This meeting will begin at 6 p.m. and begins a presentation on the K-8 Model followed by breakout sessions organized by last name. The meeting will conclude by 8 p.m. If you have questions afterward, please contact:

- Academics: K8school@fultonschools.org
- Redistricting: planning@fultonschools.org
- Construction/Design: SPLOSTinfo@fultonschools.org

Para nuestros hispanohablantes
Esta reunión comenzará a las 6 p.m. y comienza una presentación sobre el modelo K-8 seguida de sesiones grupales organizadas por apellido. La reunión concluirá a las 8 p.m.

La presentación principal se traducirá al español mediante subtítulos. Después de la presentación, los participantes de habla hispana pueden unirse a las sesiones grupales ya sea por su apellido (las sesiones son en inglés) o participar en una sesión solo en español.

Si tiene preguntas después de la reunión, comuníquese con:

- Académicos: K8school@fultonschools.org
- Redistribución de distritos: planning@fultonschools.org
- Construcción/Diseño: SPLOSTinfo@fultonschools.org
Introduction of Our Presenters

Dr. Tamara Candis  
Zone Superintendent for Learning Zone 2

Dr. Gyimah Whitaker  
Deputy Chief Academic Officer

Yalanda Bell  
Executive Director of Academic Programs

Yngrid Huff  
Executive Director of Operational Planning
Agenda for December 7 Meeting

• Purpose of the community forums
• K-8 Instructional model
• Closure considerations
• Attendance zone modifications
• Assignment for breakout sessions
Purpose of the Community Forums

• Share information and receive feedback pertinent to the K-8 instructional model and school closures

• Collect additional community input:
  – Regarding potential closure
  – Revisions to elementary/middle school attendance boundaries
  – Future facility/land usage

• Provide information addressing community questions and concerns relative to the closure proposal
What is the K-8 School Model?

K-8 Model Characteristics

- Serves grades Pre-K – 8th on one campus
- Schools similar sized but smaller grade enrollments
- Slower pace of change for early teens
- Increased role model/leadership opportunities
- Increased continuity for students, families, teachers, and the wider community
- Less transition for students and parents results in greater community connection to the school

Interesting Facts

K-8 is a standard model in:
- Charter Schools,
- Private Schools,
- Public Urban Schools, and
- International Schools.

Largest K-8 transition challenge for many traditional districts is funding for building configurations.

Quality instruction is still the greatest indicator of student success in any school setting.
### How Does the K-8 Model Benefit Students?

<table>
<thead>
<tr>
<th>Category</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| **Academic Achievement** | • Increased curriculum continuity and fewer transitions improves academic performance.  
                               • Smaller classes allow for more individualized support from the teaching staff.                                                        |
| **Security**            | • Continuity allows children to have more consistent and stable relationships with siblings, peers and adults.  
                               • Continuity allows parents to stay informed and connected as children become older.                                                      |
| **Fewer Distractions**  | • The more consistent community reduces potential negative societal influences.                                                                 |
| **Engagement**          | • Stable connections with peers and adults result in improved behavior and attendance.                                                                 |
| **Climate/Culture**     | • Increased time as a cohort provides opportunity for deeper social relationships.                                                                 |
How Does the K-8 Model Benefit School Communities?

- Reduced teacher turnover
- Deeper relationships with students and peers
- More time to build a community school
- More opportunity to develop deep partnerships
- Longer relationships with students and families
- More flexible staffing and leadership opportunities
- Deeper engagement with teachers and staff
- Increased understanding of school routines
- Longer relationships with students and families
- More flexible staffing and leadership opportunities
- Reduced teacher turnover
- Deeper relationships with students and peers
Why Are We Confident in the K-8 Model?

**Extensive National Research**

**Baltimore:** Students in K–8 schools scored higher than their middle school counterparts on standardized achievement measures in reading, language arts, and math.


**Philadelphia:** Students in the K–8 schools had higher academic achievement and surpassed middle school students in reading and science, with statistically higher gains in math.


**Milwaukee:** Students in the K–8 schools had higher academic achievement as measured by standardized test scores, especially in math.


**Long-Term Local Expertise**

FCS has successfully managed K-8 Charters for over 15 years.

- Amana Academy (2005)
- The Main Street Academy (2010)
- Chattahoochee Hills Charter (2013)
- Fulton Academy of Science and Technology (2016)
Where Might FCS Employ Additional K-8 Models?

School communities that feature the following characteristics would most benefit from the K-8 Model:

- Parents are interested in increased engagement
- Community is addressing mobility challenges
- Student populations would benefit from more focused instruction
- Facility configuration opportunities exist which would support the learning model

Two opportunities for a K-8 Model:
- Hapeville
- Conley Hills
Policy FDB – School Closing and Consolidation

If a school is in need of extensive renovation to meet current state and system facility standards and schools located in contiguous attendance areas have sufficient capacity to accommodate the students, the school can be considered for closure.
**Conley Hills K-8 Opportunity**

**Opportunity** - Leverage existing facilities and capital to add K-8 to the District’s portfolio of schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Conley Hills facility is in poor condition</td>
<td>✓ Elementary enrollment has declined, this is a national trend</td>
</tr>
<tr>
<td>• The SPLOST Program includes a Conley Hills replacement school</td>
<td>✓ There is excess elementary school capacity within the region</td>
</tr>
<tr>
<td>• A land search has occurred, but suitable new construction sites are limited</td>
<td>✓ There is excess capacity at middle schools in the region</td>
</tr>
<tr>
<td>• The existing Conley Hills site has been studied. Site is small and has transmission lines on the property</td>
<td></td>
</tr>
<tr>
<td>• The only undeveloped District property in the region is not suitable for the effort</td>
<td></td>
</tr>
</tbody>
</table>

**Building Condition:**
- Good
- Fair
- Poor

Blue = Excess School Capacity
Conley Hills Replacement K-8 School: The opportunity is to make a significant investment to reconfigure and renovate a replacement Conley Hills K-8 School at the current Paul D. West Middle School location. This effort:

- Delivers a flagship Conley Hills Replacement K-8 facility for the Tri-Cities community
- Provides students and families with a school instructional model that meets their unique needs
- Substantially modifies, upgrades and improves the existing facility, including replacement of select critical building systems
- Adds required site amenities to support the curriculum
- Improves security and aesthetics of the building
- Reconfigures building layout to support requirements for primary grade students and staff
- Leverages the middle school spaces to meet K-8 curriculum
- Expands upon recent efforts to rebuild elementary schools in this region in 2014 and 2015
- This proposed construction effort is substantial and will require a budget comparable to the building costs associated with a newly constructed elementary school.
Hapeville K-8 School – The opportunity is to leverage the existing facility and capital to add the K-8 school to the FCS portfolio; this effort:

- Utilizes existing elementary facilities such as restrooms adjacent to K-1 classrooms
- Uses former high school amenities to meet middle grade curricular requirements including gymnasium and field
- Adds locker rooms to the existing gymnasium
- Creates a science lab
- Moves music adjacent to the auditorium
- Renovates the media center
- Includes 2 CTAE and 2 Art rooms

K-8 Conversion Program Study 08.31.2020

Space Summary

<table>
<thead>
<tr>
<th>Space</th>
<th>SF</th>
<th>Construction / Reconfiguration SF</th>
<th>Refresh / Renewal SF</th>
<th>No Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Academics K-1 (1100 SF, CR + Restroom + Stor)</td>
<td>11</td>
<td>9,053</td>
<td>9,053</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>6</td>
<td>4,991</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>First Grade</td>
<td>5</td>
<td>4,062</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Core Academics 2-5 (1950 SF, CR + Storage)</td>
<td>16</td>
<td>14,083</td>
<td>-</td>
<td>14,083</td>
</tr>
<tr>
<td>Second Grade</td>
<td>4</td>
<td>3,639</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Third Grade</td>
<td>4</td>
<td>3,577</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>4</td>
<td>3,382</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>4</td>
<td>3,483</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Core Academics 6-8 (825 SF, CR + Study)</td>
<td>9</td>
<td>6,864</td>
<td>663</td>
<td>6,088</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>3</td>
<td>2,509</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>3</td>
<td>2,230</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>3</td>
<td>2,124</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>2,261</td>
<td>-</td>
<td>2,261</td>
</tr>
<tr>
<td>Exceptional Children</td>
<td>1</td>
<td>532</td>
<td>-</td>
<td>532</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>6,492</td>
<td>4,092</td>
<td>-</td>
</tr>
<tr>
<td>Visual Art</td>
<td>2</td>
<td>3,218</td>
<td>3,218</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1,483</td>
<td>1,483</td>
<td>-</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>9,003</td>
<td>9,003</td>
<td>-</td>
</tr>
<tr>
<td>CTAE</td>
<td>2</td>
<td>4,035</td>
<td>4,035</td>
<td>-</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
<td>1,187</td>
<td>-</td>
<td>1,187</td>
</tr>
<tr>
<td>Administration &amp; Counseling (155 SF)</td>
<td>1</td>
<td>8,405</td>
<td>-</td>
<td>684</td>
</tr>
<tr>
<td>Food Service</td>
<td>0</td>
<td>7,457</td>
<td>7,457</td>
<td>-</td>
</tr>
<tr>
<td>Custodial</td>
<td>0</td>
<td>1,579</td>
<td>-</td>
<td>1,579</td>
</tr>
<tr>
<td>Non Programmed SF Area (Excess)</td>
<td>0</td>
<td>3,580</td>
<td>-</td>
<td>3,580</td>
</tr>
<tr>
<td>Subtotal</td>
<td>52</td>
<td>79,008</td>
<td>32,127</td>
<td>684</td>
</tr>
<tr>
<td>Building Services &amp; Circulation</td>
<td>42,508</td>
<td>42,508</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>52</td>
<td>121,516</td>
<td>32,127</td>
<td>684</td>
</tr>
</tbody>
</table>
### Declining ES Enrollments Including the Tri-Cities Area

#### Elementary Enrollment Trend

**Paul West Feeder Schools**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conley Hills ES</td>
<td>692</td>
<td>649</td>
<td>610</td>
<td>612</td>
<td>543</td>
<td>514</td>
<td>485</td>
<td>487</td>
<td>469</td>
<td>454</td>
</tr>
<tr>
<td>Hapeville ES</td>
<td>719</td>
<td>702</td>
<td>679</td>
<td>662</td>
<td>626</td>
<td>617</td>
<td>580</td>
<td>608</td>
<td>613</td>
<td>621</td>
</tr>
<tr>
<td>Holmes, Hamilton E. ES</td>
<td>794</td>
<td>767</td>
<td>719</td>
<td>704</td>
<td>642</td>
<td>612</td>
<td>594</td>
<td>574</td>
<td>567</td>
<td>576</td>
</tr>
<tr>
<td>Parklane ES</td>
<td>549</td>
<td>569</td>
<td>527</td>
<td>461</td>
<td>424</td>
<td>402</td>
<td>381</td>
<td>379</td>
<td>360</td>
<td>353</td>
</tr>
<tr>
<td>Elementary Total</td>
<td>2,754</td>
<td>2,687</td>
<td>2,535</td>
<td>2,439</td>
<td>2,235</td>
<td>2,048</td>
<td>2,016</td>
<td>1,995</td>
<td>1,991</td>
<td>1,991</td>
</tr>
</tbody>
</table>

#### Woodland MS Feeder Schools

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookview ES</td>
<td>836</td>
<td>673</td>
<td>630</td>
<td>503</td>
<td>546</td>
<td>521</td>
<td>491</td>
<td>498</td>
<td>503</td>
<td>491</td>
</tr>
<tr>
<td>College Park ES</td>
<td>734</td>
<td>879</td>
<td>816</td>
<td>761</td>
<td>654</td>
<td>614</td>
<td>583</td>
<td>562</td>
<td>544</td>
<td>540</td>
</tr>
<tr>
<td>Heritage ES</td>
<td>836</td>
<td>673</td>
<td>630</td>
<td>503</td>
<td>546</td>
<td>521</td>
<td>491</td>
<td>498</td>
<td>503</td>
<td>491</td>
</tr>
<tr>
<td>Hilliard, Asa ES</td>
<td>753</td>
<td>704</td>
<td>654</td>
<td>584</td>
<td>546</td>
<td>521</td>
<td>491</td>
<td>498</td>
<td>503</td>
<td>491</td>
</tr>
<tr>
<td>Elementary Total</td>
<td>2,883</td>
<td>2,766</td>
<td>2,571</td>
<td>2,364</td>
<td>2,198</td>
<td>2,101</td>
<td>1,990</td>
<td>2,037</td>
<td>1,999</td>
<td>1,993</td>
</tr>
</tbody>
</table>

#### Elementary Enrollment Trend

**Woodland MS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ES + MS Enrollment</td>
<td>3,930</td>
<td>3,708</td>
<td>3,417</td>
<td>3,234</td>
<td>3,011</td>
<td>2,910</td>
<td>2,803</td>
<td>2,833</td>
<td>2,782</td>
<td>2,714</td>
</tr>
</tbody>
</table>

---

**Elementary Enrollment Trend**

- **Paul West Feeder Schools**
- **Woodland MS Feeder Schools**
- **West, Paul D. MS**
- **ES + MS Enrollment**

**Diagram Notes:**
- **Conley Hills ES**
- **Hapeville ES**
- **Holmes, Hamilton E. ES**
- **Parklane ES**
- **Elementary Total**

**Woodland Feeders**

- **Brookview ES**
- **College Park ES**
- **Heritage ES**
- **Hilliard, Asa ES**
- **Elementary Total**

**ES + MS Enrollment**

- **Woodland MS**
Requirements/Considerations for School Closure

Instructional Program Impact
- Student Placement (Attendance boundaries)
- Special Programs / Course Offerings

Community Impact
- Future facility use
- Transportation Safety

Facility Assessment
- Condition and age of facilities
- Energy conservation
- Safety conditions

Financial Impact
- Maintenance and plant operating costs
- Transportation costs
- Personnel costs
- Market value of school
South Fulton elementary and middle attendance boundaries changes to accommodate:

- Possible Conley Hills Elementary closure/consolidation and implementation of K-8 instructional model
- Possible Hapeville Elementary implementation of K-8 instructional model
- Closure of Paul D. West Middle School
Board policy AD – School Attendance Zones

• Policy and procedure passed in 2000
• Defines primary and secondary criteria
• Defines a process for establishing / modifying
• Used in planning/opening 30 new schools, 3 school closures
How Are School Attendance Zones Revised?

Primary criteria

- Geographical Proximity
- Classroom Capacity
- Projected Enrollment

(Students are not always assigned to closest school – all criteria must be considered, and all students must be assigned)

Secondary criteria – used when primary criteria offer more than one option for assignment

- Traffic Patterns
- Frequency of neighborhood rezonings
- School Feeder Alignment
- Balancing of Special Programs (TAG, ESOL, Special Needs)
Neighborhood areas are the building blocks of attendance boundaries

Future schools (openings/closings) will be considered

- Forward looking
- Minimize the continuous shifting of neighborhoods
Community Engagement

• Everyone participates equally
• All forums begin with a presentation
• Ensures continuity in the process
• Divided into smaller working groups
• Groups facilitated by trained staff
• Equity in the process
• Focused discussion on criteria
How Are School Attendance Zones Revised?

First Community Forum - *Objective*: Collect community input within the board-approved criteria

Second Community Forum - *Objective*: Collect community input on attendance zone alternatives based on board-approved criteria

- January 11, 2021
- 6:00 – 8:00pm
- MS Teams

Third Community Forum - *Objective*: Collect community input on attendance zone alternatives based on board-approved criteria

- January 25, 2021
- 6:00 – 8:00pm
- MS Teams
Process for School Closure and Attendance Zone Modifications

• Board will review staff recommendations for K-8 school opening/consolidation/closure and attendance zone modifications – February 2021
• If the Board chooses to proceed with the K-8 school opening/consolidation/closure as presented in the recommendation, two public hearings will be held to receive community input – February and March 2021
• Board could select, adjust, delay or deny the attendance zone recommendation, K-8 plan and/or school closure/consolidation – March 2021
• If recommendation is selected, Board approves K-8 school opening/consolidation/closure and final attendance zones – March 2021
• All school and zone changes would go into effect - August 2022
Questions for Community Forum 1

1) What positive impacts on student achievement do you foresee in the K-8 model? What concerns do you have?

2) What type of unique programming would you like to see at the K-8 school (i.e., performing arts, fine arts, career pathways)?

3) If Conley Hills Elementary closed, what would be an ideal use of the facility and land?

4) In terms of factors such as natural geographic barriers, homeowners' associations, and shared amenities such as common areas, youth teams or events, what neighborhood areas should remain together and why?

5) What traffic concerns do you have that may impact the safe and timely transportation of students to and from schools?

6) Are there any residential development trends or redevelopments in your area that may impact future school enrollment?

7) After reviewing the rationale for closing Conley Hills ES and Paul D. West MS, what additional questions and/or concerns do you have?
Ground Rules for Microsoft Teams Forum

• Facilitators are objective participants
• Can only consider input related to the criteria
• School system commits to receiving and considering all appropriate input
• Staff must balance multiple perspectives and logistical limitations in developing attendance zone alternatives; not all input can be accommodated
• Respect each others’ opinions in group sessions
• Please mute your microphone during group session
• Please raise your hand and wait to be recognized by facilitators
• Please email rezoning questions to planning@fultonschools.org
• Please email K-8 questions to K8school@fultonschools.org
• Please email construction/school design questions to SPLOSTinfo@fultonschools.org
Opportunities for Additional Engagement

Go to: www.fultonschools.org/K8

• Public record of all meetings
• Information about the K-8 Model
• Link to rezoning process information
  • Questions/Answers
  • Online forum – available through Wednesday following each meeting
How to Access Your Breakout Session

• Go back to the K-8 website – www.fultonschools.org/K8

• Find the breakout session based on your last name

• Non-English-speaking attendees should select the bilingual facilitated session / Los asistentes que no hablen inglés deben seleccionar esta sesión

• The meeting will conclude after your group session
Next Steps

• The next meeting will be held on January 11, 2021

• Meeting will be 6-8 p.m. through Microsoft Teams

• Microsoft Teams link will be shared on the district website

• Objective is to review attendance boundary modification plans
The general presentation has ended. This is how to access your breakout session.

• Go back to the K-8 website – www.fultonschools.org/K8

• Find the breakout session based on your last name

• Non-English-speaking attendees should select the bilingual facilitated session / Los asistentes que no hablen inglés deben seleccionar esta sesión

• The meeting will conclude after your group session