

Student Assignment Project: August Updates

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Three Commitments

01



Community Voice Is Essential

No recommendation will be presented to the Board of Education until impacted communities have had a genuine, substantive opportunity to participate. Not after. Not simultaneously. Before.

02



Comprehensive Conversations

Buildings, boundaries, and programs are addressed together, not in separate silos. Communities will see how each decision affects the others.

03



Independent Facilitators

Each cluster conversation will be led by a third-party facilitator who specializes in trusted community conversations.

Centering the Student Experience



Overcrowded Schools

Students and teachers stretched beyond what a healthy learning environment allows.

- Crowded classrooms
- Insufficient shared spaces
- Teacher workloads that strain quality

Conversations begin in the Fall of 2026 in the Lakeside, Cross Keys, Chamblee, Tucker, Dunwoody, and Druid Hills clusters.



Under-Enrolled Schools

Empty seats drain programs that students deserve and have a right to access.

- Fewer AP and advanced courses
- Reduced arts and elective offerings
- Less access to resources and technology

Conversations begin in the Spring of 2027 in the Towers, McNair, Cedar Grove, Miller Grove, Columbia, and MLK clusters.

Tentative Public Engagement Timeline

Aug. 31 – Sept. 11: Define Goals, Process, Expectations

- First Meeting of Community Advisory Teams (CATs)
- First Public Comment Sessions
- Online Public Survey
- Online Focus Groups Available

Oct. 19 – Oct. 30: Refine Options

- Third Meeting of Community Advisory Teams
- Third Public Comment Sessions
- Online Public Survey
- Online Focus Groups Available

Sept. 22 – Oct. 2: Consider Multiple Options

- Second Meeting of Community Advisory Teams
- Second Public Comment Sessions
- Online Public Survey
- Online Focus Groups Available

The Interim Superintendent and the Board of Education will receive regular updates throughout the engagement process.

Community Advisory Teams (CATs) Structure and Selection Process

Participant Categories

- Principals and School-based Staff
- Students (Middle and High School)
- Parents and Guardians
- Community Members
- District Administration
- DCSD Partners
- PAC/PTA/PTO members
- Current SAP Committee Members
- Alumni

Process

- Each participating school will be allotted 10 Community Advisory Team seats (5 - 10 schools per cluster)
- Previous Student Assignment Project Advisory Committee members who submit an interest form will automatically be selected
- Submission of an interest form does not guarantee a seat on the team
- Seats will be filled through a random selection process with the support of our Research and Accountability Department

Community Advisory Teams (CATs) Selection Process

Timeline

Aug. 11: Launch CAT Interest Form

Aug. 25: CAT Interest Form Closes

Aug. 26 – 27: Random selection process

Aug. 28: CAT members notified

Sept. 8 – 10: CAT sessions begin

Communication

CAT application window will be communicated via:

- DCSD Social Media Platforms
- DCSD Website
- DCSD Monday Newsletter
- Municipal Newsletter
- DCSD Family and Community Engagement Team

Community Engagement Opportunities

Type	Description	Time Commitment
Community Advisory Teams	A representative group of stakeholders that meets throughout the engagement process to provide feedback, review information, and help inform project planning.	Six Community Advisory Teams meeting three times each Approximately 2 hours per meeting
Online Public Survey	An on-demand online public survey that includes a brief video overview and topic-specific questions, allowing stakeholders to provide feedback at their convenience.	10-15 minute online public survey available on demand, once online public survey window opens
Online Focus Group Meetings	Stakeholders who complete the online public survey may choose to participate in a follow-up virtual focus meeting to provide more detailed feedback. These facilitated discussions will be conducted during multiple dates and times.	60-minute virtual sessions with 10-15 participants each
Public Comment Sessions	Formal public hearings that provide community members an opportunity to share oral comments in accordance with Board policy. Individual comments are limited to three minutes.	In-person sessions approximately two hours in length

Communications Approach

The communications goal is to help every stakeholder understand why the Student Assignment Project matters, how it affects student opportunity, and how they can meaningfully participate.

To accomplish that, the strategy rests on the following six pillars:



**Clarify
Student
Opportunity**



**Build Shared
Understanding**



**Meet People
Where They
Are**



**Foster
Two-Way
Dialogue**



**Build Trust
Through
Transparency**



**Maintain
a Continuous
Conversation**

Communications Ecosystem

Every Connection Matters

Awareness	Understanding	Engagement	Ongoing Updates
Social Media	Website	Community Advisory Teams	Email
Superintendent Videos	Maps	Online Public Surveys	Text Messages
Newsletters	FAQs	Online Focus Groups	SchoolMessenger®
Print Materials	Explainer Videos	Public Comment Sessions	Principal Updates
Local Media	Podcasts	Community Connectors	Board of Education Updates

The goal is not more communication. The goal is communication that meets people where they are and moves them toward meaningful participation.

Communication: Community Touchpoints

Trust Travels Through Relationships

Strategic Outreach and Engagement



Schools

- Principals
- PTA/PTO/PAC leaders
- Parents and Guardians
- Teachers
- Student leaders
- Alumni



Community

- Faith leaders
- HOAs
- Civic organizations
- Neighborhood associations
- Nonprofits



Business

- Chambers of Commerce
- Local employers
- Community partners



Government

- County commissioners
- City/Municipal leaders
- State legislators
- Public libraries

Next Steps

Launch Community Advisory Team (CAT) Interest Form and communications campaign

Conduct CAT selection process

Develop engagement metrics and participation goals

Begin Phase 1 community meetings, online public surveys, and focus groups

Monitor participation rates, stakeholder representation, and community reach

Provide regular updates and engagement summaries to the Interim Superintendent and Board of Education

Compile feedback findings and develop community-informed recommendations

No decisions have been made. Community input, engagement data, and stakeholder feedback will be collected, reviewed, and considered before any recommendation is presented to the Board of Education.

Thank you.

