



Student Assignment Project (SAP)

School Choice and Special Programs

10/22/2025

Presented by: Sarita M. Smith

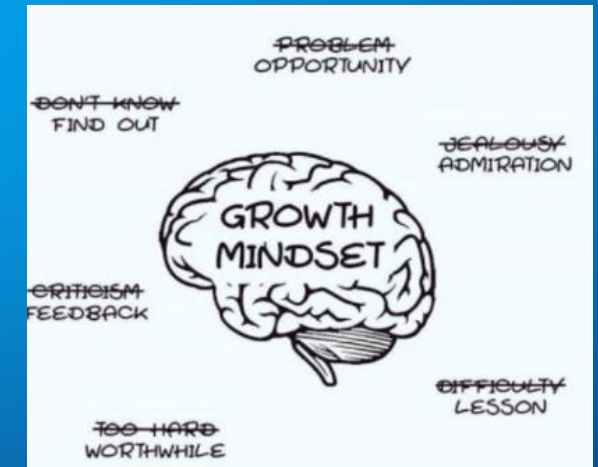


DeKalb County
School District

A Message From Acting Superintendent Dr. Norman C. Sauce III



Meeting Norms



Today's Working Session Schedule

Agenda Item	Resources	Time Allotment
Welcome and Agenda	Slide 90 - 94	6:30 – 6:35 p.m.
Today's Goal	Slide 95	6:35 – 6:40 p.m.
Policy AD	Slide 98	6:35 – 6:40 p.m.
Criteria DCSD Education Leaders Recommends	Slide 99	6:40 – 6:45 p.m.
Attendance Boundary (zoned school) Data	Slide 100 - 105	6:45 – 7:00 p.m.
Working groups	Attendance Boundary Criteria Survey here Maps Boundary Worksheet from Winter 2024 here Grade Configurations Examples slide 104 RESEARCH SUMMARY: DESIGNING EQUITABLE AND EFFECTIVE ATTENDANCE BOUNDARIES here	7:10 – 8:10 p.m.
Share Out	Slide 107	8:10 – 8:20 p.m.
What's Next	Slide 108	8:20 – 8:25 p.m.
Exit Ticket	Slide 109	8:25 – 8:30 p.m.



● Agenda

- ✓ Welcome and Agenda
- ✓ Today's Goal
- ✓ New Teams
- ✓ Working Schedule
- ✓ Programs and Buildings
- ✓ Community Feedback
- ✓ Teamwork
- ✓ Share Out
- ✓ What's Next
- ✓ Exit Ticket

Today's Goal:

Determine attendance boundary school criteria for DCSD



District Teams

Team 1

Carolyn Benson
[Maria De la cruz](#)
 Travena Evegan
[Emily Halevy](#)
 Teresa Hardy
[Kimberly Hires](#)
 ReShanda Holland
[Rhonda Hollis](#)
 Maxine Jenkins
[Lisa Lake](#)
 Grant Martin
[Linda Mcjunkin](#)
 Chelsea McKinney
[Gayle Murray](#)
 Calvin Watson
[Glenyce Williams](#)

Team 2

Kevin Alexander
[Keydrick Barlow](#)
 Cathy Blakeney
[David Felfoldi](#)
 Tinquila Hudson
[Barbara Long](#)
 Megan McClendon
[David McRae](#)
 Tambria Peeples
[Zack Phillips](#)
 Marion Reeves
[Ashley Stewart](#)
 Robyn Stewart-Amarra
[Tanjala Wright](#)

Team 3

Camisha Campbell
[Cynthia Carter](#)
 Charlene Fletcher
[Roger Henery](#)
 Kristin Jones
[Angela Leach](#)
 Veronica Lopez-Delgado
[Chantel Luncheon](#)
 Kirk Martin
[Venola Mason](#)
 Amber Melendrez
[Taelar Osei](#)
 Robin Reese
[Lisa Scott](#)
 Maima Simmons
[Tommy Travis](#)
 Sharquita Tuggle

Team 4

Randy Faigin
[Eric Knight](#)
 Alfred Lopez
[Keenia Mullen](#)
 Joscelyn O'Neal
[Taneka Riley](#)
 Tiffany Russell
[Rondereo Sidney](#)
 Carmen Smith
[Terilyn Smith](#)
 Sonja Szubski
[Everett Vance](#)
 Katina Watts

Team 5

Glenda Barner
[Patrice Benton](#)
 David Cruz Vega
[Stacy De Jesus](#)
 Nancy Kelly
[Shrieka Mathis](#)
 Charlie McAdoo
[Kaitlin Meade](#)
 Amber Melendrez
[Lysa Moore](#)
 Eric Parker
[Doug Rollins](#)
 Paula V. Tate
[Malika Terry](#)

District Teams

Team 6	Team 7	Team 8	Team 9	Team 10
Tabitha Barnette Monique Brown Latifat Cabirou Tarnisha Dent Jim Donofrio Ashley Little Yolanda Mahama Erin Peone Tameika Porter Jeff Rader David Sample Adam Shipp Stephanie Strobridge	Tremaine Afetorgbor Narvella Dial Felicia Evans Tonya Freeman Torra Hancock Erika Harris Luke Ingram April Roberson Crystal Roberts Quanesha Robinson Meghan Stevens Donna Troka Arian Williams Cherryl Young	JoAlveta Allen Kenya Asbill Simone Bright Aubrey Brooks Stephanie Byrd Cassandra Davis Will Hinton Kirk Lunde Kelly Mitchell Mary Novotny Frederico Rowe Myisha Washington-Hankins Dee Dee Westbrook	Tryphenna Bastian Lori Bolds Neal Christian Alison Clark Nakia Fowler Angela Holmes Sukisha Kilgore Nwandi Lawson Sarah Lee Dana Lee Sylvia Okoma Kathleen Rudd Maggie Tucker	Elizabeth Bell Stephanie Bialek Maria Damian Tracy Dawson Zikia Jones-Martin Latrese King Stephanie Klosik Angela Maki Jamie McCurley Margaret Redmond Keith Sagers Daniel Walker Malaika Washington LaTanya Wooley Amitenor Wright

DCSD Policy AD

A. Alteration of School Attendance Areas

School attendance areas may need to be altered for a variety of reasons including, but not limited to, population changes, capacity or operating efficiency concerns, change in the use of a school, closure of a school, and the opening of a new school. The Board, upon recommendation of the Superintendent, may alter school attendance areas. The Superintendent's recommendations for alterations in school attendance areas shall be based on the following primary criteria:

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

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:

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.

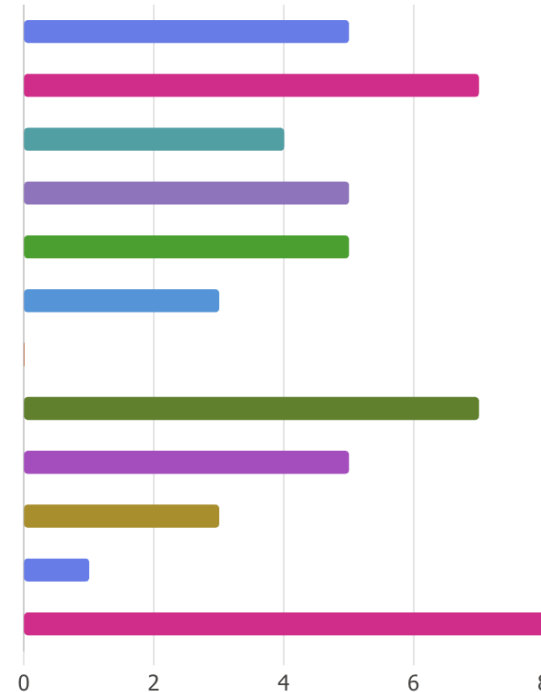
The Superintendent shall develop a process for obtaining input from the community. In the case of school closures, the Board shall follow the procedures provided in state law regarding public hearings and comment. The Board, at its discretion, may accept, modify, or reject the recommendation of the Superintendent. 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.



Criteria DCSD Education Leaders Recommends

1. Please select the top six (6) criteria that is important for SAP to consider for prioritizing attendance boundary schools

- Building Utilization 5
- Enrollment Projections 7
- Program Needs 4
- Student Travel Distance 5
- Natural Barriers (highways, river, railroads) 5
- Racial/Ethnic Diversity 3
- Language Diversity 0
- Program Alignment: Keep pathways coherent (e.g., ensure elementary schools feed... 7
- Neighborhood Cohesion 5
- Resource Distribution: Ensure equitable access to high-quality facilities and... 3
- Transportation Costs 1
- Facility Condition 8



We asked leaders to rate these criteria based on their importance (1-5)

Balanced Regions

- Most rated this criteria a 3

Consistency of Offerings

- Most rated this criteria a 5

Minimum school size per grade band: ES (900) MS (1200) and HS (1600)

- Most rated this criteria a 4

What other criteria should the committee consider?

- Demographics of each school should mirror the demographics of the district.
- Consistent in feeder patterns – no split feeders – no split neighborhoods.
- Transportation must be considered when minimizing school size.
- If consolidating, review the school climate scores and the leader as this will make a difference; allow for choice.

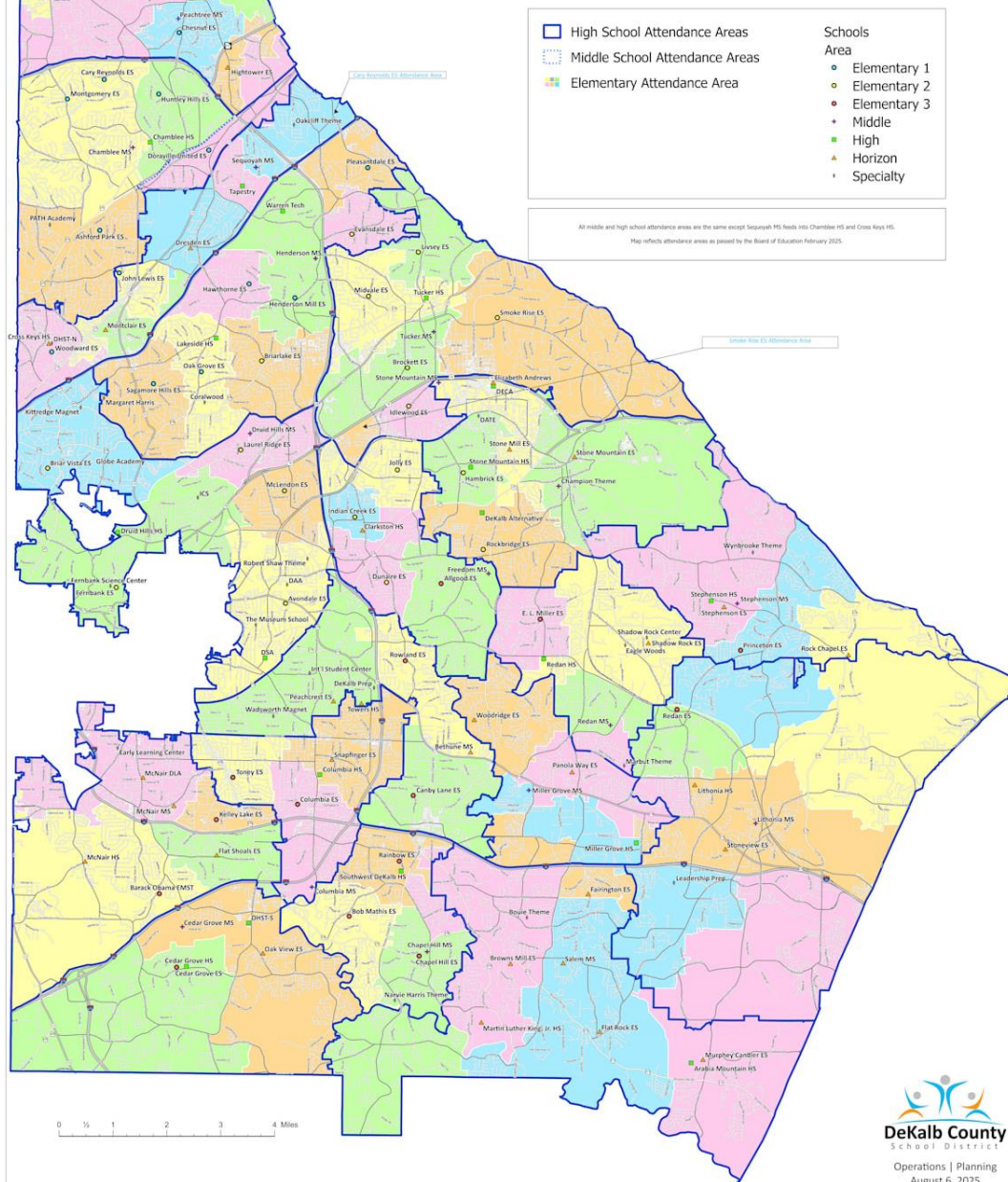


Attendance Boundary School Data



Attendance Areas

2025-2026 School Year



Current DCSD Maps

Attendance Criteria From Other Districts

- **Gwinnett County Public Schools (GA)** — explicit redistricting criteria listing: feeder preservation, current/forecasted enrollment, capacity utilization, location/proximity, transportation, identifiable boundaries. Good model of concise, public criteria. [Gwinnett County Public Schools](#)
- **Fulton County Schools (GA)** — formal multi-round public engagement process and Board-approved criteria; emphasizes community input before a formal proposal. Useful for public-meeting structure. [Fulton County Schools](#)
- **Chicago Public Schools (IL)** — formal board policy and published guidelines that require academic and non-academic criteria and local involvement in school actions. Good for policy/legal framing. [Chicago Public Schools](#)
- **NYC DOE (A-185)** — a regulation that prescribes process steps (district/Council review, timelines) for rezoning; strong model for clear procedural rules. [NYC](#)
- **LAUSD & Miami-Dade** — examples of operational permit policies, boundary documents, and large PDF boundary maps that show how to present proposals visually and legally. [LAUSD & Miami-Dade](#)



Attendance Criteria From Other Districts

Common Attendance Boundary Criteria from Comparable Districts

- **Current and projected enrollment / capacity utilization** — balance students across schools so buildings are neither overcrowded nor under-utilized.
- **Preserve feeder patterns / vertical alignment** (elementary → middle → high school clusters) to support curricular continuity.
- **Geographic proximity and travel time / transportation impact** — minimize student travel time and bus costs while considering walk zones and safe routes.
- **Identifiable and defensible boundaries** — use natural and built features (major roads, rivers, rail lines, neighborhoods) so zones are clear and stable.
- **Equity and socio-economic balance** — avoid concentrating disadvantage or creating stratification by race / income; consider Title I and special program implications.
- **Programmatic and capacity needs** — accommodate special programs (magnet, gifted, special education, dual language) and ensure access without disrupting core attendance assignments.
- **Minimize disruption and consider siblings / continuity** — limit the number of students who must change schools and preserve sibling/household assignments where possible.
- **Safety, walkability, and community context** — account for safe walking routes, hazardous barriers, and neighborhood identity.



Grade Configurations Examples

Alternative and Specialized Configurations

K–8 Schools

- Increasingly popular in urban districts to reduce transitions and improve continuity.
- Students remain in one environment longer, promoting stability.

PreK–8

- Often used by charter or private schools for holistic education models.

9–10

- Academies or Freshman Centers: Support 9th-grade transition into high school.

K–12 Schools

- Common in rural areas or charter systems where enrollment is small.

Elementary School Configurations

K–5 (Kindergarten through 5th grade)

- Most common model nationally
- Emphasizes early childhood and foundational skills (literacy, math, social-emotional development)

K–6

- Keeps 6th grade with younger students
- Common in smaller or rural districts
- Helps reduce transitions but may limit middle school–level opportunities

PreK–5 or PreK–6

- Expands early childhood access
- Increasingly used in districts focused on early learning continuity

Middle School Configurations

6–8 (Most common modern model)

- Focuses on early adolescence (ages 11–14)
- Offers exploratory courses, advisory systems, and developmental supports

7–8 (Junior High Model)

- Older model still used in some regions
- More subject-specialized, structured like high school

5–8 or 4–8 (Intermediate/Middle Grades Schools)

- Used when space, enrollment, or feeder patterns require flexibility
- Can promote smoother transitions but sometimes mixes broad age ranges

High School Configurations

9–12 (Standard U.S. high school)

- Provides full secondary curriculum and college/career prep

10–12 (Senior High Model)

- Common in districts with **junior highs (7–9)**
- Separates freshmen to reduce transition challenges

7–12 or 6–12 (Combined Secondary)

- Used in small districts or specialized programs (STEM, arts, IB)
- Reduces transitions but requires strong age-separation within the building

Attendance Boundary Data Survey

Attendance Boundary Criteria Survey

SAP Committee Attendance Boundary Criteria

Please review the following questions and provide your feedback.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Please select the top six (6) criteria that is important for SAP to consider for prioritizing attendance boundary schools * 

Please select at most 6 options.

- ☐ Building Utilization
- ☐ Enrollment Projections
- ☐ Programmatic and capacity needs
- ☐ Student Travel Distance
- ☐ Natural Barriers (highways, river, railroads)
- ☐ Equity and socio-economic balance
- ☐ Language Diversity
- ☐ Program Alignment: Keep pathways coherent (e.g., ensure elementary schools feed consistently into middle and high schools)





bob

Share Out

Please share your team's highlights from your data worksheets

- Team 7
- Team 3
- Team 9
- Team 1
- Team 5
- Team 10
- Team 2
- Team 8
- Team 6
- Team 4



What's Next?

1. Next meeting

- November 5 via Zoom – please remember to register a day before.

2. SAP Townhalls

- Saturday, October 25th @ 1:00 p.m.
- Tuesday, October 28th @ @ 6:30 p.m.

Chats

- October 23rd @ 6:30 – 7:30 p.m.



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

SAP Meeting Exit Ticket

(10/22/2025)

-
- EXIT Ticket

