

Final Revisions To The Growth Management Plan For The 2009-10, 2010-11, and 2011-12 School Years

Presented To The Board Of Education
February 3, 2009

The following pages summarize final decisions made by the Board of Education regarding staff recommendations for base area and calendar option assignments for the next three school years. The staff recommendations were made at the conclusion of a six-month planning process that involved regional meetings of teams of participants from schools likely to be impacted by the opening of new schools, release of a draft proposal for public comment, five regional community engagement meetings, and numerous meetings with the Growth and Planning Department's Student Assignment Advisory Committee. Since receiving staff recommendations on December 16th, the Board of Education has held eight public hearings and four extensive work sessions and made preliminary decisions regarding changes to the staff recommendations. The preliminary decisions have been shared with the public on the school system website and are included with this document.

Factors That Might Lead To Changes During The Next Three Years

The recommendations assume that the current capital improvement program will proceed on schedule and that ten new schools will open over the next three years. Those schools are:

- Banks Road (E23) Elementary opening in 2009-10
- Lake Myra (E34) Elementary opening in 2009-10
- Herbert Akins (E27) Elementary opening in 2009-10
- Alston Ridge (E30) Elementary opening in 2010-11
- Holly Grove Middle (M9) opening in 2010-11
- Mills Park Middle (M10) opening in 2010-11
- Heritage High (H2) opening in 2010-11
- H6 (unnamed) High opening in 2010-11
- E21 (unnamed) Elementary opening in 2011-12
- Rolesville Middle (M6) opening in 2011-12

If funding is not available to complete these projects on the adopted schedule, Growth Management staff may recommend that the Board modify the assignment plan. Staff will only recommend changes if the school system's ability to provide appropriate spaces for learning and teaching is threatened by the delay of one or more projects.

The recommendations also assume that the Board of Education and the unanimous opinion of the NC Court of Appeals will prevail in the Wake Cares lawsuit currently being heard by the NC Supreme Court. If the NC Supreme Court does not support the ruling of the Court of Appeals, staff will recommend that assignments recommended for 2009 proceed but that the Board suspend assignments for 2010-11 and 2011-12, and staff will develop and present a very different plan for 2010 and 2011 designed to accommodate the crowding associated with traditional calendar assignments for all students and provide limited options for year-round calendars.

Board Policy 6200

The recommendations made by staff are rooted in Board Policy 6200 (a copy of which is included in these materials). That policy calls on staff to utilize six factors in making recommendations. As stated in the policy, “All of the following factors, not in priority order, will be used in the development of the annual student assignment plan. While absolute balance of each factor across all schools is not achievable, comparability between neighboring schools in regard to each factor is the desired outcome of the student assignment process.”

The six factors are:

1. Create balance across schools in the distribution of students who have higher needs
2. Seek optimal utilization of each school’s long-range capacity and reduce utilization of mobile or modular classrooms
3. Improve alignment of student assignment with the objectives of the Magnet School Program
4. Whenever possible move students together across levels and adhere to K-5, 6-8, 9-12
5. Whenever possible assign for at least three years
6. Consider proximity of nodes to assigned schools

Growth Is The Primary Driver

The opening of the ten new schools is the primary driver for most of the staff recommendations. When a new school opens, students need to be assigned to that school. Consideration of proximity means that neighboring schools will lose significant numbers of students to the new school. In order to maintain efficient utilization of those neighboring schools, other schools farther away may need to lose students to the schools closest to the new school. The “domino effect” can extend to a large number of schools as staff works to achieve optimal utilization.

Many of the recommendations made by staff are designed to accomplish multiple goals. For example, if a school needs to receive students to maintain optimal utilization and if that school already has a higher percentage of students with higher needs than neighboring schools, staff sought to identify potential nodes for assignment that would help improve both the utilization and the percentage of students with higher needs.

Projection Methodology

Staff utilized a one-year growth model to project changes in student counts by node for the next three years. The change in student count by level (elementary, middle, high) was measured from October 2007 to October 2008. This change was then projected forward for the next three years. The percentage of students with special needs (limited English proficiency and low-income families) was assumed to remain constant as counts changed. The number of students in each node who are placed in magnet schools or calendar option schools or who apply for transfers was also assumed to remain constant.

The use of a one-year growth model generates a lower growth number than would a multi-year model because growth in the county has slowed as national economic factors impact housing sales, employment, and in-migration. However, the one-year model may cause special circumstances to distort future changes in student counts within particular nodes. For example, if an apartment complex undergoes renovation, the number of tenants may be abnormally low for one year and then increase the following year but that increase will not continue in future years once a high percentage of available apartments have been rented. The opening of Endeavor Charter School in north Raleigh caused a decrease in the number of students entering WCPSS schools from some nodes in 2008, but that decrease will not continue after the new charter school is full. Staff has analyzed available data and anticipated some of the false trends that the projection model may generate.

One way to evaluate the accuracy of the one-year growth model is provided by the ITRE/ORED model that has been developed over the past several years. ITRE/ORED is a research group at North Carolina State University that uses geographic information systems to optimize tasks such as boundary setting and transportation routing. The ITRE/ORED model matches housing estimates provided by municipal planning departments to actual student counts and then uses projected housing density to project student enrollment by node. The weakness of this model is the reliance upon municipal planners' estimates of future housing changes. The current model uses estimates generated in 2005. Those estimates have been updated during Fall 2008 but the projected enrollment modeling will not be complete until February 2009. The ITRE/ORED data has been reviewed by staff but is not the basis for the final recommendations.

After the staff presented recommendations on December 16th, another set of school profiles was generated showing the impact of assignment changes using only currently enrolled students and assuming no growth or changes in distribution across grade levels. While this no-growth model will clearly underestimate final school populations, it does provide another way of evaluating the potential impact of changes.

A summary of the impact of the final plan is included in this document. It shows that:

- Approximately 24,600 students are likely to be impacted over the three year period.
- Approximately 20% of the students impacted are not currently in the school system and are part of the growth anticipated over the next three years.
- Most of the changes impact base school assignments (91.5%) with smaller impact on year-round application options (6.0%) and traditional calendar application options (2.5%).

Request From The Growth And Planning Department

Staff requests that the Board take the following official actions:

1. Approve the recommendations made by staff on December 16, 2008 for student assignment for the 2009-10, 2010-11, and 2011-12 school years, as modified by actions taken during Board of Education work sessions on January 22, January 23, January 26, January 28, and February 3. (Note: The complete set of staff recommendations and the actions taken by the Board during work sessions are provided on the school district website www.wcpss.net)
2. Approve the recommendations for “grandfathering” as proposed by staff on February 3, 2009.

Attached Materials:

Board Policy 6200	Page 7
Recommendations For “Grandfathering” Of Transfer Requests	Page 9
Summary of Impact Of Assignment Changes Over Three Years	Page 11
Preliminary Changes Approved By The Board Of Education In Work Sessions Held Between January 22nd and February 3rd	Page 13

The Board of Education's goals for the student assignment process include:

- Creating stable school environments (families, classmates, and peers)
- Protecting the ability to offer quality programs in every school.
- Collaborating with the community (all parties/stakeholders)
- Creating and maintaining a diverse student body.
- Alleviating overcrowding
- Filling seats efficiently
- Achieving academic success for all children
- Providing a logical progression between elementary, middle, and high school
- Creating good teaching conditions (the social, emotional, and physical environment).
- Retaining good teachers
- Ensuring consistency across the System over time
- Building a sense of community and connection (i.e. neighborhoods, parent involvement)
- Fairness

Maintaining diverse student populations in each Wake County school is critical to ensuring academic success for all students. This is supported by research. The school system will also consider other factors that impact communities, families and costs.

Each student enrolled in the Wake County Public School System shall be assigned to the school of his or her grade level serving the attendance area in which that student's parents or court-appointed custodian is domiciled and the student resides. Exceptions will be made as necessary to limit enrollment of a school due to overcrowding or for special programmatic reasons such as the need for special education services or alternative school programs. Each student will have the option of applying for admission to one of the magnet educational programs offered in designated schools or to a school which operates on a different calendar than the assigned school.

All of the following factors, not in priority order, will be used in the development of the annual student assignment plan. While absolute balance of each factor across all schools is not achievable, comparability between neighboring schools in regard to each factor is the desired outcome of the student assignment process.

A. Populations of Students With Higher Needs

The student assignment plan will create balance across schools in the distribution of students who:

1. are eligible to receive free or reduced price lunches in the child nutrition program,
2. perform below grade level on End-of-Grade tests,
3. are identified as being Limited English Proficient (LEP),
4. require services from Special Education programs.¹

Whenever any of the following targets are exceeded, the Board directs the Superintendent to review the reasons for exceeding the target, study trends across several years, and recommend ways in which the student assignment plan could help achieve the targets:

1. Less than 25% of students at any school, averaged across a two-year period,

will score below grade level on the Reading End-of-Grade test.

2. Less than 40% of students at any school will qualify for free or reduced price lunches.

B. Facility Utilization

The student assignment plan will seek optimal utilization of each school's long-range capacity and, whenever possible, reduce utilization of mobile or modular classrooms that cause a school to operate at more than the approved long-range capacity.²

C. Alignment With The Magnet Schools Program

The student assignment plan will include a review of the extent to which the systemwide objectives of the Magnet Program are being achieved.

D. Grade Structure

The student assignment plan will adhere to K-5, 6-8, 9-12 grade organization whenever possible with consideration for moving groups of students together across levels.

E. Stability Of Assignment

Nodes will remain assigned to the schools at each level (Elementary, Middle, High) for at least three years before being considered for reassignment, whenever possible.

F. Distance

Proximity of nodes to assigned schools will be considered, and no student should travel more than the maximum time established by Board Policy 7125.

Footnote:

¹ Board policy regarding special education services is specified in Board Policy 6222.

² Long-range capacity is defined as the capacity of the permanent building(s) plus the capacity of the optimal number of mobile or modular classrooms for the campus.

Legal Reference:	G.S.115C-366; -367
Cross Reference:	Policies 6202 and 6203
Adopted:	May 4, 1981
Revised:	January 17, 1983
Revised:	May 16, 1983
Revised:	November 18, 1991
Revised:	April 21, 1997
Revised:	January 10, 2000
Revised:	March 18, 2003
Revised:	December 4, 2007

Staff Recommendation For “Grandfathering” Of Students Impacted By Reassignment

Growth and Planning Department

Presented On December 16, 2008 and Revised In The January 22nd BOE Work Session

Board Policy 6203 governs requests by parents for their child to attend a school other than the school assigned by the Board of Education. Transfer requests are accepted and evaluated by staff each year following official notification of school assignment for the subsequent year. It has been the past practice of the Board of Education to establish special consideration for transfer requests from families impacted by the reassignment of the nodes in which they live. Staff recommends the following special consideration for families impacted by changes in school assignment contained in the Growth Management Plan for 2009-10, 2010-11, and 2011-12. (Note that Policy 6203 stipulates that no transportation will be provided for approved transfer requests.)

Staff recommends that transfer requests be automatically approved:

1. If they are submitted during the annual transfer application period
- and
2. If the application is for a student who has been attending a WCPSS school and the Board’s action has changed the student’s assignment for the subsequent year to a school different from the current school
- and
3. If one of the following statements is true:
 - The student is rising into grades 4 or 5, or
 - The student is rising into grades 7, 8, 10, 11, or 12 and the change in assignment is from an existing school to an existing school, or
 - The student is rising into grade 8 and the reassignment is to a new school

Staff recommends that transfers not be approved by staff for students rising into grades 6, 7, 9, or 10 if the adopted Growth Management Plan places the student into a newly opening school unless the request is for a younger sibling of a student for whom the transfer request would automatically be approved and that younger sibling has already attended the same school as the older sibling during the year preceeding reassignment. (For example, a rising 7th grade sibling of a rising 8th grade student or a rising 10th grade student assigned to a new high school that has a rising 11th or 12th grade sibling would be eligible.) Staff also recommends that transfers for rising 1st, 2nd, and 3rd grade students be automatically approved if the student has already begun attending school with an older sibling eligible for a “grandfathered” transfer.

Staff recommends that a transfer request for a student be automatically approved if that particular student will be impacted by district assignment decisions twice within a three-year period. For example, if a student was in School A as either a base or a calendar applicant and board action changes that student's assignment to School B and then subsequent board action would change the student's assignment to School C after less than three years in School B, a transfer request for the student to remain in School B would be automatically approved.

The conversion of Baucom Elementary from a traditional calendar to a year-round calendar in 2007 and the Board’s decision to change Baucom back to a traditional calendar in 2009 has created a special circumstance. Approximately 52 students were reassigned from Turner Creek YR Elementary to Baucom YR Elementary in 2007 in grades 1-3. When Baucom changes to a traditional calendar, staff is recommending that Laurel Park Elementary be the year-round application school for Baucom nodes. For some children who want to stay on the year-round calendar, this could mean a third school in four years. Staff therefore recommends that requests be automatically approved if a family requests a transfer to Turner Creek from Baucom for a child who has previously attended Turner Creek. Because of projected crowding at Turner Creek, staff recommends that transfer requests for younger siblings who did not

attend Turner Creek not be automatically approved. Such requests would be evaluated by staff based upon crowding at the school.

Similarly, when Green Hope Elementary converts from a year-round calendar to a traditional calendar in the 2010-11 school year, the same consideration would be given to students who were in the year-round application program at Morrisville but were moved to Green Hope in 2007-08 when Green Hope was placed on the year-round calendar and who now will be offered Carpenter Elementary as their year-round application school. A transfer request to return to Morrisville would be automatically approved for the students who previously attended Morrisville.

A similar situation exists at other schools that converted from traditional to year-round calendars in 2007. Some students were kindergarten year-round applicants at a year-round school and were brought back to their base school in 1st grade when it changed to a year-round calendar. Some of those students may be impacted in 3rd grade by reassignment from their base to another school. Staff plans to give special consideration to families that are in this situation and will make an effort to approve transfer requests to remain at the current base year-round school.

Finally, staff recognizes that adoption of a multi-year student assignment plan creates a situation in which parents may want to request a transfer to a school other than their base school because that school will become their base school in a future year. Staff will give special consideration to requests for transfers that are made in anticipation of a new assignment in a future year. Staff does not recommend automatic approval of such requests, because the requested school may not have space for additional students prior to the year in which assignment changes are scheduled to occur. However, if space is not a problem, staff will normally approve such requests.

**Summary Statistics For The Three Year Growth Management Plan
Presented By Staff On December 16, 2008
And Revised By The Board of Education On February 3, 2009**

Number Impacted According To Growth Projections:

	2009	2010	2011	3 Yr Total
Elementary	4,134	1,725	1,877	7,736
Middle	3,543	3,756	2,035	9,334
High	1,870	5,008	706	7,584
Total	9,547	10,489	4,618	24,654

Many of the students impacted by the Growth Management Plan are not current WCPSS students but will move into Wake County during the next three years. The following table provides a way to compare the impact of changes if they are applied only to current students to the impact projected by growth.

Number Impacted Counting Current Students With No Growth:

	2009	2010	2011	3 Yr Total
Elementary	3,925	1,206	1,094	6,225
Middle	3,355	3,005	1,239	7,599
High	1,843	4,301	262	6,406
Total	9,123	8,512	2,595	20,230

This indicates that about 20% of the impact affects students moving into WCPSS during the three year period.

Distribution Of Changes By Assignment Type:

Base	91.5%
YR Application	6.0%
TC Application	2.5%

Distribution Of Changes By Grade Level:

Kindergarten	5.8%	
Grade 1	5.5%	Some younger siblings can "grandfather"
Grade 2	5.5%	Some younger siblings can "grandfather"
Grade 3	5.1%	Some younger siblings can "grandfather"
Grade 4	5.1%	All current can "grandfather" through the transfer process
Grade 5	4.5%	All current can "grandfather" through the transfer process
Grade 6	13.6%	
Grade 7	12.4%	Can "grandfather" except for assignment to new schools
Grade 8	11.9%	Can "grandfather" through the transfer process
Grade 9	11.3%	
Grade 10	7.8%	Can "grandfather" except for assignment to new schools
Grade 11	6.3%	Can "grandfather" through the transfer process
Grade 12	5.4%	Can "grandfather" through the transfer process



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Board Considers Changes at Student Assignment Work Session

January 23, 2009 – A number of changes were discussed to the multi year student assignment proposal during work sessions held by the Board of Education on Jan. 22 and Jan. 23. More work sessions have been scheduled as the board continues to review the proposal and a public hearing has been set for families affected by the changes made in the work sessions.

The board has received recommended changes from the staff and has already devoted two days to reviewing the proposal that will assign students to 10 new schools during the next three years. In their discussions, they took straw votes indicating their support for changes in the proposal.

No proposed changes are final until the Board of Education's vote scheduled for Feb. 3.

Changes corrected on the school district website prior to public release on December 20

- Nodes 277.2 and 735.0 should have been recommended for assignment to Heritage High rather than H6 High. This was a coding error when keying information prior to the December 16 board meeting.
- The year was changed for some high school moves associated with the opening of Heritage and H6 to 2010 if they were inadvertently keyed as 2009 or 2011. (This included nodes 206.0, 207.0, 218.0, 219.0, 326.0, 312.5, 322.1, 235.3, 658.0)

Changes proposed by staff after hearing public input at the Board of Education's public hearings and considering comments submitted to the school system website:

- The year-round calendar application school for nine traditional calendar base nodes assigned to Lincoln Heights and Holly Ridge should be changed from Holly Grove Elementary to the new Herbert Akins Elementary. Herbert Akins will provide more capacity for applicants and this should help prevent overcrowding at Holly Grove. Holly Grove currently serves 91 year-round calendar applicants.
- Change the year for moves from lacy Elementary to Root Elementary from 2010 to 2009. This will prevent the loss of staff in 2009 who will be needed if the reassignment is implemented.
- Change the year for moves from Panther Creek to Cary High School originally designated for 2010 to 2009. (The December 16 recommendations spread the reassignment from Panther Creek to Cary over two years.) This will provide more immediate utilization of available capacity at Cary High and has been requested by some of the potentially

Public Hearing for Those Affected by Board Changes

The board will hold a public hearing at 6 p.m., Wednesday, Jan. 28 in the board room at 3600 Wake Forest Road, Raleigh.

This public hearing will be for families whose assignment was changed during the Board of Education work sessions that began January 22.

[Online Pre-registration for this Public Hearing Now Open](#)

[New Grandfathering Recommendations](#)

impacted families but will lead to the loss of some additional staff from Panther Creek when the enrollment is reduced.

- Change the year for the reassignment of node 658.0 from Green Hope High to Cary High from 2010 to 2009. There is no need to delay the reassignment until 2011. This move should align with other moves into Cary High. (*Correction 1/27/09 at 3:45 p.m.*)
- Change the year for the reassignment of nodes 441.1, 441.2, 441.3, 441.4, 442.1, 442.2, 442.3 and 446.0 from Carnage to Dillard Middle from 2010 to 2009. This should help prevent a one year decrease in staffing at Dillard Middle.
- Leave nodes 580.0, 579.0 and 7.0 at Athens Drive rather than reassign them to Cary High School. This impacts less than ten students and not all Reedy Creek Middle nodes can be accommodated at Cary High.
- Leave nodes 161.0 and 231.0 at Forestville Elementary rather than reassigning them to Lockhart Elementary. There appears to be sufficient capacity at Forestville and Lockhart does not need additional students because of anticipated growth. Leave the YR designation for these nodes at Jones Dairy rather than switching it to Lockhart.
- Leave Forestville as the designated Traditional Calendar application school for Barwell Road's base area rather than changing the traditional calendar application designation to Creech Road.
- Leave 322.1 and 338.1 at Jeffreys Grove Elementary rather than reassigning those nodes to Baileywick Elementary. This impacts only fourteen students, would have minimal impact on either school and the bus would still need to egress onto Creedmoor Road.
- Leave nodes 497.2 and 497.3 at Smith Elementary rather than reassigning those nodes to Middle Creek Elementary. Leave the YR application designation for those nodes at Timber Drive. This will allow more room to accommodate potentially rapid growth in the Middle Creek area but does reduce the percentage of students from low-income families at Middle Creek. Smith can retain these nodes as it develops its magnet program.
- Leave node 448.1 at Middle Creek Elementary rather than assigning it to the new Banks Road Elementary. Maintain the traditional calendar option for this node at Swift Creek. More than 60% of the elementary students in this node come from low-income families and 14% are LEP. This will help the comparability of Middle Creek and neighboring schools. Keep the middle school assignment for 448.1 at West Lake Middle rather than changing it to Holly Grove Middle. (Holly Grove Middle is the recommended middle school assignment for most of the Banks Road Elementary nodes).
- Change the traditional calendar application school for nodes assigned to Vance Elementary and West Lake Elementary to Vandora Springs Elementary (from Smith Elementary) in 2011. This is a change from the December 16th recommendation of Aversboro and provides better balance and availability of traditional calendar seats in the Garner area.
- Leave node 743.0 at Garner High School than reassigning it to Middle Creek High. Change the middle school assignment from North Garner Middle to East Garner Middle rather than reassigning it to West Lake Middle. These changes for this node will eliminate a split of a neighborhood and will impact fewer than ten students.

Changes Made by the Board of Education to the December Reassignment Proposal January 22, 2009

- Recommends same grandfathering policy for Green Hope Elementary as Baucom/Turner Creek because of calendar change. Student would have had to attend Turner Creek or Morrisville. Both schools can move forward with this change in 2009-10.

Changes Made by the Board of Education to the December Reassignment Proposal January 23, 2009

- Leave node 106.0 at Lacy Elementary; all reassignments from Lacy occur in 2009
- Change the traditional application school for Durant Elementary to Lead Mine in 2009.

- Change middle school assignment of two nodes (161.0 and 231.0) we had dropped from Lockhart Elementary and kept at Forestville Road Elementary; leave these nodes at Wendell Middle.
- Leave Brier Creek's traditional option at Reedy Creek
- Leave node 94 at Conn Elementary instead of assigning it to Underwood
- Move node line to include the two children at Willow Springs who can walk to school and leave them at Willow Springs Elementary
- Pull Daniels Middle to East Cary Middle moves from the plan
- Nodes 381.4, 381.5, 381.6, 381.8 Davis Drive Middle to Salem Middle – move in 2011
- Leave 657.1 and 657.2 at West Cary Middle (*Correcting article 2/2/09, 1 p.m.*)
- The Board of Education has decided to leave nodes 448.2 and 448.3 at West Lake Middle School rather than reassign them to Holly Grove Middle School. Nodes 461.3 and 461.4 remain in the proposed reassignment proposal to attend Holly Grove Middle School. (*Correcting article 1/26/09 at 12:30 p.m.*)
- Move node 72 from Moore Square Middle to Martin, not to Carroll
- Nodes 233.4, 233.5 (proposed to be assigned to Riverbend Elem), node 233.1 (proposed to be assigned to N Forest Pines Elem), and nodes 588.1, 588.2, 588.3 (proposed to be assigned to Wakefield Elem) will all stay assigned to Fox Road Elem. Nodes 234.1 and 234.5 are proposed to be reassigned from Fox Road to Wakefield Elementary. (*Added to article 1/26/09 at 9:30 a.m.*)

**Changes Made by the Board of Education to the December Reassignment Proposal
January 26, 2009**

(Added to article 1/26/09 at 5:55 p.m.)

- Leave nodes 383.3 and 384.4 at Apex High, rather than assign them to Athens Drive High
- Move node 67.0 from Sanderson High to Enloe High, rather than to Athens Drive High; move node 67.0 to Wiley Elementary from Oak Grove Elementary; keep the middle school; leave the assignment for node 67.0 at Ligon Middle, rather than assign it to Dillard Middle
- Leave nodes 446.0 and 447.2 at Middle Creek High, rather than assign them to Athens Drive High School
- Leave nodes 141.1, 141.2, and 142.0 at Broughton High, instead of assigning them to Green Hope High School
- Leave nodes 206.0, 207.0, 218.0, and 219.0 at East Wake High, rather than assign them to Wake Forest-Rolesville High
- Move node 488.0 from Middle Creek High to Garner High, instead of moving it to Fuquay-Varina High; Move node 488.0 from East Garner Middle to North Garner Middle, rather than to Fuquay-Varina Middle
- Move node 369.3 from Cary High to Panther Creek High, instead of assigning it to Green Hope High
- Assign Oak Grove Elementary as the year-round application school for nodes 67.0 and 145.0
- Split node 237.2; assign the eastern portion of the node from Hodge Road Elementary to Partnership Elementary
- All moves to Root Elementary will occur in 2009
- Reassign year-round application for nodes 275.1, 287.0, 299.1, 299.2*, 299.3, 299.4*, 299.5, 299.6, 299.7, 299.8, 299.9, 300.0, 301.2, 301.3, 699.0, 713.0, and 757.0 from Heritage Middle to Durant Middle (**Added to article 1/28/09, 12:56 p.m.*)
- Reassign to year-round application for node 339.1, 339.2, and 339.3 from Durant Middle to Leesville Middle
- Reassign node 621.0 from Leesville Middle to Daniels Middle; Leesville Middle would be the year-round application school for this node

**Changes Made by the Board of Education to the December Reassignment Proposal
January 28, 2009**

(Added to article 1/29/09 at 4:30 p.m.)

- To move Millbrook High students from nodes 234.4, 243.1 and 243.5 to Wake Forest-Rolesville High instead of Wakefield High.
- To delay for a year from 2010 to 2011 the move of Millbrook High students to Knightdale High and an unnamed new high school referred to as H6.
- To leave node 325.0 assigned to Wakefield High and Wakefield Middle
- To assign the Shadetree lane portion of Node 18.0 to Underwood Elementary from York Elementary beginning in 2009.
- To leave nodes 232.1 and 248.3 at East Wake Middle School, rather than assign them to the new Rolesville Middle School.
- To make Daniels Middle School the traditional calendar application school for students whose base assignments are York Elementary and Leesville Middle

**Changes Made by the Board of Education to the December Reassignment Proposal
February 3, 2009**

(Added to article 2/3/09 at 2:30 p.m.)

- Leave nodes 234.1 and 234.5 assigned to Fox Road Elementary

More work session time has been scheduled. The board will hold a public hearing at 6 p.m., Wednesday, Jan. 28 in the board room at 3600 Wake Forest Road, Raleigh. This public hearing will be for families whose assignment was changed during the Board of Education work sessions that began January 22. *(Clarification added 1/27/09 at 3:45 p.m.)*

Updated Feb. 3, 2009

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