

# TRANSLATION ASSISTANCE

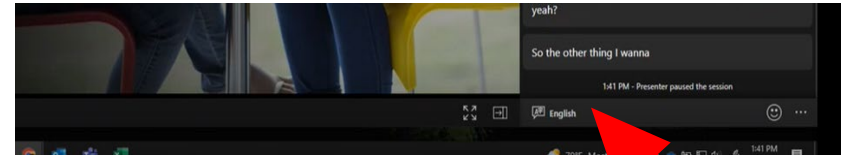


**NOTE: Over the next few minutes, we will be helping participants who speak a language other than English learn how to turn on translation services using their computer. After that, the meeting will officially begin.**

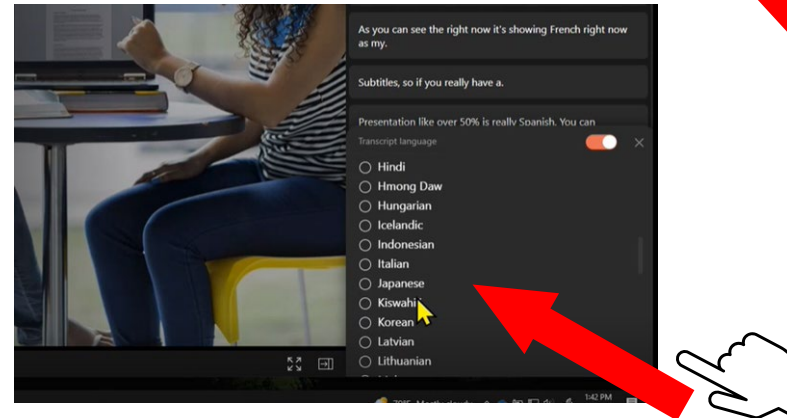
**TO TRANSLATE IN YOUR LANGUAGE** Para traducir en tu idioma Para traduzir em seu idioma  
귀하의 언어로 번역하려면 翻译成您的语言 अपनी भाषा में अनुवाद करने के लिए



2



3



SEPTEMBER 23, 2024

# REDISTRICTING 101

**TARIKA PEEKS**  
EXECUTIVE DIRECTOR, OPERATIONAL PLANNING



*Fulton*  
County Schools  
Where Students Come First

# PRESENTATION AGENDA

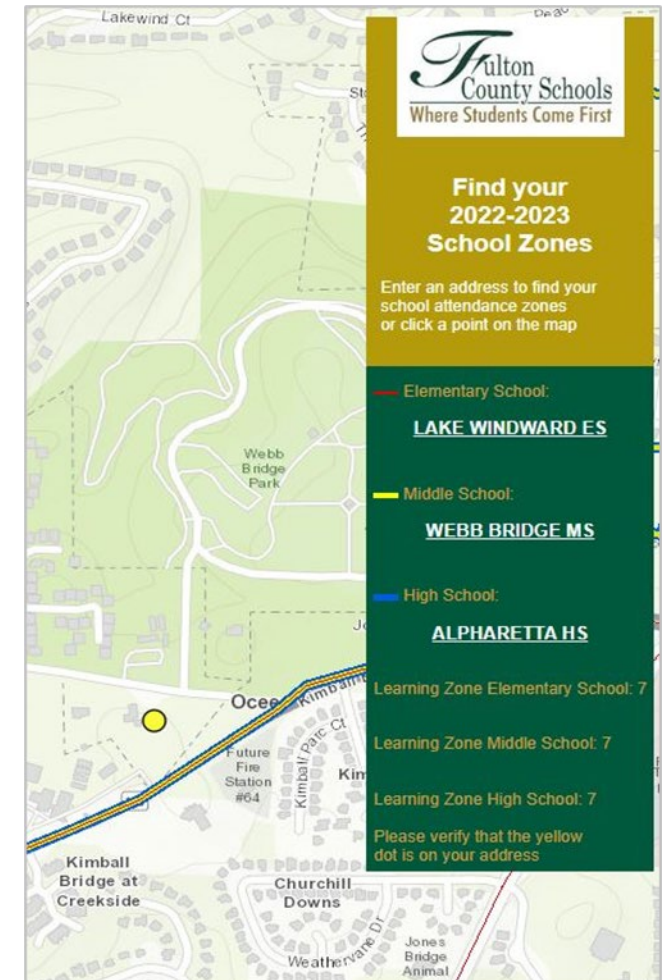
- Review purpose of redistricting
- Review Policy AD - School Attendance Zones
- Review redistricting data requirements
- Review procedure for redistricting
  - Community meetings
  - Small group facilitation
  - Alternative and draft maps
  - Data tables
  - Approval
  - Notification





# WHAT IS REDISTRICTING?

- The process of establishing a school attendance boundary
- Every residential address in the FCS district is assigned an elementary, middle, and high school



# WHEN DOES REDISTRICTING TAKE PLACE?

- New/replacement schools open
- Additions/major renovations open
- School closure/consolidation
- Imbalance in enrollment



# WHO DETERMINES SCOPE OF REDISTRICTING?



- A recommendation is made to the Board that a redistricting is needed
- If the Board concurs, staff identifies anticipated impacted communities
- In most cases, the scope is very broad to ensure all options are covered

# POLICY AD - SCHOOL ATTENDANCE ZONE



- Passed in September 2000
- Defines primary and secondary criteria
- Establishes a procedure for revising school attendance zones
- Used in the planning and opening of 40+ new and replacement schools and four (4) school closures

# PRIMARY CRITERIA



## Primary criteria - based on data and logistics

- Geographic proximity
- Projected enrollment
- Capacity



(Students are not always assigned to their closest school – all three criteria must be considered and all students must be assigned.)



# SECONDARY CRITERIA

**Secondary criteria - used when primary criteria offer more than one option for assignment**

- Traffic patterns
- Frequency of neighborhood rezonings
- School feeder alignment
- Balancing of special programs (i.e., TAG, ESOL, Special Needs)

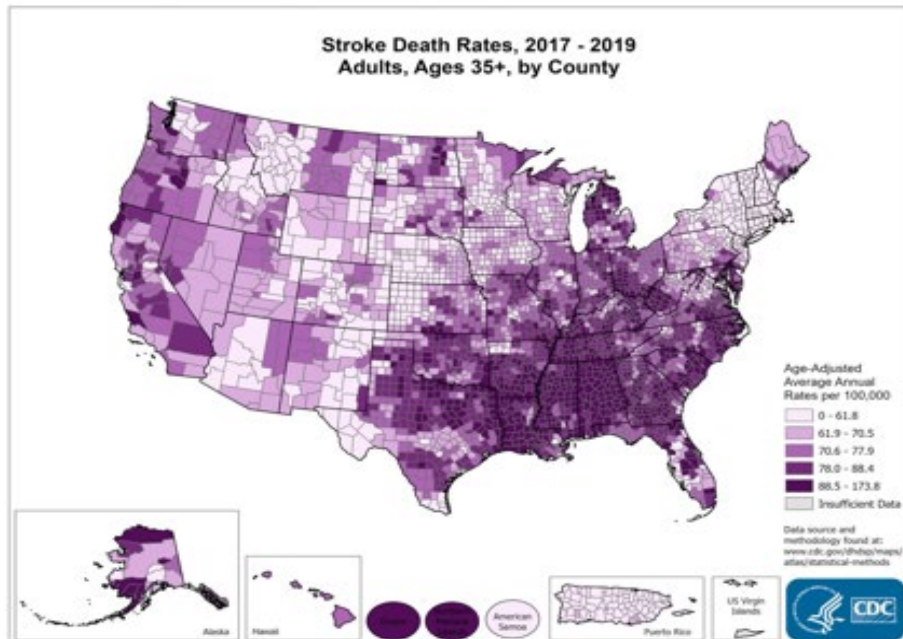


# How do you quantify and measure the criteria?



# REDISTRICTING TECHNOLOGY

## Geographic Information Systems - GIS



# REDISTRICTING TECHNOLOGY

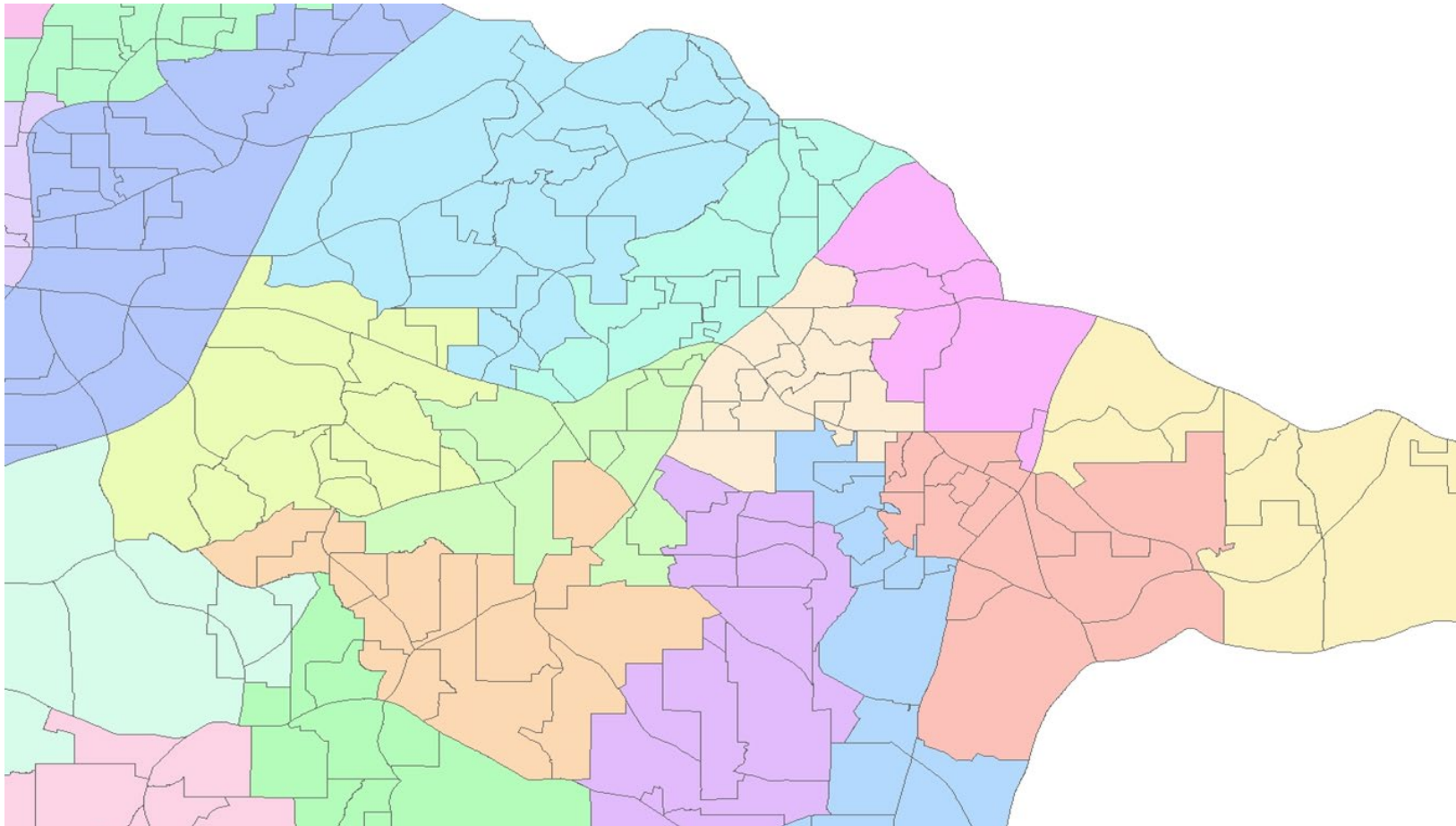


**GIS-based tool that allows mapping and data analysis for school planning**

- Enrollment projections
- Attendance boundary planning
- Cohort-based tool
- Residential development
- Student mobility rates
- Birth rates

# GEOGRAPHIC PROXIMITY - PRIMARY

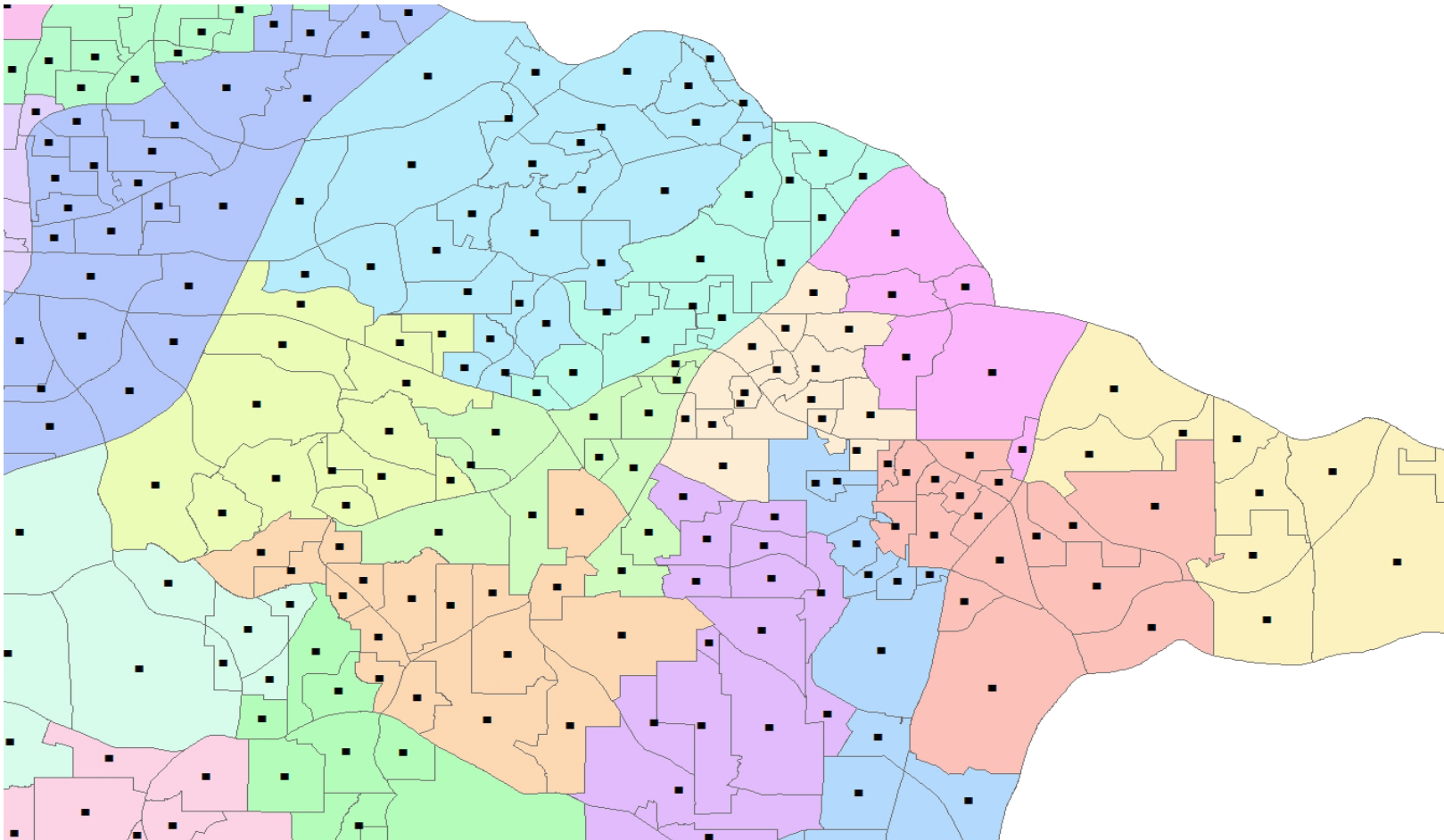
**Study Area Maps** - Groupings of neighborhoods used to create attendance boundaries



# GEOGRAPHIC PROXIMITY – PRIMARY



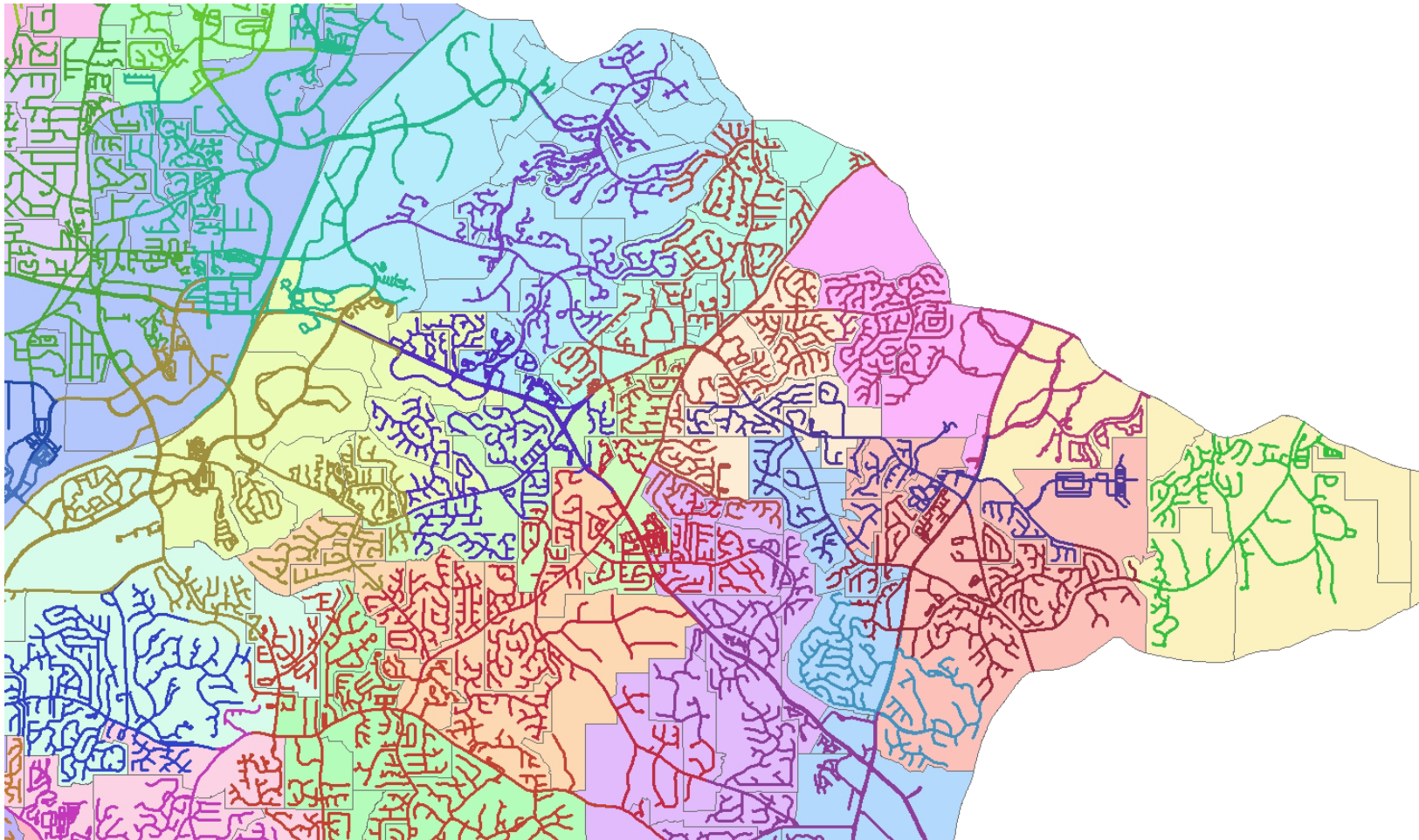
**Study Area centroid** - Geographic center of every study area used for route analysis





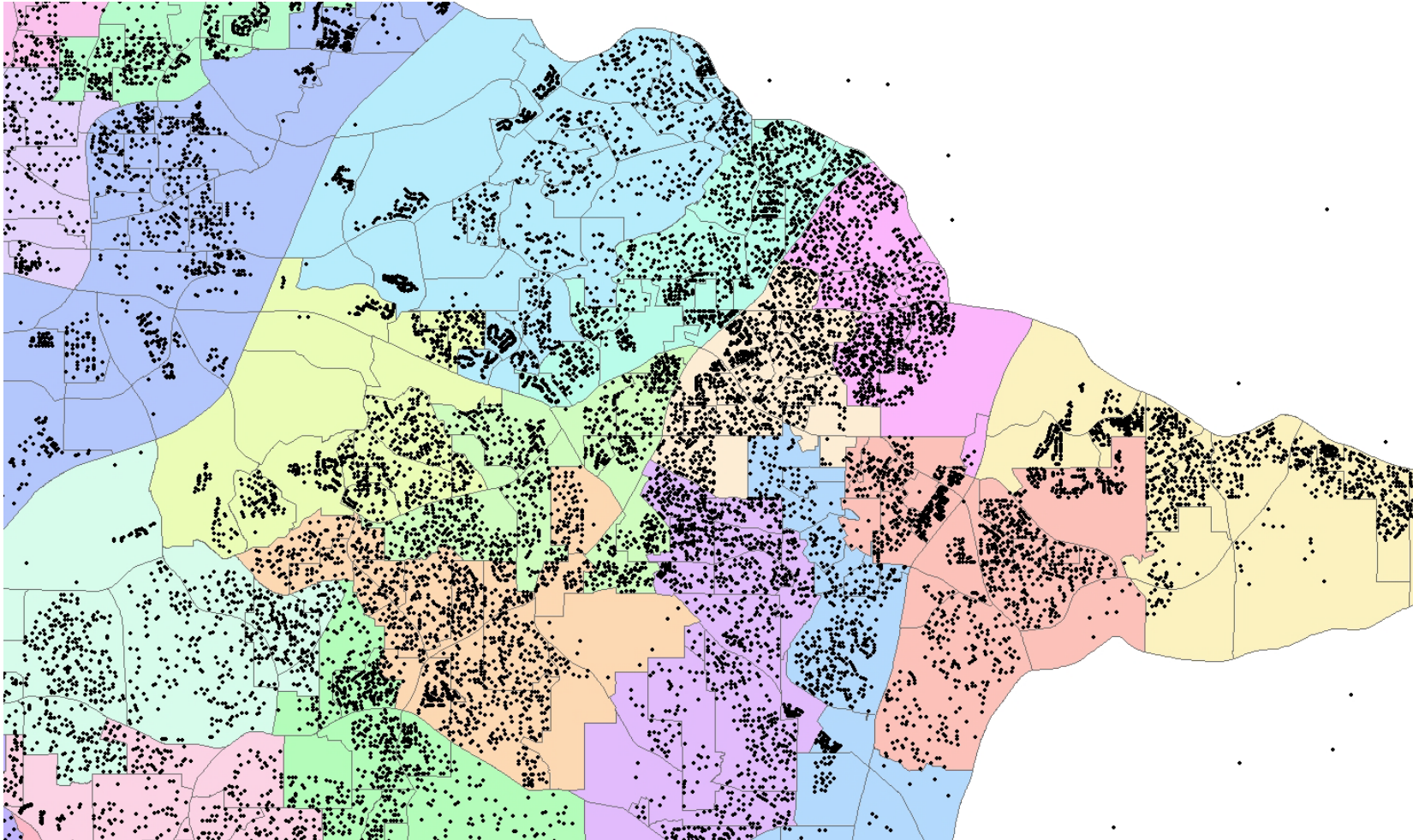
# GEOGRAPHIC PROXIMITY - PRIMARY

First, second, and third closest school (by route network distance) is determined for each study area

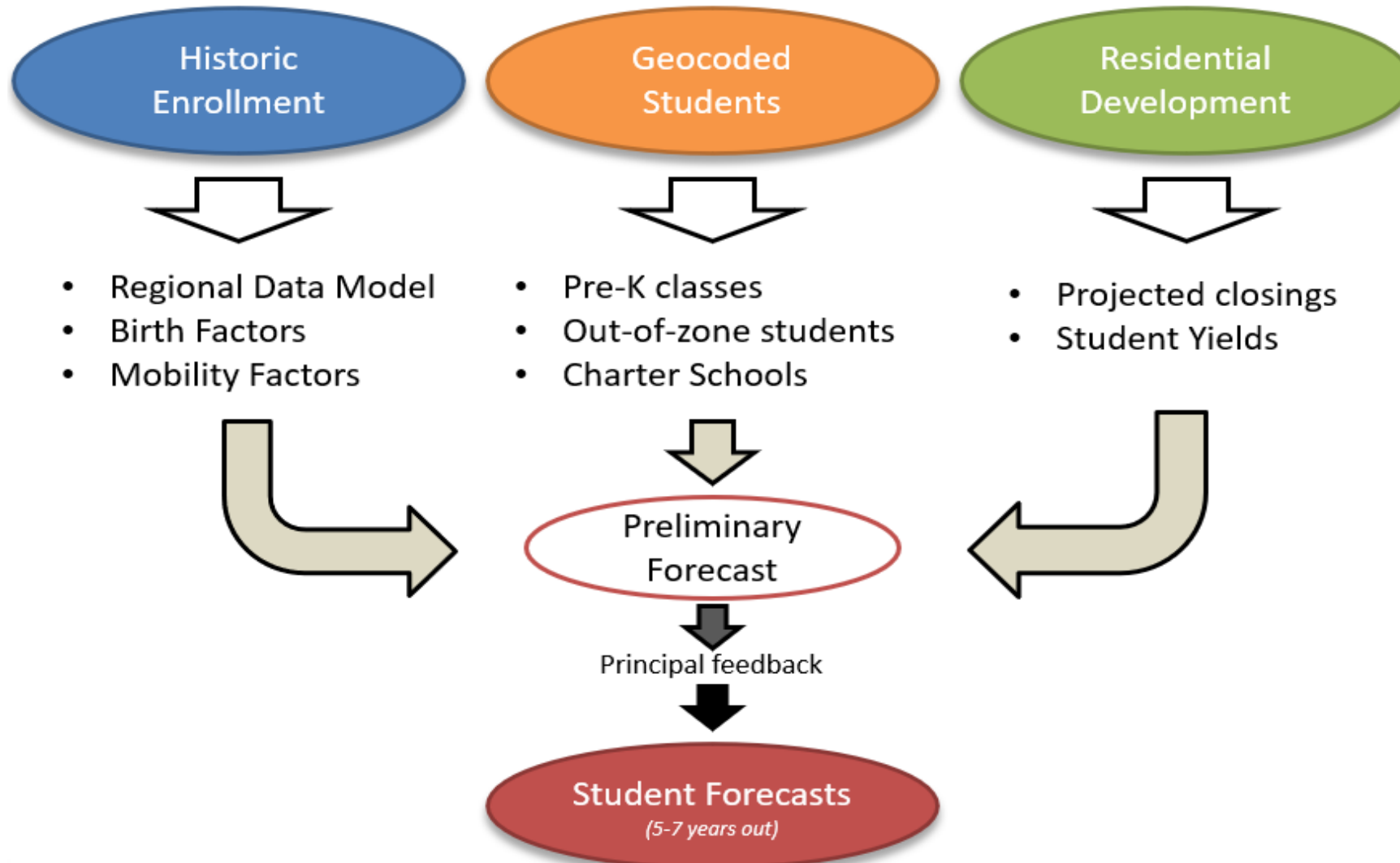


# PROJECTED ENROLLMENT - PRIMARY

Existing students are mapped to their residential address



# FCS FORECAST METHODOLOGY



# HISTORICAL ENROLLMENT ACCURACY



School Year	First Month Enrollment	System Forecast	Difference	% Difference
2008-09	88,134	88,467	-333	-0.38%
2009-10	90,066	90,097	-31	-0.03%
2010-11	91,671	91,798	-127	-0.14%
2011-12	92,500	92,778	-278	-0.30%
2012-13	93,818	93,194	624	0.67%
2013-14	95,095	95,041	54	0.06%
2014-15	95,505	96,270	-765	-0.79%
2015-16	95,694	96,229	-535	-0.56%
2016-17	96,048	96,581	-533	-0.55%
2017-18	95,610	96,676	-1,066	-1.10%
2018-19	94,665	95,215	-550	-0.58%
2019-20	93,948	93,509	439	0.47%
2020-21	90,376	93,686	-3,310	-3.53%
2021-22	90,415	91,877	-1,462	-1.59%
2022-23	89,723	89,450	273	0.31%
2023-24	87,872	89,646	-1,774	-1.98%
2024-25	87,053	87,272	-219	-0.25%

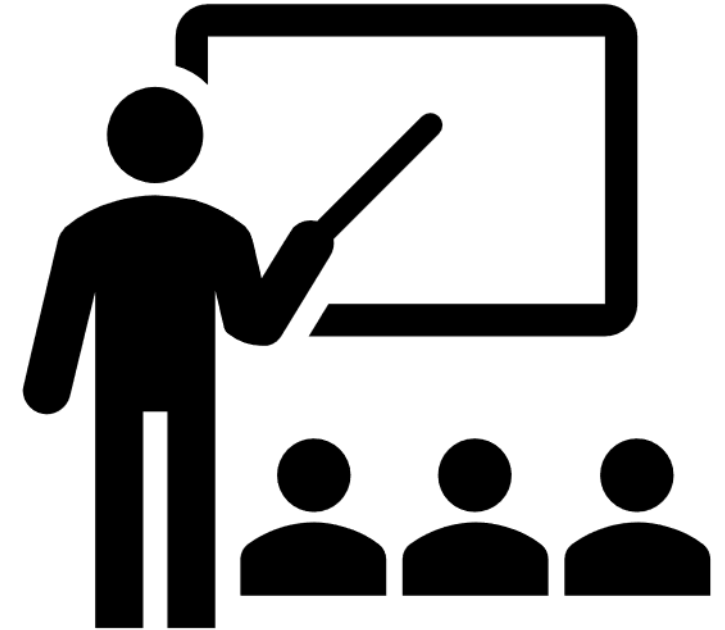


# SCHOOL CAPACITY - PRIMARY



## School Capacity – Classroom Space

- Number of classrooms in each building
- Projected enrollment
- Student-to-teacher ratio
- Special programs (i.e., TAG, ESOL, Special Needs)



# BUILDING CAPACITY - SPACE ANALYSIS

## ES Classroom Analysis - YEAR 2 (2023-24 or FY24)

School: Dunwoody Springs ES

School #: 981

Forecasted enrollment

Classroom need calcs

	SC	PK	KD	G1	G2	G3	G4	G5	TOTAL
20-day count	14	40	88	84	87	79	92	79	563
Avg. cr size			22.0	21.0	21.0	19.0	20.0	20.0	
Needed cr's			4	4	4	4	4	3	

### CLASSROOM ANALYSIS

#### 1. Projected General Ed CR Need

23

Instructional programs

	PK	EIP	ESOL	TAG	SPED	TITLE I
2. Instructional Programs (IP):						
CR	2	2	2	2	9	2
Teachers		5	4			
TOTAL IP						19

COMMENTS:

Constants programs

#### 3. Constants (subject area specialist and other constants)

8

Demand totals

Total CR demand:

50

Classrooms:

55

Small areas

0

Total CR supply:

55

Demand-Supply=Need

CRNEED (w/o portables):

-5

Portable units:

0

CRs in portables

0

CRNEED (w/ portables):

-5

Possible portable need:

-2.5



# PROCEDURES AD – ATTENDANCE ZONE



- Neighborhood study areas are the building blocks of attendance boundaries
- Future schools will be considered
  - Forward looking
  - Minimize the continuous shifting of neighborhoods
- Gather community feedback on secondary criteria and attendance boundary alternative and draft plans

# PROCEDURE AD – ATTENDANCE ZONES



## Community Engagement

- ▶ Everyone participates equally
- ▶ All forums begin with a presentation
- ▶ Ensures continuity in the process
- ▶ Divided into smaller working groups
- ▶ Groups facilitated by trained staff
- ▶ Equity in the process
- ▶ Focused discussion on criteria



# PROCESS GROUND RULES



- Facilitators are objective participants
- Can only consider input related to the criteria
- School system commits to receiving and considering all appropriate input
- Staff must balance multiple perspectives and logistical limitations in developing plans, not all input can be accommodated
- Respect each others' opinions
- Please use QR code on agenda to submit questions

# ROUND 1



## **Round 1 Meeting Objective** - Collect community input within the board-approved criteria

- Study area maps will be available
- NO redistricting options will be presented
- Break-out session will focus on a series of questions
- Online forum available three days following each meeting

# ROUND 1 QUESTIONS



1. After reviewing the rationale for closing Parklane Elementary and Spalding Drive Elementary, what additional input do you have?
2. If Parklane Elementary and Spalding Drive Elementary closed, what would be an ideal use of the facility or property?
3. In terms of factors such as natural geographic barriers, homeowners' associations, and shared amenities such as common areas, youth teams or events, what neighborhood areas should remain together and why?
4. What traffic concerns do you have that may impact the safe and timely transportation of students to and from schools?
5. Are there residential development trends or redevelopments in your area that may impact future school enrollment?

# AFTER ROUND 1



- Analyze Round 1 community feedback
  - Meeting comments
  - Online comments
- Develop alternative plan maps for Round 2 meeting in consultation with Operations and Academics leadership teams



# COMMUNITY FEEDBACK – MEETING VS ONLINE



## Meeting Comments are:

- Collected by trained facilitators
- Directly related to the board-approved criteria
- Reviewed for appropriateness
- Published online
- Geocoded and analyzed
- Provided to the Board of Education

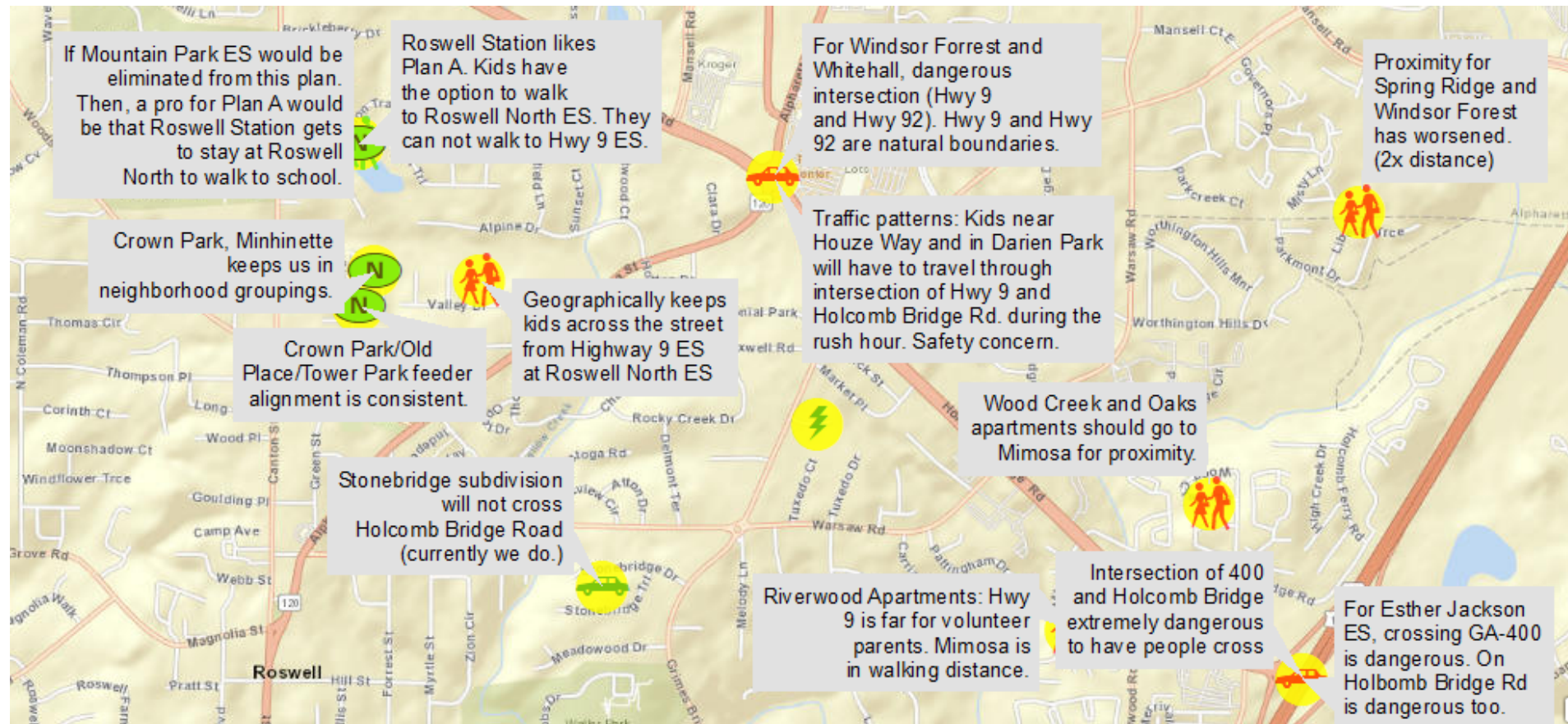
## Online Comments are:

- Entered by user
- Not necessarily directly related to the criteria
- **NOT** reviewed for appropriateness
- **NOT** published online
- Geocoded and analyzed
- Often duplicative – form letters, emails
- Provided to the Board of Education

# MEETING COMMENTS



Comments are mapped by neighborhood grouping, intersection, or street categorized by board-approved criteria – pro/con



# ROUND 2



**Round 2 Meeting Objective** - Collect community input within the board-approved criteria

- Three (3) alternative maps will be presented
- Data tables and feeder patterns will be shared
- Break-out session will focus on the pros/cons of each alternative plan – based on board-approved criteria
- Online forum available until three days following the meeting

# ROUND 2 - PLAN MAPS

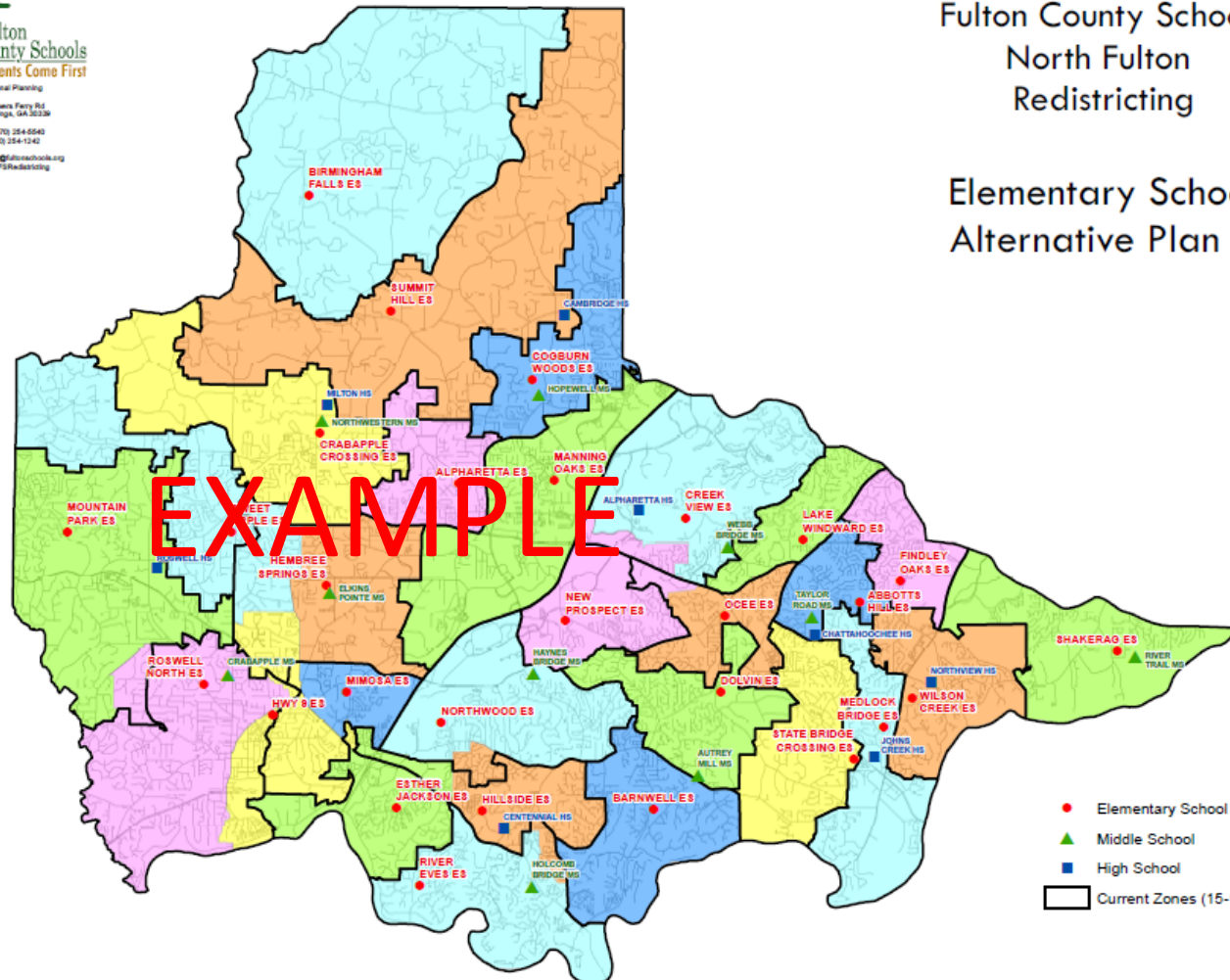
Alternative Plan Map Example – 3 options are typically provided



**Fulton County Schools**  
Where Students Come First  
Operational Planning  
6021 Powers Ferry Rd.  
Sandy Springs, GA 30328  
Phone: (478) 254-5540  
Fax: (478) 254-1245  
Email: [planning@fultonschools.org](mailto:planning@fultonschools.org)  
Twitter: [@FCSRedistricting](https://twitter.com/FCSRedistricting)

Fulton County Schools  
North Fulton  
Redistricting

Elementary School  
Alternative Plan A



# REDISTRICTING DATA TABLE

Alternative Plan data table example



Current Year

Future Year



CURRENT

School	GADOE Instructional Units / FTE	2015-16		2016-17		2017-18		2018-19	
		Enrollment	# CR Need Less Bldg.	Projected	# CR Need Less Bldg.	Projected	# CR Need Less Bldg.	Projected	# CR Need Less Bldg.
Bethune ES	52	697	-3	674	-3	654	-4	636	-6
Brookview ES	36	560	8	577	8	591	8	608	8
Campbell ES	59	885	9	885	10	898	9	895	8
Cliftondale ES	54	892	4	853	1	839	3	843	4
College Park ES	54	734	-6	740	-6	749	-5	748	-5
Derrick Rd ES site	0 / 54	0	0	0	0	0	0	0	0
Feldwood ES	55	814	3	793	3	796	2	778	2
Gullatt ES	35 / 54*	520	6	549	6	550	-13	564	-13
Heritage ES	55	836	10	890	12	917	12	943	13
Lewis, S.L. ES	44	585	3	605	4	611	4	639	5
Liberty Point ES	54	757	4	749	5	741	4	717	3
Renaissance ES	54	835	2	773	5	935	5	982	8
Stonewall Tell ES	53	1,170	14	1,141	8	1,295	21	1,361	23
Total	605 / 678	9,285	54	9,473	62	9,576	46	9,714	50

(\*Note: Gullatt ES replacement school scheduled to open in 2017-18)

Surrounding  
Schools

FINAL RECOMMENDATION

School	GADOE Instructional Units / FTE	2015-16		2016-17		2017-18		2018-19	
		Enrollment	# CR Need Less Bldg.	Projected	# CR Need Less Bldg.	Projected	# CR Need Less Bldg.	Projected	# CR Need Less Bldg.
Bethune ES	52	697	-3	743	-2	723	-2	703	-2
Brookview ES	36	560	8	555	7	569	7	586	7
Campbell ES	59	885	9	885	10	730	3	723	2
Cliftondale ES	54	892	4	766	1	760	-1	765	-1
College Park ES	54	734	-6	849	-1	866	0	877	0
Derrick Rd ES site	0 / 54	0	0	748	-1	785	0	848	3
Feldwood ES	55	814	3	793	3	796	2	778	2
Gullatt ES	35 / 54*	520	6	549	6	719	-2	737	-2
Heritage ES	55	836	10	711	6	729	2	746	3
Lewis, S.L. ES	44	585	3	605	4	611	4	639	5
Liberty Point ES	54	757	4	749	2	741	1	717	0
Renaissance ES	54	835	2	710	-2	750	-1	777	-1
Stonewall Tell ES	53	1,170	14	810	-1	841	-1	862	1
Total	605 / 678	9,285	54	9,473	32	9,620	12	9,758	17

(Notes: Area totals are greater than "CURRENT" version due to inclusion of two anticipated PreK classrooms at the new school; Plan also anticipates one new PreK at Stonewall Tell ES)

\* Note: Data table shown is from a previous redistricting and is for demonstration purposes only



## AFTER ROUND 2



- Analyze collected comments
- Develop draft plan map for round 3 meeting in consultation with Operations and Academics leadership teams based on board-approved criteria



# ROUND 3



## **Round 3 Meeting Objective** - Collect community input within the board-approved criteria

- One (1) draft map will be presented for each level (elementary, middle, and high)
- Data tables and feeder patterns will be shared
- Break-out session will focus on the pros/cons of the draft plan - based on board-approved criteria
- Online forum available until three days following the meeting

## AFTER ROUND 3



- Analyze collected comments
- Develop final recommendation with Administrative Review Team (Operations and Academics)

# FINAL RECOMMENDATION



- Present recommended plan to Board on **January 14, 2025**
- Board will review staff recommendations for attendance zone modifications
- Board receives community input based on the recommendation during January and February 2025
- Board selects or adjusts attendance zone recommendation
- Board action on final plan - **February 20, 2025**

# REDISTRICTING NOTIFICATIONS/OPTIONS



- Approved attendance zone changes go into effect in 2025-26 school year
- Students impacted by redistricting will be notified in early 2025 at beginning of second semester
- The following impacted students can opt to stay at their home school (*no transportation provided*)
  - Elementary – Rising 5<sup>th</sup> graders
  - Middle School – Rising 8<sup>th</sup> graders
  - High School – Rising 11<sup>th</sup> and 12<sup>th</sup> graders

# REDISTRICTING RESOURCES



## Operational Planning Redistricting website

- Public record
- Information and video of the process
- FAQs and Questions and Answers
- Online community forum



QR code to FCS Redistricting website

# COMMUNITY FORUMS



## **Spalding Drive Elementary School**

Dates: October 7, November 4 & December 9

Time: 6:00 p.m. – 8:00 p.m.

Location: Riverwood High School

## **Parklane Elementary School**

Dates: October 9, November 6 & December 4

Location: Tri-Cities High School

Time: 6:00 p.m. – 8:00 p.m.





**THANK YOU FOR ATTENDING!**

## Important Note

### English

If you need this information in a different language, please send an email to [districtlanguageassistance@fultonschools.org](mailto:districtlanguageassistance@fultonschools.org).

### Spanish

Si usted necesita esta información en algún otro idioma por favor mande un email a: [districtlanguageassistance@fultonschools.org](mailto:districtlanguageassistance@fultonschools.org).

### Chinese 中文

如果您需要此信息的其他语言，请发送电子邮件至 [districtlanguageassistance@fultonschools.org](mailto:districtlanguageassistance@fultonschools.org).

### Korean 한국어

다른 언어로 이 정보가 필요하신 분은, [districtlanguageassistance@fultonschools.org](mailto:districtlanguageassistance@fultonschools.org) 로 이메일을 보내주세요.

### Hindi

यदि आपको किसी अन्य भाषा पर यह जानकारी चाहिए, तो कृपया एक ईमेल भेजें [districtlanguageassistance@fultonschools.org](mailto:districtlanguageassistance@fultonschools.org).

### Portuguese

Caso necessite desta informação em uma língua diferente, por favor envie um e-mail para [districtlanguageassistance@fultonschools.org](mailto:districtlanguageassistance@fultonschools.org).

### Arabic

إلى إلكتروني بريد إرسال يرجى ، مختلفة بلغة المعلومات هذه إلى بحاجة كنتم إذا [districtlanguageassistance@fultonschools.org](mailto:districtlanguageassistance@fultonschools.org).

# QUESTIONS & ANSWERS



*F*ulton  
County Schools  
Where Students Come First