *Why/how are based students rationed with magnet students?*

Building capacity, location, program and other factors determine the percentages of base and magnet students at a school.

7. *Why aren't more traditional high schools built to accept the feeder base students and permit more magnet students to attend magnet high schools?*

As a practice, students attending a magnet middle school have priority to attend a magnet high school. All program magnet schools have a base population consisting of students who live in the immediate area. We think this is a good way to balance schools to keep all schools healthy.

8. *With twins, what is the likelihood of them both being assigned to the same year round or magnet school and being retained at the same school year to year?*

With twin siblings, or siblings in the same grade, as long as they registered as living at the same address they will be assigned to the same school regardless of magnet or year-round status.

9. *Why are certain nodes not given the opportunity to apply to neighboring magnet programs – our base magnet is not in walking distance and are unable to apply to a school less than 1/4 mile from our neighborhood?*

Any parent, in any node, may apply for his/her child to attend any magnet program. Priority is given to students who live in the transportation pattern for that school.

10. *Many residents of southeast Raleigh are grateful to have a high performing “college prep” school in the community. However they are dismayed that they are unable to attend, to make room for communities that already have access to high performers. What can be done to address this?*

The decision to make SERHS a magnet school was to assure that the population would be balanced and that the school would have a unique, challenging program. To stay balanced, it is necessary to continue this magnet draw.

11. *How does the county plan to maintain enrollment in the magnet schools as more brand new schools outside the beltline are opened? It seems that the magnets will become less of a draw to families who have new schools to attend near their home.*

The major attractor for magnet schools has been program and not facility. We continuously upgrade and improve the offerings at our program magnet schools to help their ability to attract students and we will continue to offer things at magnet schools that are not available at traditional schools.

Year-Round Questions

1. *Are there any plans for Swift Creek, Yates Mill or Dillard to be converted to magnet or year round?*

There are no plans to convert these schools to magnet or year round at this time.

2. *If you decline an assignment to a year round or magnet school, can you apply again later?*

Yes.

3. *Regarding year round schools, it was stated that moving year round children is not considered a “reassignment” because parents apply to a program not a particular school yet you are assigned to a particular school. It lists a school for you on the website. How is this not reassignment?*

All students are “assigned” to the school they currently attend. We emphasize that students applying for a magnet seat or a year round seat are applying for the program and not the school. The idea of “reassignment or not reassignment” has been a topic of discussion with the board and we expect a more definitive answer within the next few weeks.

4. *When will new year round nodes be published? Will it be before magnet application deadline?*

It is our intention to have them published before the magnet application deadline.

5. *Would WCPSS even consider becoming an entirely year round school system to alleviate overcrowding?*

There is no discussion-taking place that would put all schools on a year-round calendar.

6. *Year round students were forced to change tracks this year. Will we be forced to changes schools next year or are we exempt?*

There is nothing in place that would exempt any student from being moved from one year-round school to another if the transportation pattern changed and the grade is available at the new school.

7. *Are there plans to offer/change more schools to year round/modified calendar within the interior beltline schools? What process is in place to request this?*

The year-round calendar is used primarily in this district to provide more seats for students. The modified calendar has become an attractive option for several schools to meet the needs of the instructional program. Changing an “interior

beltline school” to a modified calendar can be considered. The best way to request this is through the school principal. If the school is a magnet school, then a request can also be made to the Director of Magnet Programs.

8. Are teacher retention rates better in year round schools?

Teachers in year round and modified calendar schools accounted for 8.2% (58) of the total county teacher turnover (712) in 2002-03.

9. How do you determine the “student population size” for year-round schools (particularly given that demand for year round has exceeded capacities or available and that there is high growth in housing units near the year round elementary schools opening in 2004 and 2005?)

Most of the year round elementary schools have six classes per grade. This means that there are two classes on two tracks and one class on the other two tracks. At the middle school, ideally there is a four-person team serving 116 students at each grade for each track.

10. Is Oak Grove going to have a base population for students that live near the school? Less than 1/4 mile?

Oak Grove already has a base assignment. Assigning a base from the immediate school neighborhood is not being considered at this time.

11. There appears to be inconsistencies in “grandfathering” students to stay at their current school if transportation is provided by the student’s parent, especially regarding year round schools. Why is this the case?

This was done a few years ago with a year round move. We now know that was a mistake and staff does not intend to recommend that again.

12. How is Oak Grove Elementary going to be affected by the opening of Turner Creek YR?

We have not drawn lines for the new year-round schools. It is anticipated that most year-round schools in the southern and western parts of the county will be affected by the opening of Turner Creek.

13. Why not make more year round schools from existing schools?

Converting an existing school to a year round school has been attempted several times without success. The parents who do not want year round are as strong in their opinions as are those who do want year round.

14. If a neighborhood is moved to a new year round school as a base, how are the 3-year reassignments evaluated and handled? Do you move them back to traditional and vice versa?

To this point no neighborhood that has been assigned to a year round school as a base has been reassigned to a traditional school. We don't believe that will happen.

15. Year round school base – You mentioned reassigning year round base. Is the direction to increase mandatory bases in year round schools? Will a mandatory year round base have an alternate traditional base with supported transportation?

The direction is to see that all year round schools have a base assignment area. As bases are assigned to year round schools, there is no alternate traditional base assigned.

Capping Questions

1. Is there a difference between a “cap” and node “assignment”? Reason for question: a recent arrival to Raleigh and Brassfield Elementary neighborhood, but forced to attend Lynn Road.

A cap is a temporary closure to new students going to an overcrowded school because they moved into the attendance area after a designated time. A cap can be removed when certain conditions are met like new seats in a different school to which students can be assigned or the opening of new school.

A node assignment is permanent until the board reassigns the node. Anyone moving into a node can go to the school to which it is assigned if the school is not capped.

2. Why do some schools become “capped” when others add trailers and continue to grow in population?

Some schools have the maximum number of trailers that can be placed on the campus. These schools would have to have reassignment or some other limitation on their enrollment (like capping). The Facilities staff determines the maximum number of trailers that can be placed on a campus.

3. *My family and I moved from California. Unfortunately our base school was capped. We are currently in an overflow school. I drive at least 20 minutes each way. When can we get into our base school?*

You will be able to go back to your “base” school when the cap is removed. That will occur when either the population declines to below the cap number or some students are reassigned to another school. Since there is not a new school opening in your area this next year, that cap may stay in place for another year.

4. *Will capped schools be capped for more than one year?*

It is possible unless the conditions that caused the school to be capped have changed.

5. *If you are attending a capped school and move to a new residence within that same school’s base, can you continue to attend the capped school?*

Yes, as long as your first residency date at the school was prior to the capped date.

6. *What schools have been capped?*

Davis Drive Elementary, Olive Chapel Elementary, Hodge Road Elementary, Pleasant Union Elementary, and Brassfield Elementary have been capped in the past. Pleasant Union, Olive Chapel, and Brassfield are currently capped.

Transportation Questions

1. *Will there be more buses and bus drivers to accommodate these 7 new schools?*

Thirty buses have been approved for purchase to accommodate the 7 new schools. Additional bus drivers have also been approved.

2. *What is an “acceptable” distance from a base school? We are currently 20-25 minutes by car from a base middle school, yet no new ones are planned for northwest Raleigh.*

I cannot give an exact distance because it depends on travel time more than distance. Since most students are assigned to a school within five miles of their residence (direct line), the travel time should not be excessive.

3. *How far is too far to bus a five year old?*

I cannot give an exact distance because it depends on travel time more than distance. Since most students are assigned to a school within five miles of their residence (direct line), the travel time should not be excessive.

4. *Why are buses provided for neighborhoods that are less than 1/2 mile from the school? With our bus shortage, shouldn't this be changed?*

Buses are provided for students who live close to school when there is a safety issue that precludes them being able to walk or bike to school safely.

5. *What would you do if all the students who could ride the bus actually did one day and why? Which base schools?*

Using all available buses, students in first tier schools would be transported until all first tier schools are completed, then second tier schools would be transported, followed by third tier schools. This procedure would be followed for all schools.

ESL Questions

1. *Why don't all WCPSS elementary schools have ESL? Providing ESL in all schools will alleviate to a degree "balancing."*

WCPSS has made strong progress in offering ESL in elementary schools. Over the past ten years the school district has moved from ESL programs in nine elementary schools to our current offering of ESL in 55 elementary schools. A critical mass of students in a school attendance area coupled with the resources to staff new ESL sites are the two major factors to be considered when opening new programs.

2. *Are there charts of distribution of students who are F&R per node available on line or hard copy? Likewise, ESL?*

These charts are not available on line at this time. New charts will be developed within the next month to show the current year's data.

3. *What is your overall ESL strategy?*

To the extent possible, based on resources and the approval of the Office of Growth Management, we will extend ESL services in base schools to service base LEP populations without having to transport students to other schools to receive these services.

4. *How do we know that ESL is the best approach to teach students who speak foreign languages?*

English, as a Second Language (ESL) is an array of methods and instructional strategies developed over the years in the United States and other English-speaking countries, time-tested and internationally acknowledged. The goal of ESL is to work with non-English speaking populations in the development of English-language skills. The under girding feature of English as a Second Language, regardless of the methods and strategies employed, is to move the student from simple to more complex English/from concrete to abstract English and from mechanical to real-life English. Without ESL, a student would generally be given no additional support to learn the language.

Stability Questions

1. *What is being done to increase the stability at traditional schools to match the stability offered by year round and magnet schools?*

The school board now grandfather rising 4th, 5th, 7th, 8th, 10th, 11th, and 12th graders who are being reassigned to an existing school if they are able to provide their own transportation.

The school board now grandfather rising 5th, 8th, 11th, and 12th graders who are being reassigned to a new school. The same rule regarding transportation would apply. New high schools do not have 11th and 12th grades so transportation would be provided to the current base school.

2. Picardy Point resident – future track for elementary/middle/high – current is Dillard/Reedy Creek/Apex –

As new schools are opened the feeder patterns of many schools will be affected.

New Schools Questions

1. *How can we find out what schools are planned five (5) years from now, ie new high schools? How can we have input to that so we can plan our children's education?*

Plan 2004, (2004-2008), will provide funding for two new high schools, plus the infrastructure site construction for the high school site in Wake Forest's Heritage Area. The initial needs list presented by the Board of Education to the Wake County Commissioners included construction funds for the Heritage area high school plus

another new high school that has yet to be sited. The next round of capital construction should contain funds for these projects.

The school system relies on input from PTAs, other community groups, local governments, outside consultants and other citizens in developing building plans. If you would like to provide input or suggestions, write the Facilities Department, 1551 Rock Quarry Road, Raleigh, NC 27610.

2. *Map of new school locations available online or hard copy?*

These are available in the power point presentation given at the September Community meetings and on the WCPSS Website.

3. *Why doesn't the school board work with the various city councils to require land for schools before granting zoning changes by developers?*

WCPSS staff works very closely with the county and city and/or town governments when searching for suitable school sites, and during the planning and design of the schools. In addition, the staff monitors new housing developments and pursues the feasibility of setting aside land for school sites. We will address the set-aside issues with Wake County staff.

4. *Has Jones Dairy Elementary been designated to reopen as a traditional or a year round school?*

Currently Jones Dairy is scheduled to be a traditional school. There is currently under discussion a proposal to consider making it year round. That decision will likely be made in October. The Wake County School Board has indicated that they favor the year-round calendar for Jones Dairy.

5. *With all the growth and development going on in North Raleigh, are there plans for new schools in this area and if not, how can we make developers more responsible for providing land and funds for new schools?*

Yes, the construction of a new Brier Creek area elementary school in northwestern Wake County is included in the Plan 2004 capital improvement program, as are several schools in the northeastern part of the county. There are two additional schools in the plan for which sites have not yet been identified. Construction of additional schools in North Raleigh is restricted by the limitations on building in the Falls Lake watershed area.

6. *What is being done to put the focus for building new schools on the developers who are making incredible amounts of money from the growth due to the new neighborhoods they build? Wake County would never permit them to build new homes without first putting the infrastructure for utilities, roads, etc. Why should it be different with education?*

Plan 2004, (2004-2008), will provide funding for two new high schools, plus the infrastructure site construction for the high school site in Wake Forest's Heritage Area. The initial needs list presented by the Board of Education to the Wake County Commissioners included construction funds for the Heritage area high school plus another new high school that has yet to be sited. The next round of capital construction should contain funds for these projects.

The school system relies on input from PTAs, other community groups, local governments, outside consultants and other citizens in developing building plans. If you would like to provide input or suggestions, write the Facilities Department, 1551 Rock Quarry Road, Raleigh, NC 27610.

7. *Why not raise the amount you are willing to pay per acre of land so you can afford the better plots of land?*

Where circumstances dictate that additional funds are necessary, the Board may elect to spend the amount needed to secure the purchase of land. WCPSS budgets just over \$50,000 per acre for site purchases. Some portions of the County have lower land prices than others, and joint-development with public partners can further reduce our expenditures. If property is offered for sale and is suitable for school construction pricing is negotiable. If land is available, yet the owner is unwilling to sell, condemnation may occur that would reimburse the owner for fair market value of the land. However, such legal actions are avoided if possible.

8. *Why would you make Jones Dairy Elementary year round when Heritage Elementary is close to it? Will this cause reassignment of students at Heritage Elementary?*

It is easier to make an "empty" school have a different calendar than to change a "full" school's calendar. If Jones Dairy became a year round school it would change the assignment pattern for Heritage Elementary since Jones Dairy is within the current assignment pattern for Heritage.

9. *Every new subdivision in the southeast side of Raleigh seems to show Garner High as the base high school. Is there a particular reason for this?*

New subdivisions are assigned to schools where there are seats. There have been no seats available at SERHS for base students. Garner is the next closest high school at this time.

10. *If we have over 70 elementary schools in Wake County, why are we planning to build 7 new elementary schools and only 2 new high schools when the overcrowding problem is so great?*

For 2002-2003, just over 50,000 elementary students were enrolled in elementary schools; 25,000 in middle schools; and 28,000 in high schools. The seventy-nine elementary schools averaged 635 students per school; twenty-five middle averaged 1,007 students; sixteen traditional or magnet highs averaged 1,771 students.

Therefore, it takes almost three elementary schools to fill a high school, and about 1-2/3 elementary schools to fill a middle school. WCPSS has sufficient capacity at the middle school level in all but one area of the county to meet the target of 92% of all students in permanent seats. We need additional elementary schools and high schools to stay close to the target of 92% in permanent seats by the end of 2008. If more funding is available more new schools could be constructed. The next new school on our priority listing to the Board of Commissioners was for a new high school.

11. *Why aren't more traditional high schools built to accept the feeder base students and permit more magnet students to attend magnet high schools?*

As a practice, students attending a magnet middle school have priority to attend a magnet high school. All program magnet schools have a base population consisting of students who live in the immediate area. We think this is a good way to balance schools to keep all schools healthy.

12. *What can you tell me about the planned high school in Holly Springs? When will it open? Will it house another high school temporarily? What high schools will it draw from?*

The new high schools in the western part of the county are scheduled for opening in 2006. They are not scheduled to serve as swing space for other schools. The draw areas for these schools have not been determined.

13. *At high school level, if you have a rising 11th grader, with the younger child that is arising 9th grader be allowed to go to the same school if there is a reassignment? Will children in a single family be split between schools??*

That is possible if the parent chooses to "grandfather" one child while the other child moves to the newly assigned school. The other way this would happen is at the high school level when a new school opens with only 9th and 10th grades.

Free/Reduced Price Lunch Questions

1. *What is being done to address free and reduced lunch percentages that exceed 40% on a classroom basis?*

The system looks at the F&R percentage for the school first, then at the grade to see if a trend is being formed. Where the distance is not greater than acceptable, students may be moved to alleviate the high concentration. There are other actions including a review of the academic progress of the school, taken to evaluate the impact that the high concentration of high needs students could be having. Under some circumstances, when a move might create an excessive burden, other efforts to assist the school may be used instead.

2. *Are there charts of distribution of students who are F&R per node available on line or hard copy? Likewise, ESL?*

These charts are not available on line at this time. New charts will be developed within the next month to show the current year's data.

3. *How true is the statement I overheard earlier this year? "Assigning major/most F&R lunch students to year round schools"*

Some of the year round schools have a base population. These nodes assigned to the year round school are generally nodes with a high percentage of F&R students. By no means are most students who qualify for F&R lunch programs assigned to year round schools.

General Questions

1. *Why did some of the new neighborhoods on Pinecrest Road get assigned to Leesville Elementary when it was already full and other nearby neighborhoods were not allowed to be assigned to Leesville just the year before because it was "too full"?*

When a new development comes to us, we evaluate the capacity and available seats at the time. When there are seats available, the new development can be assigned to the school. If not, the students are generally assigned to another school. The available seats can change over time. We would generally "reassign back" students who had been sent to another school. The crowding in some areas of the county are such that each decision is made based on what is happening at that exact time.

2. *How can we find out what schools are planned five (5) years from now, ie new high schools? How can we have input to that so we can plan our children's education?*

Plan 2004, (2004-2008), will provide funding for two new high schools, plus the infrastructure site construction for the high school site in Wake Forest's Heritage Area. The initial needs list presented by the Board of Education to the Wake County Commissioners included construction funds for the Heritage area high school plus another new high school that has yet to be sited. The next round of capital construction should contain funds for these projects.

The school system relies on input from PTAs, other community groups, local governments, outside consultants and other citizens in developing building plans. If you would like to provide input or suggestions, write the Facilities Department, 1551 Rock Quarry Road, Raleigh, NC 27610.

3. Will there be a discussion about assignment to 9th grade centers due to insufficient space at high schools? Where? Impact to new/existing schools? Temporary?

There are two 9th grade centers scheduled for 2004-2006. One will be at the East Cary Middle site and one will be at the Carpenter Elementary site. These will serve the 9th grade students from Cary High and Green Hope High. At this time, there are no other 9th grade centers scheduled

4. Will consideration be given for siblings that would be attending two different high schools at the same time (when a new school opens)?

Families assigned to a new high school may have children in more than one high school depending on the grades. There are no general rules for allowing rising 9th and 10th graders to remain at the first school because an older sibling is going to remain under the grandfathering provision.

5. Is it a priority to have all of the students in a subdivision attend one school?

It is certainly desirable. The size of some subdivisions precludes this from happening. As we attempt to keep all schools healthy, some subdivisions are divided to avoid concentrations of high needs or low needs children.

6. Are you going to take into consideration neighborhoods when reassigning?

If an entire neighborhood is in a node, it would all be reassigned together. Some "neighborhoods" are larger than a node and would not necessarily be assigned to the same schools. Some "neighborhoods" are larger than a single school can serve.

7. Why are no new schools being developed in northwest Raleigh to relieve the growing population?

The availability, cost and approval of land sites in northwest Raleigh has made development very difficult. The school system built Baileywick Elementary

through a joint purchase of land with the City of Raleigh. Brier Creek Elementary's site is under similar arrangements. Only through the concerted efforts of both public bodies were these sites made available. WCPSS could not locate sufficient land for the new high school site in the area; therefore, we have expanded the Leesville High campus to accommodate additional students. The Falls Lake watershed restrictions are very prohibitive toward the commercial development, which includes schools, within the extreme northwest area of the County even though residential development can flourish.

8. *There are a number of reassignment factors/conditions. What is the priority given to each of these? Who determines the priority?*

The staff reviews all of the priority factors and makes a recommendation to the school board who has the final voice in changes. The importance of individual factors can vary depending on the circumstances surrounding the needs of the schools involved as well as the needs of the school district.

9. *You mentioned that having only one student going from a school to the middle school wasn't a good feeder pattern. What constitutes an acceptable feeder pattern, specifically the number of children, consistency of same nodes or some pattern from elementary to middle to high?*

Ideally, there would be several nodes from an existing elementary or middle school going to the next level. While it would probably be desirable for the entire school to move to the next level together, that is not always possible.

10. *What are we doing to prepare WCPSS for the NCLB legislation as it affects assignment?*

Staff is meeting regularly to plan for any changes that would need to be made as well as to evaluate data from the testing that has already occurred.

11. *Some students seem to be reassigned every time this process comes around, and on the other hand, others don't. Why is this?*

It is very unusual for students living in the same residence to be assigned more often than every three years as long as they are in the same grade configuration.

12. *Next year our five year old will enter the system assigned to a school that is 35-50 minutes away. There are six elementary schools closer than her base school. How do we get the assignment changed?*

You can begin by making a written request to the Office of Growth Management. Please outline your concerns and offer possible alternatives. That should be written and submitted during this Community Engagement Period.

13. What direct action is WCPSS taking to get back to a “community-based” school?

The majority of our students – 82 percent – are assigned to one of the three closest schools to them. About 27,000 students are enrolled in our magnet program. We are committed to ensuring that all schools in all communities in Wake County are strong, safe, health and effective places for our children to learn.

14. What actions are being taken to better predict population changes?

Population changes have been predicted correctly for some time. We are always looking for additional support from other sources to verify what we are predicting. The most difficult predictions are specific schools where populations can change even though there is no construction-taking place. It is also difficult to predict how many students will take advantage of the grandfathering option that is available when reassignment occurs. The results generated by the computer model used by staff that involves aging forward and applying growth percentages was 0.09% below the actual 20th day number. A demographer has also been employed to assist the Office of Growth Management.

15. Why are fulltime nurses not assigned to schools?

Funding for those positions is not adequate to provide fulltime nurses in all schools.

16. How many WCPSS employees’ children have been involuntarily reassigned out of their schools?

WCPSS employees’ children are not exempt from reassignment. Teachers are allowed to bring their children to the school where they teach.

17. Will Wake County ever consider letting children go to elementary school within a certain radius of the school where they live?

There are only a very few exceptions where students who live in the very immediate area of a traditional school are not assigned to that school. This does not apply if the school is a year round or magnet school. Currently there are no specific plans to guarantee that a certain radius would automatically give an assignment to a specific school.

18. *When will you make available a year-by-year strategic plan going out at least 5 years?*

A specific plan as to reassignment is currently done on a yearly basis. Long range planning is a point of discussion in the Community Engagement model. Staff does take into account when new schools will open in the future to prevent repeated reassignment when they open.

19. *Given the tremendous, unprecedented growth in the Spanish speaking population in Wake County, what specific efforts are you making to communicate school reassignments effectively?*

Many of the current publications/forms are now printed in Spanish and English.

20. *How can find out if our high school (Athens) will face reassignment next year?*

Athens Drive is not being considered for reassignment for the next school year. It is anticipated that few high school changes will be made until the new high schools open in 2006.

21. *What is the capacity percentage at Middle Creek High now with 3 grade levels?*

Middle Creek had 1219 students on the 20th day. This would put them at 69% for the three grades.

22. *Of the growth in 2003-04 what is the actual number and percentage of children by race and ethnic group (1990-2010)?*

That information will not be official until we have the approved 20th day numbers.

23. *Why is it that you are more likely to be allowed to stay at a school even if you move out of its assigned area than if you don't move, but are reassigned, and even offer to provide your own transportation?*

Students who move from a school into another school zone are allowed to complete the year. Transfer students have been allowed to remain. (With reassignment, there will now be a strong look at allowing transfer students to remain when other students are forced to move).

24. *Do you try not to split neighborhoods for high school? High school students are generally very involved after school.*

We try not to split neighborhoods for high schools. If there is one, please let us know and we will look at it when we make the next high school changes.

25. How can I determine the profile of my spot node and will it be considered for a change in the near future?

All spot nodes are reviewed each year for changes. The profile of the node will be available from the Office of Growth Management in several weeks.

26. Why do you not allow children special exceptions or grandfathering who are being relocated to a traditional school from a magnet school where they have been a base student to avoid the child being lost (starting over) in the assignment process?

This would negate any benefit to the affected schools from reassigning the students. They are given the opportunity to apply back as magnet students.

27. Currently the public is only introduced to assignment plans months in advance of the school year impacted. Are there plans to publish assignment plans multiple years in advance for community input and family planning? If so, how many years and how would this be accessed by the public?

At present, there is no plan to publish assignment plans for multiple years in advance.

28. Is there an average size for each node?

The size of the nodes varies according to size and density of students and other demographic considerations. A review is held periodically to see if a node should be divided and if that is possible (depending on how many times it has been divided previously)

29. Are nodes moved in total or can nodes be split up?

When the school board reassigns a node, it can do it as originally configured or it can be split into parts with any or all parts reassigned.

30. If you are in a spot node, how do you begin the process of reassignment into a school of closer proximity that you know is below capacity?

You can submit your request to our office via e-mail:
studentassignment@wcpss.net.

31. How do we know if we are in a “spot node”?

If your node is number 525.0 or higher, it is a spot node.

32. Is there any coordination between WCPSS, local government, and developers in land use development? It seems that developments are built without consideration for infrastructure. Do developers pay any fees toward the school system?

Yes, WCPSS works very closely with county and city and/or town governments when searching for suitable sites and during the planning and design of schools. Availability of infrastructure, such as water and sewer mains and roads are important factors in site selection.

33. Are you monitoring the increased number of children being moved to private schools and why? Which base schools?

We are monitoring that for private, parochial, home, etc. There is no direct connection such as names, etc. because these schools (except charter) are not required to give us the names of their students. Therefore, we do not always know what schools they are leaving until the school receives a request for records.

34. Are the number of grade level students in node profiles or just the number of students enrolled in Wake County Schools?

The numbers listed in the node profiles are the numbers of students enrolled at that particular school.

35. There are several schools with base assignment areas scattered all over the place including small islands of assignments. Will this reassignment be used as an opportunity to realign some of the non-contiguous nodes and ascertain that feeder patterns from elementary to middle to high schools are followed?

Yes, this will be one of the objectives of this plan.

36. Why do we force students into a modified calendar at the high school level, while there is a choice of year round or traditional calendars at elementary and middle school level? Why not choice at all school levels?

The only high school on a modified calendar is SERHS. The only ones there by “force” are the base students. These base students can request a transfer if there are unusual circumstances.

37. How does your growth management plan consider the special needs students? How do they fit into your overall plan?

Special needs students are assigned to base schools in the same way that all other students are assigned. They are served in base schools where programs and services are available. When a special program or service is not available in a student’s base school, Special Education Services assigns the student to another school. The school is determined based on space available and proximity to the student’s home.