

December 9, 2010 at Linkhorne

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.*)

- Great schools make a great community
- Safety = goal in all aspects of design
planning operation facility clean environment
- Inviting
- Good furniture
- Good teachers and staff
- Experience, people - not just the building
- Good school spirit
- Friends
- Proud of school building
- Good lighting, climate
- Good teacher: student ratio
- Low student/teacher ratio
- 20 to 1
- Depends on: content, class, needs of students
- Design to hold 30 students
- Flexible
- Large enough to meet needs as they change
- Education is made up of students, environment, staff and curriculum, discipline -desire to learn
- Diverse curriculum
- More vocational training/education
- Mechanics, technology, business partnerships, “real world”
- Lots of opportunities to learn leadership, teamwork, critical life skills
- Technology components maximize opportunities for kids to be involved in school by taking size into consideration
- Academic rigor every child challenged to do best
- Career tech is maintained or expanded, have already had classes cut
- Thought for the future
- Green
- Accommodate new innovations
- Pupil teacher ratios
- 1 to 30 is too large
- Parental involvement
- Part of the community
- Student involvement
- Something for every student
- Technology: access to computers in the classroom
- Keep up with current technology
- Interactive “hands on” technology: ipads, smart boards
- Technology that stimulates student interest
- Main focus “current”
- Graduates that are competitive in the workforce
- A safe building to hold class in
- A functional building, not the taj mahal
- Structure of education should remain grades 9 through 12 all in one building on one campus
- Smaller classroom 15 to 20 students
- Small number of students overall in one school
- Diversity and extra activities: arts, music, sports
- Small pupil/teacher ratio
- Safe environment
- Manageable size: total population, building, security issues, grounds
- Home away from home
- Course variety
- Extracurricular activities
- Larger the school less student involvement
- Combining sports team limits participation
- Student participation in extracurricular provides incentive to be in school and behave while there
- More vocational for kids not college bound
- Look at community needs, partnerships
- Technology integration used effectively to teach, motivate in classroom
- Kids known by principal, teachers and guidance counselor
- 9th grade transition year is an important foundation for high school success
- Feeder schools need to support established peer relationship
- Preparation for a higher education
- Preparation for other experiences outside academics
- Technical education
- Wide variety of academic choices for students
- Tailor choices to the industries and other vocational opportunities
- Engage companies to help provide educational opportunities for students
- What would these companies need in the future
- Expose students to alternative educational opportunities
- Don't limit opportunities for students

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- Expand opportunities to both schools
- Larger school provides more opportunity for socialization
- Large school makes travel for extra curricular competitions lengthy and expensive
- Keep career tech strong
- Highly motivated teachers: content and technology
- More hands-on opportunities for kids to learn trade
- Integration of curriculum, English with technology
- Safe and orderly building design
- Opportunities for students
- Preparedness for future (no lost souls; students knowing what they want when they leave and how to proceed beyond high school)
- Safe, secure, comfortable
- Excellent adaptable, expandable facility
- Flexible
- Cutting edge technology and resources
- Space, room, infrastructure to support electrical needs and growth
- Adequate AP courses and distant learning
- Curriculum that offers same opportunities for all at both high schools
- Provide small class setting opportunities, not oversized class numbers
- Equipment/materials to serve students
- Extra, unused space for growth
- Rivalry between two schools would be problematic if combined
- Smaller size allows more participation and extra activities
- Access to AP classes: coordination with local colleges
- Technology: virtual AP classes, laptops instead of books
- Focus on vocational skills (not all kids go to college)
- Special needs children
- Career check opportunities expand this and create awareness
- Common spaces large enough to accommodate students
- Open
- Natural light
- Space for small groups and large groups
- Social areas
- “mall area” for exchange of ideas
- Appropriate level of challenge
- Awareness of what students need to be successful in post secondary-college,
- Career/vocational, career tech
- Arts
- Career tech classes
- Look at European model for non-college bound students
- Access for all students to all courses (examples, AP to electives of art)
- Ample elective offerings (for exploration) and preparedness
- Courses offering basic daily skills (finance related cooking, etc)
- Attract and retain excellent teachers
- Parent involvement-accepting responsibility and accountability
- More resources accessible at school
- Open door
- Resource center – active
- Place that teaches students accountability
- Place to build a good relationships, clubs, after school activities
- Spaces/areas for students teachers to dialogue informally
- Personal space
- Community involvement and partners: training for students: potential employers:
- Experiences in a diversity of career fields
- Regardless of assigned school district, allow all students to participate in programs at either school
- Distance learning
- In deciding on a new facility look at what really works not necessarily look at
- Cosmetics/aesthetics/architecture
- Buy Brookville high school
- Career tech located in one place
- Work with local businesses to clearly identify what employers need
- Career exploration: six week experiences, broad range of work experiences
- Middle (6,7,8) and ninth grade focus on career exploration
- Communication and coordination between two high schools
- Expand parent school communication - leverage technology for this
- Ensure there are enough qualified teachers
- All students need to be challenged regardless of achievement
- The “b” and “c” students often don't get the attention that those higher and lower do
- Safety - focus

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- Resource officers
- Other ways to ensure safe school environments
- Camera systems
- One entry point
- Opportunities for extra curricular activities
- Auditorium - auxiliary gym – field house
- Continue with in the enrichment programs
- Structure environmentally responsible - green –LEED certified
- Consistent climate throughout building
- Play it smart sports concept using athletics and support for academics
- Movement for all, incorporate more kinesthetic learning
- Play it smart coordinators full-time for both high schools
- Open play it smart to all athletes
- Facilities are an important part of learning
- Environments, site analysis, safe access ADA
- Making best/fullest use of the facility lifecycle, green and sustainable
- Remodel or rebuild but fix problems
- Good planning structure usable with future technology
- Ongoing/competent inspections (get what we pay for)
- Find money needed (what we can afford, what we need)
- Why will this take eight years?
- Projects that we can all be proud of for generations
- Build new or renovate
- restructure grade levels attending
- attendance zones
- compare pros and cons of one large high school versus two separate high schools (how is individual students effected, what is the best situation)
- how does Governor’s school and vocational fit?
- fact versus fiction of issue at heritage
- time for student/teacher or teacher/teacher interaction
- evaluation of course offerings
- impact on Governor’s school
- impact on recruiting new businesses
- impact on neighborhoods
- what's best for kids
- safety
- physical environment
- class sizes
- what's the best way to learn
- technology
- “old school” - respect different ways of learning
- get rid of SOL's or at least reconsider
- anticipate adaptations needed for future
- research what works elsewhere
- redistribute kids redistricting (Blacksburg high school experience)
- Are other schools available to put kids into?
- make sure floor plan is flexible/functional and a proven design
- what do we really need and plans to for future needs
- smooth transition, ie. Consider Sandusky School
- Campus arrangement
- Research student achievement, large schools vs small schools
- Options and cost
- support public education
- size of school blending with region 2000
- address dropout rate
- look at how we group students by grades in different buildings such as ninth grade separate
- design of schools - student friendly
- extra curricular activities should be maintained and continued - this encourages student attendance
- tear down heritage high school and build where new athletic field is located

QUESTION THREE

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

- Get people with varying perspectives on all identified options
- Optimal size for a secondary school
- What is the impact on all extra curricular activities?
- Possible decline in student enrollment
- Use experts to look into keeping up with ever changing technology
- total look to experts for overall problem-solving, “who solved similar problems challenges elsewhere”
- how do you see a vision 30 years out
- separate high school from EC Glass
- how to fund/budget

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- look at best class size (footage and student teacher ratios)
- where will the new facility be located? optional sites?
- will everyone continue to provide input until city Council receives school board recommendation?
- where is diversity on steering committee? will task force reflect greater diversity and demographic representation? (women, men, young, old etc.)
- be sure decision continues positive economic input local business and growth
- Site: room for renovation/rebuilding
- where will the money come from? raise taxes?
- consider involve younger students who this will affect and their families
- project future usage what will Lynchburg population be? where will they live? tax revenue projections?
- One city high school not sufficient
- Campbell County reducing number of high schools? share resources/student population with Brookville?
- Magnet school approach workable?
- Teacher/staff raises also important for sustainability
- Accountability is crucial at all levels
- what can we do to ensure ninth grader success
- zoning/redistricting
- AA/AAA – AA preferred
- How can we document the actual HHS challenges in the current facility?
- Is the HHS facility sinking? If it is, the issue would be “why this site? (we want to make certain we do not build on sinking ground)
- Ingress/egress for vehicles
- Central front office easily identifiable
- Keep all parking close to school
- Natural lighting/energy efficient
- Pool facilities
- Football stadium
- If school is renovated, can it achieve the goals of Question 2?
- Move kids to different schools while is fixed/being constructed?
- Develop vocational school to lessen the load for “regular high school”
- Develop different academic requirements that keep in line w/state guidelines
- Provide a program for GED completion and a career tech certificate to increase graduation rate to achieve state accreditation
- Combine academic programs w/technical
- What do other school systems in the top 5% do?
- There’s gain for the City to have 2 schools in the top 5%
- Auditorium with community access centrally located
- Band/Choir facilities
- If a new school is built, where will it be located?
- Grade configuration
- What to do with the possibility that student could be displaced for a period of time?
- Money
- Available land
- The timing of looking at the identified issues
- Task force need to inform/notify community more frequently and do a better job through this process (keep rumors to a minimum or not any)
- Look at growth plan and patterns in that part of City of Lynchburg
- We as taxpayers cannot avoid taxes and need to make that point heard
- Be certain that monies for this project go to this project and are not redirected or used a originally intended (over the long term)
- Don’t go for the lowest bid, pay more now w/lower future maintenance. Don’t cut corners with \$\$
- Think outside box on how to deliver secondary education (Example, each high school as a specialty center –ECG theatre and music, HHS as science and math
- How will the demographic study/projections be determined?
- How will a renovation/building be funded?
- How do we “sell” the decision to taxpayers?
- How will you locate experts to help insure success?
- Building is biggest issue (renovate or rebuild?)
- Land for sale adjacent to HHS – buy it now
- Health issues based on what the current building was built on
- Economy and how do we raise the money?
- Are there rezoning issues?
- Flexibility in design of building
- ADA accessible
- is the facility worth keeping? (current building is it beyond repair)

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- what is the cost of renovations versus rebuilding and when do you get maximum for invested dollars
- how will academics be maintained while construction occurs?
- Heritage High School has an emergency now (unacceptable facility) what are we going to do now and during the interim (climate discrepancies, safety issues)
- consider a new site
- given the cost for new building - will be enormous – how can we pay for it and sell it to the public down the road?
- surrounding area's growth to accommodate students and to match surrounding schools in region 2000
- future industry coming into the area
- school that can expand
- class reunions
- cost to repair school versus continue programs
- how will it be financed? literary fund or local fund?
- how will affect areas reputation, quality of school reflected in community?
- How does this process compare to the school renovation process used at EC Glass, Linkhorne, Sandusky middle schools, LPLDMSI
- Timeless versus trendy
- Adaptability
- how will we continue to meet Heritage High School student needs as a final solution is determined?
- want more facts presented by experts
- pros/cons of designs
- get community comments on preliminary designs at each step
- involve businesses in discussions
- use local businesses to help design “the new”
- ask teachers what they need
- don't limit business participation to the large businesses use smaller ones as well
- ask businesses what they will need in their new hires for the future
- connect students to this discussion Student Government Association, sports teams, etc. community rolls
- continue to advertise process
- reach out to the generations who will use the new renovated heritage
- target members of the public who don't have school age kids but who will pay taxes to pay for this (a key faction)
- seek out research grant possibilities
- consider timing of the sessions no input if people can't get there
- commercial messages to inform public how they are affected and should get involved
- monthly update e-mail, papers, communication access to all of community and a variety of formats at a consistent time/date that citizens can look for
- ways for citizens can continually comment and give feedback throughout the process
- when options identified conduct another set of dialogue circles and forums (can't be just four meetings)
- call for input from those with the expertise from this community: teachers, HVAC, technology
- TV media conduct monthly 30 min. documentary with a historic timetable being/becoming a record
- look at other districts - don't reinvent the wheel when you don't need to - learn from other districts experiences, successes and failures
- keep talking
- keep listening
- informed public of original design and how it may have been changed to reduce costs
- inform public cheapest may not be the best: education, open houses, tea parties to get them involved in what is happening
- public walk-through
- explore business partnerships, keeping current ones informed

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?

- focus on transparency in all aspects of decision-making
- create a history with regular updates
- need more student teacher input (key input)
- parent/taxpayer buy in regarding taxes
- need feedback from elementary students parents that will attend in 2018 (sixth grade and younger)
- need a online surveys to give input
- go to the people
- student interview/video friends - comments about ideal high school
- need administrative staff involved

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- actively and intentionally recruit participation from lower income families
- rely on churches and pastors to recruit participation from the congregation
- informing the community of progress of the plans
- more opportunities for public comment and input as planned development proceeds
- continue small group format
- seek input from community groups that share common interests skill sets or expertise
- maintain sense of community and focus on best interest of students
- give money
- participate in committees consensus of citizens on whether to rebuild or renovate
- citizens need to be continually involved through entire process
- communication plans
- more community meetings
- more small group sessions
- timeline/website
- referrals to technology-based communication/clarification sites/documents
- regular updates
- City Council/School Board agendas to update and post on the website
- Keep school fresh - neighborhoods match school
- community involvement throughout stages of improvement - Parks
- convince community that it is worthwhile
- identify different groups and developed plans to inform
- input from neighborhoods subdivision regarding campus layout and traffic
- accurate census to find out where children are
- more information and media updates on decisions made
- hold elected officials accountable (they need to see the building before making decisions)
- develop a feeling of ownership for whole community
- get liberty university students involved
- get heritage high school district residents to take the lead
- continue public discussions keep the issue as front page news
- provide examples of how they did something similar
- canvassing the community expertise and using it
- communicate the need for school and expense
- open house at heritage high school to show the community its status
- involve elementary PTOs and PTAs
- heritage high school parents and neighbors need to be involved
- involve all parents
- involve advisory board members
- involve local businesses
- PSAs to show community what issues are and what is taking place
- parents must be involved as stakeholders - provide education/information and extend invitations to others who may not know
- what the issue is, is how to fix Heritage - it's not what is a different way to educate kids
- how will funding be done? Deficiencies? safety assessments? rebuild or renovate?

QUESTION FIVE

What role are you personally willing to play in this effort?

- continue attending input meetings
- bring educational facility planning experience to the table assist with consensus building
- as a volunteer wherever needed
- attend input meetings
- participate on alumni committee at heritage high school (teachers who formerly attended the school)
- volunteer to provide input and facilities design - former Navy background in this area
- continue to give input
- possible committee participation
- talk to people who aren't at meetings
- explore grant opportunities to support project
- serve on subcommittee
- we should encourage other people to also become involved come to another session to see what issues ideas are communicated tonight and how these ideas are dealt with honest and direct communications only from city and school officials

CONTINUED

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Random thoughts: December 9, 2010

- Can the school continue to be used safely until something else is done?

City Council/School Board Discussion

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- what are the categories – pull from the discussions like tonight - building issues all aspects of the project
- flexibility is so important for classrooms and building
- subcommittees need people to chair; for example, finance
- task force could be made out of the subcommittee leaders
- should the school board meeting be on the task force subcommittees - be a part of the subcommittee not the chair
- research needs to be done as much as possible
- computer task force must be included (flexibility of technology needs)
- what is the future of education in Lynchburg City Schools (example vocational - share one location or multiple places)
- some systems have a campus structure
- where is open land available (property is available near Ward's Ferry Rd)
- where do we draw the line between school board business and task force business
- need to keep price tag and project timeline in mind (don't backup could be too late)
- could be phase 1 phase 2
- keep curriculum issues in the forefront
- how will school board and Council be kept abreast of progress
- what do the terms mean? task force, subcommittee
- how will subcommittees be assigned
- how will this be published how will the public know
- recently we had athletic task force (pull in people/experts) in any subcommittee area to support the needs of that facet of the process/needs
- right now look at demographics of heritage high school; student population, programs available
- we need to examine transportation
- school board has an RFP for study of demographics
- taxes?? be aware of things we can do to avoid taxes or specific things we could avoid
- What are other school systems doing - rebuilding or renovating?
- creativity in thinking
- 9th graders in one location - problem they need access to accelerated classes
- could have two campuses at heritage high school
- what happens to Gov. school - about 10 classrooms
- rezone (501/Boonsboro)
- grades nine and 10 at heritage high school all students
- 11/12 at Glass all students
- who should be included in the task force/subcommittees? colleges, businesses?