<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>By closing these schools, will it overcrowd the surrounding schools due to rezoning?</td>
<td>Based on projected enrollment and the classroom allocation model, there is available space within the region to absorb the students impacted by rezoning.</td>
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<tr>
<td>The rationale for development of this model on the South end of county??</td>
<td>The current Splost referendum includes a replacement school for Conley Hills Elementary. The implementation of the K8 model at Paul West allows the district to implement an enhanced instructional model while creating operational efficiencies and honoring the commitment to replace Conley Hills Elementary.</td>
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<tr>
<td>Are any other schools nearby affected by the changes? (Hamilton Holmes)</td>
<td>Other schools will be impacted due to shifting enrollment and feeder pattern alignments</td>
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<tr>
<td>Are these changes also happening in other parts of Fulton County? Or just South?</td>
<td>The current rezoning is specific to South Fulton; however, the district plans to explore the implementation of similar programs in other areas of the county.</td>
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<tr>
<td>Considering that low enrollement is the rationale for closing the schools- why is there no option for combining the middle schools?</td>
<td>The current Splost referendum includes a replacement school for Conley Hills Elementary. The implementation of the K8 model at Paul West allows the district to implement an enhanced instructional model while creating operational efficiencies and honoring the commitment to replace Conley Hills Elementary.</td>
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<td>How Tri-Cities will be affected by this new model?</td>
<td>Other schools will be impacted due to shifting enrollment and feeder pattern alignments</td>
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<td>If the school became too crowded, would they add portables?</td>
<td>The short term solution for overcrowding is to add portable classrooms.</td>
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<td>How many students can the elementary hold? Will there be too many students in the building?</td>
<td>Capacity is driven by the instructional model and needs of each student. Capacity and enrollment data are provided in the data tables during each round of redistricting.</td>
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<tr>
<td>Is it possible to add another entry point from another street? Around Hapeville Elementary and Paul D West</td>
<td>Since the design is complete, our options are limited. There is already a second point of entry on the side of Hapeville where car riders are dropped off.</td>
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Are they going to remove the school buildings?

It is not known what FCS will do with any vacant buildings at this moment.

Fire station at corner of Hapeville School ES (maybe 500 ft from school) - how would you change the entrance to accommodate car riders and buses?

I am assuming this question is concerning traffic queuing in front of the Fire Station? It will take some investigation with the school staff to learn more about how they are working around it today.

What will the facility used be, once it is closed?

It is not known what FCS will do with any vacant buildings at this moment.

Are there any restrictions due to Hapeville as a historical site?

Technically, Hapeville ES is not a historic site. It's just an old building. So the answer is no. There are no limitations.

If the K-8 model is approved, where will the students be housed during on-going construction?

We think it will be possible to have school on site at Hapeville and Conley Hills. We should be able to limit most of the construction at Hapeville to the summers only. Conley will have construction all school year long, but the contractor should be able to contain it to certain sections of the building at a time. More information will be known when a contractor is awarded in March.

Concern: Buses - MS is more lively than the elementary students. What impact will this have on the younger children during the bus ride? Middle school behaviors influencing the elementary students.

FCS has some "combined routes" which would include all age groups which have existed without behavior issues. Transportation will work to assign seating between school levels with younger students closer to the front based on grade level and progressively move towards the back for older students.

Transportation (Blending of age groups)? Would Kindergartners and Eight grade be on the same bus?

Yes

Concerns-The maturity levels of some students, transportation, responsibility

The responsibility would be shared between Transportation, the school, and parents. Expectations must be understood and communicated to students, parents, school, and Transportation. Should issues arise, Transportation has a student management outlining escalating consequences, as needed.

Would it be the same bus regardless of grade? Or would grade levels be divided onto different buses?

As of now the plan is for all grade levels to be on the same bus.
**Question**

What will the bus system look like? Will older and younger students be riding the same buses?

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**Answer**

Yes

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Do certain age groups have to be picked up from a bus stop? How will that operate in K-8?

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Parental participation is expected at all bus stops for Pre-K through first graders. The expectation would be the same for students attending a K-8 school.

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Would you separate the children K-5 and 6-8 within the school building? Academically; Developmental stages- would we separate them into separate wings of the building?

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In the proposed schematic designs for both schools, classrooms are grouped together by grade levels.

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By combining multiple schools, what type of staffing will be in place to maintain smaller class sizes? Will there be smaller class sizes?

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There is an opportunity to have smaller grade levels in a K-8. Class sizes will stay consistent with the school board approved class sizes for all grade levels.

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Concern: Size of the classrooms - now 18-20 ES students; will this number change? I don't want the class size to be too big. Prefer to keep a smaller class size less than 25.

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Class sizes will remain consistent with our approved class sizes across all grade levels.

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Would the K-8 have an age cap or could a 16 year old (eighth grade) be in the same school building as a five or four year old (kindergarten)?

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Elementary students and Middle School students will be in the same building; however, each grade band (K-1, 2-5, 6-8) is grouped together throughout the school building.

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The transition between ES & MS? How will that work? What is the timeframe for this plan?

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Students will transition from ES to MS as they do in a traditional school.

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Concern: Student achievement for K-2? Does K-8 include Pre-K? Pre-K get’s students ready for Kindergarten. To take away each of the schools takes away Pre-K classes (12 classes that will not get pre-K. How will we help kids gaining self confidence end

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We will continue to provide support and education in social emotional learning and student success skills that will allow students to gain self confidence.

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How about what they used to call "home economics" and "shop"? Cooking skills, budgeting, carpentry, basic electrical information. It would be good for students to learn how to start and run their own businesses.

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Agree. There are opportunities for students to learn entrepreneurship skills with the K-8 curriculum. Current plans are to offer at least 2 Career and Technical Education Pathways at each school which allows students to immerse themselves in "home economics-Culinary" and "shop-Construction" programs.
How does combining the schools create a better curriculum?

Research shows the less transition and more opportunities for continuity increases academic performance and builds a positive school culture.

Concern: Safety concerns between students combining K-8. Various personalities in one place. How will that work?

In the proposed schematic designs for both schools, classrooms are grouped together by grade levels. Scheduling will be planned and implemented that ensure shared spaces (gyms, media centers, outdoors) are scheduled by grade level with less overlap.

Concern: Protecting: What things will be but into place to protect the younger students; class room sizes

In the proposed schematic designs for both schools, classrooms are grouped together by grade levels. Scheduling will be planned and implemented that ensure shared spaces (gyms, media centers, outdoors) are scheduled by grade level with less overlap.

Car riders in ES is really long. ES rely on the number system but MS doesn’t. How will it work and how fast can staff get children to the cars?

This will be a school level decision made once the model is approved and a principal is named.

Car riders in ES is really long. ES rely on the number system but MS doesn’t. How will it work and how fast can staff get children to the cars?

This will be a school level decision made once the model is approved and a principal is named.

Want to know what type of learning environment this will set up for all students?...and will there be more counselors? Security? Will discipline change?

Counselors and security will be determined based on an allocation model that is approved by the school board.

Extra-curricular Activities (Combination, Sporting Teams) Will sports teams compete?

We will use the same process and have similar opportunities for athletics as we do at other elementary and middle schools.

The transitional dynamics of students merging with other students from different neighborhoods. Social aspects of transitions from K-8 to high school (grades within grades). How does this affect students socially with the integration of different neighb

After a principal is named, one of the first milestones will be to create a school culture model to be implemented within the school that will provide a plan and structure for teachers, students, and the community.

Will special and support programs like Special Ed and ESOL be the same? (Staff)

There will be special education and ESOL services.
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<td>There will be an administrative leadership team and those allocations will be approved by the Board.</td>
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<tr>
<td>Would there be contact with Middle school and Elementary school students (same vicinity)? Logistics of inside and outside of school?</td>
<td>In the proposed schematic designs for both schools, classrooms are grouped together by grade levels.</td>
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<tr>
<td>Will there be more staff and crossing guards at school start and end times?</td>
<td>Staff assignments for the beginning of the day and end of day are a local decision that will be determined once a principal is named.</td>
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