

**Executive Summary - Public Comment Session 2 at Tucker High School
September 22, 2026**

Key Themes

Theme	Frequency	Key Concerns
Preserve Existing School Clusters and Feeder Patterns	9	Strong opposition to split feeders, requests for one-to-one feeder patterns, maintaining neighborhood cohesion and K–12 continuity.
Opposition to Option 3 Redistricting Proposal	7	Significant disruption to established communities, limited enrollment benefit, impacts on student relationships and school identity.
Community Integrity and Neighborhood Cohesion	8	Keeping neighborhoods together, avoiding division of established school communities, preserving long-standing cluster relationships.
Henderson Middle School Capacity Concerns	6	Concerns that projected capacity figures are overstated, class size growth, program impacts, staffing and instructional limitations.
Data Accuracy and Transparency	6	Requests for clearer enrollment data, capacity calculations, planning assumptions, and public access to supporting analyses.
Student Well-Being and Social-Emotional Impact	7	Effects of reassignment on friendships, school culture, belonging, special populations, and student transitions.
Specialized Programs and Academic Continuity	5	Protection of language immersion, STEM, gifted, special education, ESOL, arts, and other specialized pathways.
Transportation, Safety, and Geographic Proximity	4	Traffic patterns, travel distances, safe routes, and consistency with Board Policy AD.
Alternative Solutions to Rezoning	3	Interest in magnet programs, program expansion, and addressing district-wide enrollment imbalances rather than boundary changes alone.
Community Engagement Process Concerns	3	Concerns regarding consultant reports, meeting summaries, community input documentation, and trust in the planning process.

Major Takeaways

- The dominant message from speakers was a desire to maintain existing school communities, feeder patterns, and cluster alignment.
- Option 3 received overwhelming criticism due to perceived disruption of neighborhoods while producing limited enrollment relief.
- Henderson Middle School capacity assumptions were repeatedly challenged, with requests for a comprehensive operational review before decisions are made.
- Speakers emphasized that enrollment and boundary decisions should consider academic programs, social-emotional impacts, and student outcomes, not solely facility utilization.
- Several participants requested greater transparency regarding enrollment projections, capacity calculations, and the sources of high school enrollment growth.
- Preservation of specialized programs, including dual language immersion, STEM, arts, gifted, ESOL, and special education services, was identified as a priority.
- Multiple speakers expressed concerns about community engagement processes and the accuracy of consultant-generated summaries.
- Participants encouraged the district to pursue broader, long-term solutions that improve enrollment balance and school attractiveness across the school district.

Common Threads Across Public Comments

- Strong preference for maintaining intact K–12 pathways, one-to-one feeder patterns, and established school cluster identities.
- Repeated concern that proposed boundary changes may create unintended social-emotional consequences for students by separating peer groups and disrupting long-standing community connections.
- Consistent requests for validation of enrollment, utilization, and capacity data before major redistricting decisions are finalized.
- Broad agreement that school quality, academic programming, and specialized opportunities influence enrollment patterns and should be considered alongside facility capacity.
- Frequent support for grandfathering provisions and transition protections for students already enrolled in affected schools or specialized programs.
- Shared concern that transportation, traffic conditions, and geographic barriers should play a greater role in evaluating attendance boundary options.
- Recurring calls for greater transparency, trust-building, and meaningful incorporation of community feedback throughout the planning process.

Appendix A - Speaker Summary

1. Monica Pubsco

Schools: Evansdale Elementary, Henderson Middle School, Lakeside High School

- Opposed Option 3.
- Highlighted high participation in Evansdale's French Dual Language Immersion program.
- Requested grandfathering for students impacted by proposed reassignment.
- Expressed concern about disruption of language pathways and peer relationships.

2. Lena Smith

Schools: Sagamore Hills Elementary, Shamrock Middle School, Druid Hills High School, Lakeside Cluster

- Opposed moving Sagamore students out of the Lakeside cluster.
- Cited historical community disruptions from previous rezoning efforts.
- Raised transportation and safety concerns.
- Advocated for keeping Sagamore fully aligned with Lakeside.

3. Sarah Jane Well

Schools: Sagamore Hills Elementary

- Requested presentation of complete K–12 cluster scenarios.
- Opposed split feeder patterns.
- Asked for greater transparency regarding enrollment growth sources.
- Raised concerns about district-wide enrollment impacts.

4. Karen Jordan

Schools: Henderson Middle School, Lakeside High School

- Challenged Henderson Middle School capacity assumptions.
- Requested pause on plans using the 1,590-student capacity figure.
- Highlighted impacts on ESOL, gifted, STEM, DLI, and special education services.
- Advocated for operational review before implementing changes.

5. Matt Miller

Schools: Oak Grove Elementary, Henderson Middle School

- Opposed split feeder proposals.
- Shared personal experience regarding social impacts of split feeders.
- Expressed concern about class size increases and student support services.
- Raised concerns regarding STEM program sustainability.

6. Rebecca Newcomer

Schools: Sagamore Hills Elementary, Henderson Middle School, Lakeside High School

- Opposed removing elementary schools from existing clusters.
- Emphasized long-term community impacts of previous boundary changes.
- Questioned whether current enrollment data justifies major changes.
- Encouraged exploration of alternatives to neighborhood reassignment.

7. Tory Heller

Schools: Midvale Elementary, Tucker Cluster

- Evaluated proposed attendance maps and transportation factors.
- Raised concerns regarding geographic alignment and proximity criteria.
- Questioned placement of planning units within proposed scenarios.

- Requested reconsideration of assignments involving Smoke Rise and Midvale communities.

8. Maddie Marner

Schools: Tucker High School, DeKalb Arts Academy

- Spoke as both parent and educator.
- Encouraged a balanced approach considering capacity, transportation, and student needs.
- Supported grandfathering options and protections for special populations.
- Requested publication of detailed supporting data for all scenarios.

9. Fiona Buffet

Schools: Hawthorne Elementary, Lakeside Cluster

- Opposed Option 3 and cluster boundary changes.
- Criticized consultant note-taking and community engagement documentation.
- Questioned enrollment and capacity methodologies.
- Requested school-level validation of capacity calculations.

10. Sarah Rowers

Schools: Lakeside Cluster Community Action Team

- Criticized the planning and engagement process.
- Asserted that community priorities were not reflected in proposed options.
- Opposed Option 3 due to community disruption.
- Requested a more collaborative and transparent process.

11. Kristen Correls

Schools: Henderson Middle School, Sagamore Hills Elementary

- Advocated for maintaining one-to-one feeder patterns.
- Opposed additional enrollment pressure on Henderson Middle School.
- Raised concerns about class size growth and instructional impacts.
- Requested examination of enrollment trends before rezoning decisions.

12. Jennifer Clyde Hens

Schools: Evansdale Elementary, Lakeside Cluster

- Argued that district-wide school quality disparities drive enrollment patterns.
- Recommended magnet and specialized program expansion as alternatives.
- Opposed rezoning as a long-term solution.
- Shared concerns regarding impacts on students with disabilities and extracurricular participation.