

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 shirt. She is holding a yellow pencil and pointing at the board. The woman behind her is wearing glasses and a maroon shirt. The background shows a classroom with desks and windows.

# Office of Student Assignment

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

Prepared by the Office of Student Assignment, Long Range Planning

Board of Education Meeting  
May 19, 2026

## Goals for This Session

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

- *strategic rationale for calendar conversions*
- *feedback captured during recent public engagement activities*
- *final recommendations for school calendar conversions*

# 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](http://www.wcpss.net/assignmentplanning)

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

[www.wcpss.net/calendar-conversion](http://www.wcpss.net/calendar-conversion)

# Strategic Rationale for Calendar Conversions

# Operational Effectiveness: Equity & Stewardship

- **Program Equity:** Ensuring every student has robust access to electives, specialized services, and extracurricular activities that are often diluted in under-utilized multi-track schools
- **Staffing Equity:** Providing consistent, high-quality instruction for every student, regardless of their track enrollment size
- **Fiscal Stewardship:** Streamlining instructional and facilities maintenance expenditures to redirect “stretched” resources back into student programming

# Program Equity

- Structural constraints prevent equitable student participation in athletics and extracurricular activities across all tracks
- The limits of "creative scheduling" have been reached; further reduction in enrollment will lead to a decline in the quality of the student experience
- Grade levels with one classroom per track often have the same peer group for several years, limiting opportunities for students to interact with and learn from a diverse group of peers
- Small enrollment numbers per track grade level do not allow for balanced classrooms that consider academic performance, behavior needs, etc.

# Staffing Equity

- Allotments at current enrollment levels are insufficient to cover specials, elective teachers, and support programs across all tracks
- Reliance on long-term substitutes for electives is leading to inequitable learning outcomes for under enrolled tracks
- Sufficient personnel is not consistently available to effectively cover all safety and supervision responsibilities without operational strain and over-reliance on substitutes during track outs
- Teacher collaboration across tracks is limited, reducing opportunities for collaborative instructional planning and vertical alignment

# Fiscal Stewardship

~\$690,000 = Projected cost savings for schools with recommended calendar changes for the 2027-28 school year

~\$345,000 = Projected cost savings for schools with recommended calendar changes for the 2028-29 school year

~\$1,000,000 = **Projected combined cost savings**

# Potential Calendar Change - Estimated Savings

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.

*If all recommendations are approved, the estimated cost savings is ~\$1,037,161*

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
<b>Total Change in MOE</b>	<b>~-\$90,729 to -\$114,255</b>	<b>~-\$164,447 to -\$285,209</b>

# Potential Calendar Changes - Transportation Impacts

Continued review...

- Recommended changes will have a minimal impact on transportation routing:
  - current routes will continue with updated schedules
  - existing K-8 routes will continue with updated schedules
  - additional runs may be needed, however no new routes will be required
  - not projected to require additional drivers or buses

# Feedback Received from Recent Public Engagement Activities

## Spring Engagement: *Participation*

## Community Participation

Session/ Topic	Session Date (2026)	# Invitations Sent	# Participants	# Views (as of 5.13.26)
Northeastern Area	Mar 18	2,047	63	160
Southern & Southwestern Areas	Mar 24	3,495	122	119
Northwestern Area	Mar 26	3,321	114	138
General Session	May 13	8,863	43	n/a
<i>Totals</i>		<i>8,863 x 2</i>	<i>342</i>	<i>417</i>

### 759 Total Participants

- 342 Virtual (Live)
- 417 Views (as of 5.14.26)

# *General Session Feedback*

## General Session: *Key Takeaways*

**Calendar as a "Purposeful Choice":** Families did not "end up" in these schools by accident; they explicitly moved to these areas for the year-round model.

**"Peak Carpool" Concerns:** Participants shared concerns about the current "peak" volume becoming the daily reality for carpool.

**Economic & Childcare Impacts:** Traditional calendar represents a significant shift from track-out care to summer camp options, potential impacts on local businesses that support track out camps, and/or disruptions to established work-life balances built around the year-round rhythm.

**Growth Projections & Zoning:** Participants questioned why the district is choosing to change calendars rather than adjusting boundaries, particularly in the Wake Forest area.

**Mental Health & Teacher Retention:** Assertions that the year-round calendar is a vital tool for preventing student and teacher burnout were shared; concerns that the district will lose high-quality staff who specifically work at these schools for the year-round schedule.

**Extracurriculars vs. Education:** Families feel that the needs of a minority of students involved in athletics are being prioritized over the calendar preferences and mental health of the entire student body and staff.

# ThoughtExchange: Key Takeaways

April 14 - May 13

***Core Question:** What are your thoughts on the proposed calendar changes?*

***Follow Up Questions:** Why is this issue or suggestion particularly important to you and your family? How do you think addressing this issue will benefit the broader school community?*

**The survey results indicate a strong preference for year-round schooling among participants.**

- Many families and staff members express **concerns about the proposed shift to a traditional** calendar, citing the benefits of shorter, more frequent breaks for student engagement, retention, and overall well-being.
- The **year-round model is seen as beneficial** for managing school capacity, supporting local businesses, and providing flexibility for working families.
- **Some respondents advocate for a single-track** model to maintain year-round benefits while improving alignment across schools.
- **Others support the traditional calendar** for better synchronization with middle and high school schedules.

# ThoughtExchange: Participation

Responded	Completed
743	565 <small>76% completed</small>

Which of the following best describes your role?

**693**  
Responses

%		Answer <i>(Multiple select)</i>
85%	(586)	Parent/Guardian
1%	(10)	Student
7%	(46)	Community Member
18%	(126)	Staff

How did you hear about this survey and/ or the proposed calendar changes? (mark all that apply)

**644**  
Responses

%		Answer <i>(Multiple select)</i>
47%	(305)	District community message (email)
39%	(252)	Principal message (email)
15%	(94)	District social media (facebook or insta)
8%	(51)	District website
41%	(267)	Word of mouth
7%	(45)	Other

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

%		Answer
21%	(147)	Northwestern Wake (Northwest Raleigh and Morrisville areas)
12%	(83)	Northern Wake (North Raleigh area)
28%	(195)	Northeastern Wake (Northeast Raleigh, Rolesville and Wake Forest areas)
1%	(6)	Eastern Wake (Knightdale, Wendell and Zebulon areas)
0%	(3)	Central Wake (Central Raleigh and Southeast Raleigh areas)
0%	(1)	Southeastern Wake (Garner area)
3%	(21)	Southern Wake (Fuquay-Varina area)
32%	(225)	Southwestern Wake (South Apex and Holly Springs areas)
3%	(21)	Western Wake (Apex and Cary areas)

What is your race/ethnicity?

%		Answer
1%	(4)	American Indian or Alaskan Native
8%	(54)	Asian
4%	(27)	Black or African American
4%	(25)	Hispanic or Latino
0%	(0)	Native Hawaiian or Pacific Islander
3%	(18)	Two or More Races/Ethnicities
68%	(470)	White
13%	(93)	Prefer not to respond
1%	(4)	Other

# Proposed Calendar Conversions for 2027-28/ 2028-29

## Side A: Support Year-Round Calendar

Many parents and community members strongly support maintaining a year-round calendar, citing benefits such as reduced learning loss, consistent routines, and less burnout for both students and teachers. They argue that the frequent breaks help maintain academic engagement and provide a more manageable schedule for working families. Additionally, the year-round calendar is seen as beneficial for local businesses that offer track-out services, and many families have chosen their current schools specifically for this calendar option.

## Common Ground: Single Track 4 Compromise

A potential compromise between the two sides is the adoption of a single Track 4 year-round calendar. This model could preserve the benefits of the year-round system, such as frequent breaks and reduced burnout, while also offering more consistency and alignment across schools. It could address concerns about logistical challenges and provide a middle ground that maintains some of the flexibility and benefits of the year-round calendar while simplifying scheduling for families.

## Side B: Support Traditional Calendar

Some parents advocate for a switch to a traditional calendar, emphasizing the benefits of aligning school schedules across different educational levels, such as elementary, middle, and high schools. This alignment is seen as beneficial for family scheduling, allowing for more cohesive family time and simplifying logistics. Supporters also argue that a traditional calendar could help streamline transportation and reduce the complexity of managing multiple school schedules within a family.

# Participation Numbers

## Spring Engagement Activities

(as of 5.13.26)

### Digital Assets - Calendar Changes Site:

- **3,879** page views (Mar 8 - Apr 28)

### Live Sessions:

- **342** participants, **417** views (Virtual)

### Online Forums:

- **1,994** participants
- **2,014** thoughts/ comments

# Information & Updates

[www.wcpss.net/assignmentplanning](http://www.wcpss.net/assignmentplanning)

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

[www.wcpss.net/calendar-conversion](http://www.wcpss.net/calendar-conversion)

# Final Recommendations for School Calendar Changes

# *Summary of Recommendations*

# Summary of Recommendations - Northeastern Area

UPDATED\*

School	Recommendation
Heritage ES	Changes to a Track 4 only school in <b>2027-28*</b>
Heritage MS	Changes to a Track 4 only school in <b>2027-28*</b>

*\*As revised by the Board during the Work Session on May 19, 2026*

# Summary of Recommendations - Southern Area

UPDATED\*

School	Recommendation
Holly Grove ES	Changes to a Track 4 only school in <b>2027-28*</b>
Holly Grove MS	Changes to a Track 4 only school in <b>2027-28*</b>
Holly Springs ES	Changes to a Track 4 only school in <b>2027-28</b>
Rex Road ES	Changes to a Track 4 only school in <b>2027-28</b>

*\*As revised by the Board during the Work Session on May 19, 2026*

# Summary of Recommendations - Northwestern Area

School	Recommendation
Pleasant Grove ES	Changes to a Track 4 only school in <b>2027-28</b>
Sycamore Creek ES	Changes to a Track 4 only school in <b>2028-29</b>

# *Proposed Stability Rules*

# Proposed Stability Rules

## Elementary and Middle School “Base” Students

For students currently attending impacted schools through **base assignments**...

If they are **rising into 1st - 5th or 7th - 8th**, they will **remain assigned to their current school**.

- If their school changes to a traditional calendar, they will have **priority for calendar continuity** if they request assignment to a year-round elementary or middle school with available capacity during the appropriate transfer period. Any approved transfers would be without transportation and would be valid through the final grade (5th or 8th) of the approved school.

# Proposed Stability Rules

## Elementary and Middle School “Calendar Application” Students

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

They will be **initially assigned to their base school** for the impacted school year. These families will have three options for stability:

1. Remain at their current school: If they are **rising into 1st - 5th** or **7th-8th**, they will be **eligible to submit a stability transfer** and remain assigned to their current school.
  - a. **Rising kindergarten** or **6th grade siblings**, respectively, will also be eligible to join their older siblings with a **stability transfer**.
2. Request a different year-round school: If their CURRENT school changes to a traditional calendar, they will have **priority for calendar continuity** if they request assignment to a year-round elementary or middle school with available capacity during the appropriate transfer period. Any approved transfers would be without transportation and would be valid through the final grade (5th or 8th) of the approved school.
  - a. Applications for **rising kindergarten** or **6th grade siblings**, respectively, must be submitted during the appropriate transfer period.
3. Transition to their base school for the impacted school year.

# Next Steps & Timeline

# 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

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

**May 19, 2026 - Final Recommendations: Addressing Utilization Concerns for 2027-28 or 2028-29 [BoE Work Session]**

**May 19, 2026 - Approval of Recommendations: Addressing Utilization Concerns for 2027-28 or 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

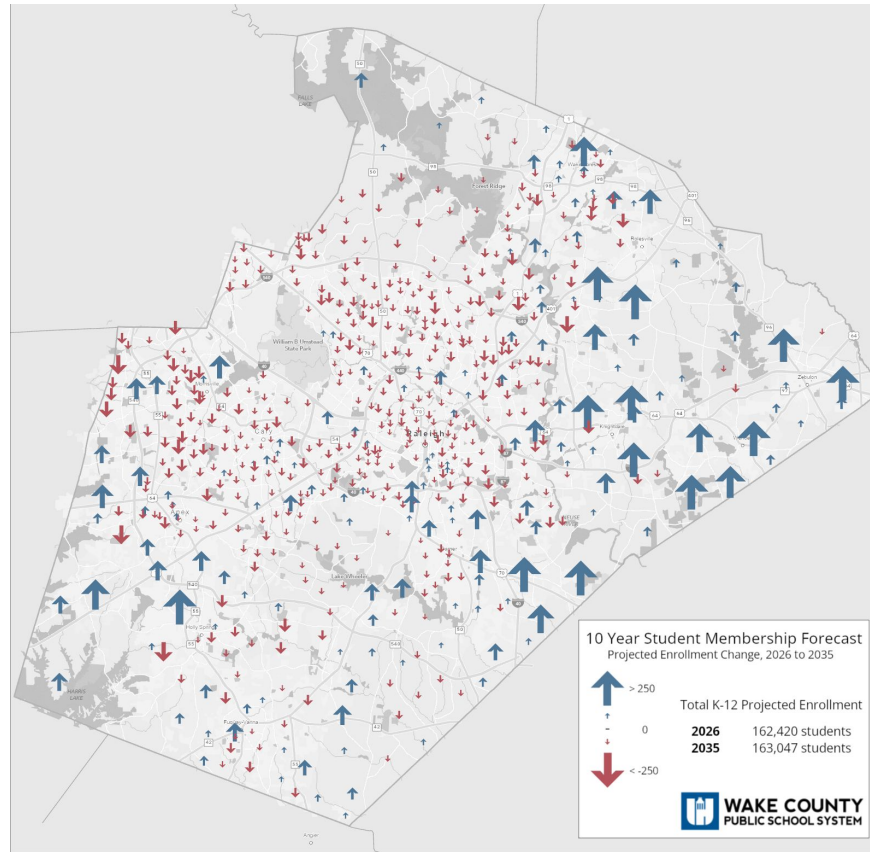
**2026-2028** - Support families and schools as they prepare for the implementation of approved changes, including support for families participating in stability/ transfer application processes

**Questions?**

**Feedback, Thoughts & Ideas...**

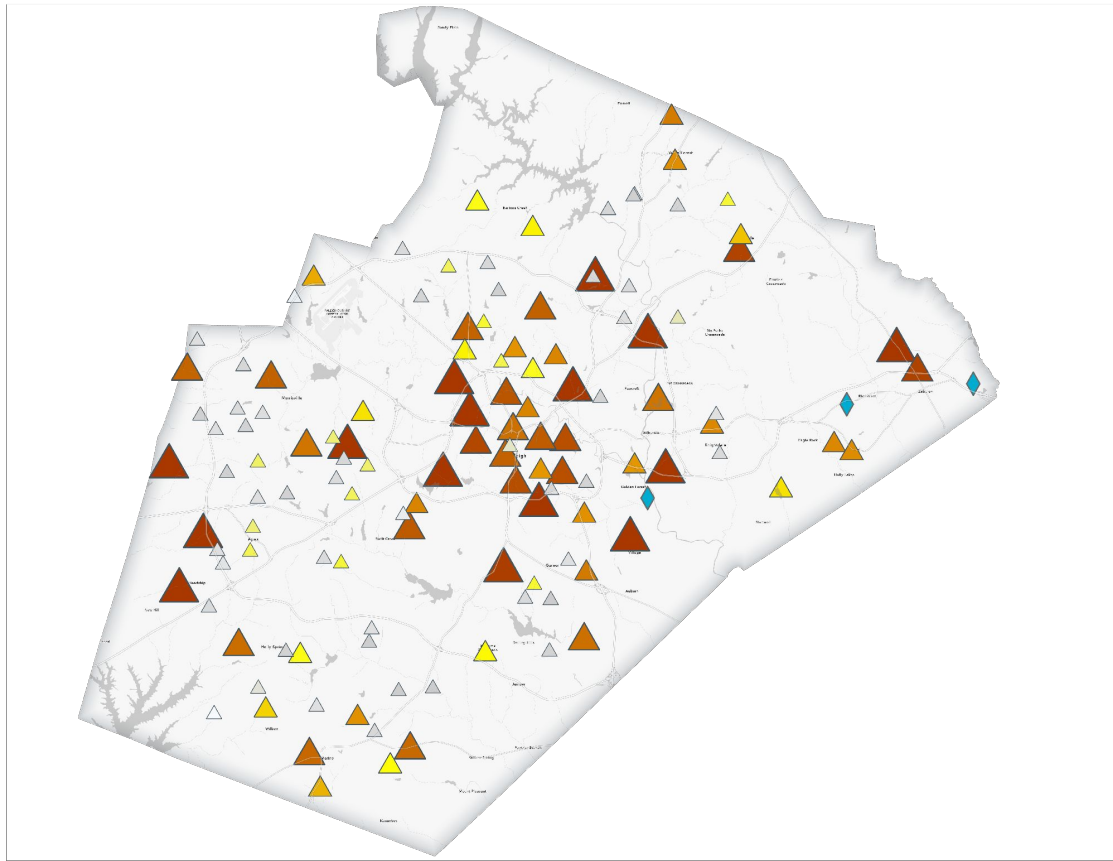
# Appendix: Materials from Prior Presentation

# Projected Enrollment Change: 2026 to 2035



Review

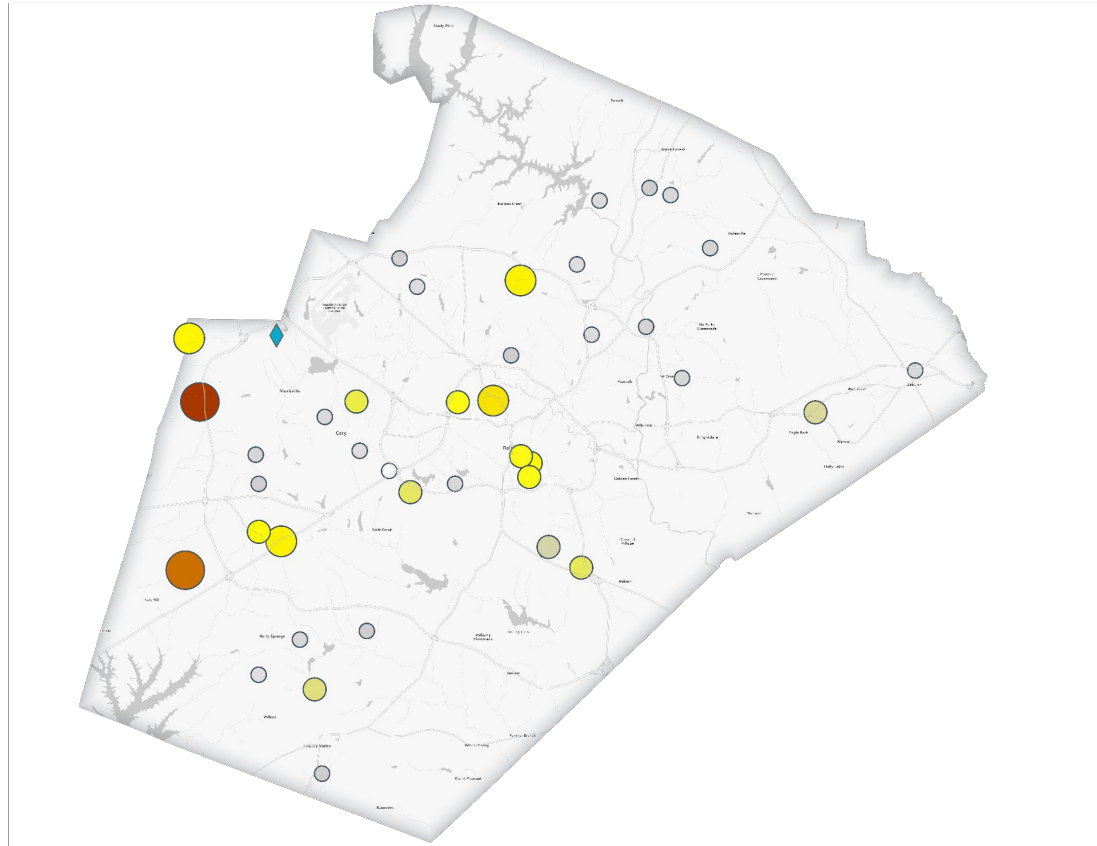
# Projected Elementary School Crowding: 2026-27



Review

- Less than 90%
- 90% to 100%
- 100% to 110%
- Over 110%

# Projected Middle School School Crowding: 2026-27



Review

# *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.

# Projected Enrollment Change: 2026 to 2035

[Review](#)



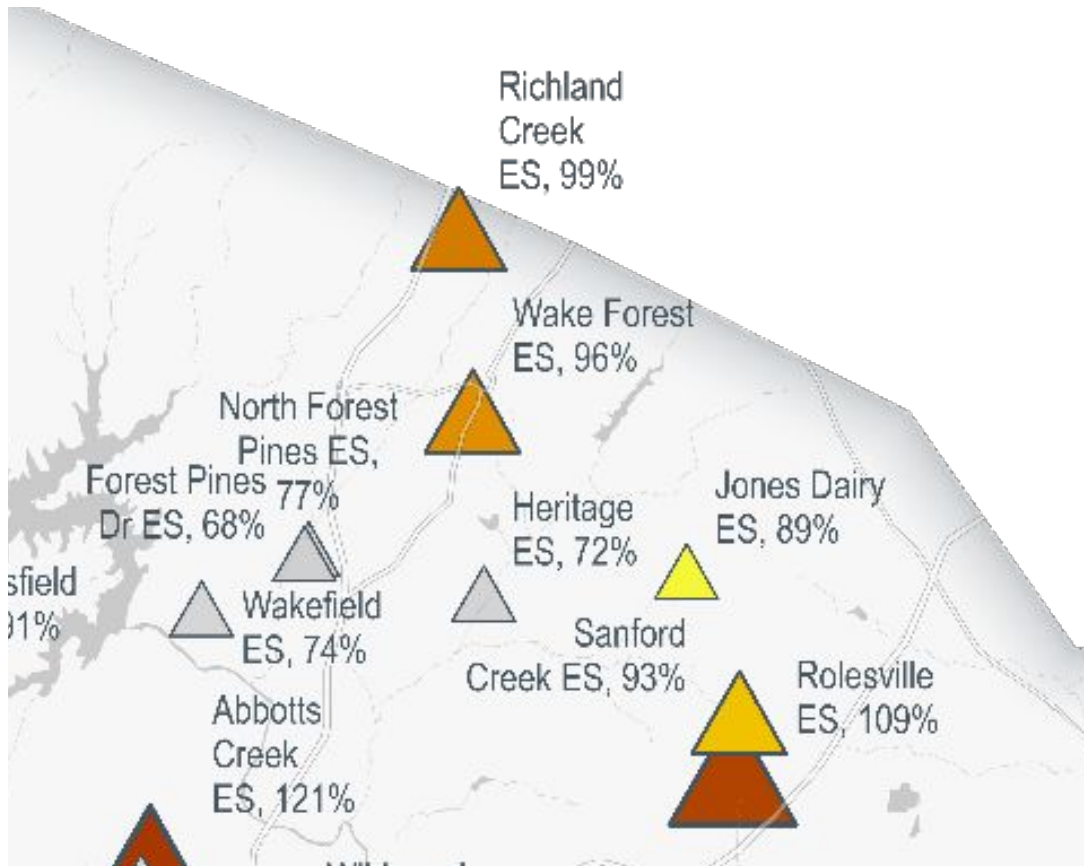
## 10 Year Student Membership Forecast Projected Enrollment Change, 2026 to 2035



Total K-12 Projected Enrollment

<b>2026</b>	162,420 students
<b>2035</b>	163,047 students





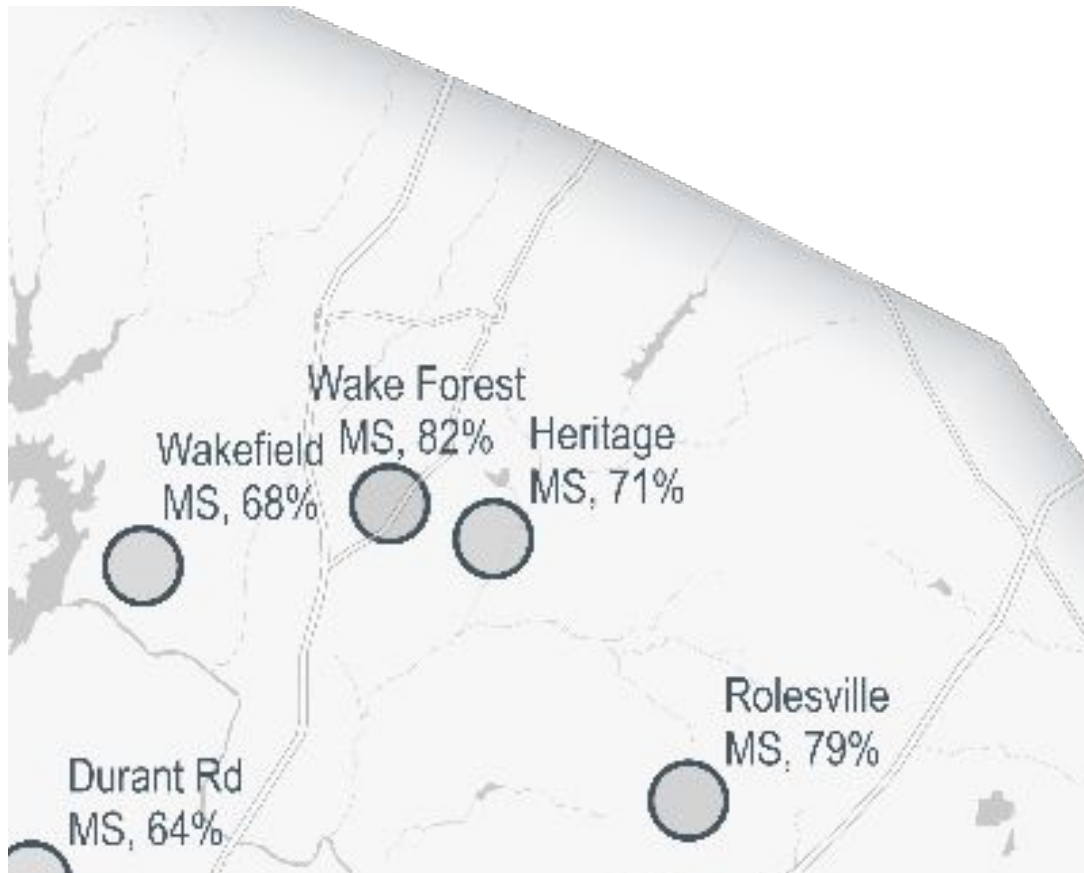
**Review**



# 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%





**Review**



# 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%

# *Southern/ Southwestern Area Recommendations*

# Potential Calendar Change: Southern/ Southwestern Area



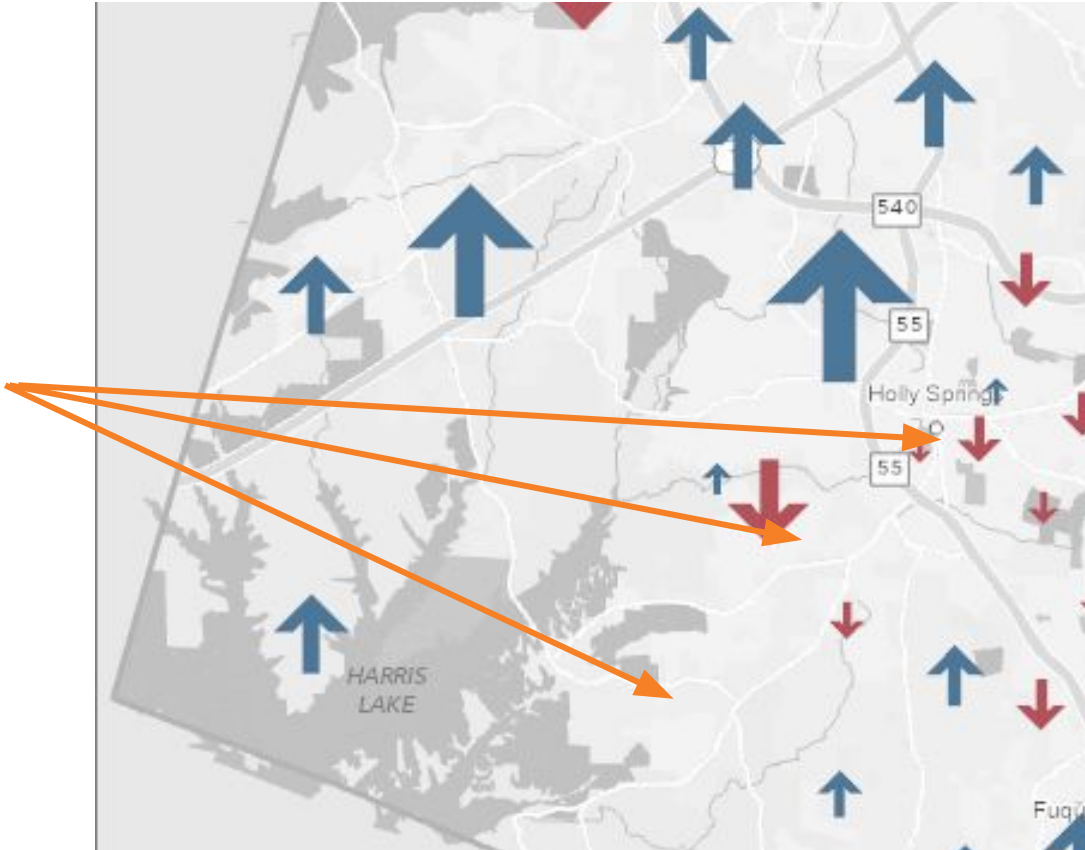
School	ADM 2025-26	% Crowding w/o Trailers - MTYR*	% Crowding w/ Trailers - MTYR*	% Crowding w/o Trailers - TRADITIONAL OR TRACK 4*	% Crowding w/ Trailers - TRADITIONAL OR TRACK 4*	5-year Enrollment Change
Holly Grove ES**	760	93.4%	87.0%	123.4%	112.4%	-16.7%
Holly Grove MS	948	60.8%	60.8%	76.0%	76.0%	-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.

# Projected Enrollment Change: 2026 to 2035

[Review](#)



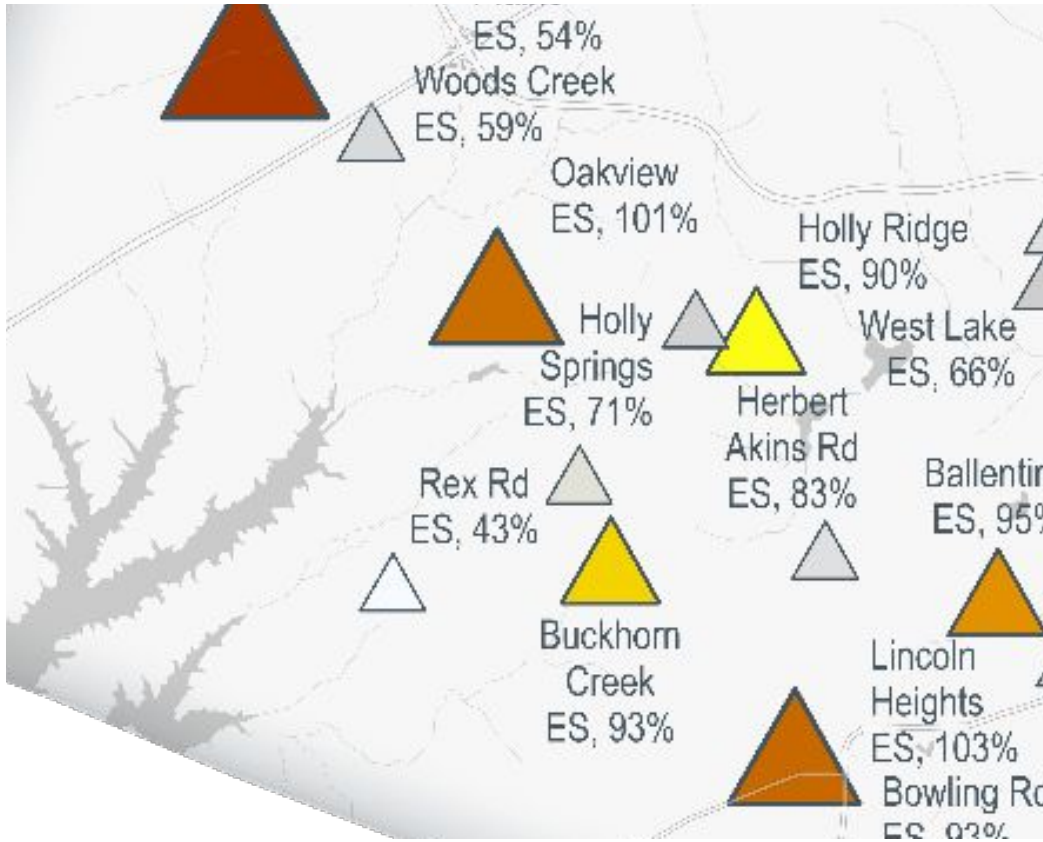
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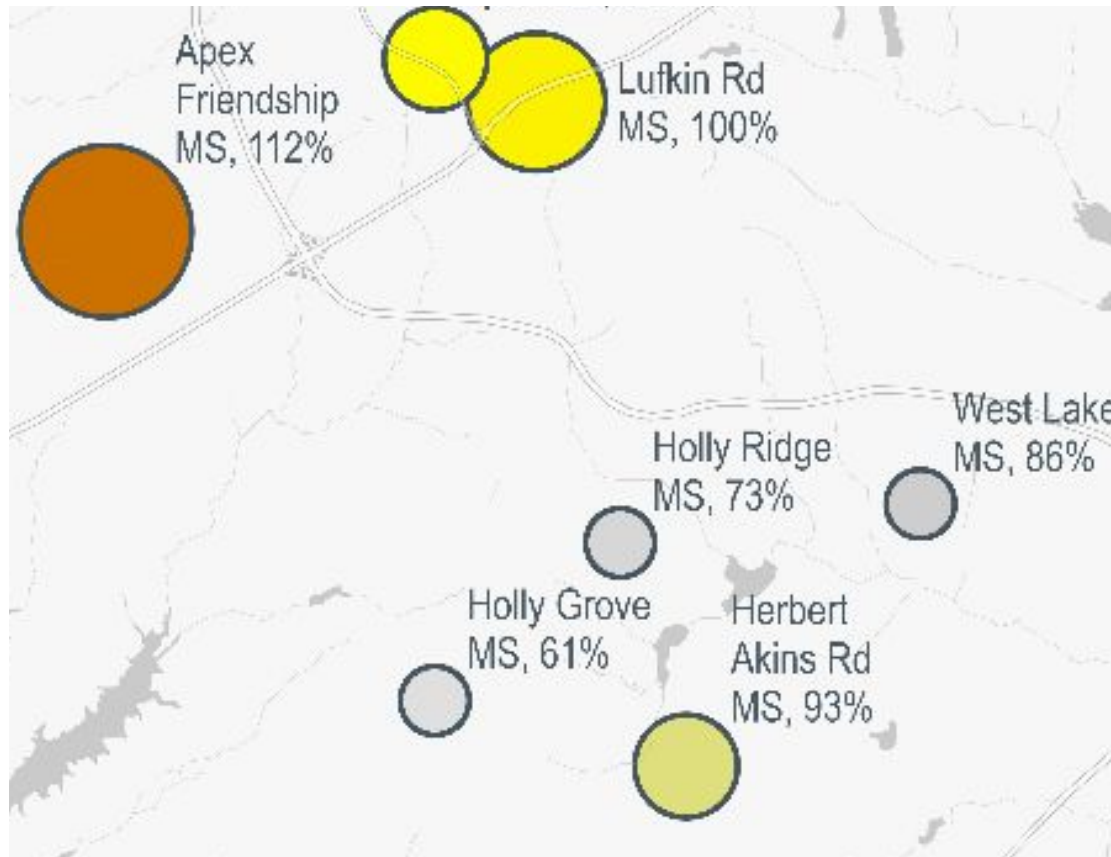


**Review**



# 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%



**Review**



# 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%

# *Northwestern Area Recommendations*

# Potential Calendar Change: Northwestern Area



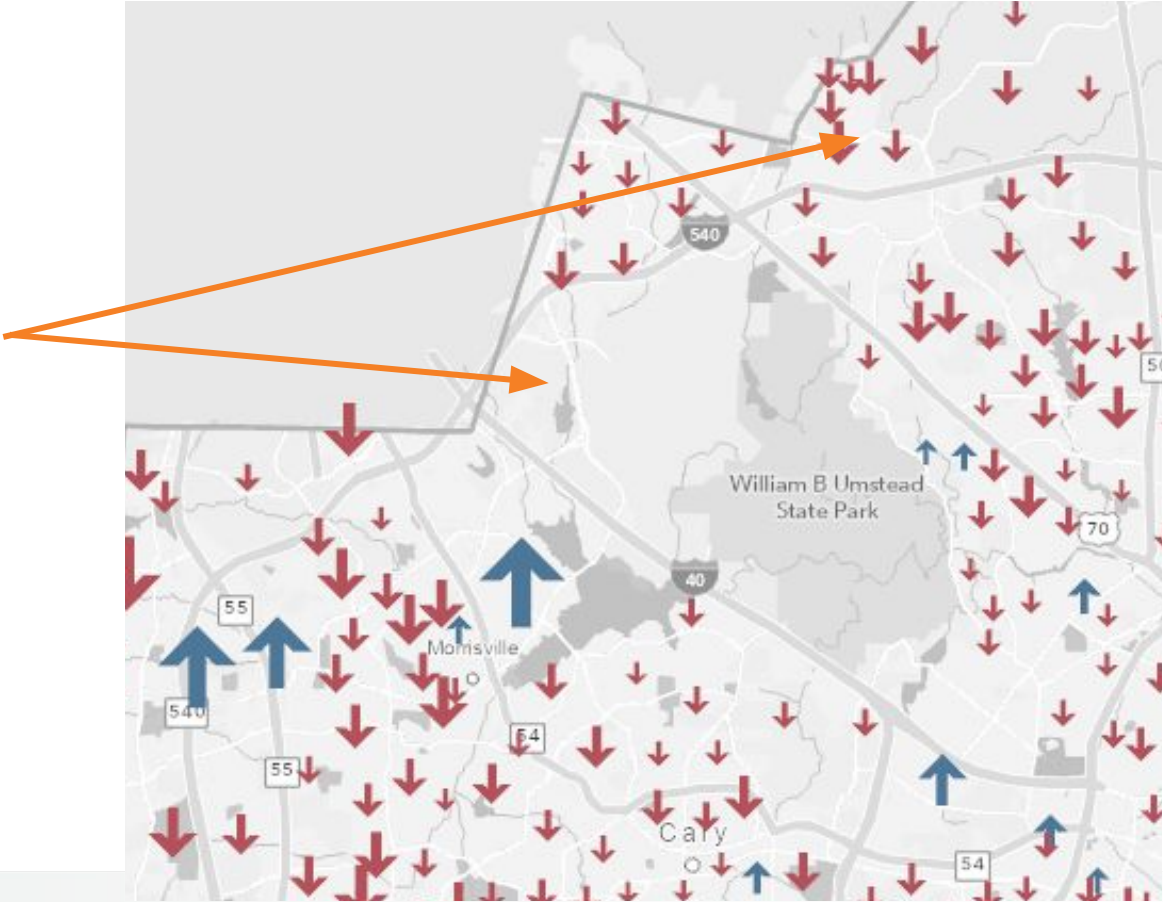
School	ADM 2025-26	% Crowding w/o Trailers - MTYR*	% Crowding w/ Trailers - MTYR*	% Crowding w/o Trailers - TRADITIONAL OR TRACK 4*	% Crowding w/ Trailers - TRADITIONAL OR TRACK 4*	5-year Enrollment Change
Pleasant Grove ES	383	47.1%	47.1%	62.2%	62.2%	-40.2%
Sycamore Creek ES	744	80.5%	80.5%	120.8%	120.8%	-21.0%

\* Based on reported ADM for 2025-26.

\*\*Trailers currently installed on campus.

# Projected Enrollment Change: 2026 to 2035

**UPDATED**



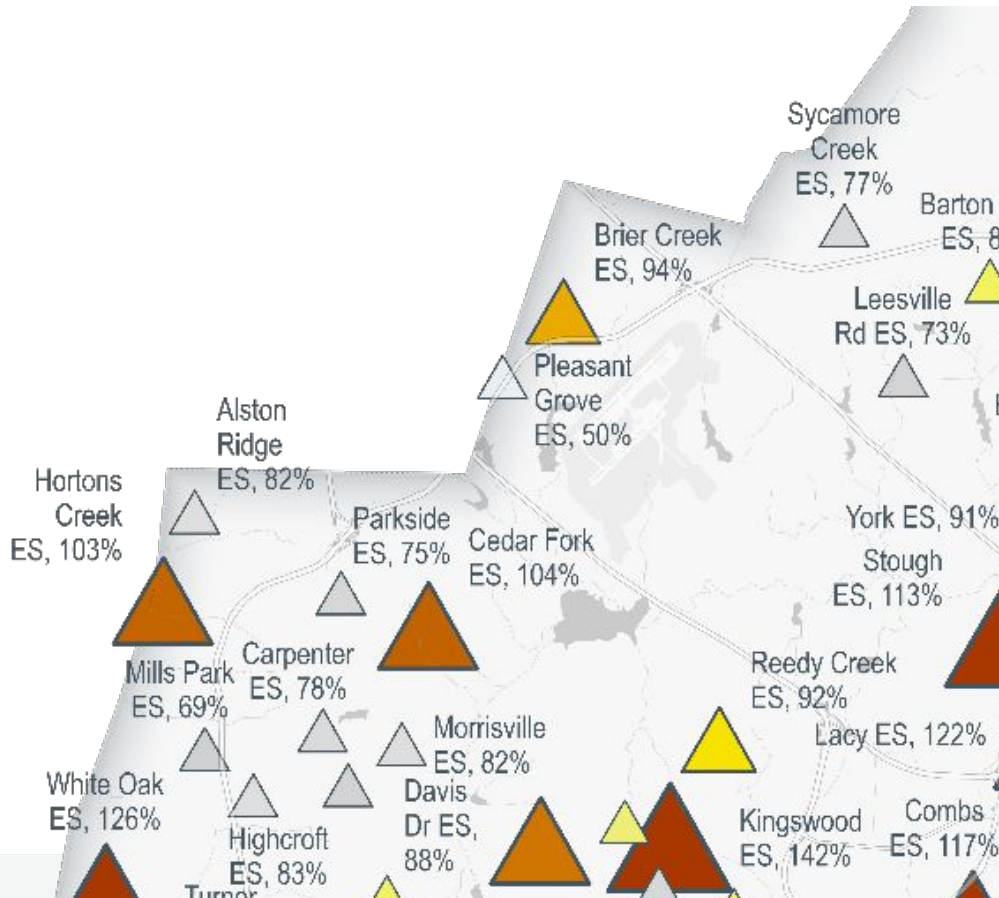
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**Review**



# Projected Elementary Crowding in the Region

School	Capacity w/o Trailers	Projected* % Crowding w/o Trailers	Capacity w/ Trailers**	Projected* % Crowding w/ Trailers**
Sycamore Creek ES	924	77.2%	924	77.2%
Barton Pond ES	616	88.3%	616	88.3%
Brier Creek ES**	616	112.0%	736	93.8%
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**
<b>Pleasant Grove ES</b>	<b>814</b>	<b>49.6%</b>	<b>814</b>	<b>49.6%</b>
Carpenter ES**	616	83.4%	656	78.4%
Cedar Fork ES**	508	152.6%	748	103.6%
Hortons Creek ES	616	103.2%	616	103.2%
Morrisville ES**	616	94.8%	716	81.6%
Northwoods ES**	410	121.5%	570	87.4%
Parkside ES	814	75.3%	814	75.3%