



**City of the Future Schools
Presented to the Mayor's 7th
District Roundtable Meeting**

Monday, June 19, 2006



Rev. 6/17/06

Recommended additions and/or
changes to RPS CIP Budget 2007/11
City of the Future Schools

The current CIP Budget has eleven (11) schools identified for replacement or major renovation. The following changes in those schools or additions to those schools were discussed by the Facilities Committee on May 9, 2006, June 1, 2006, June 9, 2006 and June 16, 2006 and represent the Facilities Committee recommendations for changes to the City of the Future Schools in the CIP Budget for 2007/11.



The Facilities Study of 2001 along with current population trends served as the basis for these recommendations.

The chain of events listed after each school reflects the changes necessary to reduce the number of schools RPS operates and thus reduce the per pupil cost in accordance with Direction from the Mayor and the Educational Advisory Committee, appointed by the Mayor.



- The comments contained in notes 1-3 along with the separate statement regarding the impact of the City of the Future plan on the ADA settlement remediation reflect the desires of the Richmond School Board and will be annotated in the changes to the CIP Budget.



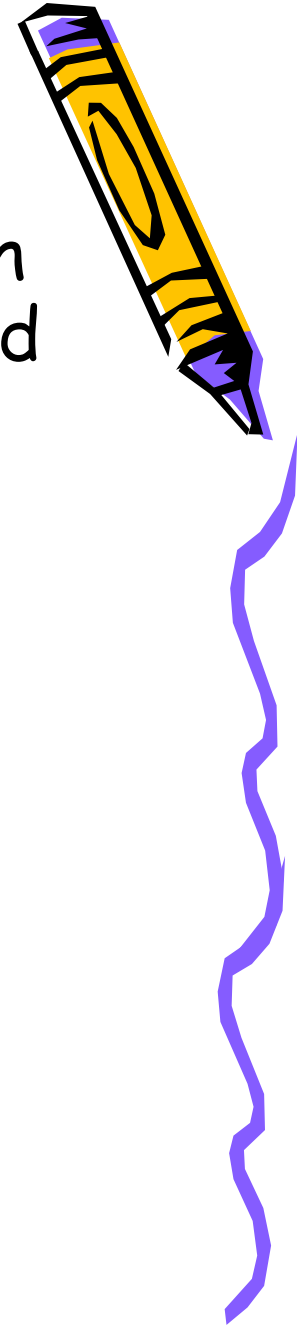
- Build a new elementary school in the Fulton area to serve population growth in the area and the students currently attending Bellevue and some from Chimborazo.
 - A new Fulton (area) ES would be built to accommodate approx. 950 students and is envisioned to be a K-8 school.
 - Bellevue would be closed and become surplus to the city.



- Renovate MLK MS which is envisioned to be a K-8 school.
- Build a new George Mason on site to accommodate Mason and remainder of Chimborazo and some MLK. The new school is envisioned to be a K-8 school.
- Build new Woodville on site to accommodate Woodville and Fairfield. The new school is envisioned to be K-8.



- Note 1: Final determination of programs contained and grade levels included in each new or renovated school will be determined by the Education Specifications for each facility.
- Note 2: All new facilities Education Specifications should include appropriate "community use space" to provide citizens and the community greater access to school facilities.
- Note 3: All new facilities Education Specifications should include appropriate



SCHOOL REFORM

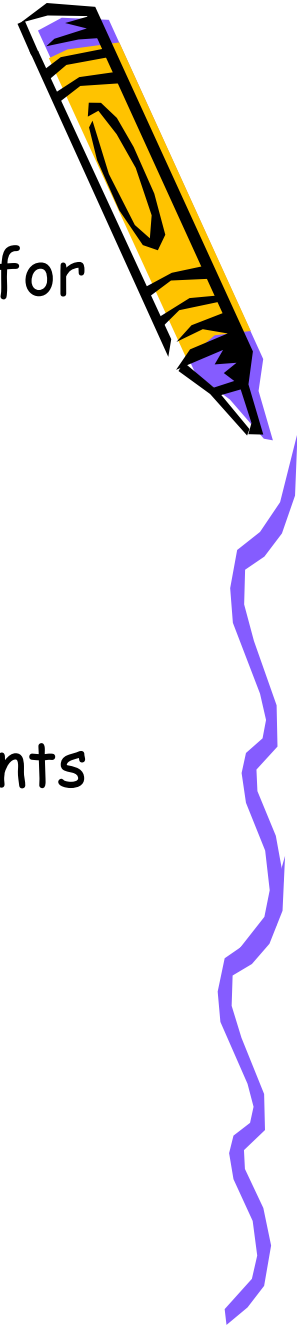
Currently, we have 45 elementary, middle, and high schools in the district. In the east end, we have six elementary schools, one middle school, and 2 high schools. Closing schools is a priority for the Mayor and is part of his City of the Future Plan, which also calls for building or renovating 15 city schools.



WHY K - 8 GRADE SCHOOLS?

We have to provide a high-quality education for our children and to make the best use of the education funds we have. So how do we best configure our schools in the East End?

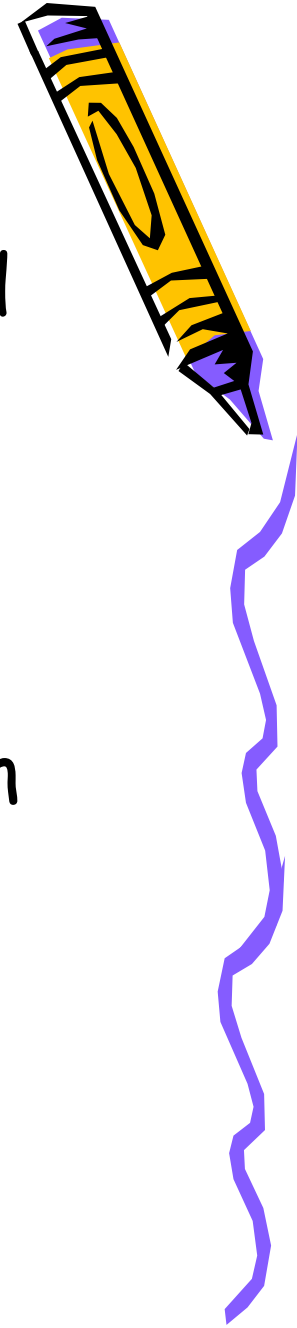
Studies show that there is significant achievement loss during transition years, that is from elementary school to middle school. Students who make fewer transitions need fewer years to make up for achievement losses caused by transitions.



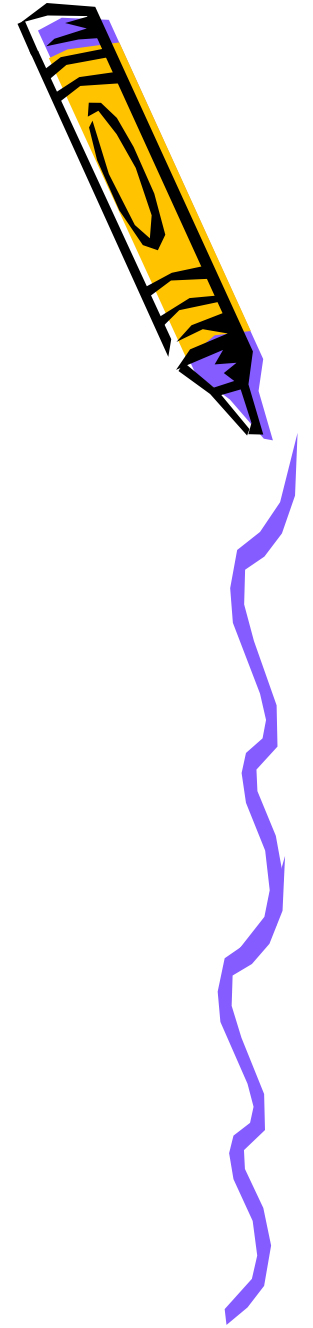
Another study found that each time students switched schools, their feelings of non familiarity increased.



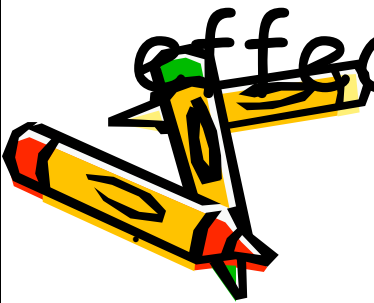
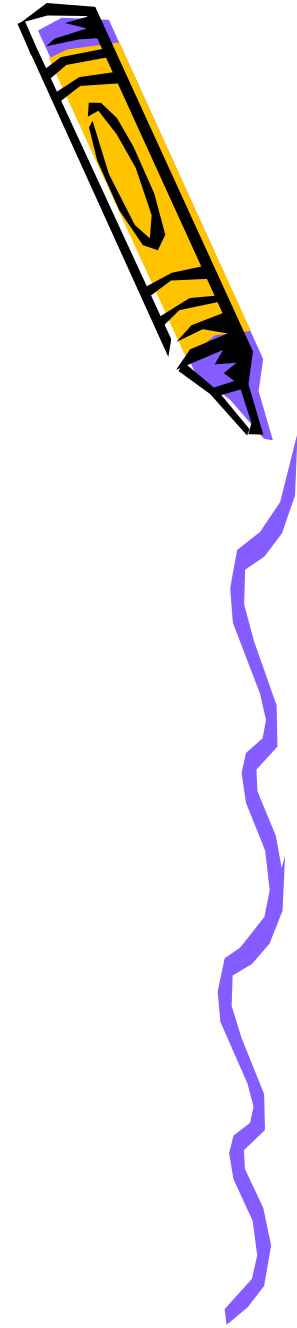
Another research study found that girls in early adolescence suffered from a drop in self-esteem, extracurricular participation, and leadership behaviors when they made the transition into middle schools but not if they remained in a K-8 grade model. For boys, the study found the same effects but not in self-esteem.



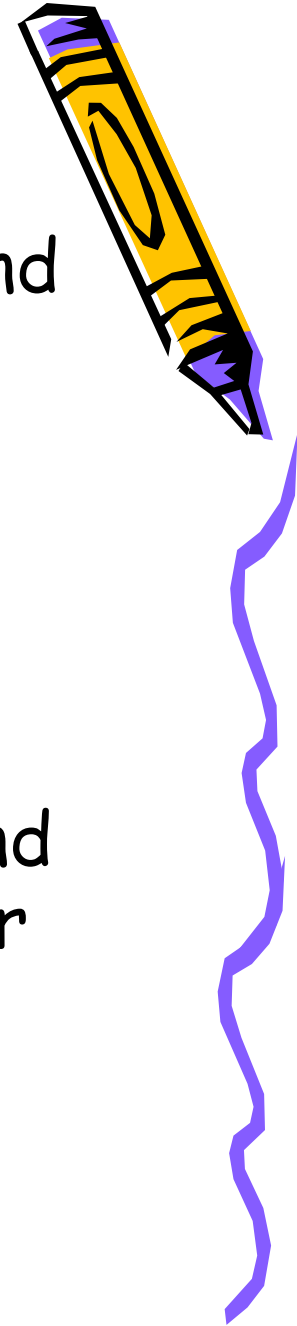
The study found that remaining in K- 8 setting made the entry into adolescence less stressful for both boys and girls. The students who had not had the stress of the earlier transition seemed to cope better with the transition into high school than did



When going to a separate middle school, one study found that 6th grade boys experienced more suspensions in middle schools than in elementary schools, possibly related to the effects of the transition.



- A K - 8 grade model creates continuity and convenience for parental involvement. Parents have more exposure and familiarity with the school's staff. For those who have children in both elementary and middle schools, a K- 8 model makes it convenient for parents to interact with their children's teachers and administrators. It can develop a stronger PTA which can encourage continued participation of parents. This model



A school design will not in itself guarantee that students will learn well and be well adjusted. In addition, we must look at the programs within the

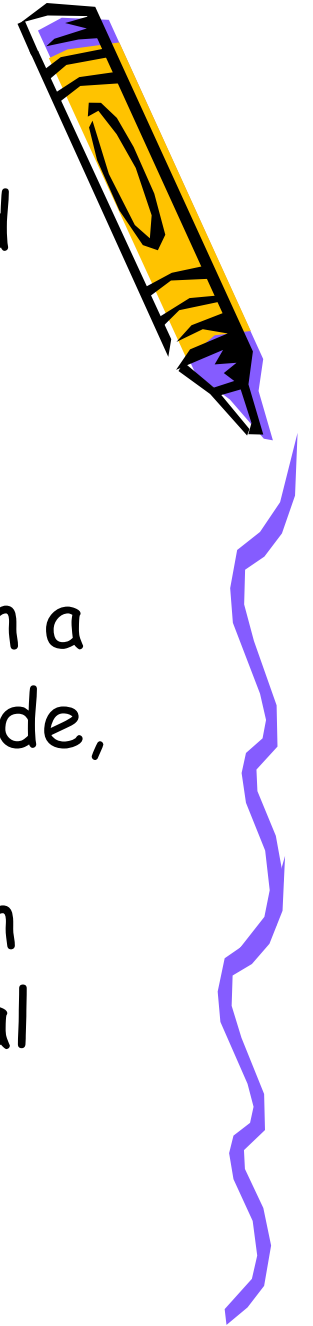


GRADE CONFIGURATION

Pods or clusters can occur for middle school grade levels. A pod could contain classrooms for teachers of core subjects. A typical arrangement might involve four classrooms - one for each subject - all opening onto a common area. The teachers function as a team, instructing the same group of students and planning together. Students can take additional subjects elsewhere in the school, but at least half of each day is spent in the same pod or cluster.

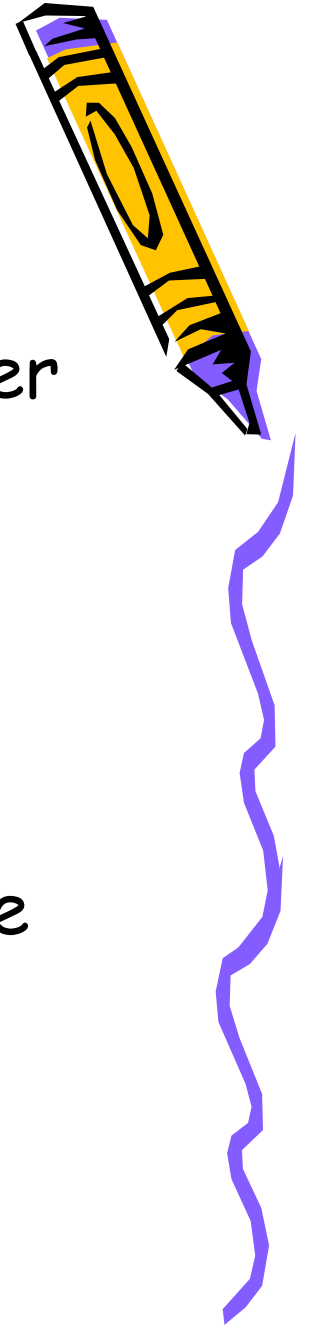


The elementary part can be subdivided into families. A "family" might cover the classrooms on one side of the corridor including kindergarten, 1st, 2nd, 3rd, 4th, and 5th grades. When a group of students completes one grade, they move to the next room on their side. The teachers in the family plan together and coordinate instructional



A "neighborhood" could encompass two families. This arrangement makes it easier for teachers at the same grade level to coordinate activities, group and regroup students, and conduct joint lessons.

Another option is to form pods like middle schools - placing a grade level in each pod.



- Each pod would have an assistant principal. There would be one principal for the entire school. Middle school could have an



- This configuration is just one of many models. However, it is suggested as a beginning for parents and other stakeholders to begin a dialogue about our schools. We are empowered to make recommendations as to how our children should be educated.

