



SCHOOL CONSOLIDATION COMMUNITY MEETINGS 2026

SUMMARY OF COMMUNITY FEEDBACK

THE PROCESS

Community Meetings

MSCS organized 10 community meetings (2 per impacted school), inviting both families, staff, and community members from the impacted and proposed receiving schools, to discuss the proposed plans and offer feedback.

Meeting Structure

1. Welcome and Introduction by Regional Superintendent
2. Discuss the policies in place regarding consolidation and closures
3. Present the proposed recommendation
4. Discuss the rationale behind the recommendation: Facilities overview, attendance, programs available, and academic performance at impacted schools
5. Open the floor for questions and feedback

Meetings Summary:

Families shared questions and provided feedback centered on student safety and well-being, academic quality, staffing, transportation access, facility conditions, and the decision-making process. While attendance varied by site, the depth of the feedback was strongest at schools facing potential closure or consolidation.

THE PROCESS

Information and FAQs Sheets

To support informed discussion, the district provided families with a detailed FAQ and information sheet outlining key data related to the proposed consolidation plan.

These materials were shared at community meetings to accompany presentations and ensure families had clear, consistent information throughout the process.

SCHOOL CONSOLIDATION FAQ Timeline and Framework

Questions and Answers

Why are some schools being considered for consolidation, merger or repurposing?	Decisions are guided by the following criteria: <ul style="list-style-type: none">• Student enrollment trends and capacity utilization• Academic performance and student outcomes• Facility condition and operating costs• Geographic access and transportation considerations• Community input and equity impact
What is the timeline for recommendations?	<ul style="list-style-type: none">• Fall 2025: Community engagement, data reviews, and recommendations presented to the Board.• Winter 2025–2026: Board deliberations and final decisions.• Spring 2026: Transition planning with staff, parents, and students.• Fall 2026: School closures and consolidations take effect.
How will these proposals affect my child's education?	Our priority is ensuring continuity of learning. Students from impacted schools will be reassigned to schools with strong academic programs, expanded extracurricular offerings, and improved facilities.
What supports will be provided for students during transition?	<ul style="list-style-type: none">• Individualized transition plans for each impacted student• Counseling and social-emotional supports• Orientation events at receiving schools• Transportation adjustments to minimize disruption

What happens to teachers and staff if recommendations are accepted?	Teachers and staff will be supported through: <ul style="list-style-type: none">• Priority placement into open positions across the District• Job fairs and one-on-one HR consultations• Professional development to align with new assignments.
How are parents and the community involved and informed?	The District will: <ul style="list-style-type: none">• Hold public meetings in each impacted community• Conduct surveys to capture parent and student voices• Update stakeholders regularly via website, newsletters, and school communications.
What happens if a building is vacant?	Options will vary by site but may include: <ul style="list-style-type: none">• Repurposing for community use or District programs• Leasing or selling under Board policy guidelines• Maintaining as contingency sites if future enrollment increases.
How will the District ensure equity in the process?	Equity impact analyses are being conducted to ensure that historically underserved communities are not disproportionately burdened by closures. Decisions will be reviewed with an equity lens before final approval.
Who can I contact with questions or concerns?	<ul style="list-style-type: none">• Teachers & Staff: Contact Human Resources at HumanResources@scsk12.org• Parents & Students: Contact the Office of Family & Community Engagement at scsface@scsk12.org• General Inquiries: Visit the District's facility masterplan page at blueprintforgreatness.org.
What is the Achievement School District (ASD)?	<ul style="list-style-type: none">• Created in 2010 as part of Tennessee's First to the Top Reforms• Goal: Take over select schools in the bottom 5% statewide• Implementation: Dozens of Memphis schools taken over by the ASD. Several were converted to charters. (Several Frayser-area schools were a part of the ASD.)• Outcomes: No significant gains in test scores or graduation rates (2019–2024 studies). Dissolved in 2025.

PARTICIPATION OVERVIEW

Metric	Total
Total Meetings	10
Total Attendance	350 participants
Highest Attendance	Frayser-Corning ES & Ida B. Wells ES (61 each)
Lowest Attendance	Norris Alternative (0)
Most Questions	Chickasaw MS, Ida B. Wells ES

KEY THEMES IDENTIFIED



- 1. Student Safety & Well-being**
- 2. Academic Quality & Support**
- 3. Staff & Teacher Stability**
- 4. Transportation & Access**
- 5. Facilities & Building Use**
- 6. Enrollment & Choice**
- 7. Decision -Making**

STUDENT SAFETY & WELL-BEING

Concerns Included

- 1.How will younger students be protected when merged with older students?
- 2.Will there be bus monitors and supervision?
- 3.How will behavioral issues be addressed?
- 4.Will social-emotional supports be in place before students arrive?

Summarized Responses

- 1.MSCS will implement intentional grade-level separation and supervision structures to ensure age-appropriate environments.
- 2.Bus monitors will be assigned on an as-needed basis.
- 3.Behavioral supports will be strengthened through a proactive and restorative approach that includes access to counselors, social workers, and behavior specialists.
- 4.To support a smooth transition, MSCS will establish social-emotional resources, such as family orientations and transition planning, before students arrive.

Captured At

Chickasaw MS, Westwood HS, Georgian Hills ES, and Ida B. Wells

ACADEMIC QUALITY & SUPPORT

Concerns Included

1. What will improve academically?
2. How will students who are behind be supported?
3. Will class sizes increase?
4. Will consolidation dilute academic performance scores?
5. Will curriculum be updated post-merger?

Summarized Responses

1. The district will expand access to specialized staff, academic interventions, and instructional resources.
 1. To ensure every student succeeds, we will provide tiered intervention as well as before, during, and/or after-school tutoring opportunities.
 2. Class sizes will be monitored and adjusted to remain within district and state guidelines.
 3. MSCS will monitor academic data during and after transitions and implement targeted supports where needed.
 4. MSCS will ensure that curriculum and instructional supports are aligned to state standards and the district's academic priorities.

Captured At

Frayser -Corning ES, Westside ES, Lucy ES, Woodstock MS Chickasaw MS, Westwood HS, Georgian Hills ES, Hawkins Mill ES, and Ida B. Wells

STAFFING & TEACHER STABILITY

Concerns Included

1. Job security for teachers/How staff will be selected and reassigned
2. Staff relationships in merged buildings
3. Development and training to ensure quality instruction

Summarized Responses

1. Staff will be supported through job fairs and one-on-one HR consultations.
2. MSCS will support staff in merged environments by establishing clear leadership structures, expectations, providing opportunities for collaboration and team-building.
3. Supporting our teachers remains to be a top focus. Staff will receive on-going coaching and support to ensure consistent, high-quality instruction across classrooms

Captured At

Frayser -Corning ES, Chickasaw MS, Lucy ES and Westside ES

TRANSPORTATION & ACCESS

Concerns Included

1. How far students will travel
2. Support for families without vehicles
3. Bus stop changes
4. Transportation access to keep students engaged

Captured At

Frayser -Corning ES , Westside ES, Lucy ES, Woodstock MS, Chickasaw MS, Georgian Hills ES, Hawkins Mill ES, and Ida B. Wells

Summarized Responses

1. Minimizing commute times is a top priority. We will design routes to reduce travel for all students.
2. MSCS recognizes that transportation is an equity issue for many families. The district will provide bus transportation for eligible students.
3. Minimizing commute times is a top priority. As attendance zones change, bus stop locations will be adjusted accordingly to serve our new school boundaries.
4. MSCS aims to provide transportation for school-based programs and services whenever needed; these additional options remain contingent upon available funding.

FACILITIES & BUILDING USE

Concerns Included

1. Why maintenance was not addressed earlier and why not refurbish instead of close?
2. Whether buildings will be sold, repurposed, or reused
3. Requests to use tax dollars to reinvest in schools

Summarized Responses

1. Maintenance issues are addressed daily across the district. Large-dollar capital items like roofs, HVAC, windows, etc. are prioritized annually across all schools as funding is never enough to address all needs.
2. The goal is for buildings to be sold, repurposed, reused or demolished. The district is accepting proposals.
3. Tax dollars are allocated to fix school facilities by the Shelby County Commission. The district welcomes community voices to encourage more funding. Additionally, the idea of requesting bond issuance was recently proposed by the Facility Ad-Hoc Committee.

Captured At

Frayser -Corning ES , Lucy ES, Woodstock MS, Chickasaw MS, Georgian Hills ES, and Ida B. Wells

ENROLLMENT & CHOICE

Concerns Included

1. Why not school-within-a-school or a junior high model?
2. Are there other small schools not being closed?
3. Have enrollment losses to charter schools been studied?

Summarized Responses

1. At this time, we will continue with the models that are currently in the district.
2. This is the first year of a multi-year consolidation effort.
3. The increase in the number of charter schools has contributed to enrollment loss at MSCS-operated schools.

Captured At

Frayser -Corning ES, Chickasaw MS, Ida B. Wells, and Westwood HS

DECISION-MAKING

Concerns Included

1. Were parents involved in the decision?
2. Is this proposed or already decided?
3. Noted appreciation for open forums instead of decisions being made without families

Summarized Responses

1. Community meetings (10) were held at affected schools with open forums for families to ask questions, provide feedback, and concerns.
2. Families were informed that the consolidation plans are proposals and not final decisions.

Captured At

Frayser -Corning ES, Westside ES, Lucy ES, Woodstock MS, Chickasaw MS, Georgian Hills ES, Hawkins Mill ES, and Ida B. Wells