

PSD Elementary Attendance Rezoning

Frequently Asked Questions Revised 2-24-26

Why is the district reviewing elementary attendance zones now?

The district is reviewing attendance zones because enrollment patterns across Pennridge have changed over time. Rezoning has not been completed in 20 years.

Based on projected enrollment, we are seeing that:

- Some elementary schools are approaching or exceeding their available classroom space
- Other schools have classrooms that are underused or not used at all

Attendance zones are one of the primary tools the district has to address these imbalances in a thoughtful and planned way. Reviewing zones now allows the district to respond proactively rather than waiting until schools are already overcrowded.

Is this being caused by the implementation of full-day kindergarten?

No, there are other factors.

While full-day kindergarten is expected to result in a modest increase in enrollment, it is not the primary reason the district is reviewing attendance zones.

The larger factors driving this work include:

- Natural population shifts over time
- Housing development in certain areas of the district

- Population growth in some neighborhoods and decline in others

Some schools are already experiencing space challenges. For example, Grasse Elementary currently has four sections of grade 2 and does not have a dedicated music classroom; music instruction takes place on the stage. These types of space limitations are part of what the district is trying to address.

Can the district choose not to rezone elementary schools?

Yes, the district could choose not to rezone. However, doing so would come with significant challenges.

Without rezoning, the district would likely face one or more of the following:

- Schools without enough classroom space for all students
- Significantly larger class sizes in certain buildings
- Costly construction projects or the use of mobile classrooms
- Continued underuse of classrooms in other schools

Rezoning is being considered to address space and enrollment challenges without resorting to temporary or expensive solutions, while also making better use of existing facilities across the district.

How will rezoning affect students with IEPs or special education services?

Students who receive special education services will continue to receive services as required by their Individualized Education Programs (IEP), regardless of attendance zone changes. Rezoning does not change a student's eligibility for special education services. The district will review staffing, space, and program needs to ensure appropriate services remain in place at receiving schools.

Having an IEP does not automatically exempt a student from rezoning. However, the district will work closely with families to support students through transitions and ensure continuity of services.

There is currently no plan to move regional programs such as Autistic Support or Life Skills. Students in these programs would continue at their current building unless a change is required.

Will students be required to change schools if rezoning is approved?

Yes, some students will need to be moved.

If new attendance zones are approved by the Board of School Directors, some students will be required to attend a different elementary school based on their home address. Rezoning cannot occur without some student movement. While the district understands that this can be difficult for families, maintaining all current placements is not feasible if new boundaries are adopted.

Because transportation routes are designed around assigned attendance zones, the district cannot operate dual routing systems for families who request to remain at their current school. Families approved through the request-to-remain process would be responsible for transportation.

Can we request our students to remain in the same school?

Yes.

If rezoning is approved, the district plans to allow families of current grade 4 students to request that their children remain in their current elementary school for the 2026–2027 school year.

Requests would be considered only if 1) space is available at the current school and 2) the family is able to provide transportation. Requests would be accepted by the end of March 2026. Additional details and a request form will be provided following Board action.

How does the district think about the impact of change on students?

Change is a natural part of life and learning how to manage change is an important part of a child's development. While transitions can feel challenging, especially at first, children are often more resilient and adaptable than adults expect. With support from families and schools, students can learn to accept change, build confidence, and even thrive in new environments.

All Pennridge elementary schools provide strong instruction, caring staff, and supportive learning communities. Change does not reflect a reduction in opportunity, and it is not something to be feared.

Will bus stop times and locations change because of rezoning?

Yes.

When attendance zones change, transportation routes, bus stop locations, and pick-up/drop-off times may also change to serve students efficiently and safely.

The district will review routes carefully and communicate transportation details to families before the start of the school year. Any changes will be made with an emphasis on student safety, efficiency, and minimizing disruption where possible.

Families who request that a student remain at their current school through the request-to-remain process should note that transportation would be the responsibility of the family.

How can I tell which school zone we are in?

Families should review the detailed maps provided for Scenario 5 and Scenario 6. If you are unable to see your address clearly or have questions about a boundary, please contact the district with your address or the area that is unclear. We will continue refining the maps to improve clarity. These maps reflect draft scenarios. Final boundary lines may be adjusted following additional review of community feedback, transportation routing, and neighborhood continuity considerations.

Will neighborhoods be split between schools?

The district is working to minimize neighborhood splits whenever possible. As part of the review process, we will examine whether minor boundary adjustments can reduce neighborhood divisions and improve transportation efficiency.

While perfect alignment of all neighborhoods may not be possible due to enrollment balance and geographic factors, minimizing unnecessary disruption remains a priority.

Will this affect middle school attendance?

No.

There are no proposed changes to middle school attendance zones. Students currently in grade 5 will attend the same middle school they would have attended prior to any elementary boundary adjustments. Families can look at the [district attendance map](#) to see current middle school boundaries.

How can families and schools support students through a transition?

Helping students feel safe, supported, and secure is the most important priority.

The district and schools will focus on:

- Clear and timely communication
- Opportunities for students and families to visit new schools
- Welcoming activities and connections with staff
- Encouraging a positive mindset about new experiences

When adults model calm, confidence, and reassurance, students are better able to adjust and feel successful.

Why are we moving existing students instead of only rezoning incoming kindergarten students?

A kindergarten-only approach would delay resolving capacity imbalances for several years and would not address current enrollment pressures in schools that are nearing space limitations. While that approach may reduce short-term disruption, it would likely result in continued overcrowding at some schools, underutilized space at others, and possible instructional impacts such as larger class sizes or loss of dedicated instructional spaces. The district is working to balance long-term stability with immediate facility realities.

Can all currently enrolled students be grandfathered?

A full grandfathering model would not resolve the capacity imbalances that prompted this review and would create significant transportation and staffing challenges.

The district is exploring a limited transition option for families of current grade 4 students to request to remain for one final year, provided space is available. Transportation for approved requests would be the responsibility of the family. Capacity limitations may prevent approval of all requests.

Will siblings be kept together?

Keeping siblings together is a priority consideration in boundary development and exemption review. Final placement decisions will consider family circumstances, available space, and transportation constraints.

What happens next?

The administration will complete its review of community feedback and present a recommendation at the March 2, 2026 Student Services Committee meeting.

If the Board moves forward with a boundary scenario, detailed boundary refinements will occur, followed by a formal boundary exemption request process.

Finalized placements are expected to be communicated to families by the end of April 2026.