

HERITAGE HIGH SCHOOL TASK FORCE

EXTRACURRICULAR ACTIVITIES SUBCOMMITTEE
FINAL REPORT – JULY 22ND 2011

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EXTRACURRICULAR ACTIVITIES SUBCOMMITTEE MEMBERS

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EXECUTIVE SUMMARY

PROCESS

To comprehensively address the Charge to the Subcommittees originally outlined by the Heritage High School Task Force the Extracurricular Activities Subcommittee completed a multiple stage analysis. First, a detailed inventory of all extracurricular activities currently in place at Heritage High School. Second, an analysis of all facilities utilized by those extracurricular activities. Third, an investigation of activities' transportation costs with regard to #4 of the Charge to the Subcommittees. Fourth, a demographic study of students participating in each activity with the hopes of best understanding the stakeholders who will be impacted by any future decision. In conjunction with this Heritage-centric data, similar data from E.C. Glass was also collected for comparison purposes in the form of coaching/staff surveys, tours and demographic data analysis.

The information outlined in this report will be an explanation of each of these stages along with the methods employed during the undertaking of each. The conclusion of this report will be a final detailing of the advantages and disadvantages of each of the six questions listed on the Charge to the Subcommittees relative to extracurricular activities in addition to any recommendations based on our subcommittee findings.

INITIAL CHARGE TO THE SUBCOMMITTEES:

1. From your subcommittee's perspective, please analyze the advantages and disadvantages of refurbishing Heritage High School in its existing building.
2. From your subcommittee's perspective, please analyze the advantages and disadvantages of rebuilding Heritage High School on contiguous land, its current site, or an as yet unidentified new location.
3. From your subcommittee's perspective, please analyze the advantages and disadvantages of pursuing a combination of substantial renovation and new construction at the current Heritage High School site.
4. From your subcommittee's perspective, please analyze the advantages and disadvantages of moving to a single new high school on what is now the E.C. Glass campus.
5. From your subcommittee's perspective, please analyze the advantages and disadvantages of maintaining a four year high school experience and, alternatively, creating a three year high school experience. These options might include a variety of options for ninth grade, and your analysis may consider various permutations of grade combinations as your subcommittee sees fit.
6. Are there any additional options that have become viable based on your subcommittee's work?

FINDINGS

Based on our subcommittee's data collection and subsequent evaluation #2 in the Charge to the subcommittees is the option that most effectively satisfies the requirements of all extracurricular activities. Our research shows that

the problems with the existing Heritage High School are too extensive to adequately renovate and retrofit in a manner that would both satisfy all of the shortcomings of the current facility and elevate the current facility to the minimum current standards for new construction.

Additionally, Charge #4 to the Subcommittees, the option that would combine Heritage High School and E.C. Glass High School, is projected to result in a decrease in the opportunity for participation in extracurricular activities that specifically impacts the Heritage High School demographic. As such, this option is deemed by the subcommittee as having the greatest negative impact on the Heritage High School community. Demographic data analyses of both schools illustrate the unique environment that Heritage High School has created with regard to providing opportunities for the widest range of students. Any attempt to combine student bodies with the E.C. Glass population would undermine that ability and negate the valuable role that extracurricular activities play for the average Heritage student.

Charges 1 and 3 were viewed by the subcommittee as being similarly limiting in that they do not do enough to address the shortcomings of the existing structure relative to all types of extracurricular activities. Thusly, they are not considered appropriate options.

Charges 5 and 6 were viewed by the subcommittee as being variations on the same theme, i.e., conceptually uniform in the way of preserving or decreasing the number of participation opportunities to the students at both high schools as Charges 2 and 4. They are discussed in depth in the Charge to the Subcommittees section in the report below.



EXTRACURRICULAR ACTIVITIES LIST – HERITAGE HIGH SCHOOL

For the purposes of our study extracurricular activities were broken down into three different groups: **Athletics**, **Clubs and Activities** and **Performing Arts**. These groupings are presented below and are not representative of the various iterations of all the activities but rather are indicative of the activities as a whole. For example, in many years there are multiple levels of participation for the Football program, i.e., 9th grade, JV and Varsity. This is true of several sports but for our purposes were not broken down because those divisions can vary from year to year. Where it is important to note such distinctions, such as with coaching titles and use of facility space, they are properly noted.

Athletics

Girls Basketball
Boys Basketball
Volleyball
Marksmanship Team
Military Drill Team
Wrestling
Cheerleading
Step Team
Swim Team
Golf
Baseball
Softball
Football
Cross country
Track & field
Boys' Tennis
Girls Tennis
Boys Soccer
Girls' Soccer

Clubs/Activities

Scholastic bowl (ACE)
ACE
Forensics Team
SCA
Literary and Arts Magazine
Senior Class
YOVASO Club

Performing Arts

Choral Department
Pioneer Theatre
Marching Band/Band/Orchestra

FACILITIES OVERVIEW

A preliminary survey was sent to the coaches and staff of all extracurricular activities at Heritage High School as a means of developing a snapshot of the current state of all Heritage facilities. After an initial cleaning of the data and a regrouping of the activities into categories that used like facilities that initial survey provided the subcommittee with a roadmap for a more in-depth investigation as several themes immediately emerged.

The athletic fields and outdoor facilities at Heritage High School were uniformly described as being some of the best facilities in the city, in particular the upper “Turf Field” that is used by both the football and soccer teams and the baseball fields and their accompanying facilities. Areas that became important for more targeted inspection because of their deficiencies and frequent mention among coaches and staff are as follows:

Athletics

1. The need for an auxiliary gym
2. The need for increased/adequate athletics storage facilities
3. A general upgrade to the field house in terms of flooring, lighting, PA system, seating, concessions, ticketing
4. A safer weight room that is designed for the purpose of being a weight room.
3. The need for an holistic approach towards the placement of locker rooms/training rooms/weight rooms/coaches offices/ticket offices/concessions/athletic fields/storage facilities.

Performing Arts

1. The need for increased/adequate storage space for all Performing Arts
2. The need for a theater that is capable of accommodating modern theater productions, i.e., adequate “fly space”, dressing rooms, orchestra pit and seating
3. A band room and stage area that has adequate/safe access for the unloading and unloading of equipment and props
4. A band room that has modern recording capabilities and conveniently located practice facilities and offices
5. A band field that is big enough to stage full field productions

Clubs and Activities

1. The physical limitations of the school in general, i.e., narrow hallways, noisy classrooms, small classrooms and dispersed layout negatively impacts the ability for several clubs and groups to compete or host tournaments as well as limiting visibility and participation. The strengths and weaknesses of Heritage’s Clubs and Activities in this way mirror the strengths and weaknesses of the academic component of the school as a whole.

Detailed survey results that build on these initial impressions are provided in the section below.

FACILITY SURVEY RESULTS BY ACTIVITY

After analyzing the initial coach and staff survey and breaking down the activities into groupings that used the same facilities further analysis was conducted by the subcommittee under the following groupings: **Indoor Sports, Outdoor Sports, Clubs/Activities** and **Performing Arts**. Swimming and Golf do not compete nor practice on campus but for the sake of convenience were included in the **Indoor Sports** category because they do use the weight room and athletic training/conditioning facilities. The following list of Facility Use by Activity is further broken down into **Sport, Boys and/or Girls, Facilities Used** and an **Analysis** of the strengths and weaknesses of each facility in its current state.

The content below is largely taken from survey responses that were provided to coaches and sponsors combined with follow-up interviews and on-site investigations from members of our subcommittee. In some areas the responses have been reworded for clarity and/or brevity.

INDOOR SPORTS

BASKETBALL/VOLLEYBALL/WRESTLING/INDOOR TRACK

Boys /Girls–

Facilities Used: Field House, Weight room

Analysis: The primary concern for these teams was a lack of adequate practice space and the need for an auxiliary gym. Having one gym puts the Heritage teams at a disadvantage relative to other schools. Multiple teams and sports using the gym at one time is very distracting and potentially dangerous. The teams rotate gym times and are sometimes forced to wait until very late for their practices to start. Because of this it is not uncommon for students to get home as late as 10 p.m. The students who do not have their own transportation and must rely on the activity bus for rides have no way of leaving and returning in order to get dinner when they have late practice. One coach stated that these children typically get their dinner from the vending machines in the Field House if they even eat at all.

Another concern is the need for upgraded locker rooms in closer proximity to the coaches' offices and a need for rooms large enough to hold team meetings and study halls. There is a strong desire that these rooms be equipped with technology to review game film as is common in many newer schools. They are appreciative of the new multi-purpose floor being installed, but expressed their interest in having a wooden floor for the basketball surface. This is not possible now due to the track team needing part of the basketball court for the high jump during indoor track meets. With an auxiliary gym, this event could be moved and a wooden floor could be installed. An auxiliary gym would also be helpful to the track team to spread the events out during a meet. The small area currently used creates a dangerous situation for both athletes and spectators. The space needs to be expanded for proper spectator seating. Seating for a track meet would allow the school to charge admission and all felt that these additional funds would be useful. The additional space of an auxiliary gym could also be used to expand the track into a regulation 200 meter indoor track similar to Liberty University and VES. This is a specific request from the principal at E.C. Glass as they regularly host meets using the HHS indoor track.

The gym area is also in need of air conditioning. Volleyball begins practice in early August and the heat is unbearable and unsafe at times. Even though basketball, wrestling, and track are winter sports, it is used year round for basketball practice. It is also used for spring league basketball and for summer camps. It should also be noted that the gym is used for several other non-athletic events like graduation where air conditioning is also needed. It is the only high school gym in central Virginia without air conditioning.

Another request was for the Field House lighting to be replaced. Visiting teams commonly complain about the poor lighting from the old/inadequate fixtures. The current lights over the basketball court regularly go out and typically take months to get fixed because of the difficulty of obtaining parts for such old fixtures.

All teams are also short on storage space for equipment. Currently multiple sports share their storage spaces which makes it difficult to access and curate equipment during each team's off-season.

Also needed is a new/modern sound system and an officials/referee locker room. Currently officials and referees are required to use coaches' offices, a situation the coaches do not like as it creates a security issue they have little control over. Also, officials themselves are in need of showers and lockers to secure their own personal items during competition.

MARKSMANSHIP/DRILL TEAM

Co-ed –

Facilities Used: Classroom, Marksmanship Range, Field House/Cafeteria/Outside Patio for drill, Armory, Storage area, Office, Classroom

Analysis: The Heritage Marine JROTC is one of the oldest programs in the country and they have a team that competes at the state and national level. They are one of the school's most successful programs and this year they finished second in the state. They were recognized as one of the top programs in the nation in 2010. When the program was started, there were few specifications for space. It is now recommended that a 50'x 50' space be dedicated for an indoor marksmanship range. The Heritage JROTC program has over twenty on their current team and the current range, which is 20'x35' does not allow for students to get daily practice. The result has been students dropping from the team because they cannot be actively involved on a daily basis. The armory in which they keep their rifles and supplies is very small. It was originally an elevator closet. They are in need of a 12'x12' area for rifle supplies.

The drill team practices in the gym, cafeteria, and outside; all of which present challenges. The gym is usually being utilized by either gym classes during the day or athletic teams after school. Although the cafeteria provides an adequate space, it requires significant time and effort to break down the tables and over 500 seats in order to make room for practice. The team is in need of a 60'x90' drill space, which is consistent with the required size for competition.

The JROTC programs do not have access to locker rooms. As a result, the students frequently change into uniforms in the bathrooms and have nowhere to secure their items. A larger storage area for uniforms and supplies is also needed, with a recommended size of 30 square feet.

The program is also in need of an additional classroom. Although the program has two instructors, there is only one classroom currently available to the program. Some classes are meeting in the cafeteria because of their size as the program has grown from 60 students to over 100 in the past four years.

None of the areas used by JROTC are in close proximity to one another. This creates a significant challenge for the supervision of students.

ATHLETIC TRAINER / STRENGTH & CONDITIONING

Co-ed –

Facilities Used: Weight Room, Training Rooms

Analysis: Heritage offers several weightlifting PE classes during the day, primarily for athletes. This area is also used after school on a daily basis by all athletic programs. The current weight room has many challenges because it was never designed to be a weight room. It is not on the ground level and the concrete is crumbling under the mats. The current location is disruptive to classes above and beside the weight room. The room shakes constantly during class workouts and may even be responsible for cracks in the floors of adjacent classrooms. It has unused mechanical equipment hanging from the ceiling which takes needed space and poses significant safety concerns.

The weight room needs its own male and female locker rooms that are of adequate size. It is not uncommon for thefts to occur in the current changing room due to a lack of lockers. Each theft requires administrative time to perform an investigation. The weight room also does not have proper restrooms for the larger classes.

The equipment is outdated and the use of the current equipment raises safety concerns. More than one coach noted that over half the barbells are bent.

Sponsors and coaches of many of the girls' teams noted that the weight room layout and equipment is not useful to many of their athletes as it is primarily designed for the use of much larger men. To truly serve all of the athletes at Heritage the weight room should have styles and types of equipment geared to the development of female athletes as well.

Additional space and storage for athletic training is needed. The lack of storage also contributes to the theft in this area.

Both the weight room and athletic training rooms are used year-round and access during the time school is closed is a serious issue. Ideally both the weight room and training rooms would have access independent of the main school entrance to make them more available to athletes and coaches during weekends and holidays.

Several coaches suggested that the facility be structured so that staff members could also take advantage. A facility properly sized and located could not only be utilized by Heritage staff but also possibly district wide to promote healthy habits. It was noted that it is not uncommon for similarly sized organizations to offer such amenities.

CHEERLEADING/STEP TEAM

Co-ed –

Facilities Used: Gym, Cheer Room, Track, City Stadium

Analysis: The space currently used for practice is a former outside storage area at the front of the building where a divider wall was built and a gas heater and gymnastics mat were installed. There is no storage space in this room. Their locker room and cheerleading office are located in a separate storage space. The room is also used by other teams as a conditioning area.

During the summer and early fall they relocate to the cafeteria on the opposite side of the building to avoid the extreme heat because the space is not air-conditioned. They are in need of an area that is much larger with high ceilings so they can safely practice their tumbling and aerials. Ideally it should include a locker room with securable lockers and an adequate storage area for supplies.

SWIM TEAM

Boys/Girls –

Facilities Used: Jamerson YMCA, Downtown YMCA

Analysis: The swim team is currently limited to 3 lanes at the YMCA and only has 50 minutes to practice. This is generally considered inadequate to field a competitive swim team. The YMCA has not been flexible in allowing more lanes and time due to the demand for the pool by their members during the peak hours after work. Heritage is also at a disadvantage due to a lack of affordable public or private pools and youth swim teams in their attendance zone.

More than one person recommended a pool facility that could be utilized by all of Lynchburg City Schools' as E.C. Glass has the same difficulty in obtaining time and lanes from the YMCA. Such a facility could also be used for other city programs such as both schools' ROTC programs, elementary swim lessons, the EMT program, and training for the Lynchburg fire and police departments.

GOLF

Co-ed –

Facilities Used: London Downs Golf Course

Analysis: The London Dows golf course is one of the finest public courses in the Lynchburg area and the coach feels fortunate to have access to this facility. However, an indoor practice area is needed as players have to be transported daily to the golf course. A large area is not required for this but it is currently unavailable due to space constraints at Heritage..

ATHLETIC DIRECTOR'S OFFICE

The current athletic director's office is not in the area of the building where most of the athletic facilities and coaches offices are located. Because of a need for additional storage space it was moved to the front of the building several years ago. This is the exact opposite end of the building relative to the Field House which presents

communication challenges for the athletic director and coaching staff as well as creating a barrier to the regular evaluation of programs.

OUTDOOR SPORTS

FOOTBALL

Boys -

Facilities Used: Turf Field, Grass Practice Field, Locker Rooms, Weight Rooms, Athletic Training Room, City Stadium

Analysis: One of the biggest assets for athletics at Heritage High School is the turf field. Everyone associated with Heritage repeatedly expressed a desire to conduct their home football games on the turf field as opposed to the current location at City Stadium. To do that proper seating and concession and restroom areas would have to be installed. Revenues from game attendance and the avoidance of costs associated with transporting equipment and players to and from city stadium would help to offset the expense.

Storage for football is a primary concern as it is for many of the other sports. Currently the football team has equipment stored adjacent to the field house, in a storage area on the upper practice field and in coaches' offices. All of these areas are very far apart from one another and require a significant amount of planning and logistics to have everything where it should be for the players for both practices and games.

The grass practice field and locker areas are adequate for practice and participation but as with many other sports, the location of each facility relative to another (locker rooms, storage areas, coaches' offices, practice areas, weight room) subtracts valuable time from the actual coaching and playing of the sport.

BASEBALL

Boys -

Facilities Used: Playing Field, Pitcher Warm-Up Area, Batting Cages, Scoreboard, Bleachers, Coaches Office, Locker Room

Analysis:

Playing Field



The baseball infield is in wonderful shape, with only one small drainage problem around first base. The outfield is smooth, with even coverage of grass.

The backstop and perimeter fencing are satisfactory with no holes or gaps. There is enough room between the playing field and

the fence that protective covering is not required. A warning track is located along the foul lines to help players gauge distance. There is a net above the right-center to right field fence to protect traffic on Wards Ferry Road from homerun balls. This net could be extended towards center field to further prevent cars from being hit.

The dugouts are structurally sound and are sized appropriately to fit players, each player's equipment, and the team's equipment.

Coaches have requested a second field that could be used for concurrent practices and/or games.

Pitcher Warm-Up Areas



There is adequate room for pitchers to warm-up, located on the outfield side of the home dugout. Three pitchers can warm-up simultaneously without concerns of errant pitches or throws hitting other pitchers.

Batting Cages

The baseball team has two long batting cages located at the baseball field that are large enough and open to be used as batting cages, pitching cages, etc. The team also has access to an indoor cage in a high-ceilinged room behind the fourth floor offices for the athletic director. This cage is utilized during inclement weather, but the lighting is poor. The coaches have requested a nonporous cover for the outside batting cages rather than use the indoor ones.



Bleachers

Two standard-sized bleachers are located behind home plate for spectators. There are also "homemade" bleachers located on the hill near the soccer field. The bleachers are in good condition.

Scoreboard

Scoreboard works well and effectively. It does not need to be modified or replaced.

Coach's Office

The baseball coach has requested an office with internet capabilities.

Locker Room and Storage Area

The locker room utilized by the baseball team leaks. Player's uniforms and personal belongings have been ruined by rain, and players have also slipped when the floor was wet (one student broke his tailbone).

The baseball team has several storage areas, including a large building at the baseball field. The equipment used for field upkeep (dragging equipment, bases, etc.) for both baseball and softball is also kept in this building.

SOFTBALL

Girls -

Facilities Used: Playing Field, Pitcher Warm-Up Areas, Bleachers, Scoreboard, Coach's Office, Locker Areas

Analysis:

Playing Field

The softball infield is in good shape, with minimal rocks, smooth playing areas, and a very slight lip going to the outfield. However, the outfield is incredibly bumpy with patches of missing grass. The grass clumps pose safety risks with line drives hitting and moving uncharacteristically and also for players running in the outfield.

However, the main problem with the field can be attributed to drainage. An inspection of the fields on a Tuesday afternoon following approximately ½ inch of rain Monday night and early Tuesday morning made it clear that the field was unusable for at least another day. There were puddles located at each of the bases, the on-deck areas, and throughout the outfield, making the field unsafe for players. The spectator areas were also extremely wet, along with the areas along the outfield lines. The coaches and student athletes have also remarked that the field is unusable after a rainfall due to wide, deep puddles in both the infield and outfield. (Comparatively, the baseball field only had two small puddles of insignificant depth around first base after the same rainfall.) Both the infield and the outfield are in need of a drainage system to make the facility properly usable.

The backstop and perimeter fencing are satisfactory with no holes or gaps. The perimeter fences are topped with safety cushions that are also in good shape.

The dugouts are structurally sound but are too small to fit all the players on the team, each player's equipment, and the team's equipment. Players often keep their equipment outside of the dugout.

Pitcher Warm-Up Areas

The pitcher warm-up areas are squeezed between the home dugout and the perimeter facility fence. The distance from rubber to home plate is forty feet and an additional three feet is normally needed behind the plate for the catcher. Although the length is adequate, there is not enough space between pitchers to warm-up safely. The rubbers should have an additional three to four feet to give enough space. Also, if players or spectators from the visiting team come around the press box without care, there is a possibility of being hit. This pathway is the shorter and quicker way to facility restrooms and concessions and is used often.

Since the pitcher warm-up area is in a high-traffic zone and does not have proper maintenance the area is unusable after rain.

Bleachers

Both home and visiting sides have one set of standard bleachers and one smaller set of bleachers. The bleachers on the home side are extremely close to the boundary fence with approximately 18 inches of clearance. However, due to the location and layout of the softball field, there is no more room on the sidelines for the bleachers. What is generally observed is that spectators fill about 75% of the bleacher space.

Scoreboard

The scoreboard works but is old. A replacement scoreboard, although not necessary, could offer sponsorship opportunities from local businesses.

Coach's Office

Currently there is not a coach's office for softball.

Locker Room and Storage Area

The softball team does not have a designated locker room, and the students usually change in school or concession restrooms. The team has used the soccer locker room in past seasons. While the soccer locker rooms are closer to the softball facility, there is no room to store students' bat bags or large equipment. The softball coach listed problems with spiders and insects while using the soccer locker room.

The softball team also does not have a storage area for students' bags during the school day. Students have left their bags in the sponsor's classroom when in season, but there is far from enough room to hold at least 20 students' bat bags. A large storage area or locker room that could hold the equipment, bat bags, and daytime school clothes and materials would alleviate a lot of movement and shuffling of gear. Under current conditions and field location, there is not enough room to place a locker room or storage area at the field without moving and/or rebuilding other parts of the facility.

CROSS COUNTRY

Co-Ed –

Facilities Used: Band Practice Field, Track, Football Field, Parking Lots

Analysis:

Heritage High School does not provide a trail for the Cross Country team within the school premises. Cross Country currently runs on the band practice field, the track, and the football field. Students have also run in parking lots and athletic fields, often running across practice areas for other activities. The cross-country team needs an unpaved trail that has flat components and areas that change in elevation, both up and down. This trail should ideally have both wooded and open spaces and not cross or interfere with other sports or band. In order to host races, a 3.1-mile length of trail is required, ideally in a single loop. Preferably, the cross-country trail would follow the perimeter of the Heritage High School property, but many of the athletic fields (football/soccer, baseball, and softball) all lay on the periphery of the school. If any change were to occur to the current layout or location of Heritage then a natural trail around the school would be perfect for cross-country and if easily accessible this area could also be used for a number of other classes and activities.

SOCCER

Boys and Girls –

Facilities Used: Turf Field, Grass Field, Indoor Storage Area, Locker Rooms, Weight Room

Analysis: The turf field is a valuable asset to both the girl's and boy's teams but a major sticking point comes with regard to scheduling and use of the turf field vs. the grass field. There are simply too many teams competing for space at one time. The grass field, while used regularly by both the boy's and girl's teams has several issues. It is not long enough and is awkwardly shaped making many drills during practice difficult. There is competition between teams for access and the grass is currently in such bad shape that there is always the danger of injury from a player tripping and falling.

Because of facilities placement with the grass field, the turf field and the storage areas so far away from each other a significant amount of time is spent moving equipment from one location to another. At the turf field there is a dressing room space for the Heritage team only but not for visiting teams. The dressing room provides inadequate space for the number of student-athletes that rely on this area. There is a need for a storage area that is of both adequate size and convenient location as well as locker/dressing areas at both fields where items can be properly secured.

Currently there is no space that has been made available as a team meeting room. The only spaces large enough to regularly meet as a complete team are the playing fields themselves.

TENNIS

Boys and Girls –

Facilities Used: Tennis Courts, Locker Rooms, Tennis Court Storage Shed

Analysis: The primary concern of both tennis teams is the tennis courts themselves. There are six tennis courts that are in chronic disrepair. The courts are in need of new nets and many of the gates surrounding the tennis courts do not properly shut. The storage shed near the tennis courts is adequate to satisfy team needs and the bathrooms/locker rooms located in the field house are acceptable as both teams are relatively small. As mentioned with many of the other sports there is a great desire for a weight room that is more conveniently located, with equipment that is suitable for the girls as well as boys, and a facility that can be more readily accessed on the weekends or during non-school hours.

CLUBS/ACTIVITIES

Co-Ed –

Facilities Used: Classrooms, Cafeteria, Auditorium, Field House

Analysis: Information was gathered for the following groups: ACE (includes scholastic bowl), SCA (includes Senior council), Forensics, Literary Magazine and YOVASO. Each group had the same issues, concerns and needs:

- Bigger classrooms for competitions

- Inconvenient classroom arrangement: too many floors, too spread out, distance too great from competition areas to elevator
- Properly climate controlled rooms
- Bigger lecture hall that would accommodate competitions
- Modern sound system in auditorium and field house
- Storage Space: this was the biggest concern of all of these groups. Items are stored all over the building wherever there is extra space. There is no centrally located area or office dedicated to Clubs and Activities .
- Forensics in particular noted that because of the unreliability of the elevator and the distance between classrooms and the one large common space (currently the cafeteria), Heritage no longer sponsors forensics tournaments. E C Glass now hosts all of the meets for the Southwest Virginia Forensics League.

PERFORMING ARTS

BAND & ORCHESTRA

Co-Ed –

Facilities Used: Band Room, Practice Rooms, Offices, Hallway, Cafeteria, Band Practice Field, Storage, Auditorium (Auditorium consists of stage, house, workshop, box office, lighting booth, props loft, dressing rooms, director’s office)

Analysis: The band room and storage facilities need to be significantly larger. Also, the band practice field is smaller than a football field which makes it impossible to stage properly sized marching band shows. The auditorium could be slightly larger and have upgraded seating (the current seats are squeaky and a distraction during performances.) An Orchestra Pit Lift would alleviate the significant time, effort and cost involved to regularly remove the apron of the stage for musical theater performances. Currently there is no dedicated space to store music and other incidentals essential to the band and orchestra. Ideally there would be a music library that band, orchestra and chorus could use (along with a cultural arts secretary to keep it organized and perform other functions related to all of the extra-curricular activities in which the cultural arts department is involved.) The current band and orchestra offices are too small and need to be large enough for meetings of up to 4 people.

Heritage currently does not have a rehearsal space with separate areas to allow simultaneous rehearsals for the various musical performing arts groups (band, orchestra, chorus).

Heritage currently has 8 practice rooms for the musical programs: one large enough to accommodate 6, including instruments, and with recording capability and equipment; one large enough for 4 including instruments; and six that are large enough for 2 including instruments. However because of the shortage of storage space and the need for band and orchestra to share these facilities this number is not adequate for their regular needs.

A basic need for the music program which is currently unavailable at Heritage is the ability to record in the classroom and the ability to make CDs for practice. A piano lab with keyboards would be beneficial to the program. Sound shells for concerts are necessary for quality sound in the auditorium. In general, all regular classroom technology (e.g. smart boards, etc.) has been identified as essential to extra-curricular activities.

The lack of storage space is a significant issue and poses unrealistic hardships at every level.

Mr. Hand, Band Director at Heritage, noted the following essentials in the organization of a modern band room/facility:

1. Innovative/Modern Band Room per the Wenger Company. This band room would have storage lockers, acoustic pads on the walls, padded musician chairs, sound system, rough neck music stands, etc.
2. Up to Date Musical Software. Software such as Pyware, Finale, Sibelius, etc. There aren't any opportunities to our classroom as we do not have the most current applications.
3. Smart Board/Internet Capabilities
4. Storage Space. The current space is not big enough for our inventory.
5. A double door for equipment to be easily taken in and out of the band room.
6. Larger office spaces.
7. Practice Facility for marching band that is large enough and still close enough to the band room for equipment transporting. Current field is not a full football field in size.
8. Director's tower on marching band field. Current one is "patched" and over twenty years old.
9. Music Library/Storage
10. Money for more Music.

CHORUS

Co-Ed –

Facilities Used: Chorus Room, Auditorium (Auditorium consists of stage, house, workshop, box office, lighting booth, props loft, dressing rooms, director's office), Costume storage, Office, Practice rooms, Cafeteria

Analysis: Chorus room should be larger, have permanent risers and be acoustically engineered for peak performance by the chorus. Auditorium is outdated and the chorus would benefit from updating the auditorium and all of its parts. It would be useful in that the chorus would have the option of using the entire stage, or the part of the stage left after removal of the pit area.

Chorus Office should be large enough to accommodate music and whatever incidentals the chorus teacher needs, including meeting space (see band notes regarding a music library).

Ability to video practice sessions so students can see the areas in which they need to improve. Keyboards for piano lessons, headphones for practice, smart board, and technology to burn CDs should be basic as well as sound recording equipment and space.

The classroom should have permanent elevated steps or risers for the students, and portable risers could be stored in the extra storage space in the auditorium, along with the baby grand piano, for performances.

A large enough storage area for pianos, costumes and music is needed as well as a regular console piano/keyboard for the classroom and a practice/mobile keyboard/piano for performances.

Acoustics could be engineered properly – i.e. the whole room. Mirrors are still necessary for choreography, but they need to be able to be covered. Wood floors designed for proper dancing would be helpful since we have a show choir as well.

PIONEER THEATRE

Co-Ed –

Facilities Used: Auditorium (Auditorium consists of stage, house, workshop, box office, lighting booth, props loft, dressing rooms, director's office), Costume Storage, Cafeteria, Band Room, Hallway, Practice Rooms, Chorus Room, Band Storage area

Analysis: Auditorium could be slightly larger though the current director is actually very comfortable with the size. The dressing rooms are too small, are not private, and need better mirrors and greater access to water – currently there is only one restroom in each dressing room and the toilets cannot be flushed during a performance. A Green Room with a usable restroom should be mandatory.

The lighting booth should not be open to the house, and should be large enough to hold sound and spots as well as a light board). The sound equipment should be able to accommodate chorus concerts and straight plays and there should be a supply of different types of microphones. The box office should be large enough for at least two people to maneuver and accommodate a proper will call section.

The Workshop should be large enough to house necessary tools, equipment and supplies safely and securely. The Loading Dock should be close to the workshop and backstage area.

There needs to be fly space in the auditorium.

The current curtain is in need of replacement and in no way reflects the quality of the productions. The Director's office should be large enough to accommodate the director's scripts/lesson plans, provide for an adequate meeting space, and provide room for expansion to potentially include a second faculty member.

The costume storage/workroom should be large enough to house a sewing area in addition to the costumes and wigs. There should be a place to house makeup securely; preferably a cabinet that locks. The props loft and storage needs to be larger and able to be organized with shelves.

Accommodations for video equipment are necessary so competitions and other pieces can be taped for students to watch and reflect on their performance. A separate black box theatre or other performance area would allow for more intimate audiences for some productions.

A cat walk is a necessity for proper lighting.

A lack of storage space means all sets and set pieces must be disassembled and usually discarded rather than stored which has cost the theater department thousands of dollars in lumber and hardware over the years.



COMPARISON OF TRAVEL EXPENSES FOR SEMINOLE DISTRICT VS. WESTERN VALLEY DISTRICT

In order to address one of the concerns with respect to the consolidation of high schools (Charge #4 to the Subcommittees), an evaluation of the impact to transportation costs of athletic teams is presented. A consolidated high school would necessarily compete in the larger Western Valley District. Compared to current transportation costs to schools within the Seminole District travel to more distant schools within the Western Valley District would result in a marked increase in travel time. However, while the cost for district game travel will increase between Seminole District travel and Western Valley District travel because of the increase in distance the resulting numbers are not a marked increase to the division because there would only be one high school requiring transportation. In essence, two high schools travelling to nearby schools for the purpose of competition have roughly the same fixed costs as one high school travelling much further for the same purpose.

The current transportation cost range for travel to and from Seminole District games for two high schools is between **\$11,177.76 - \$16,395.72**. The cost for transportation to and from Western Valley District games using the same transportation structure currently used for Seminole District travel (bus pairings, time spent for warm-ups, games, etc.) is projected to be in the range of **\$10,574.52 - \$14,943.06**. While the transportation costs for combined school athletic events is roughly the same as having two smaller schools better arguments against inclusion in the Western Valley District can be found in a comprehensive understanding of how high schools schedule their non-district games and the necessary loss of athletic opportunity for the student population. Those factors combined with a burdensome increase in travel time for the student athlete are discussed in detail in section #4 of the Charge to the Subcommittees. What follows here is an explanation of how these conclusions were derived.

DISTANCE AND APPROXIMATE TRAVEL TIME TO SEMINOLE DISTRICT (SD) SCHOOLS

Amherst High School, Amherst

- 14 miles, 25 minutes (Round trip 28 miles, 50 minutes)

Brookville High School, Lynchburg

- 6 miles, 12 minutes (Round trip 12 miles, 24 minutes)

Jefferson Forest High School, Forest

- 10 miles, 15 minutes (Round trip 20 miles, 30 minutes)

Liberty High School, Bedford

- 23 miles, 30 minutes (Round trip 46 miles, 1 hour)

Rustburg High School, Rustburg

- 12 miles, 20 minutes (Round trip 24 miles, 40 minutes)

Average Round Trip Mileage: 26 miles

Average Round Trip Travel Time: 41 minutes

Each sporting event averages 2 hours, with approximately 1 hour for warm-ups. (Total sporting even time: 5 hours)

(E.C. Glass High School was not included because there is either zero or insignificant travel time or competition with Glass in each scenario.)

USE OF BUS COSTS

BUS DRIVERS

Bus drivers are paid an average of \$12.66/hr, with overtime average of \$19.00/hr. We do not know at what point drivers are paid overtime.

Each SD away game, buses are used for an average of 41 minutes for travel and 5 hours for the sporting event, for a total of 5 hours & 45 minutes. At \$12.66/hr, one driver will be paid \$72.80 per sporting event. At \$19.00/hr, one driver will be paid \$109.25.

Drive cost range: \$72.80 - \$109.25

GASOLINE

There are numerous variable costs associated with transportation; gasoline is one of them. Others are maintenance and upkeep of the bus itself but for the sake of our investigation those other variable costs were not explored.

Per information from Mr. Jason Ferguson (Supervisor of Transportation), Lynchburg City Schools uses bid contracts for its fuel consumption. LCS has paid \$3.42/gal as a high price, \$3.25/gal as a current price, and \$2.70/gal as an average price. Using a miles per gallon average of 5 for the 26mile round trip at the current average price, gas costs \$14.04. At the high price of \$3.42/gal, the average round trip costs \$17.78. Gasoline cost range: \$14.04 - \$17.78

Total usage cost range for driver and gas: \$86.84 - \$127.03

SCHEDULE

Most of the teams that compete in non-match sports (i.e. basketball, lacrosse, softball, soccer, etc.) play 6 district away games. Junior Varsity and Varsity usually have the same schedule. If there is not a JV team, then the girl's team and the boy's team have the same schedule. Each of these pairs is considered to share a travel bus. Take the total usage cost range and adjust for a six game schedule.

Range: \$508.08 - \$745.26

TRAVEL BUS PAIRS

JV & Varsity Baseball	JV & Varsity Boy's Basketball
JV & Varsity Girl's Basketball	Basketball Cheerleaders
Golf	JV & Varsity Boy's Soccer
JV & Varsity Girl's Soccer	JV & Varsity Softball
Boy's & Girl's Tennis	Indoor Track
JV & Varsity Volleyball	

*****The approximate cost for Seminole District games is approximately \$5,588.88 - \$8,197.86.**

DISTANCE AND APPROXIMATE TRAVEL TIME TO WESTERN VALLEY DISTRICT (WVD) SCHOOLS

Franklin County High School, Rocky Mount

- 59 miles, 1 hour & 20 minutes (Round trip 118 miles, 2 hours & 40 minutes)

George Washington High School, Danville

- 58 miles, 1 hour & 30 minutes (Round trip 116 miles, 3 hours)

Halifax County High School, South Boston

- 57 miles, 1 hour & 30 minutes (Round trip 114 miles, 3 hours)

Patrick Henry High School, Roanoke

- 57 miles, 1 hour & 15 minutes (Round trip 114 miles, 2 hours & 30 minutes)

William Fleming High School, Roanoke

- 57 miles, 1 hour & 20 minutes (Round trip 114 miles, 2 hours & 20 minutes)

Average Round Trip Mileage: 115 miles

Average Round Trip Travel Time: 2 hours & 45 minutes

Each sporting event averages 2 hours, with approximately 1 hour for warm-ups. (Total sporting even time: 5 hours)

USE OF BUS COSTS

BUS DRIVERS

Bus drivers are paid an average of \$12.66/hr, with overtime average of \$19.00/hr. We do not know at what point drivers are paid overtime.

Each WVD away game, buses are used for an average of 2 hours & 45 minutes for travel and 5 hours for the sporting event, for a total of 7 hours & 45 minutes. At \$12.66/hr, one driver will be paid \$98.12 per sporting event. At \$19.00/hr, one driver will be paid \$147.75.

Drive cost range: \$98.12 - \$147.75

GASOLINE

Again, we acknowledge that there are numerous variable costs associated with transportation and that gasoline is just one of them. Others are maintenance and upkeep of the bus itself but for the sake of our investigation those other variable costs were not explored.

Per information from Mr. Jason Ferguson (Supervisor of Transportation), Lynchburg City Schools uses bid contracts for its fuel consumption. LCS has paid \$3.42/gal as a high price, \$3.25/gal as a current price, and \$2.70/gal as an average price. Using a miles per gallon average of 5 for the 115 mile round trip at the current average price, gas costs \$62.10. At the high price of \$3.42/gal, the average round trip costs \$78.66. Gasoline cost range: \$62.10 – \$78.66

Total usage cost range for driver and gas: \$160.22 – \$226.41

SCHEDULE

Most of the teams that compete in non-match sports (i.e. basketball, lacrosse, softball, soccer, etc.) play 6 district away games. Junior Varsity and Varsity usually have the same schedule. If there is not a JV team, then the girl's team and the boy's team have the same schedule. Each of these pairs is considered a travel bus. Take the total usage cost range and adjust for a six game schedule.

Range: \$961.32 – \$1358.46

TRAVEL BUS PAIRS

JV & Varsity Baseball	JV & Varsity Boy's Basketball
JV & Varsity Girl's Basketball	Basketball Cheerleaders
Golf	JV & Varsity Boy's Soccer
JV & Varsity Girl's Soccer	JV & Varsity Softball
Boy's & Girl's Tennis	Indoor Track
JV & Varsity Volleyball	

JV & Varsity football follow a four-game away schedule, with two games currently playing WVD (non-district games) and two Seminole District games. These teams (football, band, and football cheerleaders) would not see a change in travel expenses.

Virginia Episcopal School is the only local school (within 30 miles) that plays lacrosse, so a change to the WVD would not increase travel expenses.

The away schedule for wrestling is approximately half the away matches local (Jefferson Forest, Liberty, and Amherst) and half at above noted mileages (Hidden Valley in Roanoke, Franklin County, and Christiansburg). Wrestling also attended a match in Staunton River High School. Wrestling would not see a noticeable increase in travel expenses.

The away schedule for cross country is similar to wrestling's schedule in the fact that more than half the away meets were WVD distances. Cross country attended matches at Brookville twice, Staunton River, Salem, Roanoke twice, Radford, and Bridgewater. Cross country would not see a noticeable increase in travel expenses.

Swimming only attended one away match at Sweet Briar College and hosted 7 regular season matches at the Jamerson YMCA. Traveling schools included Patrick Henry, Lord Botetourt, William Fleming, Franklin County, Western Albemarle, and local schools. Swimming is not being included in the travel bus count due to the lack of schools that can host matches, and the schedule will probably not be affected.

Golf attended six local away matches and four matches at Halifax County, Patrick Henry, Albemarle, and Lord Botetourt high schools. Golf has been included in the travel bus pairs to give a highest cost scenario.

*****If Glass High School and Heritage High School were combined the approximate cost for district games would be approximately \$10,574.52 - \$14,943.06.**



DEMOGRAPHICS

To best assess the principle stakeholders most impacted by any decisions made by the task force an in-depth demographic study was conducted of the student participants of all extracurricular activities at Heritage High School and their counterparts at E.C. Glass High School. This was done at two levels: first, a racial breakdown of the participants in each of the three previously identified components, Athletics, Performing Arts and Clubs/Activities and second, a breakdown of the athletic participants receiving free/reduced lunch relative to the overall student body receiving free/reduced lunch. The aim of this demographic study is to provide the subcommittee with a snapshot of those students using the facilities currently under discussion. By comparing the Heritage student participation data with the E.C. Glass student participation data the subcommittee is better able to evaluate the impact that any potential combining of student bodies would have relative to #4 in the Charge to the Subcommittees on the extracurricular activities participants at each high school.

METHOD:

FOR RACIAL DATA:

Information requests were sent out to the sponsors/coaches at each of the high schools who in turn provided the subcommittee with a roster of participants divided into racial categories. E.C. Glass High school has several extracurricular activities that Heritage High School does not have so for the sake of creating an accurate base level for comparison the only racial data provided here for E.C. Glass High School are for activities that also exist at Heritage High School. Central Office support staff provided the subcommittee with total student body racial data for each high school for the purpose of comparison with each of the athletic teams.

FOR FREE/REDUCED LUNCH DATA:

Participation in the free/reduced lunch program is a commonly used socio-economic indicator within the school system and is used here for the purpose of highlighting the impact of extracurricular activities on a key subset of our student population. With the assistance of the athletic directors at each high school and Central Office support staff a report enumerating the overall free/reduced lunch recipients at each high school as well as the student athletes receiving free/reduced lunch at each high school is generated. A comparison of athletics participation by free/reduced lunch participants at each of the high schools is presented.

ANALYSIS:

Throughout the process we heard anecdotally that the look of the extracurricular activities at Heritage High School by and large mirror the look of the student body as a whole. Our study of the composition of each of the athletic teams as well as all of the Performing Arts and Clubs and Activities showed that this is indeed the case, both racially and with regard to recipients of free/reduced lunch.

Figure 1 shows the overall percentage of students at both high schools receiving free/reduced lunch and the percentage of athletes receiving free/reduced lunch. The numbers are 50% and 48% respectively, for Heritage High School. Comparatively, the same numbers for E.C. Glass are 45% and 26%. Figure 2 shows the racial distribution at both high schools for the 2010-2011 academic year. Figure 3 shows the racial comparison between

the student body at Heritage High School as compared with Heritage High School athletes. Figure 4. shows the racial comparison between the student body at E.C. Glass High School and E.C. Glass athletes. The E.C. Glass data is only representative of the sports that have a Heritage counterpart and as such does not include lacrosse and competition cheerleading as Heritage does not have those activities. Golf is included in both the Heritage and E.C. Glass sports counts even though as of this writing Heritage is not scheduled to have a Golf team for the academic year 2011-2012.

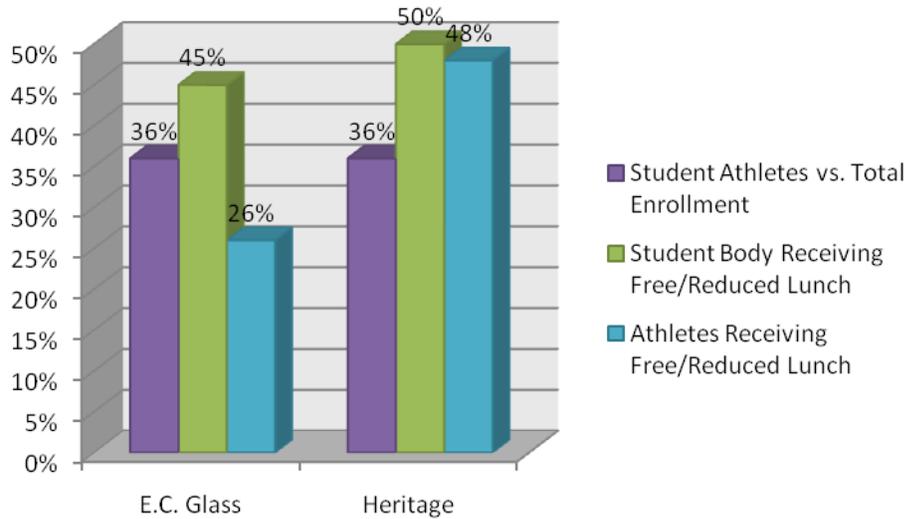


Figure 1 - Free/Reduced Lunch Recipients - Percentage of Student Body vs. Percentage of Athletes

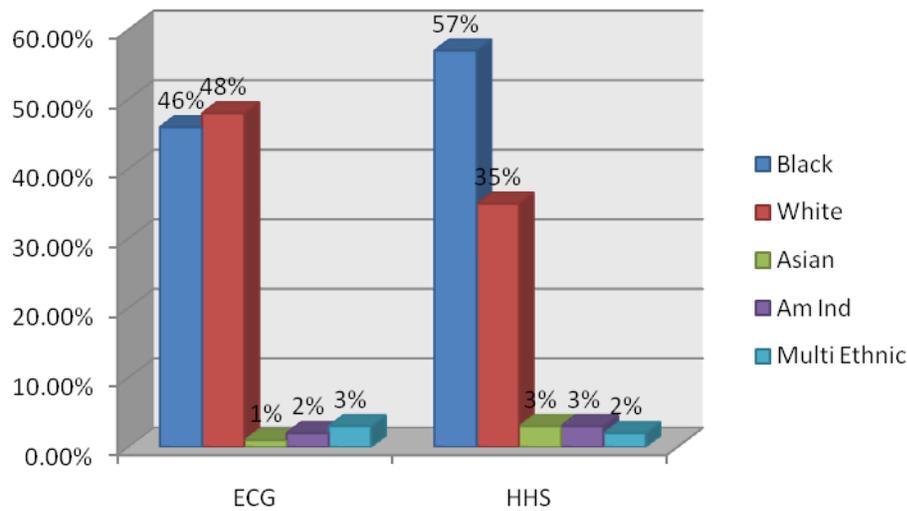


Figure 2 – Overall Racial Distribution Heritage and E.C. Glass High Schools

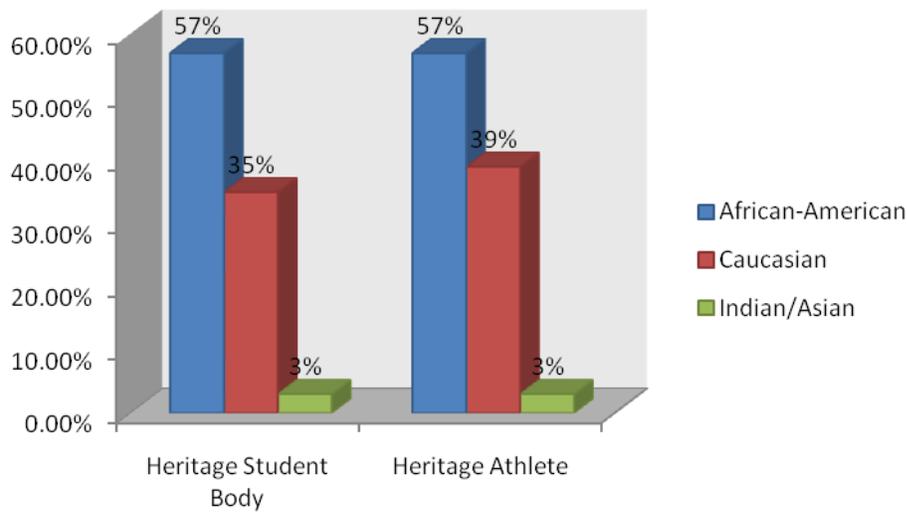


Figure 3 – Racial Comparison between the Heritage Student Body and the Heritage Athlete

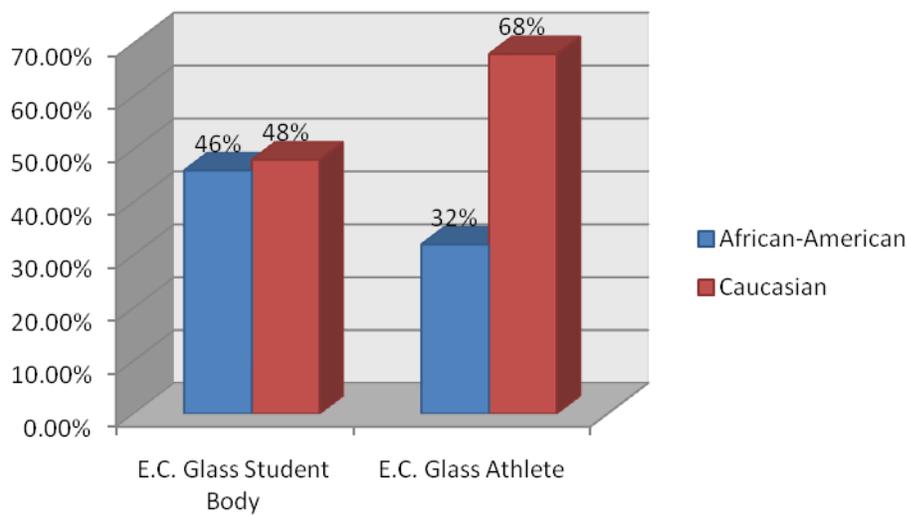


Figure 4 – Racial Comparison between the E.C. Glass Student Body and the E.C. Glass Athlete

A review of these figures reveals a uniquely balanced environment at Heritage High School where opportunities for extracurricular athletics are provided for a diverse and representative group of student-athletes. The observation that participants of extracurricular activities at Heritage High School are representative of the student body as a whole is not limited to athletics. This is also true of most of the Performing Arts and Clubs and Activities. Figures 5 through 9 show the racial breakdown for all of Heritage High School’s principal Performing Arts and Clubs and Activities.

Heritage Theater

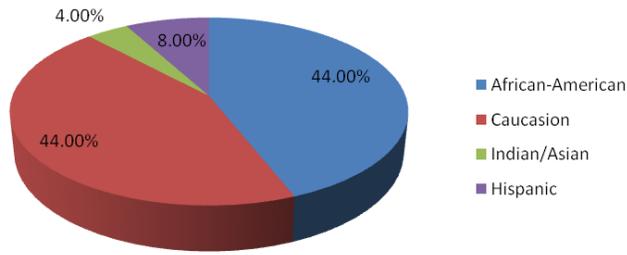


Figure 5

Heritage Band

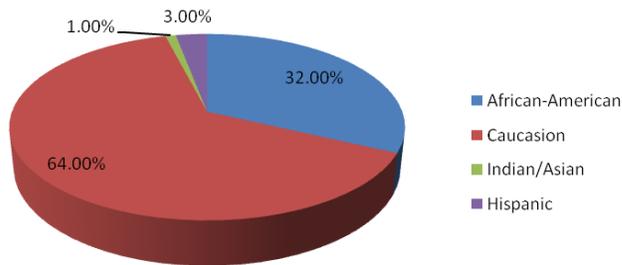


Figure 6

Heritage Forensics

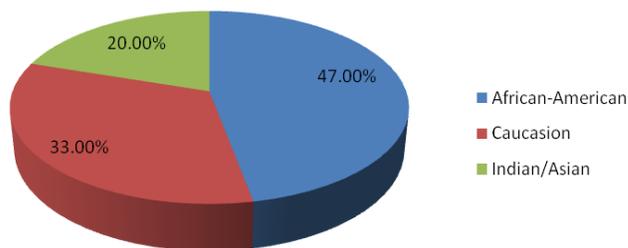


Figure 7

Heritage SCA

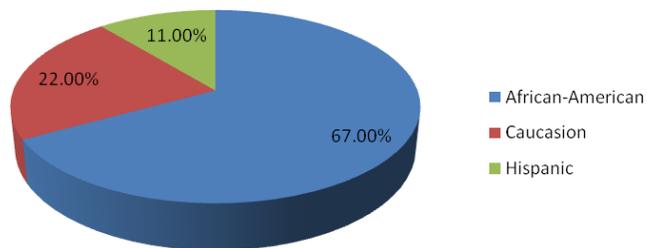


Figure 8

Heritage Lit. Mag

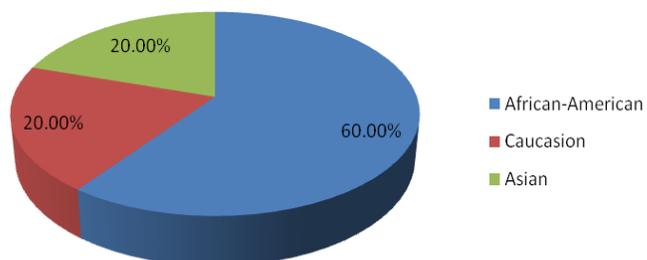


Figure 9

Heritage High School has done a comprehensive job of providing opportunity for the widest range of their student body. Their athletic teams, performing arts groups, and academic groups are indicative of the typical Heritage student. The importance of understanding this demographic data in these terms is critical when considering #4 in the Charge to the subcommittees. An immediate result of any attempt to combine the student populations at both high schools would be to reduce the number of opportunities for extracurricular participation by nearly half for the Lynchburg City high school student. When taken in context with the demographic data presented here, however, it becomes obvious that the stakes are much more critical than a simple lessening of opportunities for involvement. At Heritage, participation opportunities are universally extended to and embraced by, in statistically significant numbers, students of all racial and socio-economic background. In this way, Heritage High School provides a unique high school environment in the city of Lynchburg. This unique environment, and the opportunities that it provides, would be compromised under a consolidated city high school.

(Please see the Supporting Documents section of this report for all charts and graphs generated during the Extracurricular Activities Subcommittee’s demographic data analysis.)



CHARGE TO THE SUBCOMMITTEES

1. FROM YOUR SUBCOMMITTEE'S PERSPECTIVE, PLEASE ANALYZE THE ADVANTAGES AND DISADVANTAGES OF REFURBISHING HERITAGE HIGH SCHOOL IN ITS EXISTING BUILDING.

From the standpoint of our subcommittee it is difficult to adequately address the needs of Heritage High School's extracurricular activities with a straight refurbishing of the current facilities. The issues that are currently most problematic are problematic exactly because of how the school was originally designed. The only advantage that would come from a simple renovation would be to make the currently antiquated and inadequate facility only "inadequate" instead of both.

There are several basic needs that would not be addressed by refurbishing because of the layout and space limitations of Heritage as it is currently configured. These include: an auxiliary gym, a safe and appropriately designed weight room, a more convenient arrangement of athletic offices, classrooms and locker areas, increased storage facilities for all extracurricular activities, better access to the Performing Arts areas (band room, theater back stage), improved ingress/egress to the field house for athletic events, and dedicated areas within the school for each of these activities, i.e., an Athletics area, a Performing Arts area and a dedicated space for Clubs and Activities. A more detailed accounting of these items can be found under item #2 in the Charge to the Subcommittees as it is difficult to comprehensively address the deficits of refurbishment without also discussing the possibilities inherent in new construction.

The disadvantages inherent in a straight refurbishment would be to lose the opportunity to provide the students at Heritage with a facility that would meet their needs on a comprehensive level. Athletics and Performing Arts and Clubs and Activities know exactly what they require to address the needs of the students they serve. The layout of the current footprint of Heritage High School, from the field house to the location of the playing fields, to the locker rooms to the coaches' offices to the theater and band room and layout of the classrooms currently creates an obstacle to meeting the needs, and with rare exception satisfying the goals, of any of these activities.

2. FROM YOUR SUBCOMMITTEE'S PERSPECTIVE, PLEASE ANALYZE THE ADVANTAGES AND DISADVANTAGES OF REBUILDING HERITAGE HIGH SCHOOL ON CONTIGUOUS LAND, ITS CURRENT SITE, OR AN AS YET UNIDENTIFIED NEW LOCATION.

The principle advantage of building a completely new Heritage High School would be the ability to provide the students with a facility that unquestioningly meets the needs of all of their extracurricular activities. To best serve the needs of the students there must be a multi-tiered and holistic approach to the facilities that they will use. Understanding the multiple factors involved in a successful sport or performing art or club is critical to the design of any new facility. An entirely new facility would allow for the consideration of all of these factors.

Items/considerations critical to the success of a new Heritage High School from the standpoint of extracurricular activities based on our study of these activities include but are not limited to the following items:

- Auxiliary Gym – An auxiliary gym is perhaps the most important and most notably missing piece of the athletics puzzle at Heritage. The lack of an auxiliary gym makes the scheduling of practices very complicated and places an undue burden on the most disadvantaged students who often find themselves at school until very late at night waiting for their practices to start with no way to leave for meals. The

recent change in VHSL rules which allows for increased practice time for each sport is designed to level the playing field for schools like Heritage who otherwise do not have a population that can widely participate and benefit from training activities outside of the typical school experience. However, Heritage as it is currently structured cannot take advantage of these extra hours of allowable practice time because they barely have space for teams who are in-season to practice, much less teams who are out-of-season but desirous of extra training time. An auxiliary gym would not only alleviate that burden and allow for a complete restructuring of practice time for every team but it would allow for increased competition possibilities for certain sports like Indoor Track. A thoughtfully designed auxiliary gym would also allow activities such as Cheerleading which currently does not have space for tumbling exercises to practice in a safe and dedicated space.

- Modern/safe Weight Room and Training Room – The current weight room at Heritage was never designed to be a weight room and, as seen with other facilities at Heritage, it has necessarily suffered from a piecemeal approach to problem solving. The current weight room is actually a space originally designed as an observation area for a pool that was never constructed. A properly designed weight room with additional consideration of the needs of the female athlete is a critical need. The placement of such a space in conjunction with a convenient and accessible training area is high on the priority list of every coach and sponsor our subcommittee spoke with.
- Separate/dedicated areas for each activity designation, i.e., a Sports wing to house all athletic offices, classrooms, training facilities and team rooms, a Performing Arts wing to house practice rooms, recording facilities and instrument storage and performance space with safe and convenient access from the outside. Also a classroom layout conducive to the staging and hosting of division-wide activities for academic competitions which is properly handicapped accessible.
- Modern Field House - The field house as it was originally configured made no allowance for ticketing and concessions and provided no space for spectators during track meets as the bleachers when extended overlap the competition area. During races the main garage doors leading to an outside parking lot must be opened allowing the runners to complete their race by running outside as there is not enough room between the end of the track and the wall of the field house. While some of these issues could possibly be addressed with a renovation it is outside of the scope of this subcommittee to suggest that as a possibility as over the years many adjustments and accommodations have been made in the hope of addressing these significant issues with overall very little success.
- Theater – While the theater director has stated that size itself is not a concern with the current facility there are several issues that could most comprehensively be addressed with the construction of an entirely new performance space such as the needs for a lighting booth, a catwalk, “fly-space”, dressing and preparation rooms, storage space and perhaps most critically a proper loading dock for scenery and supplies. All of these issues have been dealt with by extensive retrofitting of the current theater with limited success. The existence of a more comprehensive and flexible facility would allow for increased student participation and increased number and type of performances. Those in turn would allow for the establishment of the same style of revenue-generating performance series that the E.C. Glass theater program benefits from.

- Band – There are multiple components to the band program at Heritage, from symphonic band to marching band and jazz band. Current space, practice and preparation limitations make it very difficult to provide these programs with what they need. A new facility with devoted storage space, proper acoustics, office space adequate for several people at once and preparation space for different types of musicians/instruments is a must especially considering the current reality of band and orchestra sharing the same facility. The band director at Heritage has defined numerous deviations between Heritage’s current band facility and an “ideal” facility contains.
- Chorus – A new facility would be able to handle the very reasonable requests from the current chorus instructors for things like built-in risers and mirrors that can be covered. The critical issue preventing Chorus from having what it needs now, as simple as they may seem, goes back to the same issue that negatively impacts every single extracurricular activity at Heritage: space. There is simply not enough classroom and storage space for rooms to have dedicated activities that would allow them to customize the rooms in the manner most conducive to their specific needs. A new Heritage with a dedicated Performing Arts wing would be able to address the needs of all of these activities, band, theater, chorus and orchestra and ensure that their shared facilities are adaptable/flexible enough to meet everyone’s needs while at the same time allowing dedicated space for each activity.
- Clubs – The principle needs of Clubs and Activities closely track with the overall needs of the educational component of Heritage as a whole. Larger classrooms, wider hallways, more compact layout/design of the overall space, easily accessible elevator and proximity to a large meeting space. The current “large meeting space” at Heritage is the cafeteria and it is the space most frequently used by the majority of the Clubs and Activities who require a separate gathering and performance area. An entirely new facility would certainly remedy the shortcomings of the current facility with regard to classroom and hallway size and would also provide for the opportunity to construct a lecture hall or other appropriately sized room that could be utilized by not only these groups but by the student body as a whole. Again, the lack of flexible space at Heritage as it is currently configured prevents any type of office or storage of supplies for these Clubs and Activities. The construction of any new facility would be able to take into account their relatively modest requirements.

From the standpoint of meeting the needs of students with regards to extracurricular activities at Heritage there are no disadvantages to building a completely new facility either on site or at a new/separate location. The ability to assemble from scratch the bits and pieces required for successful Athletics, Performing Arts and the classroom facilities required by Clubs and Activities would allow for an environment perfectly customizable for each activity. Such a wholesale approach to the structure and integration of extracurricular activities would allow for a finely detailed accounting of specific needs allowing them to be met in the most comprehensive manner possible.

3. FROM YOUR SUBCOMMITTEE'S PERSPECTIVE, PLEASE ANALYZE THE ADVANTAGES AND DISADVANTAGES OF PURSUING A COMBINATION OF SUBSTANTIAL RENOVATION AND NEW CONSTRUCTION AT THE CURRENT HERITAGE HIGH SCHOOL SITE.

The Field House itself has significant challenges that must be addressed (antiquated lighting and seating, limited ingress/egress, lack of concession area, size) and the theater has similarly complicated issues (no “fly-space” or catwalk and no dedicated storage or preparation space). While it is felt that these problems are so extensive that

a simple refurbishment could never properly address all of them the idea that a combination of renovation combined with new construction could adequately address these problem was considered.

One frequently mentioned possibility was transforming the current first and second floors into a dedicated sports wing to house all athletic offices, weight and training rooms and classrooms. This would necessitate substantial new construction to house the displaced cafeteria, classrooms and Performing Arts space if those areas were devoted to athletics. However, this suggestion was mentioned frequently enough that it would seem to warrant a further exploration by the Facilities and Finance subcommittees.

The advantages of this option would be to save usable space and to provide the athletics component of extracurricular activities with a comprehensive solution to many of their existing problems while at the same time retaining the current function of the Field House as the athletic department centerpiece. Obvious disadvantages are that whatever structural issues exist with the current Heritage may surface in the future with this relatively less-problematic portion of the building and that the needs of Performing Arts would be potentially even more difficult to address as they would be removed wholesale from their existing facilities.

4. FROM YOUR SUBCOMMITTEE'S PERSPECTIVE, PLEASE ANALYZE THE ADVANTAGES AND DISADVANTAGES OF MOVING TO A SINGLE NEW HIGH SCHOOL ON WHAT IS NOW THE E.C. GLASS CAMPUS.

An obvious advantage of combining Heritage and E.C. Glass High Schools from the standpoint of our subcommittee would be the ability to increase the competitiveness of athletic teams as there would be a single school to draw upon the talent of all of our city's student-athletes. Also, it is easier and more cost-effective to staff and provide facilities for one instead of two of each sport, performing art and club.

The transportation cost study that our subcommittee undertook using the criteria of driver and fuel costs did not show a significant price differential between the current reality of two high schools competing more locally in the Seminole District and one larger high school competing further away in the Western Valley District. The reality, however, is that the increase in transportation time is what would ultimately have the most negative impact on our student-athletes. An increase in distance to competition means longer hours riding on a bus and less hours at home resting and preparing for school the next day. While the impact is not as easily quantifiable across the board as fixed fuel costs and driver hours it would be hard to argue that regularly arriving home near midnight after a day of competition would not be a significant burden on many of our students. When comparing the regular three hour bus rides required for inclusion in the Western Valley District to the regular hour or less bus rides in the current Seminole Valley district the differences are significant.

Another factor relative to competition in the larger Western Valley district is the challenge of scheduling games with local non-district schools. A possible side effect of having one large high school is that our neighboring smaller schools would be loathe to schedule games/matches against a competitor that is substantially larger. If that were to happen that would almost ensure that even non-district game travel time would increase dramatically compared to current levels.

The study that our subcommittee undertook with regard to the overall demographic realities at both high schools reveals a significant negative consequence to consolidating high schools in the form of loss of opportunity for participation in extracurricular activities. On the face of it, it is clear that a consolidated school would provide approximately half of the opportunities for participation that two smaller schools provide. However, it is more

than a simple loss of participation numbers that would be the most tragic occurrence if there were one high school instead of two. The demographic examination of Heritage High School showed that they have created a very special environment in that student participation for Athletics, Performing Arts and Clubs and Activities is incredibly representative of their overall student body. They have successfully provided opportunities across the board for not only a wide swath of their students of diverse racial background but also for a significant percentage of their students who receive free/reduced lunch. In addition to the wholesale elimination of opportunities for extracurricular activities, there is a concern that the consolidation of Lynchburg's high schools would result in an unbalanced representation of students in extracurricular activities, thereby resulting in a significant impact to the current Heritage community.

Considering that the primary purposes of athletics in secondary education for the majority of participants is more to provide lessons in character growth and resilience and personality building and less to secure college scholarships and professional contracts it would seem uniformly detrimental to the purpose of our extracurricular programs to deny wholesale the opportunity to participate to half of the children in our city who now participate regularly. Because of this our subcommittee strongly encourages the task force to consider the demographic realities at both high schools as one of their deciding factors when considering #4 in the Charge to the Subcommittees.

5. FROM YOUR SUBCOMMITTEE'S PERSPECTIVE, PLEASE ANALYZE THE ADVANTAGES AND DISADVANTAGES OF MAINTAINING A FOUR YEAR HIGH SCHOOL EXPERIENCE AND, ALTERNATIVELY, CREATING A THREE YEAR HIGH SCHOOL EXPERIENCE. THESE OPTIONS MIGHT INCLUDE A VARIETY OF OPTIONS FOR NINTH GRADE, AND YOUR ANALYSIS MAY CONSIDER VARIOUS PERMUTATIONS OF GRADE COMBINATIONS AS YOUR SUBCOMMITTEE SEES FIT.

From the standpoint of our subcommittee the relative advantages and disadvantages of a wholesale restructuring of secondary education fell mostly along the lines of previously addressed Charges. In particular, Charges 1 through 3 which proposed a different reimagining of Heritage but kept Heritage as a distinct entity versus Charge #4, the option which combines the schools. In each of these different scenarios if the focus is kept on the primary stakeholders, i.e., the students, it is simple to extrapolate which types of alternatives would have positive benefits and which would have a negative impact.

In terms of extracurricular activities the goal must be to provide the most opportunities possible to the widest range of students possible. The benefits of student participation in athletics and Performing Arts relative to overall retention and graduation rates are measurable and because that is the overall goal of any secondary education system it should also be the focus. Any alternative restructuring of schools must take into consideration the impact on student participation levels and do their best to at the very least maintain them relative to current standards. A reduction in current participation levels would be a lessening in the quality of education currently provided and regardless of any alternative restructuring plan chosen, moving forward the focus must remain on providing the most opportunities for participation possible for the widest range of students.

6. ARE THERE ANY ADDITIONAL OPTIONS THAT HAVE BECOME VIABLE BASED ON YOUR SUBCOMMITTEE'S WORK?

Based on our subcommittee's comprehensive study of the current facilities at both Heritage and E.C. Glass no additional options became obvious as a solution to both alleviating/remedying the issues and problems at the current Heritage facility and adequately addressing the needs of both the Heritage and E.C. Glass populations. It was our feeling that the needs of both populations were appropriately investigated with regard to extracurricular activities in numbers 1 through 5 in the Charge to the Subcommittees.

SUPPORTING DOCUMENTS

EXTRACURRICULAR ACTIVITIES SUBCOMMITTEE COACH AND SPONSOR SURVEY

The following is the initial survey that was sent to all coaches and sponsors of extracurricular activities at both Heritage and E.C. Glass High Schools. Data taken from this initial survey was used to highlight obvious areas of interest for further investigation in the second phase of our subcommittee's data-gathering process.

- **School: ***
- **Activity Name: ***
- **Name of Survey Responder: *** First Last
- **Email of Survey Responder: ***
- **Are you a staff member or student? ***
 Staff Student
- **Average Number of Students Participating in Activity:**
 1-5 6-10 11-15 16-20 21+
- **Average Number of Staff Required:**
 1 2 3 4 5 6+
- **Number of Facilities Used (Including for practice, training, performance, games, preparation):**
 1 2 3 4 5+
- **Please List Facilities Used**
- **How Many Months of the Year Do You Spend on Some Aspect of Your Sport/Activity?**
 1-3 4-7 8-12

- **How Many Months of the Year Does Your Sport/Activity Compete/Perform?**

1-3 4-7 8-12

- **Travel**
- **How Many Days a Week Do You Typically Travel During Your Season?**

Have On-Site Facilities 1 2 3 4 5+

- **How Far Do You Typically Travel For Games/Performance?**

Have On-Site Facilities 1-5 miles 6-20 miles 21-50 miles

- **How Far Do You Typically Travel for Each Practice?**

Have On-Site Facilities 1-5 miles 6-20 miles 21-50 miles

- **Facilities**

On a scale of 1 to 5 with 1 being “Unsatisfactory” and 5 being “Exceeds Expectations”, how would you rate your:

- **Practice Facility**

N/A 1 2 3 4 5

- **Performance Space**

N/A 1 2 3 4 5

- **Playing Fields**

N/A 1 2 3 4 5

- **Locker Rooms/Dressing Rooms**

N/A 1 2 3 4 5

- **Weight Training Area**

N/A 1 2 3 4 5

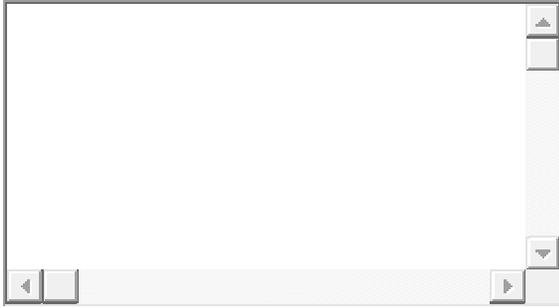
- **Administrative Facilities**

N/A 1 2 3 4 5

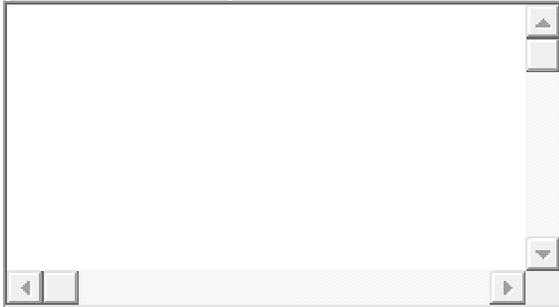
- **Storage Space**

N/A 1 2 3 4 5

- **If your program/sport/activity could have anything in the way of practice space what would it be?**

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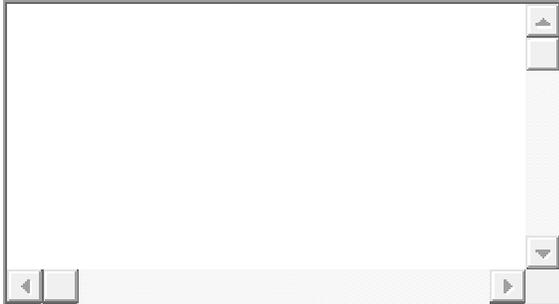
- If your program/sport/activity could have anything in the way of performance space what would it be?

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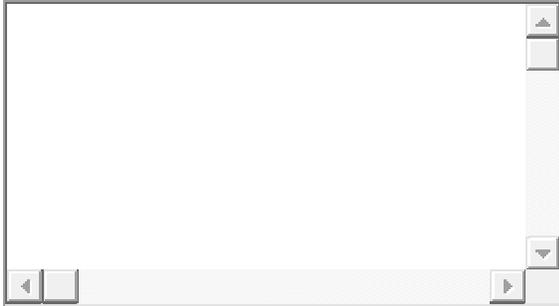
- If your program/sport/activity could have anything in the way of playing fields what would it be?

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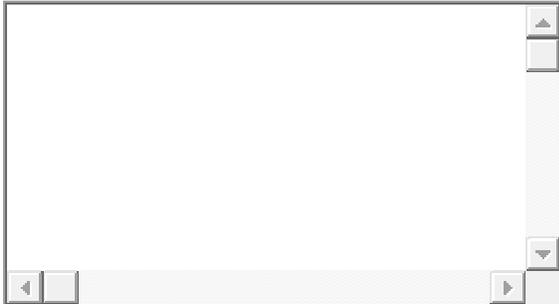
- If your program/sport/activity could have anything in the way of locker rooms/dressing rooms what would it be?

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- If your program/sport/activity could have anything in the way of weight training area what would it be?



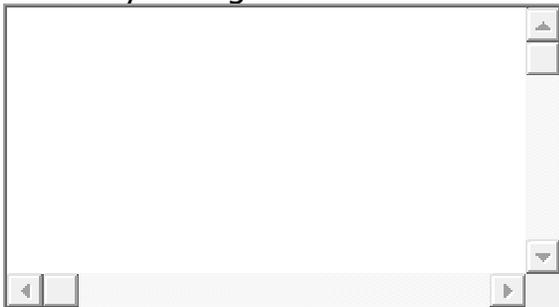
- If your program/sport/activity could have anything in the way of administrative facilities what would it be?



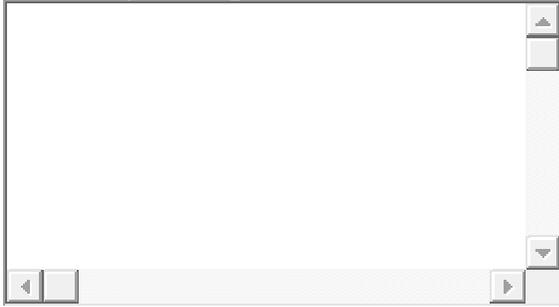
- If your program/sport/activity could have anything in the way of storage space what would it be?



- Current Strengths and Weaknesses
- In your opinion what are the greatest strengths of your program as it is currently configured?



- In your opinion what are the greatest weaknesses of your program as it is currently configured?



DEMOGRAPHIC DATA ANALYSIS – HERITAGE AND E.C. GLASS EXTRACURRICULAR ACTIVITIES

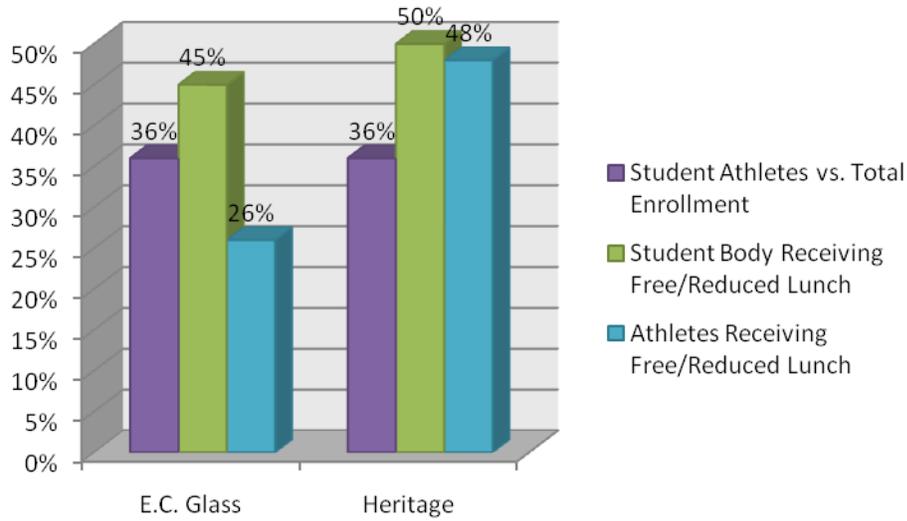


Figure 1 - Free/Reduced Lunch Recipients - Percentage of Student Body vs. Percentage of Athletes

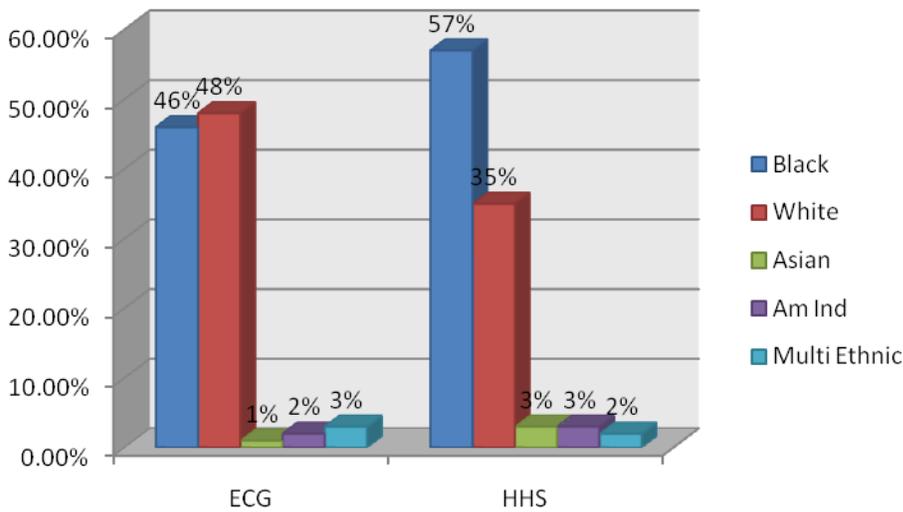


Figure 2 – Overall Racial Distribution Heritage and E.C. Glass High Schools

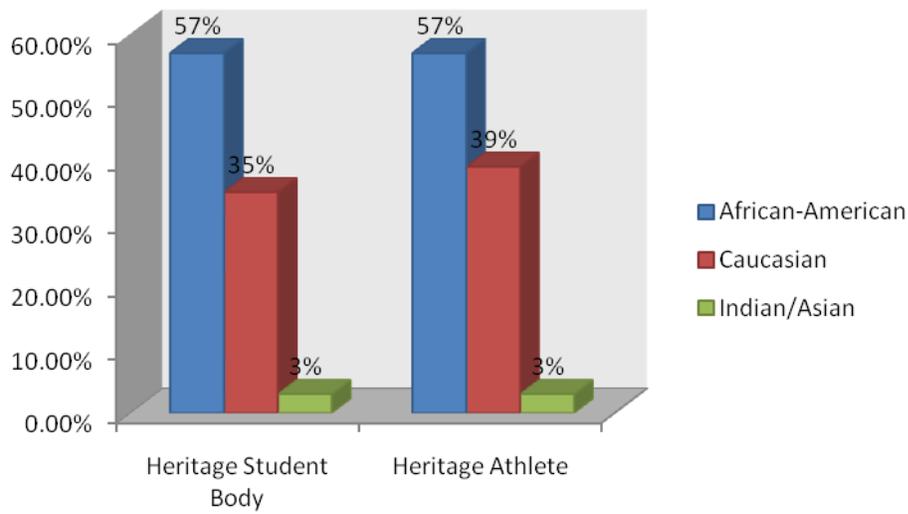


Figure 3 – Racial Comparison between the Heritage Student Body and the Heritage Athlete

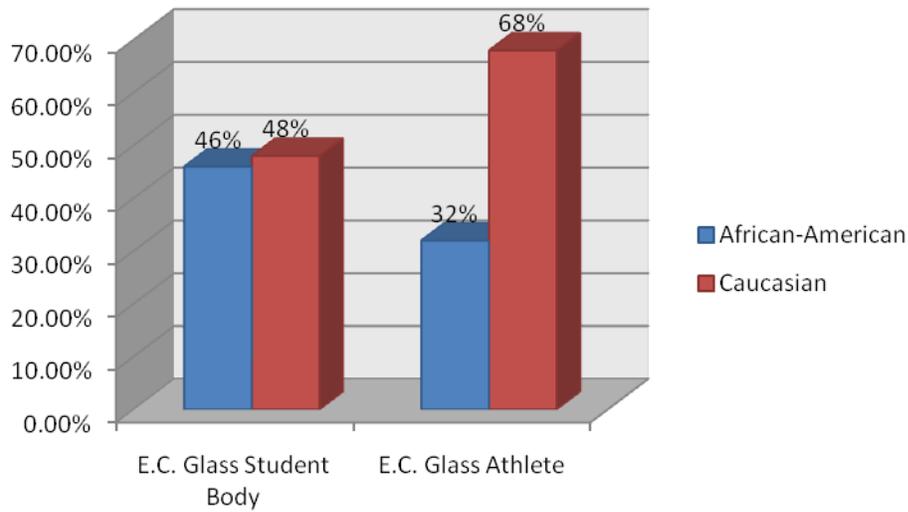


Figure 4 – Racial Comparison between the E.C. Glass Student Body and the E.C. Glass Athlete

Heritage Theater

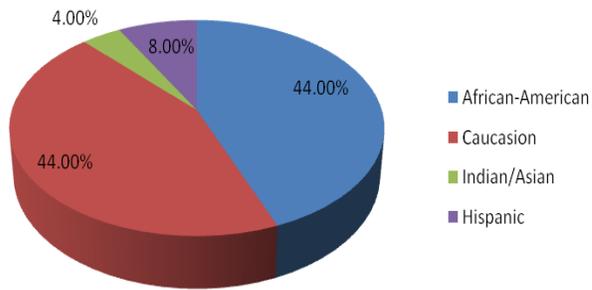


Figure 5

Heritage Band

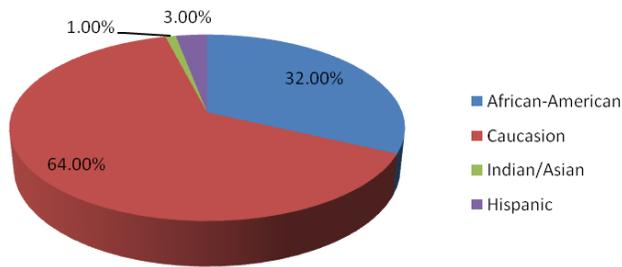


Figure 6

Heritage Forensics

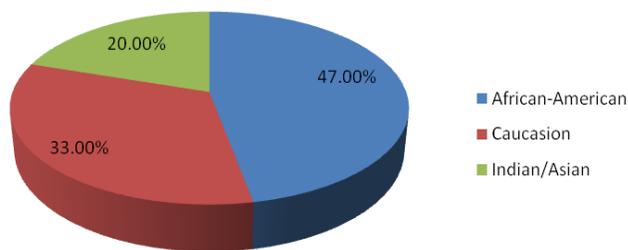


Figure 7

Heritage SCA

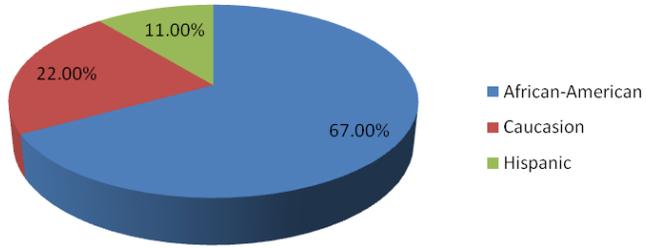


Figure 8

Heritage Lit. Mag

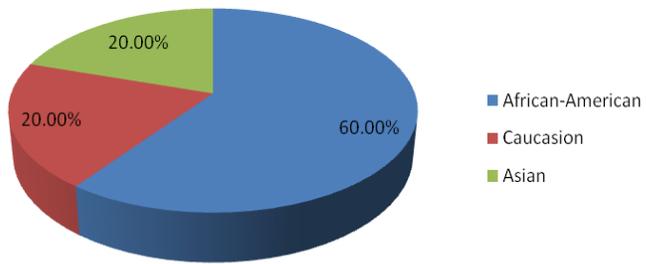


Figure 9

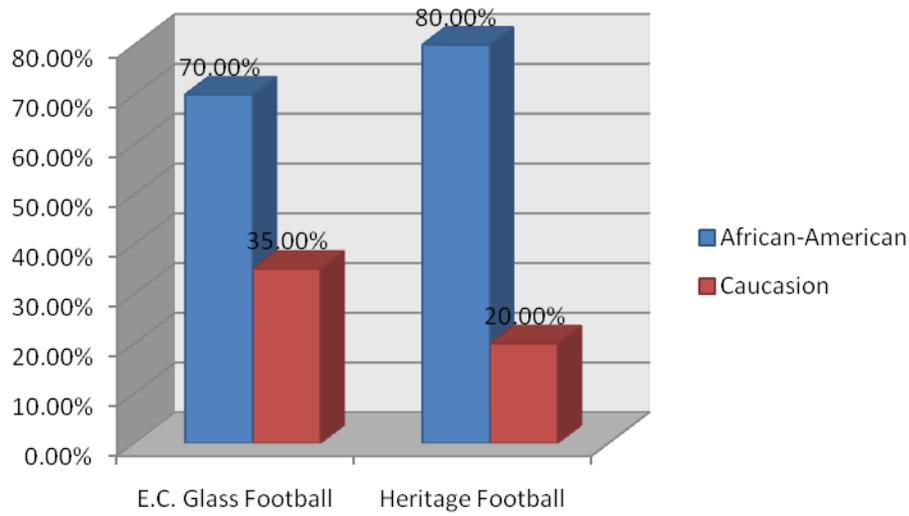


Figure 10 - Football

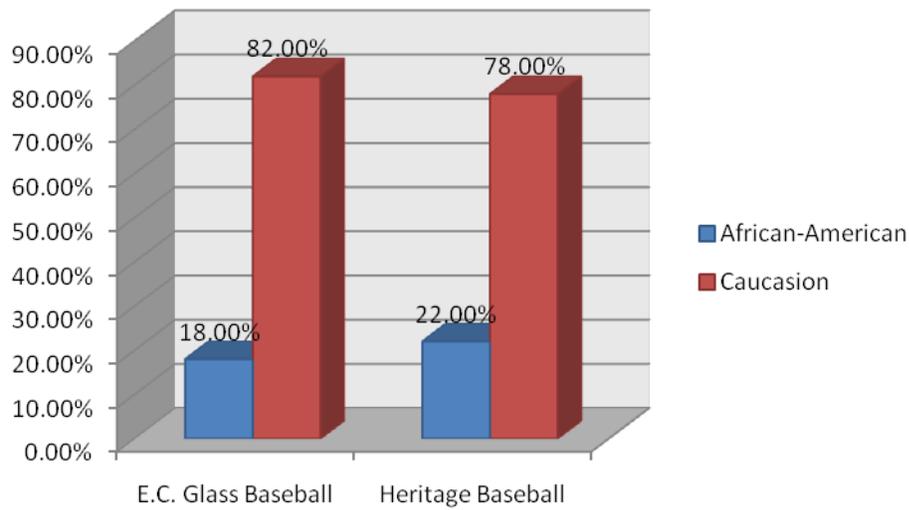


Figure 11 - Baseball

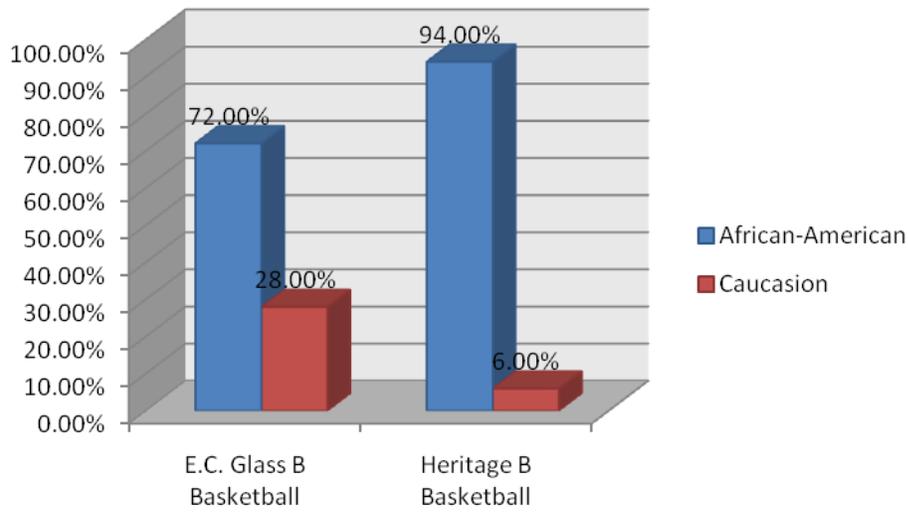


Figure 12 – Boy’s Basketball

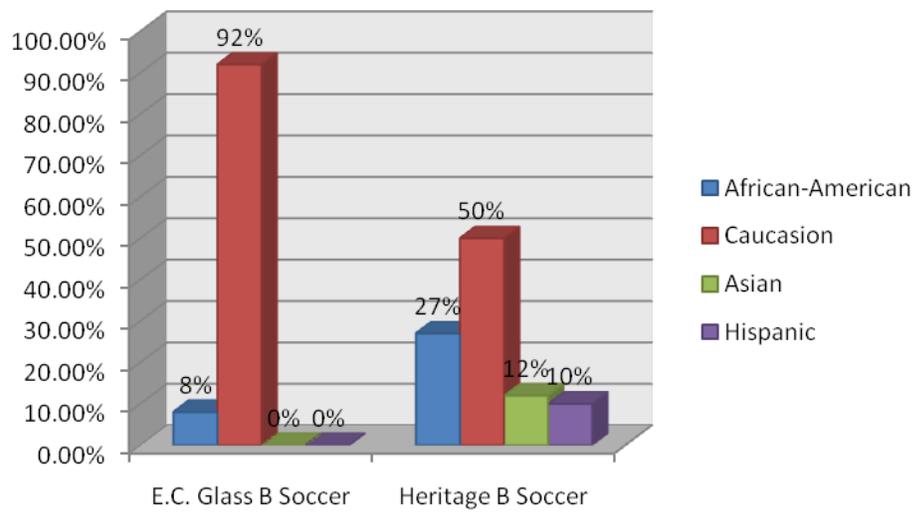


Figure 13 – Boy’s Soccer Participation

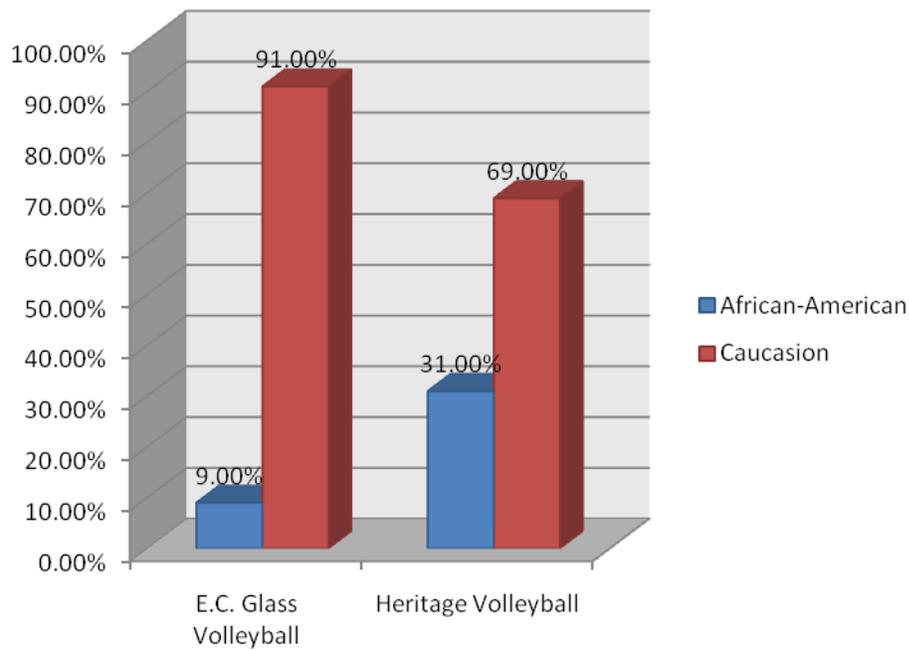


Figure 14 – Volleyball Participation

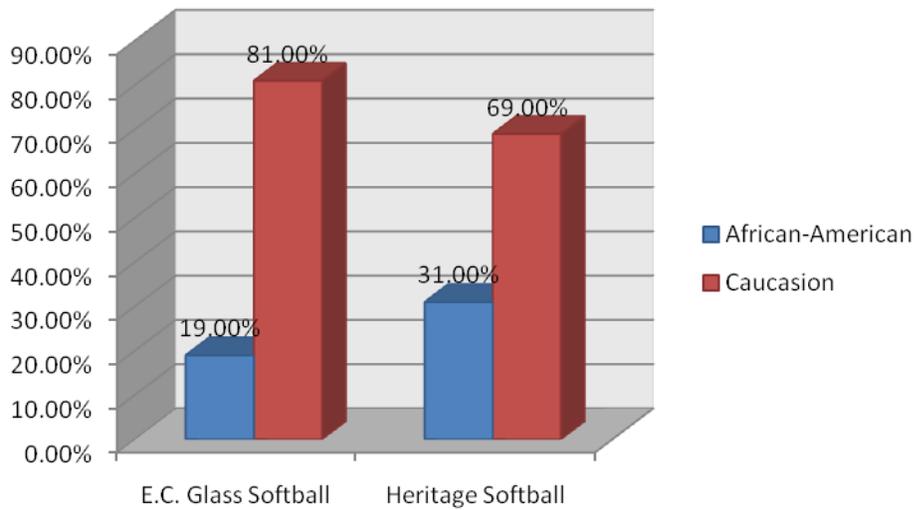


Figure 15 - Softball

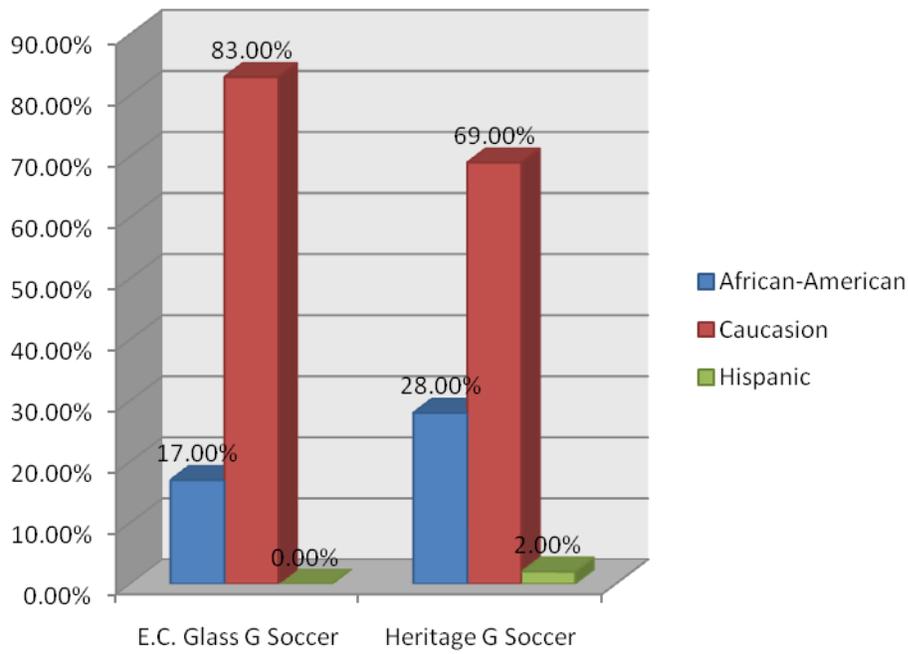


Figure 16 – Girl’s Soccer

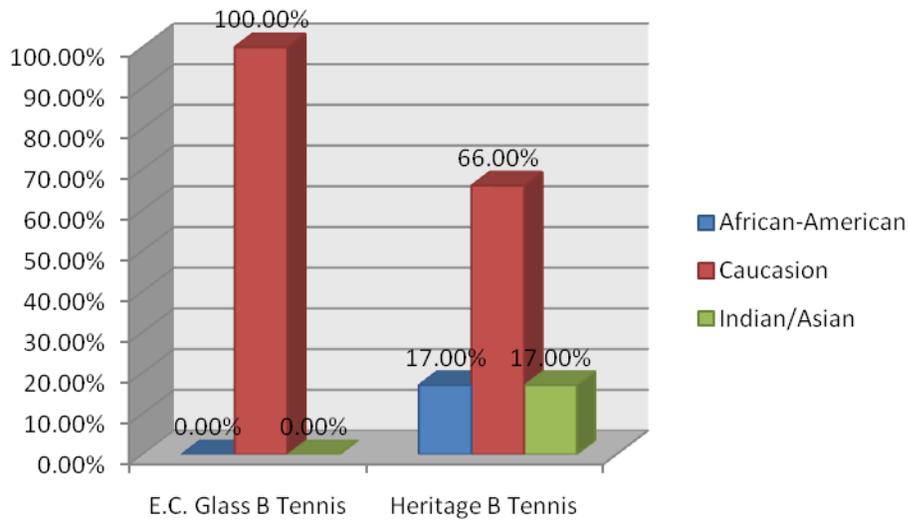


Figure 17 – Boy’s Tennis

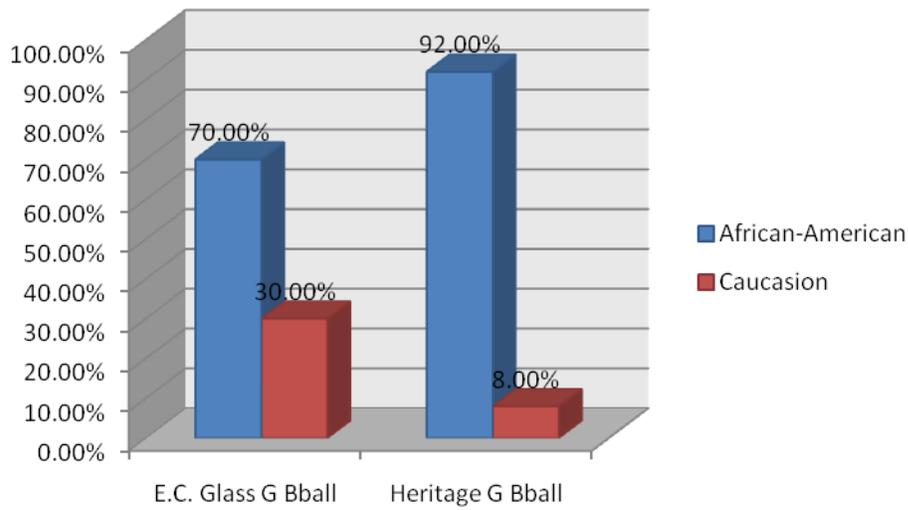


Figure 18 – Girl's Basketball

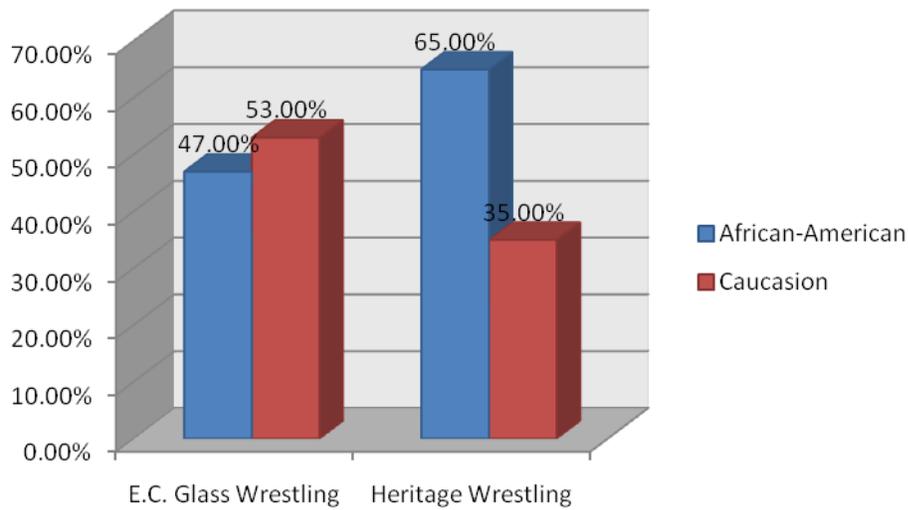


Figure 19 - Wrestling

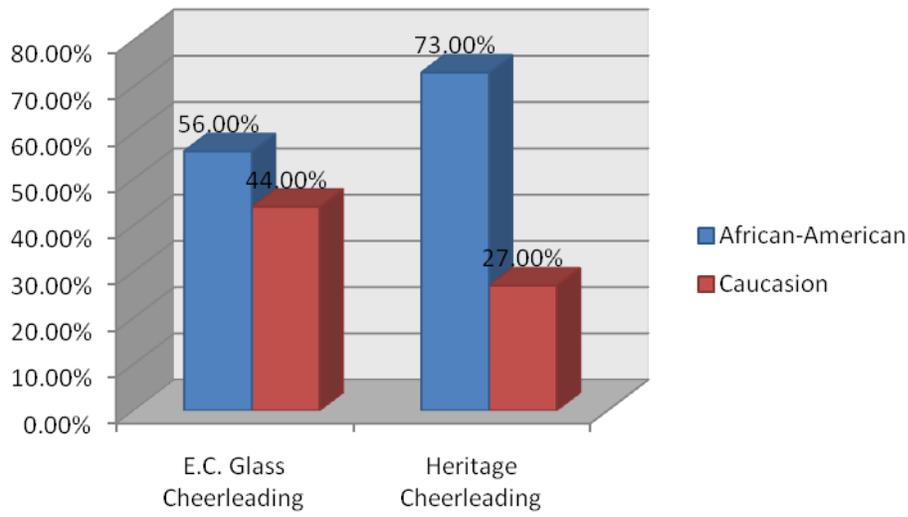


Figure 20 – Cheerleader

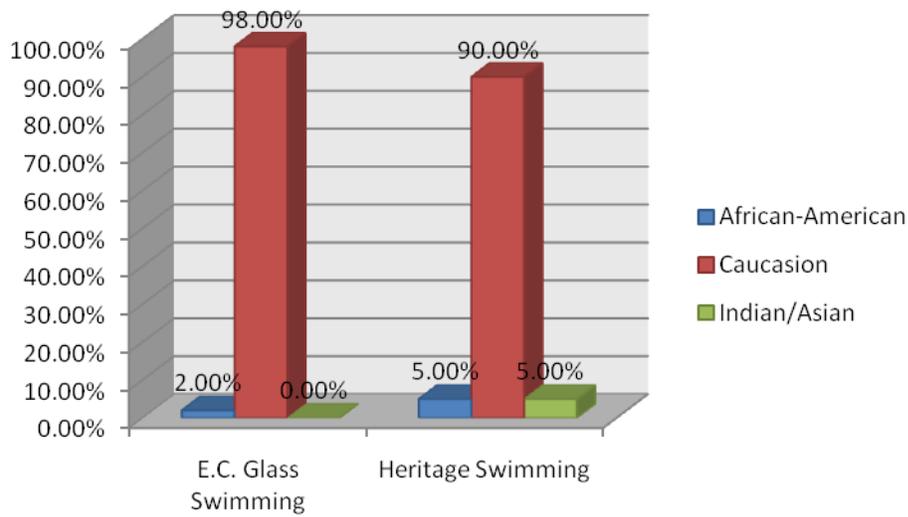


Figure 21 - Swimming

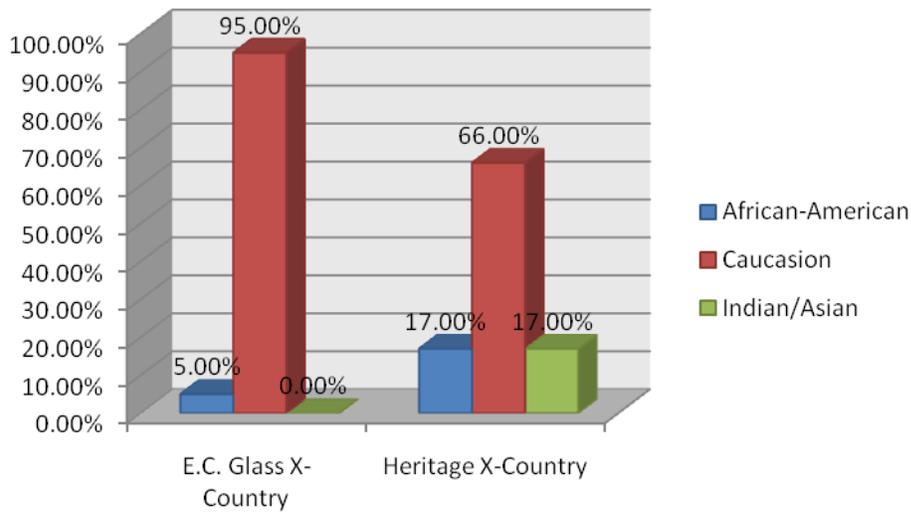


Figure 22 – Cross- Country

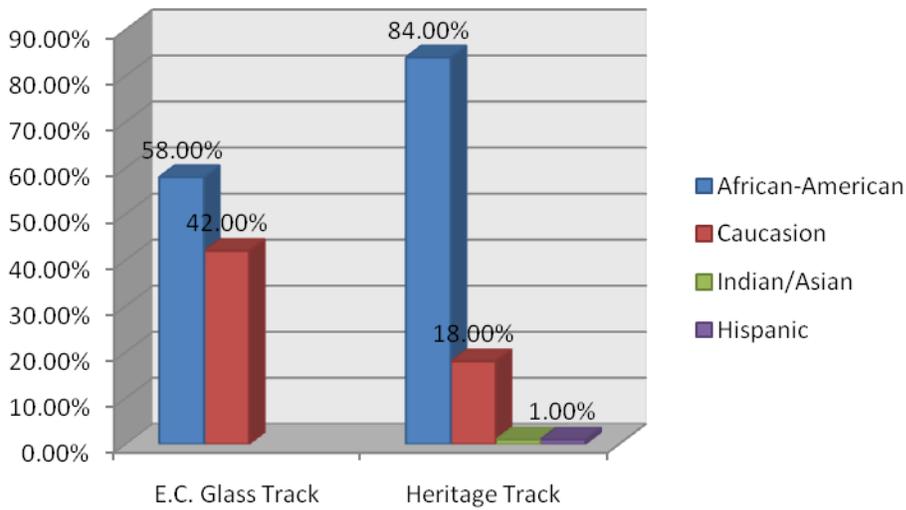


Figure 23 - Track