

A photograph of two young women in a classroom. They are looking at a large whiteboard or poster. The woman in the foreground has long brown hair and is wearing a white lab coat. She is holding a yellow pencil and pointing at the whiteboard. The woman behind her is wearing glasses and a maroon shirt. The background shows a classroom with desks, a window, and a television.

Office of Student Assignment

Initial Recommendations: School Calendar Conversions *A Multi-year Approach to Growth Management*

Prepared by the Office of Student Assignment, Long Range Planning

Board of Education Facilities Committee
April 14, 2026

Goals for This Session

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

- *feedback captured during recent public engagement activities*
- *recommendations for school calendar conversions*
- *next steps in this process*

Policy Alignment

WCPSS Board Policy 4150: School Assignment and Transfers*

Section A.1.d. Operational Efficiency

To the extent practicable, assignments will optimize the use of school facilities and transportation resources. Factors for consideration include:

- 1) minimizing under-enrolled schools;
- 2) minimizing overcrowded schools; and
- 3) maximizing transportation efficiencies

Strategic Plan Alignment

Family & Community Engagement

Aim 6 | Provide clear, accessible, and consistent information about family involvement opportunities.

Aim 14 | Build strong relationships among staff, families, and community organizations in order to share resources and promote well-being.

Strategic Plan Alignment

(continued)

Equity-focused Practices

Aim 13 | Implement an equity framework that provides systemic expectations around equity to differentiate support, guidance, and resources across all schools and departments.

Aim 14 | Differentiate resource allocation to provide PreK-12 students with equitable access to high-quality teachers and principals, and sufficient support services.

Strategic Plan Alignment

(continued)

Effective Operations, Services, and Facilities

Aim 16 | Establish metrics of accountability for departmental management.

Aim 17 | Ensure that all students and staff have continuous, high-quality, and equitable access to facilities and technology (infrastructure and devices).

Aim 19 | Evaluate practices to ensure safe, timely, efficient and reliable transportation services.

Aim 20 | Establish new systemic processes and guidelines balancing operational efficiency, fiscal responsibility, and environmental sustainability.

2026-2027 School Enrollment Planning Process



Review of Options to Address Other School Utilization Concerns

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

1. Review capped schools list and other overcrowded areas to identify which schools are not addressed in the CIP or the enrollment plan
2. Identify schools that are not operating on a multi-track year-round calendar, but have long-term crowding concerns
3. Identify schools that are operating on a year-round calendar, but do not have long-term crowding concerns
4. Host engagement sessions for families and school staff to gain additional feedback and insight
5. Make recommendations to the Board based on data and feedback collected

Information & Updates

www.wcpss.net/assignmentplanning

Step 6: Review of options to address other school utilization concerns.

www.wcpss.net/calendar-conversion

Feedback Received from Recent Public Engagement Activities

Review of Options to Address Other School Utilization Concerns

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5. Make recommendations to the Board based on data and feedback collected

Spring Engagement: *Participation*

Session/ Topic	Session Date (2026)	# Invitations Sent	# Participants	# Views (as of 4.6.26)
Northeastern Area	Mar 18	2,047	63	91
Southern & Southwestern Areas	Mar 24	3,495	122	71
Northwestern Area	Mar 26	3,321	114	69
<i>Totals</i>		8,863	299	231

Community Participation

530 Total Participants

- 299 Virtual (Live)
- 231 Views (as of 4.6.26)

Northeastern Area Feedback

Northeastern Area: *Key Takeaways*

Families Want Stability: it feels like something is changing at our schools every few years

Enrollment Projections: concerns about impact of proposed future development on growth in the region

Preference for Less Disruption: many suggested boundary adjustments or approving more transfers into the school(s)

Year-round Preference: family schedules, childcare, and learning breaks align better with year-round calendar

Potential for Overcrowding: concerns about impact of reducing tracks on overall school crowding, carpool, etc.

Potential for Unintended Outcomes: loss of school programs, teacher retention, enrollment shifts to other schools, etc.

Potential Calendar Changes Northeastern Area: Participation (parent/ guardian, community member, student)

Core Question: What should our planning team consider most when deciding if your school should stay on a multi-track year-round schedule or move to a different calendar?



204
Participants



319
Thoughts



5,846
Ratings

Which school(s) are you connected to as a current or future parent, staff member, or community member?
(select all that apply)



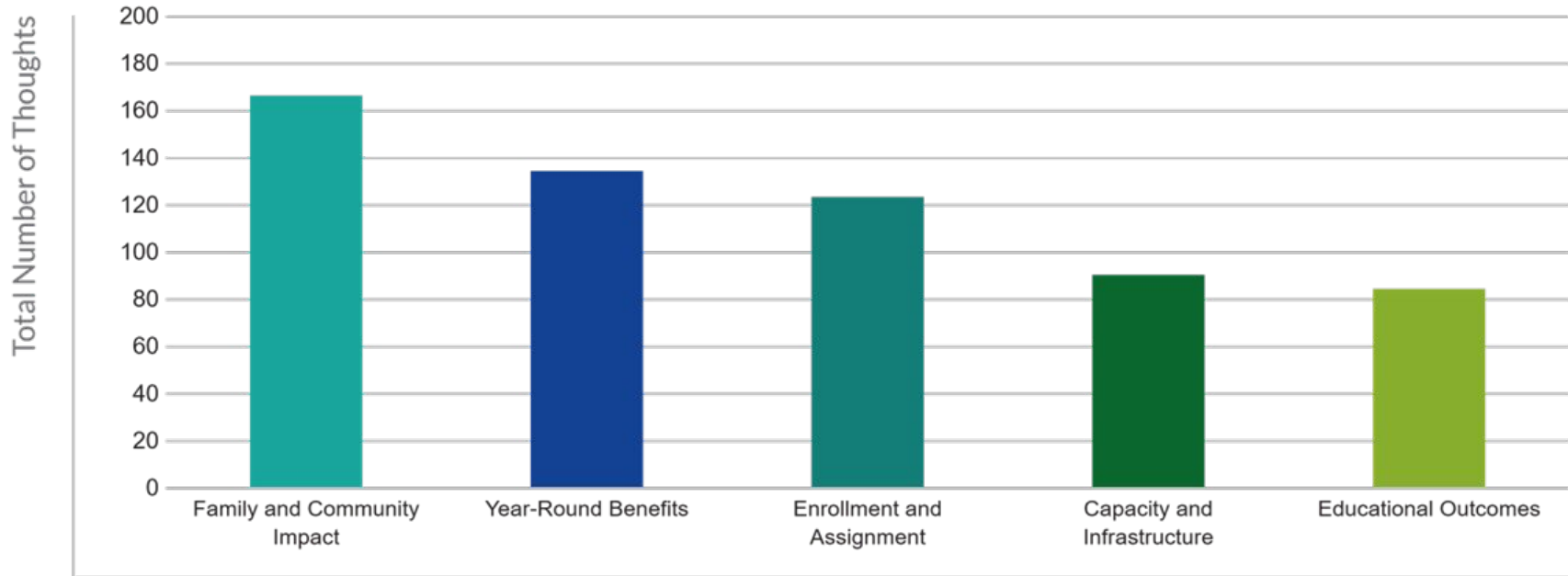
200
Responses

%		Answer (Multiple select)
62%	(124)	Heritage Elementary
83%	(165)	Heritage Middle

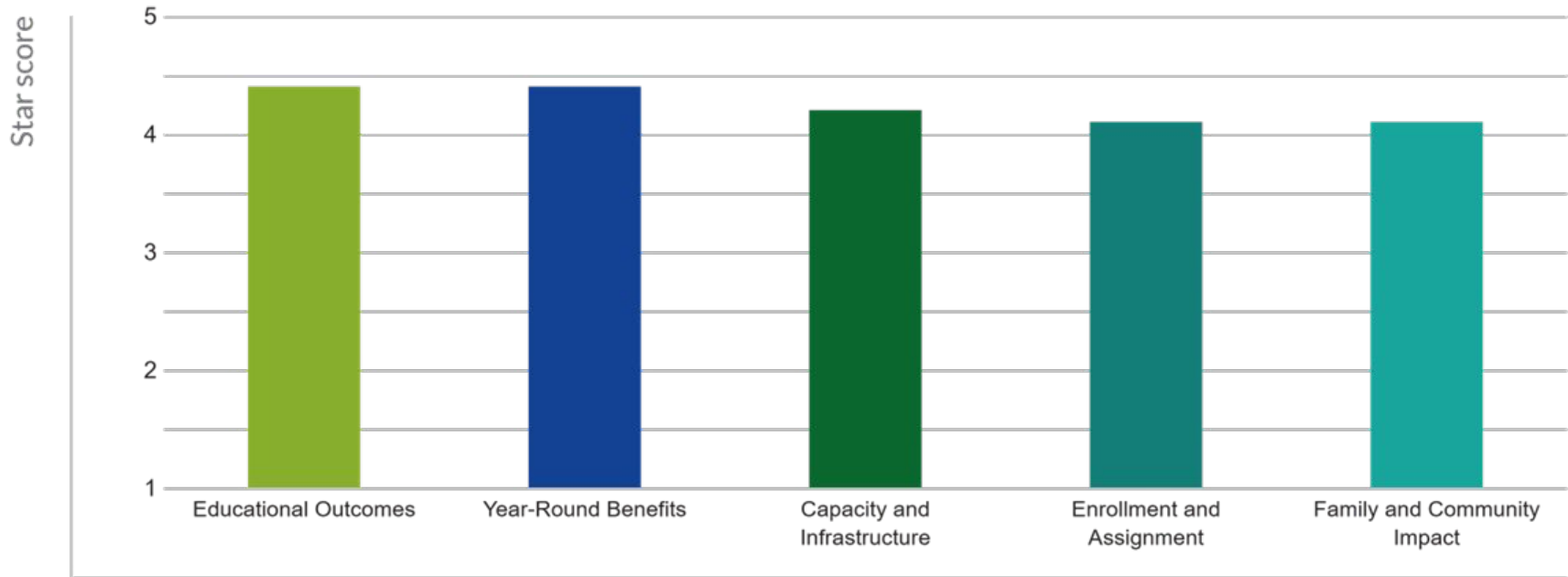
Which of the following best describes where you live within Wake County?

%		Answer
1%	(2)	Northwestern Wake (Northwest Raleigh and Morrisville areas)
1%	(3)	Northern Wake (North Raleigh area)
97%	(195)	Northeastern Wake (Northeast Raleigh, Rolesville and Wake Forest areas)
0%	(1)	Eastern Wake (Knightdale, Wendell and Zebulon areas)
0%	(0)	Central Wake (Central Raleigh and Southeast Raleigh areas)
0%	(0)	Southeastern Wake (Garner area)
0%	(0)	Southern Wake (Fuquay-Varina area)
0%	(0)	Southwestern Wake (South Apex and Holly Springs areas)
0%	(0)	Western Wake (Apex and Cary areas)

Potential Calendar Changes Northeastern Area: Total Thoughts (parent/ guardian, community member, student)



Potential Calendar Changes Northeastern Area: Star Score (parent/ guardian, community member, student)



Potential Calendar Changes Northeastern Area: Top Thoughts (parent/ guardian, community member, student)

Heritage Elementary and Middle are top schools when considering academics and teacher retention Why change what is working? Especially in this area that is rapidly growing

4.6  (24 )

Ranked #1 of 319

WF economic forum showed 354% increase in population growth from 2000-2026 with continued exponential growth predicted We need the multi track system to remain in Heritage schools. The population will only continue to grow. These are HIGHLY sought after schools.

4.6  (23 )

Ranked #2 of 319

The year round calendar is very good for families that have two parents working full time. We do not have to come up with extremely long Summer plans for our kids and they are able to maintain a better routine throughout their education.


4.6  (22 )


Ranked #3 of 319

Potential Calendar Changes Northeastern Area: Participation (staff)

Core Question: What should our planning team consider most when deciding if your school should stay on a multi-track year-round schedule or move to a different calendar?


 66
Participants

 72
Thoughts


 991
Ratings

Which school(s) are you connected to as a current or future parent, staff member, or community member?
(select all that apply)

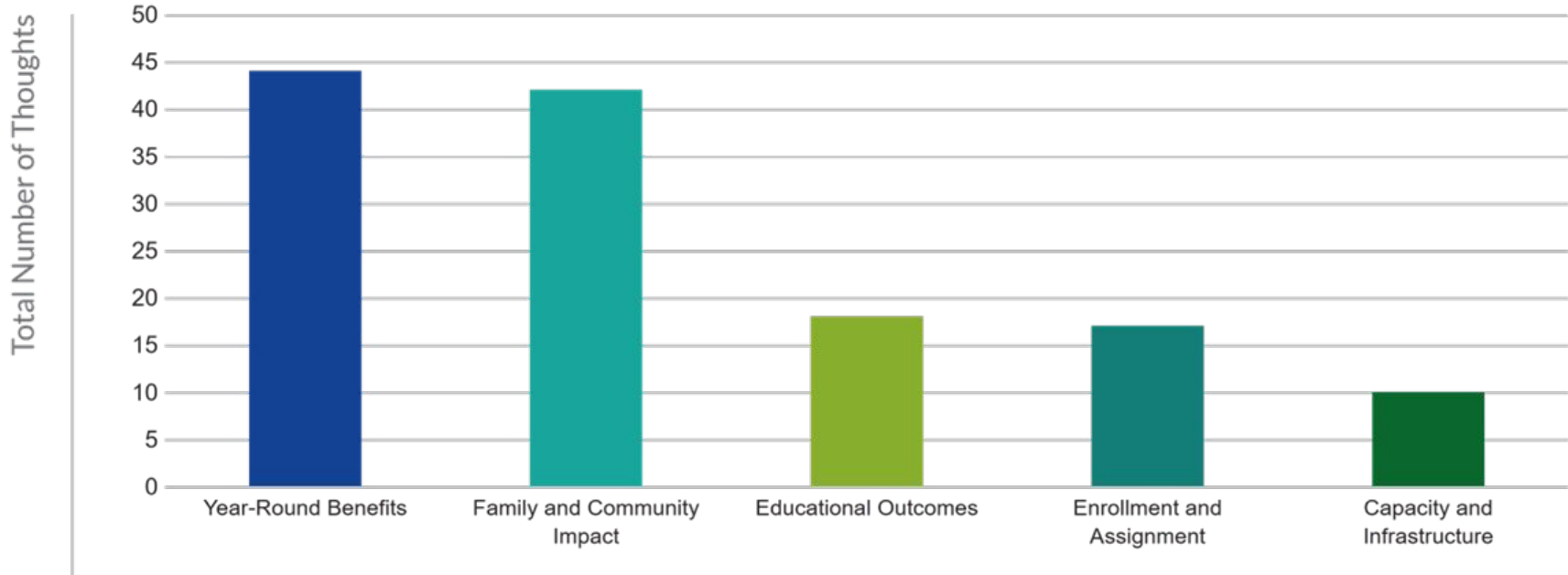
 63
Responses

%		Answer (Multiple select)
63%	(40)	Heritage Elementary
60%	(38)	Heritage Middle

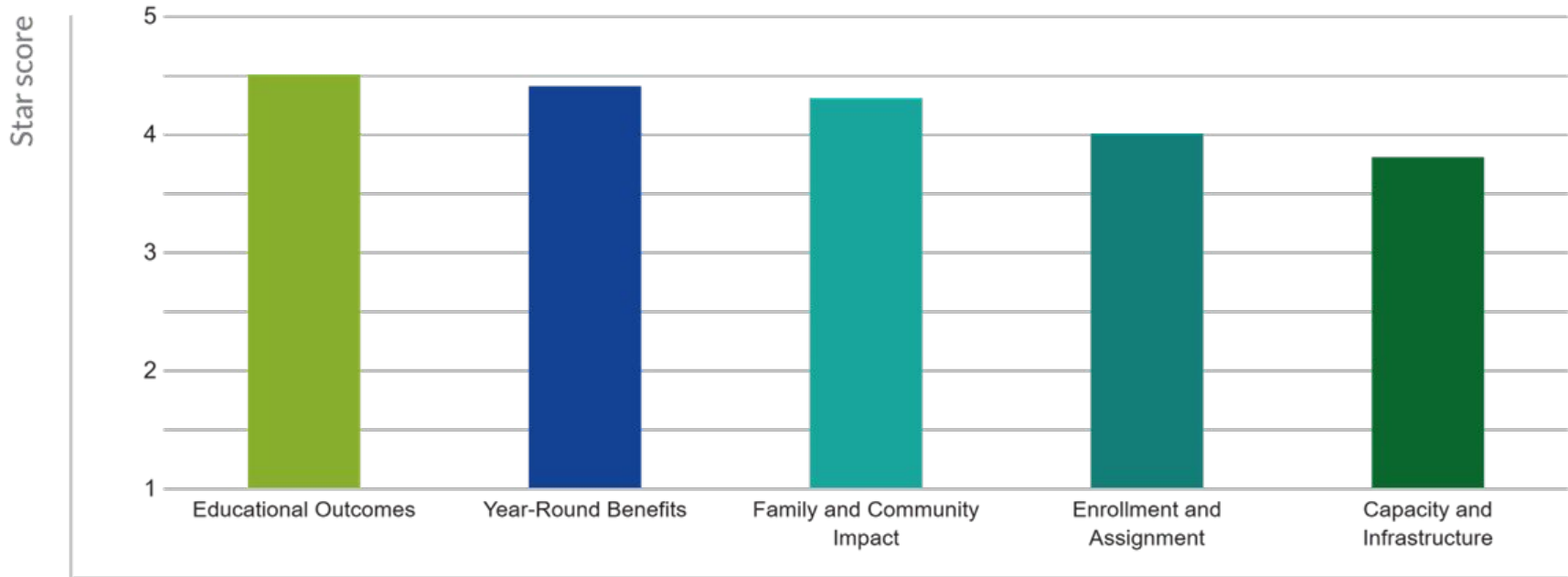
Which of the following best describes where you live within Wake County?

%		Answer
2%	(1)	Northwestern Wake (Northwest Raleigh and Morrisville areas)
5%	(3)	Northern Wake (North Raleigh area)
86%	(54)	Northeastern Wake (Northeast Raleigh, Rolesville and Wake Forest areas)
6%	(4)	Eastern Wake (Knightdale, Wendell and Zebulon areas)
2%	(1)	Central Wake (Central Raleigh and Southeast Raleigh areas)
0%	(0)	Southeastern Wake (Garner area)
0%	(0)	Southern Wake (Fuquay-Varina area)
0%	(0)	Southwestern Wake (South Apex and Holly Springs areas)
0%	(0)	Western Wake (Apex and Cary areas)

Potential Calendar Changes Northeastern Area: Total Thoughts (staff)



Potential Calendar Changes Northeastern Area: Star Score (staff)




Potential Calendar Changes Northeastern Area: Top Thoughts (staff)


As a teacher who has worked at both a year-round and traditional school, I find the work-life balance at a year-round school to be much healthier. Teacher burnout is far less of an issue with the increased frequency of breaks with year-round.

4.5  (17 )
Ranked #1 of 72

HES and HMS have to be on the same calendar! Wake County considers these schools part of one campus, and placing them on different schedules would create unnecessary hardships for families.

4.5  (16 )
Ranked #2 of 72

How changing the school calendar could impact students who need the consistent schedule and access to school resources that they may not have at home. Some students need to have access to the school's resources throughout the year and may be put in jeopardy with an extended break.

4.5  (16 )
Ranked #3 of 72

Potential Calendar Changes Northeastern Area: Common Ground

Side A: Year-Round Schedule Benefits	Common Ground: Student & Family Needs	Side B: Traditional Calendar Benefits
<p>Many families and educators support the year-round schedule due to its benefits for students, particularly those with special needs. The frequent breaks help prevent burnout, maintain consistent routines, and reduce learning loss. This schedule also offers flexibility for family vacations and reduces the need for extended summer childcare. Additionally, it supports teacher retention by providing regular breaks that help reduce burnout and improve morale.</p>	<p>Both sides agree on the importance of considering student and family needs when deciding on the school calendar. Ensuring that the chosen schedule supports student learning, well-being, and family dynamics is crucial.</p>	<p>Supporters of a traditional calendar argue that it aligns better with high school schedules, making it easier for families with children in both middle and high school. It also simplifies scheduling for sports and extracurricular activities, which often follow a traditional calendar. Some believe that a traditional calendar could help manage overcrowding and traffic issues by having all students on the same schedule, potentially improving the overall infrastructure and community planning.</p>

Southern & Southwestern Areas Feedback

Southern & Southwestern Area: *Key Takeaways*

Perceived Loss of Choice: year-round is a deliberate family choice

Calendar Alignment: concerns about mismatched calendars across grade levels

Impact on Community: with several long-standing year-round schools in the area, concerns about impact on track out businesses

Prefer Single Track to Traditional: ability to maintain year-round calendar while addressing utilization issues


Timing of Change: some prefer to move forward in 2027-28, others prefer to wait as long as possible

Schools on Same Campus: prefer that schools on same campus have same calendar

Potential Calendar Changes Southern & Southwestern Areas: Participation (parent/ guardian, community member, student)

Core Question: What should our planning team consider most when deciding if your school should stay on a multi-track year-round schedule or move to a different calendar?

 480
Participants

 536
Thoughts


 12,449
Ratings

Which school(s) are you connected to as a current or future parent, staff member, or community member?
(select all that apply)




460

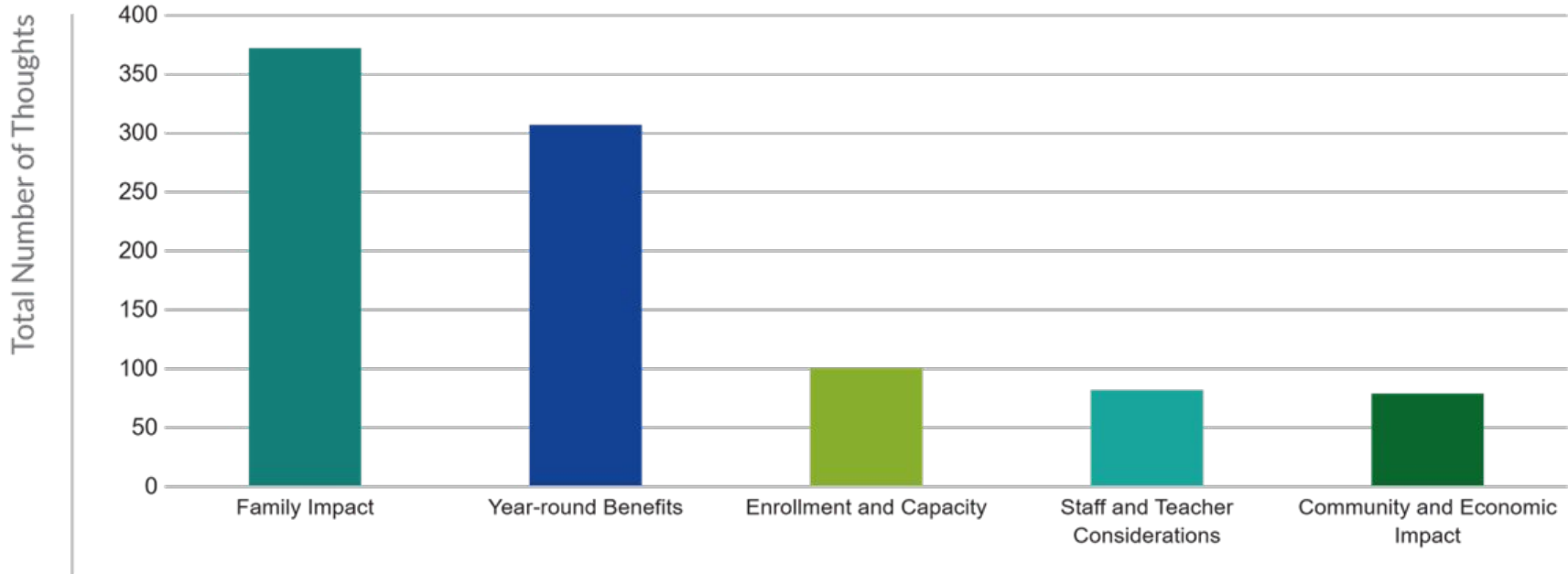
Responses

%		Answer (Multiple select)
46%	(213)	Holly Grove Elementary
53%	(242)	Holly Grove Middle
28%	(128)	Holly Springs Elementary
15%	(69)	Rex Road Elementary

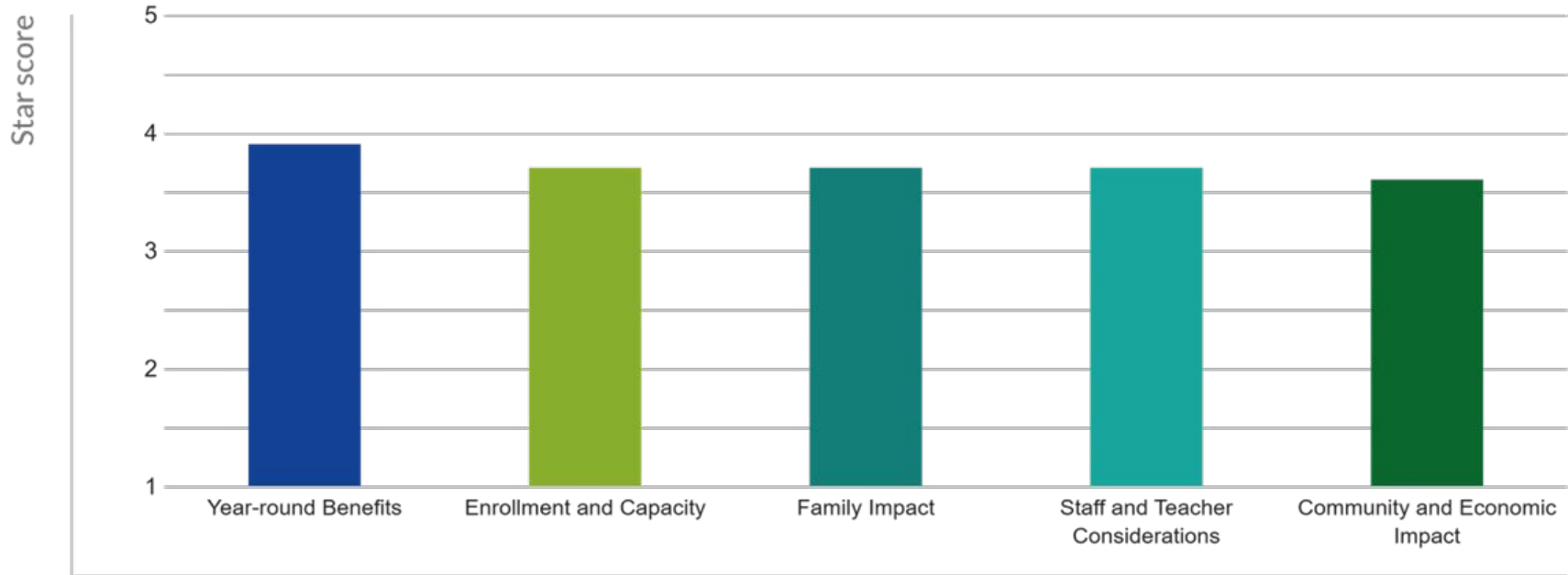
Which of the following best describes where you live within Wake County?

%		Answer
0%	(1)	Northwestern Wake (Northwest Raleigh and Morrisville areas)
0%	(0)	Northern Wake (North Raleigh area)
0%	(0)	Northeastern Wake (Northeast Raleigh, Rolesville and Wake Forest areas)
0%	(1)	Eastern Wake (Knightdale, Wendell and Zebulon areas)
0%	(2)	Central Wake (Central Raleigh and Southeast Raleigh areas)
0%	(0)	Southeastern Wake (Garner area)
4%	(20)	Southern Wake (Fuquay-Varina area)
94%	(438)	Southwestern Wake (South Apex and Holly Springs areas)
1%	(4)	Western Wake (Apex and Cary areas)

Potential Calendar Changes Southern & Southwestern Areas: Total Thoughts (parent/ guardian, community member, student)



Potential Calendar Changes Southern & Southwestern Areas: Star Score (parent/ guardian, community member, student)



Potential Calendar Changes Southern & Southwestern Areas: Top Thoughts (parent/ guardian, community member, student)


My child benefits from the breaks and loves the schedule More productive in her learning

4.5  (31 )
Ranked #1 of 536

That HGES and HGMS stay on the same schedule. Better for families planning around school activities.

4.5  (30 )
Ranked #2 of 536

Public schools need more funding Education is one of the most important things for success. The state legislature is a joke and needs to provide kids with a better change

4.4  (17 )
Ranked #3 of 536

Potential Calendar Changes Southern & Southwestern Areas: Participation (staff)

Core Question: What should our planning team consider most when deciding if your school should stay on a multi-track year-round schedule or move to a different calendar?



125
Participants



147
Thoughts



2,718
Ratings

Which school(s) are you connected to as a current or future parent, staff member, or community member?
(select all that apply)



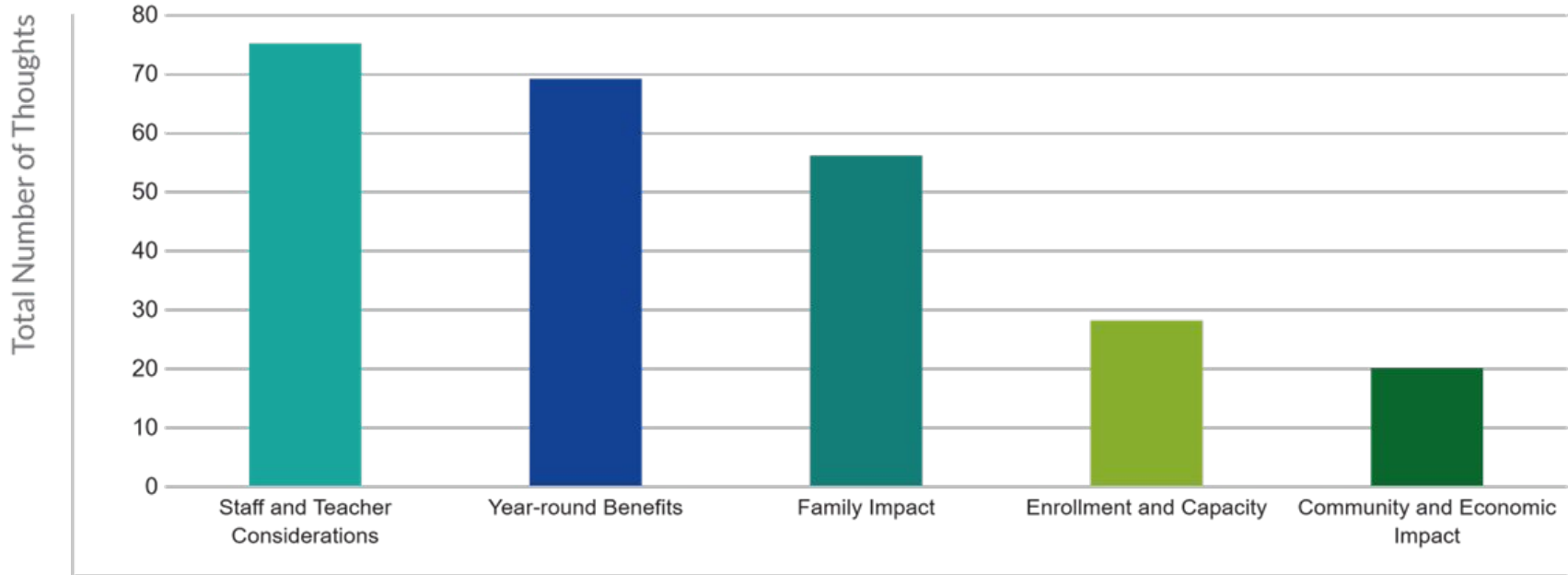
118
Responses

%		Answer (Multiple select)
41%	(48)	Holly Grove Elementary
42%	(49)	Holly Grove Middle
21%	(25)	Holly Springs Elementary
16%	(19)	Rex Road Elementary

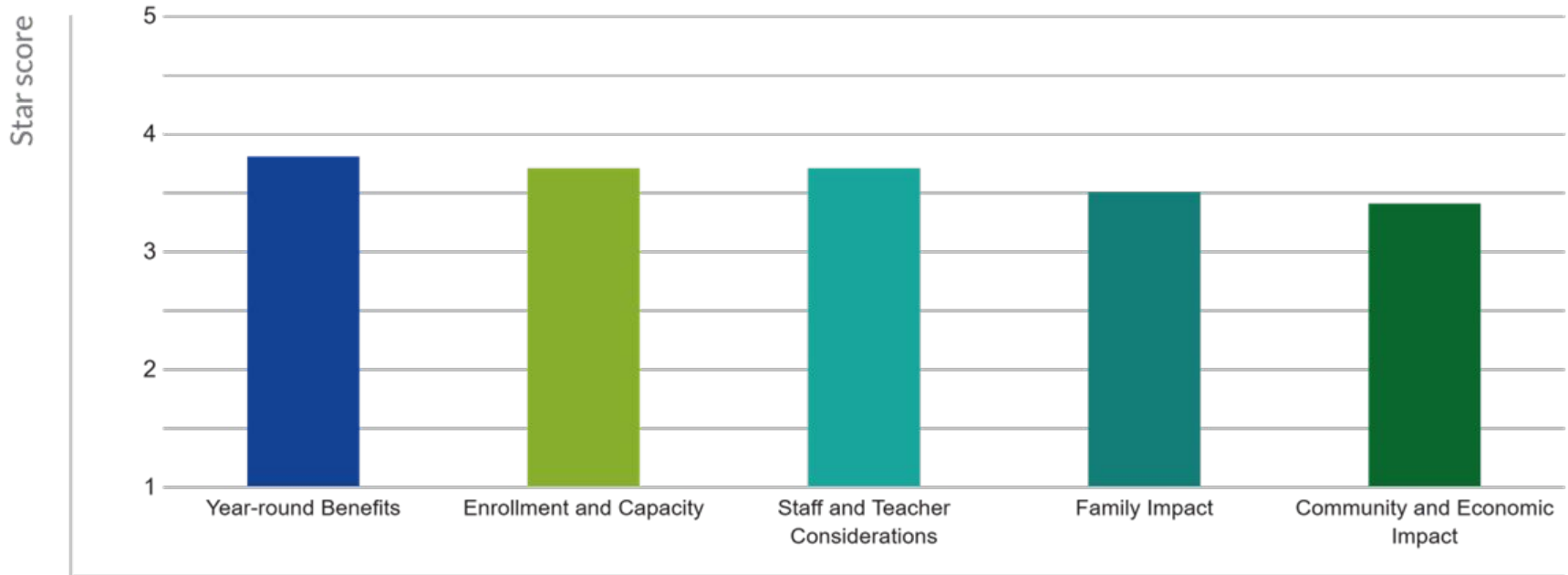
Which of the following best describes where you live within Wake County?

%		Answer
0%	(0)	Northwestern Wake (Northwest Raleigh and Morrisville areas)
0%	(0)	Northern Wake (North Raleigh area)
1%	(1)	Northeastern Wake (Northeast Raleigh, Rolesville and Wake Forest areas)
1%	(1)	Eastern Wake (Knightdale, Wendell and Zebulon areas)
0%	(0)	Central Wake (Central Raleigh and Southeast Raleigh areas)
2%	(2)	Southeastern Wake (Garner area)
22%	(27)	Southern Wake (Fuquay-Varina area)
71%	(87)	Southwestern Wake (South Apex and Holly Springs areas)
3%	(4)	Western Wake (Apex and Cary areas)




Potential Calendar Changes Southern & Southwestern Areas: Total Thoughts (staff)



Potential Calendar Changes Southern & Southwestern Areas: Star Score (staff)



Potential Calendar Changes Southern & Southwestern Areas: Top Thoughts (staff)

- The benefits of the year-round schedule on instruction -there is no "summer slide" with a year-round schedule** With long breaks (summer) between instruction, struggling students lose momentum gained throughout weeks of instruction. Shorter breaks are better 4.4  (24 👤)
Ranked #1 of 147
- All Track 4 works great for Staff** We get the benefit of frequent breaks to avoid burnout, but being on the same calendar allows teams the ability to collaborate more effectively. 4.4  (20 👤)
Ranked #2 of 147
- Year Round Beats Traditional Every Time- (MTYR, modified, or Track 4 only)** Both staff and families have chosen year round schedules for the flexibility and regular breaks. Don't go all traditionsl, please. 4.3  (25 👤)
Ranked #3 of 147

Potential Calendar Changes Southern/ Southwestern Areas: Common Ground

Side A: Support Year-Round Schedule

Many families and educators support maintaining a year-round schedule due to its benefits, such as reducing learning loss over long breaks, providing frequent breaks that help prevent burnout, and offering more manageable childcare and vacation planning. The year-round schedule is seen as beneficial for both students and teachers, allowing for a more balanced and continuous learning experience. Additionally, it supports community businesses that rely on track-out camps and activities.

Common Ground: Consider Family & Community Impact

Both sides agree on the importance of considering the impact on families and the community when deciding on the school calendar. Ensuring that any changes made are in the best interest of students' education and well-being is crucial. Additionally, maintaining stability and minimizing disruption for families, teachers, and community businesses is a shared concern.

Side B: Support Traditional Schedule

Some families and educators advocate for a traditional school calendar, citing reasons such as alignment with high school schedules, which can simplify family logistics and extracurricular participation. The traditional schedule is also seen as cost-effective, potentially reducing operational costs and aligning with the majority of district schools. Families with children in different schools may find it easier to manage schedules if all schools follow a traditional calendar.

Northwestern Area Feedback

Northwestern Area: *Key Takeaways*

Crowding Concerns: impact on overall campus crowding if tracks are reduced, continued reliance on trailers and/ or need to reassign base away from school

Recent Reassignments: impact of recent boundary adjustments reducing overall school crowding

Enrollment Projections: concerns about impact of proposed future development on growth in the region

Preference for Year-Round: families like the instructional model and feel students benefit from pacing and breaks

Impact on Future Siblings: impact of changes on younger siblings of current students

Regular Adjustments: concerns about the frequency of changes in their area such as reassignments, etc.

Potential Calendar Changes Northwestern Area: Participation (parent/ guardian, community member, student)

Core Question: What should our planning team consider most when deciding if your school should stay on a multi-track year-round schedule or move to a different calendar?



274
Participants



280
Thoughts



5,225
Ratings

Which school(s) are you connected to as a current or future parent, staff member, or community member?
(select all that apply)



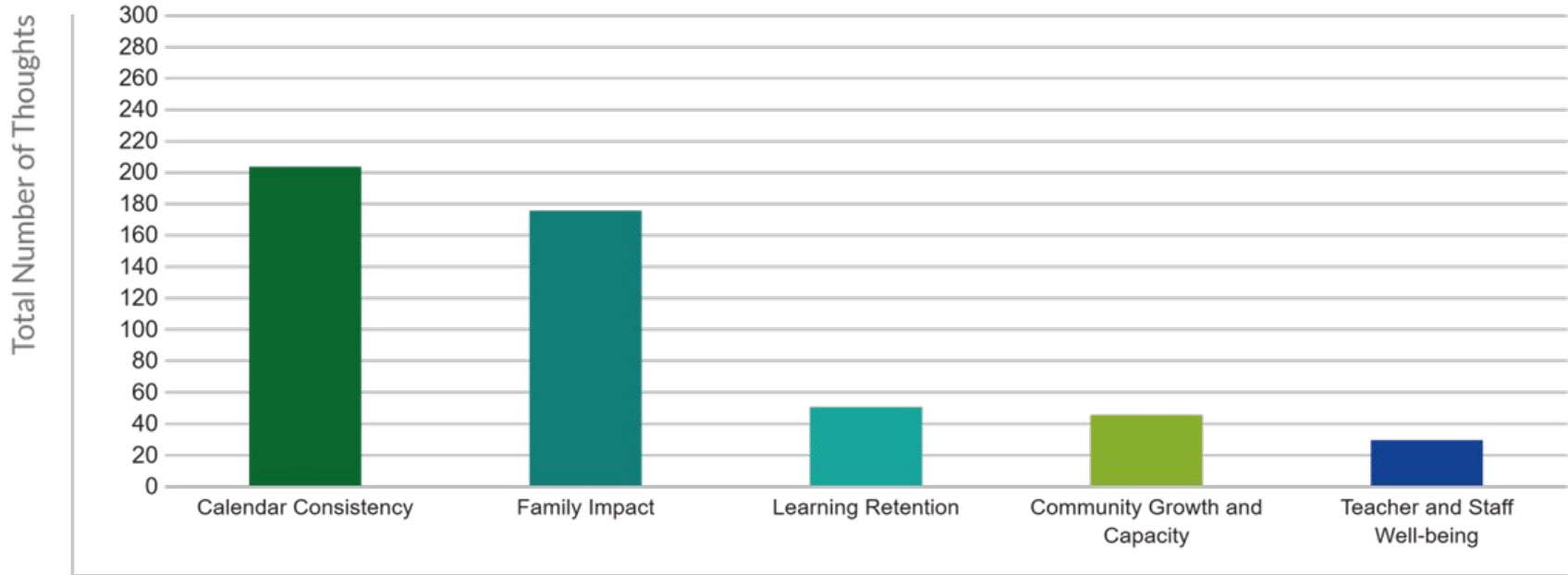
257
Responses

%		Answer (Multiple select)
3%	(7)	Brier Creek Elementary
26%	(66)	Carpenter Elementary
12%	(31)	Morrisville Elementary
15%	(38)	Pleasant Grove Elementary
50%	(129)	Sycamore Creek Elementary

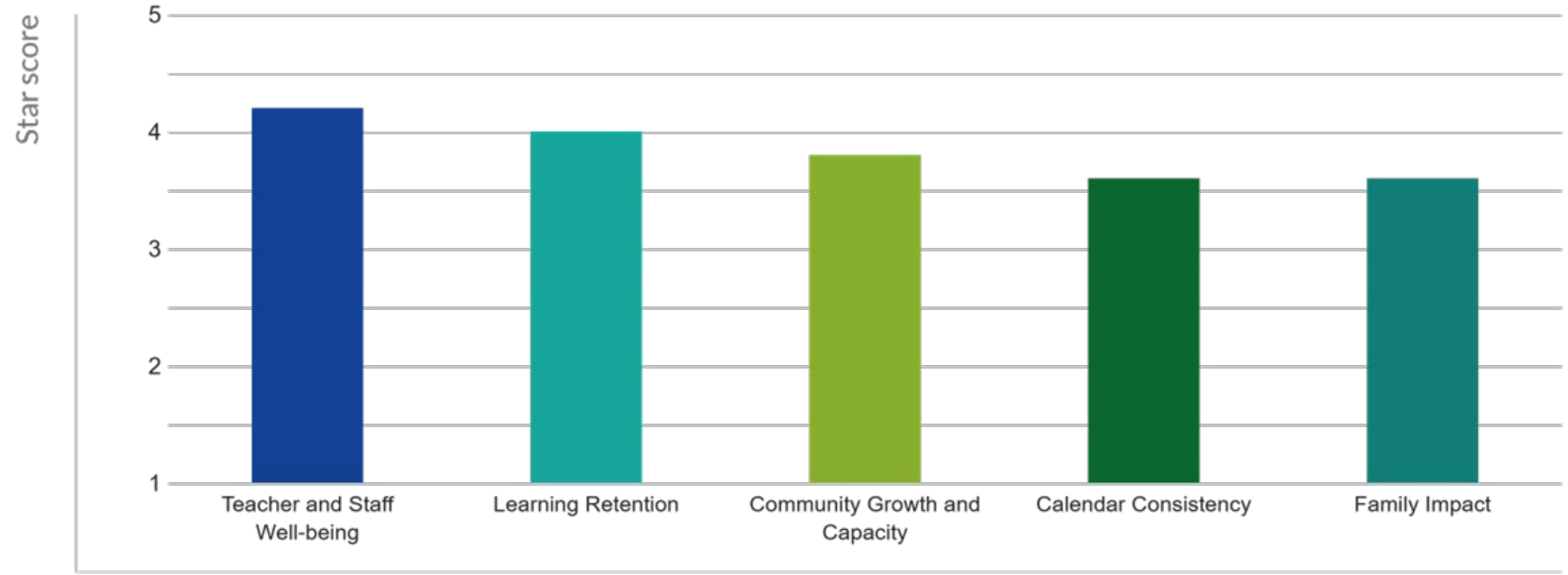
Which of the following best describes where you live within Wake County?

%		Answer
60%	(157)	Northwestern Wake (Northwest Raleigh and Morrisville areas)
13%	(35)	Northern Wake (North Raleigh area)
2%	(5)	Northeastern Wake (Northeast Raleigh, Rolesville and Wake Forest areas)
1%	(2)	Eastern Wake (Knightdale, Wendell and Zebulon areas)
0%	(0)	Central Wake (Central Raleigh and Southeast Raleigh areas)
0%	(0)	Southeastern Wake (Garner area)
0%	(0)	Southern Wake (Fuquay-Varina area)
0%	(1)	Southwestern Wake (South Apex and Holly Springs areas)
24%	(62)	Western Wake (Apex and Cary areas)

Potential Calendar Changes Northwestern Area: Total Thoughts (parent/ guardian, community member, student)



Potential Calendar Changes Northwestern Area: Star Score (parent/ guardian, community member, student)



Potential Calendar Changes Northwestern Area: Top Thoughts (parent/ guardian, community member, student)

Summer camps are already full and expensive. The year-round options give working parents more childcare options at better prices.

4.4  (28 👤)
Ranked #1 of 280

Consider the benefits of year-round learning and family scheduling. The shorter breaks help students stay engaged without a long summer learning gap. The quarterly track-outs allow manageable family time, childcare planning, camps, and visits with relatives while keeping learning consistent.

4.4  (27 👤)
Ranked #2 of 280

Our kids love Year Round and it helps with finding camps and coverage during shorter breaks compared to the incredibly overcrowded summer camps. Round helps avoid overcrowding at schools, improves learning retention, and makes it easier to find camps throughout the year. No burnout for kids!

4.4  (27 👤)
Ranked #3 of 280

Potential Calendar Changes Northwestern Area: Participation (staff)

Core Question: What should our planning team consider most when deciding if your school should stay on a multi-track year-round schedule or move to a different calendar?



102
Participants



95
Thoughts



1,535
Ratings

Which school(s) are you connected to as a current or future parent, staff member, or community member?
(select all that apply)



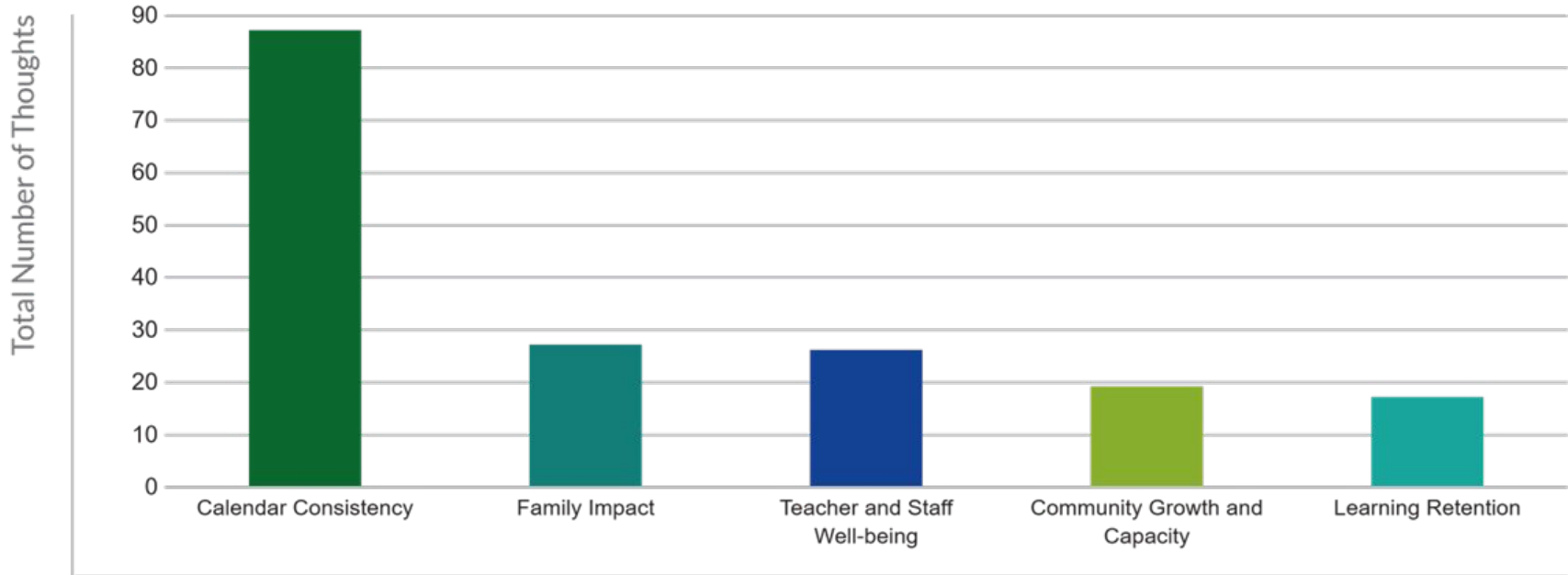
99
Responses

%	👤	Answer (Multiple select)
1%	(1)	Brier Creek Elementary
8%	(8)	Carpenter Elementary
10%	(10)	Morrisville Elementary
48%	(48)	Pleasant Grove Elementary
33%	(33)	Sycamore Creek Elementary

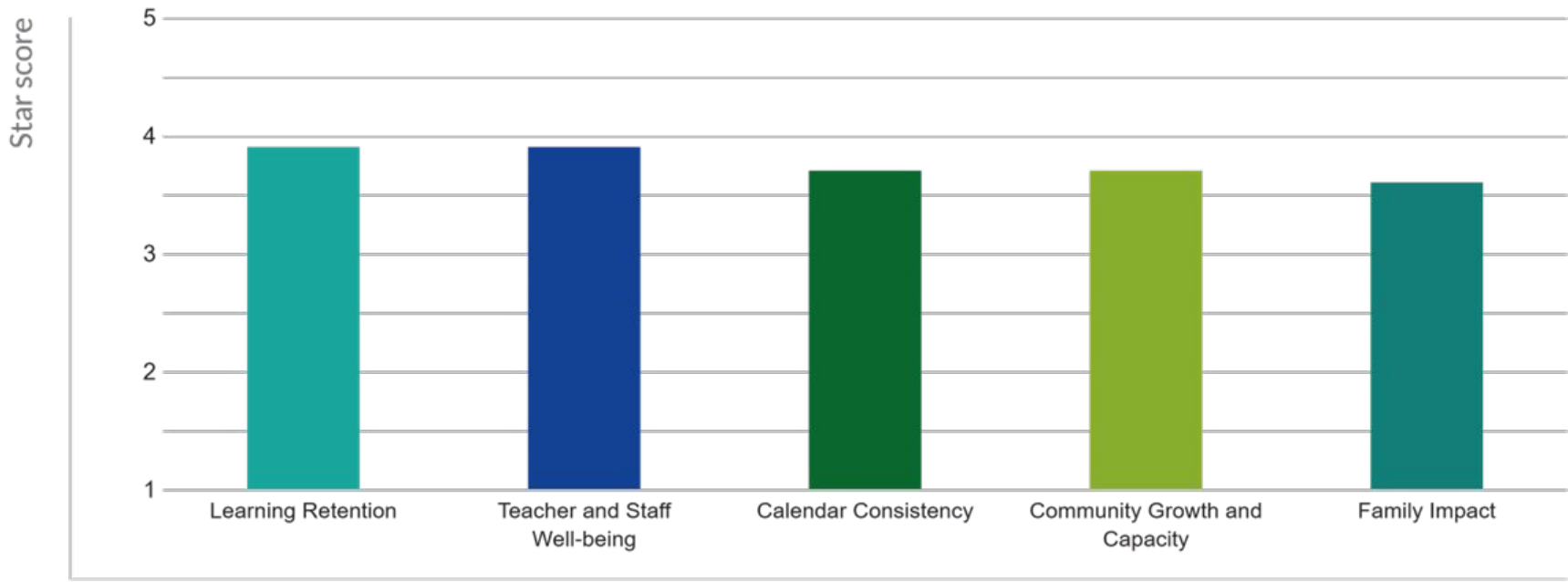
Which of the following best describes where you live within Wake County?

%	👤	Answer
68%	(67)	Northwestern Wake (Northwest Raleigh and Morrisville areas)
16%	(16)	Northern Wake (North Raleigh area)
2%	(2)	Northeastern Wake (Northeast Raleigh, Rolesville and Wake Forest areas)
2%	(2)	Eastern Wake (Knightdale, Wendell and Zebulon areas)
1%	(1)	Central Wake (Central Raleigh and Southeast Raleigh areas)
2%	(2)	Southeastern Wake (Garner area)
0%	(0)	Southern Wake (Fuquay-Varina area)
1%	(1)	Southwestern Wake (South Apex and Holly Springs areas)
8%	(8)	Western Wake (Apex and Cary areas)




Potential Calendar Changes Northwestern Area: Total Thoughts (staff)



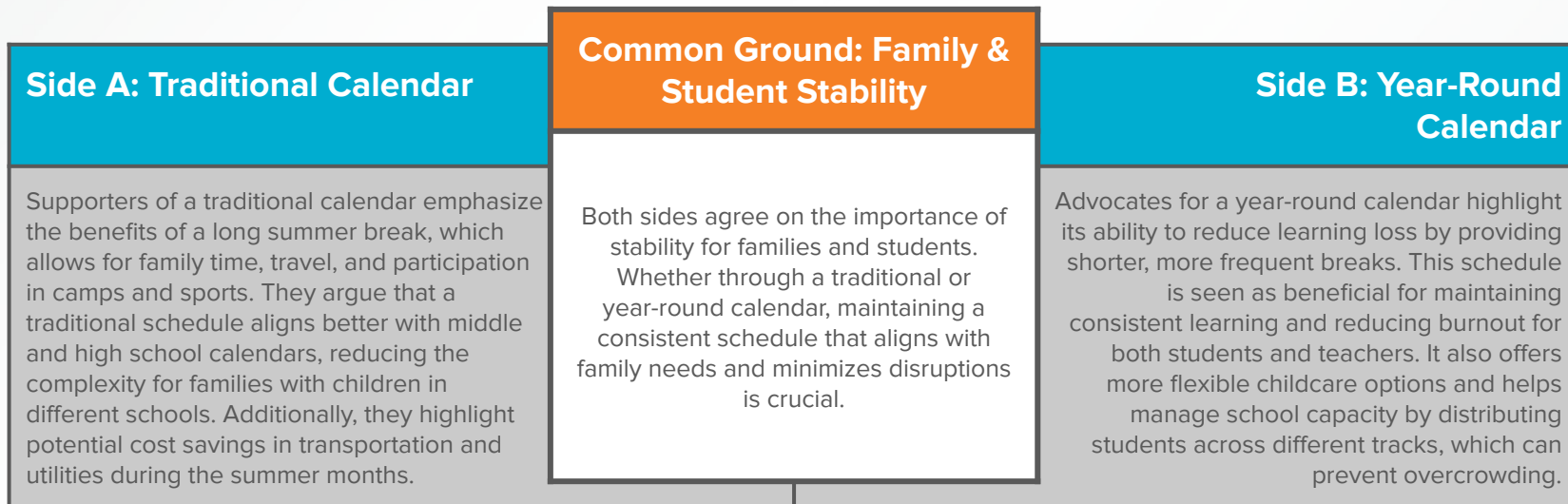
Potential Calendar Changes Northwestern Area: Star Score (staff)



Potential Calendar Changes Northwestern Area: Top Thoughts (staff)

- Keep it multi year** Please keep it multi-year so there is a good student-teacher ratio, allowing better focus, individual attention, and fewer distractions. 4.3  (23 👤)
Ranked #1 of 95
- When I was hired, staff was given a choice as to how we were paid (10,11, or 12 month plans). Please keep us at 12 months and not move us to 10 months** It is a major financial adjustment. 4.3  (22 👤)
Ranked #2 of 95
- Positive impact of track outs** Students test scores are higher because of less retention during longer breaks. Gives students more time to learn material in a school year. 4.3  (21 👤)
Ranked #3 of 95

Potential Calendar Changes Northwestern Area: Common Ground



Participation Numbers

Spring Engagement Activities

(as of 4.6.26)

Digital Assets - Calendar Changes Site:

- 2,691 page views (Mar 8-Apr 6)

Live Sessions:

- 299 participants, 231 views (Virtual)

Online Forums:

- 1,251 participants
- 1,449 thoughts

Information & Updates

www.wcpss.net/assignmentplanning

Step 6: Review of options to address other school utilization concerns.

www.wcpss.net/calendar-conversion

Review Recommendations for School Calendar Conversions

Review of Options to Address Other School Utilization Concerns

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

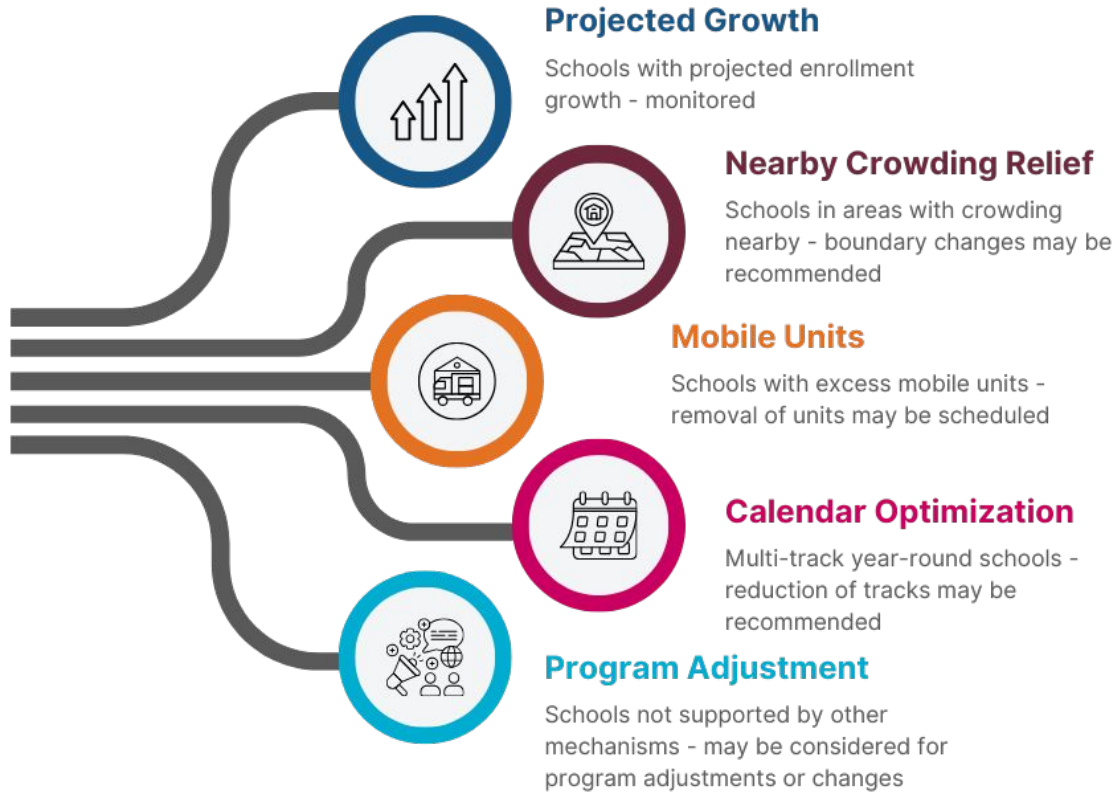
Review and Approval of Capped Schools due to Overcrowding Concerns

6

Review of Options to Address Other School Utilization Concerns

1. Review capped schools list and other overcrowded areas to identify which schools are not addressed in the CIP or the enrollment plan
2. Identify schools that are not operating on a multi-track year-round calendar, but have long-term crowding concerns
3. Identify schools that are operating on a year-round calendar, but do not have long-term crowding concerns
4. Host engagement sessions for families and school staff to gain additional feedback and insight
5. Make recommendations to the Board based on data and feedback collected

Utilization Concerns: Underutilized Schools

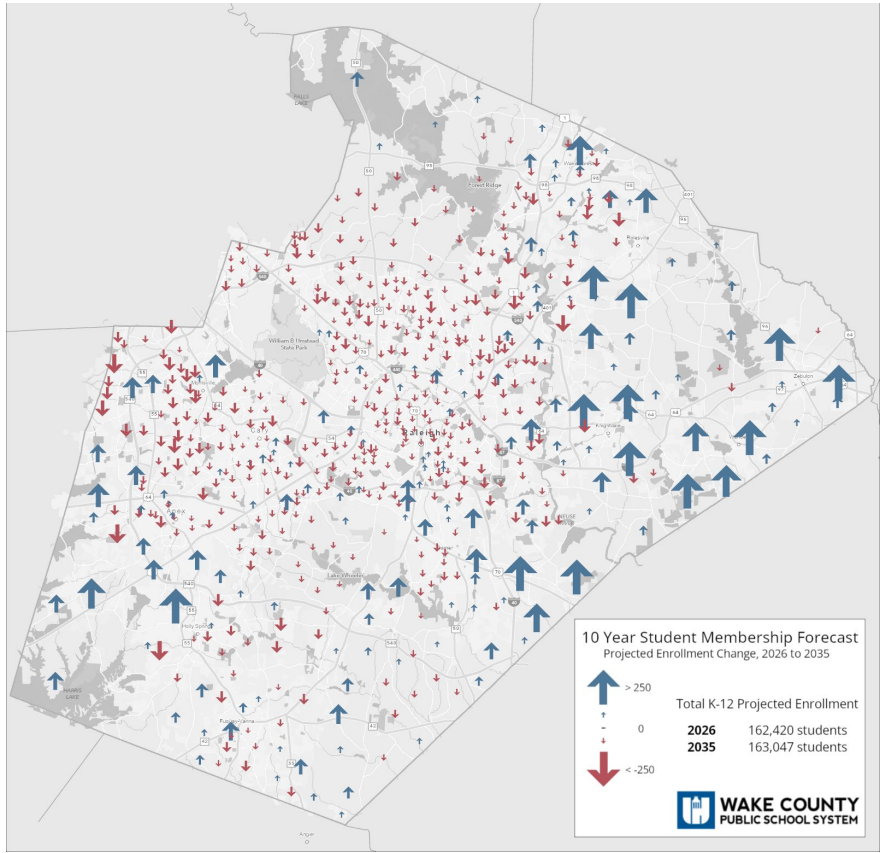


Review

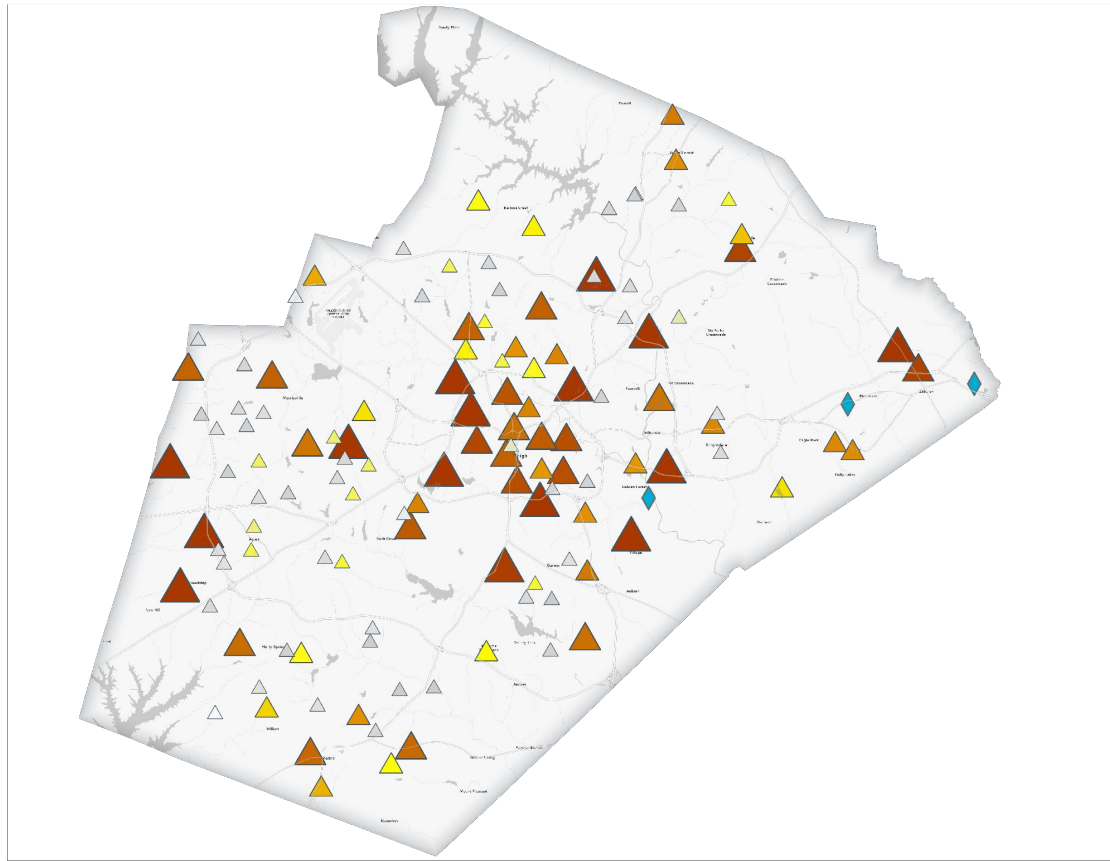


Projected Enrollment Change: 2026 to 2035

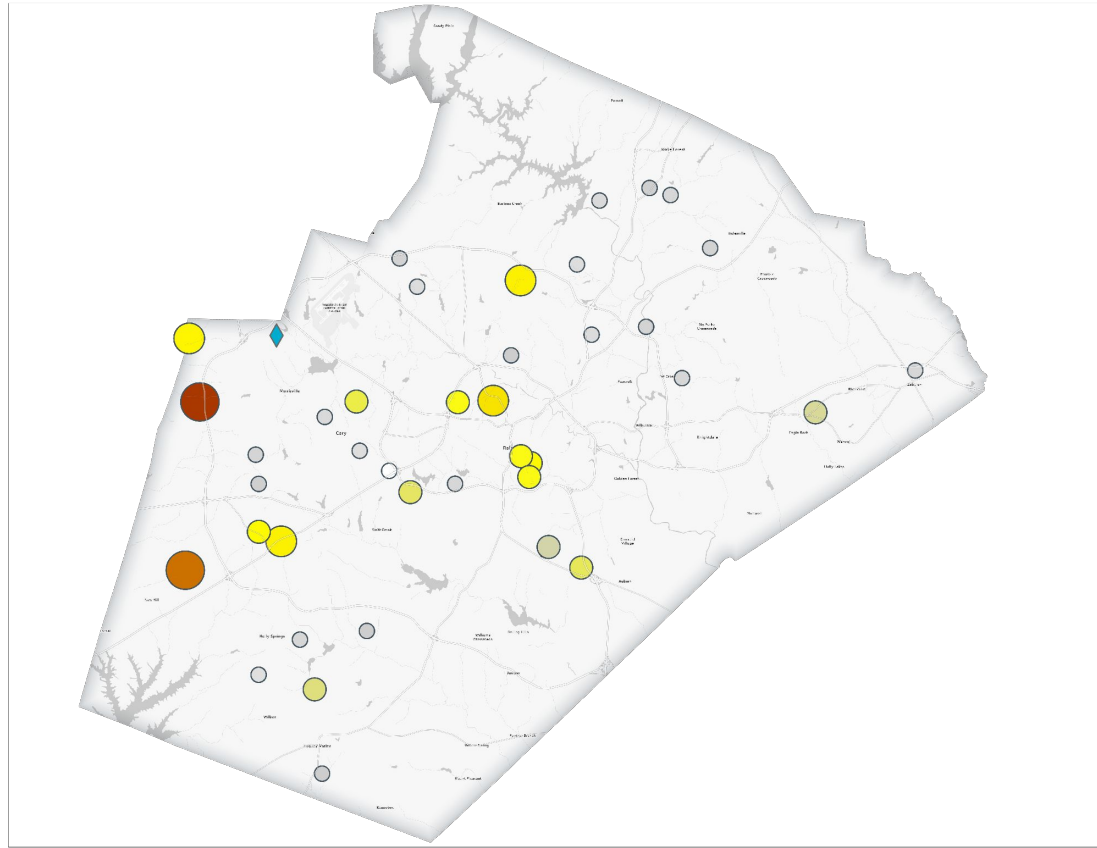
Updated



Projected Elementary School Crowding: 2026-27



Projected Middle School Crowding: 2026-27



Utilization Concerns: Underutilized Schools

We support schools with “room to grow” by assessing...

- Step 1: Projected Growth
- Step 2: Need for Nearby Crowding Relief
- Step 3: If Mobile Units Can Be Removed
- **Step 4: Impact of Calendar Optimization**
- Step 5: Monitor & Assess

Most Disruptive

Step 4: Impact of Calendar Optimization

This step is used to determine if any of the following options would better support the school and its feeder school(s):

- Reducing the number of tracks at a MTYR school to a single-track (usually track 4)
 - *Requires families and staff to adjust their family calendars*
 - *Requires some staff to evaluate potential salary changes*
 - *Allows flexibility to return to MTYR when enrollment growth returns*
- Changing the operating calendar of the school from MTYR to traditional
 - *Requires families and staff to adjust their family calendars*
 - *Requires some staff to evaluate potential salary changes*
 - *Allows for K-12 calendar alignment for families*

Potential Change of Calendar - Currently Multi-track Year-round

Northeastern Area:

- Heritage Elementary
- Heritage Middle

Southern/ Southwestern Area:

- Holly Grove Elementary
- Holly Grove Middle
- Holly Springs Elementary
- Rex Road Elementary

Northwestern Area:

- Brier Creek Elementary
- Carpenter Elementary
- Morrisville Elementary
- Pleasant Grove Elementary
- Sycamore Creek Elementary

Potential Calendar Change - Estimated Changes

Cost savings listed in the chart are based on current WCPSS funding formulas and the projected student membership at each school for 2026-27.

In addition...

- Lead Secretary and Student Information Data Manager positions will have a decrease of 2 steps in their salary schedule. This will impact the pay rate for the employees in these positions.
- There are potential reductions in months of employment for some Child Nutrition Services and Special Education positions.

Allotment Category	Estimated MOE Change Elementary School	Estimated MOE Change Middle School
Assistant Principal	-1	-3
Receptionist	-2	-2
AIG	-1 to -3	-2
Counselor	-2	-4 to +8
Instructional Facilitator	-1	-1
Intervention (Based on Tier of School)	-0.5 to -1	-0.5
Limited English Proficiency	-1 to -3	-1
Program Enhancement (ES)	+1 to -3	n/a
School Library Media Coordinator	-2	-2
Alternative Learning Centers (MS)	n/a	-2
Career Technical Education (MS)	n/a	-3 to -4
Middle School World Language (MS)	n/a	-2
Middle School Year-Round (MS)	n/a	-12
Total Change in MOE	-11.5 to -14.5	-22.5 to -35.5

Potential Calendar Changes - Transportation Impacts

Preliminary results...

- potential changes will have a minimal impact on transportation routing

More details will be able during the Work Session on May 5

Northeastern Area Recommendations

Potential Calendar Change: Northeastern Area



School	ADM 2025-26	% Crowding w/o Trailers - MTYR*	% Crowding w/ Trailers - MTYR*	% Crowding w/o Trailers - TRADITIONAL OR TRACK 4*	% Crowding w/ Trailers - TRADITIONAL OR TRACK 4*	5-year Enrollment Change
Heritage ES**	573	93.0%	73.8%	112.8%	85.8%	-10.6%
Heritage MS	967	77.5%	77.5%	103.3%	103.3%	-11.0%

* Based on reported ADM for 2025-26.

**Trailers currently installed on campus.

Heritage ES Considerations

- Not operating track 2
- Site hosts 8 mobile classrooms
- No significant enrollment growth projected through 2035
- Base students feed into Heritage MS
- Impacts to track loading at the MS need to be considered

Heritage MS Considerations

- Not operating track 2
- Site has no mobile units
- No significant enrollment growth projected through 2035
- Base students from Heritage ES and Jones Dairy ES feed into Heritage MS

Projected Enrollment Change: 2026 to 2035



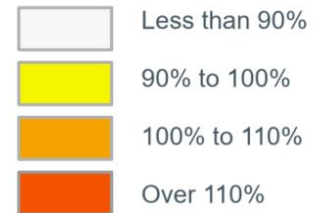
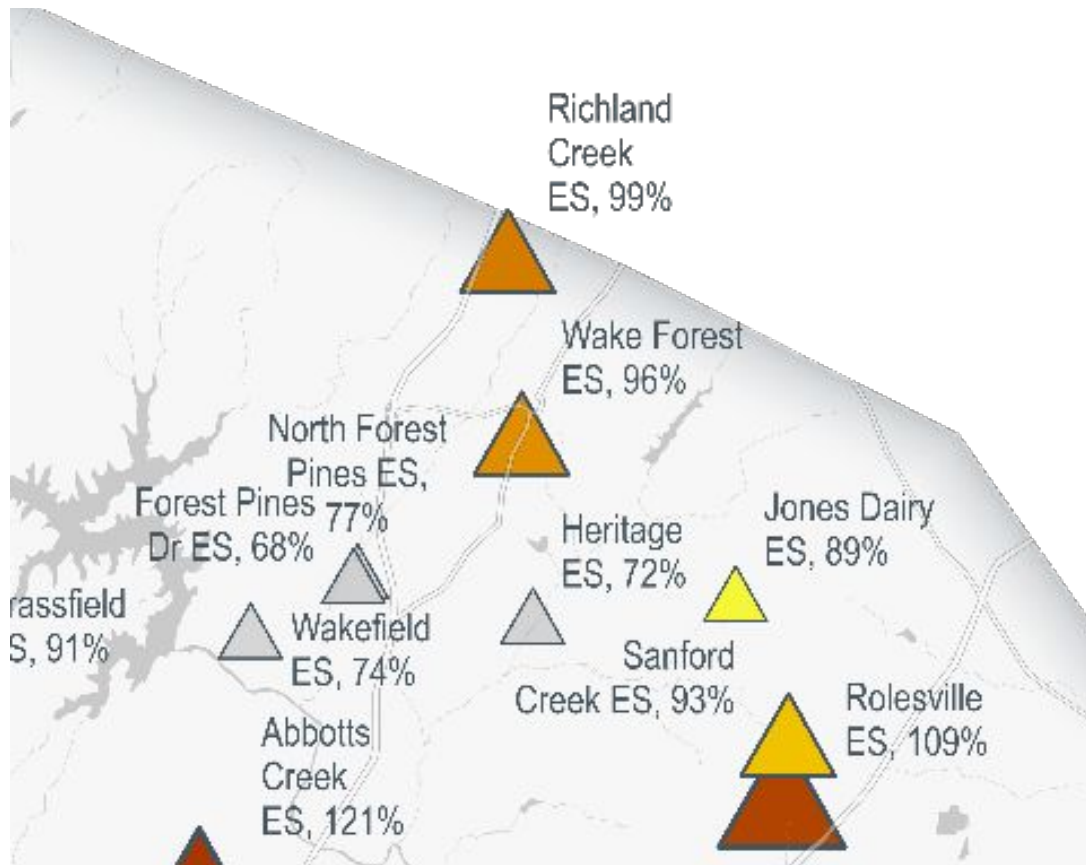
10 Year Student Membership Forecast Projected Enrollment Change, 2026 to 2035



Total K-12 Projected Enrollment

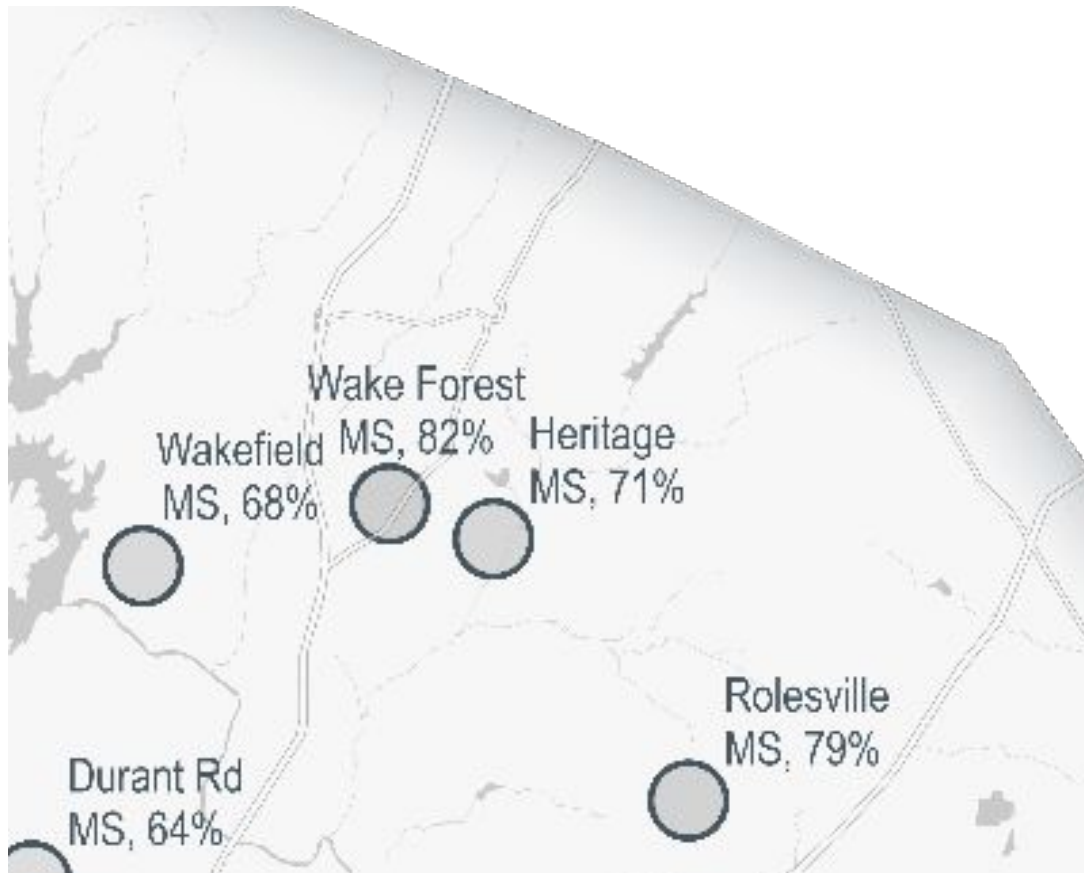
2026	162,420 students
2035	163,047 students





Projected Elementary Crowding in the Region

School	Capacity w/o Trailers	Projected* % Crowding w/o Trailers	Capacity w/ Trailers**	Projected* % Crowding w/ Trailers**
Heritage ES**	616	90.1%	776	71.5%
Forest Pines ES	616	67.9%	616	67.9%
Jones Dairy ES**	616	100.8%	696	89.2%
North Forest Pines ES***	716	76.7%	716	76.7%
Richland Creek ES	616	99.4%	616	99.4%
Rolesville ES	508	109.1%	508	109.1%
Sanford Creek ES	618	93.0%	618	93.0%
Wakefield ES**	508	97.6%	668	74.3%
Wake Forest Magnet ES	508	95.9%	508	95.9%



Projected Middle School Crowding in the Region

School	Capacity w/o Trailers	Projected* % Crowding w/o Trailers	Capacity w/ Trailers**	Projected* % Crowding w/ Trailers**
Heritage MS	1,248	71.2%	1,248	71.2%
Rolesville MS	1,248	78.9%	1,248	78.9%
Wakefield MS**	936	81.4%	1,118	68.2%
Wake Forest MS**	936	102.7%	1,170	82.1%

Northeast Area Recommendations

Convert Heritage Middle to a traditional calendar for the 2028-29 school year.

- Better utilizes the facility long-term and reduces total months of employment needed from local funds to operate the school
- Provides greater flexibility in class scheduling and improves equitable distribution of program resources when all students are served on the same calendar
- Improves access to after school and extracurricular programming for all students, as many middle school programs follow the traditional calendar
- Allows for 6-12 calendar alignment for impacted families, avoids complications of needing to 'match' tracks for sibling groups

Continue to operate Heritage Elementary as a multi-track year-round school and identify opportunities to expand the base attendance area to relieve crowding at nearby elementary schools.

- Provides stability for existing families that are accustomed to track-out cycles
- Provides greater flexibility for addressing class size issues, particularly in grades K-3
- Allows the region to have continued access to additional seats that may be needed if growth continues in the region, yet requires continued support for total months of employment from local funds to operate the school
- Allows sufficient time for attendance boundary reviews in advance of any permanent capacity reductions

Northeast Area Recommendations

Convert Heritage Middle to a traditional calendar for the 2028-29 school year.

- Better utilizes the facility long-term and reduces total months of employment needed from local funds to operate the school
- Provides greater flexibility in class scheduling and improves equitable distribution of program resources when all students are served on the same calendar
- Improves access to after school and extracurricular programming for all students, as many middle school programs follow the traditional calendar
- Allows for 6-12 calendar alignment for impacted families, avoids complications of needing to ‘match’ tracks for sibling groups

Convert Heritage Elementary to single-track, track 4 only for the 2028-29 school year.

- Provides stability for existing families that are accustomed to track-out cycles
- Provides greater flexibility in class scheduling, particularly in grades K-3, and improves equitable distribution of program resources when all students are served on the same calendar
- Allows flexibility to expand to multi-track if additional seats are needed to support future growth in the region
- Allows sufficient time for attendance boundary reviews in advance of any permanent capacity reductions

Northeast Area Recommendations

Convert Heritage Elementary and Heritage Middle to a traditional calendar for the 2028-29 school year.

- Better utilizes the facilities long-term and reduces total months of employment needed from local funds to operate the schools
- Provides greater flexibility in class scheduling and improves equitable distribution of program resources when all students are served on the same calendar
- Improves access to after school and extracurricular programming for all students, particularly at the middle school level as most programs follow the traditional calendar
- Allows for K-12 calendar alignment for impacted families
- Avoids complications of needing to 'match' tracks at the middle school for sibling groups coming from other year-round elementary schools

Southern/ Southwestern Area Recommendations

Potential Calendar Change: Southern/ Southwestern Area



School	ADM 2025-26	% Crowding w/o Trailers - MTYR*	% Crowding w/ Trailers - MTYR*	% Crowding w/o Trailers - TRADITIONAL OR TRACK 4*	% Crowding w/ Trailers - TRADITIONAL OR TRACK 4*	5-year Enrollment Change
Holly Grove ES**	760	93.4%	87.0%	123.4%	112.4%	-16.7%
Holly Grove MS	948	60.8%	60.8%	76.0%	76.0%	-42.6%
Holly Springs ES**	661	107.3%	73.8%	130.1%	83.9%	-23.4%
Rex Road ES	390	52.8%	42.2%	54.5%	54.5%	n/a

* Based on reported ADM for 2025-26.
 **Trailers currently installed on campus.

Holly Grove ES Considerations

- Recent reassignments reduced the attendance boundary for the school
- Site hosts 3 mobile classrooms
- No significant enrollment growth projected through 2035
- Base students feed into Holly Grove MS
- Impacts to track loading at the MS need to be considered
- Stability transfers will age out

Holly Grove MS Considerations

- Recent reassignments reduced the attendance boundary for the school
- Site has no mobile units
- No significant enrollment growth projected through 2035
- Base students from Buckhorn Creek, Holly Grove, Lincoln Heights & Rex Road ES feed into the school

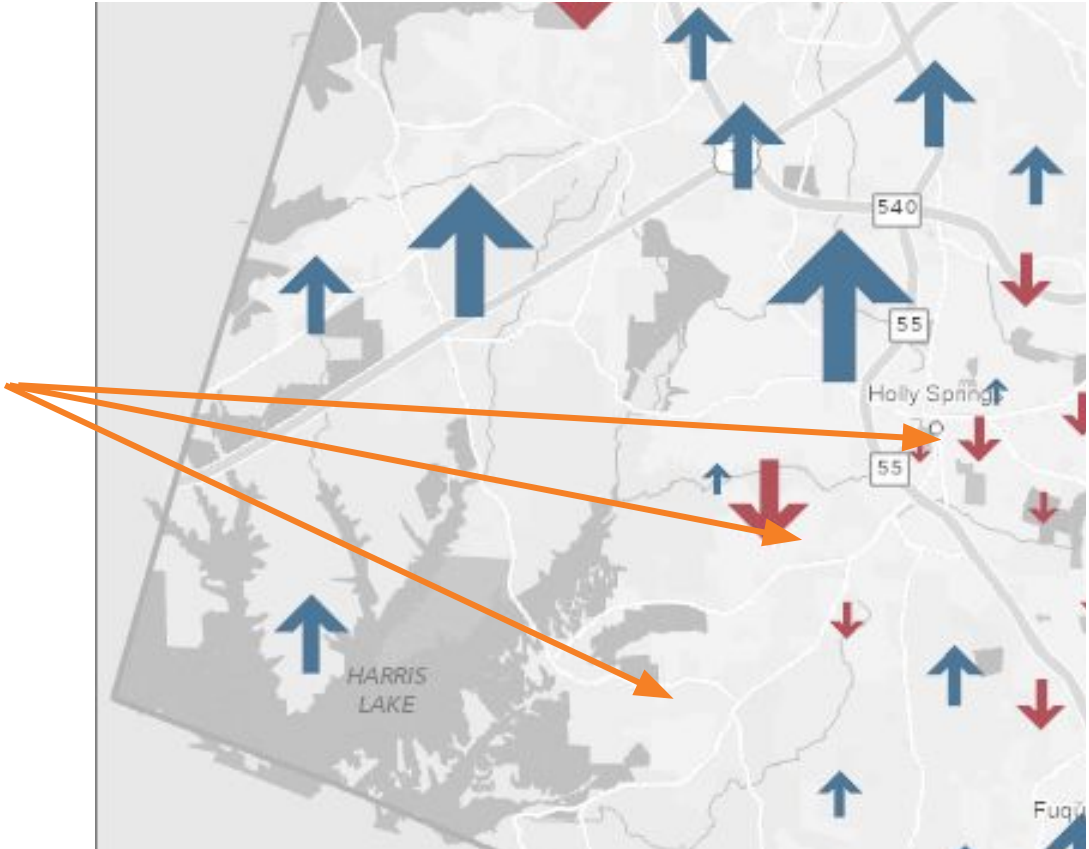
Holly Springs ES Considerations

- Recent reassignments reduced the attendance boundary for the school
- Not operating track 3
- Site hosts 14 mobile classrooms
- No significant enrollment growth projected through 2035
- Base students feed into Holly Ridge MS
- Stability transfers will age out

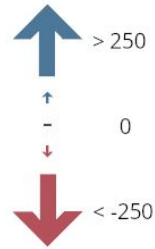
Rex Road ES Considerations

- New school, opened in 2025-26
- Site has no mobile units
- Sufficient capacity to absorb projected enrollment growth through 2035
- Base students feed into Holly Grove MS
- Impacts to track loading at the MS need to be considered

Projected Enrollment Change: 2026 to 2035



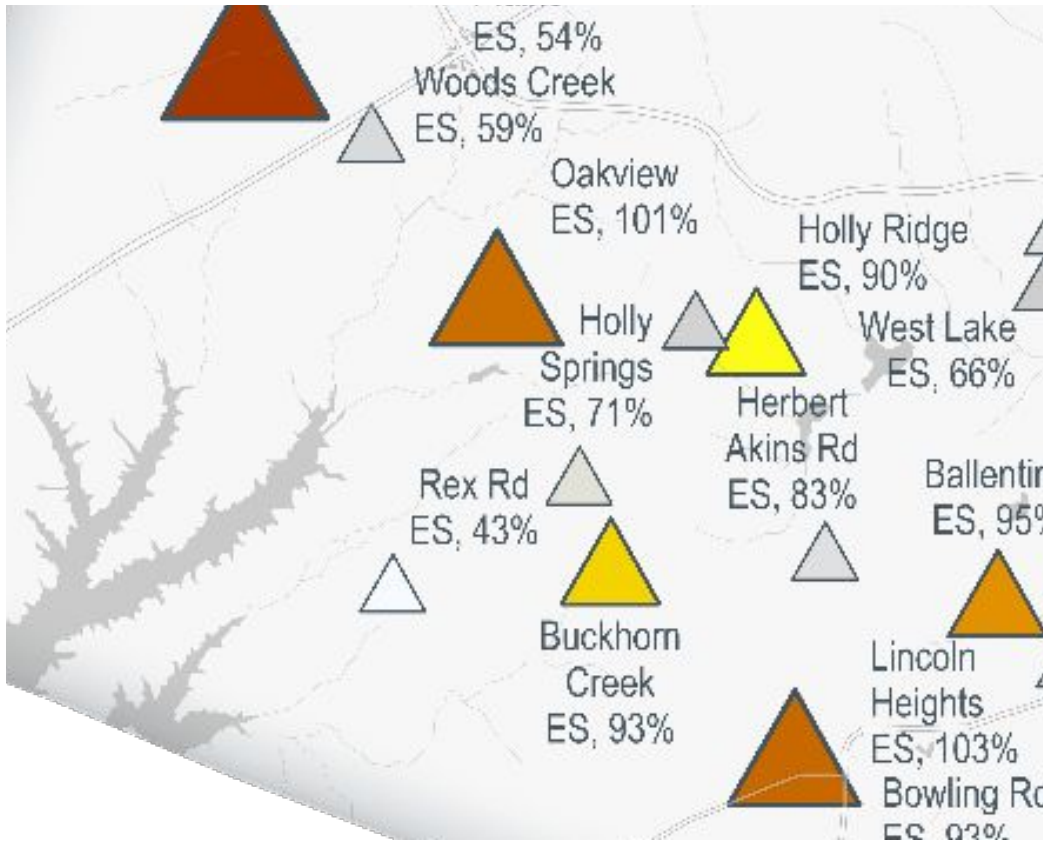
10 Year Student Membership Forecast Projected Enrollment Change, 2026 to 2035



Total K-12 Projected Enrollment

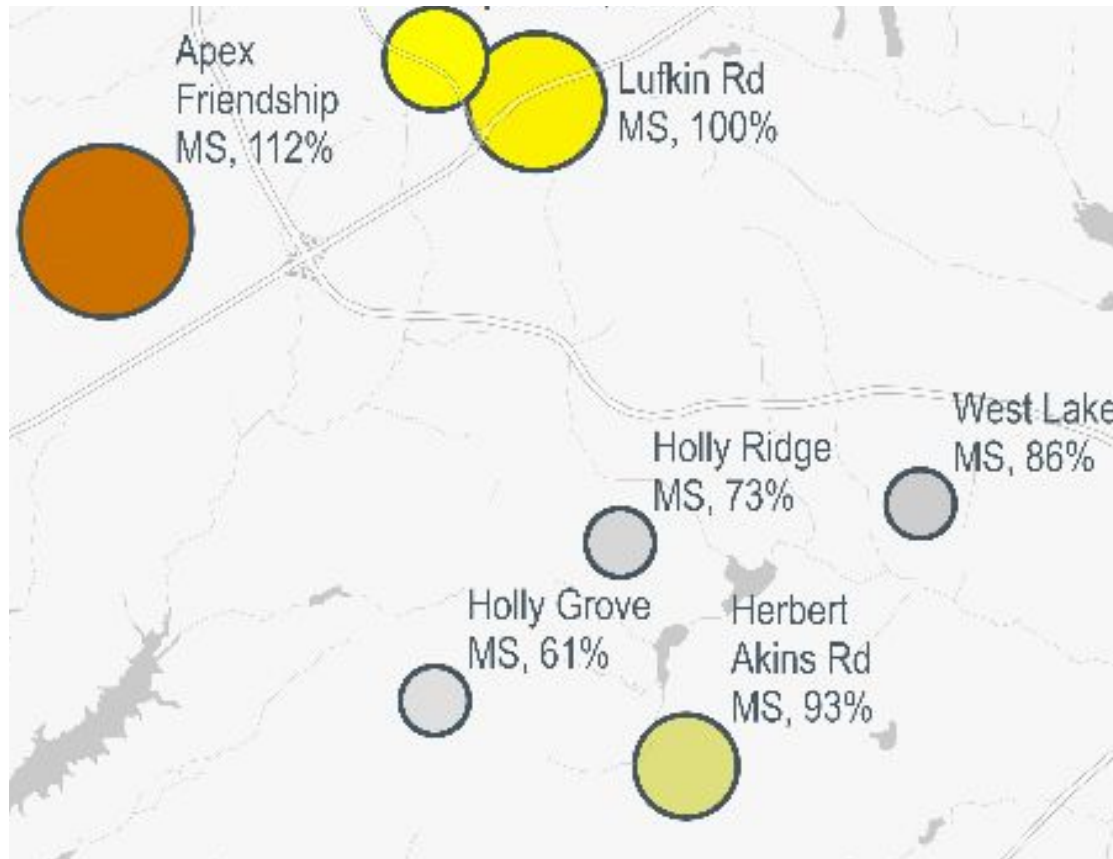
2026	162,420 students
2035	163,047 students





Projected Elementary Crowding in the Region

School	Capacity w/o Trailers	Projected* % Crowding w/o Trailers	Capacity w/ Trailers**	Projected* % Crowding w/ Trailers**
Holly Grove ES**	814	90.9%	874	84.7%
Holly Springs ES**	616	103.6%	896	71.2%
Rex Road ES	924	43.3%	924	43.3%
Buckhorn Creek ES**	616	104.5%	696	92.5%
Herbert Akins Road ES	916	83.2%	916	83.2%
Holly Ridge ES**	508	115.3%	648	90.4%
Oakview ES**	616	121.3%	736	101.5%
Woods Creek ES	924	58.5%	924	58.5%



Projected Middle School Crowding in the Region

School	Capacity w/o Trailers	Projected* % Crowding w/o Trailers	Capacity w/ Trailers**	Projected* % Crowding w/ Trailers**
Holly Grove MS	1,560	60.5%	1,560	60.5%
Holly Ridge MS**	936	95.1%	1,222	72.8%
Herbert Akins Road MS	1,248	92.5%	1,248	92.5%
West Lake MS	936	85.9%	936	85.9%

Southern/ Southwestern Area Recommendations

Convert Holly Grove Elementary and Holly Grove Middle to a traditional calendar for the 2027-28 school year.

- Earlier implementation avoids impacting families and staff with multiple track changes over the next two years
- Better utilizes the facilities long-term and reduces total months of employment needed from local funds to operate the schools
- Provides greater flexibility in class scheduling and improves equitable distribution of program resources when all students are served on the same calendar
- Improves access to after school and extracurricular programming for all students, particularly at the middle school, as many middle school programs follow the traditional calendar
- Allows for K-12 calendar alignment for impacted families
- Avoids complications of needing to 'match' tracks at the middle school for sibling groups coming from other elementary schools

Southern/ Southwestern Area Recommendations


(continued)

Convert Holly Springs Elementary and Rex Road Elementary to single-track, track 4 only for the 2027-28 school year.

- Earlier implementation avoids impacting families and staff with multiple track changes over the next two years
- Better utilizes the facility long-term, yet allows flexibility to return to multi-track year-round in response to future growth
- Provides greater flexibility in class scheduling and improves equitable distribution of program resources when all students are served on the same calendar
- Provides some stability for families and staff that are accustomed to track-out cycles
- Allows the region to have continued access to additional seats that may be needed as growth continues in the region

Northwestern Area Recommendations

Potential Calendar Change: Northwestern Area



School	ADM 2025-26	% Crowding w/o Trailers - MTYR*	% Crowding w/ Trailers - MTYR*	% Crowding w/o Trailers - TRADITIONAL OR TRACK 4*	% Crowding w/ Trailers - TRADITIONAL OR TRACK 4*	5-year Enrollment Change
Brier Creek ES**	609	98.9%	82.7%	119.9%	97.0%	+3.7%
Carpenter ES**	554	89.9%	84.5%	109.1%	101.1%	-22.6%
Morrisville ES**	604	98.1%	84.4%	147.3%	118.4%	-13.1%
Pleasant Grove ES	383	47.1%	47.1%	62.2%	62.2%	-40.2%
Sycamore Creek ES	744	80.5%	80.5%	120.8%	120.8%	-21.0%

* Based on reported ADM for 2025-26.

**Trailers currently installed on campus.

Brier Creek ES Considerations

- Not operating track 2
- Site hosts 6 mobile classrooms
- No significant enrollment growth projected through 2035
- Base students feed into Leesville Road & Pine Hollow MS
- Reduction of attendance boundary needed to accommodate track reduction

Carpenter ES Considerations

- Only doubling on one track
- Site has 2 mobile classrooms
- No significant enrollment growth projected through 2035
- Base students feed into Alston Ridge MS
- Impacts to track loading at the MS need to be considered
- Reduction of attendance boundary may be needed to accommodate track reduction

Morrisville ES Considerations

- Site hosts 5 mobile classrooms
- No significant enrollment growth projected through 2035
- Base students feed into Alston Ridge MS
- Impacts to track loading at the MS need to be considered
- Reduction of attendance boundary needed to accommodate track reduction

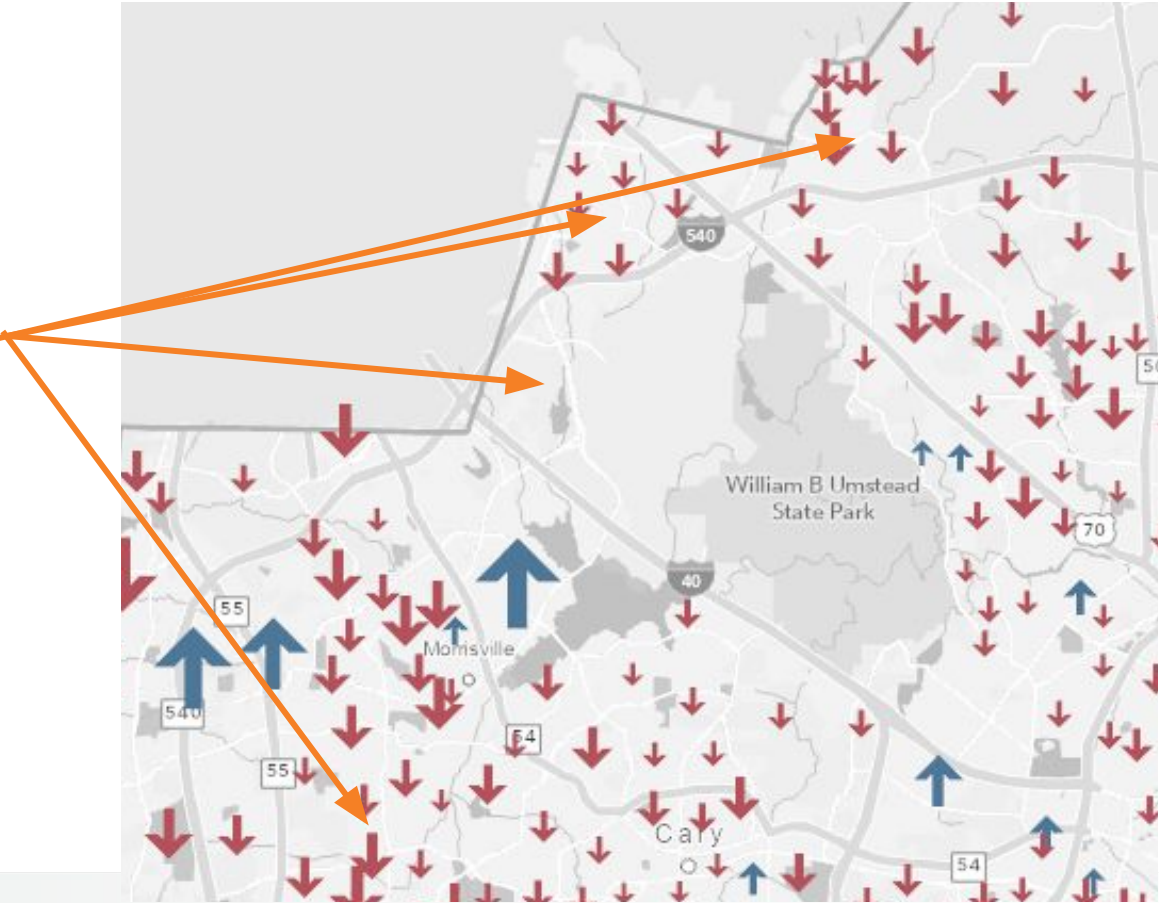
Pleasant Grove ES Considerations

- Impacted by significant reassignment in 2023-24
- Not operating track 2
- Site has no mobile units
- No significant enrollment growth projected through 2035
- Base students feed into Alston Ridge, West Cary & Leesville Road MS
- Area likely to be impacted by the opening of Parkside MS

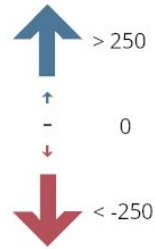
Sycamore Creek ES Considerations

- Not operating track 2
- Site hosts no mobile units
- No significant enrollment growth projected through 2035
- Base students feed into Leesville Road, Oberlin & Pine Hollow MS
- Reduction of attendance boundary needed to accommodate track reduction

Projected Enrollment Change: 2026 to 2035



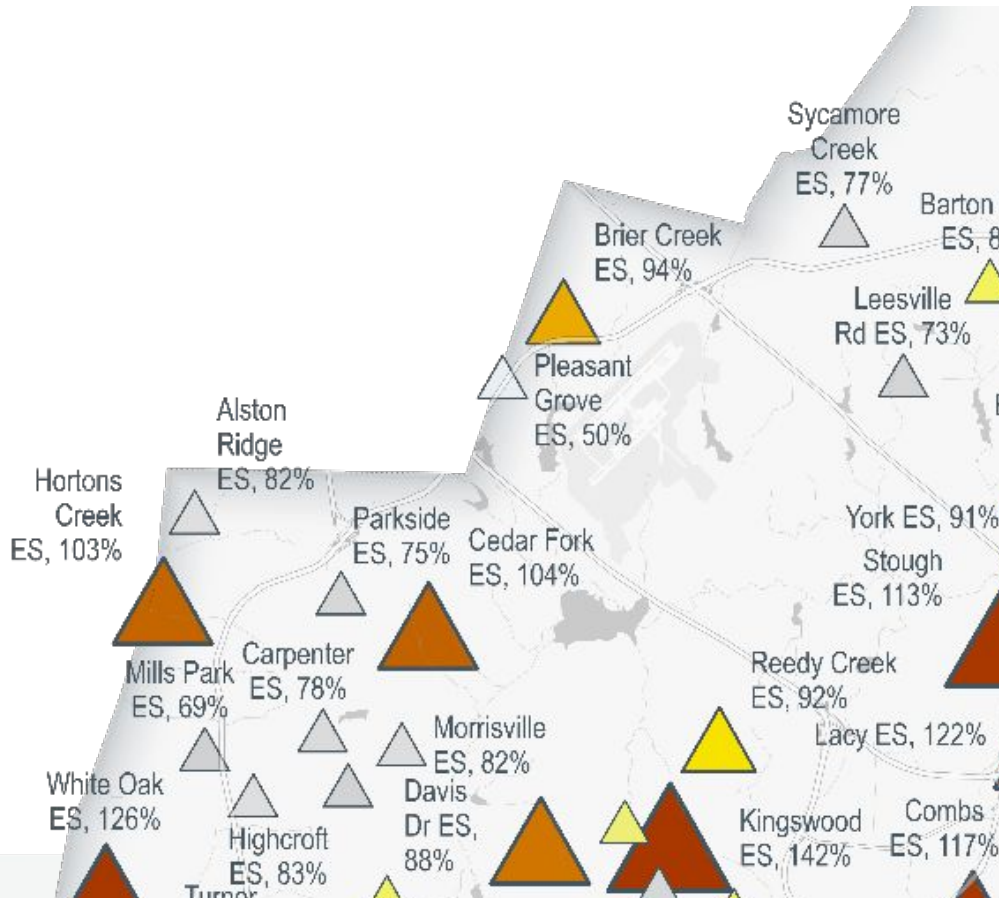
10 Year Student Membership Forecast Projected Enrollment Change, 2026 to 2035



Total K-12 Projected Enrollment

2026	162,420 students
2035	163,047 students





Projected Elementary Crowding in the Region

School	Capacity w/o Trailers	Projected* % Crowding w/o Trailers	Capacity w/ Trailers**	Projected* % Crowding w/ Trailers**
Brier Creek ES**	616	112.0%	736	93.8%
Sycamore Creek ES	924	77.2%	924	77.2%
Barton Pond ES	616	88.3%	616	88.3%
Leesville Road ES**	508	93.3%	648	73.1%

Projected Elementary Crowding in the Region

School	Capacity w/o Trailers	Projected* % Crowding w/o Trailers	Capacity w/ Trailers**	Projected* % Crowding w/ Trailers**
Carpenter ES**	616	83.4%	656	78.4%
Morrisville ES**	616	94.8%	716	81.6%
Pleasant Grove ES	814	49.6%	814	49.6%
Cedar Fork ES**	508	152.6%	748	103.6%
Hortons Creek ES	616	103.2%	616	103.2%
Northwoods ES**	410	121.5%	570	87.4%
Parkside ES	814	75.3%	814	75.3%

Northwestern Area Recommendations

Convert Sycamore Creek Elementary single-track, track 4 only for the 2028-29 school year.

- Better utilizes the facility long-term, yet allows flexibility to return to multi-track year-round in response to future growth
- Provides greater flexibility in class scheduling and improves equitable distribution of program resources when all students are served on the same calendar
- Provides some stability for families and staff that are accustomed to track-out cycles
- Allows the region to have continued access to additional seats that may be needed if growth continues in the region

Northwestern Area Recommendations *(continued)*

Continue to operate Brier Creek Elementary on a multi-track year-round calendar and pursue opportunities to reduce the base attendance area. Possible reconsideration of calendar change for 2029-30 or later.

- Provides stability for existing families that are accustomed to track-out cycles
- Better utilizes the facility near-term, yet requires continued support for total months of employment from local funds to operate the school
- Provides greater flexibility for addressing class size issues, particularly in grades K-3
- Allows sufficient time for attendance boundary reviews in advance of any calendar changes/capacity reductions

Northwestern Area Recommendations *(continued)*

Convert Pleasant Grove Elementary to single-track, track 4 only for the 2027-28 school year.

- Earlier implementation avoids impacting families and staff with multiple track changes over the next two years
- Better utilizes the facility long-term, yet allows flexibility to return to multi-track year-round in response to future growth
- Provides greater flexibility in class scheduling and improves equitable distribution of program resources when all students are served on the same calendar
- Provides some stability for families and staff that are accustomed to track-out cycles
- Allows the region to have continued access to additional seats that may be needed as growth continues in the region

Northwestern Area Recommendations *(continued)*

Continue to operate Carpenter Elementary and Morrisville Elementary as a multi-track year-round school and identify opportunities to expand the base attendance area to relieve crowding at nearby elementary schools.

- Provides stability for existing families that are accustomed to track-out cycles
- Better utilizes the facility long-term, yet requires continued support for total months of employment from local funds to operate the school
- Provides greater flexibility for addressing class size issues, particularly in grades K-3
- Allows the region to have continued access to additional seats that may be needed if growth continues in the region
- Allows for K-8 calendar alignment, as most families are also assigned to Alston Ridge Middle
- Allows sufficient time for attendance boundary reviews in advance of any permanent capacity reductions

Proposed Stability Rules

Proposed Stability Rules

Elementary and Middle School Base Students

For students currently attending impacted schools through **base assignments** and **rising into 1st through 5th or 7th through 8th** will **remain assigned to their current school**

- These students will also have **priority for calendar continuity** if they request assignment to a year-round elementary school with available capacity with transfer status (no transportation) during the transfer application period

Proposed Stability Rules

Elementary School Calendar Application Students

For students currently attending impacted elementary schools through **calendar application assignments**

- Current students **rising into 1st through 5th** will be eligible to remain assigned to their current school with transfer status (no transportation) through the end of 5th grade
 - Rising **kindergarten siblings** of these students are eligible to join their older siblings with transfer status (no transportation) through the end of 5th grade
 - These requests must be submitted during the Stability Transfer Window
- These students will also have **priority for calendar continuity** if they request assignment to a year-round elementary school with available capacity with transfer status (no transportation) during the transfer application period

Proposed Stability Rules

Middle School Calendar Application Students

For students currently attending impacted middle schools through **calendar application assignments**

- Current students **rising into 7th through 8th grade** will be eligible to remain assigned to their current school with transfer status (no transportation) through the end of 8th grade
 - Rising **6th grade siblings** of these students are eligible to join their older siblings with transfer status (no transportation) through the end of 8th grade
 - These requests must be submitted during the Stability Transfer Window
- These students will also have **priority for calendar continuity** if they request assignment to a year-round elementary school with available capacity with transfer status (no transportation) during the transfer application period

Information & Updates

www.wcpss.net/assignmentplanning

Step 6: Review of options to address other school utilization concerns.

www.wcpss.net/calendar-conversion

Next Steps & Timeline

Next Steps

- **April 14:** District website updated www.wcpss.net/assignmentplanning (Step 6)
- **April 14 - May 3:** ThoughtExchange open and collecting feedback and questions
- **April 28:** Host virtual public engagement session for families & community members
- **April 14 - May 12:** Host information sessions with staff at schools with recommended changes

Timeline

March 10, 2026 - Initial Discussion: Addressing Utilization Concerns for 2028-29 [BoE Facilities Committee]

March-April 2026 - Conduct public engagement activities to assess impacts of potential changes

April 14, 2026 - Initial Recommendations: Addressing Utilization Concerns for 2028-29 [BoE Facilities Committee]

May 5, 2026 - Final Recommendations: Addressing Utilization Concerns for 2028-29 [BoE Work Session]

May 19, 2026 - Approval of Recommendations: Addressing Utilization Concerns for 2028-29 [BoE Meeting]

May-September 2026 - Planning team assesses impact of approved changes and includes any appropriate boundary adjustment recommendations in 2027-28 Enrollment Plan

2026-2028 - Support families and schools as they prepare for the implementation of approved changes, including support for families participating in stability/ transfer application processes

Questions?

Feedback, Thoughts & Ideas...