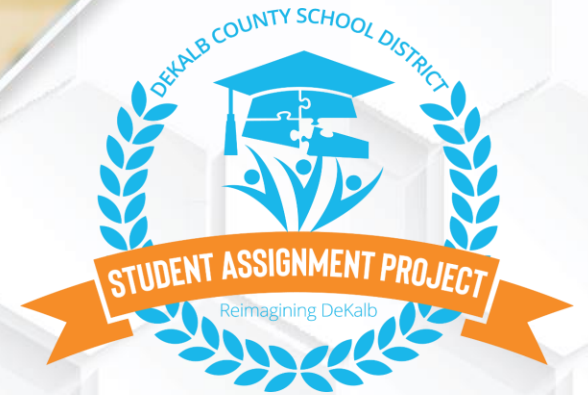




DeKalb County School District Learning Boundaries

1/29/25

Presented by: Student Assignment and
Planning Department



DeKalb County
School District



● Agenda

- ✓ Welcome and housekeeping
- ✓ Understand the vision and outcome
- ✓ Learn DCSD boundaries
- ✓ Understand the difference between redistricting and reimagining
- ✓ Explore opportunities and challenges related to boundaries
- ✓ Spend time with DCSD maps
- ✓ Share out
- ✓ What's next
- ✓ Complete exit ticket

Today's Working Session Schedule

Agenda Item	Resources	Time Allotment
Welcome and housekeeping	Name tags at team's table	
Sessions visions and outcome	Slides	6:35 – 6:40 p.m.
Learn DCSD boundaries	Slide	6:40 – 7:00 p.m.
Understand the difference between redistricting and reimagining	Slides	7:00 – 7:05 p.m.
Explore opportunities and challenges related to boundaries	Slides	7:05 – 7:15 p.m.
Team working sessions	Maps and Worksheets	7:15 – 8:15 p.m.
Share out	Team 1; Team 5; Team 2; Team 4, Team 3 (2 min each)	8:15 – 8:25 p.m.
What's next	Slide	8:25 – 8:30 p.m.
Exit ticket	Slide	8:30 p.m.

Mini Teams - North

Team 1	Team 2	Team 3	Team 4	Team 5
Angie Claussen Tonya Freeman Luke Ingram Stephanie Klosik Megan McClendon Monique Montilus-Bibbins Adam Shipp Felicia Evans	Elizabeth Bell Maria De la cruz Saritha Gopinathan Loren Johnson Stephen Lee Jamie McCurley Mary Novotny Meghan Stevens	Lori Bolds Will Hinton Kristin Jones Veronica Lopez-Delgado Linda Mcjunkin Kelly Mitchell Delores Paschall Malika Terry	Rick Callihan Mallory Clark Randy Faigin Zikia Jones-Martin Angela Maki Kaitlin Meade Christopher Perlera	LaSonya Edwards David Felfoldi Ryan Hudak Nancy Kelly Grant Martin Rigo Rivera Maggie Tucker Everett Vance



Mini Teams - Central

Team 1	Team 2	Team 3	Team 4	Team 5
Keydrick Barlow Maria Damian Martha Donovan Dana Lee Charlie McAdoo Martina Stanley Sonja Szubski Melanie Wilder	Stephanie Bialek Tarnisha Dent Emily Halevy Maronda Hastie Chantel Luncheon Eric Parker Staci Taylor	Syrenthia Bines-Truitt Jim Donofrio Roger Henry Kirk Lunde Zack Phillips Margaret Redmond Donna Troka	Barbara Christiansen Elena Holland Teresa Massey Renee Prevallet Vickie Severcool Malaika Washington	David Cruz Vega Carolina Fernandez Maxine Jenkins Cedric Matheny Alastair Pullen Jeff Rader Marion Reeves Dee Dee Westbrook



Mini Teams - SE

Team 1	Team 2	Team 3	Team 4	Team 5
Shirletta Adams Micaela Blackwell Charlene Fletcher Lisa Lake Shrieka Mathis Stacy Rector Kathleen Rudd Myra Turpin	Natasha Ball Catedral Bryant Shakeia Ford Angela Leach Amber Melendrez Xenia Redmond Crystal Roberts Leenise Walker	Tryphenna Bastian Cynthia Carter Kimberly Hires Bianca Lilly Viola Merrell April Roberson Quintiss Slaton Katina Watts	Patrice Benton Neal Christian Lashonda Linton Gayle Murray Tameika Porter Carmen Smith	Clarissa Blackmon Tracy Dawson Stephanie Jenkins Venola Mason Tilnisha P. Rosser Rondereo Sidney Ashley Stewart



Mini Teams - SW

Team 1	Team 2	Team 3	Team 4	Team 5
Janice Aaron-Whitley Cassandra Davis Latrese King Lysa Moore Taelar Osei Frederico Rowe Tanjala Wright	Dr. Tremaine Afetorgbor Simone Bright Latifat Cabirou Dr. Damienne Denham-Shabazz Jeaneen Larry Tommie Ruff Chassity Wallace	Kevin Alexander Bradford Clark Teresa Hardy Alfred Lopez Robin Reese Keith Sagers Terriea Williams Bryesha Baker	Charvonne Bailey Alison Clark ReShanda Holland Chelsea McKinney Olivia Rossi Lisa Scott Arian Williams Nwandi Lawson	April Belt Rodney Daniel Angela Holmes Violette Meier Shani Reid Erika Simpson Paula V. Tate, Ph.D Janice Jackson

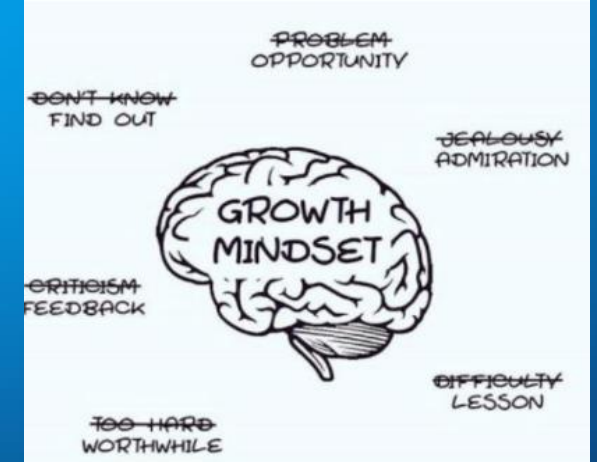


Meeting Norms



★

TRUST THE PROCESS



Advisory Purpose and Non-Purpose

Purpose

- **Serve as a critical thought partner in assessing systems related to buildings, boundaries, and programs.**
- Serve as a critical thought partner in assessing DCSD's current student assignment procedures and policies.
- Provide impartial recommendations suited to dismantling structural inequities.
- **Use data to make informed decisions and recommendations.**
- Recommend ways for DCSD to become fiscally efficient.
- Review and recommend ways to **reimagine** DCSD programs and offerings so all students have a quality education.
- Recommend boundaries, buildings, and programs suited for the current and projected enrollment.

Non-Purpose of the Advisory

- To make **final decisions** regarding policy or standard operating procedures related to DCSD.
- **To determine the daily operations of schools or programs.**
- To direct DCSD to make specific changes within the purview of the Board of Education.
- **To make decisions that only impact your children or your community.**



Vision and Outcome

Vision

To reimagine DCSD by considering **programs**, **boundaries**, and **buildings holistically**, using data, and reviewing every 5 years to align with E-SPLOST.

This comprehensive planning process will help position **ALL** of our students upon graduation to **E**nroll, **E**mploy, engage in **E**ntrepreneurship, and **E**nlist.

Outcome (this session)

To understand DCSD boundaries and the difference between redistricting and *reimagining* (Student Assignment).



What Are Boundaries and Attendance Zones

Some Things to Ponder:

Almost all public school systems use geographic boundaries to assign students to school.

If boundaries are how we assign students to schools, there is a responsibility to review those often because families, communities, and needs change often.



What is Redistricting?

Re-assignment of addresses from one attendance area to another to satisfy district goals according to Board Policy AD: School Attendance Areas



Why Redistricting?

- Maximize the efficient use of facilities
- Avoid long-term use of portable classrooms
- Temporary relief for population bubbles or renovation/construction projects
- Tension towards primary criteria
- Why am I not assigned my closest school? The answer may be that your nearest school was overcrowded 15 years ago but is now way under capacity.
- New facilities or facility additions
- Minimize travel distance for students, and maximize opportunities to walk
- Equity

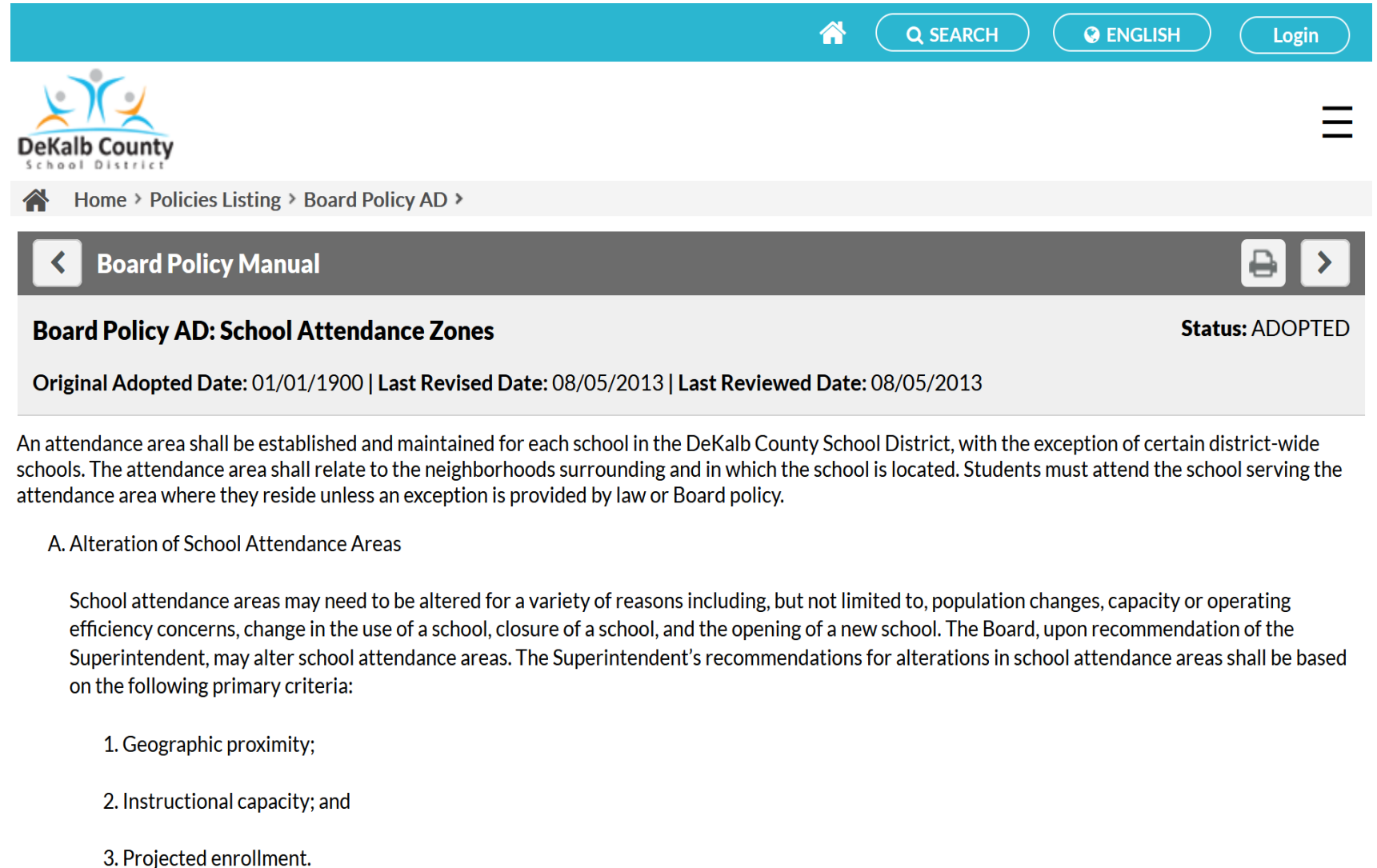
DCDS has also created redistricting alternatives such as programs, busing, and school choice.

DCSD Redistricting Policy and Process

Primary Criteria

- Proximity
- Capacity
- Enrollment

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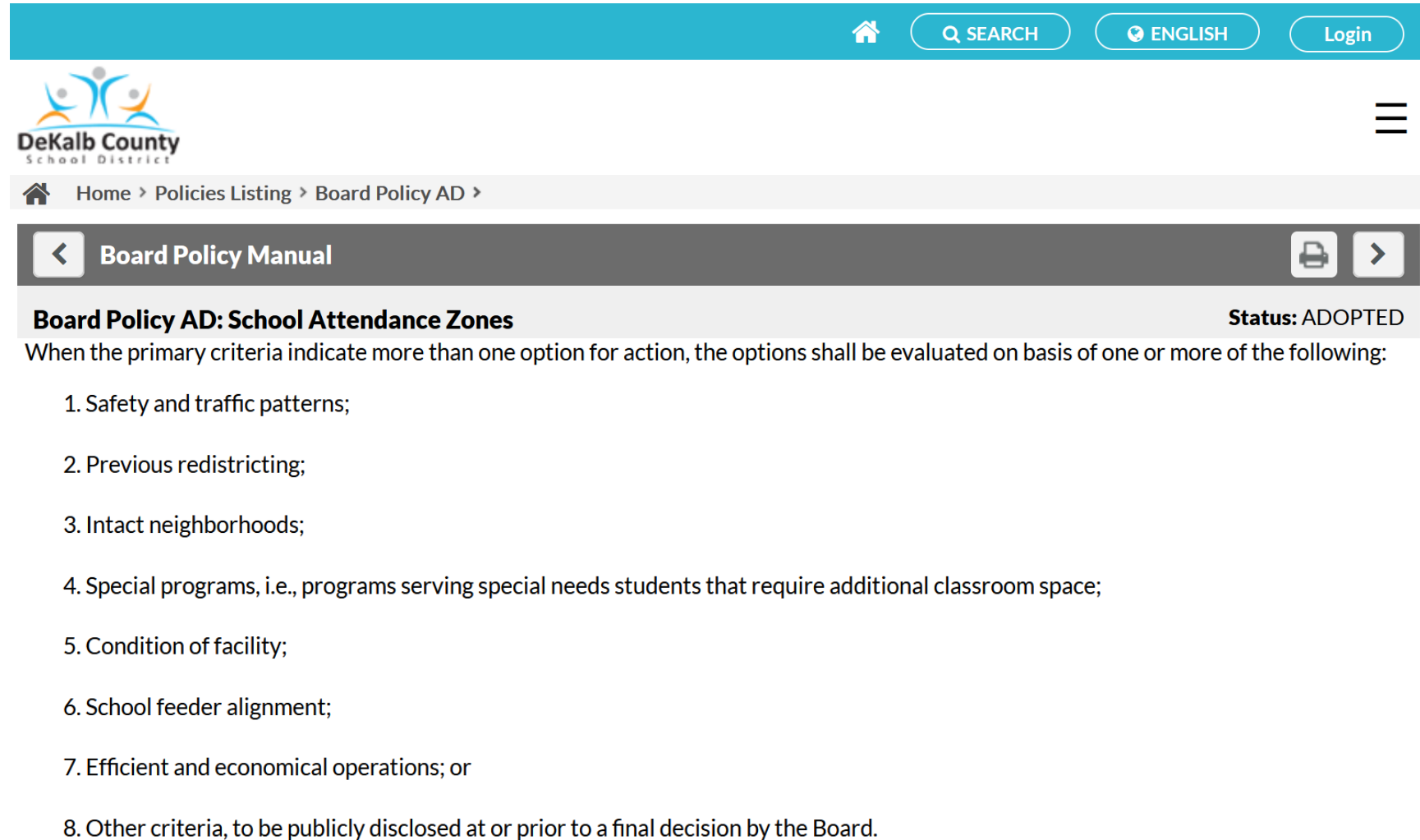
The screenshot shows the DeKalb County School District website. The header includes a home icon, a search bar, an English language selector, and a login button. The breadcrumb trail reads: Home > Policies Listing > Board Policy AD >. The page title is "Board Policy Manual" with navigation arrows and a print icon. The specific policy is "Board Policy AD: School Attendance Zones" with a status of "ADOPTED". The original adopted date is 01/01/1900, and the last revised and reviewed date is 08/05/2013. The policy text states that an attendance area shall be established for each school, relating to the neighborhoods surrounding the school, and that students must attend the school serving the area unless an exception is provided by law or Board policy. Section A, "Alteration of School Attendance Areas", explains that school attendance areas may be altered for various reasons, including population changes, capacity, or operating efficiency concerns. The Board, upon recommendation of the Superintendent, may alter school attendance areas, and the Superintendent's recommendations for alterations shall be based on the following primary criteria:

1. Geographic proximity;
2. Instructional capacity; and
3. Projected enrollment.

DCSD Redistricting Policy and Process

Other Criteria

*apply only when
the primary
criteria point to
multiple options*



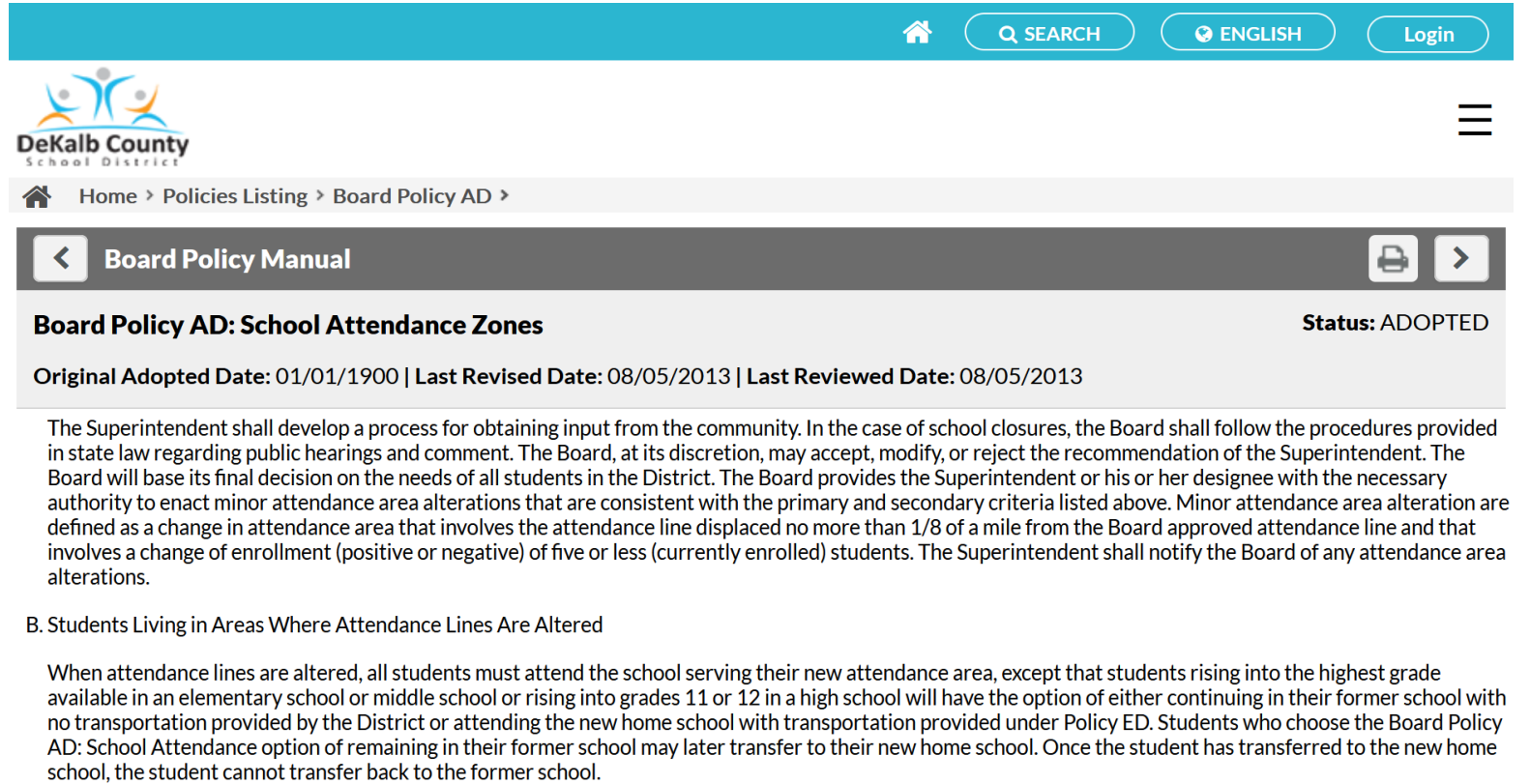
The screenshot shows the DeKalb County School District website. The header is blue with a home icon, a search bar labeled "SEARCH", a language selector labeled "ENGLISH", and a "Login" button. Below the header is the DeKalb County School District logo. A breadcrumb trail reads "Home > Policies Listing > Board Policy AD >". A dark grey bar contains a back arrow, the text "Board Policy Manual", a printer icon, and a forward arrow. The main content area has a title "Board Policy AD: School Attendance Zones" and a status "Status: ADOPTED". The text states: "When the primary criteria indicate more than one option for action, the options shall be evaluated on basis of one or more of the following:". A numbered list follows:

1. Safety and traffic patterns;
2. Previous redistricting;
3. Intact neighborhoods;
4. Special programs, i.e., programs serving special needs students that require additional classroom space;
5. Condition of facility;
6. School feeder alignment;
7. Efficient and economical operations; or
8. Other criteria, to be publicly disclosed at or prior to a final decision by the Board.

DCSD Redistricting Policy and Process

Choose to Remain

- ✓ *Rising, 5th, 8th, 11th, 12th grade students will have the option to remain.*
- ✓ *However, no transportation will be provided.*



The screenshot shows the DeKalb County School District website. The header includes a home icon, a search bar, an English language selector, and a login button. The main navigation bar shows the path: Home > Policies Listing > Board Policy AD >. The current page is titled "Board Policy Manual" and "Board Policy AD: School Attendance Zones". The status is "ADOPTED". The original adopted date is 01/01/1900, the last revised date is 08/05/2013, and the last reviewed date is 08/05/2013. The policy text states that the Superintendent shall develop a process for obtaining input from the community. In the case of school closures, the Board shall follow the procedures provided in state law regarding public hearings and comment. The Board, at its discretion, may accept, modify, or reject the recommendation of the Superintendent. The Board will base its final decision on the needs of all students in the District. The Board provides the Superintendent or his or her designee with the necessary authority to enact minor attendance area alterations that are consistent with the primary and secondary criteria listed above. Minor attendance area alteration are defined as a change in attendance area that involves the attendance line displaced no more than 1/8 of a mile from the Board approved attendance line and that involves a change of enrollment (positive or negative) of five or less (currently enrolled) students. The Superintendent shall notify the Board of any attendance area alterations.

B. Students Living in Areas Where Attendance Lines Are Altered

When attendance lines are altered, all students must attend the school serving their new attendance area, except that students rising into the highest grade available in an elementary school or middle school or rising into grades 11 or 12 in a high school will have the option of either continuing in their former school with no transportation provided by the District or attending the new home school with transportation provided under Policy ED. Students who choose the Board Policy AD: School Attendance option of remaining in their former school may later transfer to their new home school. Once the student has transferred to the new home school, the student cannot transfer back to the former school.

<https://shorturl.at/q26Nw>

2000s DCSD Redistricting Timeline

Year	Description
2004	New Oak View ES & New Miller Grove HS
2007	New Flat Rock ES & New Princeton ES
2008	New Dunwoody ES & McNair DLA, Closed Nancy Creek ES, Forrest Hills ES, Leslie Steele ES, Terry Mill ES, Tilson ES, Wadsworth ES
2011 *	Districtwide Consolidation & Balancing: Closed Avondale HS, Avondale MS, Atherton ES, Glen Haven ES, Gresham Park ES, Medlock ES, Peachcrest ES, Sky Haven ES

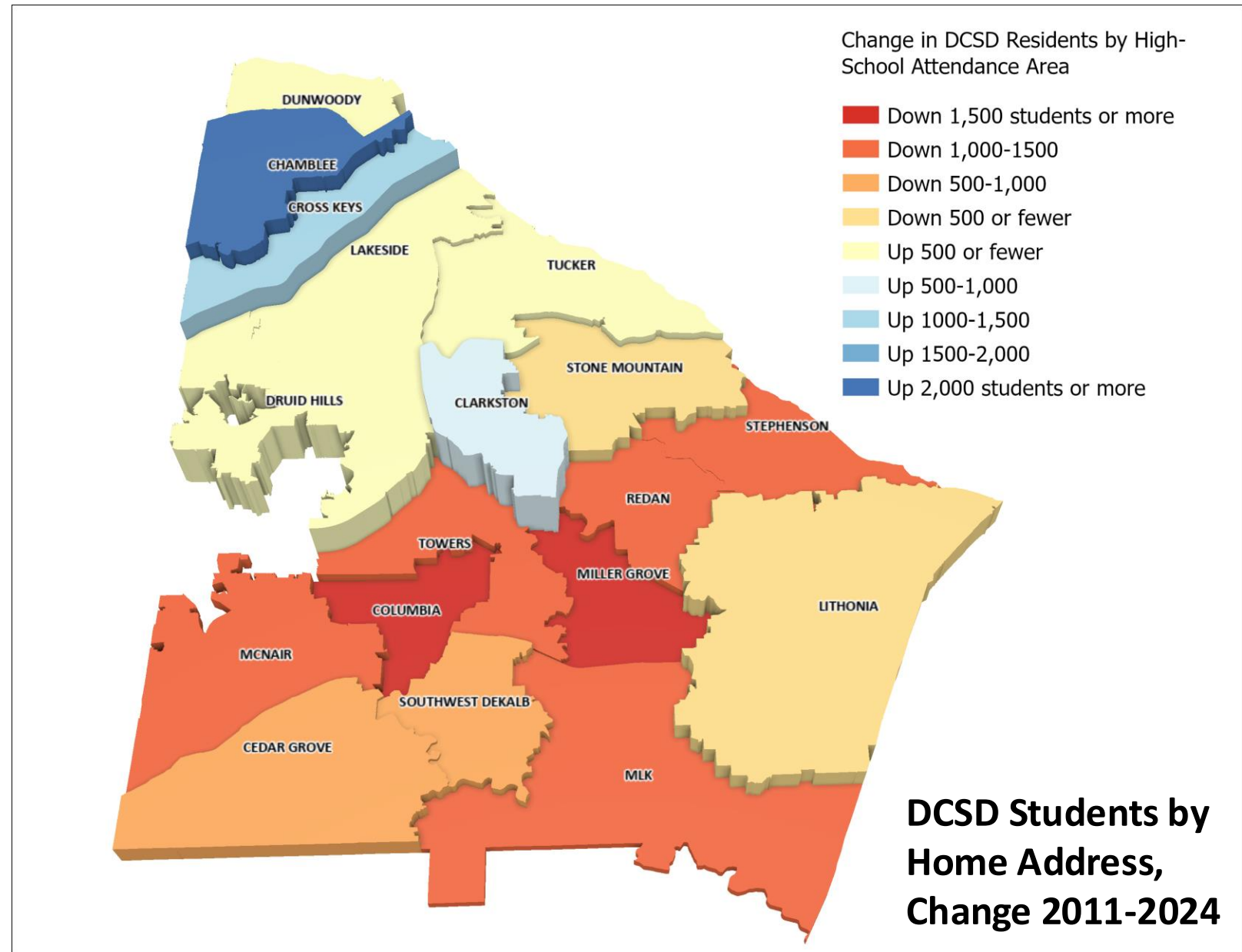
Year	Description
2014	New Peachcrest ES
2016	New Barack Obama EMST
2017	New Fernbank ES, Cross Keys Cluster Over-crowding, New (temp) John Lewis ES
2018	New Rockbridge ES & Clarkston Cluster Over-Crowding
2019	New John Lewis ES & Druid Hills Cluster Balancing
2020	New Austin ES & New Doraville ES & New Pleasantdale*
2022	Cary Reynolds to Nancy Creek, Sequoyah Annex

*Not an exhaustive list of changes. Year = effective year. Planning often occurs the year prior. *No change approved for Pleasantdale in 2020.*

The Current Need

Since 2011... There have been major changes on where students live

- Some clusters are sending many more students to DCSD schools.
- Some clusters are sending many fewer students to DCSD schools.
- Very few clusters have minor boundary changes.



Redistricting to *Reimagining*

Some Things to Ponder:

DCSD redistricting efforts have often been in response to localized challenges and in a reactionary way.

If we redistrict more often as communities change, we will have fewer major shifts overall.



What is The Difference Between Redistricting and Reimagining

Redistricting

The process by which boundaries are redrawn in a school district.

- Enrollment trends (2-3 years in the future)
- Boundary lines
- Balancing enrollment
- Geographic proximity (transportation)

Reimagining

The process by which boundaries, program, and buildings are rethought, reconsidered, and reconceived with stakeholders.

- Enrollment trends (2-3 years in the future)
- Boundary lines
- Balancing enrollment
- Geographic proximity
- Program review and locations
- Stakeholder and community voice and guidance
- Consolidation (impact on community)
- Triangulation of data, values, and impact

Current Opportunities and Challenges

Current Boundaries Opportunities

We are empowered to imagine DeKalb County School District as a new ecosystem, on the cutting edge of districts across the nation.

1. Reimagine grade bands in schools
2. Reimagine how we create boundaries (clusters vs. closest proximity schools)
3. School choice options for all (no boundaries)
4. Area boundaries (apply to schools within a specific area)

Since we have not completed a district-wide redistricting in almost 15 years, this provides us with a great opportunity to reimagine all of DCSD!

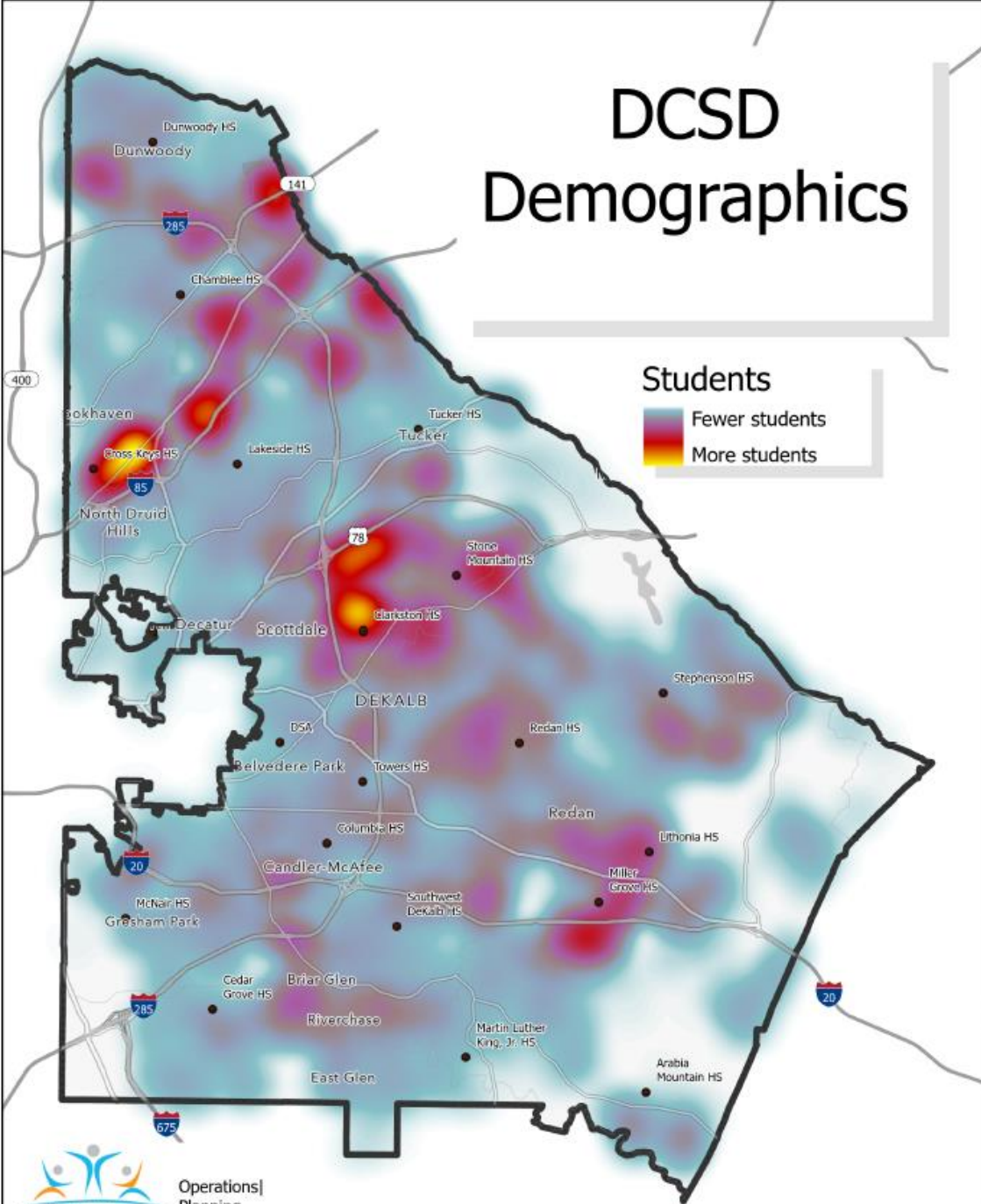
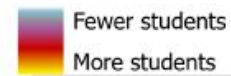
Current Boundaries Challenges

If we organize geographically, we will consistently need to review and change our boundaries.

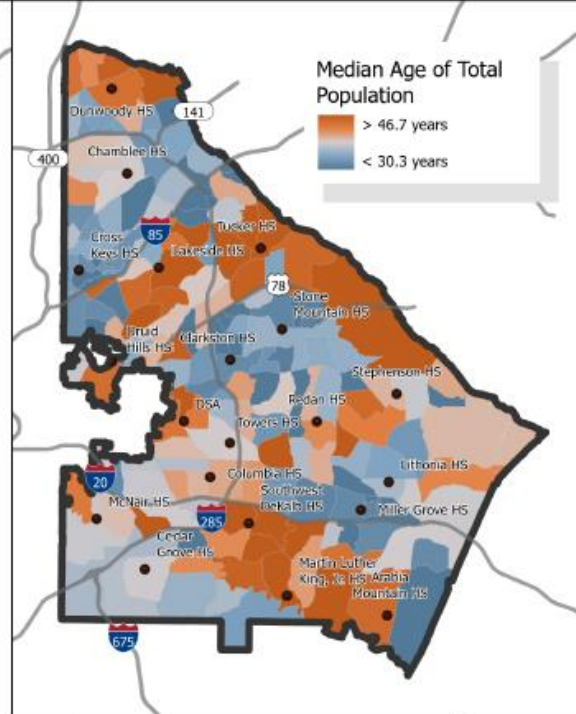
1. ~ 10K fewer students are currently enrolled (when we were at our peak)
 - If we were at our peak today, we would still have additional seats available
 - Last school year, we had ~20,000 open seats (~10K ES, ~5K MS, ~5K HS)
2. Clusters of overcrowded schools and clusters of underutilized schools
3. Projections not trending up for younger grades that will eventually become middle and high school students
4. DCSD has not done a holistic review of our boundaries in well over a decade
5. Inefficient attendance areas because they have always been that way, and we have not addressed it

DCSD Demographics

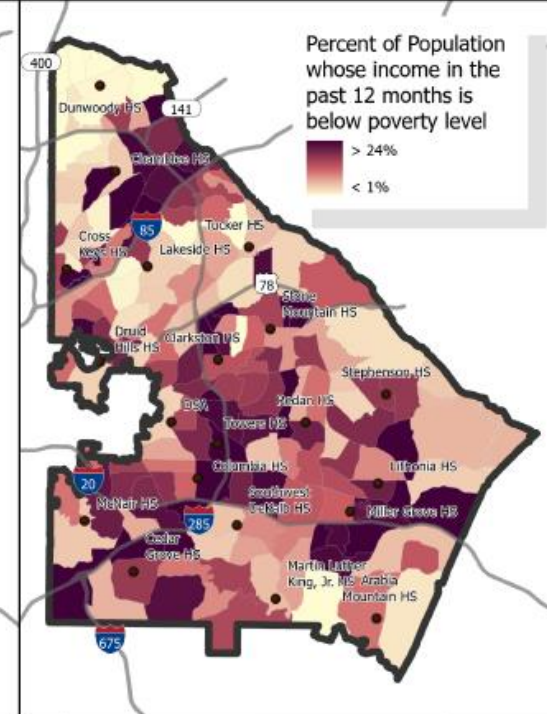
Students



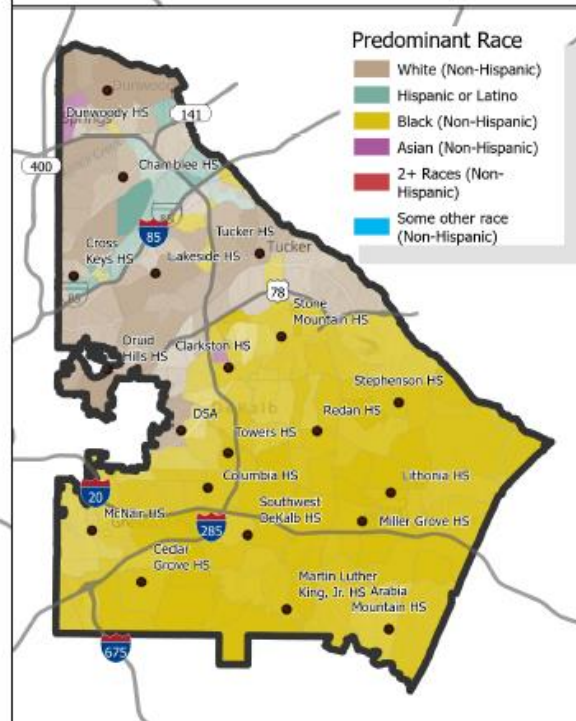
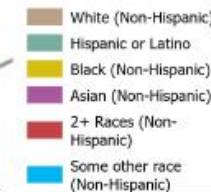
Median Age of Total Population



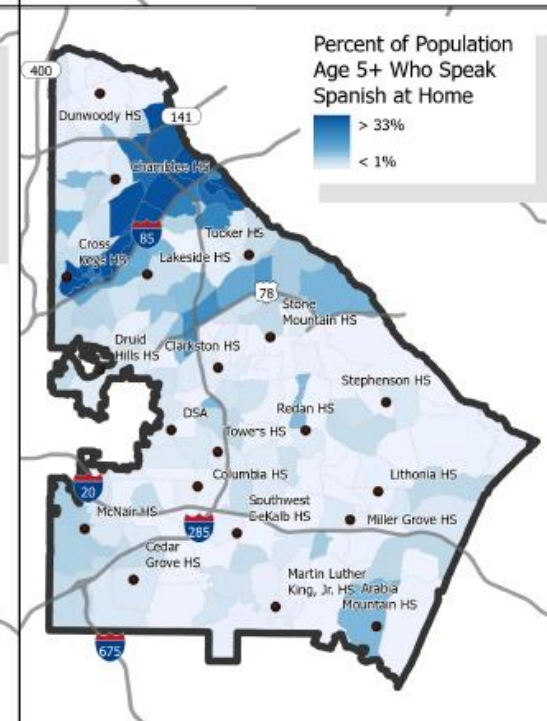
Percent of Population whose income in the past 12 months is below poverty level



Predominant Race



Percent of Population Age 5+ Who Speak Spanish at Home

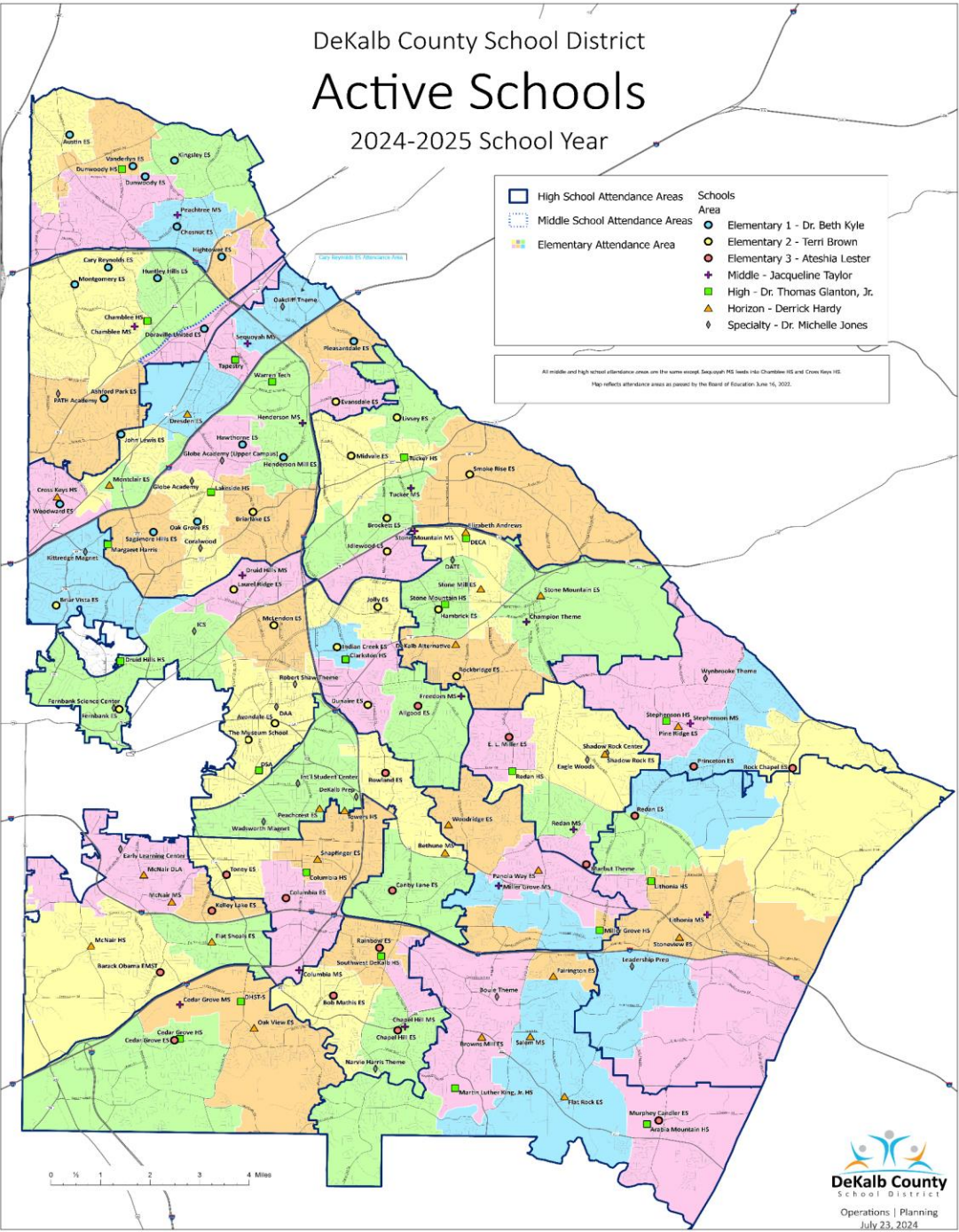


Current Maps

Current Attendance Area Map

Here is the active map of schools.

We have printed a map packet for each team to review.



Feeders List

Full list of feeder schools [here](#)

The District has traditionally utilized one-to-one feeder schools.

This preference has been applied in most areas; however, there is a clear difference in where split feeders are throughout the school district.

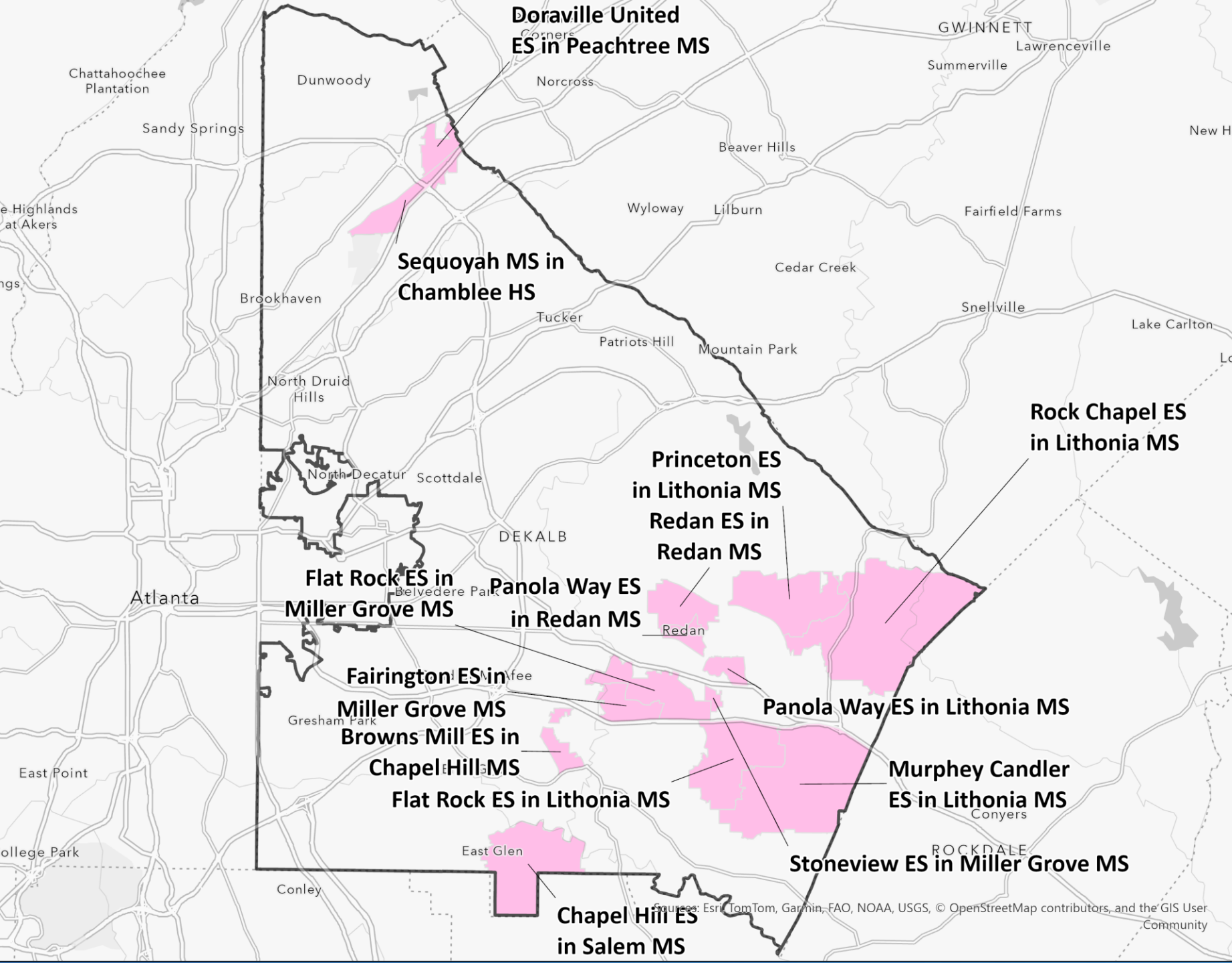


High School	Middle School	Elementary Schools
Cedar Grove HS	Cedar Grove MS	Cedar Grove ES Oak View ES
Chamblee HS	Chamblee MS	Ashford Park ES Huntley Hills ES Montgomery ES
	Sequoyah MS (split)	Doraville United ES (split)
Clarkston HS	Freedom MS	Allgood ES Dunaire ES Indian Creek ES Jolly ES
Columbia HS	Columbia MS	Columbia ES Snapfinger ES Toney ES
Cross Keys HS	Sequoyah MS (split)	Cary Reynolds ES Dresden ES John Lewis ES Montclair ES Woodward ES
Druid Hills HS	Druid Hills MS	Avondale ES Briar Vista ES Fernbank ES Laurel Ridge ES McLendon ES
Dunwoody HS	Peachtree MS	Austin ES Chesnut ES Doraville United ES (split) Dunwoody ES Hightower ES Kingsley ES Vanderlyn ES
Lakeside HS	Henderson MS	Briarlake ES Evansdale ES Hawthorne ES Henderson Mill ES Oak Grove ES Pleasantdale ES Sagamore Hills ES
Lithonia HS	Lithonia MS	Flat Rock ES (split) Murphey Candler ES (split) Panola Way ES (split) Princeton ES (split) Redan ES (split) Rock Chapel ES (split) Stoneview ES (split)

Clusters and Feeder Patterns Cont.

The District has traditionally preferred one-to-one feeder schools.

This preference has been applied in most areas; however, there is a clear difference in where split feeders are throughout the school district.



Boundary Reimagining Questions

What are advantages and disadvantages of 1) one-to-one clusters with defined feeder school patterns and 2) no clusters with split feeders?

Imagine a district with no boundaries. What are the possibilities?
What are the challenges? How would it work?

How can we support families in a reimagining process that feels supportive and maintains high education standards?

Feedback on the opportunities on slide 24?



Values, Priorities, and Considerations

Determining our guiding principles and priorities will be one of the most important parts of this project. Once we do so, everything we recommend will be measured against them.

GUIDING PRINCIPLES

A few things to consider when developing guiding principles and priorities

- Historical context
- What is important
- Who is impacted
- Who loses
- Who gains
- DeKalb's Miracles Framework
- DeKalb's vision and mission



Glossary

Boundaries or Attendance Zones

The geographically defined areas that determine which public school a student must attend based on their home address.

Clusters

A group of schools that work together for educational or administrative purposes

Feeder Patterns

The flow of schools that the students take as they progress through their education

Grade Bands

A grouping of grades in a school—(example: K-5, 6-8, 9-12)

Projections

Predictions of how many students a school district will have in the future



Glossary

Redistricting

The process by which boundaries are redrawn in a school districts.

Reimagining

The process by which boundaries, program, and buildings are rethought, reconsidered, and reconceived with stakeholders.

School Choice

School choice in the DeKalb County School District (DCSD) allows students to attend schools outside of their zoned district in which they enter a lottery based on qualifications.

Split Feeders

Grouping of schools that transition to the next grade band in split cohorts.

Student Assignment

Student Assignment is a process that aligns the values of the community and district to assign students to schools and programs, review boundary lines, and determine school opening or closing.



What's Next?

1. Homework

- Check out DCSD's boundaries and maps [here](#).
- Begin thinking about guiding principles and priorities.

2. Next meetings

- Committee meeting of the whole is Wednesday, February 26, 2025, at AIC.



Connect with SAP and Ms. Smith
sap@dekalbschoolsga.org

Scan the QR or use link
join



<https://forms.office.com/r/GzKx4MYN9h>

EXIT Ticket



QUESTIONS

