



Dr. Brian Otott
Superintendent

Engage. Inspire. Prepare.

December 9, 2020

ATTENDANCE BOUNDARY REVIEW INTRODUCTION

Hello McClure and Moses Middle School Communities,

BACKGROUND

For more than two decades, Paulding County School District stakeholders have shown a commitment to quality education through their support of the Special Purpose Local Option Sales Tax (SPLOST). SPLOST has funded a wide range of capital projects including technology and curricular enhancements, as well as the construction of new schools and classroom additions. Most recently, the SPLOST program has focused on addressing overcrowding in key areas of the county that are experiencing rapid growth. Two recent projects under construction are a 22-classroom addition at Moses Middle School and a 16-room classroom addition at Russom Elementary School.



Even as we are currently providing instruction in both virtual and in-person formats due to COVID-19, the District continues to plan for current and future growth. To that end, we are Planning for the Future of our schools and continuing with the steps needed to provide the best possible learning environment for all students.

The new 22-classroom addition at Moses Middle School requires that attendance boundaries for area schools be reviewed so that enrollments may be balanced in time for the 2021-2022 school year that begins next fall. Balancing enrollments between Moses and McClure middle schools will help provide capacity relief. As new development continues at a rapid pace in the northeast quadrant of Paulding County and more and more families move to these areas, the enrollment at McClure is only projected to grow over the next several years.

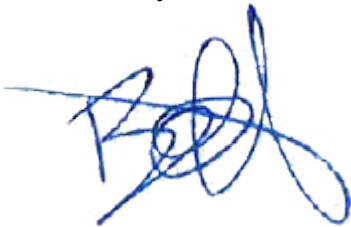
The school district is currently at the very first stage of the Attendance Boundary Review process, and the purpose of this letter is to inform you and bring you into the conversation. A concurrent Attendance Boundary Review will involve Russom, Abney and Shelton elementary schools.

WHAT YOU SHOULD KNOW

- There is a carefully defined process the school district must follow any time it conducts an Attendance Boundary Review. That process is explained in a document called Attendance Boundary Review Process that is Attachment A to this letter.
- No decisions have been made at this time, and no plans have been drawn up for consideration. These steps will not occur until after the first public Community Conversation when data is shared and stakeholders have an opportunity to offer input.
- One of the district's stated objectives with any Attendance Boundary Review is to minimize the disruption for the greatest number of households possible.
- The first Attendance Boundary Review Community Conversation will take place on **January 19, 2021** and will likely be in an online format that offers stakeholders an opportunity to provide feedback. Details will be provided following the holiday break.
- The school district has set up a web page that will serve as a primary resource for stakeholders to find Questions and Answers, maps, policies, data and documents relevant to this process. The web page address is:
<https://www.paulding.k12.ga.us/Page/45243>
- The school district has set up an email account to receive feedback from stakeholders. The email address is: planningforthefuture@paulding.k12.ga.us

Again, this letter is to introduce the Attendance Boundary Review process and there is no action you need to take at this time. We appreciate your attention to the Attendance Boundary Review process and we look forward to your participation at the Community Conversation on January 19, 2020.

Sincerely,



Dr. Brian Otott
Superintendent



Attendance Boundary Review Process

Residents of Paulding County are assigned to a school attendance zone based on their residential address. When new schools or additional classroom capacity are added in a region, or imbalances of enrollment and capacity exist, the Superintendent may direct staff to review attendance boundaries for evaluation and potential adjustments.

Guiding Principles

In a continuous endeavor to optimize attendance boundaries through a revision process, the school system subscribes to the following guiding principles:

- Prioritize equitable access to high-quality instruction for all children.
- Evaluate through a District-wide perspective by considering individual school capacities and student population projections to alleviate overcrowded schools and balance enrollment for now and the future.
- Minimize disruption to the greatest number of students.
- Comply with Board Policy JBCCA, Board Regulation JBCCA-R, and all associated state and federal regulations.

Criteria for Developing Attendance Boundary Proposal

Community members will review the school district's attendance boundary review criteria and can comment on residential development, traffic conditions, previous attendance boundary revisions, special programs, and other issues relevant to the criteria used for redrawing attendance boundaries.

Primary Criteria

1. Geographic Proximity
 - Distance traveled using available routes of transportation.
2. Instructional Capacity
 - Number of students who can be accommodated at the school; including the number of classrooms and resource rooms needed for art, music, labs, Special Education and Gifted programs.
3. Projected Enrollment
 - Number of students assigned to a school, including the future projected enrollment.

Secondary Criteria

When primary criteria indicate more than one option, options are evaluated based on, but not limited to:

1. Safety and Traffic Patterns
 - Factors impacting accessibility of the school from all portions of the attendance zone, including travel time, traffic flow in the area, safe operation of school buses and other safety considerations.

2. Previous Redistricting
 - The school system seeks to avoid rezoning neighborhoods more than once within a four-year period if facility sizes and geographic distribution of student populations allow.
3. Balancing of Special Programs
 - Special programs are those serving children with special needs that require use of additional space over and above a regular classroom. Where possible, the school system avoids setting attendance zones that would place a disproportionate number of special programs at a school.
4. School Feeder Alignment
 - Where possible, consideration is given to the alignment of elementary, middle, and high school attendance boundaries.
5. Intact Neighborhoods
 - Where possible, consideration to assign entire geographic neighborhoods, subdivisions, or other traditional location identifier to one attendance zone.
6. Efficient and Economical Operations
 - Factors that contribute and promote fiscal responsibility to the district's overall operation.

Focus Areas

Classroom additions being built at Moses Middle School and Russom Elementary School require that attendance boundaries in area schools be reviewed and examined so that enrollments can be balanced. *(See Appendix A and B)*

Community Engagement

Paulding County Schools strives to maximize community engagement throughout the process. As such, the school system holds three community forums to gather and share information needed to draft an attendance boundary proposal that best meets the community's needs. Furthermore, Paulding commits to a process that encourages public discussion before developing a proposal; thus, allowing the community to have maximum input in how the proposed attendance boundaries are created.

Community Conversation One

1. School system staff outlines attendance boundary review process and establishes ground rules for facilitated commentary and collaboration.
2. Participants input is gathered related to the established criteria.
3. Staff reviews public comments and applies established criteria to develop alternative attendance boundary options prior to the next community forum.

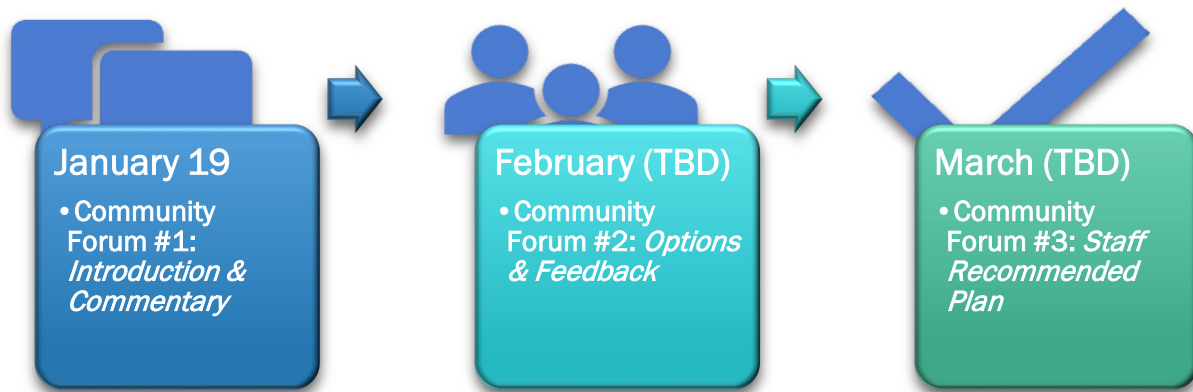
Community Conversation Two

1. Staff presents alternative options that were developed with established criteria and community input from the first forum.
2. Community members provide input on strengths and weaknesses of each plan.
3. Prior to the next community forum, staff condenses the number of attendance boundary alternatives based on community input.

Community Conversation Three

1. Community members review and provide input on revised attendance boundary alternatives.
2. Staff uses comments to develop final attendance boundary options for Board consideration.

Three community forums are proposed to be held between January 2021 – March 2021 to review the attendance boundaries for the new classroom additions.



To maximize and encourage input, parents and community members also can participate online and electronically through the following ways:



Attendance
Boundary
Website

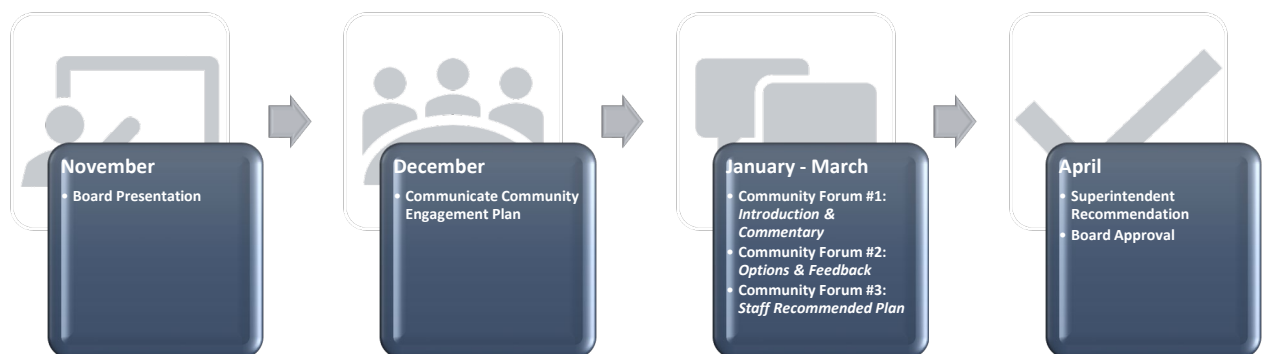


Commentary
submission
email



Live Streaming

Timeline



The Paulding County Board of Education is projected to consider an attendance boundary proposal no later than April 2021. Revisions in attendance boundaries may have an effective date for August 2021.

Russom Elementary with 16-Classroom Addition

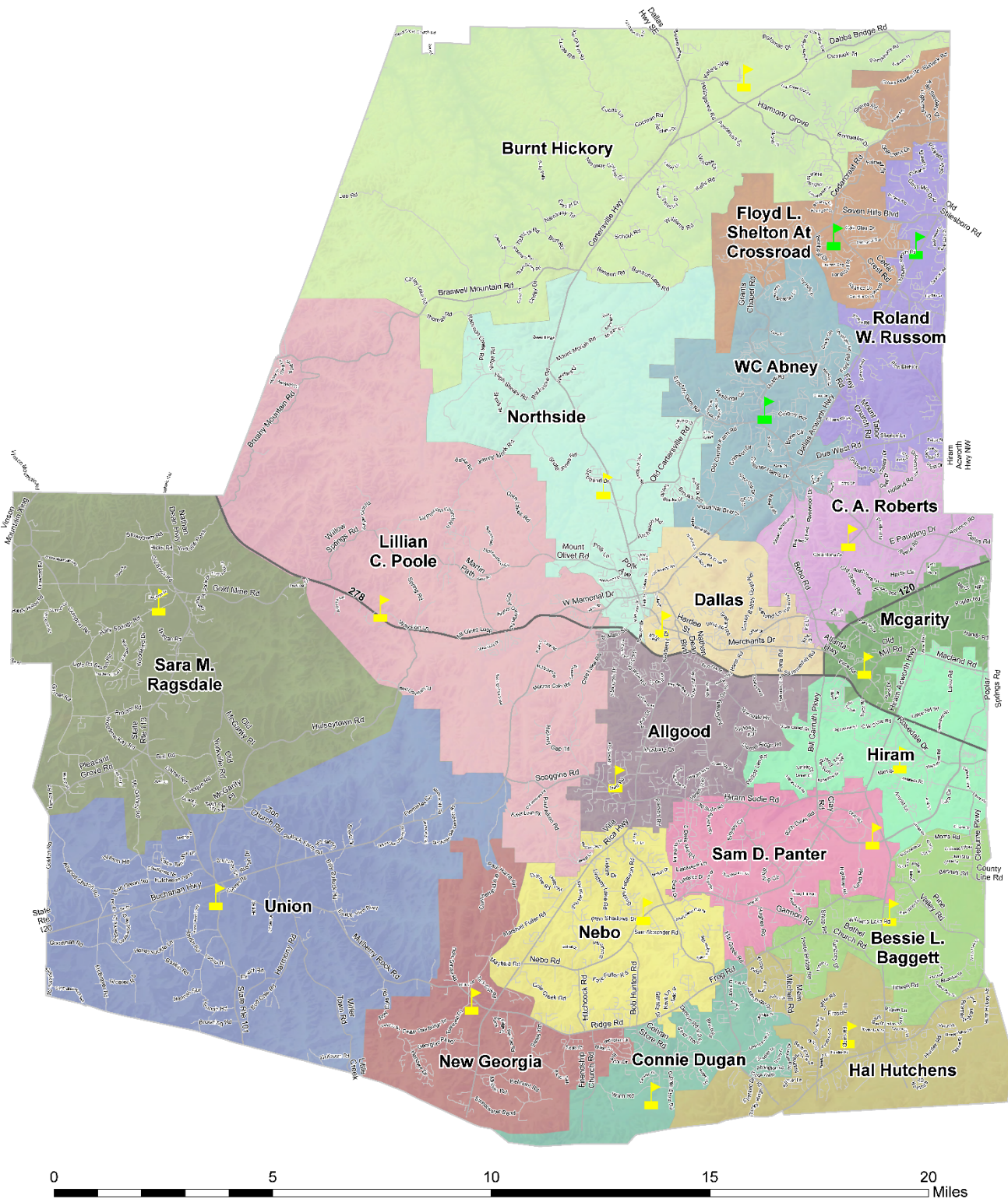
Enrollment and School Capacity

School Name	School Capacity (GADOE)	Current Enrollment 2020-2021	Capacity Utilization 2020-2021	Projected 2021-2022 Enrollment	Capacity Utilization 2021-2022	Projected 2023-2024 Enrollment
Abney Elementary	1200	1239	103%	1332	111%	1400
Shelton Elementary	1200	1200	100%	1223	102%	1209
Russom Elementary	1125	844	75%	817	73%	797
Totals	3525	3283	93%	3372	96%	3406

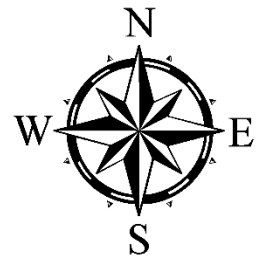
Moses Middle School with 22-Classroom Addition

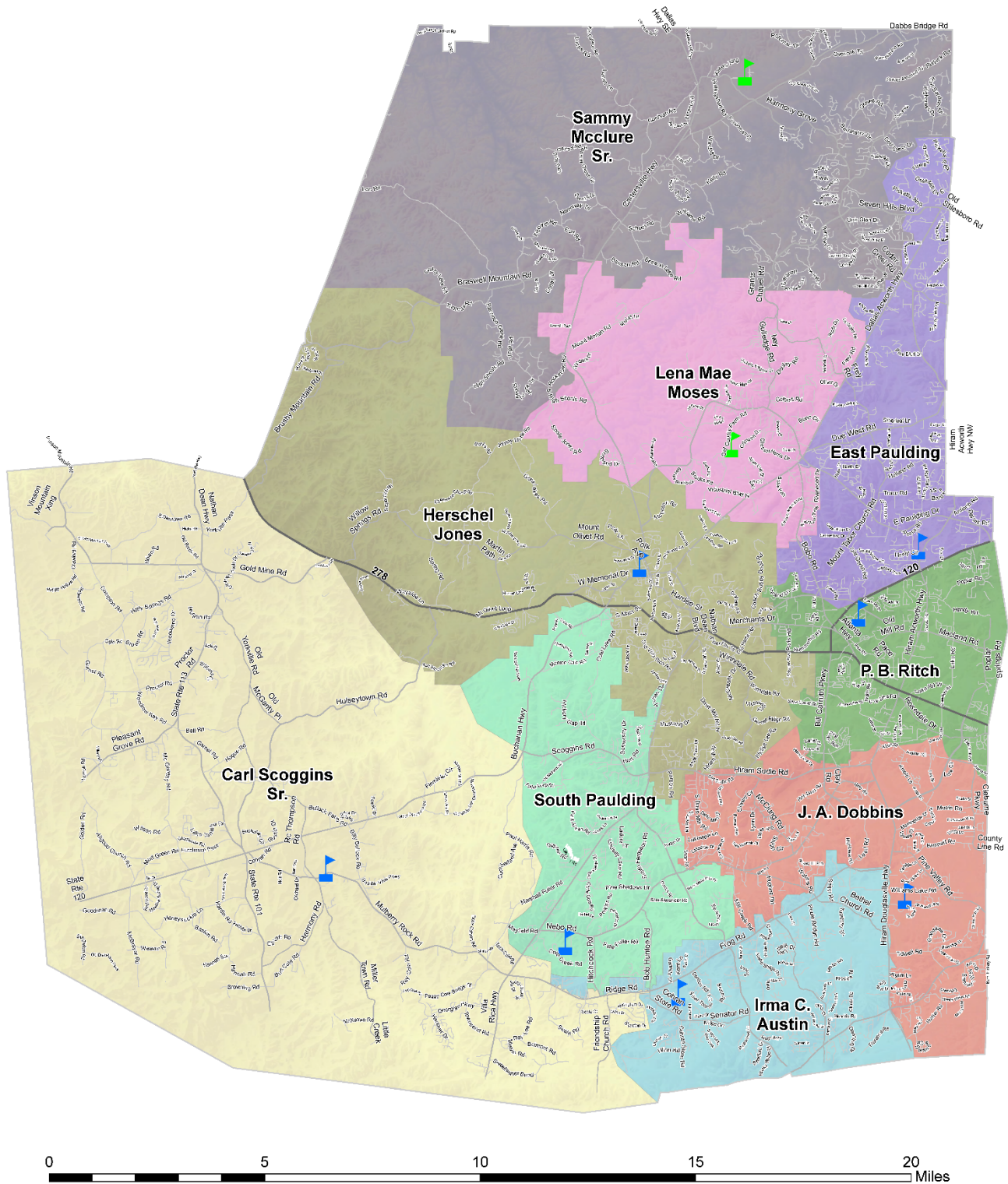
Enrollment and School Capacity

School Name	School Capacity (GADOE)	Current Enrollment 2020-2021	Capacity Utilization 2020-2021	Projected 2021-2022 Enrollment	Capacity Utilization 2021-2022	Projected 2023-2024 Enrollment
McClure Middle	1125	1472	131%	1511	134%	1543
Moses Middle	1050	773	74%	839	80%	941
Totals	2175	2245	103%	2350	108%	2484



Paulding County Elementary Schools December 2020





Paulding County Middle Schools December 2020

