

December 15, 2010 at Sandusky Middle School

QUESTION TWO

What do you consider to be the components of an excellent secondary education? (*Note: For the purpose of this discussion, secondary education is defined as middle and high school.*)

- strong leadership - teachers and staff
- reasonable spending - do it well
- small classroom size; 16 to 17 preferred not 25 to 30 up to 40
- text books materials that are up to date/online textbooks
- network structure supports online learning
- College prep career path
- opportunity show more creativity - inquiry-based learning
- technology keeping up with technology
- opportunities for students with special needs - accelerated programs
- athletic excellent program
- cultural arts
- AP
- could each school have all career tech classes?
- life skills classes (example how to write checks)
- athletic facilities
- Gym that accommodates your round athletic competitions - indoor track
- safe and secure
- training on how to respond to challenges
- facility - secure – locks
- adequate custodial staff to keep building clean
- healthy environment
- opportunities for success
- extracurricular activities
- academics
- connections to real world experiences
- learn from synergy between learned knowledge and practical/cultural/humanities application discipline
- positive attitude
- environment that supports both academic and vocational opportunity
- neighborhood school in the community
- up-to-date technology
- is important to note that we already have excellent secondary education in Lynchburg
- an athletic program with excellent facilities that make students want to be part of it
- small student body that each student feels a connection
- concerned and involved parents and community comprehensive high school's
- full curriculums
- diverse curriculums
- students having choices
- integrated curriculum
- equal among schools
- academic and intellectually challenging
- meet needs of all students
- wide range of extracurricular activities
- development of learning communities: applied
- academics, social interaction, experiential education
- security
- each student has a school issue to swipe card for
- access
- size of school/classrooms
- anticipating future needs; population, ESL, special ed – autism, technology
- writing course essential
- practical life skills preparation for successful career and life; finances
- community health workout center within the high school for all student access
- keep data on college acceptance statistics as indicator of quality
- office area should be on the same floor in the same area - this is more efficient
- less stairs in any construction and renovation system to capture teacher input for recruitment
- increase social workers in schools
- Public technical high school (outside of and separate from a comprehensive high school)
- extracurricular activities include athletics music etc.
- flexible school day
- take a look at vocational-technical development in industrial arts for students not college-bound
- student teacher ratio, less students per teacher smaller classes
- high academic rigor and certified teachers that get paid for it
- flexible schedules to take classes that student wants without having to give up interests
- produce engaged students who think, write, talk, and able to judge and evaluate

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- parent involvement, provide training
- continue parental outreach beyond elementary school
- zone such that outreach efforts become effective system that provides parental access to
- computers and programs they may not have due to not being able to afford
- working shower facilities
- consider scheduling times start and end of school day to be flexible and accommodate needs of students who work and families (example college schedules)
- flexible availability of teachers and their work schedules for staff or itinerant staff
- all inclusive facility so football teams don't have to leave campus (example swimming)
- Same athletic offerings at both high schools
- same academic and course offerings to students at both schools
- include considering where Gov. schools will be located
- technology use to bring about broader learning connecting to area colleges to maximize
- learning opportunities
- building design helps promote positive atmosphere
- few stairways, wide hallways, environmentally friendly, special ed classroom same size as regular ed (standard)
- innovative academic support programs
- increase partnerships with CVCC
- exploratory/accelerated opportunities
- variety (band, languages, the theater, sports, all of the career tech classes)
- friendly involved faculty and staff
- intelligent comfortable environment
- AP/challenging classes
- Safety
- meeting student needs
- adequate learning space
- technology
- student : teacher ratio
- room for growth
- community support
- innovation
- unique qualities
- diverse
- representative
- more sponsors
- cutting edge
- sense of belonging
- ownership
- healthy - no mold
- environmentally conscious –
- green/recycling/reuse/no landfill
- less steps – accessible
- culture of learning
- multicultural staff/student
- expandability of classroom(social, physical)
- incorporate needs of local business
- public private cooperatives
- strategic program for those coming in/ going out (assist with transitions)
- good healthy food
- higher arts program/core classes
- library should be full of books and other
- resource materials
- built to current code/built for the long run
- experts consulted for various areas such as
- sports, performing arts, computers, gym
- building that does not lead to isolation
- big visible clocks
- ample parking for large events like graduation
- Excellent career tech education along side college prep
- high return on investment
- diverse high-quality well equipped staff
- availability of college AP challenging classes
- structure that makes sense for the community
- accessibility community friendly
- Place children want to be, learn
- sense of community among teachers and students
- diversity of class levels interests such as Spanish in cinema
- comprehensive high school that offers many programs
- building that allows the programs to be effective
- teachers that can deal with different styles of learning and students
- supportive team (example central office, community)
- need parental support
- finance support
- small class size

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- teacher aides and equipment
- unified faculty - teachers get along
- teachers share the same this vision with administrators
- set example
- set goals
- good teaching practices
- parental involvement
- technology
- safety - sound building
- sports program, cultural, arts
- high expectations
- small classes more interaction with teachers
- 16 to 20 students - especially introductory classes
- Many varied opportunities, introduction to language in six grade, music
- preparation for college or career tech
- promote foreign languages and diverse cultures
- curriculum
- quality and dedicated staff
- appropriate facility
- extra curricular activities
- vocational training
- student/teacher ratio
- supportive, engaged community
- quality athletics
- adequate classroom size
- technology in the classroom
- accommodations for special needs students
- facilities that don't cause nose bleeds
- curriculum that prepares students for next step; college or work
- more than grades – emotional, physical, emotional maturity
- providing technology that supports 21st century
- interesting programs
- programs that focus on the way kids learn (visual etc.)
- athletics and arts don't lose sight of all varieties and areas - they should be a community draw
- teachers need to have knowledge of special education needs of students
- zoning and demographics to address the future population growth and shifts
- strong foundation in primary education
- more languages: Chinese, Arabic, Mandarin
- comfortable atmosphere
- temperature
- prepares students after high school; career, college, military
- attraction and retention of qualified staff keeping educators happy
- give students opportunities to learn on their own building that will grow with future - expandable within classroom and building itself
- small class size
- excellent teachers
- save school environment conducive to learning
- opportunities for extra curricular activities for all students
- good environment for learning
- variety of course offerings
- adequate supplies; texts, calculators
- career technology classes
- preparation for college/world of work
- field trips to see colleges, “gear up”
- good teachers: teachers who get to know
- students, well-trained
- student teacher ratio 20 to 1
- opportunities for one on one learning if needed
- team teaching
- safe facility; no leaks, appropriate temperature
- supportive and successful after school activities
- abundance of means to learn
- size appropriate for community
- user-friendly layout: front doors people can find, Windows
- energy efficient green Leed certified
- school that makes students responsible for their education
- common areas/community usage

QUESTION THREE

What are the questions and issues that the Task Force should consider regarding Heritage High School and secondary education?

- better parking
- communication between administration and community
- Teachers students and accountability for knowing what is going on
- sample e-mail
- potential population growth and heritage high school District in city
- what are building needs regarding technology

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- # locations of schools
- how to reach out to businesses to identify needs
- how do you allow programs to drive the configuration of the building design
- how do we develop integrated and sustainable secondary school system
- how will the number of floors design be determined is two floors more efficient
- how will the community be involved in the final decisions or design
- how will the community be involved in determining the features of a new are renovated school
- expensive test may limit some students
- lots of storage area and flexibility
- efficient special education programs
- how to make classroom experience more fun
- auditorium that will hold entire student body
- Auditorium user-friendly for community
- handicap seen on floor
- not taking bleachers
- lots of windows for you in life
- Money raised taxes
- energy must be considered
- keep contingency monies - for unseen problems
- salvage as much as possible from existing school to be reused (like chairs and desks, lights)
- gut school
- cool and reuse were possible
sell items and use money for new items
- possible selling property and building
- knock down – trails, park etc.
- selling corporate sponsorships for various aspects of school such as Areva, B&W, Centra, Dicks, etc)
- when it comes to spending money how high a priority will we place on our children
- how much of the dollars already put it in heritage high school actually went towards maintenance, addressing needs instead of wants?
- Why is a community task force being considered for heritage high school and wasn't put in place for Sandusky middle school or EC Glass?
- Why do we have to jump through so many hoops to get anything done?
- why is there a double standard between HHS and EC Glass?
- what is the ideal size of middle and high schools for student success?
- get input from students and teachers
- renovate or rebuild - not looking for a Band-Aid
- consider raising taxes - temporary tax increase to pay for project
- use building for seminars, business uses
- fundraising
- school made more energy than it used
- look at grants – energy, green
- get companies involved in classes such as aviation program
- how much outside input do you need (examples community, student, parents)
- no matter what they do - it needs to be a comprehensive high school not a ninth grade school, one huge high school
- curriculum needs to be considered with the technology that would be needed
- must have room for growth/changes in the curriculum
- athletic programs – wear/tear when so many groups are using fields
- cost
- renovating versus building new
- locations (on site versus others)
- safety issues
- how do you displace while renovating or rebuilding on site
- is existing site viable
- consider projected City growth
- how much cost is the city responsible for?
- community accessibility
- conservative, functional building
- wise spending
- impact of economic development – new business
- Follow priorities like fixing a leaking roof before fixing gym floor
- plan for future technology so building is not out dated
- science lab, technology focused
- safety, comfortable environment steady through the building (example HVAC)
- building on fill or solid ground?
- Strong foundation
- how many levels? handicapped accessibility
- moving students around
- wider hallways - 12 foot
- larger lockers - floor to ceiling

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- how do we maintain the quality of education
- how is school going to support students who need financial aid
- method to answer questions about current facility (for example is it sitting on swampland?)
- as planning is conducted “space” is an issue (example hallways and some classrooms are too small)
- if renovation, lockers are not appropriate for current needs (lack of locks)
- when planning, how will they determine “current needs”
- facilities need to be ADA compliant
- Is the building plan leading up to an up-to-date design?
- How will paint colors be determined?
- how will ventilation issues be addressed as long-term solution is developed
- how will parking need to be determined?
- how will the location be determined?
- how to pay for it - raise money?
- get community to buy in why education is important
- think of things to eliminate - possible sacrifices
- look at redundant programs - look at all city schools
- look at cuts across the board
- look at what teachers want or need for their classrooms: windows, electrical outlets is combining the two high schools even a good idea
- what changes should be made to LCS’s maintenance and repair program (the infrastructure questions)
- what will a larger student population do to the achievement gap?
- should rezoning be considered?
- need to consider the impact to the social environment
- is the current structure repairable?
- does the current building meet all needs and ADA requirements?
- follow through on design-design needs to be practical
- keep budget in mind-do not go overboard
- lack of gathering spaces for students
- use local arch/plumbers/skilled/construction company
- make sure to keep issues on forefront
- why is it taking 8 years?
- where will students be put during construction?
- where will new building be placed?
- temporary facility-rented space during renovation (LCA, Allied Arts Building)
- tried and true design-don’t have to reinvent the wheel
- current facility that could be converted to school (warehouse)
- redistricting
- career Tech, additional courses
- business partners/internships.
- preliminary arch. contest
- textbooks before school starts
- consider use of facility (old HHS) and whether it can be used for something else before tearing down
- where will you build a new one?
- political ramifications regarding impact on future educational mandates
- ask what colleges are seeking future student preparedness
- ask employers what skills they are looking for in future
- how does upcoming generation learn?
how to get city officials to understand this is not just a HHS community issue, it is a Lynchburg issue?
- what happens to curriculum after 2014 endpoint to NCLB—with completion in 2018?
- what about technology? for long-term future needs.
- how bad HHS structure really is?
- equity of course offerings and extra curricular
- examine how #s of students distributed between schools and demographics of that distribution.
- Housing less students/more students
- how do you best serve students and meet instructional needs even if it means redistributing students so travel time is not lost?
- what is/are environmental issues and footprints left as result of decisions to be made?
- take all comments/issues/questions into consideration without attaching thoughts of \$ or how much it will cost
- condition, not a money issue
- individual consideration
- whole-city issue
- build/renovate?
- population growth-prepared?
- drop out rate
- loss of “middle group” of kids

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- stronger middle school environment
- interaction- middle and high school [ex. theater], Sandusky/Dunbar 50%
- utilization of space
- cost concerns
- changing high school education model
- post high school options – college/career tech
- future needs complement other programs
- expanding on existing programs and success
- student - teacher ratio
- loss of facility and staff
- maintenance
- student accountability
- flexibility
- day care
- fitness center/class program
- wellness
- nutrition/healthy food
- green, environmentally conscious
- dishwasher/line
- why does the process have to take so long?
- have local businesses been asked to participate in this process?
- Demographic projections and current school systems
- Look at the \$\$ needed
- Is the building “fixable”?
- What is the opportunity cost of building vs renovating?
- Raise taxes?
- Ask Bedford County lessons learned in JF
- Anticipate changes in demographics
- Where are prior (CIP) feasibility studies (don't lose prior work/ideas)
- How do we ensure equality of diversity between schools?
- How do we pay for it???
- Should task force consider one secondary school campus (no group consensus on this question)
- What are repercussions of a consolidated secondary education/campus/school?
- What is the future of subsidized housing in the City and the impact on schools, especially HHS
- Should task force consider a different configuration of class groupings – grade levels/
- How can design be quickened? To <2 years – urgency!
- Increased disciplinary concerns – in school suspension vs out of school suspension – period vs all day
- Salvageable parts to school? Field house, track
- Is a new site necessary/best
- ADA accessibility
- Dome building – elevator, ramp, adaptable, energy efficient
- Governor's School?
- Recycling – reduce waste – division wide
- Look at other school systems and what they did

QUESTION FOUR

What are your ideas for how the community can continue to be part of this discussion and what roles should citizens play in determining options and solutions?

- engage faculty get their ideas and list of what they want to see a wish list
- aesthetics - promote learning /calming
- make sure it will function – works
- create computerized update board on the city website
- install a computerized information sign for regular updates
- create an opportunity for alumni to receive updates via e-mail
- Facebook updates/alumni page
- continue meetings to secure comments and suggestions
- round table structure is functional
- written updates in the newspaper to keep the community informed
- survey the community to determine interest in funding
- updates to the community via events
- use a valid process that involves and respects all stakeholders
- use information from stakeholders to influence decisions honestly
- provide feedback and response when people go online to sign up
- send out compiled list of information from all three community meetings
- subcommittees would be great experience, willing to investigate options
- investigate other schools from other areas
- marketing public information committee keep community updated involved
- understand true conditions
- parents should be a base

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- whatever group, should be chaired by someone in Heritage district
- open opportunities for students, parents of students, non-parents: should not be made up of city school board, city Council and city administration
- visit really great schools in Virginia
- consider polling or surveying citizens for major decisions
- involvement of marketing department: framed, well presented and honest
- Facebook
- TV at school and announcements
- "Monday minute" at school
- students engage parents
- lessons learned/work with other schools who are experiencing same issues in Northern Virginia
- CNU model text system/alerts for younger population
- open presentation on the other school models
- inform community of true intentions
- 3.2 billion allocated since 96 only 2.2 5 million spent
- ask community what they're willing to contribute
- sometimes there are ways to raise money and get things done without spending lots of tax dollars
- explore alternative funding
- don't have as many meetings on a short timeframe, consider holidays
- also consider different work schedules transportation and childcare
- target communication to parents of younger children
- make a committee of students, teachers, business concerns
- concerned citizens to be involved throughout the process not just at the beginning and before final decisions are made
- some direct conversation with city Council and subcommittees in addition to the school board for them to know how we feel and we know how they feel
- e-mails to keep you informed
- citizen involvement in final step
- show tape sessions outside of city school channels
- get info out
- use radio station example WLNI
- dedicated website for this project
- capability to post thoughts and ideas
- minutes of all meeting
- committee meeting members
- stay on time line
- give tours of heritage high school
- open house days at heritage
- task force stay on the timeline
- Time to move forward and process ideas
- action and subcommittee work
- ideas now channeled to specific work
- inform public timeline to 2018
- educate further
- use all media to put accurate message out and dispel minutes misinformation - regularly
- before moving too fast do a feasibility study first
- let task force carry out common thread of what to do
- don't talk it to death
- Facebook page for further feedback
- publicize the options locations for continuing feedback from public
- place on LCS system wide calendar periodic updates
- Flyers in utility bills updates on progress
- subcommittees assigned to research
- sharing and giving what ever knowledge, manpower etc.
- we need more persons with specific expertise; examples financial, construction
- advertise on shop committee searches
- Councilman Helgeson: important role
- more local representation on task force
- student representation
- more Council and school board representation
- engage elementary and middle school parents
- specific discussions for subcommittees - not too broad
- local business involvement
- truth - eliminate grapevine
- announcements, video meetings on LTV
- identify less committed and figure out ways to engage them
- newspaper
- single point of contact on Lynchburg is Listening website and updates
- using the media to keep the citizens informed about the progress and steps
- how were these decisions made - justification?
- PR campaign involves
- elementary students and parents
- entire community involved

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- website
- take a survey of what students want
- vote for best idea for community
- teachers offering extra credit for students to participate
- parents, students, administration and faculty from heritage high school
- hopefully some solutions
- other people with children in the schools must be on the task force and vested in the process
- be sure to involve teachers with specific expertise to help plan construction; example, band, music and special education
- help find out what people want in the heritage high school building
- continue to use the local media outlets, website, Facebook, and local TV
- continue to ensure effective clear communication
- stay engaged
- take personal responsibility for future of heritage high school
- provide up-to-date information regarding process on school website and city website
- community must commit to potential sacrifices; example raising taxes
- quarterly reporting
- task force present to community in person, on progress
- include local business, engineers and construction
- better communication on what are the objectives of the process
- quickly narrow the focus so we can discuss real issues
- address the problems and not agendas
- who will decide task force members and how will decisions be made
- how long will task force sit on information before anything is done
- need to keep community informed
- enroll community groups
- publicize ideas and decisions as they develop accurately
- If focus is mainly heritage high school then task force members mainly from heritage high school district
- use citizens and staff with expertise in discussions and design