

**LEWISBURG AREA SCHOOL DISTRICT
FACILITY MASTER PLAN**



***COMMUNITY DIALOGUE #1
RESULTS REPORT
OCTOBER 2009***

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Introduction

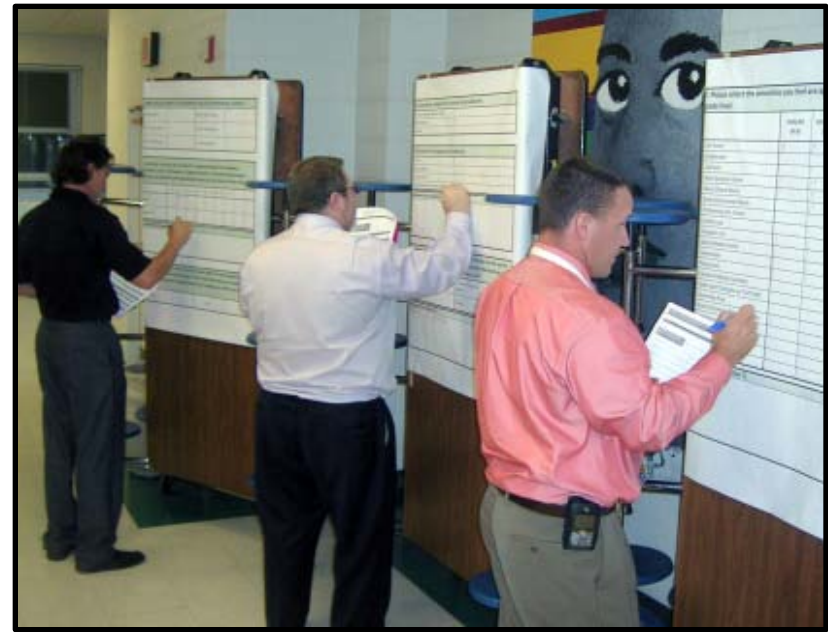
Lewisburg Area School District held a community dialogue on September 22nd, 2009 at Lewisburg Area High School to discuss the facility master planning process and gather input from the community regarding preferences for school facilities and programs. Approximately 90 people attended and participated in the dialogue. Participants worked individually on questionnaires, and in groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on a group questionnaire. Members of the District's facilities helped to moderate discussions for each of the groups. Staff from DeJONG, Inc. helped to facilitate the community dialogue.

At the conclusion of community dialogue, the results from the group work were posted on large flipcharts for participants to see the preliminary results. After the community dialogue, the individual and group questionnaires were tallied by DeJONG. These results are included in this report.

For each question, individual and group responses are tallied separately, and a summary of those results is included. Additionally, a summary of the individual and group comments is included, as well as all comments.



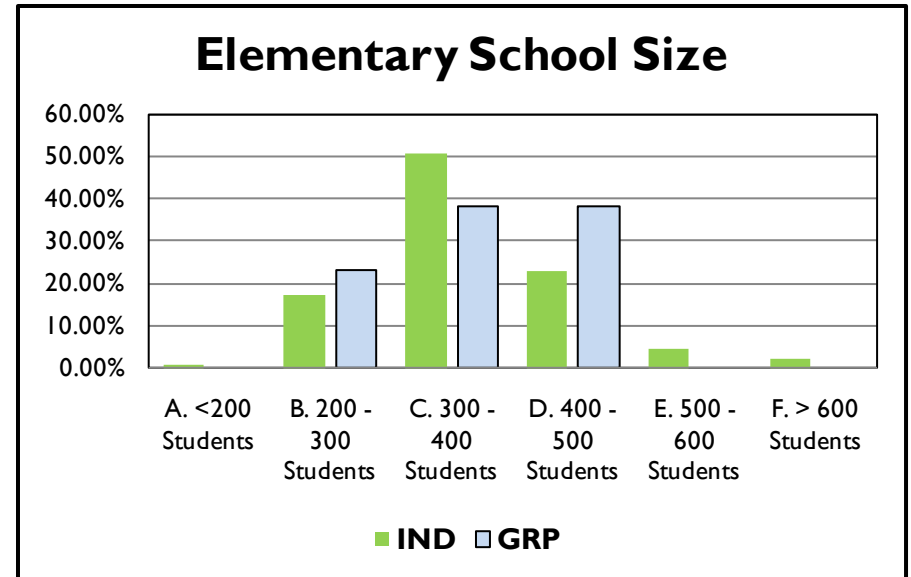
Top: A group discusses the questionnaire at the community dialogue



Right: Group representatives record their responses at the end of the community dialogue

I. What do you believe is the optimum size of an elementary school?

	IND	GRP
A. <200 Students	1.16%	0.00%
B. 200 - 300 Students	17.44%	23.08%
C. 300 - 400 Students	51.16%	38.46%
D. 400 - 500 Students	23.26%	38.46%
E. 500 - 600 Students	4.65%	0.00%
F. > 600 Students	2.33%	0.00%



Participants described the optimum size for an elementary school to be between 300 and 500 students. Over 50% of individual respondents stated that 300 – 400 students is the optimum size. Group respondents were more divided, with 38.46% of groups selecting 300 – 400 students, and 38.46% selecting 400 – 500 students. There was very little support for elementary school sizes of less than 200 students, or more than 500 students.

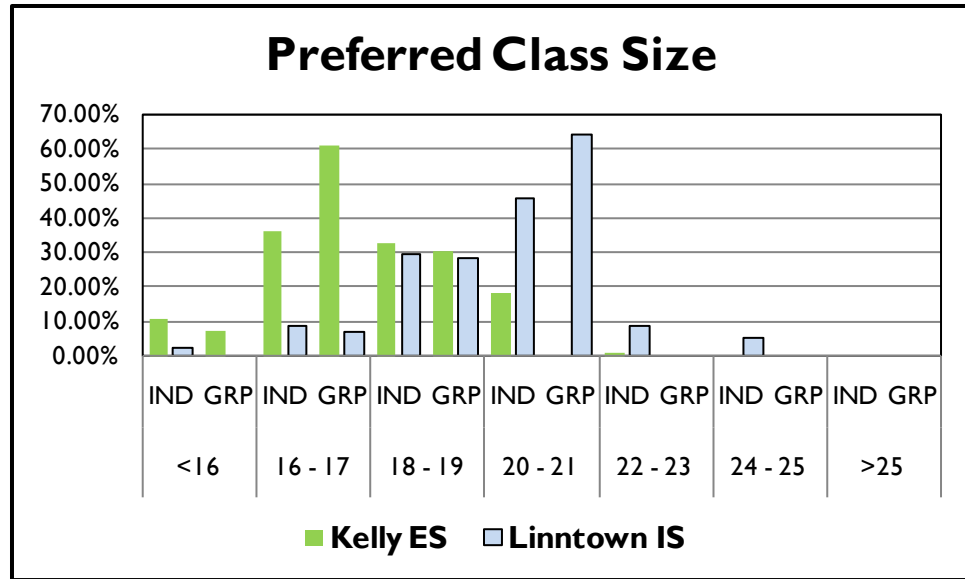
Participants commented that more importantly than school size is class size, which should have a reasonable student to teacher ratio. They also pointed out that their preferences for school size are dependent on the grade configuration of the school. Some participants prefer to have smaller, neighborhood schools.

2. Currently, the class size at Kelly ES is approximately 20 students/ classroom, and at Linntown IS is approximately 24 students/classroom. What do you believe is the appropriate class size for each of these schools?

	<16		16 - 17		18 - 19		20 - 21		22 - 23		24 - 25		>25	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Kelly ES	10.99%	7.69%	36.26%	61.54%	32.97%	30.77%	18.68%	0.00%	1.10%	0.00%	0.00%	0.00%	0.00%	0.00%
Linntown IS	2.17%	0.00%	8.70%	7.14%	29.35%	28.57%	45.65%	64.29%	8.70%	0.00%	5.43%	0.00%	0.00%	0.00%

Participants preferred a class size of 16 – 19 for Kelly ES, and 18 – 21 for Linntown IS. This indicates that participants were more comfortable with of slightly larger class sizes for the older groups of students. For Kelly ES, there was very little support for class sizes of less than 16 or greater than 19. For Linntown IS, there was very little support for class sizes of less than 18 or greater than 21 students.

Many participant comments expressed support for smaller class sizes at lower grade levels. They prefer a smaller student to teacher ratio for more individualized attention for each student.



Individual Comments for Questions 1 & 2

- In an ideal world there'd be fewer students per teacher. Greater than 20 is a large number.
- Pre-K – 4th is what I based my answers on
- Depends on number of assistants for special needs students included
- I am not educated on what research has proven to be a healthy classroom size so my opinion may not be helpful
- Pre-K – 1st grade should be at 12-15 students
- Class size at Kelly ES is too big. My current kindergartner has a class size of 19. Her brother three years ago had a class size of 15.
- I believe class size (students) is dependent upon classroom size (square footage)
- Group work is a very important skill, so I think it is important to keep the classes small enough for one-on-one, but large enough for group work
- Need more opportunities for individualized attention for students at the high and lower level of proficiency
- Lower the better
- In general, we should strive to keep our student/teacher ratio as low as possible
- Hard to answer without defining what grades constitute an elementary school
- Depends on how many grade levels are housed in the building
- Size needs to be considered with respect to student number and facility capacity, but still view limit at 600
- Research shows smaller class size helps instruction but diminished after 16
- At Kelly, it should be a sliding scale: Pre-K – 1 = 16-17, 2nd – 3rd = 18-19
- Pre-K – 1st should be 16-17, 2nd and 3rd grades should be 20-21
- Elementary classes need to be smaller for more one-on-one instruction. Middle school should be increase but only by a few (i.e. 10%)
- Number of students depends on number of grades
- In the case of question 1, the answer depends on how many grades are involved. I would like to answer in favor of neighborhood schools. But that could be small or large.
- These questions assume a particular school/grade configuration
- Linntown is the best school in the district due to many factors – size, attitude of staff (cheerfulness, etc.), level of students, etc.
- So far these questions assume exactly the same organizational model for education that is going to have to change. Approximate size of the building depends on grades included.
- Focus on individualized lesson plans, smaller class sizes
- Keeping 20 students or less is optimal for the learning process because the teacher is able to work with students individually, more than if the class size is larger
- Depends on the configuration of grades at the elementary school
- Depending on space in a classroom and special needs students
- K – 3 = 16-17, 4 – 5 = 22-23

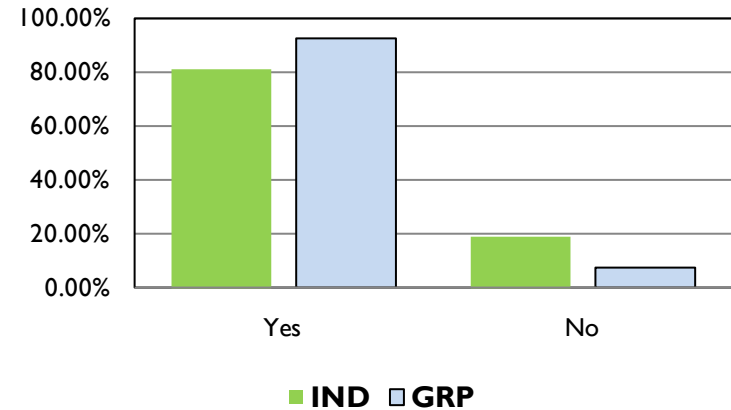
Group Comments for Questions 1 & 2

- Figures could change depending on physical size
- 300 students per school is preferable
- Why didn't you ask about class size at the middle school and high school?
- Kindergarten should be smaller than first grade and also with the needs of the special needs students to be taken into consideration
- Lower is better

3. The District currently offers Pre-K for some high risk and special needs students that is funded by the State. If the State discontinues financial support for this program, should the District continue to offer Pre-K services?

	IND	GRP
Yes	80.68%	92.86%
No	19.32%	7.14%

Preference for District Offering Pre-K



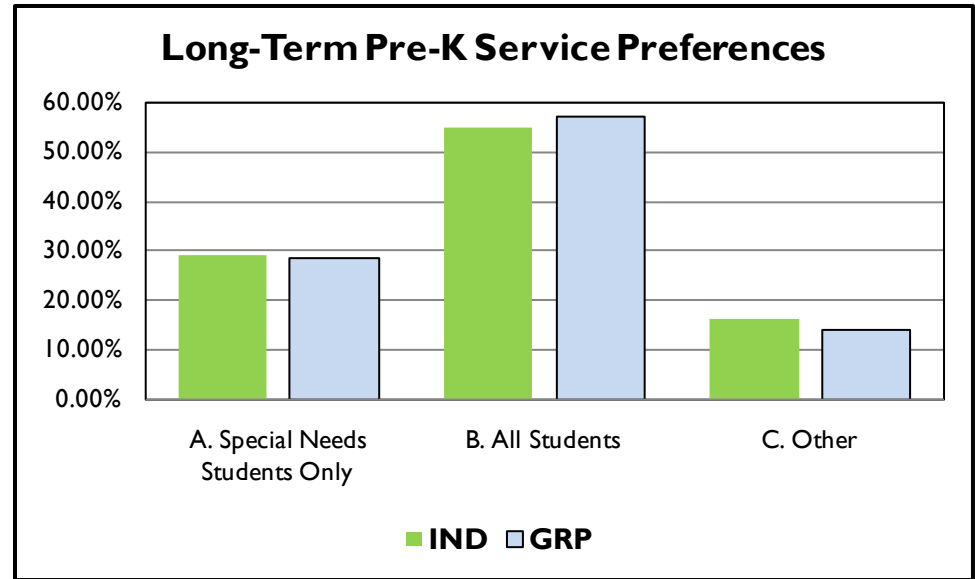
Over 80% of individual respondents and over 92% of group respondents stated that the District should continue to offer Pre-K services for high risk and special needs students even if the State discontinues financial support for the program.

Participant comments expressed that students who can afford to pay for services should continue to pay, while students who are more socio-economically challenged should continue to receive help from the State or from the District if necessary.

4. Long-term, should Pre-K services be provided for:		
	IND	GRP
A. Special Needs Students Only	29.07%	28.57%
B. All Students	54.65%	57.14%
C. Other	16.28%	14.29%

Over 50% of individual and group respondents expressed that Pre-K services should be provided for all students by the District. Nearly 30% of individual and group respondents felt the District should provide Pre-K for special needs students only.

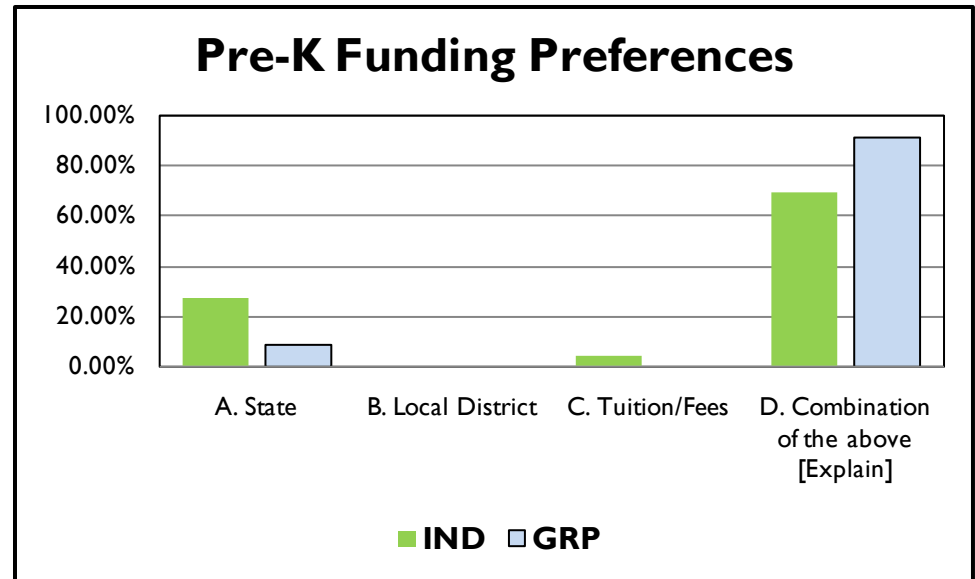
Participant comments supported the offering of Pre-K to all students in the District, although only if it is not mandatory to attend. Other comments expressed that the offering of Pre-K depends on funding, and if the District has to pay for the entire program then they should only offer it to students with special needs.



5. Should Pre-K programs be funded by:		
	IND	GRP
A. State	26.83%	9.09%
B. Local District	0.00%	0.00%
C. Tuition/Fees	3.66%	0.00%
D. Combination of the above [Explain]	69.51%	90.91%

The majority of individual and group respondents stated that a combination of State, District, and tuition/fees should fund Pre-K programs. Respondents suggested many combinations, which are detailed below. There was little support for State, District, or tuition/fees as the sole source of funding for Pre-K programs.

Participant comments recommended various combinations of funding sources for Pre-K programs, including a combination of State and Local funding, or a combination of State, Local, and Tuition/Fees. Some comments suggested seeking grants and endowments to help fund Pre-K. Others described a sliding scale for tuition based on need.



Individual Comments for Questions 3, 4, & 5

- Number 4 Other:
 - Would need more info on program, etc.
 - Parents should have choice to send child to an outside preschool
 - People who want to take advantage of it
 - Any student who desires Pre-K services
 - Economically disadvantaged/special needs
 - Special needs and SES
 - Provide financially assisted daycare when necessary (state should)
 - All students, if funded by the state
 - Children that are not in a private program and socio-economically disadvantaged
 - High risk/Special needs/Economically disadvantaged
 - An option, but NOT mandatory for all
 - Students who don't have other alternatives. I do not believe that Pre-K is necessary, beneficial in many cases but not necessary
 - For students who don't have other alternatives
 - With funding
 - Depends on funding
 - At-risk students
 - Number 5 Combination of the above:
 - State and Local [8]
 - State and tuition/fees [3]
 - All of the above
 - State and local for special needs, tuition for others
 - A combination of all three lessens the burden
 - Vouchers/tax credits
 - My kids went to preschool and we paid tuition. For kids that don't have that option, possibly the state can pay
 - Supplemented by state/district but tuition-based
 - State/local/tuition
 - Need-based provided by state, and local tuition for those who can afford it
 - State, district, and private contributions
 - All of the above plus grants
 - A mix of all three, with tuition being at minimal level
 - All three with grants and endowments
 - All three if necessary
 - State and district matching
 - Matching state support would be good if available
 - Continue to try to obtain grants
 - Determined by economic resources per family
 - State for special needs, tuition for others
 - State for low income families
 - Sliding scale based on income
 - State mandates should be funded by the state
 - Commitment at all levels help families become more invested
 - Fees based off income level of family
 - State, local district. Parents of students not at risk should pay tuition/fees
 - All 3 – sliding scale fee for those who can pay, supplement with local and state funds
- How does head start fit into this?
 - No pre-k for those groups costs more later
 - There are already head start programs in place for 2-5 year olds
 - We are moving children from one program (head start) to another
 - Pre-K should be available to all, but not mandatory
 - The state and district should fund this because of NCLB demands
 - If the district can afford the pre-K program, we should offer it
 - I do not support public pre-K. I think funding should be made available by the state for day care for those deserving it. I do not think preschoolers belong in an elementary school
 - States want to mandate pre-k education, let them fund it
 - Special needs need a place in the schools
 - Pre-K should be made available for parents who want it
 - Pre-K program not a mandatory requirement but a choice/alternative
 - State funding is the key
 - The more subsidized housing projects permitted in the district, the more need for Pre-K

- We live in times with revenue decreasing and expenses increasing yet nothing is as valuable as an educated society which starts with

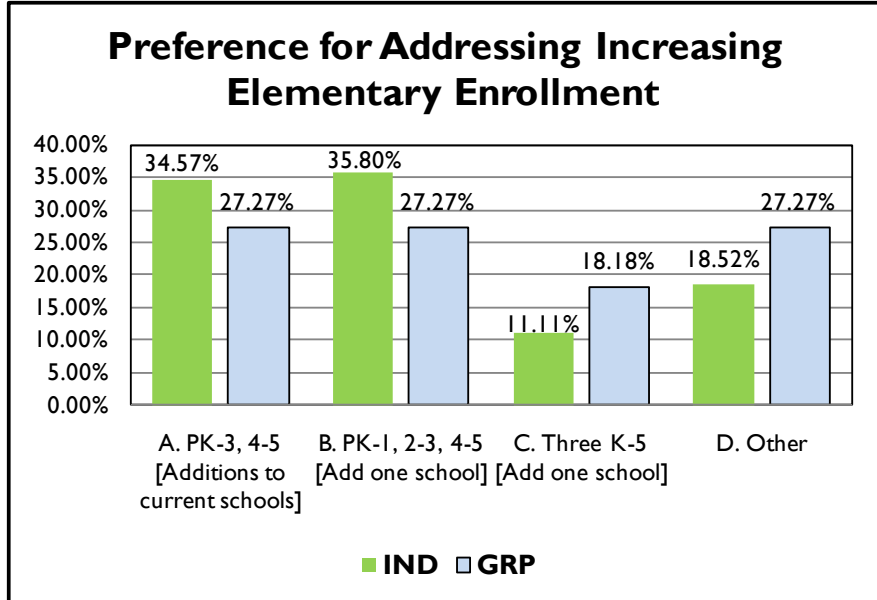
our children. Share the wealth and burden.

Group Comments for Questions 3, 4, & 5

- Question 3 – Yes, if we can afford it
- Question 4 – Other: Students not involved in other programs
- Question 4 – Other: for students who have alternatives (not mandatory)
- Funding determines who services are provided for. Tuition for all, state funds for special needs
- Combination of the above for #5 – lower priority if it is locally funded or at the expense of other programs or facilities
- Question 5 – Matching. Where does the money come from? The state should pay.
- Question 5 – Other: Sliding scale
- Better definition of pre-K services
- Question 5 – Based on income
- Question 5 – Combination: State-subsidized/tuition
- Question 5 – Combination: including grants
- Question 5 – Combination: State and local

6. Enrollment in the District is projected to gradually increase over the next ten years. The current school facilities are at or near capacity. How would you prefer to address increasing enrollment at the elementary level?

	IND	GRP
A. PK-3, 4-5 [Additions to current schools]	34.57%	27.27%
B. PK-1, 2-3, 4-5 [Add one school]	35.80%	27.27%
C. Three K-5 [Add one school]	11.11%	18.18%
D. Other	18.52%	27.27%



Respondents were split regarding how they prefer to address increasing enrollment at the elementary level. Individual and group respondents preferred either performing additions to the current schools (PK-3, 4-5) or adding one school (PK-1, 2-3, 4-5). Additionally, a significant number of individual and group respondents suggested other solutions to address increasing enrollment at the elementary level.

Participants commented that they would like for teachers at the same grade level to be in the same building to increase collaboration. They suggested that it would likely be least expensive to build additions at the existing facilities.

Individual Comments for Question 6

- Other:
 - Pre-K – 2, 3-5 [5]
 - Pre-K – K, 1-3, 4-5, 6-8
 - Two buildings
 - Pre-K – 3, add one building
 - Two K-3's, One 4-5 [2]
 - Reuse of old school building downtown as a 3rd ES
 - New HS on new site, old HS becomes K-5 for in-town
 - A new building to house all
- Keep the current grade configurations and look at existing spaces with a new building to best meet the enrollment but also the 21st Century educational needs!
- I would rather see the same grade teachers in the same building for collaboration
- Like regional schools so all the kids know each other when they move to the next grade level/school
- Focus on teacher collaboration and individualized lesson plans.
- Flexibility
- Important to have multiple grades in one building for all kids to proceed at own pace. What are 20-30 year enrollment trends?
- Build new HS and renovate current HS – keep new area and tear down old and rebuild
- C is not a good option
- If it makes economic sense – would advocate one large K-5 school, but do not agree with dividing the district as was done in the past with the north ward and the south ward schools
- If the current buildings can be added to and keep the core and infrastructure working for larger numbers, than Option A
- I believe the buildings and grounds are ideal. Move administration to a new location.
- Prefer addition if core can support additional rooms; second choice would be to add a building as in “B.” Strongly support grade 4-5 separate, would accept additional break-out
- Move 3-5 to middle school and build a new middle school
- I think the age divisions we have are very good and I would support age division over 3 K-5 schools
- Mixed ages have both advantages and disadvantages – a middle road is probably best. Don't know what grade divisions make the most sense but obviously need to add a building somewhere
- I'd like to see more interaction between older/younger students, more mentoring and relationships. I could also support Option B.
- I think it's important to make sure we're using current facilities whenever possible
- The district had 3 elementary schools before and decided to combine them. It is much better to have the students together rather than create the tension of combining the students at Grade 6
- If we can add to the existing schools, that would be great
- Three different K-5 schools has the ability to create very different schools based on location, income, etc. (problem in the past)
- I feel the major renovations have been at the elementary school buildings. The needs of the high school have been put on the back burner because funds were exhausted when finally time for the high school
- Either B or C – logistically picking up kids from 3 different elementary schools is absurd, but I like the separation of grades
- I love that the district children are all in the same building. I grew up with the “farm kids school” and the “city kids schools” and it didn't work well
- Bad question at this stage in the game
- It seems to be a waste of operational costs to operate three buildings: three nurses, librarians, secretaries, lunch rooms, etc. How much money could be saved in the long term by housing all in one building?

Group Comments for Question 6

- Other: PK – 2, 3 – 5
- Look at realigning the grades, then adding a building or shifting to current buildings
- Use what we have; that is good. Move administration to an office building, many available.
- Ideally Option B, but depending on costs, Option A is tolerable. We do not like Option C.
- Depends on whether a new high school is built. Use old high school for PK-3
- Other: Two PK – 3 schools, one 4 – 5 school

7. Please select the amenities you feel are appropriate for each school/ grade level.

	Kelly ES (K-3)		Linntown IS (4-5)		Eichhorn MS (6-8)		Lewisburg Area HS (9-12)	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP
A. Art Room	94.19%	100.00%	97.67%	100.00%	100.00%	100.00%	100.00%	100.00%
B. Auditorium	26.74%	7.14%	36.05%	14.29%	94.19%	92.86%	97.67%	100.00%
C. Cafeteria	97.67%	100.00%	97.67%	100.00%	100.00%	100.00%	98.84%	100.00%
D. Multi-purpose Room	74.42%	85.71%	79.07%	85.71%	70.93%	71.43%	65.12%	71.43%
E. Music/Choral Room	73.26%	100.00%	87.21%	92.86%	95.35%	100.00%	93.02%	100.00%
F. Band/Instrumental Room	6.98%	7.14%	69.77%	85.71%	94.19%	100.00%	97.67%	100.00%
G. Performing Arts Center	1.16%	0.00%	4.65%	0.00%	20.93%	7.14%	82.56%	78.57%
H. Science Lab	39.53%	28.57%	69.77%	85.71%	97.67%	100.00%	96.51%	100.00%
I. Computer Lab	63.95%	57.14%	66.28%	42.86%	63.95%	35.71%	63.95%	42.86%
J. Library/Media Center	95.35%	100.00%	97.67%	100.00%	95.35%	100.00%	97.67%	100.00%
K. Gymnasium	88.37%	100.00%	94.19%	100.00%	97.67%	100.00%	100.00%	100.00%
L. Playground	100.00%	100.00%	100.00%	100.00%	25.58%	14.29%	6.98%	0.00%
M. Outdoor Athletic Facilities	15.12%	7.14%	27.91%	14.29%	96.51%	100.00%	95.35%	92.86%
N. Multi-Sport Complex w/Turf Field	0.00%	0.00%	1.16%	0.00%	8.14%	14.29%	82.56%	92.86%
O. Swimming Pool	0.00%	0.00%	1.16%	0.00%	9.30%	7.14%	63.95%	64.29%
P. Parent/Volunteer/Resource Room	74.42%	78.57%	66.28%	71.43%	44.19%	28.57%	41.86%	28.57%
Q. Conference Rooms	82.56%	92.86%	82.56%	92.86%	91.86%	100.00%	94.19%	100.00%
R. Large Group Instruction Rooms	46.51%	28.57%	51.16%	35.71%	79.07%	78.57%	82.56%	71.43%

Individual and group respondents expressed many preferences for which amenities are appropriate for each school/grade level. The table to the left highlights the amenities that 75% or more respondents selected. As displayed, several spaces were determined to be appropriate at all grade levels including art room, cafeteria, library/media center, gymnasium, and conference rooms. Other spaces were determined to be more appropriate for specific grade levels, such as outdoor athletics facilities at the middle and high schools, and playgrounds at the elementary facilities.

Many participant comments expressed a desire for every student to have a laptop, which makes computer labs unnecessary. Others expressed the desire to share spaces where possible to increase the efficiency of the building.

Individual Comments for Question 7

- Question 7 Other:
 - Small flexible spaces to meet student needs (itinerant IU staff, special ed., etc.) (At all schools) [4]
 - Faculty collaboration room (At all schools) [4]
 - Alumni Room (at HS) [2]
 - Classroom with integrated lab facilities (at HS)
 - Instructional technology support center (at all schools)
 - Language Center (at all schools) [2]
 - Faculty Room and/or Subject Department Offices (at MS and HS)
 - Family and Consumer Science (at MS and HS) [4]
 - Weight training room (at HS) [3]
 - School garden (at all schools)
 - Community Room (at all schools)
 - Additional locker rooms (at HS)
 - Adaptive gym (at MS and HS)
 - Outdoor Classroom (at all schools)
- Much rather have more options and space than less
- Multipurpose rooms are needed and can be used instead of café/auditorium if built to meet enrollment
- Many of the amenities do not apply
- I am unfamiliar with most of the rooms, therefore I am unable to answer most questions
- All buildings should provide space for teacher collaboration and flex space for students
- Large group instruction room – flexible seating, more like a community room
- No computers for lower grades – keep mobile laptops for upper plus have programming and philosophy of technology lab
- Like Kelly – parenting resource library not really for volunteers
- Computer labs should not replace laptops in classrooms
- Appropriate or required?
- I am a personal fan of school complexes where all schools are close and share fields, etc. Pooling resources = saving operational costs
- The need for band and choir rooms is questionable. One room should suffice for both.
- Computer labs are becoming obsolete with laptop computers
- The gymnasium may be an auditorium in Kelly and MS. This works well at both.
- The cafeteria is used as an auditorium at Kelly and this works well
- With the exception of the arts, the facilities are there to provide what's needed. They may not be current but they're there
- Some facilities can have multi-use at smaller buildings and younger levels
- No computer labs – carts or laptops for each student
- The District needs a multi-purpose stadium with 2 turf fields. This does not have to be at the high school. It could be anywhere in the district
- Computer labs should be mobile
- Some uses can be combined
- If we get rid of art, music , gym facilities at any of the schools it would be a huge mistake
- Playground at elementary level – would it include sports fields? Otherwise “Athletic Facilities” might apply
- Some of these can be joint facilities (e.g. pool). Exploring novel classroom types is important. We need to steer around the traditional methods of classroom instruction.
- Must address athletics/locker rooms/weight rooms/storage
- I think many of these things need to be defined
- All schools need a playground, basketball hoops, area for Frisbee

Group Comments for Question 7

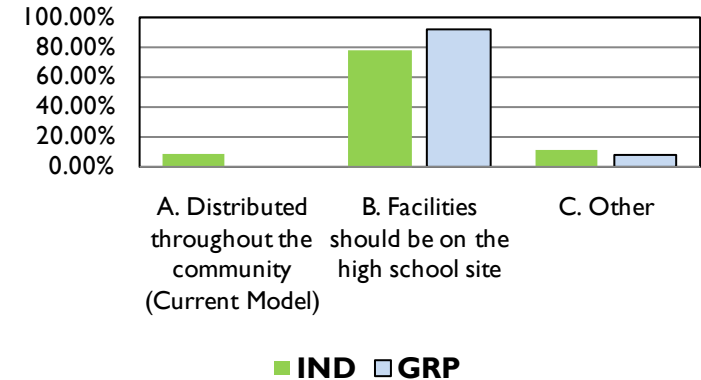
- Computers – move to laptops
- LGI/Multipurpose – need one, not multiple

- Add an adaptive gym at the high school
- No computer lab rooms – use laptop carts, one-to-one computing, hand-held electronics
- Auditorium, performing arts center, and music rooms could be the same space
- LGI and Multipurpose room are one and the same
- Other needs include technology support center, department offices, wrestling room, athletic storage, teacher storage space
- High school weight room, alumni room, foreign language lab
- At all schools: faculty collaboration room
- Only need performing arts center if auditorium is not adequate
- No computer labs
- All four need recess areas
- Swimming pool at high school (but low priority)
- Computer labs depend on the philosophy of the school. Give kids computers and we don't need the labs.
- Grass field – not AstroTurf
- New tennis courts, or pay to upgrade the current courts
- All schools need small flexible spaces for individual services
- Better definition of cafeteria, multipurpose room, gym but no more than two purposes
- When building a new high school auditorium: should be constructed with good acoustics! Acoustics are terrible at present, and the performing arts center should be open to the public and all grade levels
- Playground needs to be defined for middle school
- Need grassy space at elementary schools
- Other: OM/TSA at intermediate, middle, and high school
- Other: Language Center

8. Currently, HS athletic teams use many facilities in the community including at the middle school, Bucknell University, community fields, and in some cases neighboring district's facilities. Where would you prefer high school students participate in athletics?

	IND	GRP
A. Distributed throughout the community (Current Model)	9.76%	0.00%
B. Facilities should be on the high school site	78.05%	91.67%
C. Other	12.20%	8.33%

HS Athletics Location Preferences



Over 78% of individual respondents and over 91% of group respondents preferred that high school students participate in athletics at facilities located on the high school site instead of the current model of athletic facilities distributed throughout the community or other solutions.

Participant comments reflected a desire to have a complex of high school sports facilities on the high school site. They also recognized that the current high school site size is too small to accommodate more athletic facilities. Other participants commented that using community fields is fine as long as they are within the school district, and that the athletic facilities should not be the highest priority in making facility decisions for the high school.

Individual Comments for Question 8

- It would be nice to have facilities at the high school site
- Limited parking at the middle school fields
- Facilities should be at the school pertaining to the grade level (i.e. middle school sports at the MS, high school sports at the HS)
- Use Bucknell because they do not pay school taxes
- A complex somewhere with close distance to all schools
- I prefer the high school site
- Should be on district property or community property (does not have to be at HS)
- Not highest priority to fix
- The kids want their own football stadium. We have to pay Bucknell for each game. We could rent another high school field for much less.
- Field turf multi-purpose field – stadium?
- We spent too much money not to consider keeping some fields in place. Only build what we really need. Continue to use Bucknell Stadium for football.
- Our society puts too much importance on sports
- They should be in the district, but not specifically the HS
- Combination
- We don't need to base a decision on keeping/moving the high school based on athletic field needs. The current model is an efficient use of resources
- Facilities should be at one common campus – ideally near the high school
- I don't want to pay for facilities that can only be used by the school district – i.e. the current middle school track and softball fields are not open to the public when not in use by the school
- A combination of A and B would be acceptable
- Central site for all
- Bucknell sites are very nice and easily accessible but costly. Mostly we need consistency instead of having teams scattered over multiple sites
- Too much wear and tear on the MS – the students deserve better
- Use facilities within the Lewisburg District
- Distributed through the community fosters community involvement and reduces space necessary at specific campus
- Costs are incurred in rent/transportation/insurance/etc. going off-site
- Some should be distributed but not as much as currently happens. Some should be at the school.
- Most should be at high school, and a special few in the community
- We need our own facilities
- I think they should be in the district, not necessarily at the HS
- I like the fact that school activities are spread throughout the community. It creates involvement
- Need practice and game facilities separate for all sports. Need tennis courts at one site for matches.
- Most schools have track around football field with stadium

Group Comments for Question 8

- We currently have some of the worst athletic facilities in the district; no ownership
- Our teams need to be on district-owned sites
- For the high school, facilities should be on the HS site. But for others, they can be located throughout the community
- Still utilize existing

9. How would you rate the physical condition of each school?										
	Excellent		Good		Fair		Poor		Don't Know	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Kelly ES	40.70%	41.67%	45.35%	58.33%	0.00%	0.00%	0.00%	0.00%	13.95%	0.00%
Linntown IS	1.16%	0.00%	62.79%	83.33%	23.26%	16.67%	0.00%	0.00%	12.79%	0.00%
Eichhorn MS	0.00%	0.00%	57.65%	75.00%	29.41%	25.00%	0.00%	0.00%	12.94%	0.00%
Lewisburg Area HS	0.00%	0.00%	1.15%	0.00%	22.99%	0.00%	70.11%	100.00%	5.75%	0.00%

Respondents were asked to rate the physical condition of each school. Individual and group respondents rated Kelly ES as good to excellent. Additionally, the majority of individual and group respondents rated Linntown IS and Eichhorn MS as being in good condition, with a few rating both as fair. Over 70% of individual respondents and 100% of group respondents rated Lewisburg Area HS as being in poor condition.

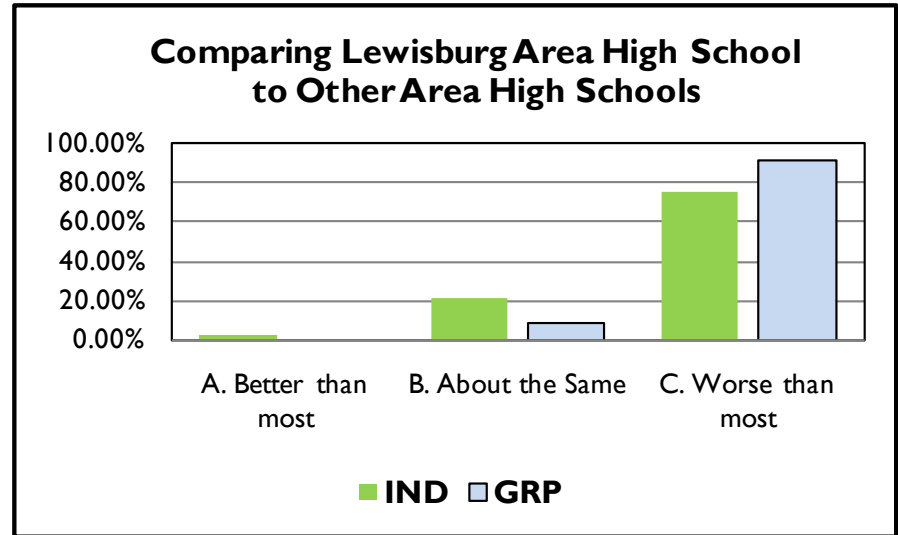
Participants commented that the high school is in significantly worse condition than the other district facilities. But some participants commented that they like the current high school site and its location, and would like for the District to use it for something else if not a high school. Also, some commented that all facilities should have air conditioning.

10. How would you compare the Lewisburg Area High School facility to other high schools in the area?

	IND	GRP
A. Better than most	2.53%	0.00%
B. About the Same	21.52%	8.33%
C. Worse than most	75.95%	91.67%

Nearly 76% of individual respondents and over 91% of group respondents expressed that they believe the Lewisburg Area High School facility to be in worse condition than other high schools in the area. Over 21% of individual respondents felt it is about the same, and very few respondents viewed the Lewisburg Area High School as better than most.

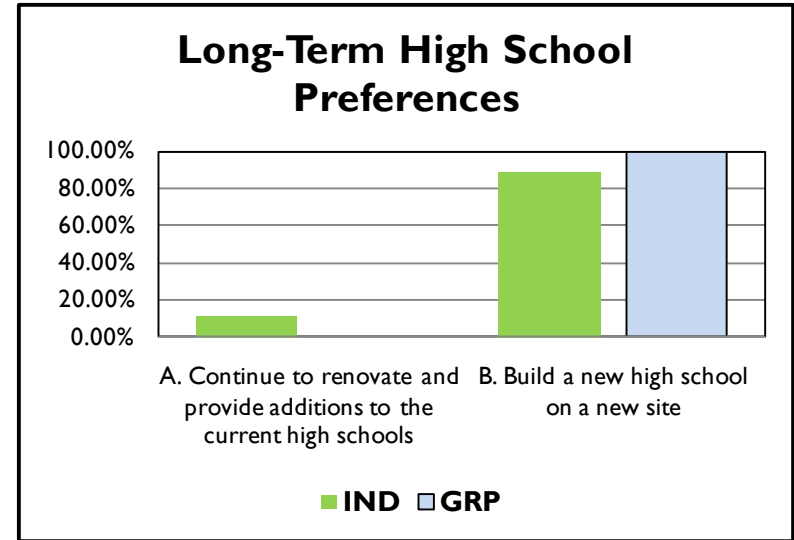
Participants commented that students in Lewisburg deserve a better facility than the current high school, while others commented that Lewisburg Area High School should not be compared to neighboring districts.



II. As part of a long-term direction for addressing high school facilities, should the school district:		
	IND	GRP
A. Continue to renovate and provide additions to the current high schools	10.84%	0.00%
B. Build a new high school on a new site	89.16%	100.00%

Nearly 90% of individual respondents and 100% of group respondents state that as a part of a long-term direction for addressing high school facilities, the District should build a new high school on a new site.

Participant comments described a recognition that the high school site may not be serving students as well as a new site would, but many also commented that they like the current site and would like for the District to maintain it and use it for another purpose, possibly a different school.



Individual Comments for Question 9, 10, & 11

- I think it definitely makes sense to build a new high school, especially as a long term plan
- Convert the HS to another grade level
- A new high school is a must or use/build on to DEMS and make that the HS with changes to the fields
- A new HS is long overdue. It must be one of the worst in the state.
- Kelly ES needs air-conditioning [2]
- B – only if the existing high school building is renovated for another level of school
- Site should be close to town. I like the idea that this school is in the heart of the community, not on the outskirts. Perhaps find a brownfield site in town.
- What would happen to the high school?
- Current high school needs more than a band aid approach. To prepare students for the future requires a new facility
- Facility still good for K-8
- Newman property!
- What to do on this site? Needs to be part of the discussion.
- What was the intention for buying land out behind the hospital?
- Why do we need to compare our HS to others? What can be gained? The needs of LBG are known
- There should certainly be an effort made to repurpose the building if possible
- Need to make an informed decision with the entire community in mind
- Having the high school close to town is a huge selling point for the kids. I think it allows them to be a part of town more than if they are on a huge campus far away
- The high school is a disgrace and an embarrassment to the community
- I need more information as to what is available before answering
- Current site, although small, has many advantages for the community and accessibility
- I haven't been in any other high schools
- Terrible infrastructure – not worth investing
- Therein lies the problem – location is ideal to stay at the center of community, but there's no more land to build a new facility
- New school now!
- Depends on your definition
- Kelly has no air-conditioning
- Need a new HS with sports facilities
- Middle school fields should be for middle school students

Group Comments for Question 9, 10, & 11

- Some would like more information
- For Question 9: the middle school needs A/C
- For Question 11: Keep using high school if building a new high school

12. What is the one most important thing the Lewisburg Area School District should do about facilities?

Respondents want a long term solution to address future needs both educationally and capacity-wise. Respondents commented that they feel most of the attention in the recent past has been on the elementary facilities, and that the high school should be a priority in the facility master plan. Many respondents commented that the District should consider moving the high school from its current location, and that the focus should be on the education of students and not solely based on additional athletics space.



Right: A group discusses the questionnaire at the community dialogue

Individual Comments for Question 12

- Build a new high school [15]
- New high school and football field/athletic facilities [4]
- Air conditioning in all schools [2]
- New high school with new athletic facilities and performing arts center
- Work on a plan to build
- Better music and sports complex
- Upgrade the high school
- Get the process right for kids in 2015, 2020, 2025, 2030 . . . not just a short fix
- Safe ample space
- Keep them up to date and provide safety
- Listen to the views and opinions of all before making decisions but make choices based on what's best for students
- Work on the high school problems. Prepare for growth
- Put it to a vote on the November Election
- Carefully evaluate the options
- Plan ahead, make a decision, and stick with it
- Look to the future needs
- Room for growth!
- Create flexible spaces that allow both highly individualized and collaborative work
- 21st Century atmosphere – student focused, flexible spaces, green/healthy
- Make sure the facilities have the student's best interest as the most important factor

- Update wiring, air-condition buildings
- The high school needs the most attention
- Neighborhood/community schools
- Upgrade/replace HS facilities
- Expand
- Safety
- That it addresses the needs of all the programs for the development of all students
- Make sure that the funding is in place to maintain facilities after they have been built
- Not overbuild. Build it to last 80 more years. Please address the issue of cyber schools, charter schools, and their impact on the district.
- Need to think long term versus spending senseless money for short term solutions. Be realistic and tax friendly. What will be done to the HS in regard to money for future plans?
- They need to build a new high school, maybe renovate the HS to use as another school
- Make sure students have a healthy, safe place to learn
- Build one campus to accommodate all students. Use the district owned farm to build all new schools. Stop renovating – stop spending money on old buildings
- Coordinate facilities with curriculum
- Make sure they meet the needs of the community (capacity)
- Improve and maintain their condition
- Energy efficient, green materials, recycle rain water, raise money
- High school facility must be addressed
- Build a new high school with appropriate athletic facilities
- I believe a new high school is absolutely necessary. The current facility is inadequate at best.
- Plan now so ready to go when the economy gets better
- Assure its safety for students
- Consider building new – dependent upon costs, location, availability
- What about cyber school? An increase in students leaving traditional public school, and projections for the next 10 years
- Before making any decisions, get community input
- Athletics complex
- Room for arts
- Not focus solely on athletic fields, but address facility needs in other areas – arts, sciences, etc.
- Don't go overboard and build a Taj Mahal. Build a high school.
- Manage the current facilities and upgrade as needed
- They need to maintain technology at all locations
- I think you can only go to this community once. All efforts should be made to make sure all options have been explored before taking the plan to the public
- Consider “Smart Growth” for the Greater Lewisburg Area
- Going to other districts to play sports is showing that we are not responsible for where we should have fields
- Not be afraid to look into the future and be willing to change. Be creative in funding mechanisms involving the community and give the kids the best we can
- Focus on classroom space over athletics
- Be creative and use what we have that is good (Kelly, Linntown, MS) including the MS fields. Build a new HS complex.
- Build a high school campus with a multi-purpose athletic complex and a performing arts center on the campus
- Formulate an educated, well thought-out plan with consideration for the future and then carry it out. We cannot sit and debate while the facilities continue to be inadequate
- Provide spaces that teachers can teach in – books, computers, equipment, etc.
- Consolidate athletic facilities on HS campus
- Tear down old parts of the HS and renovate for flex school, build new HS
- Honor the historic value of these buildings as “members” of this community
- Build a new HS with all the amenities and fields for sports. Rooms for band, orchestra, etc. Keep the other buildings the same.

Group Comments for Question 12

- Build a new high school [2]
- Build a high school with fields [2]
- New high school, carefully plan and then stick to the plan
- Build a high school campus with performing arts center and athletics complex
- Maintain and improve the current facilities
- Raise money
- Green as possible
- Create flexible spaces that allow both highly individualized and collaborative work
- Student focus
- Room for growth
- Up to date safety
- Safety
- What impact do cyber schools and charter schools have on the district?
- Having community input on the facilities growth
- Having money to maintain the buildings
- What happens to the current high school? Possible future elementary school?
- Involve the community more

Demographics:

Gender	
Male	45.59%
Female	54.41%
Age	
Under 18	1.49%
18-29	2.99%
30-39	26.87%
40-49	31.34%
50-64	31.34%
64+	5.97%
Education	
Current Student	1.47%
High School Graduate	5.88%
Some College/Trade School	5.88%
College Graduate	36.76%
Advanced Degree	50.00%
Employment	
Manufacturing	8.33%
Retail Trade	3.33%
Educational Services	48.33%
Health Care/Social Assistance	10.00%
Accommodation/Food Services	1.67%
Government	1.67%
Other	26.67%



Right: Group representatives record their responses at the end of the community dialogue.

Employment: Other

- Registered dietitian
- Non-profit Executive Director
- Retired [3]
- Domestic Engineer
- Bucknell Athletics
- Home [2]
- SAHM
- Architect/Engineer
- Farmhand (Milking Cows)
- Analyst
- Not currently employed
- Sales
- Financial [2]
- Professional
- Foundation
- Construction
- Media – manager
- Religious
- Banking

Parental/Guardian Status (Select All That Apply)	
Do not have children in Lewisburg Area Schools	23.53%
Parent/Guardian of child less than 5 years old	16.18%
Parent/Guardian of kindergarten student	10.29%
Parent/Guardian of 1st - 3rd grade student	20.59%
Parent/Guardian of 4th - 5th grade student	17.65%
Parent/Guardian of 6th - 8th grade student	17.65%
Parent/Guardian of 9th - 12th grade student	26.47%
Parent/Guardian of former student/graduate of LASD	29.41%
Grandparent of student or graduate	2.94%
Select Schools Your Children Attend or With Which You Are Affiliated (All That Apply)	
Kelly ES	33.82%
Linntown IS	22.06%
Eichhorn MS	23.53%
Lewisburg Area HS	30.88%
Employee of the District?	
Yes	32.35%
No	67.65%
If A District Employee, What Position?	
Teacher	60.87%
Support Staff	4.35%
Retired	4.35%
Administration	21.74%
Other	8.70%

Resident of the District?	
Yes	89.71%
No	10.29%
How Many Years Have You Lived In The District?	
Less than 2	6.56%
2 - 5	18.03%
6 - 10	19.67%
11 - 15	9.84%
16 - 20	16.39%
More than 20	29.51%
How Did You Find Out About the Community Dialogue?	
Community Flyer	11.00%
Email	31.00%
District Website	19.00%
Word of Mouth	21.00%
Other	18.00%

How did you find out about the Community Dialogue? Other

- Newspaper [7]
- From School Board Member [2]
- Focus group
- Facilities Committee [4]
- Parent
- Superintendent [2]
- PSA Meeting [2]
- Wife
- In-service presentation
- District convocation [2]