

| School Affiliation | Thoughts & observations related to DRAFT Elementary Option A? | Thoughts & observations related to DRAFT Elementary Option B? | Thoughts & observations related to DRAFT Elementary Option C? | General comments/thoughts about the options and/or process? |
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| Maymont | Re-zoning schools to increase diversity while keeping them K-5 is a great option! | <p>I am concerned that you and the superintendent are steering the re-zoning committee to an unproven and non-progressive clustering of schools. Below are just three examples I quickly found that should immediately cause pause for your pairing initiative (Including the list of cities that are moving or have moved to K-8 public schools). Please take note you are dealing with children's lives and should not be putting forth plans that could have such a negative effect on their schooling and lives no matter the political pressure or prompting you are receiving. With such little research supporting k-2/3-5 schools and progressive districts instead looking at k-8 schools why are you proposing such plans? Please rethink your pairing proposals.</p> <p>Large Urban Public Schools transitioning to K-8 schools include Cincinnati, Baltimore, Philadelphia, Oklahoma City, and Cleveland. https://www.aasa.org/SchoolAdministratorArticle.aspx?id=10396</p> <p>1. IMPACT OF STUDENT TRANSITIONS(From Hanover Research) -Research suggests that the process of transitioning from one school to another can negatively impact student outcomes. In particular, the transition from elementary to middle school has been associated with increased violence, substance abuse, and mental health referrals, along with a drop in self-esteem and growth in the social stigma associated with academic achievement.</p> <p>-Disadvantaged students change schools more frequently than advantaged students, and these results suggest that each time students change schoolsâ€œno matter the reasonâ€œthey fall behind their peers</p> <p>2. Disadvantages of Cluster Schools (School Planning and Management) Disadvantages of k-2/3-5 cluster schools include parents having children in more than one school, attending multiple PTA meetings, performances, etc. Parents who volunteer in their childrenâ€™s schools will also have decisions to make regarding their level of involvement. Depending on the location of the schools, children in the same family could be on separate buses and separate</p> | <p>I am concerned that you and the superintendent are steering the re-zoning committee to an unproven and non-progressive clustering of schools. Below are just three examples I quickly found that should immediately cause pause for your pairing initiative (Including the list of cities that are moving or have moved to K-8 public schools). Please take note you are dealing with children's lives and should not be putting forth plans that could have such a negative effect on their schooling and lives no matter the political pressure or prompting you are receiving. With such little research supporting k-2/3-5 schools and progressive districts instead looking at k-8 schools why are you proposing such plans? Please rethink your pairing proposals.</p> <p>Large Urban Public Schools transitioning to K-8 schools include Cincinnati, Baltimore, Philadelphia, Oklahoma City, and Cleveland. https://www.aasa.org/SchoolAdministratorArticle.aspx?id=10396</p> <p>1. IMPACT OF STUDENT TRANSITIONS(From Hanover Research) -Research suggests that the process of transitioning from one school to another can negatively impact student outcomes. In particular, the transition from elementary to middle school has been associated with increased violence, substance abuse, and mental health referrals, along with a drop in self-esteem and growth in the social stigma associated with academic achievement.</p> <p>-Disadvantaged students change schools more frequently than advantaged students, and these results suggest that each time students change schoolsâ€œno matter the reasonâ€œthey fall behind their peers</p> <p>2. Disadvantages of Cluster Schools (School Planning and Management) Disadvantages of k-2/3-5 cluster schools include parents having children in more than one school, attending multiple PTA meetings, performances, etc. Parents who volunteer in their childrenâ€™s schools will also have decisions to make regarding their level of involvement. Depending on the location of the schools, children in the same family could be on separate buses and separate</p> | I am very concerned with the process and how quickly Cropper and the superintendent want to move the pairing of schools forward. The research is against pairing and rushing the process is questionable at best. |
| Mary Munford | Below | Below | Below | Do not pair Mary Munford with any other school or change its zoning. |
| Mary munford | Na | Na | Na | The Richmond times dispatch wrote that tomorrow RPS will propose multiple school combinations, splitting students into two different schools for k-2, 3-5. As a family with two working parents, having siblings in two separate elementary schools with the same schedule will be untenable for us. We simply will not be able to coordinate work with two different pick ups and pta meetings and afterschool activities. |
| Munford | Approve | No! My son has been at munford and loves it. Do not make him move for 3-5. Will not change things. | Approve | I am a teacher and do not see the need for this. Change isnâ€™t going to happen unless the parents change. Again, please leave things as they are. |
| Fox | This option seems completely out of left field related to the first set of options and the recommendations from the consultant. It also seems like it takes RPS two steps backwards to how things have been in the past and does nothing to make our schools better. The only reason I would support this plan is if it is part of a larger plan to focus on improving individual schools in different ways and attract diverse families besides mandating they are zoned for a certain school. | This is my least favorite option of the new 3. I am highly concerned about the double pairing experiment and more concerned about the grade level dissemination (K-1, 2-5). To put young students who are transitioning to school in one location for two years just to have them master some of the process and transition to another school is asking for emotional and behavioral difficulties that affect education and school environment. I am also highly concerned about having students and families cross Broad St. In my experience in RPS, parents being able to easily access schools increases school participation and resources. Not to mention the health and well being of students who walk/bike to school (in a city that has multiple major health crises currently). | I prefer the first four options proposed but of these three, this is my favorite. I believe it steps Richmond forward and accomplishes the goals but not in a drastic way that premonates a concerning learning curve and adjustment period in multiple schools. I believe this is a more natural pairing that takes more into account student well being. | I'm concerned that RPS is trying to "bite off more than they can chew" with multiple pairings. Why would you not focus on one pairing and find out what makes it successful/unsuccessful before throwing a large part of your students, parents, faculty, and staff in the city into figuring out? |
| Mary munford, Hill, tj | n/a | <p>Please do NOT do this to little kids. Some of our children have a difficult time as it is with transition, having them do 2-3 years at one school and then having to learn an entire new school for another few years can be emotionally tricky. We are talking about 8 year olds not middle schoolers or high schoolers. Not to mention the logistical nightmare for working parents. How can I navigate picking up a 1st grader and a 3rd grader at two different elementary schools on the same bell schedule? As a working parent it is already difficult making it to school programs and weekend activities - now I'll be spread even thinner.</p> <p>If you want a mega sized school district, invest in a large, brand new, high-tech school where kids can attend k-5 in one place.</p> | N/a | No |
| Fox | I like how this draft keeps schools K-5 and will make schools more diverse. Using open enrollment can be another tool. | I oppose k-1/2-5. I don't want more transitions for my children. | I oppose k-2/3-5. I am already anxious about my child going through a middle school transition. Why does this administration want to add more changing of schools. | Please look at using K-8 models. I have heard great things about them. They could be a great option. |

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| Mary Munford | I am in favor of this. A conservative approach is less likely to fracture communities, a mistake Richmond has made in the past. | Not in favor of this option. Munford's strength has come after years of hard work and building community, with the school as the center of that community. Breaking apart the school would dissolve the sense of community. The option of a school for only k-2 does not allow for the children to grow a sense of belonging before switching to an entirely different place. Additionally, we value our ability to walk/bike to school, as we choose to buy a house that is 1 block from this school. Our walkable community would be shattered if we commuted to Cary. Additionally, the increase in traffic around Munford (due to former Cary families now traveling to Munford) would result in further dangers to children walking/biking. There are many schools in RPS that are not diverse, the highest performing of them should not be targeted in the name of "diversity." Build a bigger Munford and expand our boundary lines, but please don't get rid of the community that has taken years to build. | Not in favor. I believe schools should stay connected to their neighborhoods; work to support the families in ALL of the neighborhoods so the families can support their schools and their kids and we will see real change in student achievement. Wiggling zoning boundaries around does not fix our underlying social injustices, but only serves to further dissolve communities. Our city needs strong communities to thrive. | These decisions take time. Time for research, time for community input, time to investigate what might work best for our particular city and schools. These changes need to be made carefully, with plenty of time to implement any adjustments. Please do not rush this. Our kids get one chance at school, take the time to figure this out right the first time, please do not rush to make a decision. These are our kids and our communities. Take care of them. |
| Mary Munford | This would be my preference of the three options, plan C would be my second choice and plan B would mean us putting our home on the market or researching our private school options for the near future. I am an African American woman, married to a Caucasian man, we have two biracial children. We love living in the city and specifically chose to move to the Munford school district. If we were to be rezoned, we would look at other options for our children. | Option B is the worst of the three options. Unfortunately, this option would likely force us to move to a surrounding county or send our children to private school. | While this option would not impact our school district (Munford), as a working parent with two children two and a half year apart in age, this would be a logistical nightmare. Splitting your young children into two different schools would likely spread parents pretty thin, and you may see a decrease in parental support and PTA involvement. This may also put a financial strain on parents managing the before and after school care themselves. | It is remarkable what Munford has been able to create. It is a draw for young families that want to live in the city. I'm concerned that changes to the Munford district would lead to many unintended consequences. In addition, I would have preferred options that resulted in the closure of underutilized schools, especially Given the financial requirements to maintaining so many buildings that are aging and need of updates and repairs, I am surprised that was not an option that was presented. I would like to see the proposed economic benefits/impacts of the submitted plans, and I would prefer any changes that are implemented not be rushed. |
| Westover Hills | I'd prefer to see more integration than what is presented in this option. Also, MM is one of the more over-crowded schools in RPS and yet this option doesn't do anything about that. That seems to be a missed opportunity. From a WHES perspective, this option, like Option C, would cut off some of the current WHES zone. My daughter would miss her friends from that area, but I realize that we also have too many kids currently at WHES. | I like this option the best. We need to create more opportunities to integrate and the pairing on Munford/Cary, Fox/Carver and Holton/GP is a bold step in the right direction... and it should address overcrowding in some of these schools. Are there other opportunities to create this same dynamic on the Southside? What about pairing Fisher/Southampton? | I'm glad there is some pairing here, but I'd like to see more. | Overall, I want to express my support for the concept of pairing. I realize many families will be opposed to this, but all of us (whites, blacks, hispanics) stand to benefit from more integration. I'd encourage you to push forward on your attempts to make our schools more diverse. |
| Mary Munford | Great! Do not change Mary Munford's district. | Leave Mary Munford's district the same. | Great! Do not change Mary Munford's district. | Do not change the zoning of Mary Munford. Thank you! |
| Mary Mumford | Unacceptable | Unacceptable | Unacceptable | detailing RPS vision for the future to include new schools, academic programs and addressing the disparity between schools needs to be addressed at the city level. RPS is NOT a desegregated system and so people are free to live where they want with the consideration of assigned school districts. The real issue is that economically challenged areas suffer from lack of opportunity and transportation. Busing as a means to create bring in greater racial diversity has been ruled against, except for cities that have policies, or covenants that promote racial segregation. Richmond is not in this category. I grew up in the 70's and one of six children in my family that all were bussed to separate schools. In the end busing failed. The current redistricting seems to be a plan that the RPS school board and quickly implement, without through investigation and discovery, to demonstrate they are making progress. In fact we are going backwards to the days of bussing children when other more effective options are available to bring about positive change in the RPS system. Large companies struggle with reorganization and even replacement of IT systems which on average take about 18months. This redistricting initiative is being rushed with a timeline that does not take into account the details, effects and risks of redistricting. The School Board needs to slow down and better understand the impact of it's hurried actions. I would feel much better about everything if the school board could provide a vision, roadmap and expected benefits of how best to move RPS forward. As a community we are not afraid of change we are afraid that RPS is not doing it's due diligence in researching the solution. Additionally, RPS has done little to articulate the problem(s) that are meant to be addressed. Rather it seems they want to grab this "low hanging fruit" to demonstrate they are taking actions to fix a problem, which has not been defined. Additionally, what metrics are being proposed as Key Performance Indicators to monitor and measure success? RPS should partner closely with the city to address the economic imbalances rather than simply redistricting. I predict that children torn from their neighborhood schools will face additional challenges to learning. Will children be shamed for not having the latest fashions, or even for wearing the same clothes routinely as they have challenges at home. Focus on understanding the issues that economically challenged families face and the problems will gradually fix themselves. Lastly, |
| Mary Munford / Albert Hill / Thomas Jefferson | I have no issues with Option A | I like Option B but would not draw the line at Malvern to change current Munford students to Fox. If Option B is chosen, only 390 students would be enrolled (compared to 524 currently enrolled). I'm sure there are not 130+ students from Malvern to 1195. Keep those kids with their neighborhood and send them to Munford/Cary for the pairing. Also, kids in Oregon Hill are much closer to Fox/Carver so why not send those kids to closer schools too? | I have no issues with Option C | The deadline of 2020 is ambitious. If we are going to make pairing a reality, we need to have ample time to adjust to these changes. Teachers, bus drivers/routes, ASE options, PTA management, etc all need more than 8-9 months to get this right. |
| Mary Munford | Not enough diversity | 100% in favor of Option B | Not enough diversity | My wife and I moved to May Munford district last year. Munford is a great school, but we did not like what it represented: the old Richmond under segregation. We are both millennials with a child on the way. We want our child to have the opportunity to attend a diverse school, just as we did. We are strong proponents of Option B pairing Munford and Cary. |

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| Mary Munford | This approach seems well measured and practical. | It seems unfortunate that siblings would be going to different schools so often, if Mary Munford/Cary split grades, as well as Fox/Carver. We live so close to Mary Munford we hoped we could send both of our young children there at the same time. This split is especially tough that Fox would only be K-1st, little chance of any residents currently in Fox/Cary to send siblings to the same school, with the children so young. | This options seems slightly better for the Fox/Cary combination, since the younger kids would be grouped longer. | I don't know all of the current policies and taxes in place, but I hope that whatever revenue is gathered for the public schools is equally distributed city-wide, not just spent on schools in the area of the taxation/revenue generation. Thanks. |
| Mary Munford ES | I think this option is the most sensible one. Reducing the number of out-of-zone students is by far the simplest, safest and most efficient solution to the overcrowding problem. | I strongly oppose this option. Besides the obvious logistic nightmare, according to the latest data, the percentage of Hispanic and "Other Non-Hispanic" populations would DECREASE at Munford. As a result, I fail to see how Option B can be characterized as increasing diversity. If this option passes my children will likely transfer to a private school in which EVERY race/ethnicity is equally valued and celebrated. | I think it makes more sense than option B, though still an unnecessarily complicated solution to the overcrowding problem. | Is there any chance Cropper could be asked to estimate the number of families that would consider leaving RPS (in favor of the counties/private schools) as a result of the various options currently on the table? |
| ALL | NA | NA | NA | <p>I find it disheartening that Cropper, the superintendent, and a couple of rezoning members are obviously swaying the public and committee into thinking that school pairings is THE way to go to achieve OVERALL diversity. As state before in letters to the Board and public comment, there are many drawbacks to splitting up K-5 schools, students, families, and communities. Alas, I feel that you are choosing to ignore public questions and commit to full disclosure of the pros and cons of pairings.</p> <p>In my career, I have chaired strategic planning committees and know that transparency and autonomy are key factors in running a balanced show of information. I am surprised that the committee doesn't fairly show the cons that pairings can have - decrease in enrollment by more than 10% in the first year, lack of familiar consistency for students/teachers, higher dropout rates, declining academic performances in transition years - just to name a few. Any legitimate organization SHOULD report the FORECASTED collateral damage that can occur.</p> <p>With such limited research or results for k-2/3-5 schools how can you propose such limited options without looking at ALL approaches that are successfully occurring in districts all over such as Baltimore, Cleveland, or Philadelphia? If you're going to push an alternative approach, why not consider ALL alternatives: the most recent ones all have ONE common theme: buildings that have a LARGER span of grades, whether it's K-5, K-8, 5-8, or 7-12 have more successful results. Research SHOWS that these increase student teacher relationships, familiarity and safety, close the academic drop with less transition times, and continue to have consistent community support.</p> <p>Please make no mistake that you are dealing with children's developmental lives and should not be putting forth plans that could have such a negative effect no matter the amount of political pressure or prompting.</p> |
| MARY Munford | No chance to Munford is a very good thing. We moved to this area specifically because of MARY Munford. We have one son going and one that will attend in 2020. | I'm completely opposed to the pairing for a number of reasons. First MM becomes under enrolled and Cary becomes over enrolled. I thought the goal was to focus on schools that are overcrowded? By just eliminating the out of zone attendees, you eliminate overcrowding. What infrastructure has been assessed to support this? Splitting schools dilutes parents ability to volunteer. Most people want to be involved. What is the definition of diversity metric you are defining to achieve? Last night at the MM community meeting- it was stated we can make the definition anything we want. Today- MM has 72% white however it doesn't answer questions around those that have immigrated, as we had two families in my son's class from the Netherlands and Spain. We had African American, Muslim and Asian. Logistically it's a nightmare to have to manage drop off and pick up at two schools that are outside our current neighborhood. Will bell schedules be different? What child care options would exist? Will RPS have enough \$\$ for all the needed bus transportation? What about academic programs? We heard from one of the counsel members last night that the quickest way to improve achievement is bringing Cary and MM together.. is that to have a new average across a bigger population vs really shifting and improving achievement? Especially when numbers at Cary are apparently lower. Also- I don't see in here the case where East of Malvern and south of Cary are shifted to Fox/Carver as an alternative.. has this been taken off the option list? I sure hope so. Bottom line is I don't believe RPS will outline a clear and winning implementation plan to successfully pull this sociology project off for 2020. Bottom line- People are uneasy and will likely move or send their kids to Private School. | No change to MM is good. | As mentioned in Option b- many people feel much uncertainty and will likely move to the county or send their kids to private school without a clear road map and implementation plan. We love MM, purchased a home here instead of the county but with all this uncertainty are now revisiting our earlier decisions to stay in the city.. what do my high tax \$\$ pay for if not a community school? |

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| Mary Munford | n/a | <p>Iâ€™m not in favor of combining Mary Munford and Cary elementary schools and having students switch from Mary Munford to Cary after second grade. We chose to move to Near West End over Henrico because we wanted our children to be able to walk to a neighborhood school. If my children have to switch to another school that is farther away after second grade, we'd lose the sense of community that a neighborhood school provides. Itâ€™s important to my family to have my son and daughter attending the same school. But under this plan, instead of walking my son and daughter to school together, I would be driving them to two different schools.</p> <p>I think splitting the school in this way would also harm Albert Hill Middle School, and likely Richmond public high schools as well. Many parents in the Mary Munford area would move away after second grade instead of staying on until middle school and considering Albert Hill. Instead of building on the strength of Mary Munford and strengthening Albert Hill, this option would result in a disjointed sense of community with more parents bailing on the school system, earlier.</p> | n/a | The school system should support its neighborhood schools and should focus on building a pipeline of high-achieving schools that keep families in Richmond. |
| Mary Munford | No comments | <p>but would be reassigned to the Fox/Carver pairing under Option B. My daughter will be starting kindergarten at MM next month; her younger brother will be starting kindergarten in 2 years. I don't have strong objections to Fox per se, but do have several concerns about sending our kids to Carver for grades 2-5. These include: a) Carver is significantly further away (2.6 miles, vs. our currently walkable 1.3 miles to MM), b) effect on school bus travel times, c) sending my kids to a school that my understanding is in physically worse shape than MM, d) impact on property values, and e) the result that my daughter would switch schools 3 times in three years (2018 in preschool, 2019 in MM, 2020 in Fox, 2021-2024 in Carver).</p> <p>Mary Munford is overcrowded, but barely, so it seems like this is attempting to solve a problem that doesn't truly exist (at least for MM). It seems like a lot of attention is being paid to the West End schools, when other areas of the city have significantly worse overcrowding problems and/or have been forced to resort to trailers.</p> <p>If Option B is modified to keep the area between Malvern and I-195 in the MM/Cary pairing, then my concerns are less. Cary is still further from us than MM, but less significantly so.</p> <p>I am concerned with any pairing option that RPS is biting off more than it can chew. I get that pairing has been done by Henrico than others, however to be honest Henrico has got its stuff together way more so than RPS. If RPS can't even do basic things like keep accurate track of transcripts and hours of instruction, then they should be getting their current house in order before attempting something significantly new.</p> <p>Also, with pairing, I think you lose the benefits of having older and younger kids in the same school. I believe that MM has some 5th graders volunteer to help out with the kindergardeners - I think that's fantastic for both the kindergardeners AND the 5th graders.</p> | No comments | <p>It would be helpful to have more public information on how exactly pairing works, and what would be the cost to taxpayers for these options (increased costs due to need for more buses/bus drivers? Do any of the schools need to be physically modified to accommodate a pairing option?)</p> <p>Also - this process seems to be going too quick. First there was Option 1-2, then there was Option 1-4, now there's Option A-C. Not a lot of time to react! At this point a November finalization date seems unrealistic, and it may be better off planning for implementation in the 2021-2022 school year.</p> |
| Munford/Fox/Thomas Jefferson | This is a good option. There would be 12 schools that are >80% black and only 1 school that is >70% white (only 2 schools that are >50% white). There really just aren't enough white students to get diversity in all of the schools. | Changing the boundary at Malvern doesn't make much sense. It would make more sense to zone Oregon Hill to Fox/Carver, and our neighborhood to Munford/Cary. Or at least provide some rationale why that doesn't work. | This is a good option. Pairing Fox/Cary and Holton/Ginter Park would really help. Any if it is thoughtfully implemented, this could lead to other pairing options in the future. | Looking at the building utilization numbers under option B, Munford would be at 77% capacity, and Cary at 104%. Seems kind of lopsided. I wonder what it would look like if Munford was K-3 instead of K-2 (and Cary 4-5). That may also allow the line to be moved back to I-195 w/o either school going over capacity. |
| Holton | I don't like it. My children would end up going to a less diverse school. | This is an intriguing option - I'd be bummed for my children to leave Holton, but I like the Fox/Carver pairing. | I don't like it. My children would end up going to a less diverse school. | <p>I have a couple global comments that apply to all three Options.</p> <p>1) I don't like that my children would have to cross I-95/I-64 to get to school at Carver. This basically means that there will be zero chance of my kids getting to school via non-motorized transportation - which is distressing.</p> <p>2) In all three options, my neighborhood is split up into 2-3 ES zones. I think you should consider neighborhood boundaries and seek to keep those neighborhoods intact as you rezone the schools. For instance - neighborhoods in North Side get really split up, South Barton Heights goes to 3 different ES, Ginter Park goes to 2-3 different ES. Why not keep the neighborhood units together? For reference, here's a neighborhood map: http://www.arcgis.com/home/webmap/viewer.html?webmap=d3e7884282e744d19162e6a36c30558e&extent=-77.4816,37.5146,-77.3974,37.5674</p> |

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| William Fox Elementary | This option is very troubling to me. We are proud and happy to send our children to the public school in our neighborhood. This proposal would rip them away from the established relationships and foundations at their current school, which is in the neighborhood they live in and just a couple of blocks away from our home. Instead, they would go to a different neighborhood to a school at least 10 times as far away. These new lines seem fairly arbitrary as well. Why drastically alter the Fox/Cary lines while leaving Mary Munford completely untouched? Just bizarre. | My biggest concern about this option is the grade splits between Fox and Carver. K-1 is really quick to then force a huge transition on 6-7 year olds. | This is the best of the current options, although I believe the public needs a lot more information in order to have an informed opinion. How will administrators be split across schools? Who will be leading this massive transformation? What are the timelines? It's difficult to imagine a transition like this could be executed successfully for the 2020-2021 school year. | I don't particularly care for this latest round of options, but the bigger concern to me is the actual process. There have already been two rounds of options, and this time we are presented with a brand new option completely different than anything previous (option A), not just an iteration. If you're introducing brand new options, why even take older ones off the table? For parents, this feels like options are being thrown against the wall to see what sticks. |
| Munford/Hill/Thomas Jefferson | This option is ok | I like this option but please read my comments below regarding the Malvern boundary that changes zones for some Munford families. | This option is good. The pairing could really help. | Thank you so much for hosting the meeting last night and taking the time to listen to the concerns and hopes of our Munford community. I was pleased to hear from so many who came with an open mind. I agree with the goals of this rezoning, and want to see more equity and unity throughout the city. I was excited to hear comments about how the Cary and Munford communities might come together and enrich each other's experiences. With that in mind, I also have grave concerns about the destruction of neighborhood schools. Proximity to your school fosters a sense of ownership and pride in your community. I am in support of a Munford/Cary pairing, but am extremely disheartened that so much of the neighborhood is currently being cut out of that option. My family lives within this 195-Malvern area, which houses many of the Munford students who bring the school more socioeconomic and ethnic diversity. We were delighted to find a more affordable home here that was still close enough to bike to school. We, and our immediate neighbors in this area, are the ones who are committed to public schools, and would not pull out immediately with any change. Which I imagine might not be the case for many of our more wealthy community members further west. Surely this shift in numbers can be accounted for in allowing us to stay with our neighborhood schools while remaining at capacity. The new boundary at Malvern for this option would put us at Fox/Carver. Neither of which is in our neighborhood or within biking distance. This would also mean that my rising kindergartener will have to switch schools every year for her first 3 years of elementary school. That is asking a lot of our family, and others in the same situation. In looking at the map, Oregon Hill students would be zoned for Munford/Cary. It is counterintuitive that children in Oregon Hill would go to Munford/Cary, while children in our neighborhood go to Fox/Carver. We ask that the board please take geographic proximity into consideration when drawing these lines that will profoundly impact so many lives. Please allow Munford families to stay with Munford/Cary. Thank you for all of your time and effort on this issue. |
| Mary Munford | This depends on what the parents want for their children | Not a good idea | This depends on what the parents want for their children | Why is the focus on these schools if your mission is to balance the schools to avoid over-crowding and to get rid of the need for trailers? It seems to me that your energies would be better served helping the schools south of the river where they are overflowing into trailers. All decisions should be based on what the parents of each school want for their children; they are the ones for whom this decision will mean the most. I'd like to see exact information: what will happen to the teachers, the principals?; how will students be bused to their new schools and how much will it cost the system? We already have an ineffective bus system that is a money drainer. What do you intend to do to make this transition go smoothly for all involved? Have you considered how this will actually play out once implemented, besides just your desire to better integrate the schools? |
| Mary munford | I like this plan. | Very much against this plan. We moved to our house specifically to be in the munford district. This plan would send us to two different schools, both 2 plus miles from our home. This plan would decrease our property value, we would most likely move. Carver was involved in SOL cheating. If we had wanted to go to fox or carver we would have bought a house in those districts. The line at Malvern seems like it was thrown out to appease the fox district to say munford would be disrupted. If you try to push something on people and they have the means to move they will move and what good schools you had will now become mediocre and you will accomplish nothing, but driving people out of the city. If property values decrease so do revenues. | I like this plan. | The timeline for implementation seems rushed and doesn't provide time for families to make plans if decisions are made and are not favorable. If students are not at the same level and put into the same classrooms students and teachers will just be frustrated and may not be successful. |

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| Mary Munford E.S. | I am generally supportive of the "conservative" approach set forth in Draft Elementary Option A. My support relates to the fact that this proposal does not include "school pairings," closures or consolidations. I am particularly critical of the proposed "school pairings" set forth in Draft Elementary Option B and Draft Elementary Option C. The "school pairing" structure would result in (i) young children being required to switch schools during the middle of their elementary school years (a potentially disruptive experience), (ii) prevent siblings from attending school together (which would both be detrimental to the children and inconvenient for the parents), (iii) lessen the benefits of "neighborhood" schools in which students are able to walk to and from school (resulting in increased busing expenses, increased time on buses for children, less exercise for children that otherwise would walk to and from school, etc.), and (iv) potentially reduce familial attachment to one elementary school (via PTA involvement and volunteerism) as a result of splitting the elementary school years between two separate locations, faculties and staffs (and siblings between two elementary schools at a given time). | I am strongly opposed to Draft Elementary Option B – specifically the concept of "school pairings." I do not view this a "moderate concept" but instead as a disruptive and bad path forward. As noted above, the "school pairing" structure would result in (i) young children being required to switch schools during the middle of their elementary school years (a potentially disruptive experience), (ii) prevent siblings from attending school together (which would both be detrimental to the children and inconvenient for the parents), (iii) lessen the benefits of "neighborhood" schools in which students are able to walk to and from school (resulting in increased busing expenses, increased time on buses for children, less exercise for children that otherwise would walk to and from school, etc.), and (iv) potentially reduce familial attachment to one elementary school (via PTA involvement and volunteerism) as a result of splitting the elementary school years between two separate locations, faculties and staffs (and siblings between two elementary schools at a given time). | I am strongly opposed to Draft Elementary Option C – specifically the concept of "school pairings." I do not view this a "moderate concept" but instead as a disruptive and bad path forward. While selfishly, I prefer Option C over Option B because it does not affect Mary Munford E.S., for all the reasons stated above, I believe "school pairing" is not the correct path forward for Richmond Public Schools. Specifically, the "school pairing" structure would result in (i) young children being required to switch schools during the middle of their elementary school years (a potentially disruptive experience), (ii) prevent siblings from attending school together (which would both be detrimental to the children and inconvenient for the parents), (iii) lessen the benefits of "neighborhood" schools in which students are able to walk to and from school (resulting in increased busing expenses, increased time on buses for children, less exercise for children that otherwise would walk to and from school, etc.), and (iv) potentially reduce familial attachment to one elementary school (via PTA involvement and volunteerism) as a result of splitting the elementary school years between two separate locations, faculties and staffs (and siblings between two elementary schools at a given time). | The RPS Board should pursue Draft Elementary Option A or otherwise revise Option B and/or Option C to eliminate "school pairings." |
| William Fox Elementary | This draft is my favorite of the three. It seems to do the best job of addressing overcrowding issues, while also making significant revisions to the diversity of the schools. It also seems to keep kids in the schools that are the closest within walking distance, which I think is important for physical, mental, and environmental reasons. | A primary concern with options B and C are the financial cost. I can envision the pairing options to be quite expensive. First there is the expense of the move, and making adjustments to classrooms to be age-appropriate. Pairing also seems to require more busses that will be running longer routes, thus necessitating buying and maintaining more busses and hiring more drivers. RPS has repeatedly let us know that it "needs more money," so how would it pay for any of the rezoning options, but especially pairing? If the costs of options B or C are significantly higher than those of option A, then it doesn't seem as if it would be worth implementing, given the only slight change in diversity over option A. Plus, both B and C still have overcrowding issues. | Please see my response to Option B | Options A, B, and C all seem to result in lower Hispanic enrollment in our school, which is of concern to me. It also made me wonder how RPS is measuring diversity? How are mixed-race children counted, as well as Asian, religious minorities, gender minorities, etc. My daughter's classroom of 18 last year had 2 African-American children, 4 Hispanic or Latino, 2 mixed-race, 3 Jewish children (one of whom is mine), and 2 children from non-hetero-normative households. I don't know about socio-economic measurements. Still, this seemed reasonably diverse to me, but of course not if one only looks at it as a black-white issue. |
| Munford/Hill/Jefferson | I support Option A. | I do not support Option B because I have serious reservations regarding RPS ability to implement it in the proposed timeline. | I do not support Option C because I have serious reservations regarding RPS ability to implement it in the proposed timeline. | I would find it much more reassuring if these (or other) options were presented to the public together with detailed implementation plans (including operational costs). Perhaps this could be achieved if rollout was pushed to (at least) 2021/2022. |
| Munford . Hill . Jefferson | No opinion | If this option is chosen, my rising kindergartener would go to a different school for their first three years of elementary school! And, Oregon Hill kids would go to Munford/Cary while we would be at Fox/Carver. Please consider keeping all the Munford kids together. It's not ok with the pairing option, but the boundary at Malvern just doesn't make sense. | No opinion | More low income housing should be available in the Munford zone to help with diversity. Actually, east of Malvern and north of Monument there are the lowest rent options in the current zone. |
| Mary Munford | Of the three Options, this might be the best at least to address overcrowding at Fox,. This plan does take the Museum District which was in the Cary zone until 2013 and send some of the students back to Cary. One would need to ask why the Museum area was rezoned to Fox and away from Cary in 2013? The change overcrowded Fox and made Cary less potentially diverse. Most of the White families in the Museum District were not sending their children to Cary at the time, but efforts could have been made to change this. A big question for me is why doesn't the plan consider closing Fox, a beautiful, but very outdated educational facility, building at addition at Cary and Make Cary the new Fox? The division would be able to sell Fox (probably for megabucks) and that funding would support the construction of the addition. Cary is a new school and is in a prime location. | This mimics the efforts in 1970 to desegregate schools. The overcrowding at Munford can be addressed by reducing out of zone students and I don't think Holton is overcrowded so this is more about increasing diversity. It is a grand experiment, but I hope we learn from our History. The concern is that parents will see this as a return to court ordered busing. When this happened RPS lost over 12,000 white students in less than 4 years and the schools in this mix (other than Holton) became 100% black. It would be very sad to see what happened in the 1970s happen again in RPS. | See my responses to A,,, pretty much the same. | In 1994, Munford was 85% African American and most of the white children were there for special education. The then Superintendent worked with a neighborhood parent group to try to get families in the area to attend the school. At the time enrollment had dropped to around 300 and RPS was considering closing Munford. With a lot of hard work and time by the principal and parents, attitudes changes and today, most of the children at Munford live in the neighborhood. Unfortunately this area is not racially diverse (it is income diverse). Houses are on the market all over the area, but African American families are not moving here. Some do, but many of these have their children in private schools. The change at Munford has created far more diversity at Hill which in 1994 was 100% African American. It has also resulted in far more support and confidence in RPS. There are economic issues to be considered. Housing prices have increased dramatically in the Munford area because of the school. Parents now buy houses so their children can attend and many stay with RPS in middle school and beyond. |
| Mary Munford | Great - keep Mary Munford district in tact | Poor decision. | Good - Keep Mary Munford district in tact | Please do not pair or change the Mary Munford zone. |
| Linwood Holton ES | I like this plan because it addresses number and diversity issues in a reasonable, studied, and incremental way. | I do not like this plan as a tired parent who does not want to deal with the additional stresses of my 3 kids going to 2 different elementary schools, and my kids having to deal with the instability of moving schools at 3rd grade. I have concerns about Holton and its struggles over the past 2 years impacting its ability to serve as an effective anchor for Ginter Park. | My thoughts are the same as Option B, with the additional concern that such a draft with trigger massive white flight in our neighborhood and surrounding neighborhoods. | The research on pairing referred to in the plan powerpoint from the previous meeting on Aug 13 seems woefully inadequate and under-sourced to dramatically change the way elementary schools are organized in Richmond. The "research" cited refers to the pros/cons observed from instituting pairing in rural school districts. The emphasis on pairing really worries me. |

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| FOX | <p>I am disappointed in this option and confused as to how the city arrived at this option from the initial options that involved simply redrawing districting lines. Our family chose to buy a house in the Museum District with the intent to send our children to Fox and invest our energy and resources there. We walk to school every day which alleviates transportation for the city and promotes the health and well being of my children - the ability to have this was a large reason we chose to raise our children in the city. In a city where obesity is an epidemic and in an age where sedentary lifestyles have known health risks, I would hope that the ability to have daily active lifestyles just through school attendance would be a positive and the committee would be proactive in the health of our children in this way.</p> <p>We have invested time, energy, and resources into Fox and would be incredibly disappointed and frustrated to be sent elsewhere. I am deeply concerned about the transition for my children that is proposed by all of these options, especially with the knowledge that is available to us these days regarding the negative impact and stress of transitions on children.</p> | <p>This is my least favorite option. I am concerned about the city attempting "double pairing" when we have no idea if pairing will be successful, the impact it will have, and how to successfully execute it for all involved.</p> <p>I am also concerned about transporting children across Broad Street - a major thoroughfare - during peak rush hour. The distance and inaccessibility of Carver to a large part of the Fox district I believe would reduce parent involvement.</p> <p>I am also very concerned about the division of K-1/2-5. Younger students have even more difficulty with transitions (resulting in emotional and behavioral difficulties often). I have also seen research that schools with fewer grade levels have reduced investment of resources, parental or otherwise.</p> | <p>While I am unhappy with all of these latest options, this to me would be the one I would be in the most support of. I believe that this option makes a more manageable, smaller step towards pairing a school/creating more diversity while also maintaining more of the benefits that are already in place with neighborhood schools as Cary/Fox are both accessible to pedestrians/bikers.</p> <p>I also believe that the K-3/4-5 division of grades is a more reasonable one that would be healthier for students. They have more consistency while they are young and the transition comes at a time they are more able to make it successfully. Additionally, the academic needs of the grade levels feel more appropriately grouped.</p> <p>I would like more detail about how this would be executed to make it as successful as possible. Would it be seen as one school with two campuses? If so, I believe that this would allow for the sharing of resources and systems that are already in place benefitting the school. What would administration look like? How would RPS take into account that parents would then need to be able to transport siblings to two different campuses?</p> | <p>I'm incredibly disappointed in all of these options and felt more favorably of the initial ones. I'm worried that RPS is overreaching in its goals for rezoning and should focus more simply on the basic numbers of students for this project. Great schools are not made by redrawing lines and mandating students to shuffle around a city. Innovative educational approaches, investing in teachers, looking at what is working in schools that are successful and replicating those things elsewhere - that is what makes great schools. Make great schools and you will attract diverse populations who WANT to attend them.</p> <p>It is already an issue to have families leaving the city because of the state of the schools - the city already has higher property taxes and the schools are struggling. Families wanting to stay is good for the future of our city and our schools. I sincerely hope the committee takes this into account.</p> |
| Holton | <p>I very much want my children to stay at Holton, and this revision maintains that, but it also seems to segregate Ginter Park/Holton even more, which is not what anyone wants.</p> | <p>The idea of having my children at two different elementary schools, where they will never be in school together, is insane. It's a logistical nightmare, it completely destroys the sense of community within the school, and it will DRASTICALLY decrease the amount of family engagement within the schools - especially for the higher grade school. If the partner school K-2/3-5 split goes into effect, we will probably be forced to move out of the city, as life is simply too hectic to accommodate the amount of energy that will take, and it's detrimental to the students. We live close enough to walk to either Ginter Park or Holton, but this will force us to have to drive to both every morning, which is ridiculous.</p> | <p>Same as for Option B, except that at least this one is a bit smaller for Holton/Ginter Park, so hopefully this one would avoid overpopulation for a while... either way, I'm against the grade split.</p> | <p>It seems to be kind of lazy to only put forward just one "traditional" rezoning option and then two that completely disrupt the current system for six of our schools. If diversifying our schools economically and racially/culturally is our goal, we can easily draw different boundary lines that accommodate that without destroying the K-5 structure. Holton, Ginter Park, and Barack Obama's districts could be modified by dividing them more on latitude lines running East West, instead of maintaining the existing North/South lines of neighborhood boundaries that reflect the existing residential segregation. This would allow for real community-building that arises from students and families being together in the same school for six years, and avoid the unnecessary hassle of going to two schools every morning and afternoon, two field days, two awards ceremonies, two schools for class parties, two schools for PTA meetings, and so on.</p> |
| Mary Mumford | no opinion | would move or switch to private school | no opinion | Do not change Mary Mumford. People will move or send their kids to private school. Fix the other schools. |
| Mary Mumford | Best option because MM is not torn apart | HATE IT! Splits Mary Mumford district apart and completely dislike pairing idea because it will put some kids going to school across 95 when we have a community school RIGHT now that our surrounding residents support and our children can walk/bike to. Additionally, MMES has the best scores in RPS. It is a beacon that has been created over the last 20 years. Why would you tear that apart??? | Ok, as long as MMES is not split apart | My family bought our house so our children could go to MMES. We will leave if that option changes. |
| Mary Mumford | Doesn't impact me | Doesn't impact me | Dislike. | I chose to live in my home so that my daughter could attend MMES. Changing her school will send me straight to the county. She will not go to another RPS elementary school. |
| Linwood Holton ES | I think the plain re-zoning option doesn't bring as much diversity to certain schools on the Northside, but does alleviate over-population. | I'm in favor of the elementary school pairing. I think this brings the diversity that is sought. I also think that people getting zoned out of one school, to another school, would prefer this option, and would be less likely to leave the city. There's lots of logistics to be figured out with this option. How to parents pick up kids from two different locations at the same time. Would a family with a kid in the upper school and the lower school put both of them on the same bus or would there be two buses. I think the success of the paired school would be joining their identities: one PTA, one Administration, one set of after school activities, one main point of communication. This would help from overwhelming parents managing things from two different elementary school. | I support the double pairing of schools, but the triple pairing seems confusion, and even more logistically complicated. | I live in the small Edgehill neighborhood and half of it is getting rezoned for Carver and half stays with Holton. I think the line should either be moved from Hammond to Brooklyn Park Blvd or down to Lombardy, which delineates the neighborhood. I'm encourage by RPS effort to better integrate schools on the northside. |
| Mary Mumford Elementary | I do not have an opinion on Option A. | I am in support of Option B. As a parent of a child of color, I am deeply concerned that the city has allowed carveouts for schools that do not reflect the demographic makeup of our population. I am in favor of any solution that improves the diversity of our student population, not just by race but also language and background and socioeconomic status. There are valid concerns with this proposal regarding siblings, transportation, etc.; however, I think creating a homogenous reality for our kids is more concerning than the aforementioned issues. Mumford has created an amazing community; the teachers and school administration are top notch. But that doesn't mean Cary isn't, and I don't see how combining these schools could do anything other than enrich our kids' learning and feeling of community. I hope that the Cary community, which I'm sure is as proud of their school as any of us and may be hurt by many of the comments in opposition to the pairing, will feel the warmth of the Mumford family which I know will rise to the occasion if this measure passes. | I do not have an opinion on Option C. | We're leaving RPS because of the diversity issue. It makes us very sad but we have to do what's best for our kids who are in a very small minority at school. I hope RPS can figure this out. All city kids deserve to attend award winning schools. And all city kids deserve to feel embraced by their school community - even if they're part of that community due to rezoning. Change is always scary, especially when you're worried about how it will impact your kids. Hopefully we can all remember that we're all after the same goal, regardless of school community - raising kids that are thriving, set up for success (as students, as community members), and comfortable being themselves. |

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| Mary Mumford | We would be happy with this decision. | We would ONLY be fine with this decision if Malvern East stays with Mumford. | We would be happy with this decision. | Removing Malvern East will actually take diversity away from Mumford. I would also be concerned that some of the decisions may increase the likelihood that families move out of Richmond City when children are even younger. What effect will this have on Stay RVA? Overall, I applaud the idea of diversifying schools. However, I hope RPS takes the proper amount of time to weigh all possibilities AND the financial impact....transportation, moving teachers, moving classrooms around, etc. Has anyone asked for teacher input? Are we likely to loose good teachers to the county? Just hope this is not a rush decision that is politically motivated and has the best interests of RPS students and families in mind. |
| Mary Mumford | We would be happy with this decision. | We would ONLY be fine with this decision if Malvern East stays with Mumford. | We would be happy with this decision. | Removing Malvern East will actually take diversity away from Mumford. I would also be concerned that some of the decisions may increase the likelihood that families move out of Richmond City when children are even younger. What effect will this have on Stay RVA? Overall, I applaud the idea of diversifying schools. However, I hope RPS takes the proper amount of time to weigh all possibilities AND the financial impact....transportation, moving teachers, moving classrooms around, etc. Has anyone asked for teacher input? Are we likely to loose good teachers to the county? Just hope this is not a rush decision that is politically motivated and has the best interests of RPS students and families in mind. |
| Mary Munford | NONE | Please do not allow a small portion of the school population be annexed to another school district. We live East of Malvern and I worked very hard to get into a good school district for my child. If economic diversity is something that the district is seeking, then I don't see how losing an area with more lower priced housing (apartments and rentals) is helping Munford. My family is not one of the privileged white families alluded to at the meeting. Also, my child (as with others in my area) would be ripped apart from friends, teachers and her school building after just one year at Munford. I am not a fan of the school pairing model. But if that goes forward then at least keep the entire school district together so that students can stay with their peers and teachers as much as possible. | None | Racial diversity is a political issue and is not dealing with the real educational failings of the schools. We need more money spent on high quality teachers, more teachers in general, more trainings for teachers and most importantly better educational programs for the 0-5 kids who are being placed in low quality child care or being raised in homes with low parent education levels. Maybe instead of spending money on re-zoning we use it in these areas? Thank you, Gwen Van Ostern |
| Mary Munford | Unacceptable | Unacceptable | Unacceptable | RPS is biting off more then they chew. They have problems with teacher retention, school maintenance issues, lack of community support around certain schools, disgraceful SOL scores, building new schools and transportation concerns. Not to mention an almost complete lack of confidence from the city. Can you focus on teacher retention first? Building issues? Make these things happen and then tackle the others. RPS will fail miserably doing everything at once. Jason Kamras is going to cause chaos to this city then pat himself on the back and take another job in a bigger city for more money. Please don't follow this man blindly. |
| Mary Mumford | Yes, I find this plan acceptable with minimal impacts . | Unacceptable | Yes, Minimal impacts | The timeline for completing this initiative seems rushed. |

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| FOX | I'm highly concerned about the number of students impacted by this that do not need to be transitioned to manage overcrowding and capacity issues. | I'm have the same concerns about this option as option A as well as the idea of a K-1/3-5 split that would require multiple transitions from young students. I'm also concerned about the logistics of this pairing and the safety of transportation. | Again, this option would require students to transition that do not need to be moved to manage overcrowding and capacity issues. | <p>I'm highly concerned that the committee is failing to be proactive and long-sighted with all of these options. It is fairly obvious from the number of families upset about the changes that the options are not empowering and inspiring. RPS has a long way to go in improving their schools and frankly, these options and the whole process have made me lose what little faith and trust I've had in the system.</p> <p>Transitions are difficult and can be traumatic for children and families. There are ways to integrate schools and create more diverse populations without mandating change that requires children and families to attend different schools against their will. Magnet programs have been used in other localities with high poverty pockets to attract higher performing students. Families and children then WANT to attend and are inspired and empowered instead of being discouraged and possibly traumatized.</p> <p>I think that rezoning should be a first small step to address issues of severe overcrowding at certain schools, especially on the southside, and the school board and committee should come up with a comprehensive, long term plan to make schools better (and more diverse) with innovative programming that attracts families and teachers. I fear that with the current options and proposals, the process will be longer and more painful because of the damage done with the want of a "quick fix."</p> |
| Binford + Patrick Henry (zoned Westover + Thompson) | I like B | This is the boldest option that comes close to meeting the goals listed under "improve student performance" This is great for everyone involved. | I like B | I think you can go bolder - segregated schools aren't good for anyone. Also consider ignoring the North/South River boundaries. Some schools on "southside" are just as close to "northside" schools. The river is an artificial boundary. We also need to work on rezoning middle schools and consider making all of our middle schools speciality and schools of choice. |
| Mary Munford | I think it's ok, but as it won't affect my school, I haven't put too much thought into it. | Opposed. We live in the targeted area that would be going to Cary and I find that interesting. It seems the lower income stretch of our district is being severed and I doubt highly that that is coincidental. | I'm Ok with it. | It's not just zoning that is the issue here. It's misappropriation of money and lack of oversight. Perhaps if we halted raises for the top (principals and up) for a period of seven years and reinvested that into teacher salaries and school programs, we'd see a reinvigorated RPS. It's terribly hypocritical of the superintendent to wring his hands about the poor state of our schools and collect a quarter of a million dollars a year (likely an underestimation) as our students flow out of the system underprepared and facing failure. I'm ok even with raising taxes for schools, but not a dime of that should go to the top tier. There should be transparency every step of the way- something the RPS system is completely bereft of currently. |
| William Fox | <p>In this option, we would be rezoned to Cary. We are OK with this but are concerned that this puts Cary over capacity, that Munford remains untouched, and that Carver sees the least amount of integration with this plan.</p> <p>I appreciate that this plan better integrates Cary and would embrace my new community if this plan is chosen. I hope that if this plan is chosen, parts of Munford will be shifted to Cary and more parts of Fox will be shifted to Carver to address these concerns.</p> | This plan is the boldest. It integrates four schools rather than two, and with the exception of the eastern sliver of the Munford district, it does not require anyone to change their current neighborhood zone. This plan will require community buy-in and careful planning and implementation, but it would be worth it to reduce concentrations of poverty at two RPS schools. | <p>This plan provides the best utilization of capacity and does not result in overcrowding at any schools in the north-west corner of the city, with the exception of Mary Munford which remains untouched. Outside of pairing, this plan sends the most new students to Carver, which helps their overall poverty rate. However, it may not be a large enough number of new students to overcome resistance on the part of incoming families.</p> <p>For Fox and Cary, this plan unites them, which strikes me as restorative justice after the majority-white Museum District was rezoned from Cary to Fox in the last rezoning. I am personally excited about this plan for its benefits to my family, but remain concerned about leaving Munford and Carver so lopsided.</p> | I hope that we will commit to a plan in the next few months as planned. I fear that people asking, "Why the rush?" are using that as a delay tactic to avoid integration. If we determine that we need to wait another school year to implement our plan, that's fine, but let's not delay making a choice. |
| Mary Munford | I do not object to this. | I am vehemently opposed to any plan that pairs Munford with another school. | I oppose it because in general I believe that pairing schools is just a new iteration of bussing, which was proven decades ago not to work. | The city does not have the resources or community support to undertake the massive shake-up that pairing schools would be. Without both resources AND community buy-in, any large-scale redistricting plan is destined to fail. |

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| | | <p>I could potentially support this option as well, BUT, pairing is such a new concept to all of us. There could be wonderful benefits. I LOVE the idea of all of Richmond's kids having access to an experience like the one that has been built at MM (by Mr. Muzik and the PTA). And more than anything, I would love for my white kids to have more diversity in their classrooms (and I'd love a more diverse friend group myself!)</p> <p>But if I am not presented with FULLY IRONED OUT details around how RPS will help this structure flourish, I will 100% send my kids to private schools or move to Henrico. So will my neighbors.</p> <p>I want to see thoughtful, DETAILED, actionable plans for things like staggered drop-off and pick-up times, or shuttles between schools, a combined PTA, events for combined schools (like holding Spooky Saturday at the Carillon and inviting families from both schools). I want to see a budget that proves this will put more money into the classrooms and not into transportation and operations.</p> <p>I want to see scholarly journal articles about pairing success. I want to hear that the principals and teachers from all affected schools believe this is a good idea. Of course not all the teachers will be supportive, but I want to see that some are. I want to hear from Cary and Carver parents that they are in favor of this. I want the principals and PTA presidents to be excited about a new system.</p> <p>If you need volunteers to come help out with research, etc., let us know! I am sure plenty of parents are willing to come in and donate their efforts to figuring this out. We deserve to be weighing in on realistic options, not theories. Let us help make that happen.</p> | | <p>1) Why is Fox/Carver a K-1, 2-5 split, and MM/Cary is K-2, 3-5? I prefer the latter, which is my zone, but I want to know the rationale.</p> <p>2) Why is K-2 at Munford? Between the playground and the strength of program, it seems 3-5 would benefit more from physically being at Munford.</p> <p>3) Can't this all be solved financially? Can't we get the wealthier parents from Fox and Munford to raise millions for Carver and Cary? Improve the facilities and the programs. Make them appealing to more parents. It'd still be cheaper than private school if those of us (who can) donated \$20k for the cause. Get 200 families from MM and Fox, and you'd have \$4 million for improvements. In return, you'd need to guarantee we could go to our walkable, neighborhood schools K-5.</p> <p>4) Can you take a page out of ARC park playbook? Create something AWESOME at Cary and Carver, and you'll attract all kinds of people! Sending families to places against their will will not lead to sustainable change for RPS.</p> <p>The only voices reaching me are those of outrage from white parents averse to change. Do something to promote the voices of the Carver and Cary parents. Get the rich white parents to understand how it would feel if their kids didn't get to go to a school with ballroom dancing and harp lessons, but suddenly had a chance at it. Get the Cary and Carver parents to write op-eds in RTD. Share them on the MM, Fox, and Support RPS pages. Put money behind them so they are "boosted" and more people see them. Have those parents speak at the meetings. I'm not saying that will change anyone minds, but it make people more understanding.</p> <p>Final comment, walkability is VITAL. That is the #1 reason we chose MM over a private school. To build community. To get to know our neighbors. To create a network of friendship and support. Removing the walk and the proximity removes the bonds. Do not be dismissive of walkability. That is why most of us</p> |
| Mary Munford | Makes some sense. | | Makes some sense. | |
| Albert Hill and Mary Munford | Needs a solid operational plan prior to approval | Needs a solid operational plan prior to approval | Needs a solid operational plan prior to approval | Pairing schools is an interesting idea, but RPS is not operationally prepared to pull off that kind of change...definitely not by Fall 2020. I understand that it's "common" for other districts to implement a change in 9 months, but those other districts are not RPS. RPS is broken operationally. They're working to fix operations, but it's not going to be ready for this by Fall 2020. None of these rezoning ideas should be seriously considered without understanding the operational details necessary for implementation. It's more than just moving lines on a map. We need more operationally minded people involved in the meetings and decision-making, and not just academics. To be clear, I am in favor of increasing diversity in our schools. But, nothing good will come of any of these rezoning changes without a practical execution plan. |
| Albert Hill and Mary Munford | Not in favor | Not in favor | Not in favor | Here's another idea for rezoning and increasing diversity.... Stop open enrollment at Munford and Fox and move those kids back to their home districts. Do NOT move any current zoning lines for Munford or Fox. That will create about 200 open seats at Munford and Fox. Close Cary. (Make it a pre-K school or something) Split the Cary students between Munford and Fox. Stop open enrollment at Holton. Close Carver. Take those kids and split them between Holton and another Northside school with high performance. Done. Now you have increased diversity at Munford, Fox, and Holton. You have also closed an underperforming school (Carver) and integrated those kids into higher performing schools. And, you have closed a underenrolled school (Cary). |
| Mary Munford | N/A no change to Munford | I am against this option. I agree that diversity is important but so is the educational value coming from teachers, school resources, and course work. I have not seen any information on how these educational aspects will be improved or kept the same for my child if the pairing is done. I also have not been given assurance by RPS that this change will be handled in an effective way that benefits both school zones. It seems like RPS needs to concentrate on cleaning up their own internal systems in general before they implement a big change so quickly which I don't think addresses the true issues in the school system that are so prevalent. We also live in walking distance and bought our house specifically for this feature and school district. | N/A no change to Munford | The process is going too quickly without proper input from stakeholders and no substantial implementation research or processes to assure residents that this is the right decision. |

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| Mary Munford | Support this option! | Strongly oppose -- I have major concerns about pairing Munford and Cary due to the logistical headaches of having multiple children at multiple different elementary schools on different sides of the highway. This would drastically diminish our quality of life. Parenting is already so difficult in this society -- sending our children to different schools, very far away from our house, would make life so much harder for us and probably result in us moving to Henrico so our children could attend one neighborhood school and not add an additional complication in our life and a stressful life transition to theirs. I support integration and diversity, but I think that these pairing proposals will not be carried out effectively and will result in a mad rush to the suburbs, which is the exact OPPOSITE of the stated goals! I'm also really concerned about the lack of inter-age opportunities if the older grades are at a different school than the younger grades, since doing "buddy" activities with older kids has been such a valuable and enriching aspect of education. Furthermore, by pairing schools, the size of each grade will double -- how can children build community with one another when the size of their grade will increase so drastically? They will know so few other children in their grade. I hate the thought of that. I love Richmond city so much, and I love our home and our neighbors, and it breaks my heart to say this, but we will likely move about 500 ft to Henrico to avoid all of this chaos being inflicted upon our family. | Support! | Please listen to Munford families -- it really seems that this process is happening TO us, rather than WITH us. Please leave Munford alone -- it is ALREADY diverse, high-achieving, tight-knit. Please don't destroy it with Option B. Please don't put Munford parents in the position of having to choose between a logistical nightmare of separating our children into different schools on different sides of the highway or moving to areas where our children can attend neighborhood schools. |
| Mary Munford | Support strongly | STRONGLY OPPOSE. Please do not mess with Mary Munford and lead to a mass exodus to the suburbs. The time frame is far too short to implement this effectively. My child has an IEP, and I really worry about how she will react to all of these changes. We strive to foster stability in her life as much as possible, and thrusting her in the middle of these changes isn't fair. We will likely move to Henrico if this is enacted, as will many Munford families. It will be a logistical nightmare. Not worth it. | Strongly support | Please, please, please leave Munford alone. It is such a beacon of stability, support, and positivity for our family, which includes a child with special needs. Please do not take this away from us. |
| Fox | I think this option makes the most sense as it diversifies schools without splitting schools and creating a time-consuming expensive set of logistics. RPS is not great with logistics. The only 2 school buses provided could not get to Fox on time for the entire year last year. This plan basically undoes the rezoning from several years ago and sends kids from the former Clark Springs district to Fox. That should have happened the first time around. I think that Carver needs time and attention to all the remediation that needs to occur for the students that have been clearly neglected for the last several years. If around only 1 in 4 children is performing at grade level, there needs to be a laser focus with tutoring and remediation offered for the whole school by RPS. The parents should not have to be responsible for this. Option A gives the ability for school PTAs to stay strong or form into a strong organization rather than asking parents to split time and resources of their involvement. As shown by our SOLS, RPS does not need to spend time working on logistics of moving kids around from school to school but on academic remediation for schools who may have never received the time, resources, and leadership they deserve. | I think Option B will dilute the true needs of the students who have been attending Carver for the last several years. It will mean bigger schools with bigger classes and less attention to the kids who are underperforming and less consistency and understanding from the teachers and administrators. I think the Carver students need programs that are above and beyond what is offered at a performing school. And I worry that if Carver kids are combined with students who can pass SOLS without a chance to get up to speed, their needs created by the lack of attention by RPS will get smoothed over by averaging scores. I think combining in the future could be a possibility but not in the state we are in right now. | Option C will be a failure all around. I think asking parents who have sent their kids to a well-performing school to change to a overwhelming under performing school with 6 months notice is not going to produce the desired effect of diversity. A few kids may attend who were not there prior but it will not be a ground swell of support needed to get this school out of the hole it is in. I think many newly rezoned parents, especially those who don't yet have kids in RPS will find alternatives. I think if you want the trust and the possibility of a successful rezoning, you need to give Carver more time to show it is capable of providing an education to its current students. I don't think any child deserves to go to a failing school and if shutting down Carver and rezoning those kids to performing schools was an option, I think it would be a better one than Option C. | The process of rezoning with diversity in mind does not seem to be thoughtful or strategic in the way it has been presented to the parents and residents of the school districts. I think that if you want support for diversity, start with Option A and give Carver the extra attention it needs. In the end, everyone wants good schools for all the kids in Richmond. The west side of town has consolidated and shut schools down over many years to get our schools up to capacity and save funds for education. Westhampton, Lee, Clark Springs, etc. If we need to do the same in the east end to save funds for renovations, new schools, etc. lets do it. Why sit on underutilized property in a hot real estate market. Make academics and efficiency your first goals, then launch into rezoning. When your organization is trusted, people are more willing to accept change. |
| Mary Munford Elementary | I prefer option B because I would like Mary Munford to be involved and become less homogenous. | I love any option that will diversify Mary Munford Elementary. I think in order for RPS to foster global, life ready learners the students need to be in classrooms rich with difference, a variety of perspectives and experiences representative of the eclectic city we all live in. I would be thrilled with the opportunity for my child to go to school with kids from different neighborhoods to exchange ideas and help each other grow in empathy and celebration of diversity. | I prefer option B because I want Mary Munford to be involved to become more diverse. | I think it is essential for RPS to prioritize diversifying the elementary schools. I am so excited about this initiative and truly hope Mary Munford is included in the major changes. Thank you for your efforts to better RPS for our children. We are grateful for this hard, important work. |
| Mary Munford | Neutral | Strongly against. My family moved to this area two years ago to send our kids to a great community school, Mary Munford. If Munford is split with Cary, this community appeal will be diminished for many families in a similar situation. The neighborhood where I live, Glenburnie, has a lot of families who already send their kids to private schools. While I could afford to do this, I'd like to support my community -- and the Richmond public school system at large -- by sending my kids to a good public school like Mary Munford. If my child's elementary school experience is split between two schools, however, I will likely consider my private school options. I feel a number of other families in my situation would consider doing the same. As a result, families like mine would move to counties for better school systems or switch to private. Take my tax dollars and use them to rebuild a stronger, more robust Richmond school system. It will take time. As you know, there are no easy fixes. Splitting children's elementary experience between multiple schools isn't the answer. | Neutral | My family moved to this area two years ago to send our kids to a great community school, Mary Munford. If Munford is split with Cary, this community appeal will be diminished for many families in a similar situation. The neighborhood where I live, Glenburnie, has a lot of families who already send their kids to private schools. While I could afford to do this, I'd like to support my community -- and the Richmond public school system at large -- by sending my kids to a good public school like Mary Munford. If my child's elementary school experience is split between two schools, however, I will likely consider my private school options. I feel a number of other families in my situation would consider doing the same. As a result, families like mine would move to counties for better school systems or switch to private. Take my tax dollars and use them to rebuild a stronger, more robust Richmond school system. It will take time. As you know, there are no easy fixes. Splitting children's elementary experience between multiple schools isn't the answer. |

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| Holton | See below | See below | See below | We support RPS's initiative to create equal opportunities for education and learning throughout the City. This conversation cannot happen without a recognition that the schools themselves will need attention - some far more quickly than others. We were troubled to see that the Ginter Park Elementary School is listed in the 2018 Facilities Plan as being renovated in 2034. See: https://static1.squarespace.com/static/57b94cbf7e0ab151e5268ef/1/5a766ca1652dea12dfec3d9/1517710499382/Facilities+Plan+Document.pdf The school currently isn't accredited and, as noted by many commenters already, is in need of repair now. We would like to see information on what improvements RPS intends to do the schools in the next few years. It seems preposterous to wait so long to improve Ginter Park, but if that is truly the case, RPS should consider closing it and sending those students to new, expanded facilities at Holton and Barak Obama. |
| Fox | I think this option makes the most sense as it diversifies schools without splitting schools and creating a time-consuming expensive set of logistics. RPS is not great with logistics. The only 2 school buses provided could not get to Fox on time for the entire year last year. This plan basically undoes the rezoning from several years ago and sends kids from the former Clark Springs district to Fox. That should have happened the first time around. I think that Carver needs time and attention to all the remediation that needs to occur for the students that have been clearly neglected for the last several years. If around only 1 in 4 children is performing at grade level, there needs to be a laser focus with tutoring and remediation offered for the whole school by RPS. The parents should not have to be responsible for this. Option A gives the ability for school PTAs to stay strong or form into a strong organization rather than asking parents to split time and resources of their involvement. As shown by our SOLS, RPS does not need to spend time working on logistics of moving kids around from school to school but on academic remediation for schools who may have never received the time, resources, and leadership they deserve. | I think Option B will dilute the true needs of the students who have been attending Carver for the last several years. It will mean bigger schools with bigger classes and less attention to the kids who are underperforming and less consistency and understanding from the teachers and administrators. I think the Carver students need programs that are above and beyond what is offered at a performing school. And I worry that if Carver kids are combined with students who can pass SOLS without a chance to get up to speed, their needs created by the lack of attention by RPS will get smoothed over by averaging scores. I think combining in the future could be a possibility but not in the state we are in right now. | Option C will be a failure all around. I think asking parents who have sent their kids to a well-performing school to change to an overwhelming under performing school with 6 months notice is not going to produce the desired effect of diversity. A few kids may attend who were not there prior but it will not be a ground swell of support needed to get this school out of the hole it's in. I think many newly rezoned parents, especially those who don't yet have kids in RPS will find alternatives. I think if you want the trust and the possibility of a successful rezoning, you need to give Carver more time to show it is capable of providing an education to its current students. I don't think any child deserves to go to a failing school and if shutting down Carver and rezoning those kids to performing schools was an option, I think it would be a better one than Option C. | The process of rezoning with diversity in mind does not seem to be thoughtful or strategic in the way it has been presented to the parents and residents of the school districts. I think that if you want support for diversity, start with Option A and give Carver the extra attention it needs. In the end, everyone wants good schools for all the kids in Richmond. The west side of town has consolidated and shut schools down over many years to get our schools up to capacity and save funds for education. Westhampton, Lee, Clark Springs, etc. If we need to do the same in the east end to save funds for renovations, new schools, etc. lets do it. Why sit on underutilized property in a hot real estate market. Make academics and efficiency your first goals, then launch into rezoning. When your organization is trusted, people are more willing to accept change. |
| Fox | No changes to Munford. | Carver is no longer accredited has gotten a lot of bad press lately for the cheating scandal and low SOL scores, so I am worried that a Fox/Carver pairing will cause parents to leave the system, myself included. | No changes to Munford. | Rezoning is something that needs to happen immediately for the three new schools. Perhaps make utilization your first goal in terms of rezoning and take care of that immediately. |
| Mary Munford Elementary School | No additional thoughts at this time. | I am generally in favor of pairing Munford/Cary with plenty of concern for logistics and sufficient time to roll out thoughtfully; however, I would like a better understanding of why the small segment between Malvern and Thompson is pulled from the Munford community in this scenario and re-routed to Fox/Carver. How many of these students end up at three different elementary schools? More importantly, I believe there is a tremendous opportunity for the entire Munford community to make this move together. Excluding a seemingly small, but definitively significant number of families in this option seems arbitrary and wasteful. | No additional thoughts at this time. | I echo what many, many other stakeholders have shared that the long-term success of these efforts is highly-dependent on a thoughtful, carefully planned rollout that addresses logistical challenges; compassionate care for students, teachers, administrators and families; and deep consideration for some of the major pitfalls. I would also like to see focus groups with teachers and administrators from all the impacted schools. |
| Fox | I support option A. It looks like it would serve the goals of making Cary, Fox and Carver more diverse, while preserving each elementary school as a complete K-5 school. I think this will help each school be more successful and avoid the many concerns created by splitting the elementary years up - including the increased burden on families needing to send elementary aged children to different schools and concerns that there may be a negative impact on school community, student well-being and student achievement due to the additional school transition. I think allowing for continuity in the K-5 years is a significant benefit, and doing so while increasing diversity seems like the best possible outcome. I hope the committee will adopt option A. | I do not support option B. I think that this option has the most negatives out of all three options. I think that the school pairing model has more negatives than positives, and this expands the proposed school pairings. Moreover, by making Fox a K-1 school only, it will cause even greater upheaval - there will be even less time for children and families to settle in to the school, and more need for changes in teacher assignments (either changing many teachers from upper grades to K and 1, or moving out and moving in many teachers from other schools). I think this proposal would do more harm than good to the students attending the paired schools and to the success of RPS schools overall. | I do not support Option C. I think, however, it is a better option than Option B. | First, I hope that the rezoning committee will share with the public any feedback they have received from teachers in the schools that might be paired under these proposals. I would value their input. Second, I read that RPS will not be considering cost when evaluating these options. I think that is a mistake. While I think pros and cons other than cost should be considered first and foremost, RPS already has insufficient resources. I do not think this decision should be made without at least considering financial costs. |

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| Holton | If these are the only three options for elementary school, this would be my preference, as it does not include pairing any schools. | I do not prefer this option as it pairs schools, resulting in young students moving at least one and sometimes multiple times in their early years. | I do not prefer this option as it pairs schools, resulting in young students moving at least one and sometimes multiple times in their early years. | things to ensure diversity and decrease overcrowding. However, I wanted to express my concerns for the pairing options. I also have a question regarding the draft options A, B, and C for elementary schools. Are these now THE 3 options or are they 3 of the now 7 options (adding to the original 4)? 1.Young children, in early development, should not be attending multiple schools. There is a reason elementary schools typically go K-5 and research even suggests that including 6, 7, and 8th graders in with younger grades (instead of with older or as a stand alone) is beneficial to academic and social growth/development. Stable support from a school community is extremely important. I reviewed the 8/13 Powerpoint and I have concerns about the slides listing "research" conducted by other schools considering pairing and the advantages/disadvantages associated with it. Research implies data and should include references (among other things), both of which are lacking in the information provided. "Some believe" is not research; that is a feeling/opinion. I would expect to see actual studies completed on pairing and its effects. Really, what has been provided is a "pros and cons" list. There is a large body of research that shows stability (including school stability) is a key factor in early childhood development (academic and emotional), and that instability can have detrimental effects on development. My concern is for my own children, of course. However, I am also concerned for other children. Many move in and out of schools/classrooms multiple times during their elementary years and this does impact their performance/development; we know it does. I can't understand why we're suggesting that an additional transition be part of their early childhood years. To me, this risk outweighs any other benefit of pairing. 2.School activities: my husband and I both work full time, and have three young children. We do our best to make it to as many school activities as we can (productions, celebrations, class parties, awards ceremonies, field trips, etc.) AND volunteer/be present at the school. It is TOUGH and I cannot imagine having to do that for more than one elementary school. Further, I can't imagine doing this as a single parent. 3.Family attending the same school when young: We love having our children at the same school. When our second child started school, he had an easier time |
| Mary Munford | While this option leaves Munford in tact, I'd agree that modifying open enrollment policies could address some of the capacity and diversity concerns at Munford. | Assuming it's well implemented, we can support option B which pairs Munford/Cary and Fox/Carver BUT we do not support moving the Munford line from L195 to Malvern which is also included in Option B. I understand that we have to be geographically flexible to increase diversity and balance capacity at our schools, but pairing Munford/Cary with the current Munford borders in tact seems to be a very good step towards achieving rezoning goals without overburdening the transportation system by sending kids to their fourth closest elementary school. Capacity-wise, I see that Munford is at 77% capacity while Cary is at 103%. Has Cropper modeled making Munford K-3 instead of K-2 to balance that out a bit better? In general more specifics on the structure of pairing would really help parents understand how it would work. If specifics, such as transportation, teacher impacts, before/after care, PTAs could be made available perhaps more parents could get on board with the idea? It's a very intriguing idea but I think RPS has to help sell it a bit better. | While this option leaves Munford in tact, I'd agree that modifying open enrollment policies could address some of the capacity and diversity concerns at Munford. In this option Cary seems to be well under capacity. As a school doing well and on the rise, could we perhaps increase open enrollment slots at Cary to address capacity/diversity? | We're getting a lot of feedback from parents, but as the process gets further along, can we get some more input from principals, teachers, transportation, and operations who will ultimately be tasked with implementation? |
| Mary Munford | n/a | I am not in favor of removing students east of Malvern from the Mary Munford school district. | n/a | I am concerned about how variance/lottery students at each school are being accounted for and documented in these proposals. Has data been explored around how removing these students would impact diversity across the city. It seems unreasonable to me that the families who never lived in the Mary Munford zone will still be able to attend, while families who are currently in zone cannot. |
| Mary Munford | n/a | I am not in favor of removing students east of Malvern from the Mary Munford school district. | n/a | I am concerned about how variance/lottery students at each school are being accounted for and documented in these proposals. Has data been explored around how removing these students would impact diversity across the city. It seems unreasonable to me that the families who never lived in the Mary Munford zone will still be able to attend, while families who are currently in zone cannot. |
| Mary Munford | n/a | I am wholeheartedly opposed to the east of Malvern separation from the Munford community. | n/a | I am wholeheartedly opposed to the east of Malvern separation from the Munford community. I see no long-term value or relevant basis for pulling this seemingly small, but definitively significant segment out of Munford, whether Munford remains otherwise intact or pairs with Cary. I really appreciate Mr. Muzik's statement that if we don't have full support from the parents and families, it's not going to work. I would add to that that we need the teachers and administrators on board, too. They're the ones that have to get the job done. |

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| Mary Munford | Agressive timeline | Agressive timeline | Agressive timeline | To echo the sentiment that was overwhelming clear from parents and teachers who spoke at the recent community meeting at Albert Hill, I have concern about the aggressive timeline in regard to decision-making and implementation. With so many big changes across the city, perhaps a phased implementation timeline would provide the best opportunity for success. It would also give families in zone and via lottery (would they actually be allowed to stay at over capacity schools?) to consider all options and make informed decisions around whether to stay in the city, and if so, how proposed changes would impact them logistically. For families with two working parents, bell schedules, before/after care availability, etc. is extremely important...and in some cases, logistics can actually be prioritized over diversity. At the end of the day, if we can't get the kids there, how will it work? This planning is CRUCIAL. |
| Mary Munford | n/a | I do not support moving the Mary Munford line to Malvern. | n/a | If diversity is a stated goal, how are schools that are way less diverse than Mary Munford not included in these proposals? |
| Mary Munford | need more data | need more data | need more data | I would like to see more data around the financial implication of bus transportation. These details should be included in proposals. Proposals should not be considered until we are certain they can be implemented. |
| MME | n/a | I am definitely not in favor of separating out east of Malvern. | n/a | I am definitely not in favor of separating out east of Malvern. If that happens, our daughter would be at Munford for kindergarten, Fox for 1st grade and Carver for 2nd. 3 schools in 3 years is too many! I'm also ok with merging Cary and Munford if they keep us with the rest of Munford. |
| Munford | n/a | I oppose redrawing MM district lines | n/a | Don't change lines! Please TAKE TIME to figure out a plan to give more opportunities to at-risk students by other means. Perhaps change Carver to an EL school https://eleducation.org/ . |
| Mary Munford | This option is the obvious one that provides immediate relief and is implementable by 2020/2021. | I am opposed to changing the zone school line for Mary Munford ES. I do not see sufficient evidence on how this line adjustment meets the goals set out by this rezoning effort. Pairing schools and creating transition at a young age is not developmentally appropriate for consistency in academic or social growth. | Pairing schools and creating transition at a young age is not developmentally appropriate for consistency in academic or social growth. | <p>Pairing schools is not a developmentally appropriate option for elementary schools. While it could shake up the numbers and change a small amount of demographics, it does not directly help the child. There are many reasons that this idea is not effective but the most important is consistency. Creating an extra milestone transition to a new school is disruptive to learning. Children develop best socially and academically with consistency. This is particularly true for students that come from circumstances that can be unstable.</p> <p>Where is the feedback and input from administrators and educators? Have they been invited into this conversation? I'm certain that they have extremely valuable insight on all of these options and if there is no support for these from them then the efforts will fail.</p> <p>I also have concerns about the extremely aggressive timeline. It's true that rezoning hasn't happened for decades and it is important to examine that. I believe that the fact that it hasn't happened for so long is all the more reason to proceed carefully and make sure we get it right so that it doesn't have to be done again. If things as substantial as school pairing are being discussed then it is essential to proceed carefully. That is a huge undertaking and should be done by 1 pilot school to start with. I don't see how all of that can take place in a year successfully. It seems to me that larger projects should be given a projection date of 3-5 years to implement. It is not wrong to proceed cautiously, it is wrong to be hasty and put something in place just to have completed a project within a time line.</p> |

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| Mary Munford | This option is the obvious one that provides immediate relief and is implementable by 2020/2021. | I am opposed to changing the zone school line for Mary Munford ES. I do not see sufficient evidence on how this line adjustment meets the goals set out by this rezoning effort. Pairing schools and creating transition at a young age is not developmentally appropriate for consistency in academic or social growth. | Pairing schools and creating transition at a young age is not developmentally appropriate for consistency in academic or social growth. | <p>Pairing schools is not a developmentally appropriate option for elementary schools. While it could shake up the numbers and change a small amount of demographics, it does not directly help the child. There are many reasons that this idea is not effective but the most important is consistency. Creating an extra milestone transition to a new school is disruptive to learning. Children develop best socially and academically with consistency. This is particularly true for students that come from circumstances that can be unstable.</p> <p>Where is the feedback and input from administrators and educators? Have they been invited into this conversation? I'm certain that they have extremely valuable insight on all of these options and if there is no support for these from them then the efforts will fail.</p> <p>I also have concerns about the extremely aggressive timeline. It's true that rezoning hasn't happened for decades and it is important to examine that. I believe that the fact that it hasn't happened for so long is all the more reason to proceed carefully and make sure we get it right so that it doesn't have to be done again. If things as substantial as school pairing are being discussed then it is essential to proceed carefully. That is a huge undertaking and should be done by 1 pilot school to start with. I don't see how all of that can take place in a year successfully. It seems to me that larger projects should be given a projection date of 3-5 years to implement. It is not wrong to proceed cautiously, it is wrong to be hasty and put something in place just to have completed a project within a time line.</p> |
| Mary Munford/Albert Hill | As described as a "conservative approach", this option seems to be the most straightforward and least disruptive to students and their families. | This option seems to be the most drastic of the proposed. It incorporates the concept of pairing and also redrawing boundary lines. Currently pairing is not a practice that is used by RPS. I have concerns about adding additional transitions for students without a solid model that has been proven to work in RPS. | This proposal also incorporates pairing. A rationale for the inclusion of pairing listed is to increase diversity in the affected schools. Interestingly Fox ES is currently the most diverse school in RPS, but yet the rationale for the change is to increase diversity so there is a conflict in my opinion. | <p>The proposed models seem to be short sighted in nature. To my understanding the driving forces behind this proposal is to increase diversity in RPS and to better utilize resources by working to address overcrowding at certain schools. Moving RPS students to address resources and overcrowding is a small portion of this initiative. Simplistically some of the overcrowding issues could be resolved by discontinuing open enrollment in several of the districts affected. It's not clear to me what the additional steps are, that will need to be taken in order to have success. Additionally, the concept of diversification is only proposed in 4 of the 25 RPS elementary schools. How does RPS plan to address this issue with the other 21 schools?</p> <p>It is also not clear that the proposal takes into account likely changes in housing developments. Specifically the development of the Navy Hill area as well as Oregon Hill/Randolph/Maymont. The influx of potential students from these regions has the potential to affect the student numbers at several of the schools discussed in these options, specifically Cary, Fox and Carver.</p> <p>Educational success is not only contingent on optimal resource utilization, but identifying resource shortages both in and out of the schools. Providing adequate text books, classroom supplies and safe facilities should also be a focus. I would like to see how RPS specifically plans to address these shortfalls that currently exist across RPS. Identifying gaps that exist outside of the school environment will also be paramount to successfully building up RPS. Wrap around services for schools and students in need should be a focus. Providing an environment for students to meet achievement benchmarks that is available for schools most in need. Lastly, RPS needs to work with community advocates who can help foster educational prioritization within the community members. A large part of educational success is predicated on the learning environment outside of the school walls. Helping RPS students and their families focus on education as a priority and investment will augment student learning and build community sentiment regarding the importance of education. Focus on after school programs that provide educational enhancement for students in need. Providing after school tutoring services in the communities for students in need.</p> |

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| Mary Munford | does not impact me | Need more time and data | does not impact me | <p>This proposal is premature. Given the socioeconomic segregation in Richmond, moving the Mary Munford line to Malvern will not achieve what I take to be the proposal's primary goal: socioeconomic integration that benefits everyone. Where is the data? Will low-income children benefit from socioeconomic integration? Will high income kids suffer? Middle class parents of any race will not risk their child's education in schools that have more than 20-30% low income families when the school system itself is not reliable and doesn't seem to know how to effectively educate all kids. Without transparency and trust in the process (with data to back it up), it seems that forcing higher income families into schools they otherwise would not attend is just another way to postpone real improvement in the schools.</p> <p>https://www.washingtonpost.com/local/education/disadvantaged-children-can-hurt-achievement-of-others-in-their-classrooms-study-finds/2014/02/13/9f3fa068-94df-11e3-83b9-1f024193bb84_story.html</p> <p>large numbers of low-income children who begin formal schooling with many disadvantages - poor medical care, homelessness, an uneducated mother, for example - not only struggle with schoolwork but hurt the achievement of other children in their classrooms. It goes on to conclude that in schools with a high concentration of children with risk factors, the academic performance of all children - not just those with disadvantages - was negatively affected.</p> |
| Mary Munford | Diverse housing to support neighborhood schools | Diverse housing to support neighborhood schools | Diverse housing to support neighborhood schools | <p>For elementary school, I don't just want a quality school near my home, I want the neighborhood school. I want to be able to walk just a couple blocks, I want to know a good number of the other parents from the neighborhood, and I want a community where everyone feels invested in their local school. I'm very fortunate that I'm happy with my neighborhood school in Richmond. I realize that there is some policy ideal of a diverse school (measured solely by income), but the realities of applying that policy ideal are ugly. I would much rather focus on DIVERSE HOUSING and neighborhood schools.</p> |
| Mary Munford | Diverse housing to support neighborhood schools | Diverse housing to support neighborhood schools | Diverse housing to support neighborhood schools | <p>For elementary school, I don't just want a quality school near my home, I want the neighborhood school. I want to be able to walk just a couple blocks, I want to know a good number of the other parents from the neighborhood, and I want a community where everyone feels invested in their local school. I'm very fortunate that I'm happy with my neighborhood school in Richmond. I realize that there is some policy ideal of a diverse school (measured solely by income), but the realities of applying that policy ideal are ugly. I would much rather focus on DIVERSE HOUSING and neighborhood schools.</p> |
| MME | -- | Do not rezone MME. WHERE'S THE DATA? | -- | <p>Rezoning Mary Munford is a proposal in search of a problem because there is no data to support it. And frankly, it seems like a social experiment that traps families into attending failing schools. I think it's clear that any sort of proposal to rebalance school diversity first needs to define the target socioeconomic balance, and then tally up the total number of students in each income band.</p> |
| MME | -- | Do not rezone MME. WHERE'S THE DATA? | -- | <p>Rezoning Mary Munford is a proposal in search of a problem because there is no data to support it. And frankly, it seems like a social experiment that traps families into attending failing schools. I think it's clear that any sort of proposal to rebalance school diversity first needs to define the target socioeconomic balance, and then tally up the total number of students in each income band.</p> |

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| Mary Munford Elementary School | This option seems the least disruptive to children and families and alleviates overcrowding. I think that restricting out of zone families should be added to this option. | This would greatly affect my family. We spent our life savings on a home within walking distance to Munford and the kids' preschool. I do not want my family to spend their life in a car, and while this may be dumbfounding to many Richmonders, it is a quality of life issue for us. Besides that, my greatest concern is the system's ability to implement this. I do not understand how the School Board would think it prudent to make this change without a firm financial and administrative plan in place to implement it, especially with the other massive errors made by RPS in recent years (denial of services to ESL students, incorrect transcripts, allowing kids into Fox by mistake and building trailers instead of sending them to other schools, worsening overcrowding...etc.). Furthermore, my children have great programs both during and after school at Munford, and I would want no interruption whatsoever to those opportunities; I fear there would be under this proposal. My husband and I put in time at the school to aid in making it a great place, and by the time this goes into effect I will have two children in two different schools; I'm unsure how we could devote the same amount of time to both places. I also worry that a 3-5 school would be SOL-focused and that without the younger children around all the joy of elementary school would be removed. | I disagree with the proposal for the same reasons I disagree with Option C: affects walkability for Cary and Fox parents, divides schools in a way that makes it more difficult for parent participation, inability of RPS to successfully implement a change. | People have worked for decades to get schools like Munford, Holton, Fox, and others to be great schools again. I went to Fox in the 80s and Albert Hill in the 90s, and they were nowhere near as good as they are today. I fear that a major redistricting would set us back instead of moving us forward. These schools are already more diverse than the majority of RPS, and I feel that any funds committed to this rezoning should be committed to helping those other schools have the same successes, as well as to infrastructure repair. Regarding the process, this seems hurried, especially compared to the current Henrico timeline (a school system with much more success than ours, it should be noted). I also believe that my School Board member and representatives she selected have already decided that they would like to pair the schools and are uninterested in the feelings of their constituency. The narrative has already been unfairly set up by Superintendent Kamras calling this "Massive Resistance 2.0" and our School Board representative and rezoning representative referring to this process using terms related to desegregation; there is more to consider here than simply mixing two school populations and calling it diverse. There are important factors that affect our children's education to study and take into account. |
| Mary Munford Elem. School | This option looks like the best one because it will disrupt fewer people. | I object strongly to this option. Where I live would be moved into the Fox/Carver zone, even though we live less than a mile from Mary Munford but 1-2 miles from Fox and more than 5 miles from Carver. Parents in our area have worked hard over years, if not decades, to support and grow our neighborhood school, and our children should not be forced to attend a school so far away. Children cannot just be moved around from school to school to balance numbers. This plan seems like it just treats children as statistics on a map and fails to take account of what is most convenient for children and parents who have spent many years working with their neighborhood schools. | This option is better than Option B but not as good as Option A because at least Cary and Fox are geographically close to one another. | It's difficult to understand why the pairing options are being considered at all for schools where overcrowding is not a large problem. Those aspects of the plan feel like a solution in search of a problem. |
| Mary Munford Elementary | Stop the lottery system | Stop the lottery system | Stop the lottery system | Keep kids close by to their own neighborhood schools! The problem in Richmond is not the race or income level of the kids, but the administration! Stop the lottery system so neighborhood schools will not be overcrowded. Simple as that. |
| Mary Munford | See response to Option B. | I am opposed to rezoning/pairing in general but especially when it will affect Mary Munford. My wife and I moved to that district (we live one street over from MM) for the express purpose of having our children attend K-5 there. The prospect of bifurcating the elementary school experience and requiring a shake-up and relocation to another school for grades 3-5 is alarming to say the least. It seems like the whole point of this review is "demographic diversity" i.e. some schools perform better than others and there's a desire to normalize or even that out across districts. Any such disparity is due in large part upon the community's involvement. I can affirmatively state that my community has heavily invested itself in MM and the children that go there. On top of that, my community has been heavily taxed by the City of Richmond, with most of those taxes being applied to other areas of the city and/or wasted on special interest groups and projects that have nothing to do with improving education. In large part, Mayor Levar Stoney was elected because he correctly pointed out how education funding has been misappropriated for far too long. So in that regard, it's nice to see attention paid towards rectifying that and allocating time, funding and resources to elementary education. However, doing something for the sake of doing something isn't progressive, wise or effectual. The type of "demographic diversity" that is being sought is unattainable and will do nothing to improve elementary curricula, teacher compensation, student learning and community involvement. For these and many other reasons, there should be no rezoning/pairing. Let's focus on real issues like ensuring child safety from armed gunmen, compensating teachers fairly, renovation and building improvement, schooling enrichment, beautification of school grounds and anything else that is designed towards providing the best education for K-5! | See response to Option B. | See response to Option B. |
| Munford | People will move to the counties | Moving the Mary Munford line will force families to leave the city | People will move to the counties | Choice means and always has meant segregation. Fleeing the fight to create great schools for all leaving deficient low expectation schools for those who could not flee or cared so little they did not flee. All these double standards and side tracking do nothing except continue the tragically pathetic outcomes we have seen for a century from our schools and parents. A nation of poorly educated and unmotivated voters stems from the source, our schools and families leading to new generations of people who end up with a lot less and the chains of apathy. |

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| MME | I am not in favor of moving the MME line | I am not in favor of moving the MME line | I am not in favor of moving the MME line | I think you greatly underestimate the effect this will have on middle to upper class families deciding to stay in Richmond. I live east of Malvern and everywhere you look there are young children. They far outnumber the middle and high school student populations. That is because parent communities, with the help of school administrations that have been welcoming to parent involvement and innovation, have been able to make real inroads at Mary Munford. Is it optimal to have mainly middle and upper class populations enrolled at a school? I don't think the people who choose to raise their families in the MME community would say yes. But I do know that parents will not enroll their children in a school they do not have confidence in. There are too many choices now for an experiment like this to work. Greater emphasis needs to be made on improving the schools themselves through better principals and other substantive benchmarks not just diluting low socioeconomic student populations. |
| Mary Munford | Please don't force families to leave the city | Please don't force families to leave the city | Please don't force families to leave the city | Please don't force families to leave the city!! The confidence and increase in middle class families using public education needs to be nurtured and allowed to grow much stronger before implementing a social experiment to improve socio economic diversity...or else there will be a mass exodus out of public education in Richmond city. It will take decades for RPS to recover and students left in the system will suffer horrible education outcomes because of it. |
| Holton | I have already submitted feedback on this option | I have already submitted feedback on this option | I have already submitted feedback on this option | I find it interesting that RPS typically robo-calls or emails me about every little thing, but not about this. I haven't gotten any notification about the process, options, or upcoming meetings. Initially, I found out about it randomly and I can only get updates because I have access to the internet. What about people who do not? When I ask others if they know that this is happening or what options are being considered, they have NO CLUE. |
| Munford | n/a | Does RPS have data on the diversity of lottery/variance families that attend Mary Munford elementary? Similarly has RPS looked at the data on the diversity of the families who have lotteried into other schools who are currently zoned for MME? How do these populations impact the overall diversity of the school as a whole? And how does removing lottery/variance students and siblings impact overcrowding? In addition, how lottery/variance families will be handled as part of these proposals is not something that can be included as part of implementation planning only. Rather, it needs to be clearly spelled out in each proposal. To alienate families east of Malvern and south of Cary from the Mary Munford community, while not considering variance/lottery families who do not currently attend their zoned schools is simply unfathomable. | n/a | Does RPS have data on the diversity of lottery/variance families that attend Mary Munford elementary? Similarly has RPS looked at the data on the diversity of the families who have lotteried into other schools who are currently zoned for MME? How do these populations impact the overall diversity of the school as a whole? And how does removing lottery/variance students and siblings impact overcrowding? In addition, how lottery/variance families will be handled as part of these proposals is not something that can be included as part of implementation planning only. Rather, it needs to be clearly spelled out in each proposal. To alienate families east of Malvern and south of Cary from the Mary Munford community, while not considering variance/lottery families who do not currently attend their zoned schools is simply unfathomable. |
| Munford/Hill | Seems to rezone to what we had 5 years ago. This seemed to work. No overcrowding. Does move lines...there are concerns with this. | I have concerns about pairing in general. This hasn't been done in Richmond and many cities across the country are adopting a K-8 approach to schools - not pairing. Additionally, RPS has begun to use Trauma Informed Care and Teaching Practices and pairing seems to contradict the principals discussed in this model - mainly the issue of adding another transition to students. Consistency is an important part of helping children who have high levels of trauma in their lives. Pairing does not help with consistency - it adds another transition. I also am not in support of any plan that redraws the Munford school boundary to only those houses west of Malvern. It annexes a small part of the community and sends these children to Fox and Carver. The line should not be moved. Open enrollment students should not take priority over neighborhood and highway boundaries. Additionally, moving this line decreases both cultural and economic diversity from Munford as it removes the families living in the apartments on Kent and Thompson. I also am struggling with the whole argument of diversity when Munford, Cary and Fox have more diversity than almost 15 other ES. If you want more diversity at Munford there has to be another way than moving lines. For example, make Open Enrollment an option at one of the other ES schools that is overcrowded and serves a population that you are looking to diversify with. (The lack of a definition of "diversity" is a major issue and one that the School Board should work on). The city of Richmond is diverse, but our school population is not (85% African American and similar numbers if you look at SES - hence free lunches available to all students). We just don't have the numbers of Middle/Upper Middle class families to incorporate economic diversity and we have too many white families who opt out of public schools. Unless we regionalize with the surrounding counties - this is our reality. | Includes pairing - I think more research needs to be done on the success of pairing. Implementation and logistics are a major concern. RPS doesn't have a plan for this and seems unable to address these concerns. I am not sure how people in these areas feel about these concerns. Moving lines is complicated and generally unpopular. | I would like to know truly understand what the end game is for RPS and what the goals of this rezoning are? Munford/Fox and Cary are doing fine...this rezoning doesn't help schools that are failing. I understand the overcrowding issues...those need to be fixed especially south side. Those are being addressed by some of these changes. Overcrowding at Munford is minimal and isn't predicted to get worse. If there were no Open Enrollment students there would be no issues with overcrowding (this also applies to Fox). We made some (small) progress this year on SOL testing (without making any rezoning changes). There is still a lot of work to do. I do not understand why we are not flooding ES with more and more support services and wrap around services. I do not know how much we are spending on Cropper - could this money have been better spent on helping students? We need better before and after care. We need community building. We need to address concentrated poverty and encourage the city to adopt more equitable housing options - especially in the near west end (this could help to increase diversity without moving lines). What about making Carver a specialty school - one that uses Exploratory Learning or Project Based Learning? There are programs that work with inner city, underperforming schools. Why are we not being more creative and thinking outside the box? Here is what I see as a major problem. My son goes to Albert Hill. We, as a family, love that his school looks like the city he lives in. Yet - he is in classes with almost all white students. I worry about what is this teaching him. This plan does not address this problem of academic success. And moving a line or two isn't going to help solve this problem. |

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| Mary Munford Elementary | I prefer this option to any that "pairs" schools and creates situations where children do not go to school in their neighborhoods and cannot walk to school. | I do not think "pairing" schools is a good idea. Neighborhood schools are good for creating a sense of community and providing continuity to students. My children walk to school and enjoy many benefits because of our proximity to school. We bought a house with this in mind. Also, it is important to note that RPS tried this approach in the 1970s and it caused families to move out of the city or send children to private schools. This approach has already proven not to work in Richmond. | I do not believe "pairing" schools is a good idea. See above. | I would like to reiterate that moving children out of their neighborhood schools where they can walk/bike and where community is created by proximity to the school is detrimental. I also think expecting children to attend 2 separate elementary schools is disruptive to academics and achievement goals. Taking children out of successful schools such as Fox and Munford and moving them to a school with lower ranking does not improve the school--it only weakens the good school. There must be a way to improve the lower achievement school without negatively affecting the successful schools. We need to think more creatively, rather than repeating history (busing children in Richmond has proven not to achieve the stated goals.) |
| Fox elementary | I think it's not a good idea to split schools. How do you get children at two places at the same time? | I disagree splitting schools. These are young children | Why send children to a non accredited school. Carver has problems and those children were cheated out of an education. They need resources not Fox students | I moved here to the fan because of the fox school. I want my children to have a neighborhood school. I don't want my children at a non accredited school. Is this to improve test scores? Many people will opt for private school if they can afford that or they will move to the counties. Every 6 years the school board tries to pull this on families. I suggest you get resources to carver and leave fox a neighborhood school or offer city wide open enrollment |
| Fox | I think it's not a good idea to split schools. How do you get children at two places at the same time? | I disagree splitting schools. These are young children | Why send children to a non accredited school. Carver has problems and those children were cheated out of an education. They need resources not Fox students | I moved here to the fan because of the fox school. I want my children to have a neighborhood school. I don't want my children at a non accredited school. Is this to improve test scores? Many people will opt for private school if they can afford that or they will move to the counties. Every 6 years the school board tries to pull this on families. I suggest you get resources to carver and leave fox a neighborhood school or offer city wide open enrollment |
| Mary Munford | Can you please give the option to parents to "grandfather" in any children who are currently enrolled in one school, but would be zoned for another under this new plan? I hate to think about a child finding out one day that they can't go to school with their friends anymore, or won't experience the things at their school that they were looking forward to, in future grades. I think a kinder, gentler option is to let everyone who is currently enrolled in a school have the option to continue through to graduation, and have the re-zoning apply to new enrollments only. From a purely political perspective, I also think grandfathering in current enrollees would help greatly with community support!! Nobody wants to feel like they're getting kicked out of a school they love and have fully supported with volunteer hours and/or fundraising dollars for years. | I do not support the idea of school pairing. I'm concerned that shortening the school experience to 3 years per school would adversely affect the sense of belonging that the kids have and sense of investment that our parents currently have, and they would be less likely to be as involved - and PTA involvement is KEY to the current success of Munford & Fox. In a paired arrangement, families will be spread thinner across more schools, which would affect involvement. And it would become harder to seamlessly transfer our PTA programs and events to new parents because there would be less "alumni" around to share institutional knowledge. I'm also worried about the grades becoming larger. Would there 8 classes per grade in paired schools? How would that affect the lasting connections and friendships they'd make and, therefore, the sense of community among the families? And, truthfully, I'm concerned about my kids going into classrooms where a significant percentage of kids had lower SOL scores - how would that affect the progress the class would make, each year? Or would kids be grouped by ability? I don't like that option, either! | Same as above - I do not support the idea of school pairing. I'm concerned that shortening the school experience to 3 years per school would adversely affect the sense of belonging that the kids have and sense of investment that our parents currently have, and they would be less likely to be as involved - and PTA involvement is KEY to the current success of Munford & Fox. In a paired arrangement, families will be spread thinner across more schools, which would affect involvement. And it would become harder to seamlessly transfer our PTA programs and events to new parents because there would be less "alumni" around to share institutional knowledge. I'm also worried about the grades becoming larger. Would there 8 classes per grade in paired schools? How would that affect the lasting connections and friendships they'd make and, therefore, the sense of community among the families? And, truthfully, I'm concerned about my kids going into classrooms where a significant percentage of kids had lower SOL scores - how would that affect the progress the class would make, each year? Or would kids be grouped by ability? I don't like that option, either! | Please don't rock any boats that are currently sailing smoothly - i.e. accredited with high test scores! |
| George Mason | I would like to propose that the rest of Mosby Court (south of Fairfield Avenue, west of Mechanicsville Turnpike) be included in the George Mason zone. The current zones and all proposals have the Mosby Court community divided and this is a unique opportunity to bring those students together. I think that the brand new George Mason should be available to as many students as possible even if that leaves older schools like Fairfield and Woodville underutilized. | same as response to A | same as response to A | I appreciate very much the time and thoughtfulness that the rezoning committee is putting in to these proposals. I think that the suggestions to combine schools to try to have schools be more economically and racially diverse is a great idea and worth the sacrifice of extra cost in transportation or logistics for individual families with multiple children. I would also like to propose that if possible, we can create a culture that rewards families for going to their zoned school - or at least trying it before choosing open enrollment to another school. I wouldn't want to force this because parents often know what is best for their children, but I know for my zone, there are many economically advantaged families who do not go to George Mason, but use open enrollment to choose elsewhere. Maybe parents could be encouraged to at least visit and walk through their zoned school prior to open enrollment. |
| Fox | The more conservative the better... this option utilizes more recognized border streets... Harrison in particular. (Acceptable option.) | In light of option C, option B would be the ONLY fair / equitable way to attempt pairing - or radical rezoning concepts. If the school board is convinced that pairing is the way to achieve its goals... then embrace it ... for the four schools... and help Carver achieve its goals too. I believe pairing could provide the opportunity to create "expertise" centers... in both upper and lower teaching arenas. (Less, but acceptable option.) | To ask families that currently walk to a strong successful community elementary like Fox to accept an option that buses children out of their neighborhood - across 6 lanes of Broad Street and transit bus lanes- whereby eliminating the ability to walk or bike or feel any neighborhood cohesiveness - to attend a failing, unaccredited and troubled school like Carver... is a terrible option. Busing children to be used as "seeds of success" to increase test scores, improve attendance, motivate PTAs... is unfair, misguided, and feels very gerrymandered - designed to meet administration goals, not family goals. The borders used for Elementary Option C take community streets such as N. Allen Avenue and divide neighborhood zones right down the middle of the street- a very unnatural and troubling choice. I cannot support Elementary Option 3. (Unacceptable option.) | The underutilized space in Carver Elementary could be used to add additional resource centers... tutoring , cultural , mentoring, science labs, art centers - to be used by the entire system. Adding more students to the halls of Carver before it has the opportunity to heal and become successful is likely to create additional problems, not solve them. I would like to see the entire rezoning process delayed a couple more years and instead utilize resources (existing and new) to address/improve issues at hand. Option A - acceptable, Option B- less, but acceptable, Option C- unacceptable |

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| Mary Munford | This option seems more reasonable as it is just shifting district borders | <p>I don't think this option should be considered at all. The Mary Munford/Cary pairing and Fox/Carver pairing will very unlikely have the desired affect that is being assumed. #1: I am under the assumption one of RPS's main focuses is the well being and future of the children. Many peer reviewed articles have been published stating that creating multiple transitions are detrimental to children (ie k-2 then 3-5). This takes away their longitudinal community over 6 years and implements a stress of transition and unknown every 3 years, all the way up to high school. Even children in very supportive households will inevitably feel the stress. Not to mention that many families have multiple children who will then be split into different elementary schools, thus separating family and all the issues that goes with that (siblings no longer able to commute (walk, bike) together, less parental involvement in parent-teacher meetings or PTA Events, drop off and pick up logistical concerns) 2: I am also under the impression that the proposed pairing goal is to strengthen the lower performing schools by bringing students/families from higher performing ones (Mary Munford and Fox) to boost test scores and PTA involvement. It has not been mentioned, however, what the realistic outcome will be. It is most likely that families will abandon the RPS if they have the means for multiple reasons likely including but not limited to: difficult commutes/drop off and pick ups, not wanting their kids at a lower performing school and all the other issues listed in point #1. So, if the families leave, what will be left is a continued lack of diversity in the schools and lower testing scores/success at Mary Munford and Fox, not to mention likely weaker PTAs at all the schools as prior involved families leave.</p> <p>With all the said, it seems more reasonable to analyze what is working at the high performing schools (community involvement, principals and staff)-what has made Fox and Mary Munford become successful over the past 20 years and use resources to try to boost Cary and Carver with that data in mind.</p> <p>I am not insensitive to the need for diversity but tearing apart what works to try and fix other underlying issues (poor staffing and resources) will not work to fix anything.</p> | See above | No |
| Fox | I don't like this option at all, mostly because my child would be forced to not only transition away from a school they love and are comfortable with, but would also be leaving their neighborhood school to go to a different school in a different neighborhood they have absolutely no connection to. I also find it odd that the Cary district was extended into the Museum District and part of the Fox district. If the goal is to increase diversity, putting some of the Munford district into Cary's district would have been far more effective. Seems like a strange oversight. | It's tough to evaluate this option without more details. How would this option work for a child attending Carver for Kindergarten next year? Would they be forced to attend Carver for K, Fox for 1, then back to Carver for 2? That's a really antagonistic approach to 5-7 year olds. What happens to the 1st and 2nd grade Spanish immersion program at Fox? | This is the best of the proposed options, but more details are required about the implementation plan before this can be voted on. | Overall this process is really disappointing. This whole endeavor is a missed opportunity to address the RPS goals by investing in and empowering students and teachers and making the schools more attractive options for parents. Instead all of these plans seem to just play on the margins and tweak demographic numbers with district boundaries. |
| Chimborazo | Not in support since the school environment/culture seems different and possibly unhealthy from what they are used to | Not in support since the school environment/culture seems different and possibly unhealthy from what they are used to | Not in support since the school environment/culture seems different and unhealthy from what they are used to | I have been an RPS parent for the past 4 years and currently have 2 out of 3 school age children. Even when they were young, we as parents knew we were committed to having our children attend school with our neighbors. It was important to us as city residents to have quality education and opportunities for not only our kids but our neighbors as well. We knew the buy in we would have in our school would not just benefit our own children but hopefully others. As a middle class white family, we also recognize the privilege we have to choose where to live and where to send our kids to school. Even after seeing proposed changes to our school zone, we want to remain committed to our neighbors and school. My biggest concern is this; how the administration, teachers, staff are going to handle the change and merging of schools and communities. Change has come to our school in the form of more invested white families but it has not been easy or always smooth. I have witnessed biases from teachers and students and families alike. I would like to know if there is common language administration and teachers can use to bring communities together at the school level to continue to encourage understanding, kindness and humility. I would like to know if there will be bias training for administrators, teachers and staff who may be encountering students of a different socioeconomic or racial background. Knowing there would be structure and trainings in place so my children and others are equipped to face changes within their school demographic would help put our concerns at ease and reinvigorate our investment. |
| Mary Munford | <p>I think rezoning the north west region is unnecessary if you make Carver a project based learning school based on the EL model https://eleducation.org/resources/topic/project-based-learning. This would be an opportunity to be bold and make Carver a specialty school that the whole city could get behind. An example of how successful a specialty school can be in a short period of time is CODERVA. Why aren't we looking at what works on our very door step and replicating that model. RPS does specialty schools really well.</p> <p>I'm working with CodeRVA on a mentoring program and it embodies diversity</p> | <p>I think rezoning\pairing the north west region is unnecessary if you make Carver a project based learning school based on the EL model https://eleducation.org/resources/topic/project-based-learning. This would be an opportunity to be bold and make Carver a specialty school that the whole city could get behind. An example of how successful a specialty school can be in a short period of time is CODERVA. Why aren't we looking at what works on our very door step and replicating that model. RPS does specialty schools really well.</p> <p>I'm working with CodeRVA on a mentoring program and it embodies diversity</p> | <p>I think rezoning\pairing the north west region is unnecessary if you make Carver a project based learning school based on the EL model https://eleducation.org/resources/topic/project-based-learning. This would be an opportunity to be bold and make Carver a specialty school that the whole city could get behind. An example of how successful a specialty school can be in a short period of time is CODERVA. Why aren't we looking at what works on our very door step and replicating that model. RPS does specialty schools really well.</p> <p>I'm working with CodeRVA on a mentoring program and it embodies diversity</p> | <p>I think rezoning\pairing the north west region is unnecessary if you make Carver a project based learning school based on the EL model https://eleducation.org/resources/topic/project-based-learning. This would be an opportunity to be bold and make Carver a specialty school that the whole city could get behind. An example of how successful a specialty school can be in a short period of time is CODERVA. Why aren't we looking at what works on our very door step and replicating that model. RPS does specialty schools really well.</p> <p>I'm working with CodeRVA on a mentoring program and it embodies diversity.</p> |

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| Mary Munford | I do not want Mumford to be affected. | I do not want Mumford to be affected. | I do not want Mumford to be affected. | I feel incredibly strongly that Mary Mumford should be kept as a neighborhood School. The district should not be divided or combined. There is enormous benefit to being able to walk and bike to school and have community cohesion with neighbors. Whatever success Mumford has had is due to parent involvement and Mr. Musik's guidance. I would follow the model he has created at Mary Munford with other schools where you want to raise scores and increase community cohesion. Disrupting young children's school continuity by combining districts and having parents commute across the freeway is a terrible idea. It didn't work in the seventies. Let's not repeat history. |
| Mary Munford | See below | See below | See below | I have already submitted my thoughts to the above (mainly that option B is too disrupting and poorly thought out) but wanted to bring up an alternative model for discussion. Hartford CT had the same issues (like many other cities) and addressed it with the creation of magnet and IB schools to change the student distribution. Hereâ€™s a couple articles outlining their process and outcomes....it seems like a less disruptive and potentially more successful option. It will take more work on the city and school boardâ€™s part but these are our children we are talking about.we need an option that keeps families in and involved in the RPS https://tcf.org/content/report/hartford-public-schools/?session=1 https://m.greenwichtime.com/local/article/Can-Greenwich-learn-from-West-Hartford-about-10890280.php#photo-12269327 |
| Mary Munford Elementary School | I'm opposed to this plan because it delivers the message to the Fox families that they have wasted decades of time and energy investing into that school. | I am 100% completely opposed. | It's the least offensive of all options. | We've tried this before with TJ, more than a generation ago. Although years has passed, in a city so rooted in an ugly racist history and tradition, the "times" have not changed. Any proposal that redraws the district for MMES and Fox ES will eliminate the only two good elementary schools in the city. Why are we not focusing on the funding issues at the city and state level? Why are we not focusing more on the overcrowding and lack of "diversity" in the South side schools? I am completely opposed to any plan that makes any change to the existing MMES district. We are not beyond the days of "white flight," and redistricting does nothing but punish the families and neighborhoods who have invested in MMES and Fox. I'm also appalled that this plan is being rushed through without real planning and without real data, with no consideration to the cost or the negative impacts on students because of the optics of getting this done before an election year. We see what you're doing, Liz Doerr. You're not representing you're constituents, you're not even representing your fellow Democrats, and you're working a political agenda and sacrificing our children, home values, and neighborhood in the process. Changing the school district lines does not fix Richmond's deeply rooted racial issues. It only exacerbates them. |
| Mary Mundord | n/a | Do District 1 reps see the feedback that is submitted via this form? If not, will you please be sure that all submissions (past and going forward) are compiled and sent to them prior to their meeting. Thank you! It may also be helpful to let people know via Liz' email exactly how feedback via this form is reviewed. | n/a | Please share exact feedback (not "hopes and concerns") with rezoning committee. |
| Westover Hills Elementary | Sending Woodland Heights families to Blackwell is going to result in poorer outcomes for both schools and the neighborhood. Westover Hills Elementary is making important progress and undermining that now will mean it is no longer an option for many families who would otherwise strongly support it. | Dividing Woodland Heights as a neighborhood will have a strong detrimental impact on the present and future improvement of the schools and the neighborhood. It is reminiscent of many historic divisions of communities that have resulted in greater inequality. | Sending Woodland Heights families to Blackwell is going to result in poorer outcomes for both schools and the neighborhood. Westover Hills Elementary is making important progress and undermining that now will mean it is no longer an option for many families who would otherwise strongly support it. | Richmond schools have been trending in a positive direction for many years now. This progress runs the very real risk of being completely undermined by redistricting decisions that ignore the reality that school quality is the single biggest factor for most families when they purchase a home. Any option that results in a lower quality education than the currently districted school will undermine the families and neighborhoods involved. Neighborhoods and school districts are so strongly related that any negative impacts will ripple through both and begin a downward spiral. |

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| Mary Munford | Sensible changes. Mary Munford remains a strong, neighborhood school - this school is your GOLD STAR school - PROTECT IT!!!. Makes geographic sense and you maintain a tight-knit community in the Munford district. | The City of Richmond has 2 good schools in the entire district (Mary Munford and Fox) - a sad reality. I bought my house (and pay higher City of Richmond taxes compared to Henrico or Chesterfield) to send my daughter to Mary Munford. This misguided rezoning proposal will only serve to bring down Munford and Fox - in reality absolutely nothing else will happen - Cary won't improve due to rezoning because the vast majority of legacy Munford and Fox residents will adapt to the new zones and find alternatives. If the rezoning happens, my family and I will either move to the suburbs (Chesterfield or Henrico Co.) or send our daughter to a private school. I'm a Democrat and I always vote; however, it's punishing moves like this that make me re-think that approach. I promise you, this will be a disaster if it happens - home values will decrease, families will move to a county school district or go to private schools, and the City of Richmond will go from 2 good public schools in the entire city to zero good public schools. Where is our Representative on this - who is she representing because it doesn't appear to be our District? | Better than Option B by a mile but not as good as Option A. This option keeps Munford as is (a good thing) but will hurt Fox kids. | I'm begging you not to rezone Mary Munford. Even if this sounds like a good idea on paper, I encourage RPS to research similar scenarios in other regions and know that, in reality, you won't get your desired effect. Munford families will adapt - they will move or go private. The families in the Munford District (like mine) value education so much that any sacrifice in education is not an option - Munford families will make alternative arrangements and RPS will lose all the assets Munford currently offers. Please, please, please don't mess up Mary Munford. If Option B goes through, this Democrat will vote Republican next time around. |
| William Fox | I am supportive in this plan in that it affects the least amount of children, but I would encourage the committee to revisit the previous options that affected even fewer children. The sheer number of children affected by all of these plans is highly concerning to me. Transitions negatively impact children and you are going to be asking children to make multiple unnecessary ones. | I cannot see how the committee could justify this option with everything we know about how transitions negatively affect children. With this option, you are asking a huge number of families and children to experiment with their well being and their education with double pairings. | Again, I have concerns about the number of transitions for small children and very vulnerable populations. These should not be taken lightly as research shows they have long term damaging effect. | All of these options seem like plans that would have been on the table 60 years ago and do not seem to take into account everything we currently know about educating children and their social and emotional wellbeing (which in turn GREATLY impacts their academic performance). It seems to me that the committee has lost sight of individual children with trying to get a "quick fix" to increasing numbers of diversity and test performance. From all of the research, this quick fix will negatively impact children and schools in the long term. I would urge the committee to do little more than what absolutely needs to be done for the 20-21 school year and engage the community and experts in putting different, innovative long term goals into place for increasing diversity by empowering current school communities and attracting diverse communities with magnet programs, etc. Transitions that are empowered and chosen are less traumatic and stressful for families and will benefit everyone in the long term while accomplishing the same goals. |
| Mary Mundord | n/a | Do District 1 reps see the feedback that is submitted via this form? If not, will you please be sure that all submissions (past and going forward) are compiled and sent to them prior to their meeting. Thank you! It may also be helpful to let people know via Liz' email exactly how feedback via this form is reviewed. | n/a | Please share exact feedback (not "hopes and concerns") with rezoning committee. |
| Mary Munford Former Parent | Option A is acceptable. I do not want to see changes that affect Munford. Still, it is SAD to see children moved or bused for K-2 and then 3-5 so that they never develop a love or identity for their elementary school. | Option B is completely unacceptable. Kim Gomez is insensitive to the DECADES of work by parents, PTA & staff at Munford who have worked so hard to make the school what it is today. Many yrs ago Munford was 90-95% African-American. One of my sons went to Munford for 2 yrs in that era. He is a successful businessman today. I asked him last week if his time at Munford made any difference in how he sees the world. He said, "MOM, it was so long ago, I hardly remember it." So much for diversity. Many parents in the Munford area are very well educated and want the same for their children. Many of them bought in the district so that Munford (or Fox or Linwood Holton) would be their neighborhood school. They are not really interested in who is sitting one desk away. They are interested in high quality education for their children. These parents have OPTIONS. If they feel that RPS is negatively affecting their children with artificial forced diversity, they will exercise their options which include moving to Henrico or Chesterfield or they will take a deep breath & tighten their belts to send the kids to private schools. If parents move away you will see issues with property values which will negatively affect tax revenues that in turn impact City budget and RPS. Is Mr Kamras'™ big push for diversity and integration worth those losses? Many problems in RPS, particularly with the school's™ physical plants, lie in years of neglect and ill spent public funds. Walkability is another factor to STRONGLY consider in any rezoning. Why in the name of heaven do you relocate a child who can walk from his home near Munford to Cary which no child in the current Munford zone can SAFELY reach by walking? Who is really thinking about THE CHILDREN with the Munford/ Cary pairing? | The parents & children affected here should be the ones guiding this decision. Since Munford is not affected, I am not going to voice an opinion except to say that a 2 or 3 way switch system does not allow children to really have a neighborhood school for which they have affection & loyalty. That is very sad and may really achieve little. | My background is that of both a teacher (BA in history and MEd from UNC, Chapel Hill) and of a real estate agent for 30 yrs. Total of 15 years in several arenas including classroom teaching, about 6 years as a hospital teacher for long term pediatric patients at MCV, and as an ESL teacher at former RE Lee Elem when Greg Muzik was Principal. Originally my home is Charlotte, NC where Judge McMillan instituted school busing. McMillan was the Judge Merhige of Charlotte. That occurred in Charlotte after my first 2 yrs as a classroom teacher while I was in graduate school at UNC. The affect of that was considerable white flight and the development of additional private schools such as Charlotte Latin School which still thrives decades later. People with options will exercise them when they feel they can improve the outcome educationally for their children. Someone else's™ idealism is not usually going to be the deciding factor for them. In my teaching career, I was blessed with students of many races including many Cambodian refugee children. My entire education prior to college was in public schools, and I VALUE that education highly. My graduate degree is from UNC, the only American public university to graduate students in the eighteenth century. It was founded as The University of the People. I love that about it. It seems to me that the small amount of diversity gained by some of the features of the rezoning plan are foolish and not really child centered at all. Children learning in an atmosphere that is bright and encouraging with good teachers and good school materials is more important than being bused to different schools to achieve minimal diversity. RPS needs to focus on improving ASAP its neglected physical plants, to spend big dollars on its school libraries and to raise teacher salaries. I hope some of these comments will be helpful. |

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| Mary Munford | It does not affect me, but as a former educator, I do not like the idea of pairing schools and splitting up elementary school into two buildings as the research shows this is not the best practice for learning and building strong school communities. | I strongly oppose pairing MM with Cary and splitting up the student bodies into two schools based on research on best practices. I am also worried about home values in MM and Fox school district dropping and both schools losing their momentum. We were even beginning to strongly consider Albert Hill for middle school, but a decision like this may lead us to move or send our children to private school. I do not have faith in RPS to effectively implement such drastic changes, especially so quickly. A 2020 start date is absurd. Transportation will have to be completely reworked as well as teachers. | This option doesn't affect me, but I have the same concerns as options A & B | I strongly oppose any options that disrupt the forward progress of Mary Munford and Fox Elementary, the strongest schools in the city. Based on history, it has taken decades to get these schools where they are and Albert Hill is now following in its footsteps, a positive change that occurred naturally without the involvement of the city. I believe this forward motion must organically evolve based on parent involvement in order to truly be successful. Disrupting the progress of the two elementary schools which are actually successful is a step in the wrong direction. Parents who have the means will either move to the counties or choose private schools where they know their child's education won't be disrupted by rezoning. A decline in property values will follow which will be even more detrimental to the school district. |
| Mary Munford | See below | See below | See below | In my opinion, the biggest negative about Mary Munford is the lack of diversity at the school. Diversity is important, ethnic, racial, AND socioeconomic all. This is also reflected where families are geographically located. MM is otherwise an excellent school and we are happy to be a part of it. Regarding plans A - C, my thoughts are if MM is overcrowded due to students lotteries into the school (I guess that's how they attend) is it possible to discontinue the lottery and maybe change it so that an area of students currently in Cary school district are the only ones allowed to lottery into the system and accommodate to the number of students based on the capacity of MM. I don't particularly like the idea of splitting the schools into fewer grades due to lack of continuity in education, with siblings, drop offs, etc. I do think there is a benefit for children to have continuity at one school and have smaller within grade classes. Elementary children are still very young and require more supervision and care coordination by families. Having children attend multiple schools will be a challenge for many working families, including my own. |
| Fox | It is in line with what I anticipated from rezoning. I like the relative perception of stability this option gives the neighborhood. My children would stay at Fox and I would be very happy about that. | Compared to option A, this feels experimental and unpredictable/uncertain. I would like to hope that this dramatic move would do great things for the district and out community in the long term. However, as a parent whose children would be moved to Carver I'm really concerned about the unethical, scandalous leadership that was just removed from that school last year. I would like reassurance, and honestly time, to show that more has been done to improve that school before asking my children and our family to trust that it will be a positive learning and living environment when we made our housing choice very deliberately to be in the Fox neighborhood. I do believe that integrating our schools in Richmond further is a good, desirable and important goal. I am concerned not about the children who would be paired, I think that would be wonderful; it's the teachers, staff and principal, and the school culture that The Test was so important it was worth helping children cheat that have me uncomfortable with this option. (As well as the fact that Carver's scores this year were dreadful, and that the school lost accreditation). I know the involved staff were asked to leave/fired, however, I'm not confident that the remaining teachers were being developed, encouraged, mentored in an effective way. How is the staff morale? How angry are the parents whose children were affected? Have they found effective ways to channel that? What is the district doing to strengthen the school? I hope the new principal has a lot of support! | I think this pairing option is a good one as a Fox parent. I actually think it would be reasonably good to separate k/1 and fifth graders developmentally. I like the stability/fewer transitions for the very young children that keeping k-3 together would provide. | I think the conversations that the pairing options have sparked are interesting and important for our community. I believe having stronger schools city-wide is important and worthy. |
| Munford | I think this is the best option with the easiest transition for staff, parents, and kids. Pairing is a bad idea for all. | I live in the MM district and would certainly move out of the city if my son, who will enter kindergarten in 2020, is forced to go to the paired school. Transitions are really hard for kids and having them move twice within elementary school would be really difficult for them. I also am doubtful that either of the pairing options would be well thought out, funded, and executed. | Although these options don't directly affect me, I believe that pairing is still an unwise decision and think it will be executed poorly. | No |

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| Mary Mumford | I am writing to express my support for Elementary Option A. This is the only option that has minimal downside risk to education levels and property values within the city by retaining the concept of neighborhood schools. | Both Elementary Option B and C contain the concept of "pairing" which is a euphemism for "busing", and destroys the concepts of neighborhood schools. | Both Elementary Option B and C contain the concept of "pairing" which is a euphemism for "busing", and destroys the concepts of neighborhood schools. | option that has minimal downside risk to education levels and property values within the city by retaining the concept of neighborhood schools. Both Elementary Option B and C contain the concept of "pairing" which is a euphemism for "busing", and destroys the concepts of neighborhood schools. The school board should recognize the fact that families made their decision to buy their house in neighborhoods based on the elementary school. They wanted a neighborhood school, and did not expect that their children would spend half their time at one school and half their time at another with busing involved. Both Option B and C will have two detrimental outcomes for the areas impacted by the pairing of elementary schools: Outcome 1 "Those parents who are actively engaged, and do not want to see their children's lives disrupted will self-select out either by sending their children to private school or moving out of the city. These are very parents who are the life blood of the PTA in these areas, and parental involvement in schools is one of the most important factors for high performing schools. Removing this involvement will directly lead to a decline in school quality which in turn will lead to more parents self-selecting out. This leads to Outcome 2. Outcome 2 "Families decide that they are not receiving the same quality of education experience and they may move. This will depress the property values of the neighborhoods impacted. This could lower home values by fifteen to twenty percent. Both these outcomes have the net result of lowering the quality of education and lowering tax revenue that the City of Richmond relies on for funding the school system. Creating a self-perpetuating cycle. I moved to the City of Richmond in 1993 when the population had slide from a high in 1970 of 249,621 to 203,056, a 20% decline. The City had three major problems. Crime, a substandard school system, and a declining tax base. Over the past thirty years the City of Richmond has worked hard to overcome these problems with a lowered crime rate, improved schools, and a dramatically improved tax base. A key to improving the school system was neighborhood schools at the elementary school level that encouraged parental involvement |
| Mary Mumford | No opinion | Definitely AGAINST it | No opinion | We moved to this neighborhood so our three children can go through MMES together. The pairing would affect us negatively with logistics. We live 5 blocks away and want to walk all three kids to school and have a sense of community. We would likely move to Henrico County if the pairing takes place. If capacity is an issue, why don't you decrease the lottery spots to MMES? |
| Munford | No opinion | Completely disagree - there are no issues needing to be fixed with MUNFORD. There will only be negative repercussions of breaking apart a thriving school and community. | No opinion | We moved to this area and invested in an addition on our house to send our kids to Mary MUNFORD K-5 since it is walking distance. If Plan B goes through, we will move, as will many of our neighbors. Splitting apart families to send their kids to different elementary schools (k-2, 3-5) doesn't make sense logistically or economically. If trying to boost up other schools that are economically disadvantaged, pair MUNFORD PTA with a sister school to provide additional funding and resources. |
| Mary Mumford | Strongly support as they leave Mary Mumford as is | Very strongly oppose- I feel this plan has selected Mary Mumford due to the percentage of white students while ignoring other factors of diversity. I feel this is solely based on race which I believe is the definition of racism. I do not want my children to go to an educationally inferior school that performs worse on testing. I specifically moved to the neighborhood I live in to attend Mary Mumford and would not live where I am living if my children attended another school. I think this social experiment will fail and the only outcome will be driving people out of the city that want their children at high performing schools. I would send my children to a 100% minority school if the testing scores were as good as Mary Mumford. I have high educational expectations from my children and will not have them in a school where their education suffers. They already attend a diverse school and do not notice things like race or socioeconomic when considering friends which I think is beautiful. | Strongly support as they leave Mary Mumford as is | Focus on the original ideas behind these plans- shorter commute times, neighborhood involvement and boundaries, resolve overcrowding and increase diversity. I do not think these plans meet these goals. |
| Mary Mumford | I like option A. I think the #1 goal is to improve overcrowding at schools. | I do not agree with pairing Munford and Cary (or for school pairings at all). I have 2 kids that will be 3 years apart in school. You are placing lots of responsibility on parents...especially Moms. I need to get my kids to two different schools (3rd graders are only 8 she can't wait for a bus or walk by herself) pick them up from two places, volunteer at 2 different PTAs, attend two back to school nights etc etc. | I don't agree with school pairings but this option doesn't include Munford so I defer to parents in this district. | I appreciate how you are going about this. I feel like there is very little research to support school pairings and you have gotten zero feedback from teachers and principals. I don't like how you've labeled parents who are sharing their concerns as racist. I fear that you're going to listen to a consultant over the people it impacts. |
| Munford/Hill/TJ | No issues | The area between Malvern & 195 should be included in the Munford/Cary zone. 195 is a natural barrier in the area. The streets that cross over 195 are dangerous intersections. The area adds socio-economic diversity. That whole area would need to be bused to Fox, when many could walk to Munford. | No issues | na |

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| | | | | <p>rezoning as a whole at this point. The critical issue is the overcrowding south of the James River. It has been stated by Mr. Kamras the recommended solution there will be to build more schools. Therefore, there is no need to rezone north of the river. It has been noted in Cropper's presentation that the overcrowding at Munford and Fox can be addressed by eliminating out of zone attendees. The Holton overcrowding appears minimal and may be naturally addressed as the number of kindergarten classes has decreased by one each of the past two years. There is no reason to disrupt the routine of hundreds of families north of the river. More importantly, there is no reason to use hundreds of children north of the river to enact the social agenda of adults. This whole process is now a waste of time and money when the real issues of concern are not being addressed, e.g. the issues of retaining great teachers, filling open teaching positions, and improving the physical conditions of many schools.</p> <p>I purchased my house in 2002 as a single woman. I purchased a house in the city verses a county because I love the walkability, convenience, and neighborly feel. I did not have children at the time so moving into the Holton district was not a factor. Since having two children, it has become a factor in my family remaining in the city as my family has grown to love the Holton community. So much so that we put an addition on our house to accommodate our growing family. My concerns with pairing Holton are:</p> <ol style="list-style-type: none"> 1) Convenience "Having kids at two different elementary schools is not ideal. This creates hardships, further emphasized in 2 and 3 below. 2) Before and After Care "There is a strong possibility the daycare my children attend for before and after care will not drop off and pick up from Ginter Park or Obama. (I would think this will be a concern for many families where both parents work full-time.) 3) Competing School Activities "It will difficult to be active in both schools and impossible to attend special events that are scheduled for the same days. 4) As a working mom, one of my greatest joys is the days I can walk my daughter to school. Hands down, one of my favorite things. Walking to Ginter Park or Obama will not be feasible due to distance. Not to mention, not being |
| Holton | See General Comments | See General Comments | See General Comments | |
| Munford | I think this option makes the most sense as you increase diversity at both Fox and Cary, but avoid the logistical nightmare and confusion of school pairings. The Museum District and Cary area are also very close geographically, so that helps parents/buses, etc. with logistics of getting to and from school. | School pairings seem like a logistical nightmare for all parents involved. What working parent has time to keep track of kids at two elementary schools and/or wants to drive by their local (oftentimes walkable school) to another in a different part of the city? Diversity will come when more parents send their kids to their local schools (think Westover Hills, Carver, etc.) and the overall academic quality will follow. Look at how Hill is doing at the Middle School level now that parents have embraced their local MS! Lets focus on student participation rates in the underperforming areas and not break up the excellent working model that already exists at Munford. Munford should be the blueprint for other schools, not the one to toy with. | See my comments in section B, I think school pairings is a really bad idea. | I think it's important to focus on the imperatives: improving over-crowding in south-side schools, school maintenance in general, and the overall academic quality of the underperforming schools. Given limited funding and resources, just focusing on those three areas itself would be a huge win for RPS! |
| Westover Hills (now), Blackwell (by new zoning recommendations) | We will have a kindergarten student starting in 2020 or 2021 and have plans to stay in the neighborhood. I have started to notice how far Westover Hills (which we are now zoned for) seems to be from us vs. something like Swansboro, so I had wondered how the lines historically had been drawn like they are. Our neighborhood is a little unusual: Patrick Henry feels like our neighborhood school because it is both closest and has specific commitment to having kids out in Forest Hill Park, which defines our neighborhood- but of course, not everyone will expect to go there, lottery-wise. There has been some positive talk towards supporting Westover Hills better thru neighborhood attendance, so I hope the same will transfer if we are rezoned to Blackwell or another school community. | The division of the Woodland Heights neighborhood along w 26th st (the street my family lives on) is unnatural, because it is a residential with elementary aged children on both sides of the street. Having all of Woodland Heights at Blackwell (as in options A and C) or dividing the Westover Hills students and Blackwell Students along a different street with a natural division point, like w 24th st where there is a park separating single family dwellings from larger apartment buildings) would be reasonable. | Same as option A above | As a teacher, my concern would be ideal vs. possible of the paired school plans. There are a lot of positives that could come out of a fewer number of grades™ teachers and support staff working together, but ALL of the possible strengths would require lots of planning time and training specifically on the new goals of the pairing, plus hopefully opportunities for communication between schools (by that I mean communication among schools also doing the K-2 pairing, as well as communication between the lower grade school and the upper elementary connected to the same zone, so that teachers can pass off students /help them transition well). Might take some special communication infrastructure (ex. Directories for teacher phone numbers/emails and/or face-to-face orientation time together) |
| Holton | I hate this option, it would literally separate the neighborhood of Ginter Park | I like this option best as it would keep neighborhood friends together. | I'm okay with this option if I could chose the closer Ginter Park ES over Obama ES for the lower grades. | <p>I am vehemently opposed to Option A. This splits my neighborhood of Ginter Park in two with friends 3 blocks away staying at Holton and putting my child and maybe 1 other child we know at Ginter Park. Also, though there is no mention of improving SOLs in this whole exercise, we all know this is a large driving factor. I don't see how diversifying the schools is doing anything for the children already at the failing schools. It will improve the overall scores, sure, but not the individual child's score. The lower income children, many of whom's education doesn't "start at home" will still be left behind with this option.</p> <p>I fully support Option B. Instead of splitting up my neighborhood, it essentially combines the entire neighborhood along with others under 2 schools which would accomplish diversity while maintaining friendships that are already established. I'm not sure how/if it will help the students who are not currently passing the SOLs, but with all K-2 teachers in one school and all 3-5 teachers in the other school, they would be able to collaborate. The wealth & parent participation that exists at Holton and contributes to it being successful would certainly trickle over to GFS as the Holton 3rd - 5th graders enter, and a PTA would surely excel once that happens. My only concern is the condition of the building.</p> <p>I am okay with Option C. The problem with this option for our child is that it's further than GPE and the map shows that could be where we end up even though we are right on that border.</p> |

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| Munford | I like that this option avoids costly and time consuming bussing of our children. I am uncertain why Fox's zone is altered as much as it is, but still appears generally geographic. Instead of buying busses and hiring drivers, maybe we could hire teachers or even make a magnet school at a lower performing school with the cost savings. | <p>This over utilizes pairing. Given RPS has not made public the metric for diversity it is hard to tell if we are achieving anything with all this expensive and disruptive change. It sounds like there are not published data on the benefits (or harms) of this action, but several parents have found articles that moving schools and shortening runs result in worse outcomes - exactly what these plans propose to do.</p> <p>If we are doing an experiment, I'd advocate pairing just two underperforming schools and measure outcomes before a large scale roll out. Also, and more importantly, if we are going to do this experiment, lots of resources should be poured into the affected schools to assist with the disruption to all the kids shuffled. I think paired schools should get better teacher student ratios, transport from one school to the other to facilitate parents dropping off at just one school and more teachers to do pull out sessions for those falling behind and those who are ahead so the process doesn't derail our learners. If RPS is unwilling to invest beyond buying busses and hiring drivers this experiment is destined to fail.</p> <p>There are better cost neutral mechanisms to obtain diversity like magnet schools which bring this into an elective positive change instead of a forced negative change.</p> | <p>See above for the pairing. Overall it seems like a poorly studied intervention that we are doing at scale against the input of the majority of parents wishes.</p> <p>Again - I advocate for a cost neutral solution that emphasizes positives like creating magnet schools. By integrating high performing students into the worst RPS schools we could achieve more total diversity than shuffling the more diverse schools around and bring up the lowest performing schools with positive peer interactions. My daughter stopped reading testing in November because she reached the end of year above level test result. I'd send her wherever RPS can offer her the challenges she deserves. Best of all it is not a forced measure.</p> | <p>For most parents this has nothing to do with race or diversity, but instead keeping their kids in the good schools they chose when buying a home in Richmond. I worry policies meant to attack the high performing schools in RPS will result in those relatively affluent kids going to private schools or the county leaving the poorest and least mobile students to deal with the consequences of overly aggressive changes. Munford's principal was brought in to get kids in those neighborhoods out of private schools and into RPS. He has succeeded and now the system plans to dismantle that work?</p> <p>2. Be honest. It is unclear how RPS measures diversity and what exactly they want to improve. Many of us have had to guess what diversity means to our superintendent, the school board and the committee. Without defining a problem, solutions are impossible. If diversity is only race, just state it so we are all on the same page. If it is race, socioeconomic, gender identity, religion, or whatever, share the metric and we will all work together to the challenge, instead of arguing what it means as we shuffle kids around.</p> <p>The stated goals of decreasing commute times, respecting natural boundaries and capacity are largely ignored in the pairing plans. It is essential to explain why we plan to spend millions and displace hundreds of students to do this plan. If we can't explain why, perhaps we should reconsider why we are doing this intervention.</p> <p>3. Be transparent All comments and a simple tally of for/against from the comments submitted should be made public. We live in a democracy and our voters need to have information to make informed decisions. We should know if elected representatives are doing the will of the people or something else they prefer instead.</p> <p>4. Consider win-win strategies Magnet schools seem obvious (after an east end committee member suggested to</p> |
| Mary Munford | Works great should look into more. | Worst option creates massive disruption. Please don't do this. | This could work. | I don't think this may be the best way to handle the school issue. Who knows but it seems like we have so many issues lets get everything up to date and working. |
| Mary Munford | No opinion | Strongly disagree. Leave Munford alone. | generally do not like any plan that has zones paired and elementary schools split up across two locations. I find it incredibly disruptive and logistically very difficult to administer effectively. | <p>I think it is a huge mistake to tear apart neighborhood schools. I do not want my children going to two different schools for elementary school. I want the School board to value the community cohesion and pride that walking and biking to school with your neighbors brings.</p> <p>I also think it is a huge mistake to dismantle Mary Munford in any way shape or form. It is one of the most successful schools in RPS. Families move to the neighborhood for the school. I do not want history to repeat itself by combining zones - and then for the school to go into decline because everyone in the neighborhood pulls their kids out and then in 15 years the school board will decide to make it a neighborhood school just like they did in the past.</p> <p>Learn from past mistakes. Leave this wonderful neighborhood school alone.</p> |
| Mary Munford | I cannot find this information on the internet. | I cannot find this information on the internet. | I cannot find this information on the internet. | We bought a home like many others in the Mary Munford district for a good education. If the prospect of this changes we will move - not a threat but a reality. A lot of progress has been made at Munford over the last 20 years. Let's not derail that for political points. The parents make the experience. If the both parents are not engaged, problems typically ensue. Sorry, but true. That is a universal truth, and so is the fact that we need a middle class living in the city!!! |
| Fox | Doesn't seem to go far enough. | I don't know enough to comment on anything other than North Central. I like this option, but perhaps we could throw us all in a pot and split us all between 4+ schools with kids then going to the same school for all elem. years. If just pairing two together, I like the idea some have suggested of each pairing becoming one school with two campuses. Then employing skilled facilitation to help us do the hard work of merging leadership, cultures, parents, etc so there is some consistency for kids and families with children in different elem. grades. | I'm fine with this as a test case if we need to prove how awesome the pairing of Cary/Fox will be to convince others, including within our own schools, that more integrated schools across Richmond will be great for all of us and for our city. | I haven't been able to go to any rezoning meetings lately, so just want to restate that our family supports any option that better integrates our schools and shares resources more broadly. We are happy to be paired with Carver or Cary or any other option that makes public education in Richmond more fair for all children, and strengthens our city because our children will be growing up and learning with and from each other. Also an additional plug for asking VCIC to facilitate some public sessions to help our community (including myself) better understand how race and class impact public education. |
| Munford | n/a | I oppose redrawing MM district lines | n/a | Don't change lines! Please TAKE TIME to figure out a plan to give more opportunities to at-risk students by other means. Perhaps change Carver to an EL school https://eleducation.org/ . |

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| Mary Munford Elementary | My wife loves having time with our kids in the morning and walking them to morning care at school. Option A allows this to happen. I may be acting myopic but this option serves our family's interest. | We are not for this option. While I (public school educated) have no concerns about my children's education in merging Cary and Munford, it does take away the ability to walk to school in grades 3-5. My wife (private school educated) will be inclined to pull the kids into private school if this is enacted. I had to painstakingly convince her and show her the sense of community around the school over the course of years in order to let the kids go to Mary Munford. With change and her morning walks with kids taken away, she is going to be in favor of returning to the educational system she knows. | My wife loves having time with our kids in the morning and walking them to morning care at school. Option A allows this to happen. I may be acting myopic but this option serves our family's interest. | #1) I think if you are going to redistrict and you are committed to having the vote this calendar year, you'd be better served to delay implementation by a year instead of the 2020-2021 school year. This will allow time to conceive and enact plans and strategies, mingle staff at merged schools, and allow families to make the decisions that work best for them. #2) I do have concerns of a repeat of "white flight" occurring if redistricting effectively removes community schools. Fox and Munford are what would be termed communities of means. What stops those families from going to private schools or moving, bringing us back to the same situation we as a city were in 30 years ago. These proposals are not implemented in a vacuum. |
| Carver Elementary | No | No | No | Don't mess with the kids in these schools. If you want more white kids in school with my kids, don't force them to bear the burden of being bused. Fix the funding so poor schools get more. Invest in the communities. Then other families will move into the neighborhood for cheap housing and a good school. |
| My children are grown, so I'm not actively involved. That said, my home school is Carver Elementary. | This plan feels like "more of the same" and we'll be doing this all over again next year, and the next ... | This plan doesn't feel like it is much better than option A; still more of the same, and maybe we'll skate by on having to revisit next year, but we'll need to have the same difficult conversations sometime soon | This one is the most painful, I get that, but it is also the most necessary action for the sake of our children and our city. These actions need to happen for the sake of all of us. | Thank you for all of this hard work. |
| mUNFORD | Concern about rezoning committee, process, recent meeting | Concern about rezoning committee, process, recent meeting | Concern about rezoning committee, process, recent meeting | <p>Concern about rezoning committee, process, recent meeting</p> <p>Although many attendees were pleased to see Jason Kamras present and mostly listening/engaged in Friday night's rezoning meeting, there were several concerns about this meeting that undermine trust in the process.</p> <p>In the two small groups that I participated with, committee member moderators did not take notes, were defensive and seemed thrown off by any comments that were not in support of maps on the tables. One committee member moderator even said that the committee was all over the place and lacking direction because they have no data or definition of diversity. In some cases, a moderator even told us to just talk to our school board rep. This particular comment was extra concerning considering Liz Doerr was not there (and the reason for her absence was not mentioned). And I thought voicing feedback was one of the goals of the meeting! Lastly, both the moderators of these groups did not present feedback/group findings to the larger group. How do we know that our feedback was documented and/or will be shared with others?</p> <p>HELP! Please take time to organize the process and your communication of it. Trust in the process continues to get worse by the minute.</p> |
| Mary Munford | Feedback from MME principal | Feedback from MME principal | Feedback from MME principal | <p>hard to address racial diversity in the schools if we are looking at white/black because the schools have just over 3,000 white students in a division with 25,000 students. If you divided up all the white children among all the RPS schools, no one would say it would result in racial diversity. Mary Munford is about 72% white (2018-19). We have income, racial diversity with families living in small apartments and in million dollar homes. Do we reflect the population of the city, No. Can all our schools reflect the population of the city? Only if we close all the private schools and consolidate the school systems of Richmond, Chesterfield and Henrico.</p> <p>My concern about all the rezoning options is I think they will result in less, not more diversity. We don't live in the 1970s, but parents and schools have not changed much. Parent buy homes in areas because of schools, and only those who can afford private schools buy in spite of them. Look at the Munford zone in 1994 when no real estate agent would mention the public schools. Today they sell houses because of the school. Richmond is not unique. Look at Henrico county where Tuckahoe Elementary is 90% white and Author Ashe is 90% black. Not only to families buy for a school, they also tend to move into neighborhoods based on income and ethnicity. One reason we have Chia Towns and Little Italy's. Why is Green School 90% Hispanic? There is little mixed income housing in Richmond and the Munford area is not likely to see any of this. There are also many concerns about this type of housing and how it impacts communities.</p> <p>The larger problem in the division is the concentration of poverty in areas of the city and the many factors that often accompany this. Munford has very little real poverty, and the few students we do have, often have engaged parents who just happen to also be poor. Poverty in itself is not the problem, it is other factors that often, but not always go along with this. I have worked in schools all over the city where students living in poverty were high achieving with very involved parents. When I hear things about failing schools, we forget that this is almost always a reflection of the students served, and our historical inability to make any meaningful changes in the outcomes for many of these students. Is</p> |

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| n/a | <p>From Omari Kadaffi Guevara: "There is nothing equitable about engineering school integration. The idea that you place non-White students near White students to give them better opportunities is racist and lazy. It does not address the fundamental nature or cause of the inequalities. It allows White people to feel like they are moving towards justice without having to give up ANYTHING that they gain through the oppression and disenfranchisement of non-Whites. Segregation of races is not the problem. The segregation of resources is the problem."</p> <p>What will it take for those who think physical moving children around is the way to improve scores. When resources and staffing are applied EQUITABLY then scores will improve and racial diversity will happen organically.</p> | <p>From Omari Kadaffi Guevara: "There is nothing equitable about engineering school integration. The idea that you place non-White students near White students to give them better opportunities is racist and lazy. It does not address the fundamental nature or cause of the inequalities. It allows White people to feel like they are moving towards justice without having to give up ANYTHING that they gain through the oppression and disenfranchisement of non-Whites. Segregation of races is not the problem. The segregation of resources is the problem."</p> <p>What will it take for those who think physical moving children around is the way to improve scores. When resources and staffing are applied EQUITABLY then scores will improve and racial diversity will happen organically.</p> | <p>From Omari Kadaffi Guevara: "There is nothing equitable about engineering school integration. The idea that you place non-White students near White students to give them better opportunities is racist and lazy. It does not address the fundamental nature or cause of the inequalities. It allows White people to feel like they are moving towards justice without having to give up ANYTHING that they gain through the oppression and disenfranchisement of non-Whites. Segregation of races is not the problem. The segregation of resources is the problem."</p> <p>What will it take for those who think physical moving children around is the way to improve scores. When resources and staffing are applied EQUITABLY then scores will improve and racial diversity will happen organically.</p> | <p>From Omari Kadaffi Guevara: "There is nothing equitable about engineering school integration. The idea that you place non-White students near White students to give them better opportunities is racist and lazy. It does not address the fundamental nature or cause of the inequalities. It allows White people to feel like they are moving towards justice without having to give up ANYTHING that they gain through the oppression and disenfranchisement of non-Whites. Segregation of races is not the problem. The segregation of resources is the problem."</p> <p>What will it take for those who think physical moving children around is the way to improve scores. When resources and staffing are applied EQUITABLY then scores will improve and racial diversity will happen organically.</p> |
| MME | <p>Open Enrollment and Out of Zone PLEASE PROVIDE DATA</p> <p>Do we have data on open enrollment at Fox and Munford? The current lottery students, grandfathered siblings as well as those who lived in zone, moved out, and still attend?</p> <p>The question of how lottery/variance/out of zone children and siblings will be handled as part of these proposals HAS NOT BEEN DISCUSSED. This seems to be a very valid point that would change the data that is reported about capacity, diversity, etc.</p> <p>IMO, without data, the open enrollment process is really not serving RPS to further its goals at this point. Wouldn't diversity improve at districted/zoned schools if students and siblings actually attended them instead of lotterying into Munford or Cary?</p> | <p>Open Enrollment and Out of Zone PLEASE PROVIDE DATA</p> <p>Do we have data on open enrollment at Fox and Munford? The current lottery students, grandfathered siblings as well as those who lived in zone, moved out, and still attend?</p> <p>The question of how lottery/variance/out of zone children and siblings will be handled as part of these proposals HAS NOT BEEN DISCUSSED. This seems to be a very valid point that would change the data that is reported about capacity, diversity, etc.</p> <p>IMO, without data, the open enrollment process is really not serving RPS to further its goals at this point. Wouldn't diversity improve at districted/zoned schools if students and siblings actually attended them instead of lotterying into Munford or Cary?</p> | <p>Open Enrollment and Out of Zone PLEASE PROVIDE DATA</p> <p>Do we have data on open enrollment at Fox and Munford? The current lottery students, grandfathered siblings as well as those who lived in zone, moved out, and still attend?</p> <p>The question of how lottery/variance/out of zone children and siblings will be handled as part of these proposals HAS NOT BEEN DISCUSSED. This seems to be a very valid point that would change the data that is reported about capacity, diversity, etc.</p> <p>IMO, without data, the open enrollment process is really not serving RPS to further its goals at this point. Wouldn't diversity improve at districted/zoned schools if students and siblings actually attended them instead of lotterying into Munford or Cary?</p> | <p>Open Enrollment and Out of Zone PLEASE PROVIDE DATA</p> <p>Do we have data on open enrollment at Fox and Munford? The current lottery students, grandfathered siblings as well as those who lived in zone, moved out, and still attend?</p> <p>The question of how lottery/variance/out of zone children and siblings will be handled as part of these proposals HAS NOT BEEN DISCUSSED. This seems to be a very valid point that would change the data that is reported about capacity, diversity, etc.</p> <p>IMO, without data, the open enrollment process is really not serving RPS to further its goals at this point. Wouldn't diversity improve at districted/zoned schools if students and siblings actually attended them instead of lotterying into Munford or Cary?</p> |
| Fox | <p>Have you published the quotes that you received from contractors to add bathrooms inside certain classrooms (presumably to accommodate pairing at fox)? What other estimates do you have that will help inform the financial implications of proposals?</p> | <p>Have you published the quotes that you received from contractors to add bathrooms inside certain classrooms (presumably to accommodate pairing at fox)? What other estimates do you have that will help inform the financial implications of proposals?</p> | <p>Have you published the quotes that you received from contractors to add bathrooms inside certain classrooms (presumably to accommodate pairing at fox)? What other estimates do you have that will help inform the financial implications of proposals?</p> | <p>Have you published the quotes that you received from contractors to add bathrooms inside certain classrooms (presumably to accommodate pairing at fox)? What other estimates do you have that will help inform the financial implications of proposals?</p> |
| Mary Mumfor | Acceptable | Disruptive and not Acceptable | Acceptable | Is there a plan "Z", leave the districts as they are available for consideration? |



Richmond Public Schools, VA Rezoning Study

General Feedback as of July 22, 2019

Revised: 07/22/2019



Rezoning General Feedback as of July 22, 2019

| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
|---------------------------------|---|
| William Fox | It is my sincere hope that this process will consider the best interests of current /future students and families in a more proactive way than just redrawing lines once again. We purchased a home and chose to invest in the City of Richmond with the knowledge of our daughters' zone school being William Fox. The flight of families and resources to the suburbs should be a foremost concern of this committee. As a licensed professional counselor, I also strongly urge this committee to consider the impact of school change on the lives of young people, many of whom have already had numerous traumatic experiences in their short lives. If lines are redrawn for future students, I sincerely hope that students and families who have already begun their relationships with schools are allowed to stay, thus providing consistency. I hope that this committee considers "out of the box" solutions such as K-2/3-5 schools. |
| JB Fisher | I didn't know about the meeting today, but am very concerned about the negative effects when kids don't go to their neighborhood schools |
| Linwood Holton Elementary | I would like to see more publicity for meetings! Also, it is important that we acknowledge the difference between school zones & how we can redistribute resources among the schools. I.e. Every school should be a specialty school with opportunities and programs that serve the zone. It is disheartening to see that schools with less affluent parents end up with less opportunities (for example Minds In Motion which is paid for by the PTA at Holton, but Ginter Park Elem does not have a PTA therefore students cannot participate). The social capital and additional funds available at specific schools make the education and experience a very different experience. Privileged parents know to sign up for the lottery for specific schools and use the system to our advantage. I struggle with the options and in many ways, I wish that students would be required to attend their zoned school. By lottery and application programs, we continue to discriminate and segregate the schools. We will never do enough for our low income neighborhoods to help families and students succeed if we continue to cater to privilege. |
| Swansboro | I am unhappy with the decision not to redraw the lines of swansboro/closure. The facility is very poor and my children suffer as a result of the negligence in upkeep and staff retention due to the rumors of closure for close to a decade. I want my children to be zoned for a school where the rest of our community is = westover. We are one block into the swansboro district on west 34th and the line seems there arbitrarily. |
| Fox Elementary | I don't see any changes between this rezoning map and the current school zone map. They appear to be identical. Where are the zoning changes? |
| Franklin Military Academy | I currently am confused as to the reason we are having another rezoning committee when we just recently had one with several recommendations. |
| John B Cary | Option 2 is vastly superior to 1. It has a clearly ordered structure that does not separate children between schools. |
| Holton | I will only support Option 2 for Holton. It seems odd that Obama and Overby Sheppard are not changing in either Option. Option 1 makes Holton more white than it is now. Option 2 maintains the level of diversity that Holton currently enjoys. |
| Fox | Love option 2 and appreciate the increased diversity Fox will have. I do find it to be inequitable that Mumford does not have any improvements planned in the draft, as they could benefit from a more diverse learning environment as well. |
| all | I was not able to access the rezoning report |
| Oak Grove | Haven't seen recommendations |
| Elkhardt Thompson Middle School | I am very concerned about keeping the Thompson building open after the new school on Hull Street opens. The building conditions continue to worsen and I believe renovation & maintenance work have been put on hold because the impression was that we were all moving to the new school. Continuing to have children and staff in the Thompson building is a SERIOUS health and safety concern. Additionally, how will staffing be decided if both buildings are open? I thought that all of the current ETMS staff would move to Hull Street. Who will want to stay in such a dilapidated building? |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
|----------------------------------|--|
| William Fox | <p>I am disappointed that the rezoning options do not do much to increase diversity and integration. Option 1 is projected to increase the white populations at both Holton and Fox, and to keep Munford at its current level. Both Elementary Option 1 and Option 2 have large numbers of schools projected to remain at over capacity (5 and 7 projected to be at over 100% capacity, versus the 8 over 100% capacity now). For example, both Reid and Miles Jones are well over capacity, and neither option has their boundaries or numbers shift at all.</p> <p>As for the proposed Fox/Cary pairing, which would directly impact my children, I am in favor of integrating these two schools to increase diversity. However, I am concerned about putting Cary at over 100% capacity with this plan. I think the public wants to know if there will be new schools built to solve these problems, as it's hard to get public buy-in for uprooting our students when many of our problems won't be solved.</p> |
| Holton | <p>Under the draft options, my son will be rezoned for Ginter Park. I understand why that makes sense but he will miss being with his friends at Holton. I hope you consider an option for families currently attending Holton to remain there (if they choose) until they have graduated 5th grade. Not everyone will do it, and we might not, but it's important for us to have the option. Thanks for your consideration.</p> |
| William fox | <p>I'm not in support of combining fox and cary.</p> |
| Linwood Holton | <p>The link takes me to a password protected page. Is there a password the public can use to view the documents?</p> |
| Fox | <p>We bought a house in the Fan 2 blocks from Fox intending for our children to go there. If option 2 would be chosen, our family would be drastically affected and we would either move out of the city or have to send our child to private school. Starting a child in a school and then moving them to another school that is much further away is unacceptable. We urge you to think about what this does to our neighborhood and the kids in it. Our home value would go down drastically. What young family would choose to buy a house in a zone where children need to move schools DURING elementary school? We sure would not have. Developmentally, this is a delicate time for children and they need the stability of their friends and resources they have come to be comfortable with.</p> |
| Fox Elementary | <p>As the mother of a 4 year old who will be entering Kindergarten during the 2020-2021 school year, I am strongly opposed to DRAFT #2 rezoning option which will combine Fox Elementary and Cary Elementary. We bought our house in the Fan, directly across the street from Fox, with the intentions of sending our kids to that elementary school. We have donated to the school, volunteered at events, and befriended many people in our neighborhood because of the community Fox has created. My youngest daughter would enter Kindergarten the same year that her older sister would be bussed over to Cary Elementary. Our girls would never go to elementary school together and I would have two children at two different elementary schools. If option 2 is passed I know that I, along with many other neighbors, would carefully weigh the decision of whether to send my children to private school or to move out of the district for a better elementary school option for our family.</p> |
| Fox | <p>I am opposed to the rezoning proposals that have come up for review. I believe that there are better ways to address the lack of education that our schools currently provide. I do not believe that the proposed rezoning drafts will improve the learning environments for our children. Improving facilities, increasing staff, developing greater community involvement, and more thoughtful spending seem like better avenues to pursue for our student's futures. Allowing our children to go to school in their home neighborhoods and develop relationships with those who live around them seems like a more natural course of action. I believe that focusing on improving the spaces, experiences and after school activities in the schools and communities seems more beneficial than sending our children to multiple facilities for the sake of trying something new. Offering our students consistency and caring should be a greater part of the mission. Shifting children around the city for our short sighted agendas will not change the homes and communities they go to after they leave our schools. I am a Richmond Public School alumni and I attended Cary, Fox, Binford, TJ and Open. Should draft option 2 be executed, I will not be sending my children to the school that they can see from their bedroom windows. I must admit, that as a Richmond native, I am not surprised by these proposals.</p> |
| Cary | <p>Interesting that Munford has no changes. Does that have anything to do with money and power or am I being paranoid?</p> |
| Linwood Holton Elementary School | <p>I am concerned that with rezoning options 1 and 2 Linwood Elementary School becomes even whiter. We moved to the area from the suburbs so our child could grow up in a diverse and inclusive school.</p> <p>Because we live in an area/street (zoned in Holton now) that is more diverse, than say, Seminary we along with children of color will be moved to a school that is mostly children of color.</p> <p>This seems to do the opposite of what we should be striving for. What is your plan to address this?</p> |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| William Fox | Fox has over 100 out of zone kids. If we had these kids attend their zoned school, we may not have to split up the fan. Also, I feel like the line should be moved to Harrison, not Allen. |
| Fox | Please have community meetings on this ASAP! The Fox Community is talking amongst itself and has ALOT of questions, ALOT of concerns. Support varies in this community, but I think the best thing to do, is to open the lines of communication and schedule some community meetings as quickly as possible. I like where this is going, and as previously stated, I support option 2, but want to give people a chance to have in person conversations instead of being forced to pull statistics individually and have conversations like this via social media. I'm the outgoing PTA president and would be happy to help organize something at Fox. Please reach out to me anishawalker82@gmail.com. |
| Armstrong High School | <p>I'm disappointed that these proposals are very safe. I know we have an overcrowding issue but we also have a huge segregation issue! The only part of either proposal that I've seen address that is pairing Fox and Carter. I fully support this but it doesn't go far enough because it is limited to only 2 schools. Pairing Fairfield and Woodville won't make a difference in demographics because they both pull primarily from our public housing communities, and absolutely nothing seems to be being done about the middle and high schools. This is an issue of equity and if we don't address it now then it's not going to happen for another 10 years at least. The research on school segregation is clear - it helps no one and hurts minorities, while integration helps everyone! https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1</p> <p>This administration has already shown its willingness to disrupt the status quo in RPS and has paid a lot of lip-service to social justice. Now is not the time to back down!</p> |
| Mary Munford | Zoning I can not see with the made provided |
| Fox Elementary | I urge you to please choose "Option 1" for a variety of reasons that would greatly affect my family. We purchased our home years ago specifically to be in the Fox school district. We have paid high property taxes because of this decision but we are committed to doing so to be able to attend Fox. We can walk to Fox and do not want our kids to be bused to a school outside of our neighborhood. This is also not an environmentally friendly option (busing)...most Fox kids walk to school and this is extremely environmentally friendly. Also, our 2 kids would have to go to two separate elementary schools for several years. This adds stress to the school year. PLEASE do not make this drastic change (option 2). PLEASE choose option 1!!! Thank you for allowing us to provide feedback. |
| Fox | <p>Hi, I read an option 2 regarding join Cary and Fox to split the k-2 and 3-5 grades. I bought a house 3 blocks from Fox solely for the reason of having a neighborhood school and being able to walk my daughter to school. Also, I researched academic scores of RPS and chose to move to the fan based on the academic performance of Fox. This change will have a major impact and creates a ton of uncertainty. I am strongly opposed to the split.</p> <p>We start kindergarten in the fall and this change is concerning. I want my daughter to have consistency in school and have doubts attending RPS with the uncertainty about how this will impact her education.</p> |
| Holton | <ol style="list-style-type: none"> 1. Will the committee discuss/recommend some of the governing principles surrounding implementation of the new zones? Things like how far out from School Board approval to set an effective date and how to deal with younger siblings who are zoned "away" from their older siblings. 2. Are school closures part of this conversation as well? |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| Fox Elementary/ Binford Middle | <p>I'm concerned with elementary option 2 I live on odd side of 100 block of North Allen. Is elem Option 2 designed such that opposite sides of Allen are two different zones? <safety> Mixing elementary walkers and busses on same narrow avenue- already gridlocked with full residential parking (many homeowners work from home and cars remain all day) and Binford families dropping off and parking/ waiting at pick up time - (often too close to intersections creating difficulties with blocking traffic circles and sidewalk access) additionally traffic calming circle at Allen and Floyd is already a challenge for busses and morning traffic - I have - in two years- had three side mirrors hit (torn off) by cars in morning / afternoon rush on this block- North Allen cannot accommodate two way traffic with parked cars if one vehicle is a bus- it requires that one vehicle backs up... and that is a nightmare if there are cars behind them. This same situation holds true (but not quite as bad) on Vine... traffic circle/ parked cars/ narrow two way street.. wouldn't Lombardy be better? <social> I think young children on small city streets benefit from attending the same school as their neighbors across street if residential. Creating a village is hard enough in today's world and in the recent year N Allen has made great advances..</p> <p>Again, wouldn't Lombardy be a better - less controversial- choice - it has traffic lights and very limited residential "frontage" and already is a certain type of border.</p> |
| Fox, Binford | <p>It seems there should be a "walker" one around every school. If you can see a school from your home it should be your home school.</p> |
| Fox, Binford, TJ | <p>According to the goals and objectives of the rezoning process, "ensuring safe, equitable, and more timely transportation; and leveraging natural boundaries when possible" is important. Option 2 for the 2nd district is in opposition to this goal. I recently purchased a home with the idea that my children would get to attend the neighborhood school that is walkable. I never believed that a school that is .5 miles from my home could not be my children's school. We live in the Fan and both Fox and Binford are located in the Fan. In option 2, my children will be taken out of the neighborhood school and will have to cross two very busy streets making it unwalkable. They will also have a longer transportation time to and from school. Having to tell my children that they cannot attend the school that their friends in the neighborhood attend, who literally live across the street from us, is heartbreaking as a parent. Please do not consider option 2 for the 2nd district, as it does not meet one of the goals of rezoning schools. Children who live together in a neighborhood should be allowed to attend the neighborhood school together.</p> |
| Fox | <p>I believe that zoning the Fan out of Fox and TJ is going to only hurt these schools in the long run and not help the schools you are intending. I will not send my child for his 4th and 5th grade year to a school that is consistently underperforming and then cheating on SOL tests. You will lose our family's RPS support in addition to many others. IF you want rezoning to be a better process, work on providing excellence to all children at all schools. The lack of performance at schools should not be blamed on the students or families attending. Lack of high standards for principals and teachers, worksheet teaching, and unwillingness to fire teachers who are not top notch is RPS's biggest problem. The acceptance of low standards has driven great teachers from these low performing schools. I am not interested in sacrificing my kid's education to spread better SOL scores around to schools who have not earned them. We have seen the difference in our local middle school when a highly qualified and committed principal came in, set high standards, turned over 75% of the teachers because they were not interested in truly teaching, and began gaining the support of the community. She received this support because her commitment to excellence was backed up by her actions. You cannot reverse engineer this. If you want more kids at Carver, etc. - hire the principal that will get you there and let her find her teachers and support staff. The neighborhood will come if you do. If you try to force kids from a high performing school to a low performing school with no accreditation and history of cheating, you will still end up with a bunch of empty seats, little community support, and less support for your school system overall. Marshall will suffer in the same way.</p> |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| Linwood Holton Elementary | <p>Hello, thank you for working hard to make RPS great for all children. I am a parent of an incoming kindergardener who will attend Linwood Holton in 2019-2020 and according to rezoning plan, will move to Ginter Park Elementary in 2020-2021 pending approval. First of all, I want to say that I think it makes a lot of sense for my kid to go to Ginter Park Elementary. We live just a few blocks down the street! I am excited about the prospect of rezoning helping to make that school flourish. However, I worry that this plan does little to address real challenges currently facing the school. Namely, the fact that the 100 year old facility is absolutely crumbling. I see incredible inequity between Holton and Ginter Park that seems to map on the fact that GPE predominately serves low-income Black students. Holton has an organic butterfly garden and solar panels while Ginter Park elementary has zero shade and looks like it's about to fall down, even though it is a gorgeous, historic building. This is not ok. How is the rezoning plan going to impact these larger issues around racial and income inequity in our school system? I see a numbers game being played -- moving bodies from already succeeding schools making things even better for the already well-served students there who remain. Yes, this plan helps HOLston's overcrowding, but how does it bring some of the success of schools like Holton (and Fox) to other area elementary schools? When 20 children from my neighborhood are shifted from Holton to GPE I dare say at least half will simply put their kids in private schools. I intend to stay but how are we going to take steps forward to make all of our schools flourish? I think reworking the map to include more income and racial diversity in all of the schools would be a more bold solution to the numbers problem. Can this be accomplished with the current re-zoning plan? I think the Fox-Cary merger is a bold idea that might work well in our Northside region as well. There are associated inconveniences, but I'll take inconvenience for equity. All of current Holton/GPE students could be in one group and the two schools could serve different grade levels, i.e. GPE kindergarden-2nd grade and HOLston 2-5. In sum: I'm all for working to make GPE a flourishing school and being part of that. This plan doesn't seem to do that, though. It's all about a body-problem, not the broader educational equity problem. I mean, is overcrowding at a handful of schools the biggest challenge facing our school system? I wish it was.</p> |



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| <p>Fox Elementary</p> | <p>To members of the Richmond Public Schools Rezoning Committee,</p> <p>As a parent of two rising Fox Elementary students, I'd like to express my appreciation to the committee for addressing this important step toward the future of RPS schools. However, I must also share my concern for the negative impacts I predict, should the Option 2 pairing of schools take place.</p> <p>My wife and I are both products of strong public school educations, myself from Chesterfield County schools, and she from the Wayland Public School system outside Boston, MA. When we moved to Richmond in 2016, we chose the Fan District for its diversity, walkability, and because of the reputation of Fox Elementary. It's academic record, it's commitment to diversity within an urban neighborhood school context, and strong dedication shown by the Fox Elementary PTO, all made this the ideal school environment in which to raise our young children.</p> <p>The Option 2 school pairing would diminish Fox Elementary into a half-school of sorts. It would take away the opportunity for children to grow academically and emotionally in one setting within the K-5 model. Additionally, it would weaken the valuable social and cultural impact that the PTO contributes to the area on a daily basis.</p> <p>Our children, aged three school years apart, would never attend the same elementary school in this system. School transport challenges aside, this would be a negative consequence to many families currently attending Fox and John B Cary Schools.</p> <p>Regarding the goal of increased diversity within Fox and John B Cary Schools, I believe that the Cropper GIS consultants make one major mistake in their attendance projections. I believe the assumption that 100% of current students at Fox will participate in a school pairing scenario is highly unlikely. I think many Fox parents, my wife and I included, would explore the multitude of nearby school options that exist within parochial, private, and Chesterfield/Henrico Public school systems rather than choose a paired school option.</p> <p>Statistically, it is likely that the pairing won't actually make the schools more diverse, just differently diverse. If the combination of the schools (100% participating) changes the projected racial breakdown from Fox (66% Caucasian/34% Minority) and Cary (10% Caucasian/90% Minority), to a paired breakdown of (46% Caucasian/54% Minority), then with *66% of current Fox students participating (*personal estimate, but more likely than 100% participation assumed by Cropper GIS), the paired breakdown would likely look more like (33% Caucasian/67% Minority). This result is not any more diverse than Fox's current breakdown, but differently diverse. It's still the same unbalanced ratio, only with inverted racial inputs.</p> <p>On a related note, if racial diversity is a true overarching goal of RPS Rezoning, the glaring omission of Mary Munford Elementary in these discussions, the least diverse school in the city (Caucasian/Minority ratio), needs to be addressed.</p> <p>In closing, I would like to share a possible solution for consideration. Like many Fox parents and future Fox parents, I love the school for being a strong, diverse, public K-5 elementary school, and for the anchor that it is to the neighborhood and community. I would invite the Rezoning committee to consider funding a building addition to Fox Elementary School. Added space would enable the school to accommodate additional minority students from outside RPS school zones, and could bring the Fox Elementary breakdown as close to a truly diverse student body (50% Caucasian/ 50% Minority) as possible. The Fox Elementary 1911 building hasn't changed much in over a century, and an updated addition would mirror the progress and evolution being made throughout our city, blending the old with the new. There is even a location ready for building, currently where two outdoor trailer classrooms sit. In that place there could be a permanent 3-story addition that could allow additional, and more diverse students to learn and thrive at Fox Elementary for generations to come.</p> <p>This investment into, as opposed to away from, one of RPS's true academic and community assets, would go a long way to show the public that the future of RPS schools is indeed bright. RPS could point proudly to a school environment where diversity, high academic performance and strong neighborhood/community relations all thrive together. Fox Elementary could be that success story, and I hope one of many public school highlights we hear about within the city of Richmond in the coming years. RPS has the potential to be a leader in public education, not only among city school districts, but among all districts.</p> |
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| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| Armstrong | The documents link goes to a login page |
| Cary | We do not like them. |
| Cary elementary | Option 2 makes the most sense in terms of diversity and capacity optimization between Cary/fox |
| William Fox | I am NOT in favor of re-zoning William Fox elementary school. Please allow my children to attend the SAME school from k-5. It is a great neighborhood school and please don't deny children the right to attend their neighborhood school during their elementary years.Thank you. |
| Fox, Binford, Thomas Jefferson | <p>I am a long term resident of Richmond and live in the FAN area and have supported Richmond Public Schools. I dismayed at the proposed zoning changes to the Fan District. According to Public School View ," Fox School Demographics" have remained "flat over 5 years." A clerical error at RPS sent notices that 30 families were accepted for open enrollment after Jason Kamras became superintendent. He approved these positions causing a trailer to be built for increased population. Did the recent study note that? Are out of school zoned children counted as taking a school slot because they are now attending Fox School? Did the study look at the fact that west of Boulevard was zoned for Fox after being in the closer located Cary School zone and many of those students presently attend Fox? Why are the scheduled meetings of these proposals being announced during summer vacation? It seems there is a lack of transparency.</p> <p>Fox is a neighborhood school in the Fan and improved because of parental involvement. Thirty years ago Fox was not the school it is today, it is shining example of what a school can be. Why change demographics and disrupt neighborhood schools? The school Board and school administration should look at Fox as an example and emulate it not dismantle it.</p> <p>Please do not place an undo burden on young families, it is unfair to the young parents who chose to purchase houses in a specific location in the city to be told that they no longer can attend two of their neighborhood schools.</p> |
| William Fox Elementary | I really like the pairing of Fox and Cary. I think that those ages are good to have I. Their own school, where they can specialize in that specific developmental stage. I think Fox has a small property, and it would be good to have the lower level there. Then Cary has a nice big outdoor space for kids to run around more, plant gardens, do sports on the nearby tennis courts and baseball field. Great idea! |
| Fox Elementary | Elementary Option One |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| Linwood Holton | <p>My child just completed Kindergarten at Linwood Holton. In full disclosure, we specifically out of Midlothian into the city to generally provide a better life for our family as my job is based in the city. One of the most important decisions for us was to select a city school for our bright child that would challenge him academically and provide a diverse and inclusive environment. We specifically purchased the home on our street so he could attend Linwood Holton.</p> <p>My child would be moved from Linwood Holton, to Ginter Park which is about 100 years old and crumbling. Ginter Park also has a lack of income and racial diversity (as the committee docs showed). This plan draft seems to solve the issue of a projected body-problem, not the broader educational equity problem.</p> <p>I did notice that by drawing the line at Chamberlayne makes Holton "whiter." We live on the east side of Chamberlayne where it is more diverse. If a goal of RPS is to integrate schools, I believe you will need more creative line drawing. To draw the line using Chamberlayne perpetuates segregation and likely won't improve Ginter Park's situation.</p> <p>I have heard from some friends that other cities have broadened geographic boundaries and then split schools up by grade K-2 in a building, and grades 3-5 at another. Using this model Holton could serve as the K-2 school and Ginter Park could serve as the 3-5 school. This would integrate the school populations. The schools are so close together that it wouldn't be a stretch for commuting.</p> <p>Lastly, I've read the reports available with the federal DOE. Ginter Park is coded as a Title 1 school. My understanding is that parents have a right not to send their children to a Title 1 school and can petition to district/state to provide choice. I wonder, again, if splitting the schools K-2, and 3-5 might more quickly solve issues as parents and children of all backgrounds can come together to lift each other up.</p> <p>Thank you for considering my thoughts. I look forward to hearing more about different draft options as I do not see option 1 or 2 as shared to date (june 27) working.</p> |
| Currently Fox, Binford, Thomas Jefferson | <p>I live in the Fan near Binford and am closest to Fox, Binford, and Thomas Jefferson. In elementary option 2 my children would be rezoned to Carver which is further away then Fox and in both high school options my children would be rezoned to Marshall which is much further than Thomas Jefferson. If diversity in schools is one of the goals of the rezoning, why is one of the least diverse schools Mary Munford not being rezoned at all? Why in some of the options did some schools become even less diverse?</p> |
| Holton but would be rezoned to Ginter Park | <p>Hope these aren't the only 2 options. Not enough of Holton would be going to Ginter Park to improve diversity/ Virginia Department of Education test scores at Ginter Park so the rezoned families would likely try the school lottery, go private, or move. Maybe start the new Ginter Park school zone at the eastern side of Brook.</p> |
| William Fox Elementary | <p>I live in the lower Fan. I don't see any reason to separate the Fan into two areas for Elementary school. Having all of the kids together creates such a wonderful sense of stability and community as the children have their first school experience. Also, being able to walk or bike to school adds to the children's wellness. If we were zoned for Carver, we would not feel comfortable walking or biking to school as we would have to cross over Broad Street.</p> |
| Linwood Holton Elementary | <ol style="list-style-type: none"> 1. Please take more time for this process. There needs to be lots of time to think through the infrastructure, time for families to visit the schools and give feedback, and time to do this right. People will be much more on board if it's not a rushed, super short-term decision. And I want to make sure all children go to diverse schools in good buildings (instead of a band-aid fix that shuffles a few kids around and calls it done). 2. Please consider the K-8 education model they have in DC as an opportunity to build diverse communities in schools that are more willing to stay in RPS when it's time to move to high school. 3. What is the deal with Mary Munford?? They need to be rezoned like the rest of us. |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| Albert Hill Middle School | I am the parent go a rising 7th grader at Albert Hill and a rising 3rd grader at Linwood Holton. Our experience with Hill has been fantastic, and I am very much looking forward to having my second child experience Albert Hill as well...but if I understand the rezoning initiatives correctly, we would be frozen out of attending. I find this extremely disappointing, and just another throw-everything-at-the-wall-and-see-what-sticks desperation move which ultimately alienates those who have chosen to believe in RPS. |
| Fox | I love the idea of a k-2 and a 3-5. I think a k-2 setting would have been so amazing for my son. I always hated the idea of my kindergartener being in the same school with 5th graders. I also found Fox's lack of racial diversity startling. |
| Fox | I love the idea of a k-2 and a 3-5. I think a k-2 setting would have been so amazing for my son. I always hated the idea of my kindergartener being in the same school with 5th graders. I also found Fox's lack of racial diversity startling. |
| John B Cary | I would love for Fox and Cary to be combined. The inequity of resources and the racial disparity between the schools is shameful considering the proximity. Both white and minority students would stand to benefit from being integrated. It's 2019. Why are we still having the segregation debate?! |
| Fox | Please do not alter Fox at all. It is one of the most successful elementary schools (at getting white parents to not fled to the counties) and should stay that way. Richmond is not strong enough to withstand imposed upon diversity measures. I wish it was, but it just isn't. Families will leave for the counties, pretty quickly. And the whole point will be lost; Cary will super majority black again, and then Fox in turn. So that benefits no one and now we've lost tax dollars and parental involvement to the counties. Let's focus on parental-led diversity initiatives (like Westover and Chimbo). Those have a chance to succeed because parents are WANTING to do this, not being forced. Force white parents who don't want to send their kids to a majority black school, and they'll leave. Again, I wish this wasn't the case but history, over and over and over again, says it's so. Let's see if we can get more white parents in the district, then see what we could do for diversity. Do not chase them out! I hate being so blunt in my comments, but this is just reality. If we change slowly, we can get there. This isn't slow enough. |
| Fox | Doesn't touch Fox at all. Work on making the other schools more appealing with the existing student bodies. It's pretty insulting that you think the way to fix Cary is add some white kids. I'm offended. Forced diversity just makes white parents leave. Doesn't end up fixing a school. If you have an issue with a school, fix it! |
| Cary, Fairfield, & Woodville | <p>*The Fox-Cary sharing option in Option 2 is what's best for all of the students in that area. Both schools are good schools but lack diversity in race and socioeconomic status. This option provides the opportunity to creatively prioritize diversity where it's missing. In light of some of the parent pushback, it may be more beneficial for students to start at Cary for K-2 and move on to Fox for 3-5. You may have less "flight" if parents know their students will still end up at Fox. Hopefully folks will understand this sharing cycle is not problematic. Both schools are accredited and diversity benefits all students.</p> <p>* I can't really wrap my mind around the Fairfield-Woodville sharing. This doesn't increase diversity. It also does nothing to provide students an educational experience outside of their housing projects. I can't imagine going to 2 different schools for my elementary school and both schools are nestled in the same place. If we are really trying to be bold, why not give a closer look at partnering these schools with other East End schools? While we are at it, both schools need stop signs and/or speed bumps, bus loops, a secure front lobby area (like Chimborazo) that limits visitors to the office upon entry, and Fairfield is in need of a crossing guard. It is not safe for our students to have to manage traffic on our busy streets when arriving & being dismissed as many drivers don't even slow down. Fairfield has plenty of space for a bus loop. Our kids deserve to be safe. Combined schools or not, Fairfield & Woodville are in need of some safety changes to protect our students.</p> |
| Fox | I am opposed to rezoning half of the Fan to Carver, an unaccredited school with a history of scandal. |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| Fox | I am opposed to changing the zones - both the pairing of Fox and Cary and the division of the Fan neighborhood which sends half of our children to Carver. Unfortunately, the reasons that the majority of Richmond schools are failing cannot be solved by this proposed maneuver. However, if you do force this issue, you will only succeed in creating more "flight" from the city and will lose your tax base. Leadership, parental involvement, and school attendance should be the focus. I would leave successful schools alone rather than destroy the few that you have. |
| John B. Cary | I approve of the proposal to pair Cary with Fox Elementary and split the grades. I think there would be benefits to both increasing the diversity at both schools and having each school have a more limited range of ages. |
| Mary Munford | <p>Our house is in the Mary Munford district (for which I am more than ever grateful) and I would be SO upset if this was affecting our school. The reason that MM and Fox are such amazing schools are because of the sense of community of the surround homes with the schools and the deep parental involvement that allows the schools to offer high quality afterschool/ during school extracurriculars. My daughter has benefited from these at Fox (Girls can Run) which we went to specifically because a friend of mine was volunteering (who lives in the neighborhood but whose children are not yet even in school!). Additionally, these plans will remove the option to walk and ride bikes to school...an activity that is beneficial for not only their physical fitness but also promotes community (neighbors stand outside and wave at my kids in the mornings when they wiz by on their bikes).</p> <p>This is an exceptionally poor idea that will drive family out of the city and house prices into the toilet.</p> |
| Fox | I am very upset at the proposed changes. I purchased a home with the plan of sending my child to Fox for K-5. I want him to go to school where he and his friends live. I don't think busing him away from home to go to another school helps him or any other young child. I want him to be invested in his community. I don't think pairing is the best option to combat overcrowding. I want him to grow in a stable environment. |
| William Fox Elementary | I support the Fox/Cary merger. I have had several children at Fox and it's become so over-crowded. I would welcome the smaller class sizes that this merger would bring about. Teachers would be better served with the smaller size classes. It would allow them to provide a better learning environment for the kids. I also think increasing the diversity in the school is a positive factor. The school would better reflect the city we chose to live in. Kids would still go to school with their neighborhood friends, albeit a little further away than before once they hit third grade. |
| William Fox Elementary School | We moved to our new house strictly because of Fox Elementary School. We are within walking distance of the school and the idea of having both of our children be able to walk to school in our neighborhood was the entire appeal of our move. Public school is important to us because we want our children to be part of a diverse classroom within our community. However, with the redistricting being proposed, we would lose that level of immediate community and certainly the benefit of convenience. I imagine the purpose of the redistricting is to provide the same benefits and opportunities to kids in all neighborhoods and I believe that is a very important initiative to undertake. However, shifting schools around does not create benefits and opportunities for children. Better funding for our public schools and mandatory parental involvement is a much more approachable path. Should this change occur, it is likely that our children will not be part of the Richmond Public School System as we had planned and hoped. |
| John B Cary | <p>Combining Cary and Fox instantly solves numerous problems: Diversity at BOTH schools, attendance levels at BOTH schools, and provides the critical mass to end middle-class flight in the John B Cary district. The combination of the two schools will remove kids from private schools and put them into public school attendance, elevating Cary, not dragging Fox down.</p> <p>Having such extreme disparity in attendance levels, funding levels, student body makeup, and school rating at two small schools less than 1.5 miles apart would have been illegal prior to 1990. I hope eventually a larger, modern school is built on the extensive grounds of Cary and both Fox and the existing Cary are demolished. Numerous small schools are a detriment to integration and fair access to education.</p> |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| Fox | <p>As a Fox parent, I would support either proposed redistricting plan. I've mostly heard comments, both positive and negative, about Option #2. I think that combing Fox with Cary for a paired school would do a lot to further diversity and equity for both schools, and I would support that plan. I do not think this is our community is being divided - I think it is our community growing. Under option #2, we would have kids at both Fox and Cary for a few years. We look forward to helping to support both through PTA, fundraising, and volunteering if that plan is enacted.</p> <p>I also hope that there are more opportunities for public input or meetings that value the voices of all stakeholders from across the district. The opinions of a group of vocal critics have played out on social media and in an RTD article, and those do not necessarily represent the opinions of many Fox families. I would love to see a more organized survey developed to evaluate public opinion on the specific aspects of each proposed plan.</p> <p>Further, I hope that there are opportunities to use this process to address equity and resource allocation (both public funding and private donations) across all RPS schools.</p> |
| Fox | <p>We purchased our home in the Fan so that our children would be able to attend Fox. At the time, the Museum District was zoned for Cary. Now the Museum District is zoned for Fox. If Option 2 is adopted, we will no longer be in the Cary/Fox combined Zone. It will be a windfall for some and a loss for others like us. Why not move the Museum District back to Cary, to increase diversity at Cary and reduce overcrowding at Fox? If Option 2 is adopted, we will move.</p> |
| Cary | <p>I am a resident of Oregon Hill. I am opposed to the proposed rezoning changes that changes the neighborhoods elementary and high school. Oregon Hill was rezoned to Cary with the closing of Clark Springs. The neighborhood should stay zoned into Cary and not be rezoned to Carver. Staying in the Cary district is important for the children and families of the neighborhood. They have established a connection to the school after being rezoned already. Oregon Hill should not be rezoned to John Marshall but should stay zoned for Thomas Jefferson. The currently zoned high school is closer to neighborhood, and again the neighborhood has a strong connection to the school. As a small neighborhood maintaining a sense of community can be difficult. The schools the children attend are important to helping build the community. Oregon Hill has endured enough zoning changes and should remain in the Cary, Binford and Thomas Jefferson zoning areas.</p> |
| Fox | <p>My family currently lives in the fan in a house zoned to fox. There are really only 2 good elementary schools in Richmond City: Fox and Mary Munford. While I understand the goals of the rezoning to increase diversity and reduce overcrowding and undercrowding, Option 2 would probably create a mediocre school in Cary/Fox and Richmond City would be left with one good elementary school, Mary Munford. Families that could afford it would leave to the Munford zone or would send their kids to private school. Property values for those houses would likely drop substantially as those who could afford it would leave. I would urge you to look at options to improve the schools in Richmond City without risking damage to the ones that are currently model schools. Thanks for your consideration.</p> |
| Fox | <p>Our family is in support of any proposal that will facilitate more socioeconomic and racial integration in RPS schools. We love being able to walk/bike to school, but we believe our child will hugely benefit by attending any school where he learns with children from different backgrounds with different perspectives than he. And we hope that the resources parents bring to their child(ren)'s school will be more equitably distributed for the benefit of more RPS children.</p> |
| Fox | <p>Our family is in support of any proposal that will facilitate more socioeconomic and racial integration in RPS schools. We love being able to walk/bike to school, but we believe our child will hugely benefit by attending any school where he learns with children from different backgrounds with different perspectives than he. And we hope that the resources parents bring to their child(ren)'s school will be more equitably distributed for the benefit of more RPS children.</p> |



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| Linwood Holton Elementary School | <p>I'm excited about having every school in RPS be a school that every family wants to attend, and I'm grateful that we have leaders with vision and passion. I do not see where we are truly engaging the entire north side community. Can we slow down the timeline to make sure our community is engaged? I feel like there's a lot of benefit in getting the community support. Also it's unclear what processes we will have to support all teachers and families. Finally is there an opportunity to share Ginter Park and Holton similar to the Fox and Cary option? I think it would be great to have the kids together and then more Holton families will be more comfortable with attending Henderson instead of moving away. My kids are no more deserving of a great public education than anyone else's, and I believe we need more integration of schools to accomplish this.</p> |
| Holton ES | <p>I have very serious concerns related to the process overall as well as the rezoning of mine and my neighbors addresses east of Chamberlayne from Holton to Ginter Park ES.</p> <p>With regard to the process, it seems designed to have as little public input as possible. Aside from a couple of newspaper articles and some social media posts by folks other than RPS officials there have been no notifications, either by mail or otherwise, about these prospective changes. Additionally, the sessions that are listed are few and far between and are at times that make it difficult for citizens to provide their input. Lastly, I have a tremendous concern about the potential change being effective for the 2020-2021 school year, which may be less than a year after the decision. For people who made serious and well thought out decisions on where to live, with all of the economic and emotional tradeoffs that went along with that, to have a change thrust upon them means that they have minimal time to react if they do not agree with where their child may wind up going to school.</p> <p>As for me and my family, we made a choice to remain living in the city and to be in a neighborhood in a somewhat transitional area knowing that we would still be zoned for Holton, which is a diverse school that is accredited and has a record and reputation for quality education. We are not comfortable with a potential change to Ginter Park ES, which is called for in both "options", which does not have water fountains due to lead dangers; does not have a gym; is not accredited; does not have a track record for academic performance; and does not seem to have a plan to rectify any of the foregoing.</p> <p>As of now, the status quo for the Third District does not seem to be an option, which is a mistake and unfortunate and may mean that my family and families like ours opt out of RPS being a destination and solution for our educational objectives. We wish it were otherwise.</p> |
| Fox | <p>While I am pleased that RPS is trying to increase diversity at the schools, I do not think that Option 2 is a good solution. As a mental health professional I believe, and research supports, that children do best when they are able to form long-lasting and secure attachments in their younger years. Having children move schools at age 7/8 could be difficult for many children. On a personal note, we bought our home knowing that it was in walking distance to Fox and wanted the security of being able to walk our children to school and have them in close proximity to home through their elementary years. This would rob us of this opportunity. Option 1 is the more desirable option.</p> |
| Fox Elementary | <p>I read an article in the Richmond Times Dispatch today and was very disappointed to hear that parents in the Fox District are maligning the possibility of redistricting that may include connecting Fox and Cary elementary. I could not be happier with this possibility. Racial integration and economic integration are at the heart of what we need to encourage in our school district. Also, as a practical matter, I understand you have two schools here - one with overcrowding and one without - seems pretty straightforward that some shifting needs to happen. I am sad and ashamed that there are some parents at Fox that are not excited about this too. I have a young daughter who may start at Fox next year, given current districts. Perhaps I should just enroll her in Cary straight-away. Perhaps Fox wouldn't be a very good environment for her.</p> |



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| William Fox Elementary | <p>I support the Rezoning Committee's goal of creating a more equitable school system, but oppose Option 2 as proposed because it would produce an absurd and inequitable result for my family and many others who live in the Fan. Specifically, under Option 2, my children would be rezoned to Carver, notwithstanding the fact that Carver is roughly double the distance from my home and requires crossing among the busiest thoroughfares in the city in Monument Avenue and Broad Street. Meanwhile, families living a mere block westward "a literal stone's throw in my family's case" would continue attending Fox, at least for the early elementary school years. The same result would obtain for many of the families living to our north, south and east.</p> <p>This lack of geographic rationality also results in a grossly inequitable distribution of the plan's burdens among families in the Fan. That is, while it is true that Option 2 would push children living west of Allen Avenue away from their neighborhood school once they reached third grade, the difficulties of transportation out of the neighborhood would be mitigated by the older age of these children. Moreover, these children would continue to attend one of the city's best elementary schools for their early education. By contrast, many children in the Fan "mine included" would be rezoned out of our neighborhood for the entirety of elementary school into a school that is both unaccredited and only beginning to recover from an embarrassing and troubling scandal that goes right to the heart of the school's educational mission.</p> <p>I acknowledge that I am not unbiased in my objections. I understand that delivering social and economic justice must necessarily disrupt the status quo that provides my family with privilege and advantage. Accordingly, I am not opposed to the pairing of Cary and Fox or for diversification of the city's schools more broadly. However, as an individual, I must balance the requirements of a fairer society with my desire to provide for my own family and children as best as I am able. Thus, while I am broadly supportive of efforts to diversify the city's schools, I ask that the burden be shared more equally.</p> |
| Fox | <p>I don't like the idea of breaking elementary school up so that children go to Fox for three years and Cary for three years. One of the ways younger kids learn is from being around older children and watching them. For kids in grades K-2 to lose the benefit of being around the kids in grades 3-5 seems a shame.</p> <p>Instead of lumping the Cary and Fox zones together would it be possible to divide the zones on a line that allows for more diversity but still lets kids go to a school for the full 6 years? For instance, instead of a roughly east-west dividing line, implement a roughly north-south dividing line along Ashe Blvd. and Byrd Park.</p> |
| Linwood Holton | <p>1) Like many people, we purchased our house partially because we wanted to be in the Holton district. We would seriously consider moving to the county or choosing to go private if re-zoned out of Holton.</p> <p>2) I think an important consideration is the "ecological systems" theory, or the idea that children's experiences grow outward from the family, to the neighborhood, then to the school, etc. It's important from a social perspective to nurture those early relationships rather than disrupting them at a time when children are most vulnerable. Keeping children as close as possible to their neighborhood school and peers is part of nurturing those early and important relationships.</p> <p>3) I would like to see options that keep neighborhood children together. For example, the Battery Park neighborhood, which is diverse, and at the moment, entirely zoned for Holton, would be divided up into 3 schools under this new proposal (option 1). This does not respect the relationships that exist within the neighborhood.</p> |
| Fox, Binford and Jefferson | <p>I support school district zoning that allows all Elementary and Middle School Students in the Fan to attend the same school with their neighbors. Elementary school students in the Fan should attend Fox.</p> |



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| Fox | <p>I am a mother of two children, two years apart. I am STRONGLY OPPOSED to Option 2 of rezoning for the North Central elementary district.</p> <p>This option would mean that our kids would go to TWO different elementary schools in the city. For us, that equates to: -different back to school nights and events -different after-school activity enrollment -different after school childcare care</p> <p>Please, give parents and kids a break! Transitions are hard enough for children, and now we are forcing them to change schools after only 3 years?</p> <p>Neighborhood public schools are great because they serve the NEIGHBORHOOD.... parents can walk kids to school, neighbors can coordinate with each other to share in after school care.</p> <p>It is hard enough being a working parent of two small children living in the city. Please truly think of the goals of this proposal- and the effect on kids and families.</p> <p>If you want to improve utilization of a certain school, make that school more appealing! Offer after school programs, before school care, specialty programs, and give the school the ability to fire teachers that are bad. Reach out to programs like Higher Achievement, Big Brother, and to VCU for support and ideas!</p> <p>These rezoning ideas seem like a quick fix to (falsely) make certain schools appear better performing.</p> <p>I challenge you to find the real problem, and a real solution. Thank you for your time.</p> |
| Fox/Cary | <p>I am a strong advocate of option 2. The combination of the Fox and Cary into one school creates a new school district that much more accurately reflects the population of the City at large. Furthermore it will provide parental involvement and agency in a second school. This is huge for improving school outcomes of children coming from different means. I understand that there is a great sense of loss if you live across from Cary or Fox and now your kids will need to travel to another building. But the cost of that travel is insignificant compared to the gain in equity and education for the new schools. To condemn the rezoning before giving it a shot does not seem to be in the spirit of giving all students a equal access to opportunity. School board members seize the chance to create a much more diverse and equal school system.</p> |
| Wm. Fox, Albert Hill | <p>I'm in favor of the Fox/Cary Split</p> |
| William Fox | <p>I am confused how I should get my two children to two different schools at the same time should option 2 happen (pairing the schools).</p> |



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| William Fox Elementary | <p>In response to the rezoning goals and objectives:</p> <p>Develop new zones for RPS schools that improve the student experience by: Ensuring safe, equitable, and more timely transportation; and leveraging natural boundaries when possible - Are these new boundaries for Fox in option 2 more natural? It wouldn't seem so.</p> <p>Increasing student diversity of all kinds within schools - Option 2 increases diversity in Fox and Cary in the immediate term. How does that compare to the natural census trends over the next five to ten years?</p> <p>Alleviating overcrowding and minimizing, if not eliminating, the use of trailers Planning for future student population trends and future development - Trailers were just added to Fox last year, at great expense for the district and concern for the fabric of the school culture. To boot, they were added largely due to administrative oversight in allowing new open admission students from other zones, communicated first in the press and later addressed by administration. The city administration has a poor history of planning communication and implementation, and public confidence is low that any changes will be properly carried through. The focus in option 2 seems to be on achieving diversity as quickly as possible, with no focus on future planning for facility needs.</p> <p>Expediting student placement in modern facilities after rezoning through a variety of measures including new school construction, as well as potential consolidations and closures (revised) - What concrete plans exist to achieve this goal for students at Fox and Cary? Does new school construction benefit them? What's the timeline? Both schools have current maintenance needs and will still be at capacity after rezoning.</p> |
| Fox | The option to combine schools feels like a logistical nightmare as a parent getting children who would have attended one school to two separate schools. Our neighborhood school that we walk to drop off and pick up for would turn into a chaotic morning and afternoon spent in the car. The current bus operations are not a reliable option as they are never on time. |
| William Fox | I feel like it's a great idea to rezone I feel like families that live on the Maymont neighborhood should get a Chance to enroll their children into Fox or Cary by choice |
| I don't have children in the school system | I do not feel that the current rezoning plan is a good idea. We live in the lower fan and our friends and neighbors have children who attend Fox and Binford. Many of the families have moved into the neighborhood because of the schools, and I fear these same families will move out due to this issue. This will have a negative impact on the diversity of the neighborhood (fewer families with children), and the lower fan will have a more difficult time attracting families with children in the future. So much work has been done to retain families in the city, and I fear this is not the best solution at this time |
| Fox | Sister school with JB Cary is a fabulous idea! |
| Fox | Partnering wit Cary is a wonderful idea |
| Holton | I prefer option 2, but would like the committee to consider a sharing approach between/among Holton and Ginter Park (and perhaps Obama), similar to what is being proposed for Fox and Cary. As I understand it, the way the boundaries are drawn in Option 2 would make Holton less integrated than it is now. Doing a K-2 and 3-5 split between those schools would also create a stronger community throughout ALL of the Northside. |
| New parent in fox district | I am for a plan that makes richmond a more equitable city and raises us all up. |



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| Southampton Elementary | <p>The options, particularly option 2, are a step in the right direction. As a RPS grad, and a parent to a rising kindergartner, I've been appalled at the lack of diversity across RPS, ethnically and economically. I am fully supportive of the Fox/Cary merger; similar mergers exist in Henrico and work seamlessly. I've seen complaints about the change that students will experience, but the students will be with the same group of peers, and my guess is the perceived transition issues will be few and far between.</p> <p>I am, however, completely disappointed that the committee has not undertaken similar changes at Mary Mumford. The school has been, and continues to be, filled with the 'haves' of the city and lacks diversity. Some of the articles have highlighted the impact of a lack of diversity on the performance of students, the data speaks for itself. I believe the committee can and must do better and address what Mary Mumford has become: a haven for white families with a little more money, basically their own free private school.</p> |
| E.S.H. Greene Elementary | <p>Yo no veo la necesidad de cerrar esas escuelas, la razón más importante, es que necesitamos en R.P.S. gente que quiera en verdad trabajar en solucionar los verdaderos problemas que hay dentro de las escuelas...y no está pensando en proyectos que no dan resultados en nada..., como el programa Dreams R.P.S., un programa que tiene una proyección para 5 años del cual ya se desarrolló en el primer año y no veo ningún resultado positivo para las escuelas, ni veo beneficios para los estudiantes</p> |
| Binford | <p>I truly believe that the Binford zone should continue to include Randolph, as that is where the majority of our zoned students of color come from. These are the families who have stayed committed to our school, and they were given a commitment by the previous board that they would remain at Binford.</p> |
| Bellevue and Albert Hill | <p>For the east end, I feel option two is best at this point. East end children are often shuffled around and scattered on a whim. Option two seems to give the most stability.</p> |
| Cary, Binford, and TJ | <p>I support option 2, I appreciate the diversity it would bring to the schools which are 1950s style segregated. This is what we moved into RPS for (after living in 96% white Hanover county). I also find Cary's parent community to be very supportive and engaged. I would expect the same if option 2 was adopted. I really don't understand why people are so opposed to it. The arguments seem thin.</p> |
| Fox | <p>I'm an advocate for Option 2! Here's why: combining Fox and Cary into one school creates a new school district that much more accurately reflects the population of the City at large. It will provide parental involvement and agency in a second school. To condemn the rezoning before giving it a shot does not seem to be in the spirit of giving all students an equal opportunity as possible. I'd like to see a more diverse and equal school system.</p> |
| John B. Cary | <p>Our child won't be starting elementary school for a few years still, and my husband and I have been excited about Cary for its proximity to our home, diversity, and small size. However, I think "option 2" with a Cary/Fox split sounds like a wonderful idea that would benefit children in both of the current districts. I would definitely be supportive of going this route!</p> <p>Whenever there is a public comment session, please publicize it widely! There are certainly some families like mine which are affected and would be interested in participating, but which are not yet in close contact with RPS.</p> |
| Henderson Middle School | <p>I think pairing school and rezoning is a good idea. I know it will be uncomfortable at first for the smaller kids, they'll miss their neighborhood friends. But school is for learning first and foremost. Many of us grew up in rural places and there was no such thing as "neighborhood friends". We turned out alright. However, at the middle and high school levels, we need to make all of the school "specialty" schools which require an application ASAP. To not do so while the neighboring districts do, devalues us as a district and makes us frankly a joke.</p> |



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| Linwood Holton | With regard to option 1 or 2 for Elementary, the lines drawn for Option 1 for the Battery Park area, specifically moving a portion down to Carver, don't recognize the topography/roadway issues in getting to Carver from Battery Park. Specifically, we value how our children can ride bikes/walk to Linwood Holton as it's within our neighborhood. Moving them down to Carver, on the other side of the interstate, would be taking them out of the neighborhood. Carver is more a part of the Fan than Northside, so its boundaries should reflect that. Please leave Battery Park in the Northside neighborhood as Option 2 does. |
| J.B. Cary elementary | I think it is critical that these rezoning plans move forward to advance equity in education here in Richmond. |
| William fox | Fan kids should feed into fan schools. I believe in the social and academic benefits of integration, and that this can be achieved without kicking out half of neighborhood kids from their neighborhood schools. Randolph and fan communities should feed into Fox and Binford, whilst city stadium and museum district feed into Cary and Hill. Redlining practices segregated Richmond neighborhoods north/south of 195 - reintegrating them (and their classrooms) ought to be done using common sense east/west divides like Arthur Ash Boulevard. |
| William Fox Elementary | <p>As a Fox parent, I deeply value the potential a local public school hold to build a community of shared values and vision. A place where all children's potential is nurtured and encouraged. I know Richmond has too often been a place where reality has fallen staggeringly far from that ideal. We have marched and petitioned, sat in Council meetings and painted hallways and pulled weeds and held fundraisers. But what was the point of all of our effort and all the talk about equity if we are unable to rise to our own ideals and still insist that there are some schools that are acceptable for other children, but not ours. I am strongly in support of the effort to reduce segregation in our schools and it does sound like the Fox/ Cary pairing may well move the needle in that direction.</p> <p>That said, the work is incomplete.</p> <p>Munford is the school with the greatest concentration of wealth and whiteness and removing lottery students (the only proposed change) would do nothing to address this and may, in fact, make the inequity even starker. The other school impacted, Carver, is already facing deep challenges. The Fox and Cary pairing takes Randolph and Newtowne-West, both predominantly African American areas, which had been zoned for Fox and adds them to Cary. I understand this move would additionally take homeless students which had been at Fox and require the less-resourced administration at Carver to now meet their needs. That hardly seems to reflect the stated goals of redistricting.</p> <p>I would like to see a comprehensive approach with ALL four schools impacted, one that acknowledges, addresses and then rises above a past that has no place in the future of a city as strong and diverse as ours and reaches for true equity.</p> |
| Holton | I am the parent of a rising Kindergartner and strongly support Option 2. I love the idea of pairing school zones in Option 2 to better utilize space and resources and to diversity the student body. Educational research shows that learning in a diverse, integrated environment has many benefits, both academically and socially, and Option 2 seems to go further toward this goal. We desperately need to push toward more diverse school communities in Richmond. |
| John B Cary Elementary | I think you should do what is best for the city. We will adapt to Elementary Option 2 if that is what is chosen but we were very excited to be under Michael Powell's umbrella the next 6 years and for our children to all be at the same school. We understand the split between Fox and Cary and will support what is best for the RPS system. We appreciate that these are not easy decisions and that nothing really changes for us in terms of the schools our children will attend. My husband and I both grew up in (culturally, racially, & economically) diverse public schools and value our experiences. We played sports, participated in clubs, and were in classes where there were an abundance of varying perspectives and ideas. We want our children to be inspired to learn, challenged in their assumptions, pushed to think critically, and develop empathy for others and varying points of view. We want teachers who think out of the box. We want our children to be as academically competitive and prepared as any other students in the country when it is time for them to move to the next level in their education. Whichever option you ultimately chose please keep these things in mind. |



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| Fox, Binford | <p>I'm impressed by the process as a whole, especially by Mr. Kamras's commitment to communication and engagement with the community. This re-zoning process involves a tremendous amount of information and it is very hard to keep it all straight. The process also proves again the adage, "All politics is local." We will be most interested in the effect that various proposals have on our neighborhoods, our kids, even our streets.</p> <p>As a parent of 3 kids in RPS (one in elementary, one in middle, and one in high school) I have some personal stake and also history with the district. Of the draft proposals, I like the option of pairing Fox (our currently zoned elementary school) and Cary. We support equal educational opportunities for all of Richmond's kids and proposals which will increase the diversity of the schools. We remember the last time RPS schools were re-zoned and the effect that had on Fox. At the time I felt like it was a mistake to combine the Fan and Museum District communities (east-west) because it decreased the diversity at Fox (which already had a lack of diversity relative to the district as a whole). The current pairing proposal could help reverse some of the effects of the last rezoning.</p> <p>Our younger two children also attended VPI at the Maymont Learning Center. They both had a wonderful experience in a learning environment that was more diverse (in terms of both students and staff/faculty) than Fox is. Although Maymont is outside of the Fan (and a little bit further away from our home), the distance was worth it because of the quality of the school. While we love the idea of neighborhood schools, of walking to school, and of siblings attending the same school, we also realize other priorities in the education of our kids. When some of us live in neighborhoods whose socio-economic is the result of systemic forces of segregation, we may need to cross neighborhood boundaries in order to wind back those forces.</p> <p>As for the middle school options, I prefer Draft Option 1. In both options our zoned middle school (Binford) would remain unchanged for us. I prefer Option 1 because it preserves a bit more of the natural neighborhood boundaries, including the Fan and into Maymont and Randolph. I also feel like Option 1 would maintain a diverse student population at Binford, although admittedly I don't have a great grasp on the precise data. While the transition to middle school inevitably involves reshuffling and new schools, I think having a significant population of Fox/Cary moving together to middle school would provide good support for the Binford community.</p> <p>Thanks for your leadership and thanks for taking the time to read my feedback. I hope to have the opportunity to share this feedback publicly at some of the upcoming meetings about the rezoning proposals.</p> |
| Linwood Holton | <p>In option 2, we are rezoned for Carver Elementary. Part of why we love where we live is neighborhood walkability. We understand the need for rezoning and want every kid to have a good educational experience. But we also want our kids to be able to walk/bike to school as they get older. For that reason, if we must be rezoned, we'd rather be zoned for Obama or Ginter Park. We would also support a model that had shared kids across schools. So maybe, k-2 at Holton and 3-5 at Obama or Ginter.</p> |
| Southampton Elementary | <p>I don't know how to fully evaluate the middle school map given that we don't know if there will be a Thompson Middle School. I think there needs to be a second set of options created presuming Thompson is not in use after Elkhardt is built. I think Binford should have PB33, PB34, and PB38.</p> |
| Fox | <p>My Husband and I are very excited about option 2. Combing Fox and Cary is a great way to add much needed diversity to both Cary and Fox and address some of the over crowding issues at Fox. It will be great for the children to have the larger space at Cary to play outside and to have smaller class sizes. A city that is truly progressive will continue to pursue policies like this. My equity in our city. Hopefully this can also help our city realized a better and brighter future.</p> |
| Jonh B. Cary | <p>Love the pairing option for Fox and Cary. Makes all the sense in the world. Do it! Thanks!</p> |



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| Linwood Holton | <p>I think that the plan to pair schools in the central part of the city could be beneficial in Northside as well. Our family remains unaffected by the proposed rezoning options, so pairing would mean that my kids will never be in school together. However, my feedback is based on what would be best for the whole community, which would be a long-term benefit for my children as well. Perhaps having Northside K-2 students split geographically between Barack Obama, Ginter Park, and Overby-Shepperd, then have 3-5 students attend Linwood Holton. This would make for a nice transition for students as they advance, the schools would increase in enrollment size. Resources, enrichment, and specials could be more focused on being age-appropriate as well. I would also imagine that this would facilitate having more diversity among the student body at all of the Northside elementary schools.</p> <p>I also think that a solution needs to be presented to increase socioeconomic diversity at Mary Munford.</p> |
| William fox | <p>With integration as the goal, and compromise as the means.. I think the only way to integrate race and wealth in our schools is to split elementary schools. Let Munford stay as it is, zoning wise. Let Cary neighborhoods include museum district and the city stadium/carillon neighborhood. Let them be split k-2 (Munford) 3-5 (Cary). Then graduate to Hill for middle school.</p> <p>Let Randolph and Fan make up Fox. Let Jackson ward west to Scott's addition make up Carver. Let them be split k-2 (Fox), 3-5 (Carver). Then graduate to Binford for middle school.</p> <p>In both cases, they should be considered two campuses of the same school. They should have a joint PTA, and share pta proceeds. Munford, Fox, and cary have strong PTAs to build off of. Carver pta is unknown to me, but as the school is unaccredited I imagine they could use the guidance of a well established PTA to fund remedial programs the state hasn't provided.</p> <p>Re:Bussing.. Kids from each neighborhood could walk, though for half their elementary school years. It's not perfect for families who would rather walk the whole time - but it's a compromise.</p> <p>Re: white flight, sounds like this is a real potential from any RPS changes. It's present already for middle school - so changing nothing doesn't solve the problem either. In successful integration stories I've heard, the white/wealthy families choose integration. The sincere hope would be that, in a plan where each community spends half their time in a 'desired' elementary school, parents would be choosing to enter the school system in k-2(Munford/Fox) and have a chance to see the integrated/ split model function long enough to choose to stay with it in the long run. Come middle school, those who stuck out this elementary school arrangement would face little change to heir peer groups, and parents would bring their pta enthusiasm up to grades 6-beyond.</p> <p>There will be parents who simply won't want the demographics of their kids classrooms to change. It sounds like Richmond is finally willing to stand behind integration, and rather than let the narrative be preachy and shaming, I hope instead there's an aggressive campaign to market the benefits to all. I hope there's a message of 'no, brown v board did NOT desegregate our schools' that comes from a loving, well-meaning place to inform families who really don't know better. In a very real word of academic 'Haves and have nots', I hope RPS invites parents to participate in a new 'share all' vision.</p> |
| REDD ES | <p>I'm for the combining of Fox and Cary school districts. I think it is a great way to promote diversity.</p> |
| Barack Obama | <p>My main concern is that culture of the school will change. B.O. is a small community school. The school is tight knit and the teachers and staff are well respected. Id hate to see our school over crowded and disturbed. The school is already successful and diverse why alter this?</p> |



| School Affiliation | Feedback Related to the Process and/or DRAFT Options |
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| Bellevue Elementary School | <p>I am interested with the idea of pairing Fox and Cary elementary schools together through the different grades. I think it would provide an opportunity for our young kids to get to know each other better and to love each other, and that that is a good basis for all of our futures. I think the grade consolidation is an interesting way to get the students, families and communities working more closely together and understanding each other better.</p> |
| Bellevue Elementary School | <p>I work as a fifth grade teacher at Bellevue Elementary and noticed that it is being considered that Bellevue should be closed due to its small size. I think that the small class size makes a marked difference in the success possible for my students, who generally come in vastly behind. I have only taught for one year and it was at Bellevue, but my small class of 14 made it possible for me to reach each of my students in small group or individually daily and helped mitigate serious emotional disturbances that came out as violence or misbehavior. Due to my small class size, I was able to get all but 2 of my class to pass their science and math SOLs even as a first year teacher and even though at the beginning of the year the majority of my students were far below grade level for reading and could not multiply or divide two digit by two digit numbers.</p> <p>I think with the shortage of public elementary schools and overcrowding we are already facing, that it would be a mistake to close a school rather than enlarge it. To close Bellevue and just pile those students into a bigger school could lead to the same problems we see at Broad Rock, that now faces overcrowding. Instead, other schools could be alleviated of some of their overcrowding by bringing the students to us. Having small class sizes could be a great experiment in trying new methods with students who are behind grade level to determine how to differentiate for them and best help them succeed. Frankly, these advantages were not expounded upon in the past years at the school due to poor leadership. The policies and generally alarming practices from the last few years did not allow the school and staff members to benefit the students the way they needed in order to be successful. I am extraordinarily excited to have a new administrator and leadership for the school to help us make the most of our school's strengths and to make great progress for our kids.</p> |



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| <p>Ginter Park, Barack Obama and Broad Rock</p> | <p>First of all, I appreciate all the effort and work being done in order to make this process as inclusive and comprehensible as possible. I am very thankful to all the community volunteers who are spending a great deal of time reaching out to people for feedback. That is honestly how I got here. I work at Broad Rock Elementary. Even though our administrators do an amazing job running that HUGE school, I think we all agree that big schools like that are not ideal at the elementary level. I live half a block from Barack Obama Elementary (0.3 miles) and I can literally see the school from my house. However, I am zoned for Ginter Park, 1.5 miles away.</p> <p>Regarding the proposal, I have the following questions/ comments:</p> <p>At Broad Rock: Is the reduction in the number of students enough to eliminate the need for the trailers?</p> <p>At Greene: We always talk about Broad Rock being a tad too big for elementary school, yet we are building Greene (which is 96% Hispanic if I remember correctly), to fit 1000 students. How is that fair for those EL students to be put into a school that big? Are they going to have the appropriate amount of language support and EL related services? What steps are being taken to ensure the communication with the community and parents fulfill their needs?</p> <p>At Barack Obama, Ginter Park and Holton: Sometimes, when the weather is good, I see students using the park directly across from my house. I love the idea of the school using the community resources around them and would love to see more of that. The school is ½ a block from my house, 0.3 miles. However, I am zoned for Ginter Park, 1.5 miles away from here. I would suggest the following:</p> <p>Barack Obama/ Ginter Park: from the little butterfly-shaped zone south of Laburnum that is currently zoned to Ginter Park, only half of it is being made part of Barack Obama according to the draft. I would suggest both those areas be moved to Barack Obama. This is a very walkable neighborhood, those changes would allow families to walk their students and save on transportation costs.</p> <p>Ginter Park/ Holton: As the superintendent mentioned on his email today, there are suggestions about pairing both schools, which I am all for. Another suggestion I have is that the blocks between south of Laburnum, north of Brookland Park Boulevard, east of Chamberlaine all the way to the current Ginter Park line (this forms a little rectangle-ish area) could be moved from Holton to Ginter Park.</p> <p>Please let me know if you have any questions regarding my comments above. I look forward to coming to one of the meetings and talking about the proposed changes.</p> |
| <p>Future fox parent</p> | <p>I do not agree with rezoning fox to merge with Cary. I worked for rps for years, I am currently in education and I have two young children who will attend fox in the next two years. While I agree that there should be increased diversity across all schools in Richmond Public schools, I do not trust the district to carry this rezoning out well. I believe we are going to end up with a situation like Thomas Jefferson high school where no one from the community center child to the school. I also feel that the way the system set up race baiting and trying to rezone a school based solely on race isn't ideal. While I agree that there should be increased diversity across all schools in Richmond Public schools, I do not trust the district to carry this rezoning out well. I believe we are going to end up with a situation like Thomas Jefferson high school where no one from the community center child to the school. I also feel that the way the system set up race baiting and trying to reserve a school based solely on race isn't ideal. The reason why fox has a vibrant school is because of parental involvement and huge funding coming in from the PTA. My husband and I are not wealthy and I am mixed race. We are both educators. We believe this move will destroy fox. Wealthy parents will only move their children to private schools.</p> |



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| William Fox | <p>While I am supportive of both of the proposed plans for Fox, I have concerns about the implementation of the K-2/3-5 plan for the 2020-2021 school year. I do applaud the committee for considering suggestions outside the box of just redrawing lines, and I can see how this split of grade levels would spread resources over more schools to be available to more students. However, I believe that this would be a big change that needs a considerable amount of time and forethought into planning. If this plan was to be selected, who would be in charge of making sure that the change would be implemented in a way that would best address all of the needs of children, parents, teachers, and staff? Would teachers and staff at the current schools stay and be merged together based on grade level? What measures will be put into place to help the transition of the students? To me, the K-2/3-5 split is a solution that needs more details provided..as a parent that chooses to entrust her children to RPS, I would like to know that careful thought will be given and communicated regarding how the change would be implemented.</p> <p>My other concerns about this plan include having siblings at multiple schools and having my children go through more transitions in changing schools, which has been shown to be harmful to children.</p> |
| William Fox Elementary | <p>I think that both draft options are interesting as they relate to Fox. My hesitation with option 2 is the lack of any plans or timelines set forth given the magnitude of change involved for two elementary schools. Will all 3-5 teachers from Fox automatically be transitioned to Cary and vice versa? What about administrators? Since there will be hundreds of children facing a move to a different school, is there a plan in place to support them during the transition? Who might be responsible for overseeing an effort like this? Ultimately I believe several of these details need to be socialized in order for the public to have an informed opinion.</p> |
| Fox | <p>I am writing to you to STRONGLY urge you to dismiss the proposed merge of Fox and Cary as outlined in the RTD. The goal of more diverse schools is an important one but will not occur with this plan. Many parents will leave RPS due to the logistical issues and loss of relationships with their neighborhood school. Please consider the following:</p> <ol style="list-style-type: none"> 1) I would have a child at Fox and one at Cary. How can I send one on a bus at the same time that I am walking the other to school? Same issue in the afternoon. I live in the Fan, not Windsor Farms. I am not going to let my 3rd grader come home and let himself in the house on his own without an adult present. The same would be true for parents who reside in the Cary zone. You could not stagger the start and end times of the day enough to eliminate this issue. Attendance would drop and tardiness and early pick-ups would increase for both schools. This counts towards accreditation by the state. This does not even address the additional buses and routes that would be needed to implement this plan. Last year's buses showed up at Fox 30-40 minutes late each afternoon - this would be even more complicated and less likely to be timely. 2) Transitioning schools within RPS is a cumbersome and error-filled process every year. To add an additional transition would discourage parents from entering and staying within RPS. There are no other elementary schools split like this. Families would choose schools where their children could stay for K-5 or leave after 2nd grade. As a result RPS would have a very empty Cary building, one that just got a new roof with RPS money. 3) Families would not build as strong relationships with a school that they are only involved in for 3 years. Those relationships are KEY to creating a positive environment. Already Fox has a declining PTA and parent involvement. With this plan, it would sink much lower. It is difficult to get parents to attend PTA meetings and volunteering - it would be less likely that parents would participate in events for 2 schools. The VPI center at Maymont is an example of how families don't build relationships with schools they are involved with short periods of time. Enrollment there is at an all-time low despite having some of the best teachers in the system and doing a great job of preparing students for kindergarten. <p>I am very disappointed that the newspaper and the superintendent are painting opposition to this plan as being racially motivated. I hope that you will not be swayed by that propaganda and examine the logistical flaws and damage to relationships by splitting up each school. If you want more diverse schools, rezone Fox, Cary, and Munford so they would be more diverse and keep each school as K-5. This plan is a 'quick fix' band-aid idea that will not help either school and will hurt RPS.</p> |



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| William Fox | <p>I am a parent of a rising 5th grader, 2nd grader, and soon to be kindergartner. We live within 5 blocks of William Fox. The proposal to have Fox end at 2nd grade and Cary begin at 3rd grade is such a distressing event to my family because of logistical nightmare it would create. We support making Fox and Cary more diverse. There are many ways to make these schools more diverse including open enrollment and reworking the schools zones for Cary, Fox, and MUNFORD-which would give more diversity at three schools.</p> <p>I am hoping Mr. Kamras is not pitting race against people. Families just want to send the elementary-aged children in their family to the same school. Some of the issues that would affect our family:</p> <ol style="list-style-type: none"> 1) How to get our young children to 2 different elementary schools on time each day and picked up each day? Bus transportation has not been a reliable thing within RPS. How can we be at 2 places at 1 time? 2) Attending parent-teacher conferences, PTA meetings, and volunteering at 2 elementary schools will be nearly impossible. My relationships with the teachers and schools will suffer. I know this will be the same for other working parents. I believe that the parent involvement for both schools will suffer. 3) How can our children participate in the many extra-curricular activities that are offered when they will be at the same time at 2 different places? One or both schools will not be able to offer the same activities that they are currently offered. <p>These issues are real and would affect our day-to-day life. Many families will opt to send their children to a K-5 elementary school to avoid the problems that this split causes. As a result, neither school may end up with the diversity that is desired.</p> <p>I have spoken to many other parents who have these same concerns but are afraid to speak up because the newspaper and superintendent are painting opposition to this plan as being not supportive of diversity.</p> |
| All Richmond Public Schools | <p>As a citizen of Richmond I am very concerned about the proposal to split William Fox and John B. Cary elementary schools. Mr. Kamras has stated that he is in favor of this plan because of the diversity it would bring each school. That sounds noble, but let's dig deeper. Mr. Kamras is paid \$250,000 to improve the pass rates and accreditation of our schools, not just to create diversity. Combining the two schools would create only one school that has students take the standardized tests (John B. Cary grades 3-5). That school has struggled with accreditation. Will the influx of students from Fox help get John B. Cary accredited? Is that part of the motivation for this sudden idea to merge the two schools instead of rezone them to create diversity?</p> <p>Furthermore, RPS spent a lot of money to hire a consulting company in part to help find ways to make schools more diverse. I find it hard to believe that the consulting company could not come up with 1 way to help diversify Mary Munford.</p> <p>Yes, Mr. Kamras and school board members, more diversity in schools is a wonderful thing. Splitting schools is NOT! It creates logistical problems for families, transportation issues, and reduces before and after-school opportunities, parent involvement, and community engagement. Most families want to send all of their elementary-aged children to the same school.</p> <p>Re-zoning schools in a non-rushed way and creating zones with more diversity is your answer. I understand doing that takes time and Mr. Kamras has a 5-year plan. A well-thought out rezoning plan would help diversify Fox, Cary, and Munford. At the same time they would remain K-5 schools that would grow within the community and earn state accreditation.</p> |



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| Linwood Holton | <p>First, thank you for all the community meetings that you will be hosting over the next month as this process continues. I appreciate the genuine effort to engage the community. I just left a meeting at the North Avenue library facilitated by Ms. Harris and Ms. Castaneda. The meeting was very informative, and it was a great opportunity to listen to my neighbors, ask questions, and share my thoughts.</p> <p>At this point in the process, I would like to see a few more options on the table. I think there is a missed opportunity in the Northside to pair schools and achieve greater diversity and more integration across schools in the Northside. I would like to see Cropper develop an option that considers this possibility.</p> <p>Finally, I think that pairing schools actually provides some programming and instructional advantages. A K-2 school can hone in on the kind of programming that early elementary students need and develop that expertise in house, and a 3-5 school can do the same. I'm hoping that RPS might provide information about these kinds of advantages to pairing schools, in addition to the extremely important goal - in the instances where it is one of the goals - of creating schools that are more integrated.</p> |