

Office of Student Assignment

WCPSS 2026-2027 School Enrollment Plan

Feedback Review

A Multi-year Approach to Growth Management

*Presented to the Board of Education
Board Work Session | October 21, 2025*

Goals for This Session

*By the end of today's discussion,
Board members will have had
an opportunity to review...*

- *the progression of the planning process*
- *the feedback received from recent public engagement activities*
- *staff responses to community requests and questions*
- *recommended adjustments to the initial draft based on feedback*
- *the planning timeline*

Strategic Plan Alignment

Family & Community Engagement

Aim 6: District Communications Structures

Provide clear, accessible, and consistent information about family involvement opportunities.

Aim 12: Community Engagement

Build strong relationships among staff, families, and community organizations in order to share resources and promote well-being.

12.1 Increase support of non-English speaking families

Ensure multilingual and non-English speaking families and all schools are aware of the support and services available from the district to help them engage fully with their school and our district.

12.2 Build strong community partnerships

Develop and share with district leaders a systemic approach to building partnerships with and seeking input and support from community organizations with a focus on partners in underserved communities.

Strategic Plan Alignment

(continued)

Operational Effectiveness

Aim 14: Differentiated Resource Allocation

Differentiate resource allocation to provide PreK-12 students with equitable access to high-quality teachers and principals, and sufficient support services.

14.3 Evaluate School Choice, Planning and Assignment Programs

Evaluate student assignment policy, practices, and magnet programs to foster the balance and socio-economic integration of schools, in alignment with the magnet objectives of reducing high concentrations of poverty, promoting school integration and diversity, maximizing use of school facilities, and providing innovative and/ or expanded educational opportunities.

Aim 19: Transportation Upgrades

Evaluate practices to ensure safe, timely, efficient, and reliable transportation services.

19.2 Incorporate Bus Routing in Student Assignment Decisions

Problem-solve bus route challenges with strategic student assignment changes.

Policy Alignment

WCPSS Board Policy 4150: School Assignment and Transfers*



Section A. Drawing of School Attendance Areas

1. The assignment areas will be developed by balancing, to the extent reasonable, the goals and factors set forth below and will include target ranges, where appropriate, to accomplish these goals and factors:
 - a. **Student Achievement**
 - b. **Stability**
 - c. **Proximity**
 - d. **Operational Efficiency**

WCPSS Board Policy 4150: School Assignment and Transfers*

Student Achievement: To the extent practicable, student populations at each school will provide an optimal opportunity for academic success for all students

Stability: To the extent practicable, a student rising into a terminal grade (5th, 8th, 12th) who is reassigned will be provided an opportunity to stay at the current school for at least one additional year, siblings will also be provided an opportunity to attend for at least the one year period

Proximity: To the extent practicable, base school assignments will be within a reasonable distance of the student's home

Operational Efficiency: To the extent practicable, assignments will optimize the use of school facilities and transportation resources

Information & Updates

www.wcpss.net/2026enrollmentproposal

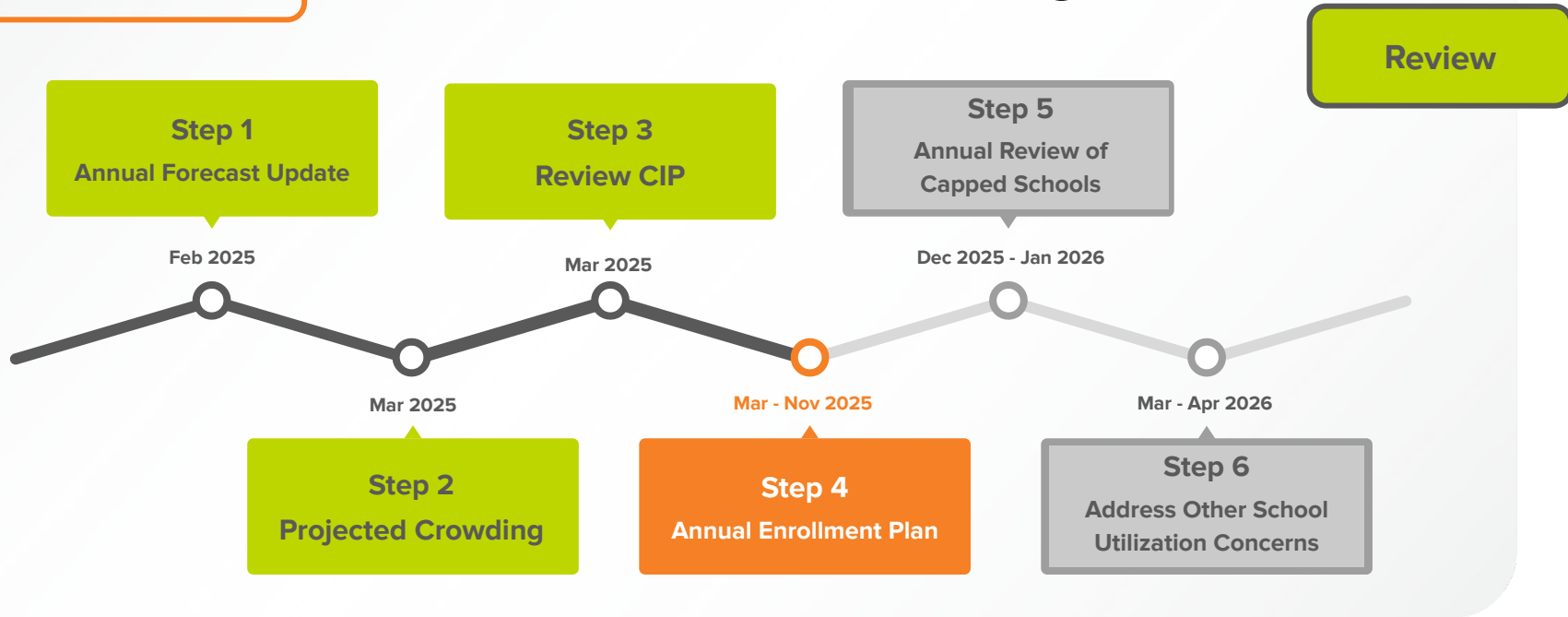
www.wcpss.net/assignmentplanning

**Additional Review Materials
Included with Agenda Item**

Review: Progression of Planning Process*

**Information included was previously presented and reviewed at a Board Work Session. Complete presentation materials are posted to the Board's Simbli site. Prior meeting dates in 2025 include: Mar 4, May 6, May 20, Jun 3, Jun 24 & Sep 2.*

2026-2027 School Enrollment Planning Process



Preparation of the Annual Enrollment Plan

1

Presentation of the Annual Membership Forecast (1-year and 10-year projections)

2

Review of Projected Crowding for the Next School Year

3

Review of Capital Improvement Plan (CIP) Updates (7-year plan)

4

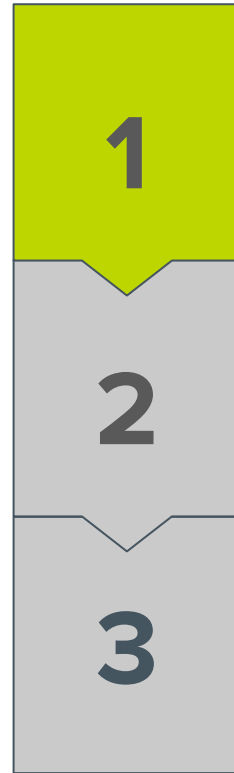
Preparation of the Annual Enrollment Plan

5

Review and Approval of Capped Schools due to Overcrowding Concerns

6

Review of Options to Address Other School Utilization Concerns



Public Engagement

Board Review of Annual Goals

Plan Development & Presentation

How can families make an impact?

Feedback gathered during previous planning cycles has lead to...

- Expanded stability rules and earlier access to stability transfers
- Strategic enrollment growth at new schools by balancing established and developing neighborhoods to reduce future reassignments
- Enhanced neighborhood continuity and adjusted feeder pattern assignments
- Expanded access to planning resources
- And more...

Preparation of the Annual Enrollment Plan

1. **Public engagement** to capture thoughts and ideas to support the development of the next enrollment plan
2. **Review of goals** for the next enrollment plan with the Board
3. **Development and presentation** of the initial draft of the enrollment plan to the Board
 - a. Review of public feedback with the Board and presentation of recommended revisions to the initial draft
 - b. Presentation of the final draft of the enrollment plan to the Board for review and approval

Planning Implications

Stability: review and prepare recommendations that allow for increased stability for families, including stability rules for transfers

Calendar Continuity: evaluate feasibility of aligning K-8 calendars

Cohort Continuity: evaluate feasibility of adjusting feeder patterns to improve cohort continuity

Capacity Management: review feasibility of various methods used to increase capacity, acknowledging unique/ regional concerns

Policy Guidance: acknowledge that **proximity** and **stability** are highlighted by families as being important, while balancing the need for the district to maintain **student achievement** and **operational efficiency** goals

Preparation of the Annual Enrollment Plan

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Presentation of the Annual Membership Forecast (1-year and 10-year projections)

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Preparation of the Annual Enrollment Plan

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Review and Approval of Capped Schools due to Overcrowding Concerns

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Public Engagement

Board Review of Annual Goals

Plan Development & Presentation

Preparation of the Annual Enrollment Plan

1. **Public engagement** to capture thoughts and ideas to support the development of the next enrollment plan
2. **Review of goals** for the next enrollment plan with the Board
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Key Elements Under Consideration

New Elementary School

- develop a base attendance area for a new elementary school
 - align middle and high school feeder patterns
 - address any domino impacts on nearby schools and assignment areas

Completed Renovation Projects

- determine if additional capacity at renovated elementary schools can relieve crowding at nearby schools

Crowding and Transportation

- address ongoing crowding at schools in high growth areas with no new capacity coming in the immediate area
- evaluate assignment areas with inefficient transportation routes

Stability: Carry Over Items from the 2025-26 Plan

- address concerns about some feeder assignments that separate students from their peers as they move to the next school level

1

Presentation of the Annual Membership Forecast (1-year and 10-year projections)

2

Review of Projected Crowding for the Next School Year

3

Review of Capital Improvement Plan (CIP) Updates (7-year plan)

4

Preparation of the Annual Enrollment Plan

5

Review and Approval of Capped Schools due to Overcrowding Concerns

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Review of Options to Address Other School Utilization Concerns

Preparation of the Annual Enrollment Plan

Current Step



Public Engagement

Board Review of Annual Goals

Plan Development & Presentation

Preparation of the Annual Enrollment Plan

1. **Public engagement** to capture thoughts and ideas to support the development of the next enrollment plan
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Feedback Received from Recent Public Engagement Activities

Fall Public Engagement: Participation

Session/ Topic	Session Date (2025)	# Participants	# Views (as of 10.14.25)
Hilltop Needmore ES & Related Recommendations	Sep 9	16	153
Apex & Southwestern Area Recommendations	Sep 11	178	208
Eastern Area Recommendations	Sep 17	75	75
Open House	Sep 24	44 Families ~100 Participants	n/a
Totals		~369	436

Total Participation in Virtual and In-Person Events

~805 Total Participants

- 705 Virtual (Live + Views)
- ~100 In Person

Hilltop Needmore ES & Related Recommendations: *Key Takeaways*

Parents Want Clarity: on tracks and whether their children can remain on their current track

Traditional vs. Year-round: model remains a point of confusion and concern (e.g., “Is year-round the new norm?”)

Anxious about Stability Rules: especially for staff children and sibling continuation

Guidance on Registration & Administrative Logistics: in particular, when and where to register new students, how to submit transfers and magnet applications, and support for pre-K to K transitions

Questions about Feeder Patterns: requests for clearer understanding of what they are and how they are changing

Curiosity about Staffing: when will leadership/ principal announcement be made?

Interest in Transportation Details: particularly bus routes, eligibility, and timing of routes

Facilities & Amenities: clarification about the types of fields and outdoor spaces that will be available at the new school

Concerns around Special Education Services: will IEPs, speech, OT, etc. be ready on day one?

Gratitude: several families expressed thanks and provided positive feedback for the session and being able to have their questions heard

Apex & Southwestern Area Recommendations: *Key Takeaways*

Year-round vs. Traditional Frustration: families feel locked into year-round without meaningful choice, especially when feeders don't align.

Calendar Misalignment Across Levels: major sticking point is ES on year-round with MS/HS on traditional

Equity & Fairness in Assignments: "Why us, not them?" sentiment is strong; established neighborhoods feel unfairly moved while newer ones stay put

Sibling Stability Rules: worries about siblings being split, including future siblings not yet in school

Neighborhood Identity & Property Concerns: several families mentioned feeling like their community identity & property values are undermined by reassignment

Special Needs Considerations: families want clarity that stability applies for IEP, 504, medical, or other special circumstances

Transportation with Stability: repeated worry that stability means losing bus service, which some see as a penalty

Board Listening & Process Transparency: some families doubt whether feedback will matter; they want the rationale clearly explained

Staff Children's Eligibility: uncertainty if rules allow staff children to stay

Appreciation Amid Concerns: while most questions were worries, there were still thanks for the chance to ask questions and acknowledgement of clear presentations

Eastern Area Recommendations: *Key Takeaways*

Why year-round?: families want a clear explanation for opening new schools on this calendar model

Calendar Misalignment Across Feeders: creates hardship for families with kids in multiple schools

Stability Rules & Transportation Loss: confusing and perceived as inequitable, especially when it forces financial/logistical strain

Sibling Stability: families want assurances for future siblings

Duration of Stability Eligibility: (e.g., “stay through 5th grade”) needs consistent messaging

Fairness in Assignments: parents question why new communities aren’t being sent to underutilized schools instead of moving established neighborhoods

Future Adjustments: families are anxious about whether boundary changes will keep happening every year

Magnet Eligibility: some families are confused about why addresses can only apply to certain magnet schools

Crooked Creek Community: perception that families are being pushed out of their true geographic community into a different one

Communication Needs: parents want clarity on recordings, public hearings, and how to make their voice heard

Open House: Resources & Support

Central Services Staff:

- Academics: Elementary, ALS, and ESL
- Area Superintendents: Southern, Southeastern & Southwestern
- Athletics
- Before & After School Care
- Child Nutrition Services
- Communications
- Facilities, Design & Construction
- School Choice, Planning & Assignment
- Special Education Services
- Transportation
- Translation Services

School-based Staff & PTA Reps:

- Apex HS
- Ballentine ES
- Banks Road ES
- Middle Creek ES
- Middle Creek HS
- Oak Grove ES
- Turner Creek ES
- West Lake ES
- West Lake MS
- White Oak ES
- Willow Spring HS

Participation Numbers

Post-Release Public Engagement Activities

Fall 2025 (as of 10.14.25)

Digital Assets - page views:

- Assignment Planning Site: **6,416 (+1,409)**
- Public Engagement Page: **2,451 (+488)**
- 26-27 Enrollment Proposal Site: **16,307**

Live Sessions:

- ~100 participants (Open House)
- 269 participants, 436 views (Virtual)

Online Forum:

- 835 participants
- 758 thoughts

What Families & Community Members Shared

Feedback Capture - Initial Draft Plan open Sep. 2 through Oct. 5

Core Question:

What are your thoughts or questions about the proposed changes to school attendance boundaries included in the Initial Draft recommendations for the 2026-27 school year?

Thoughts on Initial Draft: Participation



835
Participants



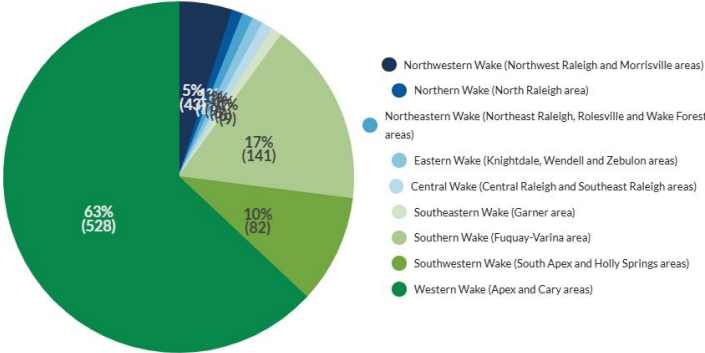
758
Thoughts



29,660
Ratings

Participation Groups

Which of the following best describes where you live within Wake County?

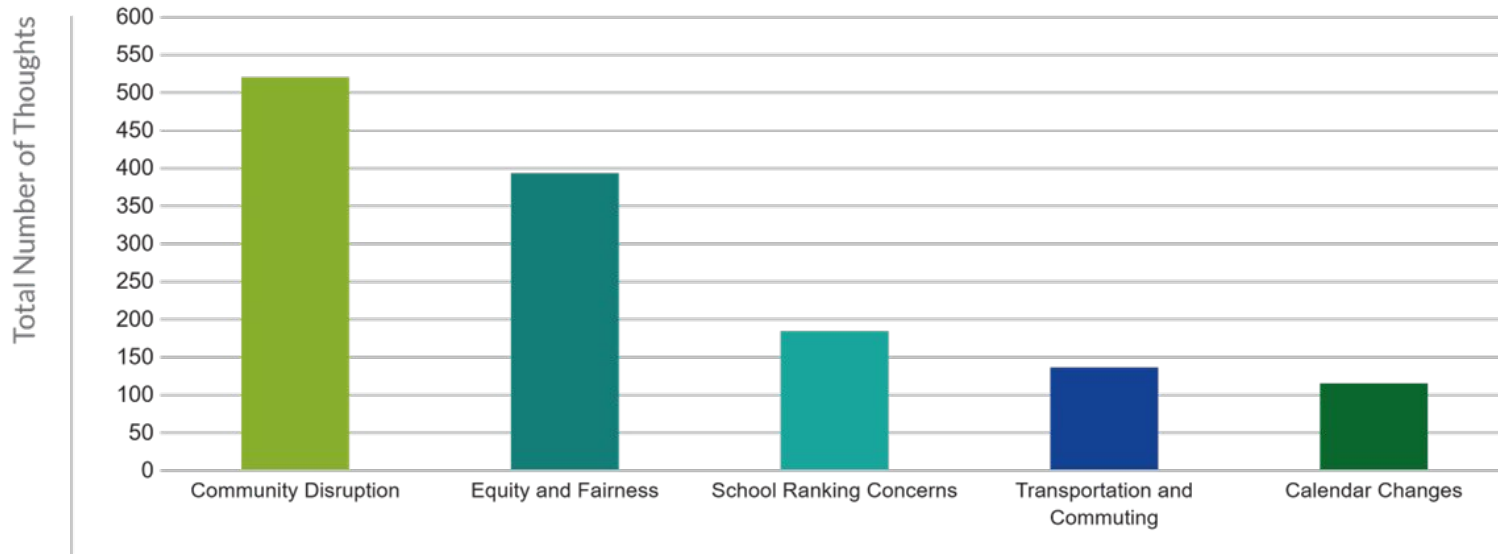


Which of the following best describes your role?

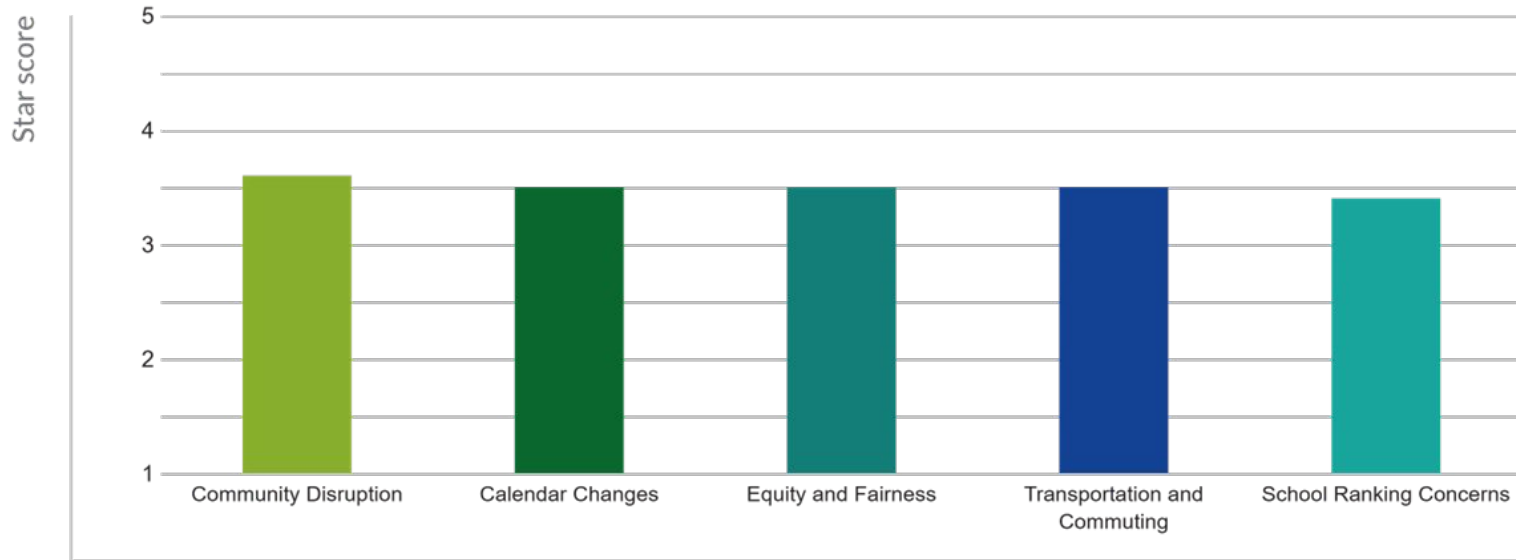
800
Responses

%		Answer (Multiple select)
94%	(752)	Parent/Guardian
3%	(22)	Student
6%	(46)	Community Member
3%	(20)	Staff

Thoughts on Initial Draft: Total Thoughts (Global Themes)



Thoughts on Initial Draft: Star Score (Global Themes)



Thoughts on Initial Draft: Global Themes

Calendar Changes: The shift in school calendars from traditional to year-round is a significant point of contention. Parents are concerned about how this change will disrupt family schedules and routines.

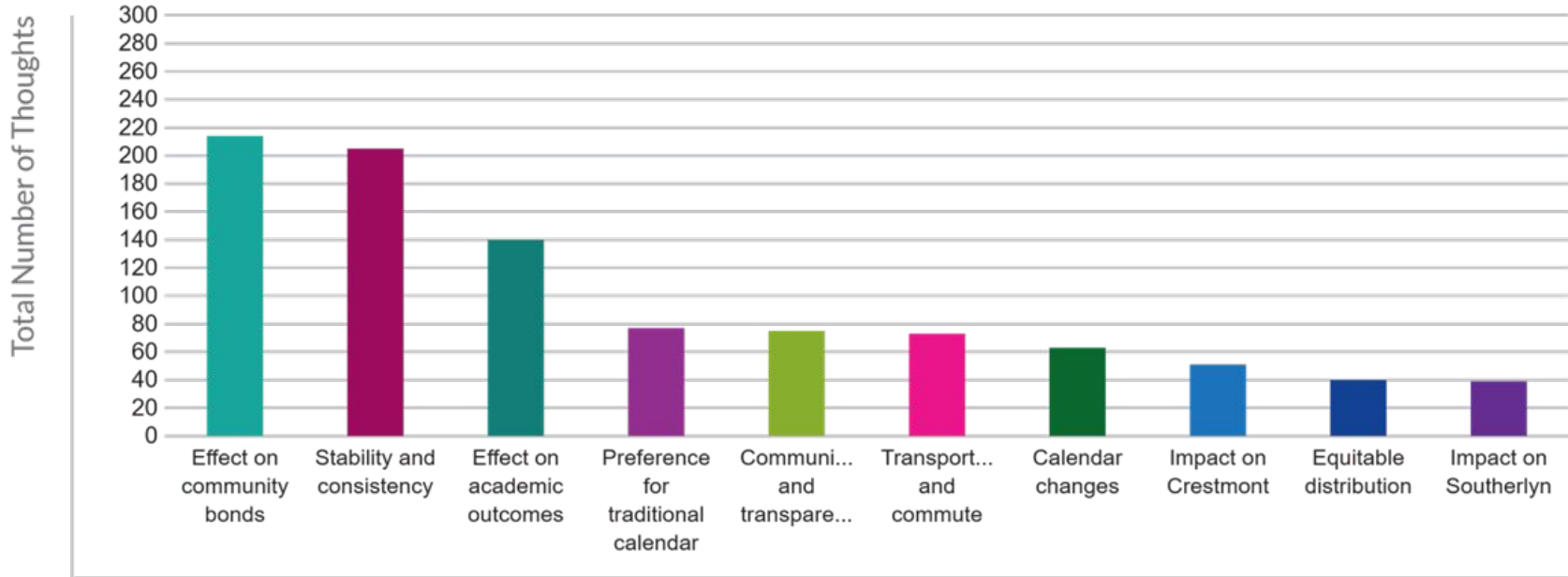
Community Disruption: Many feel that the proposed changes will sever long-standing relationships and bonds within established communities. The perception is that the changes are unfairly targeting older, established neighborhoods, while newer developments are being prioritized.

Equity and Fairness: Respondents feel that the plans do not adequately address concerns about equitable treatment of long-time residents versus new developments. There is a widespread perception that the changes unfairly favor newer developments at the expense of older, established communities.

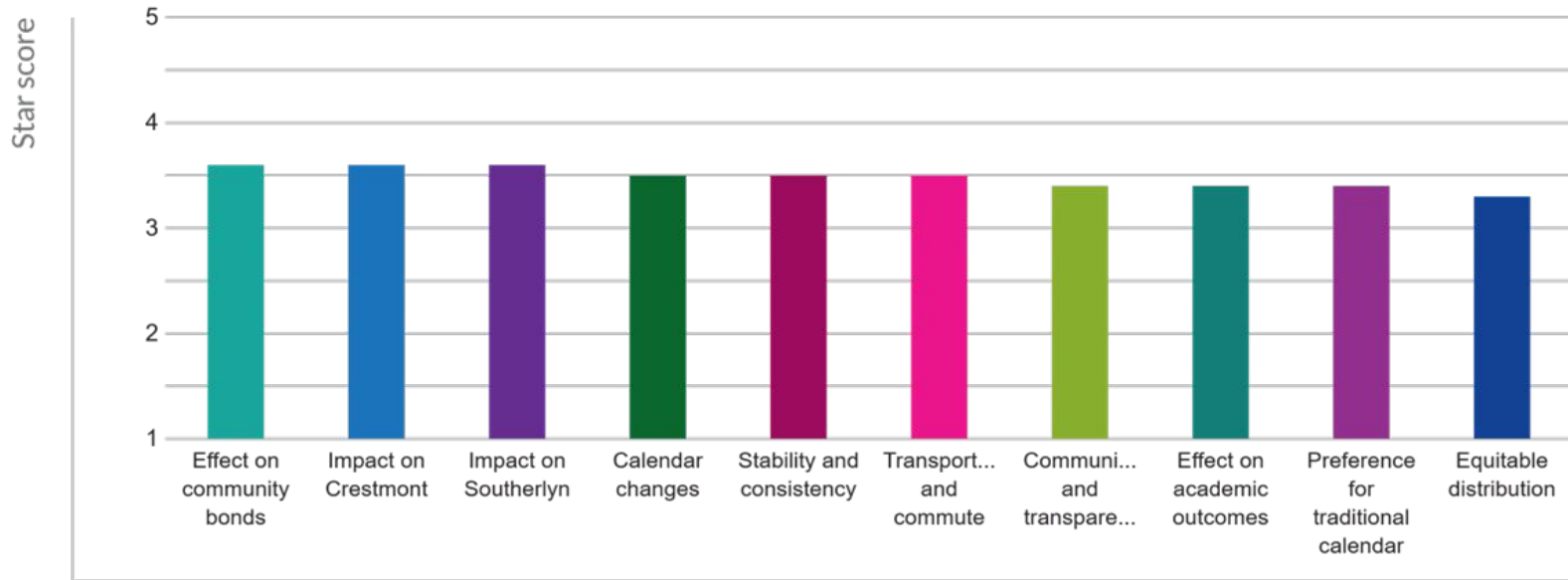
School Ranking Concerns: Concerns over academic performance and opportunities for children dominate this category. Respondents feel that the plan does not take into account the impact on educational quality.

Transportation and Commuting: Longer commutes for students and families, and the logistical difficulties of managing school changes, are highlighted. The increased commuting distance is seen as a barrier to family time and students' academic performance. There is a fear that children will struggle to adapt to new calendars, affecting their social lives and academic performance.

Thoughts on Initial Draft: Total Thoughts (Granular Themes)



Thoughts on Initial Draft: Star Score (Granular Themes)



Thoughts on Initial Draft: Granular Themes

Calendar Changes: resistance to shifting from traditional to year-round calendars, disrupting family schedules and routines

Communication & Transparency: general and specific questions about impacts of proposed changes, and calls for greater transparency in the planning process

Effect on Academic Outcomes: dissatisfaction with being rezoned from higher-performing schools to those with lower rankings

Effect on Community Bonds: emphasis on the importance of maintaining community cohesion and existing friendships that could be disrupted by rezoning

Equitable Distribution: support for better distribution of students and resources among schools, along with concerns about disparate impacts of rezoning on specific neighborhoods

Impact on Crestmont: specific concerns expressed by residents of the Crestmont community, particularly in opposition to the proposed changes

Impact on Southerlyn: specific concerns expressed by residents of the Southerlyn community, particularly in opposition to the proposed changes

Preference for Traditional Calendar: specific requests to retain assignments at traditional calendar schools, or to have access to traditional calendar application schools

Stability & Consistency: concerns about frequent reassignments and the need for stable school assignments to support student well-being

Transportation & Commute: worries about long distances and commute times to newly assigned schools impacting academic success and daily routines

Thoughts on Initial Draft: Common Ground

Side A: Opposition to Rezoning

Residents from communities such as Crestmont and Southerlyn express strong opposition to the proposed school rezoning. Many are concerned that it disrupts stability and sends children to lower-ranked schools or schools with differing calendars, impacting academic continuity and emotional well-being.

Common Ground: Need for Stability & Fairness

Both sides of the debate recognize the importance of minimizing disruption for students and ensuring a fair process.

Side B: Support for Equitable Distribution

Opponents argue that the rezoning proposal helps address issues related to overcrowding in popular schools and supports an equitable distribution of students. Some believe the adjustments are necessary to accommodate community growth and prevent the overuse of capped schools, potentially improving both academic and recreational opportunities.

Information & Updates

www.wcpss.net/2026enrollmentproposal

www.wcpss.net/assignmentplanning

Responses to Community Requests and Questions

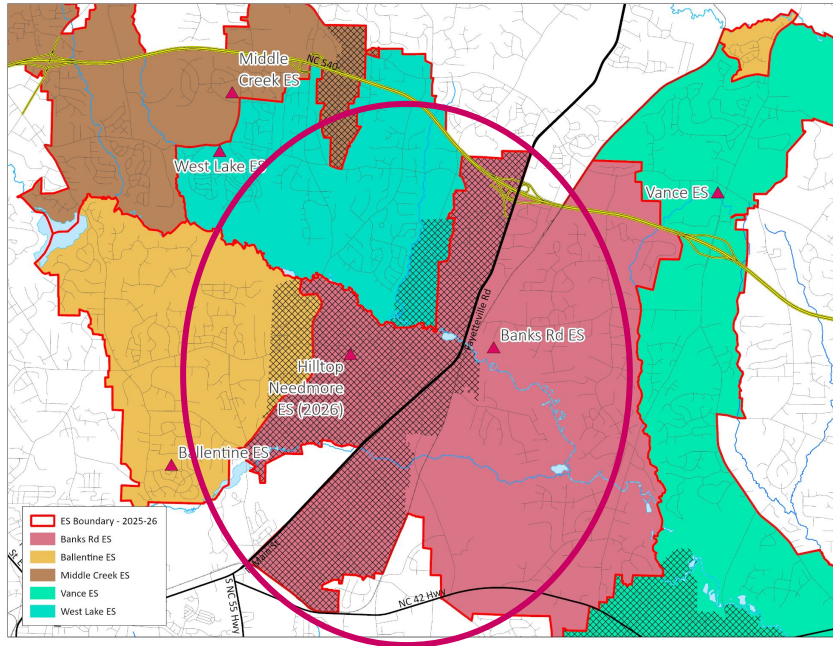
Request/ Question:

Some families impacted by the NEW Hilltop Needmore Elementary have asked to remain assigned to Herbert Akins Road Middle and Willow Spring High, rather than being assigned to West Lake Middle and Middle Creek High

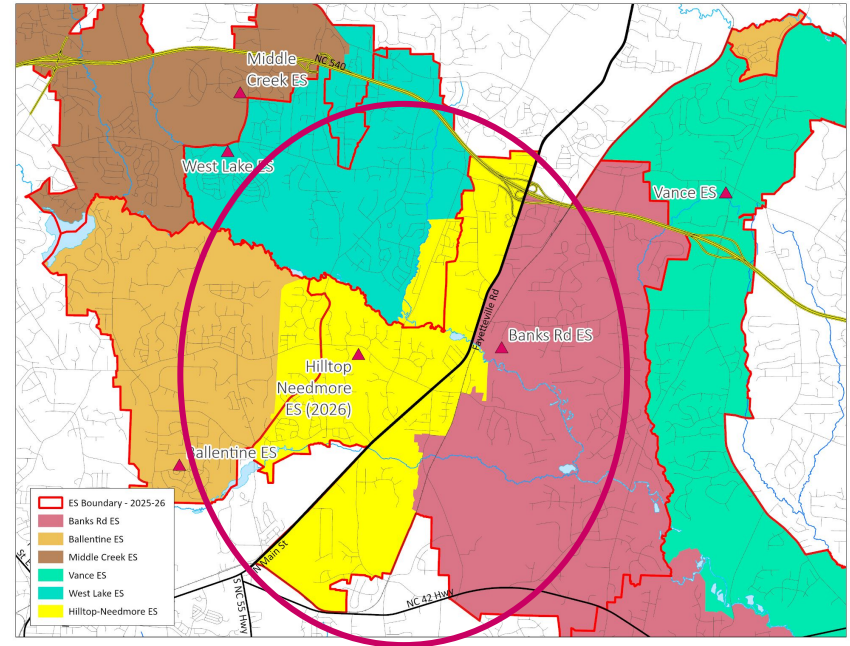
Community Rationale:

- *Concerns about the potential disruption to students' academic and social development if required to change schools*
- *Current school assignments are more proximate than proposed assignments*
- *Families value the community connections they have established at the current schools*

New School - Hilltop Needmore ES

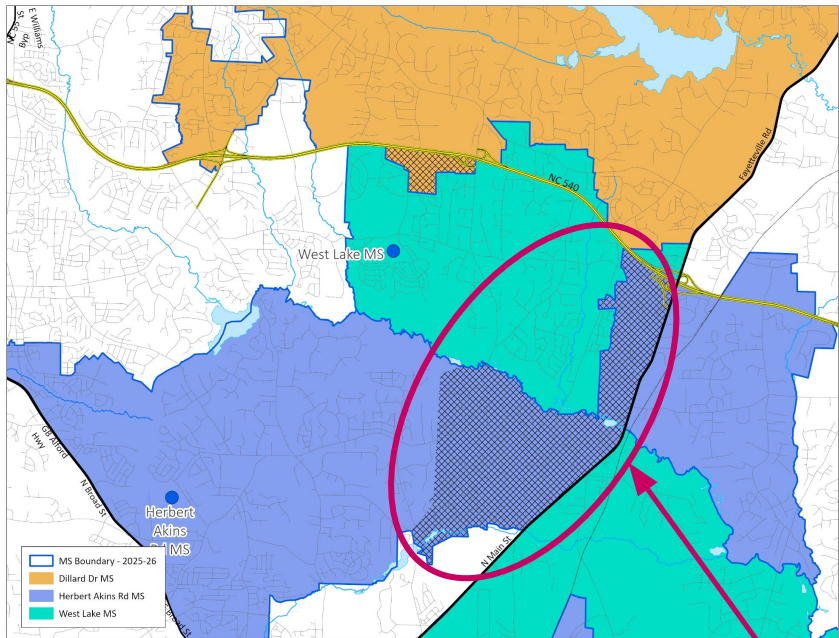


Impacted Areas:



Proposed Base Areas

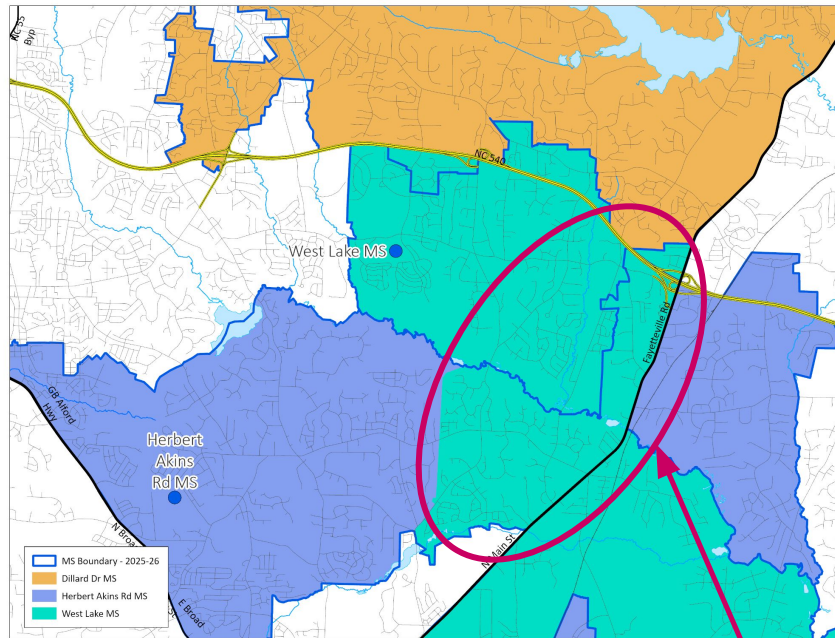
Existing Schools - West Lake MS (from Dillard Drive MS & Herbert Akins Road MS)



Impacted Areas:



1



Proposed Base Areas

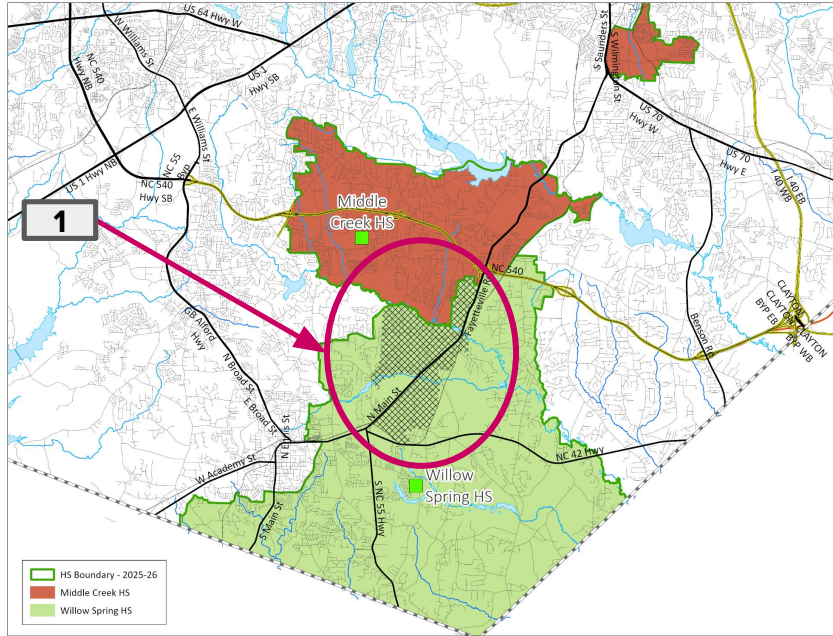
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Existing Schools - West Lake MS (from Dillard Drive Magnet MS & Herbert Akins Road MS)

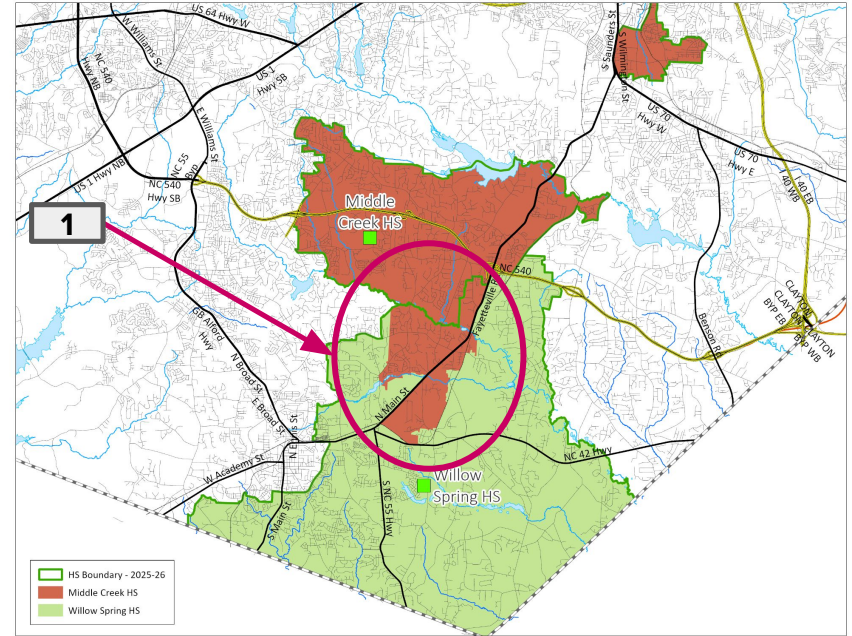
2025-26 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Dillard Drive Magnet MS	Traditional	1092	96%	99%
Herbert Akins Road MS	Multi-track Year-round	1248	105%	112%
West Lake MS	Track 4 Only	1196	61%	63%

2026-27 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Dillard Drive Magnet MS	Traditional	1092	95%	98%
Herbert Akins MS	Multi-track Year-round	1248	93%	99%
West Lake MS	Track 4 Only	1196	74%	76%

Existing Schools - Middle Creek HS (from Willow Spring HS)



Impacted Areas:



Proposed Base Areas

Existing Schools - Middle Creek HS (from Willow Spring HS)

2025-26 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Middle Creek HS	Traditional	2232	67%	67%
Willow Spring HS	Traditional	2240	113%	116%

2026-27 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Middle Creek HS	Traditional	2232	79%	79%
Willow Spring HS	Traditional	2240	101%	104%

**Utilization based on building capacity, updated May 2025*

***"After" Projected Utilization assumes all impacted students will transition to the newly assigned school*

Response/ Rationale for Recommendation:

Primary Objectives: The main goals of these recommendations are to fill the NEW Hilltop Needmore Elementary and align feeder middle & high school feeders related to this school's opening, while addressing ongoing crowding in this region.

Benefits of Reassignment: West Lake Middle and Middle Creek High have available seats to accommodate these students and allow for a stable assignment for the foreseeable future. West Lake Middle is a track-4 school, which will provide K-8 calendar alignment for families in these areas. In addition, the reassignments allow for better resource allocation, enhancing the educational experience for all students in this area.

Support for Stability: WCPSS is prepared to honor all stability transfer requests for existing students from these areas, as these assignment changes are from existing schools to other existing schools. Allowing these students to stay at Herbert Akins Road Middle and Willow Spring High is an effort to ease the transition.

Transition Support: WCPSS is committed to supporting families through the transition, with resources available to help students and families feel welcomed and connected in their new school community.

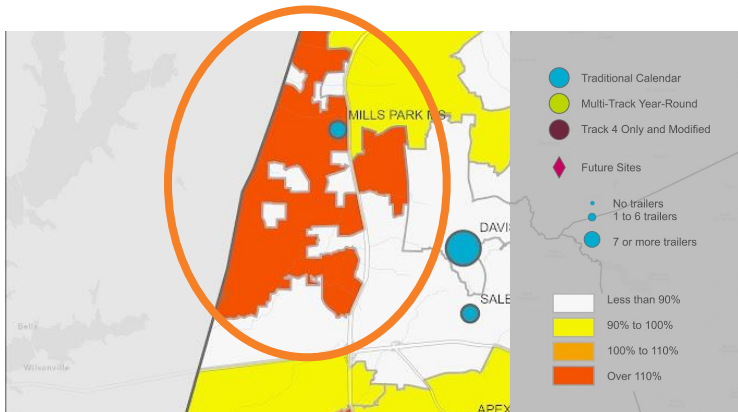
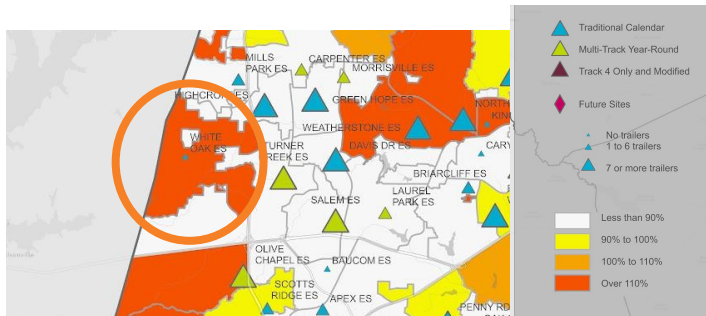
Distance: West Lake Middle is approximately 1.0 mile closer to these neighborhoods than Herbert Akins Road Middle; Middle Creek High is approximately 0-4.0 miles farther from these neighborhoods than Willow Spring High.

Request/ Question:

Families residing in the Crestmont and Pines communities have asked to remain assigned to White Oak Elementary and Mills Park Middle, rather than being assigned to Turner Creek Elementary and Salem Middle

Community Rationale:

- *Concerns about the potential disruption to students' academic and social development if required to change schools*
- *Families value the community connections they have established at the current schools*



10 Year Student Membership Forecast
Projected Enrollment Change, 2025 to 2034

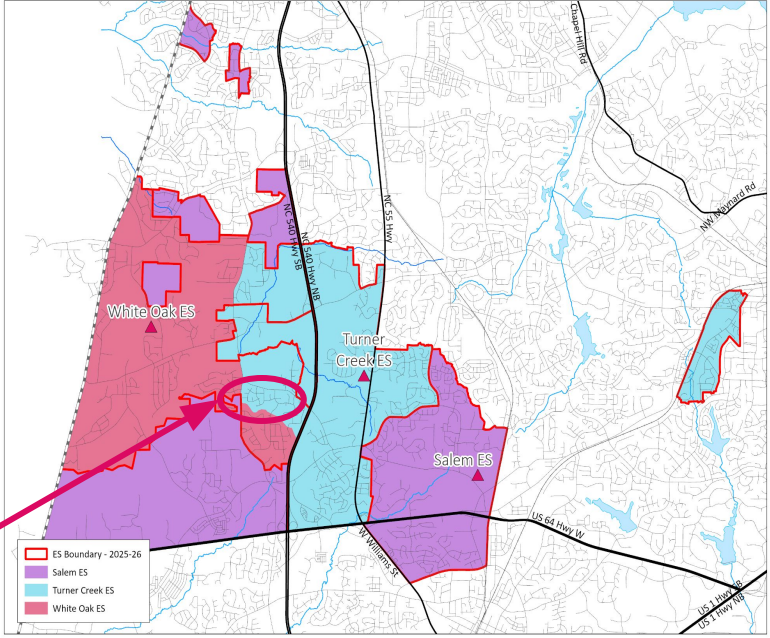
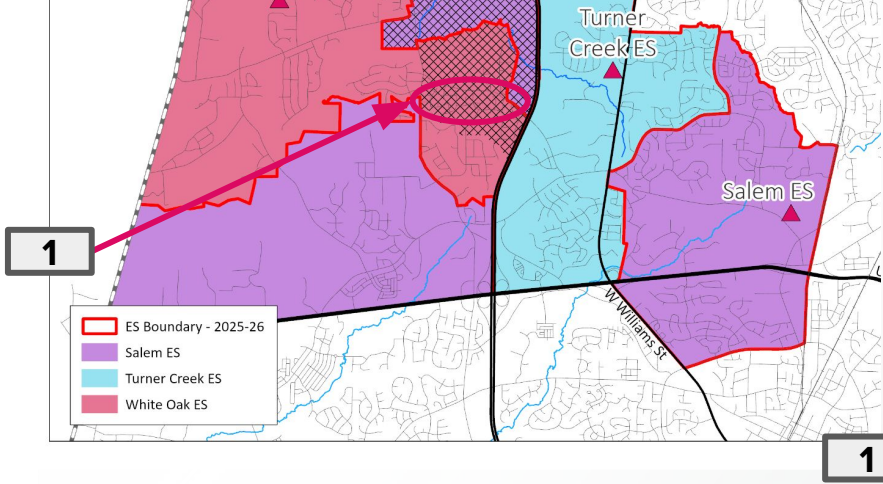


Total K-12 Projected Enrollment	
2025	162,420 students
2034	177,978 students

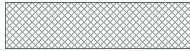


Existing Schools - Turner Creek ES (from White Oak ES)

Review



Impacted Areas:



Proposed Base Areas

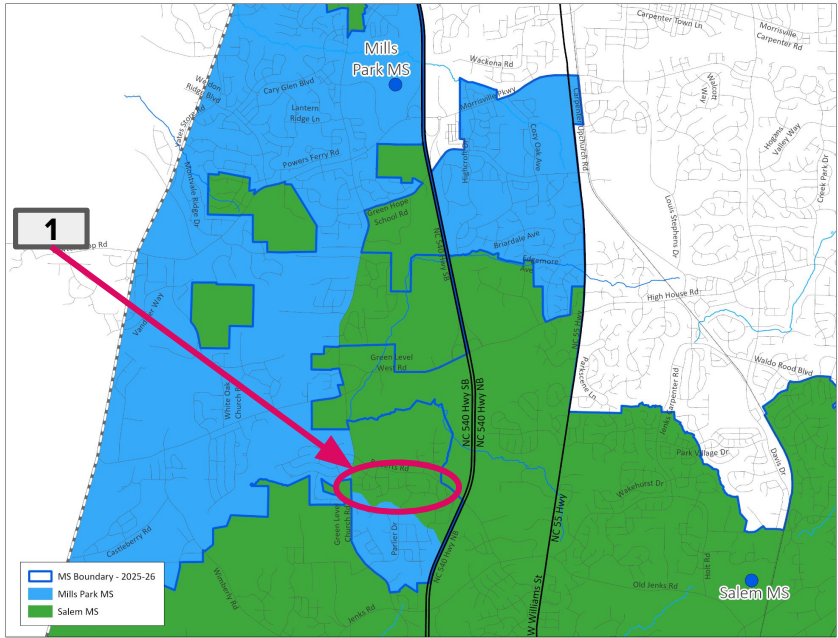
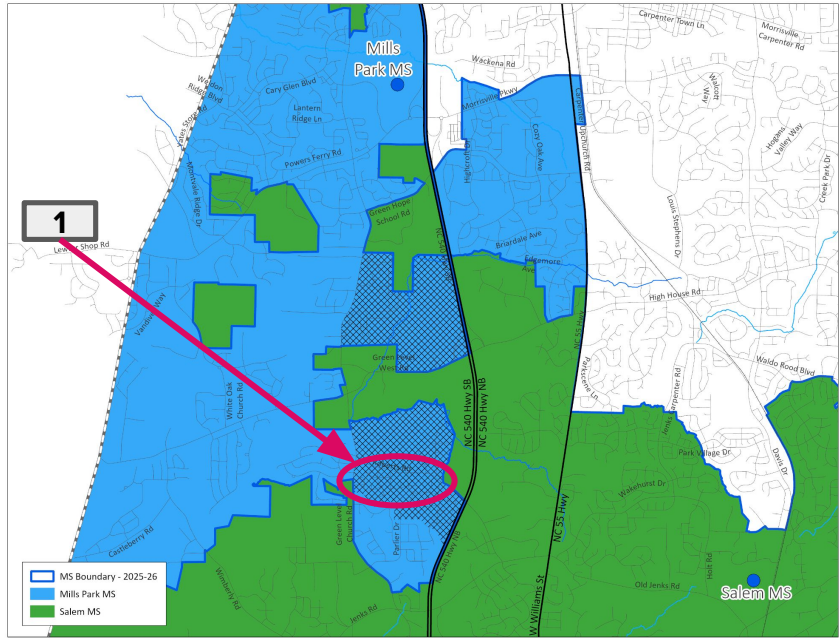
Existing Schools - Turner Creek ES (from White Oak ES)

2025-26 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Salem ES	Multi-track Year-round	856	87%	90%
Turner Creek ES	Multi-track Year-round	756	69%	72%
White Oak ES	Traditional	616	133%	134%

2026-27 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Salem ES	Multi-track Year-round	856	86%	89%
Turner Creek ES	Multi-track Year-round	756	99%	102%
White Oak ES	Traditional	616	98%	99%

Existing Schools - Salem MS (from Mills Park MS)

Review



Impacted Areas:



Proposed Base Areas

Existing Schools - Salem MS (from Mills Park MS)

2025-26 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Mills Park MS	Traditional	1352	116%	113%
Salem MS	Multi-track Year-round	1300	85%	87%

2026-27 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Mills Park MS	Traditional	1352	110%	107%
Salem MS	Multi-track Year-round	1300	86%***	89%***

Response/ Rationale for Recommendation:

Overcrowding Concerns: White Oak Elementary and Mills Park Middle are significantly overcrowded and capped, with new families being assigned to an 'overflow' school because the buildings are operating above capacity. Additional enrollment is not feasible without compromising the learning environment.

Benefits of Reassignment: Turner Creek Elementary and Salem Middle have available seats to accommodate these students and allow for a stable assignment for the foreseeable future. The reassignment allows for better resource allocation, enhancing the educational experience for all students in this area.

Support for Stability: WCPSS is prepared to honor all stability transfer requests for existing students from these neighborhoods, as these assignment changes are from existing schools to other existing schools. Allowing these students to stay at White Oak Elementary and Mills Park Middle is an effort to ease the transition.

Transition Support: WCPSS is committed to supporting families through the transition, with resources available to help students and families feel welcomed and connected in their new school community.

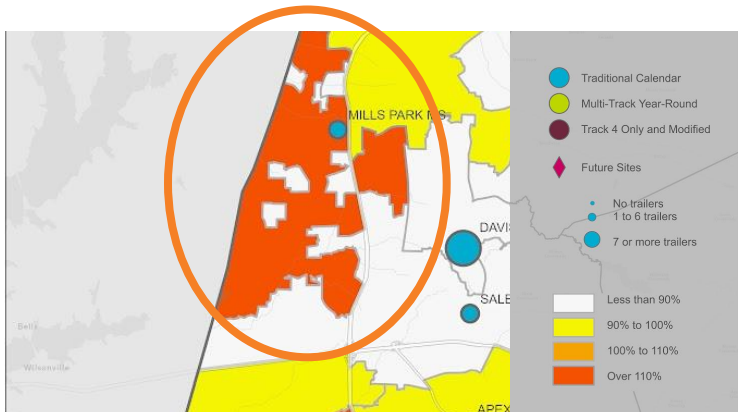
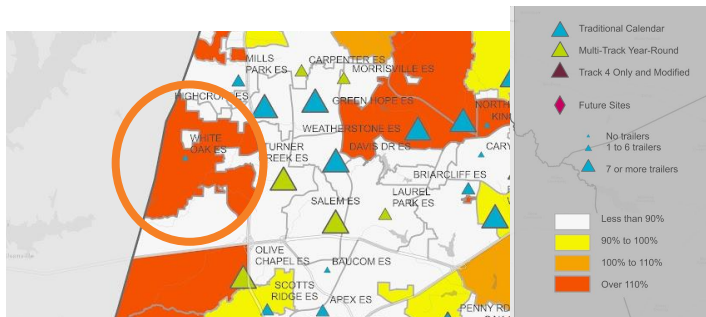
Distance: Turner Creek Elementary is approximately 0.5-1.0 miles farther from these neighborhoods than White Oak Elementary; Salem Middle is approximately 0-1.0 miles farther from these neighborhoods than Mills Park Middle.

Request/ Question:

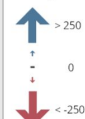
Families residing in the Southerlyn community have asked to remain assigned to White Oak Elementary and Mills Park Middle, rather than being assigned to Turner Creek Elementary and Salem Middle

Community Rationale:

- *Current school assignments are proximate to the neighborhood*
- *Concerns about the potential disruption to students' academic and social development if required to change schools*
- *Families value the community connections they have established at the current schools*



10 Year Student Membership Forecast
Projected Enrollment Change, 2025 to 2034

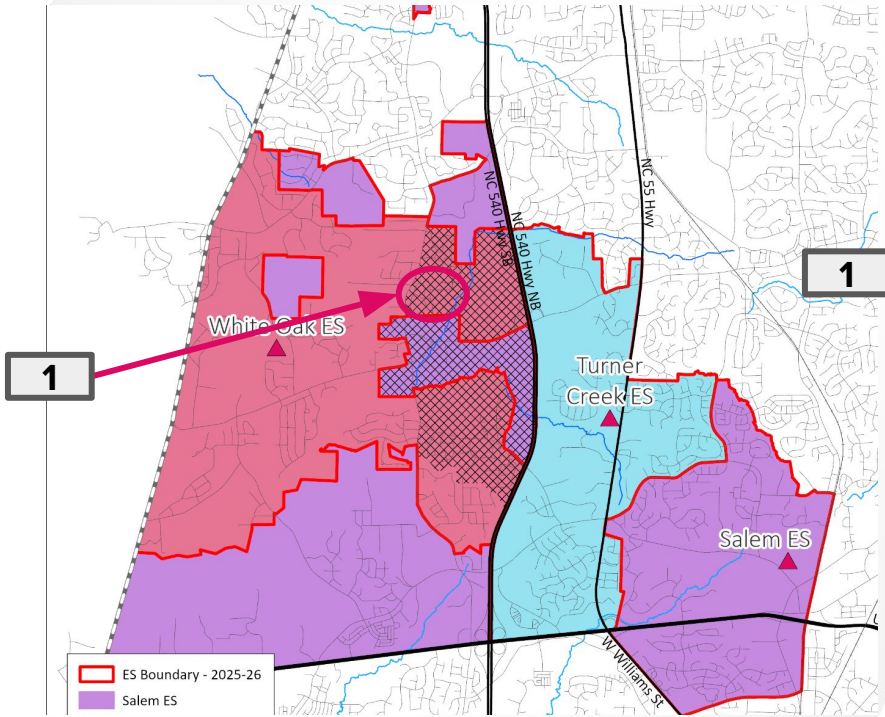


Total K-12 Projected Enrollment	
2025	162,420 students
2034	177,978 students

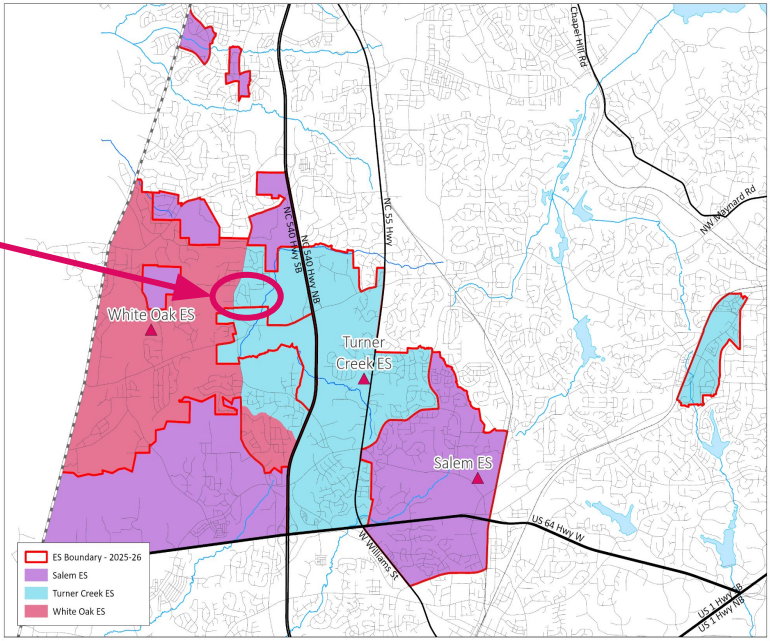


Existing Schools - Turner Creek ES (from White Oak ES)

Review



Impacted Areas: 



Proposed Base Areas

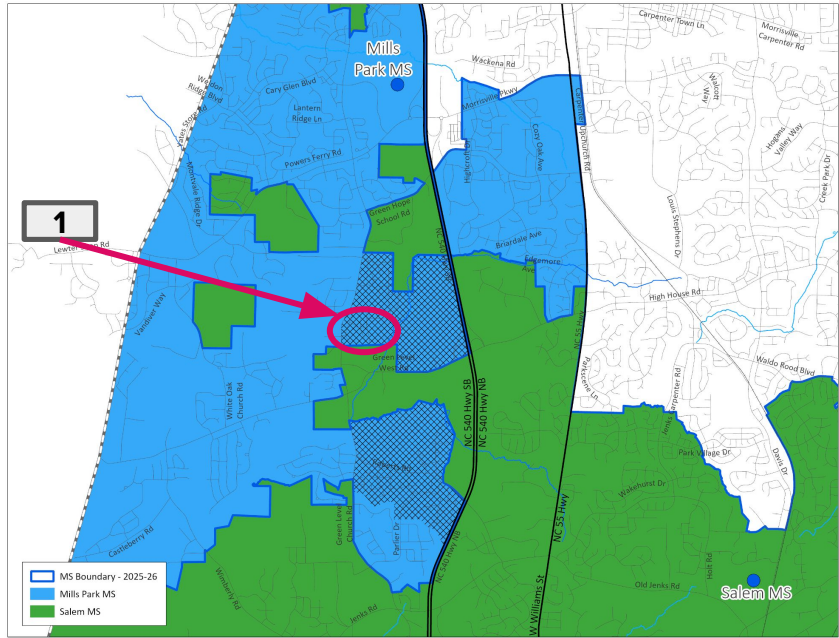
Existing Schools - Turner Creek ES (from White Oak ES)

2025-26 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Salem ES	Multi-track Year-round	856	87%	90%
Turner Creek ES	Multi-track Year-round	756	69%	72%
White Oak ES	Traditional	616	133%	134%

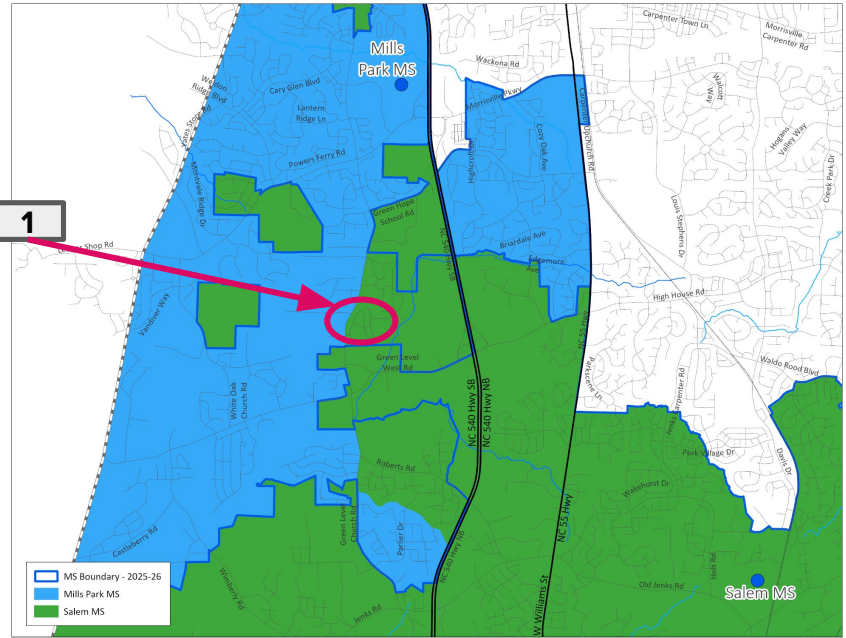
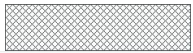
2026-27 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Salem ES	Multi-track Year-round	856	86%	89%
Turner Creek ES	Multi-track Year-round	756	99%	102%
White Oak ES	Traditional	616	98%	99%

Existing Schools - Salem MS (from Mills Park MS)

Review



Impacted Areas:



Proposed Base Areas

Existing Schools - Salem MS (from Mills Park MS)

2025-26 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Mills Park MS	Traditional	1352	116%	113%
Salem MS	Multi-track Year-round	1300	85%	87%

2026-27 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Mills Park MS	Traditional	1352	110%	107%
Salem MS	Multi-track Year-round	1300	86%***	89%***

Response/ Rationale for Recommendation:

Overcrowding Concerns: White Oak Elementary and Mills Park Middle are significantly overcrowded and capped, with new families being assigned to an 'overflow' school because the buildings are operating above capacity. Additional enrollment is not feasible without compromising the learning environment.

Benefits of Reassignment: Turner Creek Elementary and Salem Middle have available seats to accommodate these students and allow for a stable assignment for the foreseeable future. The reassignment allows for better resource allocation, enhancing the educational experience for all students in this area.

Support for Stability: WCPSS is prepared to honor all stability transfer requests for existing students from this neighborhood, as these assignment changes are from existing schools to other existing schools. Allowing these students to stay at White Oak Elementary and Mills Park Middle is an effort to ease the transition.

Transition Support: WCPSS is committed to supporting families through the transition, with resources available to help students and families feel welcomed and connected in their new school community.

Distance: Turner Creek Elementary is approximately 1.5 miles farther from this neighborhood than White Oak Elementary; Salem Middle is approximately 2.0 miles farther from this neighborhood than Mills Park Middle.

Request/ Question:

Families reassigned from White Oak Elementary (traditional) to Turner Creek Elementary (year-round) are asking why there isn't a traditional calendar application school recommended at the elementary level

Community Rationale:

- *Families want access to a traditional calendar application school, similar to existing Turner Creek Elementary base students*
- *Families want access to K-8 calendar continuity to avoid scheduling conflicts between elementary and middle school calendars*

Response/ Rationale for Recommendation:

Initial Plan: The initial draft removed the elementary year-round calendar application for this area, since the proposal would assign this area to a year-round elementary school. Unintentionally, no traditional calendar application elementary school was named for this area to match the current option available to Turner Creek Elementary base families.

K-8 Calendar Alignment (Year-round): Families who accept the new assignment to Turner Creek Elementary (year-round) will have K-8 calendar alignment, as the base assigned middle school is Salem Middle (year-round).

K-8 Calendar Alignment (Traditional): Families who request a stability transfer to remain at their current traditional school (White Oak), will be able to request a traditional calendar seat at Apex Middle during the annual request for transfer process.

Planned Adjustment: For consistency, identify Baucom Elementary as a traditional calendar application option for families in the area recommended to be reassigned from White Oak Elementary to Turner Creek Elementary. Existing Turner Creek Elementary families already have this option.

Request/ Question:

Families across the district requested consideration for reassignment, even though they were not initially included in the recommendations for the 2026-27 school year

Community Rationale:

- *Some families in the Trace neighborhood requested a change from Green Hope High to Apex High*
- *Some families in the Stonemont neighborhood requested a change from Fuquay-Varina High to Holly Springs High*
- *Some families in the Olive Chapel Elementary base attendance area requested a change from Lufkin Road Middle to Salem Middle*

Response/ Rationale for Recommendation:

Primary Objectives: The main goals of the 2026-27 enrollment proposal are to fill the NEW Hilltop Needmore Elementary and align feeder middle & high school feeders related to this school's opening, address ongoing crowding in high growth areas, and address lingering feeder pattern alignment concerns from the 2025-26 plan.

Stability of Assignment: To minimize disruptions, the district worked to maintain stable school assignments for as many students as possible. Specifically, the goal was to avoid reassignments unrelated to the primary objectives, reducing the number of students impacted by school changes across the district.

Future Monitoring: While these requests are not aligned with the primary objectives for the 2026-27 plan, WCPSS will continue to monitor enrollment growth in these regions and may reconsider the assignment changes requested in the future if conditions change.

Request/ Question:

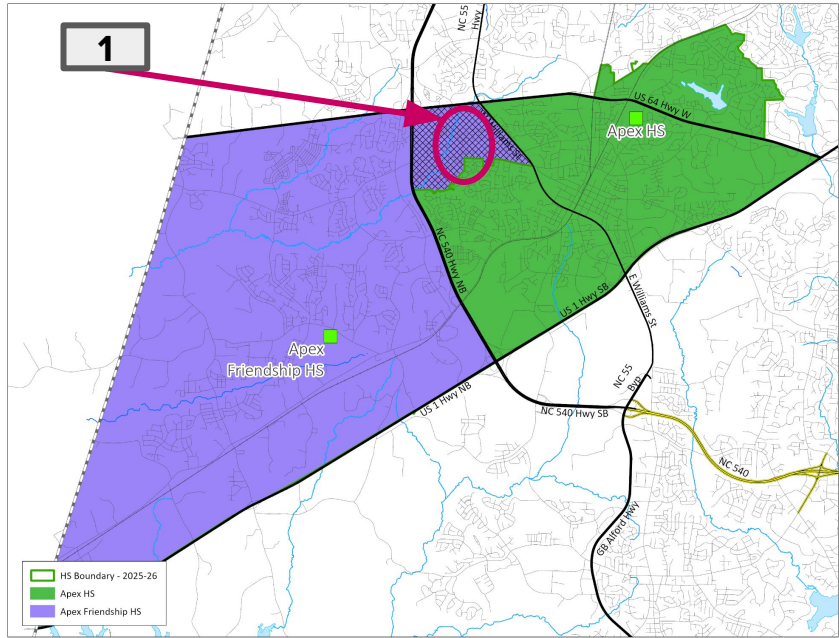
Families residing in the Beckett Crossing community have asked to remain assigned to Apex Friendship High, rather than being assigned to Apex High

Community Rationale:

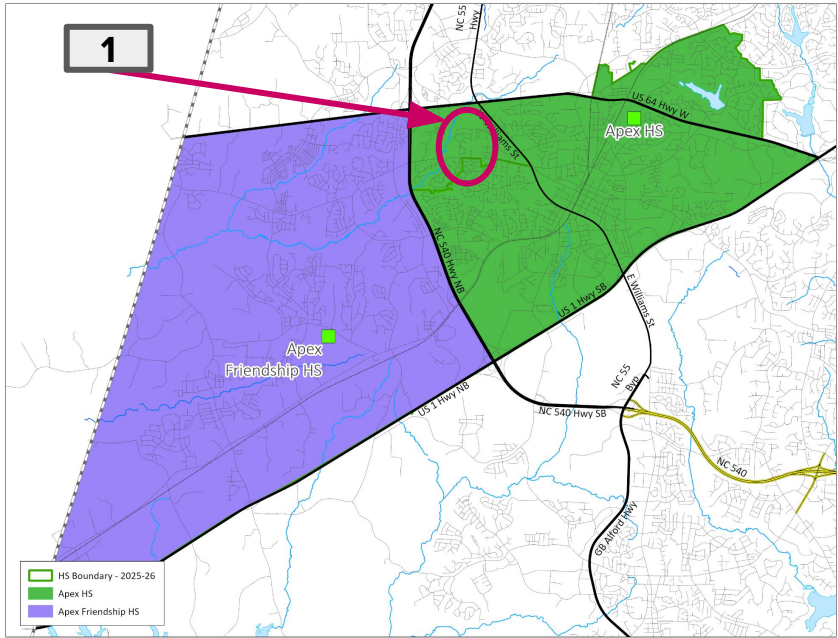
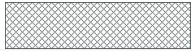
- *Concerns about the potential disruption to students' academic and social development if required to change schools*
- *Families value the community connections they have established at the current schools*

Existing Schools - Apex HS (from Apex Friendship HS)

Review



Impacted Areas:



Proposed Base Areas

Existing Schools - Apex HS (from Apex Friendship HS)

2025-26 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Apex HS	Traditional	2240	97%	95%
Apex Friendship HS	Traditional	2384	115%	117%

2026-27 Base School	Calendar	Capacity w/ Trailers	2026-27 Projected Utilization w/ Trailers	2027-28 Projected Utilization w/ Trailers
Apex HS	Traditional	2240	104%	102%
Apex Friendship HS	Traditional	2384	108%	110%

Response/ Rationale for Recommendation:

Overcrowding Concerns: Apex Friendship High is significantly overcrowded and capped, with new families being assigned to an 'overflow' school because the building is operating above capacity. Additional enrollment is not feasible without compromising the learning environment.

Benefits of Reassignment: Apex High has available seats to accommodate these students and allow for a stable assignment for the foreseeable future. The reassignment allows for better resource allocation, enhancing the educational experience for all students in this area.

Support for Stability: WCPSS is prepared to honor all stability transfer requests for existing students from this neighborhood, as these assignment changes are from an existing school to another existing school. Allowing these students to stay at Apex Friendship High is an effort to ease the transition.

Transition Support: WCPSS is committed to supporting families through the transition, with resources available to help students and families feel welcomed and connected in their new school community.

Distance: Apex High is approximately 2.0-3.0 miles closer to this neighborhood than Apex Friendship High.

Request/ Question:

Families in the Greenmoor subdivision are asking why the northern portion of the neighborhood has been recommended for assignment to Turner Creek Elementary and Salem Middle, while the southern portion remains assigned to White Oak Elementary and Mills Park Middle

Community Rationale:

- *Greenmoor is a relatively large neighborhood, and families in both portions want consistency in their school assignments*
- *Families value the community connections they have established, and would prefer for all students in the subdivision to attend the same schools*

Response/ Rationale for Recommendation:

Primary Objective: The main goal of this recommendation was to relieve crowding at White Oak Elementary and Mills Park Middle and better utilize the available capacity at Turner Creek Elementary and Salem Middle.

Impact on Enrollment: Adding the entirety of Greenmoor to Turner Creek Elementary and Salem Middle at this time would negatively impact enrollment at White Oak Elementary and Mills Park Middle, beyond the goal of this recommendation, and could drastically reduce enrollment at these schools too rapidly.

Stability of Assignment: To minimize disruptions, the district worked to maintain stable school assignments for as many students as possible. Specifically, the goal was to avoid a domino effect in reassignments, reducing the number of students impacted by school changes across this region.

Future Monitoring: This area will remain assigned to White Oak Elementary and Mills Park Middle. Families who prefer the year-round calendar may apply to Turner Creek and Salem, giving students the chance to attend school with neighborhood friends. WCPSS will monitor enrollment trends and may reconsider this assignment if conditions change.

Information & Updates

www.wcpss.net/2026enrollmentproposal

www.wcpss.net/assignmentplanning

Adjustments to the Initial Draft of the 2026-2027 School Enrollment Plan

Elementary Calendar Application Changes

Recommendations based on proposed base assignment changes

Current Base	Current Calendar Application School(s)	Proposed Base	Proposed Calendar Application School
Banks (MTYR)	Fuquay-Varina (T)	Hilltop Needmore (MTYR)	n/a
Middle Creek (MTYR)	Swift Creek (T)	Oak Grove (MTYR)	n/a
Middle Creek (MTYR)	Swift Creek (T)	West Lake (MTYR)	n/a
White Oak (T)	Turner Creek (MTYR)	Turner Creek (MTYR)	Baucom (T)
Salem (MTYR)	Baucom (T)	Turner Creek (MTYR)	n/a
Zebulon Magnet (T)	Carver (Mod)	Carver (Mod)	n/a

Refer to
Slides 59-60

Information & Updates

www.wcpss.net/2026enrollmentproposal

www.wcpss.net/assignmentplanning

Review

Timeline for Plan Review & Approval

Including Public Engagement Activities

Planning Timeline

March 4, 2025 - Public Engagement Plan for the 2026-2027 WCPSS Enrollment Plan [BoE Work Session]

April 8, 2025 - Initial Recommendations for Calendar Changes for 2026-27 [BoE Work Session]

May 6, 2025 - Initial Planning Discussion for 2026-27 Enrollment Plan [BoE Work Session] (Follow Ups: May 20 & June 3)

June 3, 2025 - Final Recommendations for Calendar Changes for 2026-27 [BoE Meeting]

June 24, 2025 - Review Progress of Public Engagement Plan [BoE Work Session]

September 2, 2025 - Initial Draft of 2026-27 Enrollment Plan [BoE Work Session]

October 21, 2025 - Feedback Review/ Revised Draft of 2026-27 Enrollment Plan [BoE Work Session]

October 21, 2025 - Public Hearing [Regular BoE Meeting]

November 18, 2025 - Final Draft of 2026-27 Enrollment Plan for Review & Approval [BoE Work Session & Meeting]

Next Steps

- **October 21:** District website updated with revised draft information wcpss.net/2026enrollmentproposal & www.wcpss.net/assignmentplanning
- **October 21:** Board of Education Public Hearing
- **October 21 - November 9:** Public comment capture tool open and collecting feedback and questions on the revised draft (wcpss.net/draftfeedback)
- **October 29:** Host virtual public engagement session
 - October 29, 6:00-7:30 pm - General Overview (virtual)

Information & Updates

www.wcpss.net/2026enrollmentproposal

www.wcpss.net/assignmentplanning

Questions?

Feedback, Thoughts & Ideas...

Attachments

- Public Engagement Summary Report, v1.2
- Copies of Prior Presentation Materials (Sep 2, 2025)
 - Initial Draft 2026-27 School Enrollment Plan
 - Data Reports
 - Detailed Maps
 - Review Information