



# Attendance Boundary Review

## Abney, Russom & Shelton Elementary Schools



**UPDATED: 01/27/2021**

### QUESTION

### ANSWER

**I have a 4th grader at russom, will they be made to move to a different school for 5th grade?**

**If we have multiple children at Shelton but get rezoned to Russom, will we be able to choose to keep our current kids at Shelton?**

**Will my children be able to be approved for a school choice option moving forward?**

**Will students that are currently school choiced to these schools be allowed to continue?**

**Will new school choice options be approved in the fall?**

**If a family moves and is in a new school zone, will school choice for their prior school be available?**

**If I have a fifth grader next year and request him to remain in current school and a second child in 3rd grade they could potentially be divided?**

**Will redistricting affect the diversity within the school district?**

**A fair and equitable process.**

**If my child has been approved to attend a school this past year, will I have to reapply for her to attend this next year and moving forward after the rezoning?**

**Cap school choice based on districted students.**

*Policy JBCCA and Regulation JBCCA-R outline the process for a "request to remain" as well as other school choice options. We encourage parents to read through the entire policy and regulation found on the [Planning for the Future](#) web page.*



**Will there be Autism classes added to Russom?**

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**I would like there to be access for Autism classes/special education classes available at all schools so that all of my children can attend the same school. It makes it impossible to take all the kids in the morning if they have to go to different schools.**

**I am concerned that students with special needs that are redistricted would continue to have access to quality education for their specialized needs.**

**My child has special needs, and is doing very well exactly where he is at. Switching him in 3rd grade, to another school, does not sit well with me. I don't think that is the best situation in setting him up for success...he's come so far, but we're not quite there yet.**

**Didn't answer any of my questions always said waiting for review. Will there be Autism classes added to Russom? There is a huge need for there to be more AU rooms at all schools so that the ratio of those kids is smaller.**

*PCSD will always strive to put our students' needs first. PCSD has seen significant growth in special education students over the years. For the '21-'22 school year, with the classroom additions to Russom ES and Moses MS, self-contained classes may be moved or added at these two schools. Student numbers and needs will be assessed and analyzed during the spring to determine if new special education classrooms need to be added. Our goal for adding or moving classes is to ensure students are able to attend a school with their required special education program as close to their neighborhood peers and siblings as possible.*

**What's happening with new school construction, i.e. New McClure off Seven Hills Blvd.?**

**What happen to the idea of constructing a new school on Seven Hills Connector?**

**The brand new middle school that is to be built off the Seven Hills Connector. Is that project still happening?**

**Knowing that there are many new homes being built, why aren't new schools being built? This seems like only a Bandaid for a very large problem.**

**We live off the Seven Hills Connector and attend Russom. Have yet to see construction on the new middle school. Is that project still in the works?**

*Yes, the school district plans to construct a new middle school as proposed in the 2019 SPLOST referendum. Pre-design/Pre-construction services are currently under way. These services include a required architectural and engineering survey and reports that are required to gain approval from the Georgia Department of Education for school construction, determine maximum school size and capacity that the land can accommodate, as well as potential cost estimates of construction and operation of the school – all of these reports are necessary to develop the scope and size of the project. Once the information is evaluated, site selection, programming and architectural planning will commence. It takes approximately 30-36 months to design, construct and open a middle school.*



**In 3-5 years, do you anticipate building an elementary, middle or high school in the North Paulding area as discussed at October 2019 E-SPLOST? And if so, where?**

**What is the timeline on the new school?**

**After the new school is built, where will it most likely be located? Will this process be repeated 36 months from now?**

**You mentioned the school on Seven Hills Connector. Where on the Connector will that be going in?**

**What's happening with the New McClure?**

**Per E-SPLOST conversations in October 2019, are there any plans for another Middle and High School in North Paulding area within next 3-5 years and where if so?**

**How will attendance zones affect new middle?**

*As a result, a new middle school will impact existing surrounding middle school attendance zones. The development of a new middle school attendance zone will be similar to the current process.*

**Will any of this redistricting impact attending North Paulding HS at all in next 10 years?**

*This process is currently focused on balancing enrollments at Abney ES, Shelton ES, and Russom ES. There are no plans to evaluate potential adjustment to the North Paulding High School Attendance Zone and this attendance boundary review will not impact where students attend high school. However, like all schools, continual evaluation of NPHS's ability to operate to school district standards is influenced by several factors, including continuous growth and capacity. It is important to note that high schools have the capability to infuse operational strategies (such as Dual Enrollment programs and alternative scheduling) that can help accommodate enrollment growth while balancing physical attendance on campus at any particular time. The district continues to monitor and plan for future growth at area high schools. PCSD staff will work closely with [Paulding Planning and Zoning](#) to reassign certain planned developments to schools prior to any houses being*



	<p><i>constructed when and where possible. Because there are no families directly affected, that process is usually performed administratively through district and Board action. Currently, there are no plans to conduct a high school attendance zone review. However, in the event high school enrollments are unable to be addressed through other means mentioned above that are sometimes unique to the high school setting, then it is possible that a similar public process can be directed by the Superintendent that focuses on high school attendance zones.</i></p>
<p><b>I would love to see a balance of resources across the schools. Shelton shouldn't offer programs and tools that ABNEY can't offer, as an example.</b></p> <p><b>Diversity. I think it's important that the diversity of the student body should also be considered, with a goal of having diverse student bodies at all schools.</b></p>	<p><i>Whenever possible, PCSD strives to balance all programs across all schools in order to minimize a disproportionate number of special programs at any one particular school. Diversity is a foundational pillar of the school district and a guiding principle of this process; PCSD strives to promote and create diversity throughout the entire school district and at each school.</i></p>
<p><b>One of the previous graphics indicated that there were a comparable number of new developments in the Russom district as compared to Shelton/Abney. Are you evaluating the timeframe for the completion of these developments as you re-align?</b></p> <p><b>The elementary school capacities look very close.</b></p> <p><b>What type of planning is going on to alleviate traffic on Hwy 92 and the Cedarcrest area in regard to school traffic?</b></p> <p><b>As the development increases so does the traffic. Many areas are becoming treacherous to navigate and therefore have caused concerns of remaining in the same area. Therefore, having determined boundary lines for schools established in a timely manner would be advantageous in making decisions regarding future residence.</b></p>	<p><i>As shared during the presentation, the Paulding County School District works closely and continuously with the <u>Paulding Planning and Zoning and Economic Development Offices</u>. Staff collaborates on proposed developments throughout the county, participates in ordinances and building code requirements, discusses proposed projects and timelines with developers and owners, and makes formal recommendations and comments on submitted applications. Ultimately, all decisions and approvals of applications are made by the Paulding County Board of Commissioners. This relationship has allowed the school district – where possible – to formally inform developers of potential impacts to the school district. District staff also collaborate with and make formal recommendations and comments to the Paulding County and Georgia Departments of Transportation (PDOT and GDOT), the Paulding County Water Department, and other state and regional development authorities regarding road</i></p>



**The continued growth within our communities. I want to make sure we are reviewing these numbers realistically. Will this correct the problem only right now or as we keep growing?**

**What is the district's plan to build another school as you know the community is expanding? New schools are needed.**

**Adding classrooms to existing schools seems a poor approach.**

**Are you taking into consideration the expansion of Hwy 92 as traffic from Seven Hills has to travel south if schools are redistricting south?**

**Has the construction of a new school been considered?**

**Subdivisions are being rezoned with a proposed 150 lots....after rezoning, they actually build 300 lots with no more approvals from the BOC. Also, they tell the Board of Commissioners during the rezoning the price is estimated low 300's, but they build 250k homes.**

**Boundary line decisions will possibly create heavier traffic flow in already crowded corridors.**

**As parents, we greatly appreciate the School Board's endeavors to solve current enrollment issues, Paulding DOT must address the increased traffic which will continue as more residential developments occur. It simply has become unsafe for Paulding residents. Russom needs a traffic light!**

**Beyond 4 years, what are the 10+ year projection plans for enrollment?**

*projects and other infrastructure development that may have an impact on enrollment.*

*Enrollment projection studies for each school in the district, as well as for the entire school district, occur approximately every four years but are analyzed, adjusted, and updated annually. Enrollment projections are based on a series of historical enrollment statistics and mathematical formulas that generally begin with the "live birth rate" in a given year. This enables the school district a baseline for which staff can forecast with confidence out to about five years as the children born in that particular year do not enroll until they are about five or six years old. Any forecast beyond five years has a tendency to lose some predictive forecasting other than revealing estimated growth percentages or declines, particularly in areas where additional growth or migration is occurring. These mathematical models are coupled with known added residential development growth that may occur during that five-year period to adjust forecasted enrollment. The school district continually studies and updates historical trends of residential sales that result in school-aged children to help forecast potential additional enrollment from a particular residential development. Projections are then evaluated for each school's instructional capacity along with the geographic attendance zones to determine the school's capability to meet the School District's operational standards.*

*The school district uses enrollment forecasts to help determine when to build classroom additions at existing schools and when to build additional schools, along with what size those schools should be. Whenever possible, schools are planned with additional classrooms to meet growth that may occur slowly over an extended period of time (i.e. 5+ years) and meets the district's overall capital budget which is primarily funded by E-SPLOST funds. As a general rule, classroom additions to existing schools are financially more efficient to operate than the*



*construction of an entire new school. These construction costs and operating costs are a factor in determining when new schools are added.*

*We can assume the pandemic has had an impact on enrollment consistent with school districts across Georgia and the United States. In the Paulding County School District, the most significant impact on enrollment occurred at the K-5 level and in particular K-2. We can assume that some parents chose to not enroll their kindergarteners as it is not mandatory for kindergarteners to be enrolled in the State of Georgia. As a result, it is incumbent on the school district to plan for these students returning next school year. Additionally, the pandemic has not hampered residential construction and development in a significant way, and this trend continues to impact enrollment.*

*Student participation in the Paulding County School District's Virtual Academies during the pandemic has significantly affected physical attendance at schools, which in turn has led to operational planning and capacity adjustments. Because the Virtual Academies are a new option for parents and students that arose from a need created by the pandemic, it is unknown what interest in this option will remain once the pandemic subsides and how it will affect "traditional" in-person enrollment. Therefore, the school district must prepare for multiple enrollment scenarios until a "normal baseline" enrollment is established for the virtual academies.*

**It's really hard to see the visuals being shown. Will they be made available after the meeting?**

**During the second phase of community conversation, what kind of input will we be able to give? Similar to this or voting on the new lines?**

**When will we find out the final redistricting boundaries?**

**Why is my question still waiting in review?**

**How will the boundary realignment process work and what is the timeline?**

*Documents relevant to this process can be found on the [Planning for the Future](#) web site. There is also a video playlist for replaying the Community Conversations, as well as the intro video shown during those presentations. Additionally, the district will continue to update this FAQ as needed to address new questions.*

*Potential options of new boundaries will be presented at the second community conversation based on feedback and commentary from community stakeholders utilizing the Guiding Principles and criteria. The goal is to have final recommendations approved by the Board of*



*Education in April 2021 to allow enough time for parents and district staff to plan for the next school year. The new boundary lines will be effective beginning the 2021-2022 school year.*

### CONCERNS

### RESPONSE

**You are not moving my child from his friends are you?**

**We are less than a .5 mile from Shelton (Seven Hills) we just moved to Paulding from Cobb specifically to be in the Sheldon district.**

**Potential for siblings to stay together with school choice options.**

**Making sure my kids remain intact with their neighborhood friends and they feed into the same middle school and then into North High School.**

**We live in Seven Hills- the Double Branches section. We drive 15 min to school, and Shelton is 2 min from our house. We pass other parts of Seven Hills that go to Shelton on our way to school. My children have to get on the bus at 6:45am for a school start time of 8am. It simply doesn't make sense. I believe they should be allowed to go to Shelton with the rest of Seven Hills.**

**Busing times for children. Especially when you have k-5 on a bus and the times are usually in the dark. K-5 needs to start later than 8am.**

**This is me thinking selfishly for my own child. We uprooted from Villa Rica (after my husband, and her father passed) to move here so my daughter could have a stable school environment from K-5th. I didn't consider whatsoever a re-zoning possibility. Her Kindergarten year was abnormal b/c Covid hit. Her 1st grade year has been abnormal b/c of Covid. I'm concerned for her having to attend a completely new school for her**

*Geographic proximity to current school sites and current boundaries is a primary criterion for the development of potential boundary adjustments. As a secondary criterion and where possible, the school district gives consideration to assign entire geographic neighborhoods, subdivisions, or other traditional location identifiers to one school attendance zone. Realistically, however, the larger the neighborhood with more children residing, the more challenging it is to keep these neighborhoods intact and assigned to one school attendance zone.*

*District staff will use the stated guiding principles and criteria coupled with stakeholder commentary and feedback from Community Conversation One to develop options with consideration to accommodate as many community goals as feasible to the district. The concurrent middle school boundary review is also being considered where possible to align school feeder patterns.*



2nd grade year when she has some sort of love and knowledge for her current school (Shelton). I do understand the growing community, however (selfishly speaking) I'm more concerned for my daughter's well-being. Children are resilient, however my child has been through more than most children have at her age and I would prefer her to not have to make, yet another, HUGE adjustment.

I moved here to have my kids in Shelton. I do not want them moved and definitely do not want their middle school to change.

People buying a house in one district and getting moved to a perceived lessor school.

Worried about the impact on small kids who get very attached to their schools and teachers.

I don't have concerns. I do feel all of Seven Hills should attend the same elementary school.

My kids are young. They will adapt; however, I'd like to see well established neighborhoods not broken up by school district.

Shelton is only projected to grow by 17 students. Why would they be factored in the boundary review process

My 5th graders is on edge of Abney zone and could be sent to Russom where most kids attend McClure. We are districted for Moses. Then for high school, most kids at Moses attend East but we are districted for North. It seems like a lot of instability in her feeder pattern.

Don't want my daughter to have to move schools.

As Seven Hills continues to grow, will they split the neighborhood?



**That my kindergartner and 2nd grader who are finally getting used to Shelton do not get redistricted. (Alexandria Place Neighborhood).**

**We live on the boarder of Abney and Shelton in Naturewalk. We just want to make sure they will have the same friends as the will all through school.**

**Our main concern would be the forced change in schools. Our children are happy with the schools they currently attend. The option to have parent choose is a great idea.**

**Having to move in last year at Shelton Elementary I'm primarily worried about my kid having to move to a school further away than his current school when other people in my attendance zone who live closer to that school might get to stay in the school my kid now attends.**

**Many have moved to specific areas to ensure their children attend specific schools. It is a big investment for families.**

**I'm in 7 Hills. I'd like my son (going into K) to attend Shelton with the majority of the neighborhood. We're currently zoned to Abney, if I understand correctly.**

**Keeping my children in their current school.**

**Staying where I'm currently districted.**

**Kids should be with their friends in the same neighborhood.**

**Moving them away from their surroundings which seems to cause a set back.**

**I think Seven Hills should all funnel rough the same schools. These kids would benefit from being able to attend with each other.**



**That my children may be districted out of Shelton (we love Shelton). Also, that the middle school they end up going to has science and technology clubs.**

**We just moved (Seven Hills) to be in the Abney, McClure, NPHS district.**

**My son being separated from his friends.**

**Keeping neighborhoods together, creating community schools. Trying to keep the schools in a similar feeder pattern so that students primarily feed into the next level together instead of dividing to other middle schools or high schools.**

**We live in the Double Branches portion of Seven Hills and have found it frustrating for children in our neighborhood to be at a different school. Would like to see entire neighborhood to be kept intact and feed together to middle school. Purchased home under impression kids would go to McClure and North Paulding. This is a big deal for my family. Concerned about the outcomes and impact on home values.**

**Moving my kids to another school.**

**I appreciate the efforts to alleviate overcrowding with school extensions. I'd love to see the feeder schools make more sense. Next year I will have children at Russom, EPMS, and NPHS. It does not make sense to have to drive all over the county or for my children to attend a middle school where 2/3 of their friends will not be attending the same high school. If the new McClure middle is built on the Seven Hill connector it makes a lot more sense for Russom students to go there.**

**Will my daughter have to move schools?**

**Children not being moved to a school further away for no reason.**



**Moving our children to a different school. My husband is military, this is our first year in Georgia and at Shelton, we only have likely 1-2 more school years here and I hate the thought of moving them to ANOTHER new school. :(**

**My children being moved to a different school.**

**The ability for students to still attend school with children from their own neighborhoods**

**With Naturewalk and Seven Hills being such a big neighborhood, will all the kids be shifted?**

**Is there a plan to pull / unite Seven Hills into one elementary school? It is tough on my kids that only one section goes to a different elementary school.**

**What assumptions, if any, do you have in regards to what the final outcome may take; especially in how it affects the Seven Hills community.**

**My priority is uniting my children with their neighbors. Also, feeding into the same middle school as their peers.**

**Will the redistricting of students be based on the distance/miles from home to school location.**

**Why is BHES not apart of the boundary review? Some neighborhoods are currently split with Shelton and BHES students. This could help with Shelton capacity.**

**Will these new attendance zones take into account the location of the new middle?**

**Is the school district considering offering virtual learning beyond the current school year to help with campus crowding?**



<p><b>Is there a radius from a given school where residents within that radius are guaranteed to remain at that school?</b></p> <p><b>Will this affect middle school placement?</b></p>	
<p><b>Making sure that classroom sizes are down. Abney is completely full with many more developments coming. Looking at the projected numbers to make decisions for redistricting.</b></p> <p><b>Will they be reducing the amount of teachers at Shelton and Abney or class sizes?</b></p> <p><b>Please just make adjustments so that there are not so many children in one classroom. 28 students to 1 classroom is too much especially when my child is sitting on a ball on the floor bc there are not enough desks or chairs!!! SHELTON!!!!</b></p> <p><b>Not only am I a parent of a Shelton student but I am also a teacher at Shelton. What will the impact be on teachers at these schools?</b></p> <p><b>Increases in classroom size at Russom.</b></p> <p><b>Lower number of students in these overcrowded schools.</b></p> <p><b>Some teachers work in the schools where their children attend. Moving them could create logistical nightmares.</b></p>	<p><i>Class size and teacher-student ratio is developed during the district budgeting process. Class size is balanced equitably across the school district. Additionally, the schools involved in this attendance boundary review have not accepted school choice requests for at least one year or more. This strategy helps to stabilize school enrollment in relation to its attendance zone.</i></p>