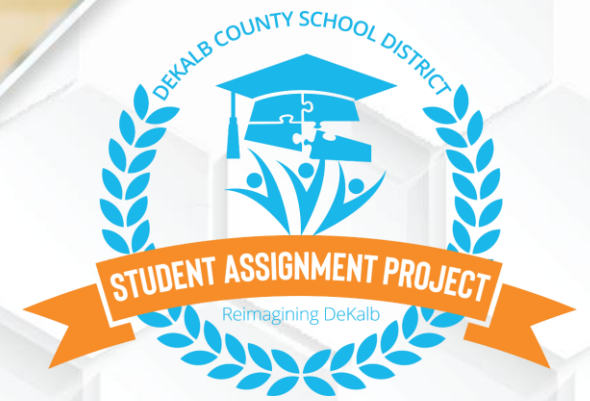




DeKalb County School District SAP Update



DeKalb County
School District

Vision

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

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



SAP 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 that all students have a quality education.
- Recommend boundaries, buildings, and programs suited for the current and projected enrollment.

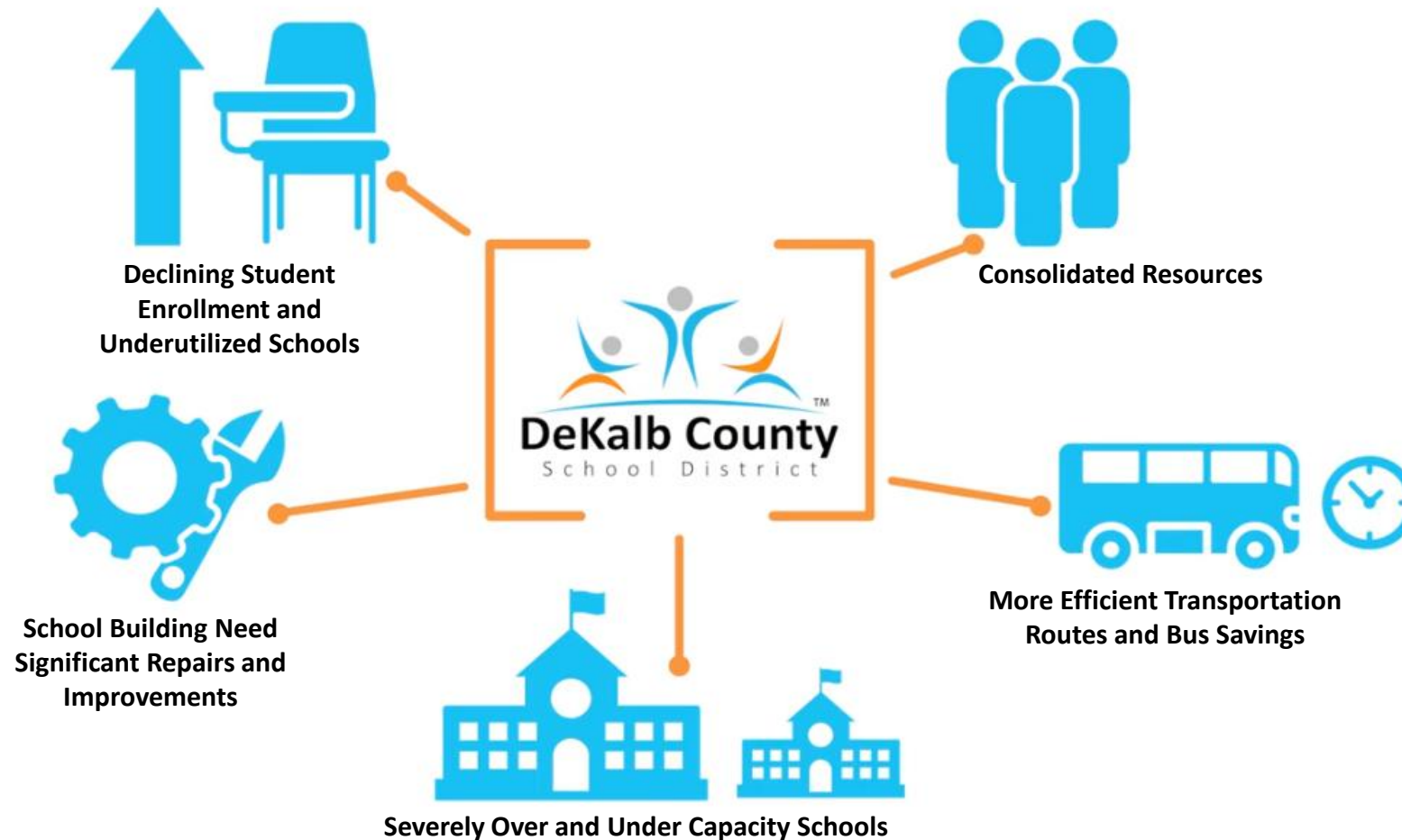
Non-Purpose of the Advisory

- 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 specific children or communities.**

SAP is the WHAT not
the HOW



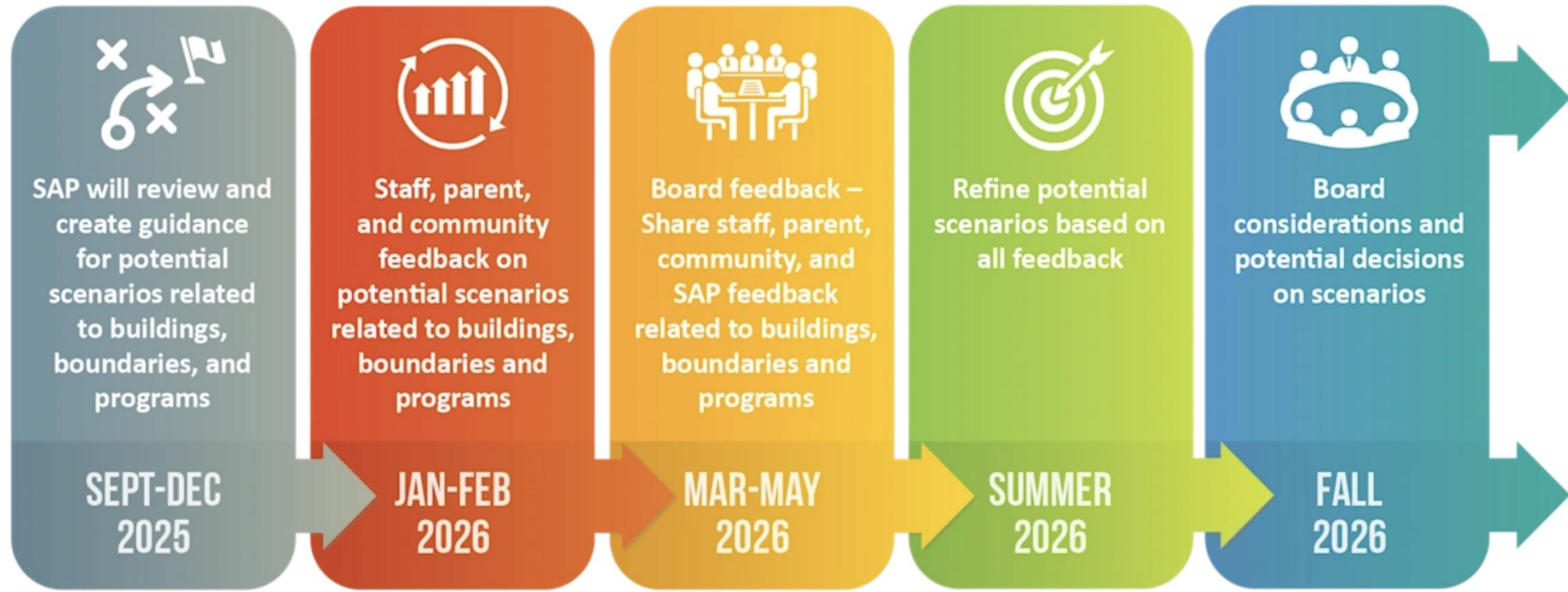
Five Reasons Why



Timeline

Expanded Student Assignment Project Timeline

November 7, 2025





September Recap

- SAP Vision, Purpose - Non-Purpose, & Outcomes
- Guiding Principles
- Why SAP Now? 5 Reasons
- Timeline
- Survey and Research Highlights
- Special Program Placement Options
- Support & Collaborations
- Community Feedback Review



October Recap

- Expanded Timeline
- Extended Processing for Program Placement Guidance
- Data and Feedback Related to Scenario Development
- Attendance Boundary School Amenities, Grade Band Configurations
- Dispelling Myths
- Reviewed Community Feedback



November Recap

- Reviewed Community Feedback and Myths
- Program Placement Concepts
- Exposed to the Scenario Evaluation Metrics
- Committee Discussion on Survey Results
- Timeline Update
- Reviewed Data, Data, Data
- HPM Dashboard Review



Program Placement Concept Feedback

Category	Concept A Super-Regions with Equitable Distribution of Programs: No Programs in Stand-Alone Buildings	Concept B Super-Regions with Dedicated Special Program Facilities	Concept C Super-Region K-5's with 6-12 Thematic Pathways
Equity & Access	High (ideal), but possibly unrealistic	Moderate / pragmatic	Mixed: equity in ES, inequity in MS
Community Continuity	Strong	Medium	Weak
Student Development Fit	Strong (PK–12 pathways)	Medium	Weak (too early choice)
Transportation	Easiest	Medium	Very difficult
Operational Feasibility	Low	Medium–High	High
General Support	Strongest	Mixed	Lowest

Program Placement Possibilities

Programs (Full Magnet Cluster of Hybrid Magnet Programs)

The SAP committee is torn with how to place programs in DCSD

Some initial guidance from the SAP committee:

- Programs should be inside neighborhood schools
- Specialized criteria for programs being outside of a building may include
 - **Specialized Student Needs** – Programs designed to serve students whose educational needs cannot be fully met in a traditional school setting (e.g., Special Education Centers, Alternative Programs).
 - **Specialized Instructional Expertise** – Programs that require educators with unique certifications or expertise aligned to the program's instructional model or theme (e.g., Arabia Mountain's environmental focus).
 - **Non-Traditional Grade Configurations** – Schools or programs that operate outside standard grade band structures (e.g., K–8 or 4–6 configurations such as Kittredge, Wadsworth, and Montessori programs).

Community Feedback

1. Capacity, Facilities, and Infrastructure Needs

Widespread concern about overcrowding (especially Ashford Park), reliance on trailers, aging buildings, internet issues, and a need for district-wide modernization rather than selective upgrades.

2. Equity in Resources, Programs, and School Investment

Strong calls for equitable investment—particularly in South DeKalb and the Buford Hwy corridor—across programs, facilities, staffing, and academic opportunities. Concerns about historical patterns of inequity and under-resourcing.

3. Boundary Changes, Community Stability, and Neighborhood Integrity

Families across regions want to keep neighborhoods intact, oppose splitting longstanding communities, and resist being rezoned into schools with fewer pathways or lower performance. Many object to redistricting as a primary solution to overcrowding.

4. Protection of Magnet, Gifted, Language, and High-Achiever Programs

High concern about maintaining magnet schools (e.g., Chamblee, Kittredge, Wadsworth), German Immersion, Montessori, and advanced programs. Stakeholders fear relocation or dilution will reduce quality and push families out of the district.

5. Academic Quality, Program Continuity, and Student Outcomes

Parents want guarantees that program quality, AP access, advanced coursework, and specialized supports (gifted, dyslexia, ADHD, behavior intervention, bilingual programs) remain consistent and equitable across schools.

Community Feedback

6. Community Trust, Communication, and Transparency

Significant frustration with SAP transparency, rushed timelines, unclear data, limited inclusion of families, and poor district communication. Many express distrust of the process and request clearer, more collaborative decision-making.

7. Cultural, Linguistic, and Spanish-Speaking Community Needs

Requests for more bilingual staff, culturally competent teachers, dual-language options, better Spanish-language communication, safety improvements, family supports, and transportation reliability for Spanish-speaking families.

8. Desire for Long-Term Planning Over Quick Fixes

Families urge DCSD to avoid reactive rezoning and instead consider facility expansions, new schools (e.g., Clarkston middle school), program replication, and data-driven long-term planning rather than short-term capacity solutions.

9. Community Identity, School Culture, and Parent Investment

Parents highlight strong school communities (Ashford Park, Montessori, DSA, Wadsworth, etc.) built through years of volunteerism and fundraising, fearing this investment will be lost through disruptive boundary changes.

10. Financial, Enrollment, and Economic Impact Concerns

Concerns that rezoning high-performing neighborhoods to lower-performing schools will reduce property values, drive families to private schools or out of the district and weaken tax revenue and overall district stability.



Community Feedback Form



What's Next

Community Meetings

- The SAP internal team is in the process of planning all winter and spring community meetings. These will be posted on the website as soon as they are available.

SAP Committee Meeting

- The SAP internal team is planning the winter and spring meeting schedule. This meeting cadence will complement the community meetings.



Student Assignment Project (SAP)
Website

