



Student Assignment Meeting Summary

10/22/2025

Tucker High School Cafeteria

6:30 – 8:30 p.m.

Meeting Agenda

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

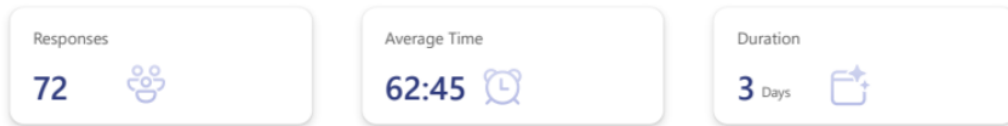
Today's Goal:

- Determine attendance boundary school criteria for DCSD.

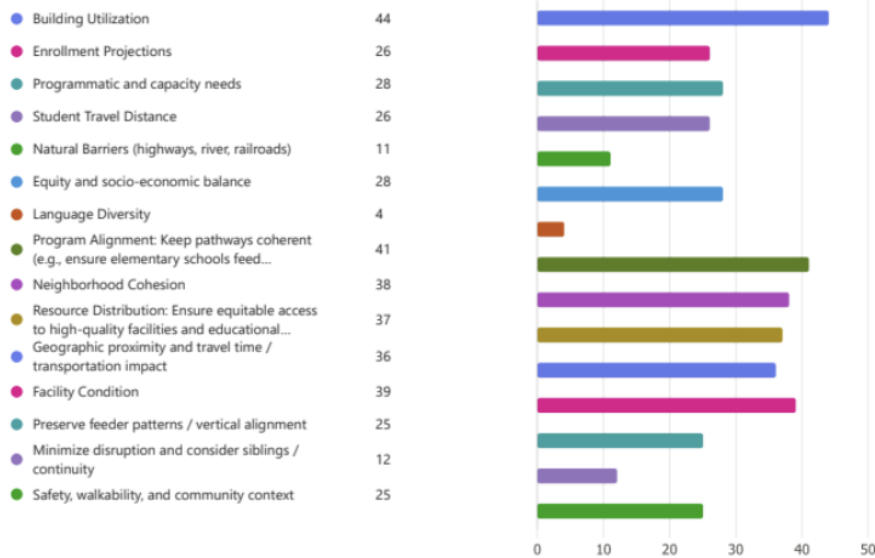


Attendance Boundary Criteria Survey

Responses Overview Active



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



2. Elementary Site Amenities

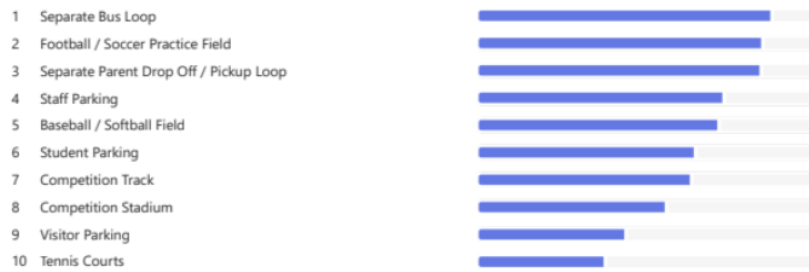




3. Middle School Site Amenities



4. High School Site Amenities



5. Should there be a minimum school capacity size? (minimum to be determined)

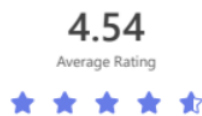


6. How important is balanced regions?

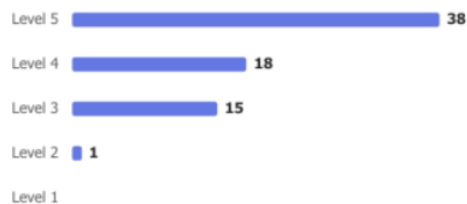




7. How important is having consistent offerings?



8. How important is on-site traffic management? (carpool queuing, bus loops, parking)



9. What are the strengths and weaknesses of our current grade configurations (e.g., K-5, 6-8, 9-12)?

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Responses

Latest Responses

"Very Strong"

"I think the current strength is that each grade configuration allows students to pr..."

"Average, its been this way forever"

...

What are the strengths and weaknesses of our current grade configurations (e.g., K-5, 6-8, 9-12)?

Committee members expressed a mix of support for traditional grade configurations (K-5, 6-8, 9-12) and interest in alternative models like **K-8** or **K-6/7-8** to reduce student transitions, strengthen community ties, and ease family logistics. Many noted that middle school (6-8) is the most problematic phase—students face social, emotional, and developmental challenges, and 6th graders often feel unready for the middle school environment.

Strengths identified:



- Alignment with developmental stages and state standards.
- Familiarity and tradition within the community.
- Clear feeder patterns and appropriate separation of age groups.
- Preparation for high school and college readiness in upper grades.

Weaknesses identified:

- Middle school model is developmentally and socially difficult.
- Small elementary schools limit program offerings.
- Too many transitions between schools create instability for families.
- Lack of Pre-K integration and inconsistent grade configurations across schools.
- Larger schools can undermine community connection and individualized learning.

Overall themes:

Committee members value developmental appropriateness, continuity, and flexibility. Many support exploring K–8 or cluster-based configurations to enhance academic continuity, reduce attrition, and build stronger school communities while maintaining consistent standards districtwide.

How uniform do we want grade configurations to be across the district? (e.g., should we look at PreK-3, or a K-7, or a K-12)

Committee members were divided on whether grade configurations should be uniform across the district or flexible based on community and program needs.

Key Themes:

- **Support for Uniformity:** Many committee members favored districtwide consistency (e.g., PK–3, 4–6, 7–9, 10–12) to ensure smooth student transitions, access & opportunity, and logistical efficiency. Uniform configurations were seen as promoting fairness, clarity, and stability, particularly for mobile families and fair resource distribution.
- **Support for Flexibility:** Others argued that configurations should vary by community demographics, facility capacity, and program offerings (e.g., magnet,



early learning, or K–8 models). They emphasized that educational quality and access to programs matter more than uniformity.

- **Commonly Suggested Models:** Frequent recommendations included PreK–3, 4–6, 7–9, and 10–12 structures, as well as PreK–8 and 9–12 models. Some committee members suggested separating students by developmental stages (early childhood, elementary, middle, high) to align with social and emotional growth.
- **Access & Opportunity Considerations:** Several noted that inconsistent grade bands could deepen lack of access & opportunity if certain schools (e.g., affluent ones) gain advantages through expanded configurations like K–8 or K–12.

Overall Insight:

While there is strong interest in simplifying and standardizing grade configurations, many committee members want a balance between consistency and contextual flexibility—uniform where feasible, but adaptable where community needs, space, or program design require it.

Committee members were divided on whether district changes should occur incrementally or through a full transition (“rip the band-aid off”).

Key Themes:

- **Incremental / Phased Approach (majority):** Many preferred a gradual rollout to minimize disruption, allow time to adjust logistics, manage community concerns, and test the process in select schools or clusters before districtwide expansion. Supporters emphasized that large-scale change requires thoughtful planning, adequate resources, and strong communication—potentially over several years.
- **Full / Immediate Transition (significant minority):** Others argued for an immediate, districtwide change to avoid prolonged uncertainty, reduce confusion, and force alignment across the system. They believed a swift transition could yield faster results and prevent delays caused by resistance or inconsistent implementation.
- **Conditional / Hybrid Views:** Some suggested combining both approaches—starting with a few pilot areas or grade bands, then expanding rapidly once challenges are identified and addressed.



Overall Insight:

While there is recognition that **decisive action is needed**, most feedback leans toward a phased or incremental transition to ensure stability, community trust, and effective execution—especially given the complexity of districtwide changes.

How do disparities in athletic facilities affect school pride, participation, and access & opportunity across communities?

Participants overwhelmingly expressed concern about the lack of access & opportunity between schools in the northern and southern parts of the district, noting that northern schools are better maintained, better resourced, and more prioritized, while southern schools experience facility neglect, infestations, and basic infrastructure issues.

These disparities were said to directly affect school pride, student morale, participation, and community engagement. Many cited athletic facilities as a visible symbol of lack of access & opportunity—mentioning inconsistent access to stadiums, lighting, pools, and practice fields—which influences where families choose to live or enroll their children.

Committee members emphasized that access and opportunity in facilities should include both athletics and academics, ensuring that every school has safe, modern, and well-maintained spaces. Several called for districtwide minimum facility standards, fair funding distribution, and shared-use models to reduce disparities.

While a few noted that academics should take priority over athletics, the overall consensus was that facility quality—whether athletic, academic, or aesthetic—deeply shapes school identity, pride, and opportunity, and the current lack of access & opportunity reinforces broader socioeconomic divides across the district.

What other criteria should the committee consider?

Committee members emphasized that teacher and stakeholder input must be central to decision-making, as changes directly affect those in classrooms and school communities. Concerns included the impact on staff stability, class sizes, school culture, and professional growth opportunities.



A recurring theme was access and opportunity—ensuring that all schools and regions offer comparable academic programs, special services (SpEd, Gifted, ELL, CTAE), and facilities. Many called for regional program balance, vocational and magnet expansion, and minimum standards for evenly distributed resources rather than concentration in select areas.

Committee members also stressed the importance of data-driven planning—considering enrollment projections, funding formulas (GaDOE minimums), socioeconomic context, and community development patterns—along with regular boundary reviews to maintain balance.

Community trust and engagement emerged as a major issue: committee members cited a history of financial mismanagement, poor facility conditions, and lack of transparency, urging the district to rebuild credibility through consistent action, open communication, and authentic outreach.

Finally, committee members underscored the need to preserve strong school cultures, minimize disruption to students and families, and ensure that no student is displaced farther from home unnecessarily. The overarching goal expressed was a cohesive, fair-minded system of “community schools” where program quality, access, and opportunity are not determined by ZIP code.

Next Meeting

Wednesday, November 5, 2025 - VIRTUAL