

Teacher's Name	Department	How do the capacity issues at HHS impact you as a teacher? Consider instructional programs, space limitations and the instructional needs of our children.	In your opinion, we need to:
Rachel Linden	Counseling	I have communicated this in several venues, but we have limited our master schedule to match our space constraints rather than what best meets the needs of students. PowerSchool is designed to take the sections needed for each course and place them in the block of the day that meets the greatest needs for the student body. We override that process significantly because of the limits on space. In other words, we tell PowerSchool where to put classes in the block counter to what it suggests because if we allow a course to go where PS says for it to go, it will create a space issue later in the build. This is especially true for trying to work with both semester and full-year courses, spaces in the building that are specifically designed for certain types of courses (i.e. tech ed spaces, computer labs, fine arts, chemistry labs, etc.) A considerable amount of staff time is "wasted" having to counter-intuitively manually construct the master schedule to accommodate space issues. Furthermore, we have teachers teaching all around the building and having to move their spaces constantly because there is no one or even sometimes two spaces that they can set up shop, so to speak. Teachers decorate/set up their spaces to match their curricular topics and are disappointed to learn that they cannot remain in that space throughout the day. Students rarely know where to find teachers at the end or beginning of the day because most staff are shuffled around. We have exceeded the capacity of common area spaces such as the gym and auditorium for events designed to promote inclusion and community. We have so very few meeting spaces to connect with groups of students larger than 30. We also have very few small group meeting spaces and frequently have no spaces to host small group meetings, college visits, etc. because all of the spaces designated for these meeting types are occupied. Furthermore, an increasing number of students are reporting anxiety in our school building due to over crowdedness and a feeling of being unable to find space "to breathe" in classrooms, hallways and common areas.	Build a new high school
Jeffrey Mumaw	Math	As the high school continues to gain more students, the halls continue to get more and more congested, slowing student movement between classes, more lunches (though I do like the 4 lunches), and more impersonal. Classrooms are scheduled to capacity and faculty are spending time packing up and moving from classroom to classroom.	Build a new high school
Ben Kurtz	ESL	It means teaching in classrooms that are not part of my department. This creates a lot of lost time traveling to and from my office. In addition the sheer number of people in the halls during class changes makes the it hard to get to class in a timely fashion.	Build a new high school
Phil Yutzy	World Language	Class sizes are much larger than when I began teaching at HHS 20 years ago. That is not always bad in the classroom but it can be a hindrance to individualized instruction. Also the number of students in the hallways creates a lot of tension, noise, and confusion. The number of students requiring special help has expanded. The SOL tests place students under tremendous stress especially when many students are ELL. Smaller schools enable more individual attention. People do not get as lost in the system.	Build a new high school
Mary Inge	CTE	I teach a required course, Economics and Personal Finance. I have 24-25 students on my rosters this year in a computer lab where students are receiving this information for the first time in a school setting. The class is required to graduate. As our population continues to grow, it is very difficult to provide students with the individualized instruction that this course requires.	Build a new high school
Sally Young	World Language	It seems with the growth of our student population comes more and more a [spoken] decline in our students' feeling like they are an important member of our community (as they get "lost" in the large mass).	Build a new high school

Tracey Barr	English	<p>I teach manageable class sizes, but all public spaces seem packed. The halls, for instance, are very hard to navigate between classes. I'm starting to believe students when they say that they actually couldn't use the restroom between bells and still make it to class on time.</p> <p>It also seems like a volatile situation to have so many people crushed into such a small space. Conflicts are destined to occur.</p> <p>I do worry when I'm on any type of duty (hall, lunch, morning) because I don't know any students but the ones that I've personally taught. There are just so many people that there's no way that most of them couldn't be strangers, which makes it difficult if a disciplinary situation occurs. (I can't tell anyone who was involved because I don't know the kids.) Also, this feeling of "everyone's a stranger" is bad for community. I smile and greet everyone I see, but I wish we were actually connected in some way.</p> <p>I've also noticed that it's sometimes difficult to direct students to seek the support of guidance counselors and other support staff because, although these people do their absolute best, it's just not possible for them to serve so many students in a timely manner. They have huge caseloads.</p>	Build a new high school
Peter Norment	English	The predominant issue I see is the packed hallways which lead to conflicts and tensions between students. I also see it as an ITL when we try to make extra classes...there is simply no where to put any more teachers.	Build a new high school
Christy Norment	School counseling	Overcrowding has a particularly pronounced impact on our students that struggle with symptoms related to trauma and those with anxiety disorders. I believe it contributes to conflicts between students as well.	Build a new high school
Ryan Henschel	Math	The capacity issues at HHS have impacted class sizes, limited us on space in the building and has affected the learning environment for our students. It is more affective for the student and the teacher if there are smaller class sizes because the teacher can help more students and spend more time with each student in a smaller sized class. With more students in the building, we have had to increase time in between classes from five minutes to seven minutes to allow more time for all of our students to get to class on time. It doesn't seem like a lot, but an additional two minutes for each class change of the day over the entire school year adds up to a lot of instructional time lost. There is also not enough room to eat in the cafeteria and if you walk through the cafeteria during one of our four lunch periods, you will see some students eating standing up or sitting on the floor.	Build a new high school
Kelley Shradley Horst	Fine Arts	Classroom Space is a major issue, we have a need for more classes, but not classroom space. So this means that some of our classes are taught in rooms that do not have supplies, storage, or sinks.	Build an addition
Elisha Hiser	Math	Creates more conflict by putting so many kids too close together. Causes behavior issues in the halls because the crowds are too tight to easily identify who is doing/saying what. Forces teachers to share classrooms, which causes additional stress to the teachers and forces them to spend time traveling and setting up which should be spent planning lessons.	Build a new high school
Suzanne Smith	Science	Class sizes have been steadily high (24) in the chemistry department for the past few years. However sections of the course have increased. Currently there is a chemistry class occurring in a room that is not a chemistry room. These students are missing out.	Build a new high school
Patricia Kelley	Math and ESL	teacher student ratio is not in the best interest of the students	Build a new high school
Karen Whetzel	Special Education	Class sizes are larger. Oftentimes, there are not enough desks. In my case as a special educator, I have so many kids with a variety of needs in one room, that it is difficult to meet all of those needs with such a large group.	Build a new high school
Valerie Kibler	English Department	Classrooms are very full and it makes individualized attention and the ideal teacher/student ratio hard to achieve.	Build a new high school

Jen Glazer	Athletics	When we have students with concussions one of their number one complaints when trying to return to school, is the noise of the classroom. They and I believe this is because of how many students are in each classroom and then in the hallways. This in turn can slow their ability to return to full academics. Also teachers are not able to accurately keep up with students accommodations for concussion due to them reporting how many students they have in one day "and not being able to remember everything about every kid.". It is a safety concern.	Build a new high school
Mary Strickler	English - HHS	Of course, the use of trailers impact the instructional needs of our students. There simply is not space for classroom use or the development of new curriculum	Build an addition
Jay Blair	Social Studies	<p>The challenge isn't to the teacher - except to the degree that it is left to the teacher to manage the challenges that overcrowding imposes on students. For students, overcrowding leads to problems across the board. Part of it is increased friction and frustration in the hallways, which can lead to violence. Part of it is the overcrowding in the classroom that makes it harder to meet the individual needs of each student. Part of it is the division of resources that decreases each student's access to the programs and facilities provided by the school. Students are undercut twice - once because of overcrowding, and once because of our falling rate of expenditure per student. Though, the two seem related.</p> <p>So far, we have only taken half-measures to address the challenges of increased population. Our proper school buildings are stretched far beyond functional capacity, and they are littered with vermin-infested, dilapidated trailers, whose function as a temporary space is belied by their continued presence on our school grounds long after they have begun to fall into disrepair. These are not best for the emotional well-being or the physical security of our students, and they send a clear message to the community and beyond about how we really value the education of our children. We have both a moral and a practical obligation to meet the needs of our students, the needs of our community, and we are currently falling distressingly short of that mandate. I believe we can do better.</p> <p>Also worth pointing out that failing to construct a new high school removes us from the surrounding community of schools. Our students cannot construct a friendly rivalry with nearby schools because our school is far too large to compete fairly in the local community. That reality stretches our resources and forces our students to travel ever-further for athletic and non-athletic competition. We begin, then, to associate ourselves more closely with distant centers of population concentration, and less closely with our own neighbors and friends. This poses a challenge in terms of cost, in terms of identity, in terms of time-spent, and in terms of our sense of community. So - it's not just overcrowding that is the problem, but the size of our population in general. An annex would not help with this aspect of the issue at all. We should meet the needs of our teenagers with the construction of a new high school. Population is continuing to trend upwards, and there seems to be no hope that the annex solution could meet our long-term needs. This new building is far overdue. I am a stake-holder in this community. I am a parent of students in our public schools. I am a resident of Harrisonburg. I am a teacher in the Harrisonburg Public School System. And I am a home owner in the city. Increase my taxes. I will help pay for the new building. It would make me feel proud, as I once did, to be a part of a community that makes the education of its children a primary concern.</p>	Build a new high school
Rachel Bolyard	Special Education	The overcrowding makes the number of students in our resource classes very large, which then makes it extremely difficult for us to provide individualized special education services to each of our students. Also, since most classrooms are used every block during the day, overcrowding makes it difficult to pull Special Education students out of the gen ed classes for small group classroom testing and SOL testing. The overcrowding also makes conflict between students more prevalent because there are just too many bodies in the building.	Build a new high school
Jay Hook	Social Studies	I have to change classrooms every block and push my cart through the very overcrowded hallways. There is no room to maneuver not only for me but for the students as well. Many classes have 25 plus students, like my Honors Government class. The key to teaching is to build and nurture relationships, but it is very difficult to do in our present situation.	Build a new high school

<p>Delynda Hendricks Part 1</p>	<p>Science</p>	<p>I teach lab sciences, yet do not have a classroom where I can properly prepare and teach. I must share equipment, transport equipment that should not be moved, risk dropping expensive equipment and not do labs in which students would learn more if we did. Instead, because we must use every room every block, I must move from room to room and use "available" space. This creates complications with lab set up/take down and sharing lab space issues, as well as logistical movement of equipment. I do not do as many labs as I would if I had a dedicated classroom, and must carry any ancillaries with me . I also cannot set up a room with visual aids that I know would be helpful during units. Right now, I teach Honors Biology in an Earth Science room. I must alternate days of lab with my other Honors Biology class because I must use the same equipment, set up, and take down the lab so that I don't interfere with the Earth Science classes. I feel as if I am always "chasing myself" to keep up, spending a lot of time shifting materials, when I could be fine-tuning lessons, working on SIOP activities, working with instructional coaches or reading specialists, or developing lessons with other colleagues. I do not have a dedicated space for papers to be turned in, or make-up work to be available. I must share space during ELT time, where there are often 20 students from two teachers working. Some of those are trying to make up labs, tests or quizzes, and the space is noisy at best, and always crowded. Teachers whose rooms I share must leave their classrooms during planning instead of planning in their own classrooms, setting up/taking down labs, or changing wall displays. They often cannot use the desktop computers in their classroom, because they have to log off so that I can use the computer to teach my class.</p> <p>Planning has to include lots of communication between staff in the specialty areas so that we can use available space/equipment. Our science department is composed of colleagues that work really hard to cooperate and we communicate well, but this situation can/does cause friction among staff that is not necessary, and is directly related to the crowding issues. Science teachers are often "searching" for equipment or supplies that another teacher has on a cart, in another room, or is using that same time period. Sometimes teachers cancel labs because they finish a unit before equipment is available. But, we are continually reminded that the most productive lessons include hands-on activities. This is very frustrating and discouraging, when you are trying to do the best job for your students, struggling with juggling, and then you are reminded that you didn't quite meet the "best teacher" standard all because of the challenges of logistics.</p>	<p>Build a new high school</p>
---	----------------	---	--------------------------------

Delynda Hendricks Part 2	Science	<p>Class procedures and norms are disrupted because if I go into the other teacher's classroom before her class is "over", they are distracted by my entrance/exit. She must finish her class and start "packing up" instead of working all the way to the bell, or helping students with assignments or activities. So we train students to stop working and pack up and stop working counter to what we say we should be doing. We must spend the first bit of class "setting up", so if we have students that get off task easily or don't get on task easily, they are off task when the class starts, instead of starting on a warm-up that would already be posted, if the classroom was "ours". I have tried carrying white boards from class to class with all this information posted, but it is too cumbersome, so I just don't post. Having a warm up on my personal notebook to post seems logical, but to post it daily also takes time and off-task students get off task as I get situated to start class. I have also tried to use both the classroom desktop and my notebook, but that, again, requires time to log out for the leaving teacher and log in for the moving teacher (time).</p> <p>In my own classroom I wouldn't be navigating through mobs of students to get from one end of the building to the other, dodging students and trying to hurry as quickly as possible to get into my next classroom. I cannot greet students because I am hurriedly trying to get prepared to get students on task and start class. I estimate I lose 5-10 minutes at the beginning of every class because of "transition time". I cannot help students at the end of a class because I have to "hurry" and get to my next classroom. In my past experience, I have found that this time/help is often the very assistance a student needs most. And, regarding that, students at HHS have to HURRY out of class so that they can maneuver through the throngs of students to get to class on time.</p> <p>The building is huge, but navigating the hallways at class change is one of the biggest challenges our students face. My freshmen told me this year that was the scariest part of coming into the high school. They were literally fearful because of the crowding in the hallways. That is stress they do not need, as freshmen, and, in my opinion, creates some of the chaos that we often begin class with in a freshman class. The stress of class change causes anxiety that has to be tempered even before we can start class.</p> <p>Another issue I have heard expressed by students is that they have to wait in line for bathrooms between classes. This causes students to NOT go to the restroom during class changes and then ask to be excused during class which causes them to miss important information or activities, and increases hallway traffic during classes, which then becomes disruptive.</p>	
--------------------------------	---------	---	--

<p>Delynda Hendricks Part 3</p>	<p>Science</p>	<p>I am taking the SIOP class now and would really like to incorporate more of the methods in my classes. Classes are so large, it is hard to serve the needs of our EL students adequately. And, in my observation of other teachers (as I share classrooms), as well as during CLT and other discussions, the large numbers create environments that tend to spend time on disruptions more than productivity. I have had very gifted EL students that were in a large class with many behaviorally challenged students, that I know would have been better served had they been in a better learning environment. I know they would have progressed more within the subject area and with language development had I not spent so much time with discipline issues related to the large class size. Even disruptive students are easier to reach/teach when there are smaller class sizes. Individual attention that "needy" students require is sometimes impossible, and the behavior issues escalate in that environment instead of being handled on a more personable level.</p> <p>I assume that our students with very high ACE scores are much more stressed in this crowded environment. It is harder to get to know all your students so that you can address them and their "issues" in more appropriate ways. Sometimes I feel as if I am herding cats instead of creating relationships. It makes me sad to not be able to give consideration to the "needy" students in our building.</p> <p>I am continually impressed by the many different pathways we have for students to get their needed credits/classes. However, I know that we also schedule students in ways for us to deal with the large numbers and this sometimes is to the detriment of their progress. We continually read how class size matters, and as a veteran teacher, I know this to be true. But our numbers require us to "fill" to overflowing, classes that would be more productive with fewer students per teacher.</p> <p>This is my 32nd year teaching and by far, having to navigate all the logistics of teaching at HHS is the hardest task I have had. I am exhausted at the end of every day and discouraged because I know that in previous situations my students have been much better served, were much more successful in class and that I was able to form much more productive and deeper relationships with my students. I know what classes can/should look like and I am saddened by the activities that I cannot do with my students. I am amazed by the differences being overcrowded truly makes.</p>	
<p>Richard Morrell</p>	<p>English</p>	<p>I do not have an established classroom (I float). It does not allow me to create the environment in my classroom (I have to adapt to the one established by the room's base teacher). So, supporting material posted on walls are not necessarily pertinent to my instruction or my students' activities.</p> <p>I have on a few occasions had more students in a room than it can feasibly accommodate. This impacts the instructional environment in a negative way.</p> <p>It has caused us to have more students in classes that by design should have a low student/teacher ratio based on student needs. This has impacted addressing individual needs for students who need more instructor attention during class activities. Larger numbers in a class also impact the amount of time devoted to assessing student work.</p> <p>It has impacted the number of electives we can offer, because more of us are needed to teach the required (core) classes. We offer a variety of electives, but a school our size should offer even more. Students are too limited in their elective offerings, and end up being forced to take electives they have no interest in. This actually requires two things: more staff and more rooms.</p>	<p>Split School Schedule</p>

Paul Rath	Physical Education /Coaching Soccer	<p>Teacher to student ration - to high reduces students learning. Unable to address individuals needs on a consistent basis. Seem to catering to the high end student(providing opportunities for secondary schooling) and the lower end students(passing the SOL for data collection), while the middle student is left just to maintain a passing grade and just get through the SOLS.</p> <p>We can provide more opportunities to more students with more individualized attention.</p> <p>Disciplinary issues are not taken care of immediately. It takes weeks to address student behavior, due to the overload on the administrative staff.</p> <p>Trailers are not a quality learning environment for any student or teaching space!</p> <p>The impact on sports is huge - travel time will increase and advancing passed regional will be slim. We have the population to be categorized as 5A, but not the participation from the student body, nor quality of athlete to competitively compete at the 5A level. I am the varsity men's soccer coach; on average I tryout 145 players each year and I cut approximately 97. Get the point!</p> <p>If we maintain our course are community will be negatively effected!!!</p>	Build a new high school
Joanna Richter	Social Studies	I do not have my own classroom. This causes me to have extra time at the beginning of each class to organize myself and lesson, losing out on valuable SOL instruction time.	Build a new high school
Geoffray Estes	Mathematics	<p>More than anything, I have felt the impact with regard to space issues. I run the robotics team and teach an intro to robotics class as well. We have no storage or ability to house a dedicated classroom for such a program. It would be beneficial to the students and longevity of the team to fix these issues.</p> <p>Truly, having a dedicated space for the specialized programs that the school district has invested into, such as the Governor's STEM Academy would help to maintain the current level of success for our students as well as open the doors to building a bright future for programs such as STEM, Fine Arts, etc...</p>	Build a new high school
J. ROTERS	SCIENCE	The capacity issues contribute to the fact that high achieving and relatively low achieving students have to be grouped in one class. I can also imagine that some students have to get up very early because HHS is relatively far from their home; those students might be sleepy during the day	Build a new high school
Melanie Smith	Special Education	We have students with anxiety or mental health issues that often require a quiet place to deescalate or to regroup. It is very difficult to find a space when needed for this purpose. We also need several rooms during SOL and classroom testing for read aloud. This is an IEP or 504 mandated service. We often have difficulty finding enough spaces to fulfill this requirement.	Build a new high school
Kevin Tysinger	PE	With so many students in each class, we are limited with gym space.	Build a new high school
Diana Kern	Family and Consumer Sciences	Larger classes means less work space, crowded labs which can lead to safety issues, less time to work with special needs students, more discipline issues, Not able to cover as much material as I could in smaller groups, more time spent on lesson planning, grading , etc. Too many people in less space in general leads to more discipline problems and fights. The workload for administration is greatly increased and by the time they attend to the big issues there is not enough of them or us to always go around to handle the small issues that lead to the big problems. Everyone is overworked because with larger numbers there are more problems The students become lost in the crowd too and do not get the individual attention they would in a smaller school.	Build a new high school
Laura Nelson	ESL	<p>-loss of instructional time (no bells to alert students lunch is over and class has begun due to the need for 4 lunches in one block, moving from room to room to teach and the need to set-up at the beginning of class and clean-up at the end, noise from crowded hallways)</p> <p>-loss of planning time due to moving from room to room to teach</p> <p>-added stress from moving room to room (need to clean-up and set-up over and over again and carry everything with you)</p>	Build a new high school
Crystal Martinez-Bergey	ESL	Loss of instructional time: no bell structure to alert the students it is time to go back to class from lunch, more noise from crowded hallways. Loss of planning time. Loss of room due to group meetings during ELT. Added stress moving room to room. Overcrowded classes. Most importantly for our ESL students, lack of class choices due to options being full and lack of ability to override.	Build a new high school

Alison Dove	Math	The large teacher class size makes it difficult to reach struggling students who need one on one help and small group instruction. Also, the capacity issues cause administration to have difficulty to deal with behavioral issues because of the large volume of referrals. Therefore, some issues seem to fall through the cracks because administration is overworked with their case loads.	Build a new high school
Bethany Houff	Fine Arts	<p>Thank you for the opportunity to provide feedback. Whether we build an annex, an addition, or a new school is ultimately the decision of the committee, but what is clear is that more space is needed, and what immediately impacts teachers and students is the need for additional educational space, storage space, and common space for the HHS community. In Performing Arts, our biggest concerns are:</p> <ol style="list-style-type: none"> <li>1. Classroom space for our growing Dance program. They currently do not have a designated dance space and use the stage for class. This is not a good "fix", as the stage is needed during the day for multiple other programs/speakers/special guests/other uses. Also, the stage was not designed to be a classroom. There is not adequate board space or changing areas/locker rooms.</li> <li>2. As the number of students in our instrumental and choral programs increase, we need more storage space for our instruments and uniforms. As the number of students increase, the number of uniforms and number of instruments brought to school increases, and we need storage space to keep these investments safe.</li> <li>3. Our piano lab has yet to find a safe and permanent home. Currently, the piano lab is housed in a computer lab. As the number of sections of piano classes grows, the need for a classroom to house the pianos increases. (Music theory and other music electives could also be taught in this room.)</li> <li>4. The over-crowding in common spaces, such as hallways, the cafeteria, auditorium, and gym, impacts our entire community. Class changes are stressful for students because so many students are in the hallways and it is physically impossible to get through crowds at times. Class changes should not be stressful for students; their lives are difficult enough. The cafeteria situation has improved as we moved to 4 lunch times this year, but I predict that 4 lunches will soon become over-crowded, too. Tensions run high when large amounts of people are put together in small amounts of space; we are operating over capacity and the emotional impact on students is clear and evident.</li> </ol>	build an annex AND update/expand the current building
Bailey	Math	Class sizes are too large. Hallways are too crowded between classes. It is difficult to control behavior in the classrooms and especially in the hallways as there are simply too many students who are disruptive and not enough resources to address all of the discipline problems. The school feels unsafe to work in.	Build a second high school and split the population between the two schools.
JR Snow	Fine Arts	We need to be aware of the programs we build for the space we are able to occupy. In the Fine and Performing Arts, we are ALMOST a complete program with Instrumental Winds, Percussion, Choral Music, Dramatic Arts, Visual Arts, Technology Arts, and Movement Arts. As we continue to add diversification of Orchestral Music and additional Visual/Movement/Music Arts, we need to align a vision of space to the vision of curriculum. Often, we build curriculum after the build of space. If we CHOOSE to be a national leader in areas, we should be able to find the comparative models throughout the country, design our wants, and build our needs. We cannot be all things to all areas....that is an essential flaw in our programming as public school programs. It is HARD to be all things, to all people, at the highest level. We need to make hard decisions about WHO we are, WHAT we believe, and WHY we offer the things we do. Space is a HUGE component of what we BELIEVE about who we are. We DO NOT need to build a NEW space. We NEED to think creatively not EASILY to come up with a unique, purposeful, and specific solution for Harrisonburg, our students, and our community. I might recommend that with creative solutions, we could have one unified high school (not traditional 9-12) that brings our community together. Easy and simple is not best.	We DO NOT need to build a NEW space.



Brian Nussbaum	Math	<p>Last year the school felt super-crowded. This past summer we made some positive adjustments with 4 lunches and longer passing time between classes that have had a much more dramatic affect than I would have imagined. (good creative problem-solving!) However, there are many times that the halls just seem too crowded. The sense of community is slowly deteriorating as well as teachers know a smaller and smaller percentage of the student body each year, and thus have a smaller influence on positive re-direction of disruptive behavior outside of the classroom.</p> <p>Floating between classrooms (as I have done for 5 of my 6 years at HHS) is a real challenge, especially the year when I had to float between upstairs and downstairs classrooms! Creating dynamic lessons is harder on a cart--as is being organized with student papers. It is do-able, but it takes time and taxes my stamina. Every additional challenge adds up.</p> <p>The trailers have helped dramatically, but now our math department feels split, and those out there are auxiliary members of the department. That is a real problem and works against the collaborative community that we are attempting to develop with CLTs and other initiatives.</p> <p>Honestly, during the specific time that I am in my classroom from bell-to-bell, I often don't think about the overcrowding. However, all of the continually piling-up 'little things' that are becoming big things that are more acutely felt in the halls and with departmental dynamics are holding a significant negative influence on the faculty. Moral is key (both for students and faculty) and the vast majority of the things that you could point to that are taxing on morale, stem from the overcrowding.</p> <p>Of course a second HS would cause division as well, but it would create a new focus of a smaller manageable community. I have not always been a fan of this idea, but about a year ago I have transitioned from not just tolerable, but to the opinion that a second school for 1300 students is a necessity! And it must be done sooner rather than later.</p> <p>There are advantages to a larger school (we can offer more programs, we have top talent for musicals and fine arts, etc.), but much of this can be outweighed with an increased opportunity for students to participate with two schools (2 of each team, etc.) By splitting the Fine Arts Academy and a STEM Academy, one to each school, we could continue to offer the diverse general education courses that we are offering, and allow the more specialized courses to continue for those seeking specialization.</p>	Build a new high school
D Rush	Math	<p>bigger class sizes lead to less individualized instruction  more crowded halls lead to various issues</p>	Build a new high school
Claire Leeper	Fine Arts	<p>Thank you so much for the opportunity to contribute thoughts!</p> <p>As our band numbers increase, which they have steadily for the three years I've been here, we need space for storage. Currently, we don't have enough lockers for students' instruments, therefore personal instruments are not secure. We also are running out of room for uniforms. In addition, we have NO bathrooms or changing areas close to our choral and band room, which makes students lose more class time.</p> <p>Our dance program is currently rehearsing on stage, which is not even a good temporary solution. The stage is needed throughout the day for other uses, and whenever conflicts arise, dance is displaced out of their instructional area. There is also no space for changing rooms and no safe place for students' valuables to be placed.</p> <p>The classroom that we use for pianos is currently not secure. Damage has been done multiple times to the pianos, and the teacher station has been defaced multiple times this school year. We need a separate space that is dedicated to music so the room isn't used by students without supervision (night school).</p>	Build an annex and add on to the current building

Kim Hook	World Languages	<p>The overcrowding at HHS has profound negative effects on both teachers and students. The two most obvious and most discussed are large class sizes and limitations of what additional class offerings we can have for students, because there are no more classrooms to offer additional classes. Another area of concern that I feel has not been given much consideration is the overall mental, emotional and social well-being of our students. The population is so large and so cramped that students spend much of their day angry, annoyed or disengaged with their peers. It is impossible to traverse the halls during class change without being repeatedly bumped into, held up by non-movers or subjected to a lot of yelling and foul language. Many students go into survival mode by putting in ear buds, putting their heads down and blocking out the world. Others go into survival mode in a totally different way, by acting out their frustrations with inappropriate behaviors. These survival modes, internal and external, have started to carry over into the classroom. Both are obviously detrimental to a good learning environment.</p>	Build a new high school
Nathan Barge	Home School Liaison	Our office has no space for confidential conversations with students or parents.	Build a new high school
Jere Borg	Social Studies	Students tell me they do not think they are getting the best experience since the bathrooms and hallways are so crowded between classes, they are sometimes late. Everyone seems especially stressed with the tight quarters and roving teachers seem to be rushing everywhere also in the halls.	Build a new high school
Amy Wheeler	HPE	<p>We have a wonderfully diverse student body. Our student body also comes with unique needs that stem from that same diversity and also low socio-economic status. Class sizes are too big for one teacher to manage all the diverse and unique needs of each student. Unfortunately, I see more and more of my instructional time being used to manage behaviors rather than instruct. It's frustrating for me and it's frustrating for the students. Many times, I find my attention being drawn to the off-task behaviors and many of the "quiet" or "compliant" students don't get my equal attention. It's not fair to anyone.</p> <p>Over the past few years, the HPE department has had several occasions where we had to juggle 4-5 teachers in spaces that are inadequate for quality instruction &amp; unsafe to hold the amount of students in our classes. This has included crowding 30 high school students into half a gym or into the multi-purpose room. Sometimes, for safety reasons, this causes higher waiting time than activity time.</p>	Build a new high school
Aaron Cosner	English	<p>Time: The amount of students each teacher is expected to teach reduces the amount of time we can spend remediating the needs of individuals. This prevents us from helping students achieve the proficiency they might otherwise have attained in smaller class settings. It can also reduce the quality of our feedback as the time spent grading increases in proportion to our class sizes.</p> <p>Discipline: There is a perception among teachers (and students) that our numbers make it impossible to deal adequately with disciplinary issues. As student discipline issues increase in number, the threshold of what teachers are asked to tolerate in the classroom has risen. Behaviors that may have merited a referral 5 years ago now have to be accepted as commonplace because the number of more serious infractions have increased with our population. The general result for the majority of our students (who are doing the right things) is a lesser-quality experience across their classes, and the result for our teachers is a feeling of helplessness as they're asked to do more with less support.</p>	Build a new high school

Teacher's Name	Department	What additional questions or comments do you have for the committee?
Rachel Linden	Counseling	<p>If we want to truly attend to the unique needs of the HCPS student body including the increasing needs related to social/emotional learning and trauma-informed practices, we need to recognize that students constantly being in loud, congested spaces with a higher teacher to student ratio is not going to further this cause. We need a lower staff to student ratio, where true community can be built, and where all staff can begin to know all students. We have become so large that even staff who pride themselves in knowing many students names, faces and stories feel like they are walking in a sea of strangers every day. And new students are coming in each week. It is difficult to place those students in appropriate classes or "best fit" scenarios because so many of our classes are exceeding the capacity we planned on. Excellent staff members are leaving us because many of these factors have become really taxing and add to frustration and exhaustion. I truly believe that our students academic and emotional success could be dramatically impacted by building a new high school and allowing more students to access staff, programs, athletics, and services. So many of our students who are eager to participate in opportunities cannot because they are competing for spaces with SOOOO many other students! Why not double the opportunities in two different spaces? Give double the opportunities for class officers, yearbook editors, team captains, starring role in the musical, etc.! We know that involvement is a key to a students holistic success in high school and beyond, but students report feeling "not good enough," to compete with so many outstanding peers. The existing HHS was never meant to hold as many students as it does, and adding on to it will not address the climate and concerns of being an incredibly large high school with a majority of low-income students. Let's face the facts that our community is different from our neighbors and our students have different needs. Let's embrace who and what we are and make a sustainable, long-term plan that demonstrates we want the best for OUR students, rather than a cheap, quick and easy Band-Aid type of fix.</p>
Jeffrey Mumaw	Math	<p>My concern is that as soon as we begin to implement a solution, we will have reached the solution's capacity at move in time. I know some long range enrollment numbers have been developed and are being considered in the planning. I want to make sure we are preparing far enough ahead to meet future challenges.</p> <p>I would consider a second high school as a way to allow greater numbers of student participation in extra-curricular activities. Smaller schools allow for students to have a greater opportunities in multiple activities and not having to specialize too early to be a part of an activity. I also worry about the extra distance students need to travel to play other schools of the same size.</p> <p>A counter argument is that if a second high school is built there is a natural rivalry that emerges. We have a wonderful community present at the high school and we don't need to fracture our community with rivalries. Even with this counter argument, I would still consider a second high school. We have worked to maintain community and connectedness within our schools and within our community and we can continue to meet those challenges.</p>
Phil Yutzy	World Language	<p>A full scale night school or afternoon school would provide relief for the numbers in day school and allow students to work in regular jobs during the day.</p> <p>Another solution is to build a special academy school (I would propose a bilingual academy) that could be expanded into a second high school if numbers continue to grow.</p>
Mary Inge	CTE	<p>Several reasons to consider about building a new high school: 1. Our athletic teams will have to travel a great distance to compete in DISTRICT play due to the size of our growing high school. Is it reasonable to think that these students will be ready to learn the following day after a trip for several hours each way after school? 2. We currently have four lunches. As we continue to grow, how many meals will we be able to serve and seat the students in the common area. 3. Crowding causes aggression. We see it throughout our society. Let's create an atmosphere where students have a place to spread out, eat a healthy, delicious meal, and compete athletically and intellectually and return the next day, capable of working at school.</p>

Tracey Barr	English	<p>If we don't build a new high school now, aren't we just putting off the inevitable? Won't we eventually have to build a new school anyway? I'd rather do that BEFORE wasting money on an annex or addition that would soon become obsolete.</p> <p>I don't understand how building an annex or an addition would solve the problem of overloaded support staff, such as guidance counselors, assistant principals, etc. Everyone would be more spread out over larger physical space, but the problems inherent in a large community would still exist.</p> <p>I live in Harrisonburg City, so I do realize that my taxes would go up to pay for a new school. That's fine. I would know that my money is going to a good cause and deal with it.</p>
Kelley Shradley Horst	Fine Arts	I like teaching at a larger school, so I do not mind having all Harrisonburg City students in one building, so I am not as big of a fan of a new school. However, something needs to happen, and I am open to any option; whether it be a new building, addition, or annex, as long as it address the overcrowding issues.
Suzanne Smith	Science	Will you consider the very long term growth of this city as you look to solve the problem of overcrowding at the high school? Can you reflect on the last time the city fixed the problem of overcrowding at the high school?
Patricia Kelley	Math and ESL	What is the immediate plan for next year and the next year after that?
Karen Whetzel	Special Education	I know a new high school will be more expensive, but it is also the most practical in the long run. We only have one high school option in the city and know that growth will continue to happen, so it just seems like the best solution to our "growing problem". I think any other measures would just be temporary fixes, but wouldn't address the greater needs. Also an addition may only get us more classroom space, but would not address the crowding conditions in common areas, such as the cafeteria, auditorium, and gym.
Valerie Kibler	English Department	We need to plan this new venture with growth projections in mind much more than we did when we built the current high school. While there's no answer that makes everyone happy, we do need to do what's best for the kids.
Mary Strickler	English - HHS	I have been with the system 35 years, through many school transitions and I have deep reservations about what drives change. My worry is about the use of the space. I feel that needs/usage must be determined first. How will the new space be utilized to best fit the needs of ALL students? I do not want to see the space turned into an annex or addition which functions as a magnet school with specialty pull out programs (like Fine Arts/Stem) thus separating them out from the main stream of the student body. We need break out space, more flexible space for programs such as job readiness activities - adaptable space to fit the trends marking the new generation of schools. We always talk about interdisciplinary approaches to teaching; however, our space never allows for that to occur. Let's figure out our approach. Look at the vision of other school systems. For example, Check out Fabrication Hall in a Wyoming school. Check out the school in Savoy, Ill. with an "Education Kitchen" where students can learn to prepare healthy foods. Outside, students can grow and harvest food in the school's dedicated garden. Once we determine our vision then we can figure out how we create an inspiring space that has to survive the wear and tear, daily, of hundreds or maybe even thousands of kids.
Blair	Social Studies	It seems like we are caught flat-footed on this high school issue. The needs of our children outstretch our ability to provide for them. What changes can we make moving forward to avoid such challenges in the future? To me, it seems that this problem isn't one that should take us by surprise. Our population trends aren't a secret, and long-term financial planning should take them into consideration.
Rachel Bolyard	Sped	Building a new school would be the best option. It is so badly needed.
Jay Hook	Social Studies	The addition or annex would just be putting a Band-Aid on a mortal wound. The only way to effectively plan for the future of the city is to build a 2nd high school. We need to fix the problem the correct way not just the fastest and easiest way.

Delynda Hendricks	Science	<p>I appreciate being able to give input. I would encourage the committee to work expeditiously to reach a solution. Our students are precious and they deserve more than we are currently able to give them. Also, your staff is working as hard and as efficiently as we can to do the best we can for these kiddos. We are stressed and feel discouraged because we know that things could be greatly improved if we were smaller in numbers.</p> <p>I feel like I spoke in 100% negative light, and I do not want that to be the perception. I wanted to address the "problems" I see and relate to my previous teaching experiences. I love HHS, love my colleagues and appreciate everything every person in the building does. Even with the challenges, the staff is, overall, positive and continues to strive to reach our unique student body. We truly love our students and want the best for them, every day, in every situation. Anything that can be done to help us achieve "better" for them will be greatly appreciated.</p>
Richard Morrell	English	<p>If building isn't a viable or desirable option, we should explore a split schedule. A split schedule would have some students arriving for morning/early afternoon classes and others arriving for late morning/late afternoon classes. Upper class students (Seniors/Juniors) may actually split their schedule so that they are early morning/late afternoon. This means the campus would not be a closed campus for them, as they would leave the facility when not scheduled for classes. It would require some additional staff so that core courses are offered throughout the day. More staff would open up the possibility of more electives. It would impact activities that are conducted after school (sports/band/theatre/debate/forensics/robotics to name a few). We could also offer students the opportunity to take two 12 week courses during the summer that would eliminate their need to take four classes during the regular school year. They could then be more selective in how they choose to split their schedule, and have them in the building 3/4 of the time during the regular school year. I say all of this knowing that smaller schools have been shown to be more effective learning environments for students. I believe that split schedules can give us some of the advantages of a smaller school without the expense of purchasing land and constructing a building, and though increasing staff would be a necessity, it would not require as many personnel as a new school building would require. (I have no numbers to support this claim, but I believe I am right.) The biggest issue with a split schedule is that we would need to give up some of the ideas about the school day that we have been entrenched in long before I started teaching.</p>
Paul Rath	Physical Education /Coaching Soccer	<p>Since we have an intake center and Virginia is a state which accepts refugees can we apply for State or Federal Funding to assist in the cost of a second high school?</p>
Joanna Richter	Social Studies	<p>A new high school will be costly in the short term, but in the long term, it would be more cost effective and would have to happen eventually, but it is the next logical step for the school district. Keeping just one high school in a rapidly growing school district seems ill advised.</p>
Geoffray Estes	Mathematics	<p>I would consider it part of my professional duty to become more involved with the planning and development of this upcoming product. Please do not hesitate to ask for my involvement if you feel I would fit.</p>
J. ROTERS	SCIENCE	<p>As far as I can tell, H-burg is growing especially in the area around the Sentara/ Rockingham hospital (on the other side of town). Wouldn't it be sensible with respect to city development (in particular 'traffic') and for the benefit for those communities, to build another high school in another part of town??</p>
Diana Kern	Family and Consumer Sciences	<p>There is the issue of our academic teams and sports teams participating at levels above all the surrounding schools in our area, especially when it comes to regional and state events. It sure was nice when we had the valley district and the competitive spirit that went along with being the valley champion. It was a local rivalry and then you took the valley pride to the regional and state levels. Now everyone just ends the season and goes on to play schools you don't even know most of the time. Not exciting!!</p>
Crystal Martinez-Bergey	ESL	<p>What exactly are we budgeted for? Does this given budget include new salaries, equipment to fill the classrooms, the gym, the cafeteria, electronics, software, benefits, books, curriculum, teacher/classroom supplies, etc.?</p>

Alison Dove	Math	I think the only solution is to build a new high school if we want to see positive change.
Bethany Houff	Fine Arts	Thank you for your work to make HHS a better learning environment for our students.
JR Snow	Fine Arts	My hope is that we have thought about hard options, interesting options, and purposeful options for our community. What does K-5, 6-7, 8-9, 10-12 look like? What does alternative high school schedule look like (5 periods where students come 1-4 or 2-5)? EASY is not BEST....in any activity...and in this one. There are models. There are options. Or maybe there isn't....and we are asked/demanded to be better for our community to build/rethink the best scenario for the students of the future. I hope the committee will dig deep into risk, into hope, into creativity, into collaboration, and into community. I will move in ANY direction if I know/believe that our options have been discussed, debated, and detailed. I will struggle to support if we simply go with the first solution. Would we be OK with our students going with the first solution to a problem????
Brian Nussbaum	Math	We discuss many costs of a build project, but often ignore all of the hidden costs of doing nothing. Some of those are financial such as the cost of transportation as we rise up in the VHSL brackets and our competition becomes farther and farther away. Some of those are the fact that we would have no nearby rivals and much more class would be missed due to further travel for athletes. I am NOT proposing that athletics dictate a construction project, and this is simply an example rather than a primary argument. I just want us to look at all of the hidden costs (financial or otherwise) of NOT building another HS. Lessened sense of community as teachers know a smaller and smaller percentage of the students in the hall and have less influence on helping to re-direct, overwhelmed admin and faculty attempting to work with students who are just another number in the crowd, etc. Some of our initiatives such as the Restorative Justice program can actually be administered better on a smaller scale. When we talk about how much it costs to build, let's also talk about how much it costs to not build. [or to delay building]
D Rush	Math	think long term
Claire Leeper	Fine Arts	If a new school is created, I fear greatly for the equity between schools, especially regarding our performing arts programs and STEM program. Numbers would be cut in half, and inevitably, there would be one school with the Fine Arts Academy students and it would flourish, and the other school would be without and would be missing all the upper level fine arts students and would not be comparable to the other school. Same concept with STEM - pulling all of the top-performing students to one school, leaving the other school without equity. This would just separate our currently cohesive student body into the "haves" and "have not's."
Nathan Barge	Home School Liaison	Less is More, Bigger is not always better. Thanks!
Amy Wheeler	HPE	Good luck!
Aaron Cosner	English	The status quo isn't acceptable anymore. Prioritize the educational experience of our kids. Build another high school.