

## COMMUNITY ENGAGEMENT MEETINGS: SESSION 2

### Magnet Questions:

1. *Why is information about magnet schools never addressed?*

Magnet schools are not generally involved in the reassignment process. The students apply for the school rather than being assigned based on their specific residence address. A school that is designated as a magnet school could be involved if the base is changed.

2. *The reassignment (assignment) of neighborhoods impacts those students' participation in the magnet programs because of base school demographics. Can a student acceptance to the magnet school program be based upon lottery selection without consideration of the base school assignment?*

All students have an opportunity to be accepted. However, since one of the objectives of the magnet school is to attract students to underutilized schools, we do try to attract students from the most crowded schools. There are priorities established for the selection process as efforts are made to balance the populations at all schools. As stated above, a percentage of magnet vacancies are held for a totally random draw from all applications regardless of the base school.

3. *Why aren't the schools from SW being given a chance to go to the downtown magnet instead of up to one-hour bus ride on the inner beltline? How can a long bus ride out weigh the benefits of a so-called magnet? Magnets being so wonderful, it would be more beneficial going to a magnet school.*

As stated above, all students are given an opportunity to go. From certain parts of the county the bus ride is indeed rather long. It is a decision of the individual parent as to whether or not the program at the end of the bus ride is indeed worth the time involved.

4. *Can magnet/year-round draw a base from the neighborhood around them? I live 1/10 mile from a magnet, year-round and cannot get my kids in. Instead we're to go miles away. There is also another base school within a mile, and we cannot go there.*

Program magnet schools generally have a base area around the school. Certain year round schools also have a base population. With year round, the base population generally does not come from areas in the immediate vicinity of the school. This has to do with the goal of a year round school to attract a balanced population of students with a variety of needs and of drawing students from very crowded schools.

5. *Why was Apex Elementary changed from magnet to traditional day?*

Apex Elementary voluntarily gave up their magnet status because of limits of the program offered and their desire to offer something different from that.

6. *Is it possible to consider making one or more of the middle and high schools in Western Wake a program magnet? The magnet schools in Raleigh and further East are not attractive to us.*

It is certainly possible but (see questions above) one of the major objectives of the magnet program is to draw students from crowded schools on the outside of the beltline to schools that are not crowded downtown.

### **Year-Round Questions:**

1. *At the year-round schools if some of the students are going to be the base population then the city ought to help at track-out time. Now it's just the Y, which is expensive. I like the year-round program, but childcare is an issue.*

Childcare is an issue for some parents regardless of the calendar. While we look for additional options for parents, there are presently no track-out care programs without costs provided by the school district. There are some programs that offer academic assistance during that time but not the entire time.

2. *How will magnet year-round schools magnet populations be adjusted when a base population is added? If, by demand, a year-round school is needed is the one new elementary school opening in the area traditional?*

There has to be a balance between year round and traditional schools. A base can only be added to a year round school if there is space available because another year round school is opening.

3. *If you are reassigned to a year-round base, what will be the procedure to remain in a traditional school? What are the options in choosing a traditional school?*

At present, students assigned to a year-round base population can request a transfer to a traditional school. All such transfers that are granted are done so without transportation.

4. *Will there be a mandatory base population for Turner Creek? Have you established what that base is? Please share and explain.*

A base is planned for Turner Creek Elementary. It has not been designated since we have not finished the Community Engagement Sessions.

5. *Once a student is based at a year-round, can they be reassigned to a traditional calendar school?*

That is certainly possible but not at all likely.

6. *Year-round schools should be voluntary, my children go to year-round and we love it. My concern with mandatory year-round that it will greatly affect property value if it is the only*

*mandatory year-round school. Unless the entire school district goes year-round, neighborhood schools should be prioritized by WCPSS, consider vouchers for private schools to alleviate overcrowding.*

As written, this is a statement of belief of the writer. There are no plans to make an entire school have a year-round calendar AND a total base population. The discussion has been to have the year round schools have some of their population be base students.

7. *I've heard the argument that by building year-round schools the school system saves money and fits more kids in a school. But since year-round school have to pay their administrators, teachers and assistants a higher salary than traditional school employees and pay for utilities and busing for 12 months instead of 10 months, plus the school suffers more wear and tear on the building, over time is there really a saving? I also thought year-round schools were supposed to fit 1/3 more than traditional schools, but according to WCPSS web site, the traditional schools in the western county hold as much and often more students than the year-round schools. As a result, the year-round schools actually cost more to run than the traditional schools. So, does it make sense to make Turner Creek Elementary a year-round?*

*Facts to support this:*

<i>1. Morrisville Year-Round</i>	<i>925 students</i>
<i>2. Green Hope Elementary</i>	<i>917 students</i>
<i>3. Davis Drive Elementary</i>	<i>987 students</i>
<i>4. Olive Chapel Elementary</i>	<i>959 students</i>
<i>5. Oak Grove Elementary</i>	<i>964 students</i>
<i>6. Apex Middle</i>	<i>1033 students</i>
<i>7. Davis Middle</i>	<i>1197 students</i>
<i>8. Lufkin Year-Round</i>	<i>915 students</i>

When you compare the enrollment at various schools, regardless of calendar, you have to look at the capacity of the school including the number of mobile units. Some traditional schools have large mobile unit populations and thus have higher enrollment numbers. Your observations about wear and tear on the building are accurate.

8. *If you absolutely insist that Turner Creek Elementary become a year-round school, why does it have to have a mandatory base? There are more than enough people in the immediate area who would like their children to attend a year-round school voluntarily, so why force people who don't want to go year-round. The year-round program was supposed to be completely voluntary so why are you going back on your word?*

The WCPSS School Board has determined that they would like a base at all year round schools. While year round schools were begun totally voluntary, they have had some type of assigned base for some time. This includes a regular assigned base or a base made up of students with program needs such as ESL.

9. *I've heard that if there is a mandatory base for year-round school that the people who didn't want to go year-round could apply for a transfer to a traditional calendar school. But will they then have to supply their own transportation? Will the parents get to pick the school they want their children to go to instead? Will everyone from the same neighborhood who does not want to go year-round get to go to the same traditional calendar school?*

Any student who wants to go to a different school can request a transfer. All transfers that are approved are done so without transportation. Your last statement refers to an alternate base school and that has not been the method used to grant transfers.

*10. We live across the street from the new Turner Creek School. My child is at Davis Drive Elementary. We would like to stay in a traditional school, but I have heard that Turner Creek could be our base school, is this so?*

If Turner Creek has a base population and your node was identified as part of that base, Turner Creek would become your base. As indicated earlier, you can request a transfer to another school. There are no guarantees that transfers will be granted but each will be evaluated individually.

*11. When opening a year-round school, I think if you poll the nearby neighborhoods you might get more support for mandatory attendance than you might think you have. (based on my bus stop poll). Can you take the time to poll the area to see if you have support for mandatory attendance before deciding against it?*

If parents who live in the immediate vicinity of a new year round school wish to attend, they can certainly apply. Where a base for a year round school will be located has not been determined. We have not polled neighborhoods to see which school they wish to attend.

*12. Where does the stability of a year-round student stand? Will redrawing transportation patterns and moving students this year count toward one assignment change in three years?*

It would count as an assignment change in three years for the year round students. That would have no bearing on the movement of the same nodes to a different traditional school. This certainly could happen in areas of the county where both year round and traditional schools are opening at the same time.

*13. How will Turner Creek base assignment be determined?*

The base for Turner Creek will be determined after the Community Engagement Sessions have ended. The method for making that determination has not been decided.

*14. Turner Creek will open as Year-round in 2003-04. Will any students be assigned as base school there or on by magnet program? I was told that the assignment of magnet school program year-round is based on current base school capacity, is this true?*

As stated above, Turner Creek should have both a base population and an application population. Some of the application population will be students moved from an existing year round school and some will be new applicants.

### **Capped Schools:**

*1. If a school was capped last year will you remove the cap and start reassigning for next year? If so, what about the students who moved in after May 1, 2003, and were reassigned for this year? How can you reassign them again within three-year period?*

These students are not considered since their base school did not change. They were housed at an alternate site until space was available. If a student wanted to remain at the overflow school, the parent could request a transfer.

- 2. Will the policy of capping a school off so that parents cannot choose a year-round or magnet alternative stay in effect? (I am against this policy).*

That practice was not in effect this school year. It was used only once.

### **ESL Questions:**

- 1. Are there going to be any more school designated for ESL?*

The plan is to name as many base schools as schools that serve an ESL population as funds permit.

- 2. What is the overall plan for ESL in the county? My daughter's kindergarten class now has 7/26 that are in ESL. Is there a cap number? I notice that the parents are coming in with advocates to help with the process - who is coordinating this effort - I think it is great!*

The general plan is that schools will serve their base population who need this service. I do not know who is coordinating the advocates for these students.

- 3. I would like more of the school diversified with ESL students. With our area C only populating 11% of Wake County for F&R lunch, how come some Cary schools have 40% ratio? Can we move some students?*

As stated above, we are trying to serve the ESL students at their base school. These parents do not want their children sent to another school any more than do most other parents. Area C is a rather large area. We attempt to use distance/travel time as one of the controlling factors in reassignment. This means that sometimes it is too far to reassign to get the balance that might be desired.

### **Transportation Questions:**

- 1. When will the time of school start be announced for new schools (in particular Highcroft)? Are there individual exceptions allowed before reassignment?*

The start times for schools are recommended by the Transportation Department to the School Board for their approval. These are given for information with time for input before they are adopted. A request can be made for a transfer because of start time but these have not generally been approved.

- 2. How can you justify driving 18 miles one way for a few children, wasting 1-1/2 hours travel time? Also, 5:30 am being at bus stop with no after school transportation for activities?*

Based on the question, it is deducted that you live in a spot node and are assigned to a high school. As growth has occurred in certain parts of the county, students are assigned to high schools where

there are spaces available. These spot nodes are reassigned to the same school as the node from which it came as soon as possible, usually when new schools open.

- 3. Will anything be done next year to make bell schedules fairer for the elementary schools? Why can't the elementary schools go earlier and the high schools go later since there is research to show that this is better for students? If you cannot reverse them, can't the elementary schools be put on a rotating bell schedule so the same schools don't suffer from the late bell schedule year after year? Not to mention that the buses are often very late to the latest bell schedule schools due to back-ups from the earlier schools. So now those kids get home even later! It is the elementary age children that need to come home and play outside and when they get home so late there is very little time to do so. Plus it is extremely difficult to get them to after school activities. It is not fair for the same parents to be subject to these difficulties every year. I know there's been a study about this and the community wasn't overwhelmingly interested in switching bell schedules but that's because all the schools with the early or middle bell schedule don't want to give them up!*

The bell schedule is reviewed each year. The final recommendation is made by the Transportation Department to the School Board. The School Board makes the final decision. They do receive input from the public prior to making the final decision.

- 4. How does the district decide what hours the school operates? Why would an elementary school end at 3:45 and high school at 2:15?*

The start time and ending time are based on the required amount of time for class and the bus schedule. Using a three-tier transportation plan dictates some of the times. With the availability of buses there will always be some schools that start early and some that start late thus some dismiss early and some dismiss late. (See other questions regarding the decision process)

### **Stability:**

- 1. If rising 5<sup>th</sup> graders are given a choice to stay at their current school rather than transferring, what happens to their siblings the years afterwards?*

If rising 5<sup>th</sup> graders are allowed to remain at the current school, their younger siblings will go on to the new school and remain at the new school the following year.

- 2. If the traditional elementary school is balanced, why doesn't the entire population go to the same middle school, they would then feed into the same high school?*

The size of schools is a factor as well as the transportation pattern for an elementary school. Just because an elementary school is "balanced" does not mean that the middle school would also be balanced because of the number of other elementary schools that would feed it. Feeder patterns are something that is reviewed annually by the Office of Growth Management.

- 3. What can be done to keep the older grades together (grades 6-12) that has been together for years? (i.e. the stability issue for kids who have been together since kindergarten?) (example: Hilburn Elementary \_ Leesville Middle \_ Leesville High)*

As referenced above, the size of schools and the location of nodes may not allow this type of feeder pattern across the district. Efforts are made to maintain an acceptable feeder pattern. It is reviewed annually. Experience has shown that while some parents find feeder patterns very important others do not wish to have their children reassigned from one school to another to adjust a feeder pattern.

4. *In 2006, I will have a rising 11<sup>th</sup> and 10<sup>th</sup> grader. How will grandfathering work if they have to leave Green Hope and go to Panther Creek? Would I have two different high schools?*

If you have a rising 10<sup>th</sup> and a rising 11<sup>th</sup> grader in 2006 and you are reassigned from your current school to Panther Creek and the current assignment practices are in place, the rising 11<sup>th</sup> grader would stay at the current school and graduate from that school while the rising 10<sup>th</sup> grader would go to Panther Creek for the remainder of his/her high school experience.

5. *Feeder patterns are very important. My son and daughter will go to different high schools than the kids that they went to middle school with? Why single out a few students?*

Growth Management continues to monitor feeder patterns. The size of the schools, the frequency of reassignment, and the size of the nodes are all considered. Please refer to the other questions on feeder patterns to get a more complete picture of this process.

6. *Why not have neighborhood schools-community? Is there a study that shows if kids went to closest school, would there be overcrowding? Why not worry about stability of families, children, instead of meeting F&R, ESL dollars and give the dollars where needed. Let the kids go to the school like we did growing up?*

If all students were assigned to the closest school, there would not be enough room to house them in many schools and other schools would have empty seats. Approximately 90% of elementary students are assigned (but may not attend) a school that is within five (5) miles of their residence. The district is concerned with offering a quality program to every student. Money is not always the answer. High concentrations of students with high needs may not get the same quality education they would receive if more equally distributed among many schools.

7. *Why is there no longer than three year reassignment plans? Why is there preference to certain nodes as far as movement (east to west)? Why are nodes moved from a school (capped) to one with 13 trailers and 80% capacity? Why is no room left for growth?*

The growth in Wake County and the lack of funds to build sufficient schools means that we must use all seats each year. It would be nice to “save” seats for future growth but that is not possible since there are students waiting to “sit” in those seats now. When schools have been capped because the school could not contain the growth, the nearest available seats were used.

8. *Can reassignment and feeder patterns be based on high school assignment (high school closest to node) and work backwards to middle and elementary assignment?*

Feeder patterns are reviewed in a variety of ways, including from high school down.

9. *Node 561.0 wants its high school students moved to the 9<sup>th</sup> grade centers and to Green Hope High or Apex High. Our high schoolers must catch the bus at 5:10 am; Athens' first bell is*

*at 7:25 am. If they are not reassigned in 2003, then they will be too old to be reassigned in 2006. This will split families. How do we get this on your agenda?*

You should submit a specific request to the Office of Growth Management. It is anticipated that there will be few if any high school reassignment moves until 2006 in the western part of the county but it can be reviewed.

*10. If my child is reassigned and I want to keep her in the K-1 program (stability) until she finishes, will I have that choice?*

Under the present structure, a student reassigned from an existing to a new school can only stay if they are a rising fifth (5<sup>th</sup>) grader. Others can request a transfer but these have generally not been approved.

*11. My kids are part of a K-1 program at Green Hope Elementary, one will be entering the first grade next year, can we opt to stay in the program for the remainder of the program?*

See previous question

#### **New Schools:**

*1. How will students be reassigned to new schools? Based on location? How will an equitable distribution of students be achieved?*

The entire Community Engagement process is designed to help answer these questions. There are many variables considered included location, school profile, growth, capacity, etc. After this series of meetings, staff will develop a proposal that will be given to parents for review. Revisions will be considered and a second proposal prepared. This proposal will be sent to parents and to the school board. The school board will hold hearings after which there may be revisions prior to the vote.

*2. Will Knightdale ever get a school like Southeast Raleigh High?*

If you are referring to a magnet school with a modified calendar, there is no proposal being considered at this time to do that.

*3. Will the opening of Knightdale High School be delayed to shift Enloe students in order to do repairs at Enloe?*

There is no consideration for this option being pursued at this time.

*4. Why can't you hold builders accountable for new growth money and land in Wake? It would raise funds and slow growth.*

While there is a working agreement in this direction, there are no provisions that would "require" that growth money or land be provided for schools. This would have to be a legal requirement and would involve the legislature and the county commissioners.

5. *To continue to encourage developers to donate land for new school construction shouldn't we offer them some reassurance that, at least, part of their development will attend the schools built on their donated land? (i.e. Heritage Elementary/Heritage Middle, Wakefield Elementary/Wakefield Middle).*

The land for these schools was purchased from the developer.

6. *If the size of the school is limited to the size of the land and building foundation, why not build three-story high buildings?*

The height of buildings, especially at the elementary level, faces certain restrictions as to which students can be housed above the ground level. At the secondary level, these restrictions would not be in place.

7. *Is there any consideration being given to construction of a new high school in Northern Wake County - somewhere North of I-540 close to Six Forks - due North rather NE or NW?*

A high school site did not make the priority list for the recently-passed bond issue. The facilities department continually updates their "needs list" for future sites.

8. *When looking at projected growth and opening new schools, is it cost prohibitive to build more, smaller schools leaving room for permanent additions to those schools?*

Because a major part of the expenditure for a new school is the core (administration, cafeteria, gym, special rooms, etc) your suggestion has not been followed. It is something that the facilities group might want to look at. They will receive these questions/answers.

9. *When building a new school in an area that has projected growth for the next 5-20 years, why is the design of the building not taken into account for future growth and the ability to add on (not trailers)? Consider ability to expand the school on the same site.*

See the response above.

10. *Why don't you either add on to existing schools or build larger schools? You can double lunchroom, music programs, etc to avoid disrupting a student. I just moved and trust me the effects are devastating to my child.*

The size of schools has been and will continue to be a topic of discussion for the school board. At present, the facilities department follows the direction of the board in determining the size. Please refer to question 10 regarding the adding on to existing buildings.

11. *Why not put more temporary trailer classrooms on existing schools until new schools can be built in the same area?*

There are limits to how many trailers can be placed on a campus and how many students can be served in a facility without compromising the instructional program. This could be a good short-term solution but not for more than a year or two.

*12. Will grandfathering be allowed for 4<sup>th</sup> grader who is being reassigned to a new school? I would like for this policy to be in effect for new schools as well as existing.*

That has not been done but is one of the topics suggested by some of the groups who have participated in the Community Engagement Sessions.

*13. For Carpenter Elementary being a freshman center for Green Hope, what provisions are made for freshman taking advanced courses, i.e. algebra, second year languages, etc? What provisions are made for clubs and extra-curricular activities at these new centers? What about band?*

These are questions that should be directed to the principal of the school.

*14. Where are the seven new schools that will be opened in 2004? I could not find this information on WCPSS web?*

Turner Creek, Highcroft, and Salem Middle are in the western area of the county near Highway 55. Heritage Middle and Jones Dairy are in the Wake Forest area. Forestville Road and Knightdale High are near Knightdale in the eastern part of the county.

#### **F/R (Free and Reduced Priced Lunch):**

*1. My North Raleigh rim school is under-enrolled. Many of our base population have aged-out or have left for magnets or charter/private schools. Our high growth node is a high F&R node. Our overall F&R rate is ever increasing and is now 45%, causing many new families to choose other options. What will you do to help N. Raleigh rim schools?*

Solutions for rising F&R percentages are one of the items that are reviewed each year. Solutions will vary among schools depending on available seating at other schools.

*2. The F&R numbers listed in the N and O vs. what our cafeteria manager's numbers differs by 10% points. How does WCPSS obtain the F&R #? (what about the report in N & O)?*

The school system gets the F&R percentage from the Child Nutrition Services office. Literally hours have gone into being sure that the numbers that CNS has and the Office of Growth Management uses are comparable. The data used by the school system is generally reflective of the situation at each school around October 1. The percentages will continue to change during the year but the system uses a snapshot in time for enrollment and other system wide data points.

*3. I would like to get further information on F&R lunches and the role they play in student assignment.*

The question doesn't tell what further information you want. The percentages of F&R in a school are one of the factors used in the reassignment process. The goal is to prevent there being high concentrations of high needs (socioeconomic) in a school.

*4. Doesn't meeting F&R requirements change the whole idea of neighborhood schools?*

It could be because not all neighborhoods or areas immediately around a school reflect economic diversity. “Neighborhood schools” is not a term that the school system uses in changing school assignments.

5. *If you want a bigger F&R percentage of students in year-round schools, then why not build or convert schools within the beltline to year-round calendars? That way you could get more outer beltline kids to come into the beltline just like you do with magnet schools.*

Several efforts have been made to convert schools to year-round schools (both in and outside the beltline). These efforts have not been successful.

### **Spot Nodes:**

1. *When are you going to age out spot nodes? I am surrounded by one mother node and I have been a spot node for five years. Why are new communities not spot nodes, but I am still one?*

Your node number will not change but your school assignment may be the same as the node from which you came. Each year when reassignment is done, spot nodes are reviewed to see if the assignment can be made the same as the “mother node”.

2. *Will you be getting rid of spot nodes this year? If so, everywhere? If not everywhere then where? And when will they be finally gone?*

As long as we continue to grow, they will never be gone. The school assignment (as mentioned above) may revert to the same assignment as the nodes around it but the node number remains the same. The time when these assignments are changed is generally when new schools open in the area.

3. *Do spot nodes become regular nodes as the area around them becomes more and more populated?*

Please refer to the questions above.

4. *Spot node 561.0; when will it be integrated? Prescribed travel distance to high school not being met. Travel time unreasonable; feeder patterns not being met. Neighborhoods should be kept together.*

Each spot node is evaluated each year. When new schools open in the area is the best opportunity to have the assignment of the spot node reflect the other assignments in the area.

5. *I am in the spot node 561.0. My son is assigned to a high school which requires a travel of 1.5 hours. Even though we are in middle of three high schools. Is that the rational in assigning our node to a far away school? When will the reassignment take place so my son will be assigned to a closer school?*

Please refer to the question above. We do not anticipate high school moves this year except to open the Knightdale High School.

- 6. Please reconsider the spot node that were introduced about three/four years ago when the school board froze some schools and forced new subdivisions to be bussed all the way across town. It is wasteful and unfair to affected kids, why not reassign?*

Reassignment takes place when space is available, especially new schools open in the area. If you are in western Wake County, the next high schools open in 2006.

### **General Questions:**

- 1. Why are some schools so much more over crowded than others, based on capacity?*

Growth in areas and the attempt to provide stability by not moving students causes some schools to be more overcrowded than others. As new schools open, efforts are made to correct these situations.

- 2. Are question cards available online?*

You can submit questions to [studentassignment@wcpss.net](mailto:studentassignment@wcpss.net)

- 3. What factors are considered in long term school growth planning?*

We maintain growth records for nodes and for schools. We also plot new subdivisions. These factors, plus enrollment trends, give us the direction we need to take for planning. This is done in conjunction with the Facilities department.

- 4. Will our comments really be taken seriously?*

Yes. They will be used to the degree possible. In some cases, there are comments supporting “both sides of a question” and this will result in someone thinking we did not take them seriously. The comments of many parents reflect what they think is best for their family (and that is expected) while the staff must also consider that plus what is good for all students in the system.

- 5. When renovating an existing facility, what criteria are used to determine what size the expansion should be? Our elementary school has a renovated wing that opened this year that is already not large enough for the school population.*

Expansions depend on space available, the infrastructure already present in the school, the maximum size desired for the school, etc. There is generally on-site discussion about what is planned and the school staff and school families have a chance for input. Available funds also play a role.

- 6. Please take after school activities and student illness into consideration when reassigning for distance. When children get sick how can we get there in a timely manner? As well kids*

*need lessons and to explore interests after school, many are limited because they do not get home until 4:30 or so and have homework, dinner.*

Travel distance/time made the top of most lists during these listening sessions.

7. *Can we have a copy of the power point presentation?*

It is currently on the Wake County Public Schools web site (wcpss.net)

8. *With total enrollment predicted to reach 160,000 kids by 2020, why doesn't WCPSS dissolve into five independent school districts? The current system is too large and unresponsive and this will only get worse. Be bold and don't use the excuse that it wouldn't be cost effective.*

The division of the school system is not a local option. The state is consolidating as many districts in a county into one per county as possible.

9. *When facing reassignment why does the WCPSS not electronically poll the residence/parents of impacted children? This would be an appropriate use of technology.*

There is not a system wide electronic database at this time. Would there be uniform agreement among people surveyed in a general area?

10. *I live in Chesney Glen on Hwy 55, within the Cary city limit; currently we are assigned to Apex High, maybe because our zip code before was 27502. Our community has 70 homes and there are less than 10 kids that will begin to high school over the next five years. Our neighboring subdivision (Ashley Woods) is zoned for Green Hope High; we are less than two miles away from Green Hope, why are we left out? Consider assigning us where we should be.*

High schools reassignments will be reviewed this year but most changes will occur when we open new high schools in this area in 2006.

11. *Why was Kingswood rebuilt for only 400 students when Northwoods is only being repaired? Why not combine and use Kingswood for offices?*

Northwoods is receiving a major renovation while the students are sent to another site. We need all of the seats that are available plus more. As long as there is a population to place in a school, that space will have to be used.

12. *I would like to request Director of Special Education to hold community meetings with parents.*

This request would need to be directed to that person since he does not work under the direction of Growth Management.

13. *Any plans on dividing WCPSS in two systems since it's projected to get so large (160,000 by 2020)?*

There are no plans under consideration to divide the school district. As currently understood, the state wishes to consolidate all districts within a county into one district as Wake County did several years ago.

14. *How can I get more involved?*

There are many ways to become involved. Include (but certainly not an inclusive list) would involve checking with individual principals about committees, etc., volunteering to your school board member to serve on citizen committees, and working with special interest groups to support a cause in which you believe.

15. *Announcements made sooner (e.g., January) How are teachers assigned to new schools? How are charter or private school openings factored into school growth? Has a study been done of number of reassignments per a. node, b. income level?*

Teachers are assigned to new schools as principals make those choices. In almost all cases, the principal is the person who makes that final decision even though when schools are losing staff for whatever reason, those teachers have priority for consideration for job openings. The Office of Growth Management keeps a record of node reassignment by years. While there is a history of node reassignment this is not directly correlated to income level of the charts kept. The history that is kept deals with percentages of students and not names of individual students.

18. *What high school am I assigned to currently? Catlin Road, Cary*

Apex High School

19. *What is the U.S. average, median and research based optimum numbers of students that a school system should manage? The number of 109 - 106,000 scares me for one management group to handle.*

The size of school district varies from very small to very large districts across the country. That “average” size was not readily available.

15. *I would love small group meetings about the 9<sup>th</sup> grade centers and the specific problems related to this?*

This would be a school-based decision since each school will determine how to do this based on their own situation.

