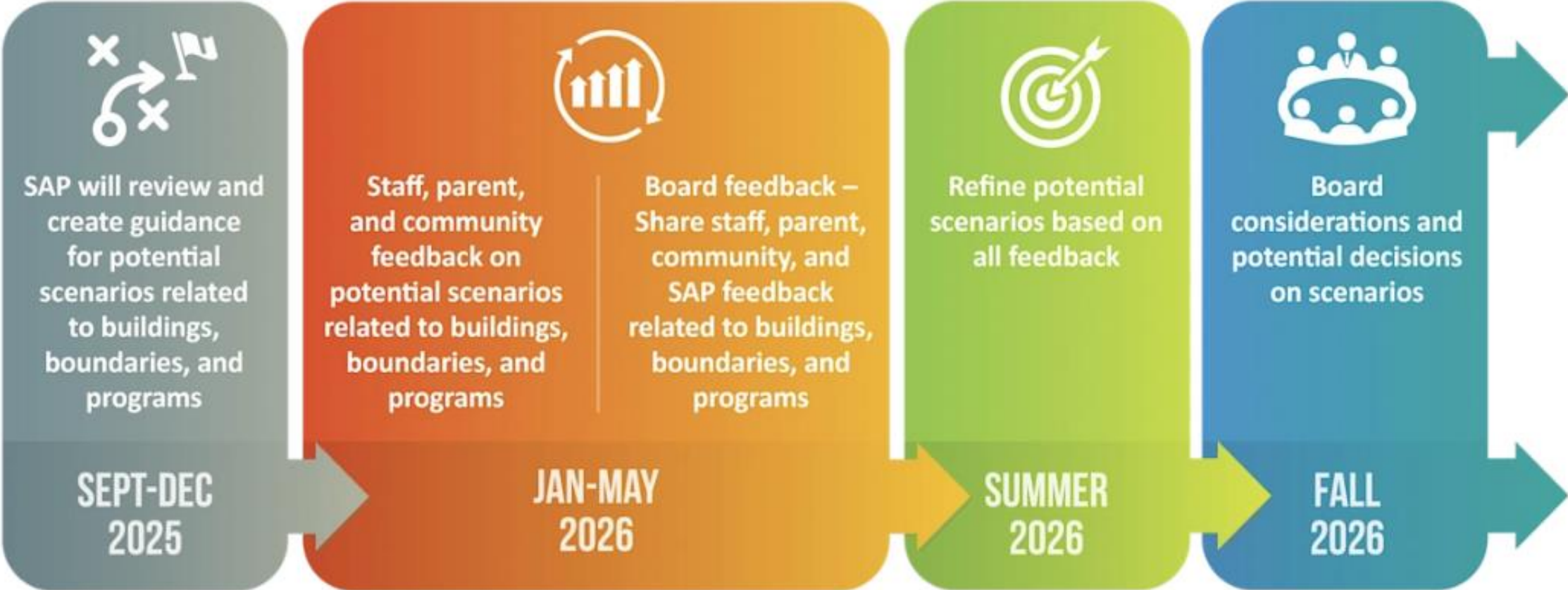


Student Assignment Project February Update

Presented: Sarita Smith and Jennifer Caracciolo

March 9, 2026

SAP Timeline



SAP Committee Scenario Feedback 2.11.26

SAP committee members exit survey responses

Building Guiding Principles 1 - Ensure safe, high-quality, and fiscally responsible learning environments by establishing clear standards for building age and facility conditions?

74% selected extremely well or somewhat well.

Building Guiding Principles 2 - Use consistent metrics to guide decisions on expansion, consolidation, or replication, ensuring long-term sustainability, and efficiency.

63% selected extremely well or somewhat well.

Building Guiding Principles 3 - Create and maintain safe, secure, and comfortable learning environments for all students.

49% selected extremely well or somewhat well.

SAP Committee Scenario Feedback 2.11.26

This feedback reflects members' input on the scenario development and alignment with the guiding principles and does not include survey responses.

Support for Bold Action

- Several respondents appreciate that actual closures are being proposed rather than avoided.
- The plan is described as bold, clear in structure and useful as a “straw man” to focus discussion.
- Some believe consolidation is fiscally responsible and inevitable.

Lack of Critical Detail

A dominant concern is insufficient information to properly evaluate the proposal: No boundary maps or rezoning details.

- No clarity on where displaced students would attend.
- Limited information on expansion scope, added capacity, costs, and construction timelines.
- No detailed rationale or metrics behind specific closure decisions.
- Lack of transparency about criteria (e.g., why 600 enrollment was chosen as a benchmark).
- Missing data on per-pupil expenditures, facility condition scores, land capacity, and program impacts.
- No explanation of grade band changes or phasing plan clarity.

Many respondents stated it is extremely difficult to assess building closures “in isolation.”

Equity Concerns (Especially South DeKalb)

- Strong concern that South DeKalb bears a disproportionate number of closures.
- Fear that the scenario may reinforce historical inequities by concentrating underinvestment.
- Requests to overlay population density and investment maps.
- Desire for visible reinvestment commitments in impacted southern communities.

SAP Committee Scenario Feedback 2.11.26

This feedback reflects members' input on the scenario development and alignment with the guiding principles and does not include survey responses.

Community Impact & Trust

- Anticipated significant public backlash.
- Concern that families will focus solely on saving their schools.
- Frustration over messaging suggesting the SAP committee “guided” decisions when members did not help develop the closure list.
- Requests for clearer, more transparent communication about process and roles.
- Concern about community fragmentation (split feeders, cluster shifts).

Process & Presentation Issues

- Too much information delivered at once.
- Need for multiple scenarios for comparison.
- Confusion around timeline (implementation start vs. completion over 6–8 years).

Strategic Considerations

- Shorten the timeline.
- Begin with minimally disruptive closures.
- Consider larger grade bands if consolidating.
- Provide interactive boundary tools/dashboards.
- Ensure closures lead to tangible student upgrades.
- Clarify assumptions (e.g., larger schools = better outcomes).

February Review

SAP (Student Assignment Project) Feedback Sessions

Families and community members are invited to learn about the Student Assignment Project (SAP) and share feedback on potential school closure and consolidation scenarios.

Your voice matters. Join us for these upcoming sessions:

February Regional Meetings

Virtual Meetings

Register: <https://bit.ly/SAPmtgFeb2326>

- 12:00 PM Feb 23 Central Region
- 12:00 PM Feb 24 Southwest Region
- 12:00 PM Feb 25 Southeast Region
- 12:00 PM Feb 26 North Region

In-Person Meetings

(No registration required)

- 6:00 PM Feb 23 AIC
- 6:00 PM Feb 24 Cedar Grove High School
- 6:00 PM Feb 25 Martin Luther King Jr. High School
- 6:00 PM Feb 26 Cross Keys High School

Community Feedback Session Questions and Comments

| Academic Impact & Research | Data Integrity, Forecasting, & Methodology | Capacity, Cascading, & Feeder Logistics | Transportation, Traffic, & Walkability |
|---|--|--|--|
| <p>Core questions/comments:</p> <p>How will closures, consolidations, and mixing performance levels affect student learning and outcomes?</p> <p>Evidence that larger schools or efficiency claims translate (or do not) to improved learning.</p> <p>Requests for proof that school closures lead to gains in achievement, attendance, and graduation.</p> | <p>Core questions/comments:</p> <p>Confidence in the numbers—enrollment projections, methodology, errors, and transparency.</p> <p>Modeling inputs: birth data, housing/permits, institutional investment (e.g., CHOA, Druid Hills/Clifton), homeowner tenure, and students returning from private/home school.</p> <p>Requests for the logic, accuracy claims, data sources, and cluster-level utilization.</p> | <p>Core questions/comments:</p> <p>Where will students go—and is there room?</p> <p>Over-capacity schools adjacent to near- or over-capacity neighbors; infeasibility of “cascading” in the north.</p> <p>Requests for concrete seat plans and cluster-level math for displaced students.</p> <p>Whether whole school communities will move together or be split.</p> | <p>Core questions/comments:</p> <p>Commute times, safety, bus operations, and local congestion.</p> <p>Loss of walk-to-school options; truancy risk if buses are missed.</p> <p>Traffic impacts on busy corridors.</p> <p>Safety and scheduling for younger students traveling farther before daylight.</p> |

Community Feedback Session Questions and Comments

| Equity, Geography, & Civil Rights Concerns | Grade Banding (PK–3, 3–5, 6–12) & Student Safety | Program Impacts (DLI, Magnet, CTAE, Special Ed, Fine Arts, & Athletics) | Facilities Condition, Renovations, & Contradictions |
|---|---|---|--|
| <p>Core questions/comments:</p> <p>Disproportionate impacts—especially South DeKalb vs. North—race, equity, and community stability.</p> <p>Risk of community decline after closures; effects on property values.</p> <p>Concern about historical underinvestment and perpetuating inequity.</p> | <p>Core questions/comments:</p> <p>Developmental appropriateness and safety of broad grade bands, especially 6–12.</p> <p>Risks of bullying/inappropriate exposure; bus mixing of 11–12-year-olds with 18-year-olds.</p> <p>Alternatives: K–8, upper/lower campuses, or prior K–7 / 8–12 models.</p> | <p>Core questions/comments:</p> <p>Continuity and quality of special programs and staff.</p> <p>Where will DLI, language immersion (e.g., German), magnet, CTAE, fine arts, SPED services go; staffing security and transitions.</p> <p>Athletic facilities parity and investment.</p> | <p>Core questions/comments:</p> <p>Reconciling recent/approved investments with closure recommendations.</p> <p>Feasibility of rebuild/expand on small urban footprints; multi-story design.</p> |

Community Feedback Session Questions and Comments

| Financials, Cost Savings, & Use of Funds | Redistricting, Boundaries, & Cluster Alignment | Teacher/Staff Retention & HR Transitions | Timeline, Phasing, & Governance |
|---|---|--|---|
| <p>Core questions/comments:</p> <p>Quantified savings and reinvestment; transparency on consulting/vendor costs.</p> <p>Total cost-savings goals, per-building savings, and how funds re-enter classrooms.</p> <p>Costs of holding/maintaining closed buildings vs. selling/repurposing.</p> <p>HPM scope, selection, time on contract, and fees.</p> | <p>Core questions/comments:</p> <p>Boundaries must be discussed with buildings to evaluate real impacts.</p> <p>Is there a commitment to keep communities within cluster.</p> <p>Calls to redraw lines before closures and to publish boundary data now.</p> | <p>Core questions/comments:</p> <p>Stability for staff and preserving high-performing teachers.</p> <p>Layoff estimates, criteria, and ability to follow students; whether staff must reapply.</p> <p>Communication gaps creating fear and teacher flight.</p> | <p>Core questions/comments:</p> <p>When decisions happen, phasing across 6–8 years, and decision authority.</p> <p>Implementation pace; whether moves only occur after expansions are complete.</p> <p>Contingencies around ESPLOST funding and potential leadership changes.</p> <p>Who ultimately decides and how rollout is sequenced.</p> |


Community Feedback Session Questions and Comments

| Community Engagement, Trust, & Transparency | Building Reuse, Repurposing, Security, & Sale | Class Size, Ratios, & Staffing Models | North vs. South Balance & Historical Context |
|---|---|---|---|
| <p>Core questions/comments:</p> <p>Process concerns and requests for authentic two-way engagement.</p> <p>One scenario presented; inability to speak publicly; short survey-to-revision timelines.</p> <p>Requests to publish Q&A/FAQ, provide cluster-level participation data, and hold north-area meetings.</p> | <p>Core questions/comments:</p> <p>What happens to closed buildings and how reuse is funded/managed.</p> <p>Options: sale, repurpose (admin, specialty programs, partnerships), security/maintenance during vacancy.</p> <p>Avoiding blight; learning from GLOBE Lower campus example.</p> | <p>Core questions/comments:</p> <p>Impact of consolidation on student-teacher ratios and FTE.</p> <p>Whether class size will increase/decrease, unlocking FTE, and adherence to state guidelines (waiver questions).</p> <p>Relationship between class size and student performance.</p> | <p>Core questions/comments:</p> <p>Distribution of closures vs. expansions and historical investment patterns.</p> <p>Why more closures in South DeKalb and expansions in the north; concerns about resegregation and historic underinvestment.</p> <p>Requests for proportionality and consistency of criteria across clusters.</p> |

Community Feedback Session Questions and Comments

| Special Populations & Student Well-Being | Alternative Scenarios & Solutions | Vendor, Process, and Accountability | Communication Artifacts & Access |
|--|--|---|---|
| <p>Core questions/comments:</p> <p>Supports for SPED, unhoused, high mobility, and mental health.</p> <p>How longer commutes affect medically fragile students; safeguards for unhoused students.</p> <p>SEL and mental health impacts of more transitions (e.g., PK–3 model).</p> | <p>Core questions/comments:</p> <p>Rebuild/expand on existing footprints (multi-story urban design).</p> <p>K–8 or upper/lower campus models; shared-site/joint campus; temporary whole-school moves and then return.</p> <p>Admin consolidation into schools, expand Pre-K, add trades programs, or phased timelines.</p> | <p>Core questions/comments:</p> <p>HPM role, RFP, comparables, and oversight.</p> <p>Publish facility condition/adequacy scoring and details.</p> | <p>Core questions/comments:</p> <p>Requests for documents and tools.</p> <p>Printable maps, dashboards with scenarios, cluster utilization, methodology memos, and FAQ with all written questions.</p> <p>Ability for the community to use mapping tools with demographic overlays.</p> |

Your Questions / Our Answers



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Feedback

Scenario Feedback

We are currently in Round 1 of the Student Assignment Planning (SAP) Scenarios Feedback process, and no decisions have been made at this time. Your feedback is essential, and we value your voice in helping shape the path forward.

To gather meaningful input, we are hosting both virtual and in-person engagement sessions. The insights collected will inform the development of updated scenarios in March. If you have not taken the Round 1 SAP Scenario Survey, click [here](#).

Below are recordings from four virtual meetings and four in-person sessions for your review.

- + [February 23rd Meetings](#)
- + [February 24th Meetings](#)
- + [February 25th Meetings](#)
- + [February 26th Meetings](#)

SAP Communications Plan – Guiding Principles

Students are our top priority!



Accessibility



Shared Leadership



Clarity Without Finality



Internal First



Respect for History

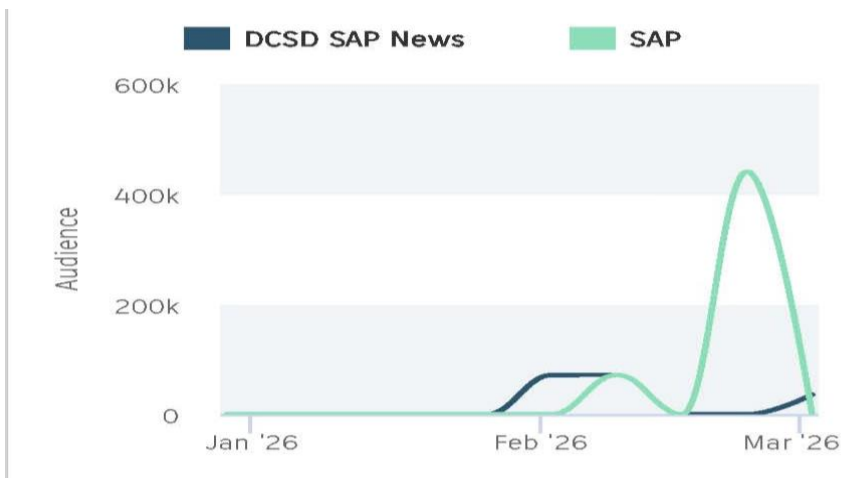
Feedback Phase: January 2026 – May 2026

This plan prioritizes early communication, intentional listening, and visible accountability, especially for families who are not traditionally engaged.

Stakeholder feedback is important and will be reviewed as part of the SAP process. While not every suggestion can be implemented, community input helps inform the school district's planning and understanding of local priorities. Final decisions rest with the Board of Education.

Communications Channels Completed

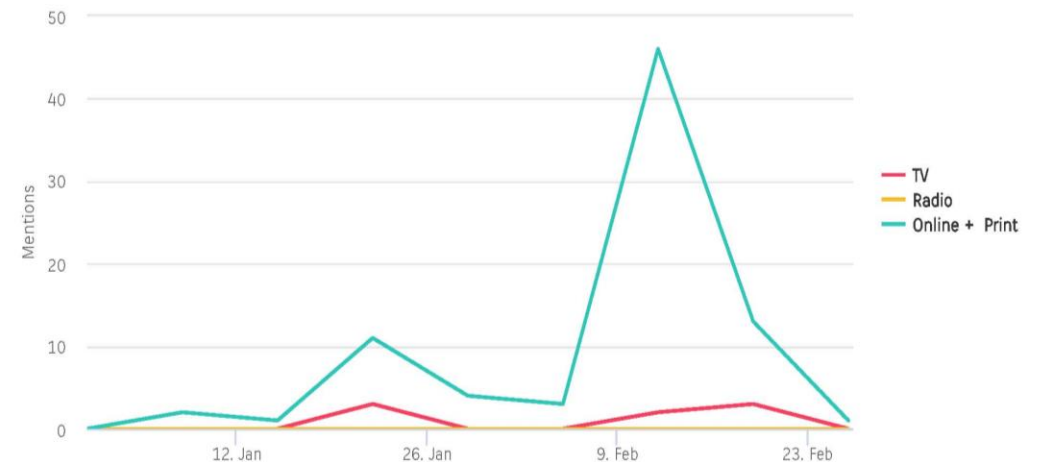
- ✓ Main Messages
- ✓ Toolkit
- ✓ Websites
- ✓ School Messenger
- ✓ 3 Newsletters
- ✓ DSTV/YouTube
- ✓ Social Media



Media

- ✓ Op-ed by Dr. Sauce and others
- ✓ Media release at scenario launch
- ✓ Pitch media for in-depth process stories
- ✓ Bench model spokespeople

89 stories that reached 16 million people



Communications Channels Completed

Core Videos

- ✓ Dr. Sauce
- ✓ Person-on-the-Street
- ✓ The Real Cost of Empty Seats
- ✓ Roundtable
- ✓ In the Know Podcast

Targeted Outreach

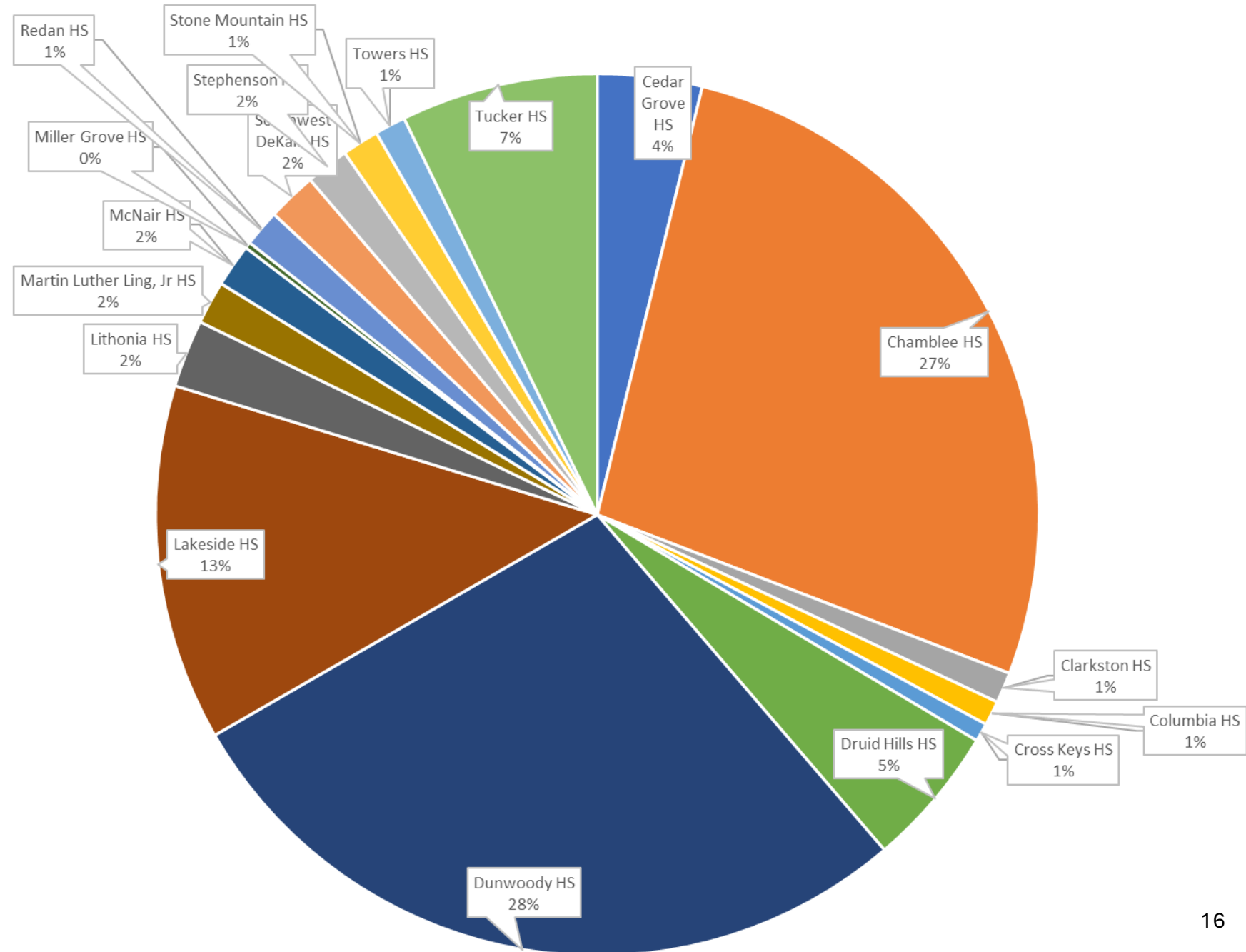
- ✓ FACE Department – 15+ schools on list with low input received prior to 3/3
- ✓ Community meetings/events

Meetings

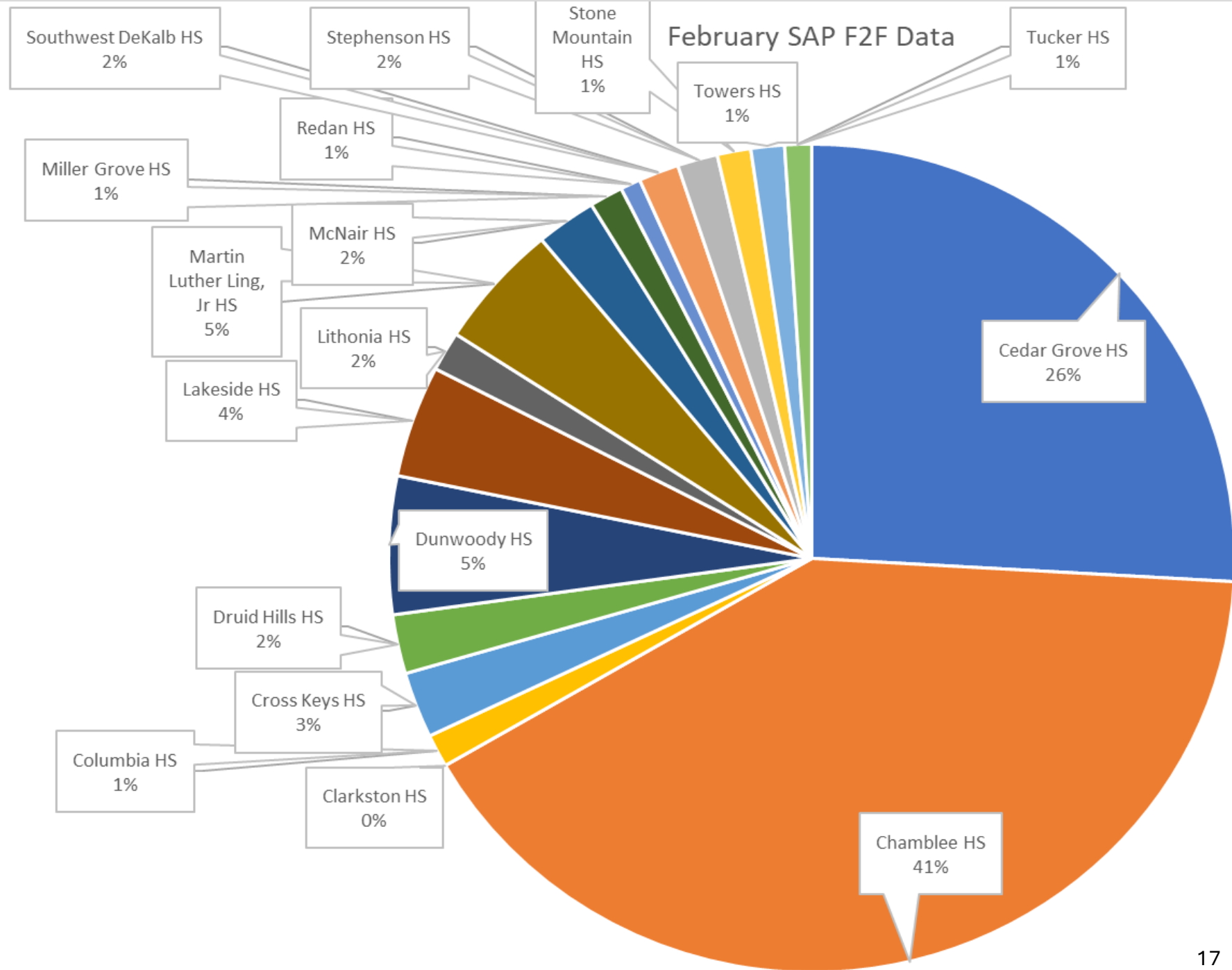
- ✓ Principal and Interim Superintendent Advisory Meetings
- ✓ Staff Feedback Meetings (virtual)
- ✓ Community Feedback Meetings (in person and virtual)

Community Meeting Data by Cluster (Virtual)

February Virtual Data by Cluster



Community Meeting Data by Cluster (In-Person)



Communications Channels Completed

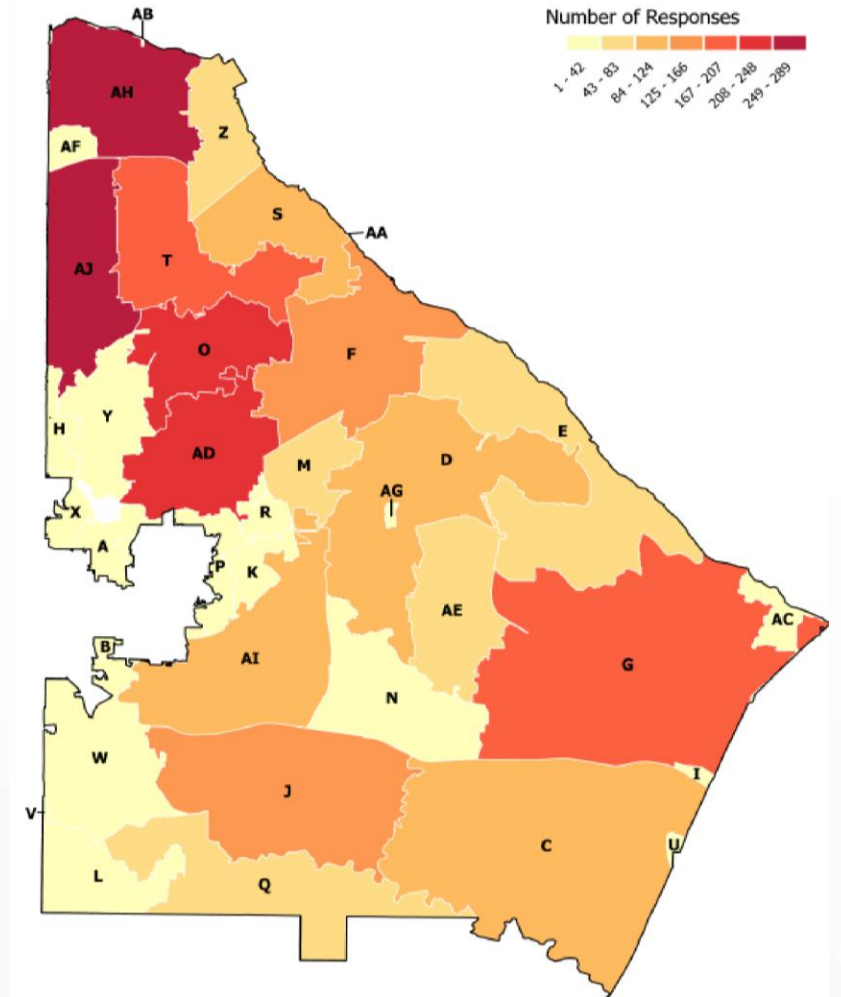
[View full report here!](#)

February Online Feedback Survey – 2,768 surveys completed as of February 27, 2026

- Parent/guardian 59.9%
 - Community member 13.4%
 - School staff 12.2%
 - Not provided 7.6%
 - Other 3.4%
 - Student 1.4%
 - District Staff 1.0%
 - SAP Committee 0.9%
-
- ES 48.5%, MS 4.2%, HS 10.7%, Multiple 21.9%, None Selected 14.7%

Primary Themes from 63.4% of all coded mentions

- Opposition to closures and community identity 24.8%
- Grade band configuration 12.6%
- Class size and overcrowding 11 %
- Student well-being and stability 8.5%
- Facility investment and renovation 6.5%



Reaching Our Audiences (March 8 - May 2026)

Round #2 Scenarios: Released March 20 at 8 am, survey closes April 12. Press Conference March 20.

Continue Prior Channels, Focus on Principal/School Engagement, and Add:

Broad Community Meetings

Virtual Community Information Sessions – Overview of scenarios for the entire district

March 23 @ 12 and 6 pm and March 27 @ 10 am and 12 pm

F2F Cluster Based Workshops @ 6 pm– Overview AND cluster specific info; interactive small groups

March 23 @ Lakeside HS

March 25 @ Towers HS

March 25 @ Stone Mountain HS

March 26 @ Lithonia HS

March 26 @ Dunwoody HS

March 30 @ Dr. Ronald E. McNair HS

Targeted Community Meetings (12 Days of SAP)

District and School Leaders, and Staff Meetings (6)

Flyers, Text for Schools Signs, Events, and Athletics

THANK YOU