



Lewisburg Area School District Facility Master Plan December 2009

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ACKNOWLEDGEMENTS

We would like to extend our appreciation to the Lewisburg Area School District for choosing DeJONG, and providing the information and support necessary to complete this plan. We would also like to express our sincere appreciation to the Board of School Directors, the District Facilities Committee, and to the community members who provided critical input for the Facility Master Plan. We would especially like to thank Superintendent Dr. Mark DiRocco, Director of Administrative Services Mr. Ron Kabonick, and Director of Buildings and Grounds Mr. Ken Lepley for their careful guidance throughout the planning process.

It is our pleasure to assist the school community as you embark on your vision for the future of education in the Lewisburg Area School District.

Sincerely,
Dr. William DeJong, *President and CEO*
Mr. Robb Watson, *Associate Project Director*



Plan to Empower.

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EXECUTIVE SUMMARY

Introduction

The Lewisburg Area School District has undergone a process to develop a master plan to address all school facilities in the district. The master plan identifies the needs for each facility and prioritizes the order of projects necessary to improve all Lewisburg Area schools to 21st Century standards. DeJONG, an educational facilities planning firm, was contracted to facilitate the planning process to create a district-wide facilities master plan with community engagement, and to assist the Board of School Directors to make the appropriate decisions to provide the best education possible for students in the Lewisburg Area.

The following diagram describes the planning process. Beginning in August/Early September 2009, the District assembled a facilities committee and DeJONG conducted a Board Work Session to introduce the planning process.

After data collection, a Background Report was created and the district facilities were toured. This data was presented to the participants at Community Dialogue #1, who helped to determine the educational framework for the District. Based on that input, facility options were developed and were presented at Community Dialogue #2 for input. These results helped to shape the final recommendations of the Facility Master Plan.

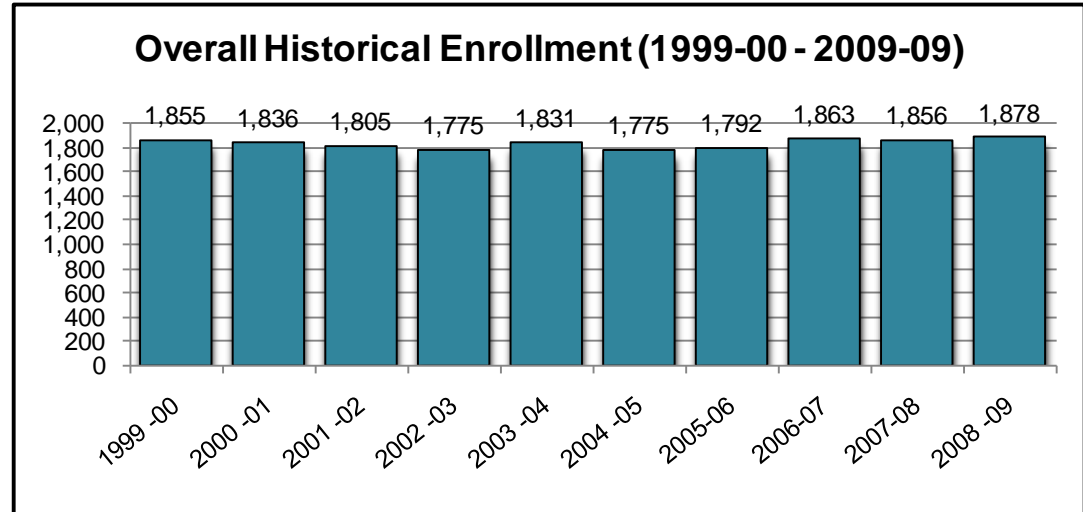


Background Report

Background information for the school district was collected to serve as reference material and help guide the planning process. This included demographics, enrollment, student achievement, and facilities data.

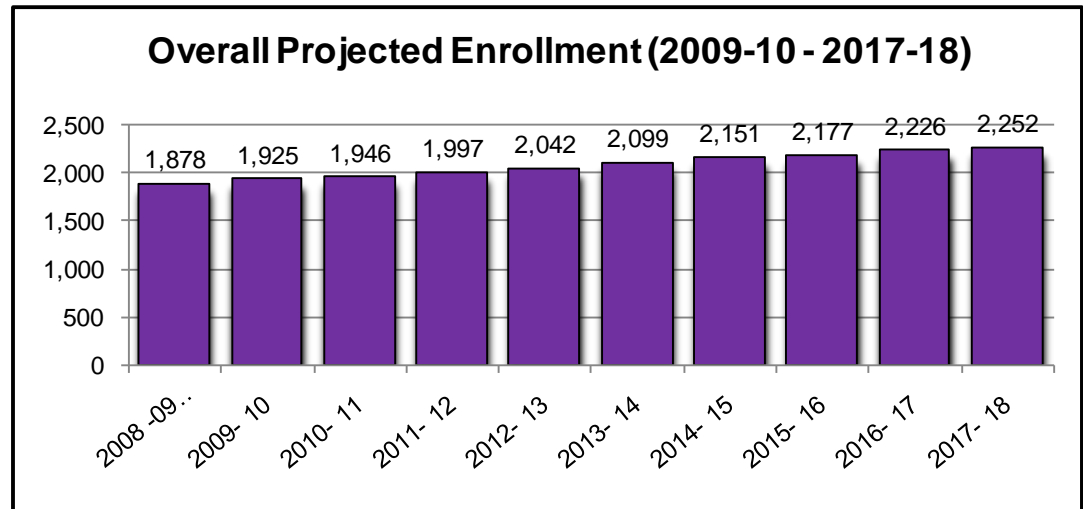
Historical Enrollment

As the accompanying chart displays, enrollment in the Lewisburg Area School District has slightly increased over the last ten years. Enrollment gradually declined between the 1999-00 and 2002-03 school years, and then began increasing.



Projected Enrollment

Enrollment is projected to increase by approximately 374 students over the next 10 years. Much of this increase is projected at the lower grade levels, which will then work itself through the upper grades.



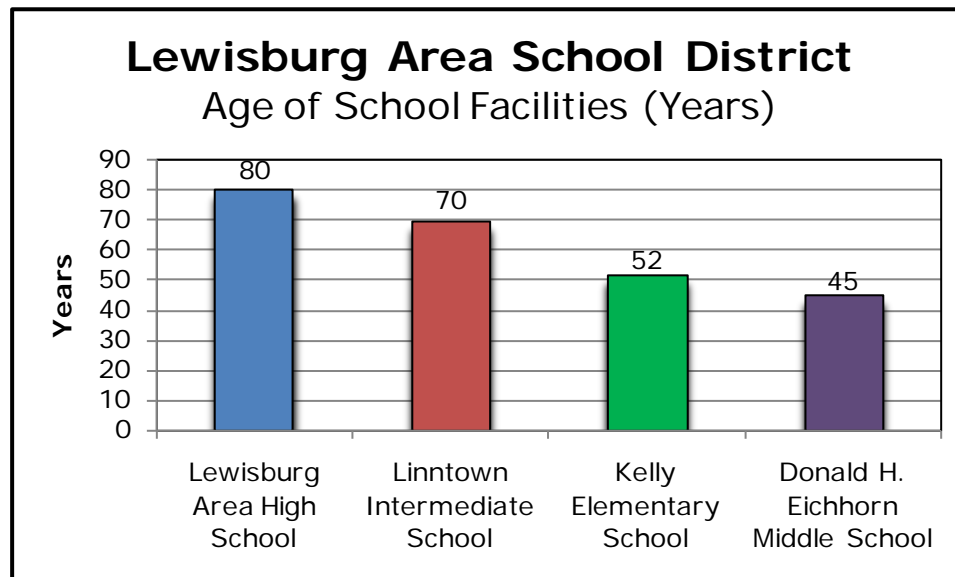
Facilities Data

The Lewisburg Area School District is comprised of the four schools. As the following table describes, each of the schools was constructed at least 45 years ago, although they have all had subsequent renovations and/or additions.

DISTRICT FACILITIES SUMMARY

School Name	Grade Configuration	Original Date of Construction	Dates of Renovations, Additions, Phases	Current Enrollment (2008-09)	Square Footage	Acres	Number of Modulars
Kelly Elementary School	K-3	1957	1993	577	74,414	14.5	2
Linntown Intermediate School	4-5	1939	1982, 1993	281	47,000	6.5	0
Donald H. Eichhorn Middle School	6-8	1964	1968, 1993	416	103,000	11.4	0
Lewisburg Area High School	9-12	1929	1945, 1982, 1998	604	120,000	7	0

Source: Lewisburg Area School District



Community Dialogue #1

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.

Summary of Community Dialogue #1 Results:

- Respondents preferred elementary schools size: 300 – 500 students
- Respondents preferred class size:
 - Kelly ES (Grades PK-3) = 16 – 19 students
 - Linntown IS (Grades 4-5) = 18 – 21 students
- Respondents prefer the District offer Pre-K to all students who want it, paid for by a combination of State and Local funds and tuition for those who can afford it
- Respondents were divided between preference for building additions at the two elementary schools or adding a third school. But respondents overwhelmingly preferred to not split grade levels instead of offering multiple K-5 buildings
- Preferred amenities for each grade level:

Elementary (Grades PK – 5)	Parent/Volunteer/Resource Room, Multipurpose Room, Playground
Middle (Grades 6 – 8)	Band Room, Large Group Instruction, Auditorium, Outdoor Athletic Facilities
High (Grades 9 – 12)	Band Room, Performing Arts Center, Large Group Instruction, Auditorium, Athletic Facilities, Multi-Sport Complex
All Grade Levels	Art Room, Cafeteria, Library/Media Center, Gymnasium, Conf. Rooms

- Respondents preferred high school athletic facilities to be located at the high school instead of distributed throughout the community
- Respondents rated the condition of existing school facilities:

Kelly Elementary School	Good
Linntown Intermediate School	Good
Eichhorn Middle School	Good
Lewisburg Area High School	Poor

- Respondents believe Lewisburg Area High School is in worse condition compared to other surrounding high schools
- Respondents preferred to build a new high school on a new site instead of renovate and add-on to the current high school

Facility Options

Facility options were developed for the elementary, middle, and high school levels.

Elementary School Options

Option	Description	Approx. Cost
Option A.1	Additions to Kelly ES and Linntown ES	\$3.5-4.5M
Option A.2	Addition to Linntown ES and change of grade configuration to move all 3 rd graders to Linntown	\$3.5-4.5M
Option B.1	Build a new elementary school in the district to house two grade levels	\$13-14M
Option B.2	Convert Eichhorn MS to an elementary school to house Grades 4-5	\$0
Option B.3	Convert Lewisburg Area HS to an elementary school to house Grades 4-5	\$6-7M

Middle School Options

Option	Description	Approx. Cost
Option A	An addition at Eichhorn Middle School	\$3-5M
Option B	Convert Lewisburg Area HS into a MS through major renovation	\$18-20M

High School Options

Option	Description	Approx. Cost
Option A	Major renovation and addition to Lewisburg Area High School	\$28-32M
Option B	Build a new high school on a new site	\$40-45M

Community Dialogue #2

Lewisburg Area School District held the second community dialogue for its facility master planning process on October 27nd, 2009 at Lewisburg Area High School. Approximately 135 people attended and participated in the dialogue to discuss school facility options. 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.



Summary of Community Dialogue #2 Results:

- **Elementary School Options –**
 - Participants rated the two 2-school options highly, and the 3-school options as low
 - Comments indicated that participants want the district to have a clear plan for the future
- **Middle School Options –**
 - Participants favored adding on two Eichhorn MS instead of converting Lewisburg Area HS to a middle school
 - Many participants recognized that Eichhorn was one of the first schools built on the middle school concept and believe it still works well
- **High School Options –**
 - Participants favored building a new high school on a new site instead of a major renovation and addition at the existing high school
 - Comments indicated a desire for something that benefits Lewisburg to be placed on the current high school site, whether as another district use or a community use
- **Other Results –**
 - A large majority of participants indicated that improving the learning environment should be the most important factor for deciding among facilities options
 - Participants indicated a desire for the high school to be addressed first, followed by the elementary schools and lastly the middle school
 - A large majority of participants indicated that they would support a tax increase to pay for capital improvement projects. The most favored increase would be between 1.5 and 2 mills.

Recommendations

It is recommended that the Lewisburg Area School District facility master plan include the following projects:

Elementary School Level

1. Construct an addition to Linntown Intermediate or to both Linntown Intermediate and Kelly Elementary to accommodate increasing student enrollment.

The projected enrollment indicates that the Lewisburg Area School District will need additional space at the elementary level. There are two possible solutions that have been reviewed:

- A. Addition to Linntown Intermediate. With this option, the 3rd grade would be moved to Linntown and an addition be constructed.
- B. Addition to Kelly Elementary and Linntown Intermediate. With this option, the grade configuration would remain as it is and additions would be added to both schools.

To provide the space needed at the elementary level it is also recommended that the central office be relocated. Currently the central office is using approximately four classrooms at the Linntown Intermediate School. Relocating the central office to another location will reduce the size of the addition required at Linntown Intermediate School.

Middle School Level

2. Construct an addition to Eichhorn Middle School to accommodate increasing student enrollment.

The capacity of Eichhorn Middle School will need to be expanded to meet the projected enrollment. This building was designed as one of the first middle schools in the United States and serves it function well. There is sufficient area on the site to support an addition.

High School Level

3. Construct a new High School to accommodate increasing student enrollment and to provide adequate spaces and site to meet the needs of a comprehensive high school.

The analysis of the current high school indicates that there is a need for additional high school space and a more adequate site to support the various high school programs. It is proposed that a new high school be constructed on the Newman property that is owned by the District.

District Level

4. Relocate the Central Administrative Offices to provide additional room for elementary students at Linntown Intermediate School.

Currently there are approximately four classrooms at Linntown Intermediate School which are housing the District's administrative offices. The space that the administration is occupying is needed for elementary children. There are a variety of possible solutions to housing these offices. These include:

- A. Constructing new space at another location
- B. Leasing or renting office space
- C. Possibly using a portion of the existing high school depending on its re-use.

5. Re-use of the existing High School building and site.

The existing high school is located in a key location in central Lewisburg. Even though the site may not be large enough to support the high school along with its additions, parking, and playfields, it has potential for redevelopment. The redevelopment could range from creating a new urban landscape with mixed uses such as residential, retail, office or government services. Or it might be used by the university, community uses, green spaces or some combination of uses.

Timeline:

The following timeline suggests the order in which projects should be started, including the overall phases for each project:

Lewisburg Area School District Facility Master Plan						
Suggested Time Line						
	2010	2011	2012	2013	2014	2015
Linntown/Kelly Addition						
Hire Architect						
Feasibility Study						
Design						
Construction						
Occupancy						
Eichhorn Middle School Addition						
Hire Architect						
Design						
Construction						
Occupancy						
New High School						
Educational Specifications						
Hire Architect						
Bond Election						
Design						
Construction						
Occupancy						
Re-use of Existing High School						
Conduct Reuse Study						
Formulate Reuse Plan						
Convert to Alternate Use						
Central Administrative Office						
Feasibility Study						
Construct/Move Offices						

To implement this plan, the Board of School Directors will need to authorize the administration to seek professional services needed to further refine the plan.

There are several additional studies which should be considered.

1. Elementary Feasibility Study. Two options have emerged at the elementary level. To further refine these options an architectural firm should be hired to conduct a feasibility study to determine the best use of the sites and the most cost effective solution.
2. High School Educational Specifications. High school specifications define the program and space requirements for a new high school. This will help define 21st Century learning environments to make sure the design of the building will support the future needs of the District at the high school level. This process should provide for extensive staff and additional community input. An educational facility planner should be retained to assist the District in this process.
3. Re-use of the Existing High School. The current high school building and site have significant potential for re-use. It is suggested that the city, university and other community organizations be involved in a study to determine the future use of this site. Outside consultants should be considered to assist in this process.
4. Financial Analysis. The District will need financial advisors, legal counsel and other specialist in order to implement the proposed projects.

The input of the community was important in the development of this plan. As future decisions need to be made and as projects are designed and implemented, ongoing community engagement should be encouraged. Ongoing communication between the District and the community will help to build trust, support for the plan and create greater community pride in the results.

**LEWISBURG AREA SCHOOL DISTRICT
FACILITY MASTER PLAN**



BACKGROUND REPORT
SEPTEMBER 2009

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INTRODUCTION

The Lewisburg Area School District is undergoing a process to develop a facility master plan to address all school facilities in the district. The facility master plan will identify the facility needs for each school, and prioritize the order of projects necessary to improve all of the Lewisburg Area schools to 21st Century standards.

The District is comprised of four schools:

- Kelly Elementary School (Grades K-3)
- Linntown Intermediate School (Grades 4-5)
- Donald H. Eichhorn Middle School (Grades 6-8)
- Lewisburg Area High School (Grades 9-12)

DeJONG, an educational facilities planning firm, has been contracted to facilitate the process to create a district-wide facility master plan, and to assist the School Board in making the most appropriate decisions to provide the best education possible for the students of Lewisburg.

This Background Report includes the collection and summarization of district data to serve as reference material to help guide the planning process. This includes:

- Planning Process and Timeline
- Demographics
- Student Profile
- Historical Enrollment
- Projected Enrollment
- Facility Data



VISION STATEMENT

The Lewisburg Area School District is a learning community that prepares every child individually to meet the challenges of today and tomorrow.

MISSION STATEMENT

The Lewisburg Area School District will provide all students with a safe, respectful, and challenging learning environment that is student-centered, personalized, data-guided, and supported through appropriate technologies and shared leadership. The district, in partnership with the greater community, will ensure an education that will enhance the viability of our region.

BELIEF STATEMENT

- All children can learn when their individual needs are met.
- A supportive school atmosphere where everyone feels emotionally, physically, and intellectually safe is essential.
- Holding high expectations for student achievement and character will guide students to make responsible choices in the learning process and for their lives.
- Creativity, imagination, and problem solving are an integral part of a child's learning experience.
- Everyone should be treated with courtesy and have respect and empathy for a variety of opinions, values, and cultures.
- The responsibility for student achievement is incumbent upon a partnership between the school, student, family, and greater community.
- Educational planning must anticipate, prepare for, and manage change.
- The school board and all staff are accountable for student success
- The single biggest factor for student academic success is the quality of the teacher.
- Quality professional development for all district staff is essential to student success.
- Accomplishing district goals requires high quality leadership at all levels

PLANNING PROCESS



TIMELINE

August 2009 – Preparation for Planning

- Thursday, August 13, 6:30 PM (Board Mtg.) - Discussion of the Master Facilities Planning Process with Facilities Committee
- Thursday, August 27, 7:30 PM (Board Mtg.) – Follow-up and Final Preparation for Planning

September 2009 - DeJong - Visit 1

- Thursday, September 3, 2009, 8:00 AM – School Visits by DeJong Team
- Thursday, September 3, 2009, 7:00 PM – High School Cafeteria with School Board and Facilities Committee Work Session

September, 2009 – DeJong - Visit 2

- Tuesday, September 22, 2009, 7:00 PM – [Community Dialogue #1](#) – High School Cafeteria, (Tour of High School immediately before the meeting at 6:00 PM.)
- Wednesday, September 23, 2009, 8:00 AM – DeJong Team Work Session

October, 2009 – Public Building Tours and Visit 3

- Tuesday, October 6, 2009 - Tour of Linntown Elementary and Donald H. Eichhorn Middle School, 7:00 PM
- Tuesday, October 20, 2009 – Tour of Kelly Elementary, 7:00 PM followed by Facilities Committee Meeting.
- Tuesday, October 27, 2009, 7:00 PM – [Community Dialogue #2](#) – Site TBA
- Wednesday, October 28, 2009, 8:00 AM – DeJong Team Work Session

December 2009 – DeJong Visit 4

- December 3, 2009, 7:00 PM –Present Options to School Board and Facilities Committee

January 2010

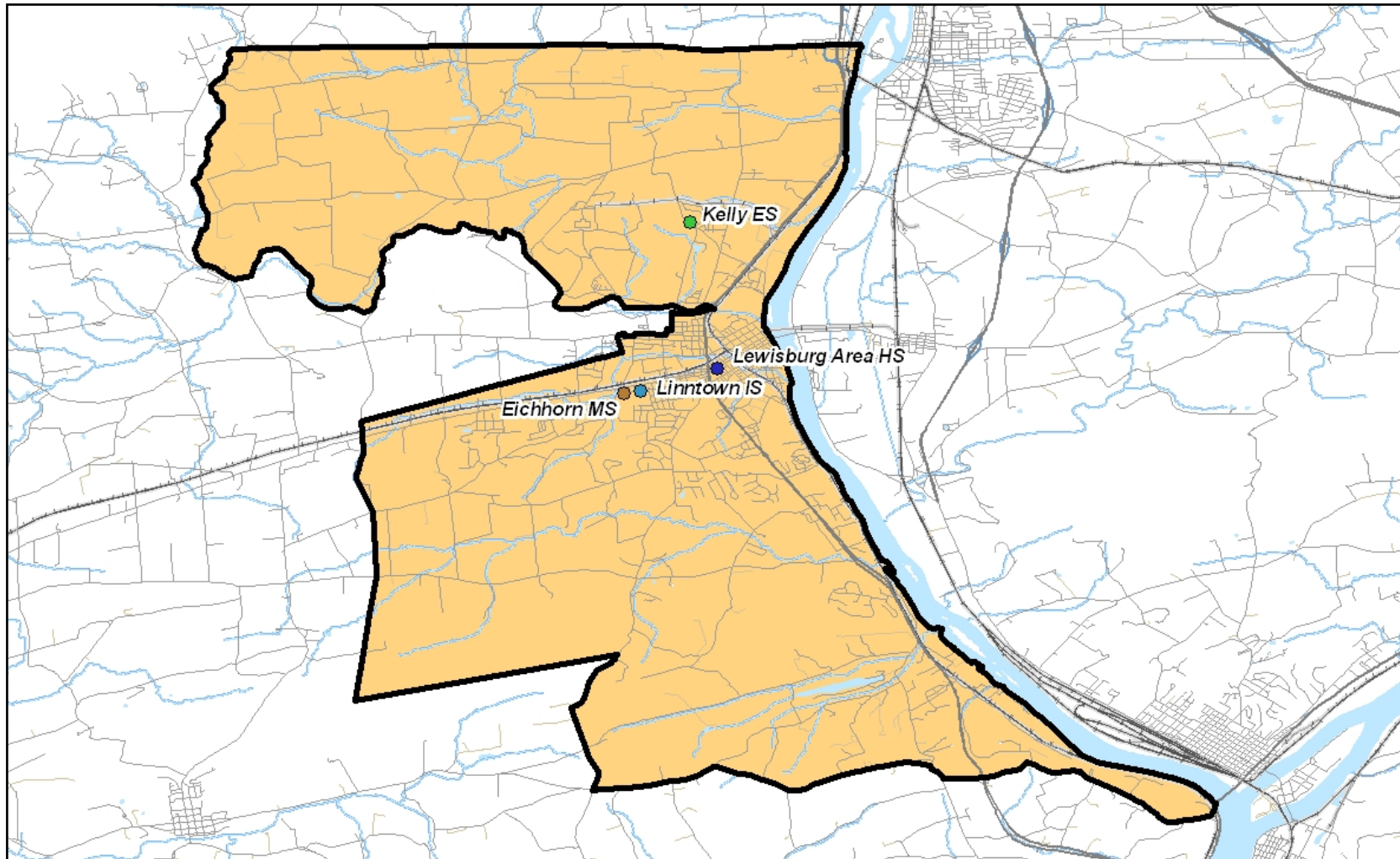
- Tuesday, January 19, 7:00 PM- Facilities Committee meets to review options and make final recommendations to the School Board
- January 28 - Public Hearing on Final Recommendations to the Board

February 2010

- Thursday, February 11 - School Board discusses recommendations from the Facilities Committee.
- Thursday, February 24 – School Board adopts a Master Facilities Plan

DISTRICT MAP

This map illustrates the Lewisburg Area School District boundaries and school facilities.



STUDENT PROFILE

The following table summarizes the Lewisburg Area School District Report Card for the 2007-08 Academic year from the Pennsylvania Department of Education. As shown, the 95% attendance rate for the district exceeded the State Target attendance rate of 90%. Additionally, the 98% graduation rate for the district far exceeded the State Target graduation rate of 80%.

DISTRICT REPORT CARD SUMMARY (2007-08)

Attendance and Graduation	State Target	District
Attendance	90%	95%
Graduation	80%	98%
Accountability	State Target	District
Overall Results in Mathematics	56%	86%
Overall Results in Reading	63%	85%

Source: District Report Card: 2007-08, Pennsylvania Department of Education

Students also exceeded the State Targets in proficiency testing. For Overall Mathematics, the 86% passing rate for the district exceeded the 56% State Target. And in Overall Reading, the 85% passing rate for the district exceeded the 63% State Target.

The remaining table summarizes the number of students receiving free or reduced lunch in the district. The highest concentration of students receiving free or reduced lunch is in elementary school, and the lowest is in high school. As shown, approximately 21% of students receive free or reduced lunch.

STUDENTS RECEIVING FREE & REDUCED LUNCH (OCTOBER 2008)

School	Enrollment (October 2008)	# of Students Receiving Free/ Reduced Lunch	% of Students Receiving Free/ Reduced Lunch
Kelly Elementary School	569	147	26%
Linntown Intermediate School	278	65	23%
Donald H. Eichhorn Middle School	414	92	22%
Lewisburg Area High School	609	87	14%
Total	1,870	391	21%

Source: Pennsylvania Department of Education, Division of Food and Nutrition, October 2008

HISTORICAL BIRTHS and BUILDING PERMITS

The accompanying table shows the historical births for the municipalities in the Lewisburg Area School District – Lewisburg Borough, East Buffalo Township, Kelly Township, and Union Township. Since 1993, the number of births in the district per year has increased.

Building permits issued in Union County have been up and down since 1990. The lowest number of housing permits issued was last year in 2008, with 75. The greatest number of permits issued was in 2002 with 211. Overall, the number of permits issued has varied greatly.

**HISTORICAL BIRTHS
 MUNICIPALITIES IN THE LEWISBURG AREA SCHOOL DISTRICT
 (1993-2007)**

Year	Lewisburg Borough	East Buffalo Township	Kelly Township	Union Township	Total Resident Births
1993	33	43	30	18	124
1994	30	46	33	23	132
1995	30	43	27	15	115
1996	47	41	38	24	150
1997	29	39	27	24	119
1998	49	39	21	17	126
1999	33	41	35	15	124
2000	48	44	31	14	137
2001	31	44	33	15	123
2002	38	45	25	20	128
2003	46	43	53	20	162
2004	65	38	26	19	148
2005	39	34	48	23	144
2006	32	53	40	11	136
2007	34	49	49	12	144

Source: "Health Statistics," Commonwealth of Pennsylvania, Department of Health, 1993-2007

**BUILDING PERMITS
 UNION COUNTY, PA
 (1990-2008)**

Year	Housing Permits
1990	160
1991	86
1992	156
1993	145
1994	133
1995	119
1996	142
1997	107
1998	122
1999	162
2000	111
2001	106
2002	211
2003	142
2004	163
2005	177
2006	122
2007	109
2008	75

Source: SOCDs Building Permits Database,
<http://socds.huduser.org/permits/>

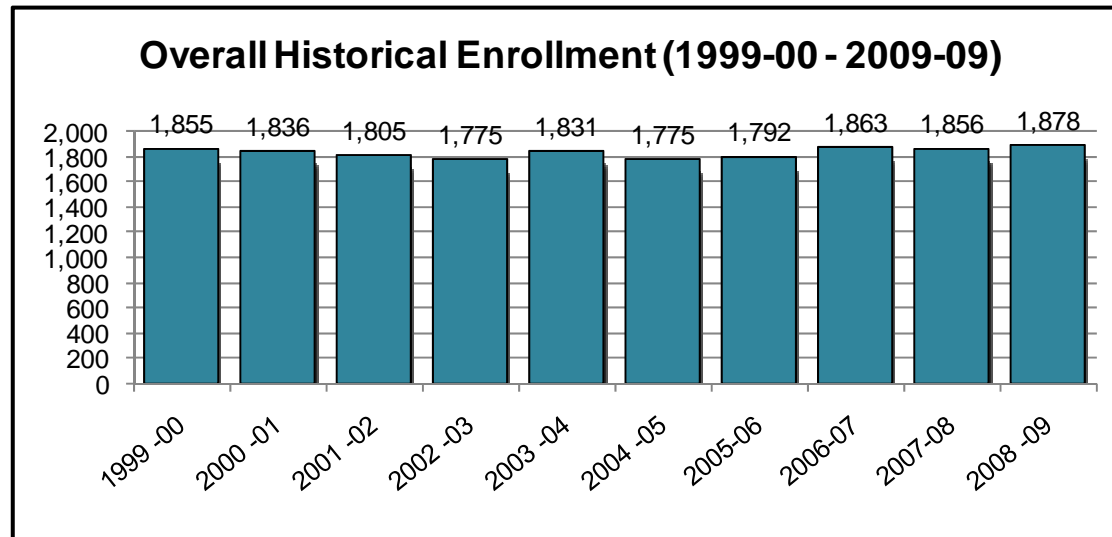
HISTORICAL ENROLLMENT

The following table shows the historical enrollment by grade grouping for the Lewisburg Area School District.

HISTORICAL ENROLLMENT BY GRADE GROUPING (1999-00 - 2008-09)

Grade Grouping	1999 - 00	2000 - 01	2001 - 02	2002 - 03	2003 - 04	2004 - 05	2005- 06	2006- 07	2007- 08	2008 - 09
Kelly Elementary School (Grades K-3)	499	492	472	481	508	492	536	573	540	577
Linntown Intermediate School (Grades 4-5)	298	275	259	271	270	243	237	269	288	281
Donald H. Eichhorn Middle School (Grades 6-8)	464	460	445	434	444	424	429	410	403	416
Lewisburg Area High School (Grades 9-12)	594	609	629	589	609	615	590	610	625	604
Overall Total	1,855	1,836	1,805	1,775	1,831	1,775	1,792	1,863	1,856	1,878

Source: Lewisburg Area School District



The accompanying table displays the historical enrollment by grade. As displayed, enrollment at Kelly Elementary School and Lewisburg Area High School has increased over the last ten years. The students in the middle grade levels, at Linntown Intermediate School and Donald H. Eichhorn Middle School, have slightly declined over the last ten years. Overall, enrollment has increased by 23 students, from 1,855 in the 1999/2000 school year to 1,878 in the 2008/09 school year.

HISTORICAL ENROLLMENT BY GRADE (1999-00 - 2008-09)

School Name	Grade	1999 - 00	2000 - 01	2001 - 02	2002 - 03	2003 - 04	2004 - 05	2005- 06	2006- 07	2007- 08	2008 - 09
Kelly Elementary School	K	102	108	115	131	137	118	133	136	101	148
	1	132	110	116	115	135	122	147	154	147	134
	2	138	130	109	115	122	137	121	150	146	149
	3	127	144	133	121	114	114	135	133	146	146
Subtotal (Grades K-3)		499	492	472	481	508	492	536	573	540	577
Linntown Intermediate School	4	147	127	133	135	133	109	119	146	139	147
	5	151	148	126	136	138	134	118	124	150	134
Subtotal (Grades 4-5)		298	275	259	271	270	243	237	269	288	281
Donald H. Eichhorn Middle School	6	137	146	152	132	145	140	138	121	121	155
	7	175	142	146	157	130	151	141	144	133	125
	8	152	172	147	145	170	133	150	145	149	136
Subtotal (Grades 6-8)		464	460	445	434	444	424	429	410	403	416
Lewisburg Area High School	9	152	166	178	149	155	174	138	168	158	159
	10	170	144	163	170	152	153	168	143	167	147
	11	131	170	128	144	166	150	152	164	131	164
	12	141	129	160	126	136	139	132	135	168	134
Subtotal (Grades 9-12)		594	609	629	589	609	615	590	610	625	604
Overall Total		1,855	1,836	1,805	1,775	1,831	1,775	1,792	1,863	1,856	1,878

Source: Lewisburg Area School District

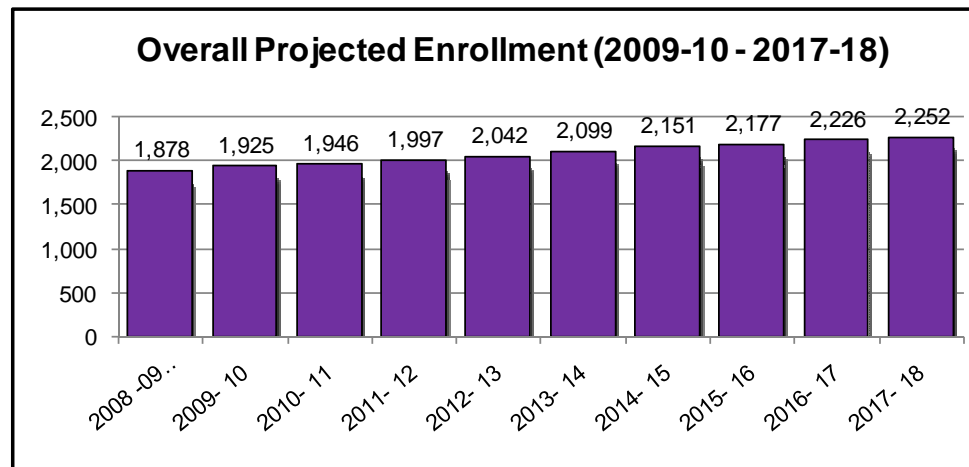
PROJECTED ENROLLMENT

This table and chart display the projected enrollment by grade grouping for the Lewisburg Area School District through the 2017/18 school year.

PROJECTED ENROLLMENT BY GRADE GROUPING (2009-10 - 2017-18)

Grade Grouping	2008 -09 (Actual)	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Kelly Elementary School (Grades K-3)	577	584	600	633	643	643	629	629	629	643
Linntown Intermediate School (Grades 4-5)	281	306	313	296	301	336	347	347	347	332
Donald H. Eichhorn Middle School (Grades 6-8)	416	423	462	468	500	489	495	512	550	562
Lewisburg Area High School (Grades 9-12)	604	611	572	600	598	632	681	690	701	716
Overall Total	1,878	1,925	1,946	1,997	2,042	2,099	2,151	2,177	2,226	2,252

Source: Lewisburg Area School District



As the table below shows, enrollment at the high school levels is projected to slightly decrease for several years before beginning to increase again. This is caused by the slightly lower enrollment in the middle grade levels working their way through the system. Enrollment in the lower levels is projected to continue increasing.

PROJECTED ENROLLMENT BY GRADE (2009-10 - 2017-18)

School Name	Grade	2008 -09 (Actual)	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Kelly Elementary School	K	148	150	150	150	150	150	150	150	150	150
	1	134	154	164	164	164	164	150	164	164	164
	2	149	131	154	163	163	163	163	150	163	163
	3	146	150	132	155	165	165	165	165	151	165
Subtotal (Grades K-3)		577	584	600	633	643	643	629	629	629	643
Linntown Intermediate School	4	147	153	154	136	159	170	170	170	170	155
	5	134	153	159	160	142	166	177	177	177	177
Subtotal (Grades 4-5)		281	306	313	296	301	336	347	347	347	332
Donald H. Eichhorn Middle School	6	155	133	156	162	163	144	169	180	180	180
	7	125	163	140	164	171	172	152	178	189	189
	8	136	127	166	142	167	173	174	154	181	192
Subtotal (Grades 6-8)		416	423	462	468	500	489	495	512	550	562
Lewisburg Area High School	9	159	144	136	178	153	179	186	187	165	194
	10	147	153	142	134	175	151	176	183	184	163
	11	164	145	150	139	132	172	148	173	180	181
	12	134	169	144	149	138	131	171	147	172	179
Subtotal (Grades 9-12)		604	611	572	600	598	632	681	690	701	716
Overall Total		1,878	1,925	1,946	1,997	2,042	2,099	2,151	2,177	2,226	2,252

Source: Lewisburg Area School District

FACILITY DATA

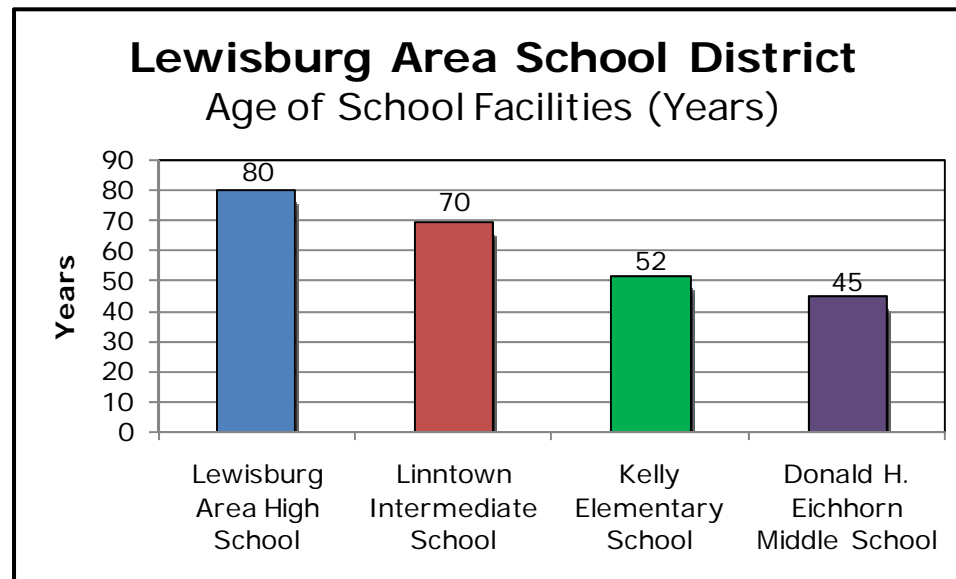
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DISTRICT FACILITIES SUMMARY

School Name	Grade Configuration	Original Date of Construction	Dates of Renovations, Additions, Phases	Current Enrollment (2008-09)	Square Footage	Acres	Number of Modulars
Kelly Elementary School	K-3	1957	1993	577	74,414	14.5	2
Linntown Intermediate School	4-5	1939	1982, 1993	281	47,000	6.5	0
Donald H. Eichhorn Middle School	6-8	1964	1968, 1993	416	103,000	11.4	0
Lewisburg Area High School	9-12	1929	1945, 1982, 1998	604	120,000	7	0

Source: Lewisburg Area School District

Each of the schools was constructed at least 45 years ago, although they have all had subsequent renovations and/or additions.



**LEWISBURG AREA SCHOOL DISTRICT
FACILITY MASTER PLAN**



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

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Introduction

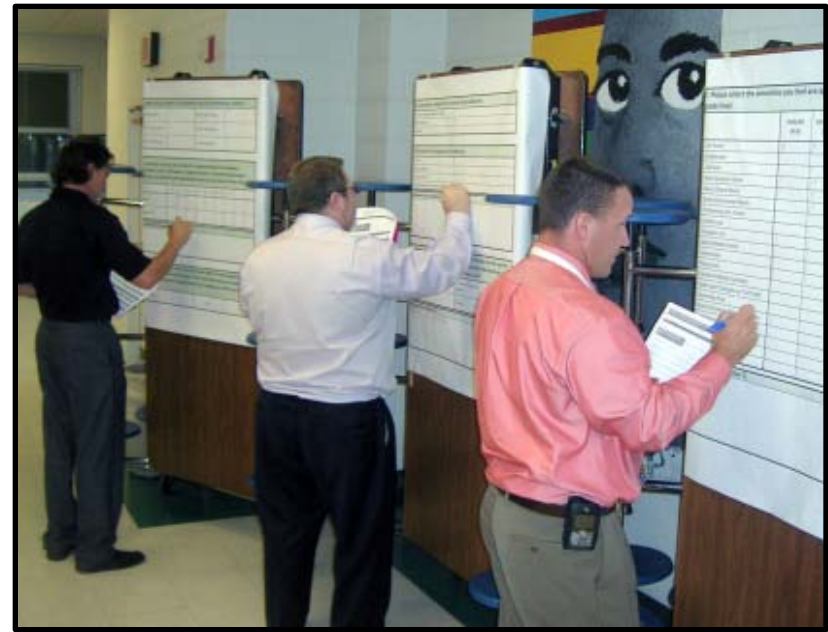
Lewisburg Area School District held a community dialogue on September 22nd, 2009 at Lewisburg Area High School to discuss the facility master planning process and gather input from the community regarding preferences for school facilities and programs. Approximately 90 people attended and participated 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.



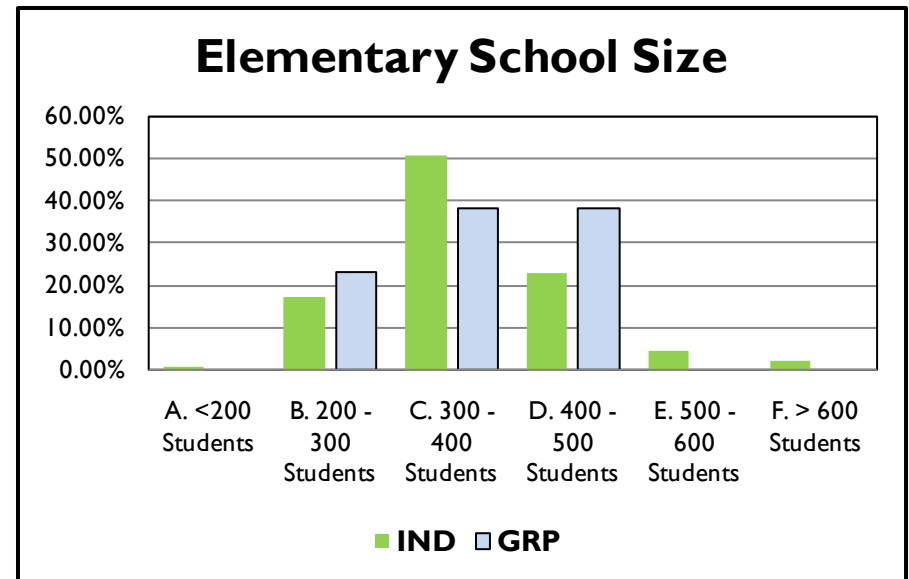
Top: A group discusses the questionnaire at the community dialogue



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.

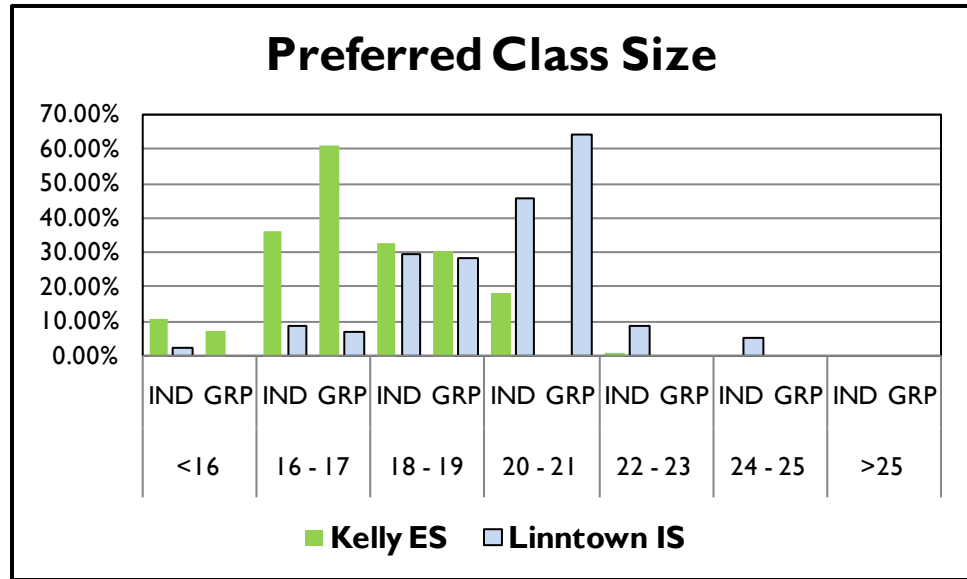
Participants commented that more importantly than school size is class size, which should have a reasonable student to teacher ratio. They also pointed out that their preferences for school size are dependent on the grade configuration of the school. Some participants prefer to have smaller, neighborhood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

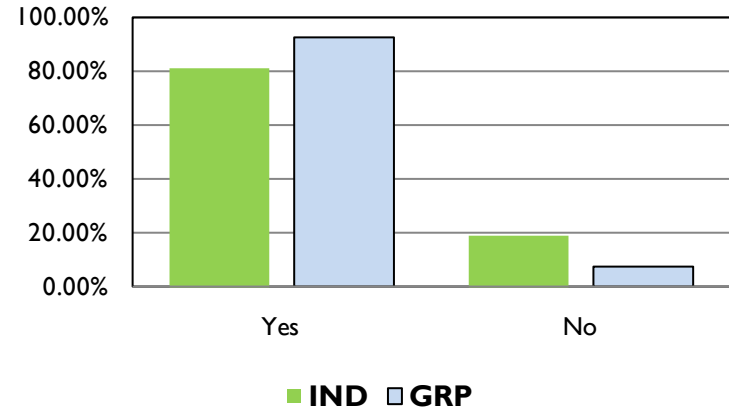
Group Comments for Questions 1 & 2

- 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



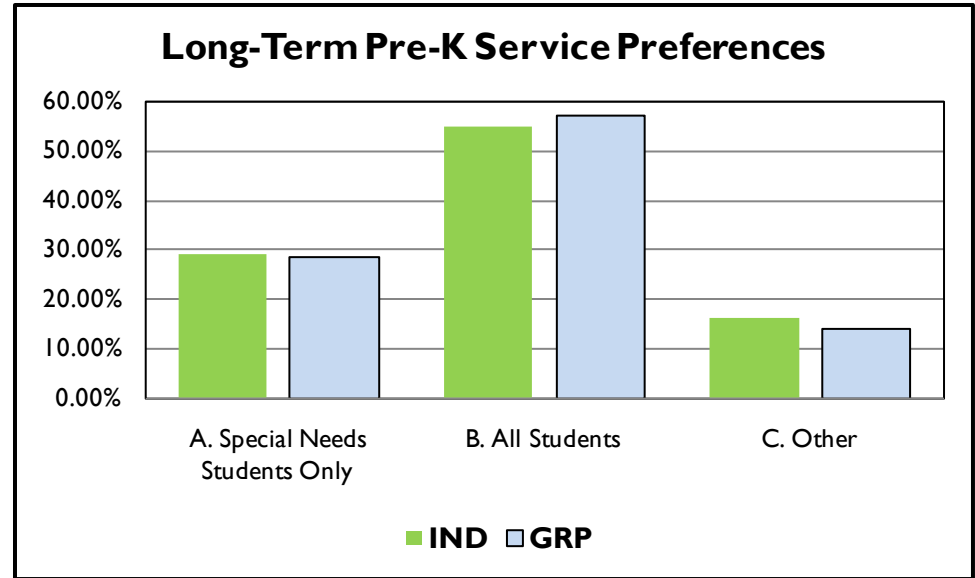
Over 80% of individual respondents and over 92% of group respondents stated that the District should continue to offer Pre-K services for high risk and special needs students even if the State discontinues financial support for the program.

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.

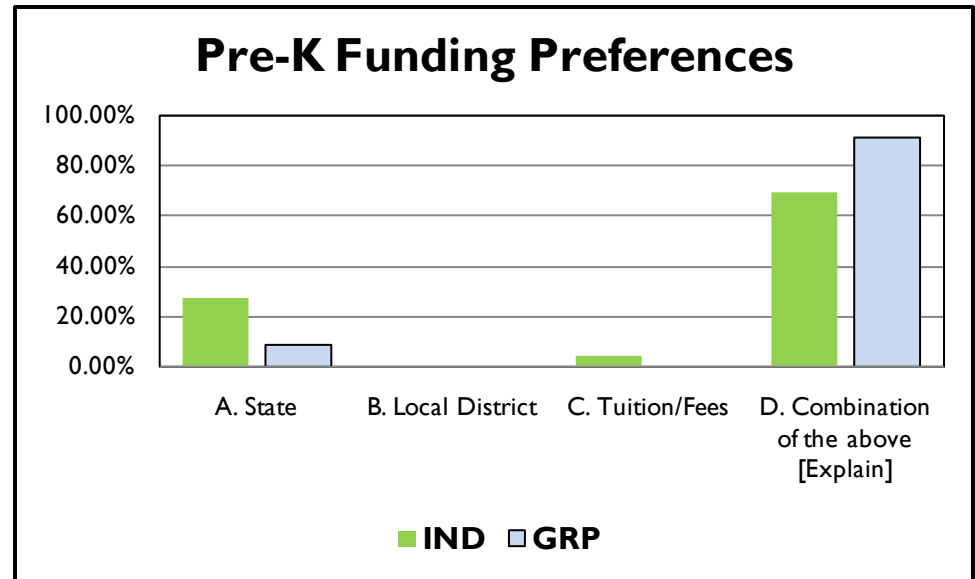
Participant comments supported the offering of Pre-K to all students in the District, although only if it is not mandatory to attend. Other comments expressed that the offering of Pre-K depends on funding, and if the District has to pay for the entire program then they should only offer it to students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

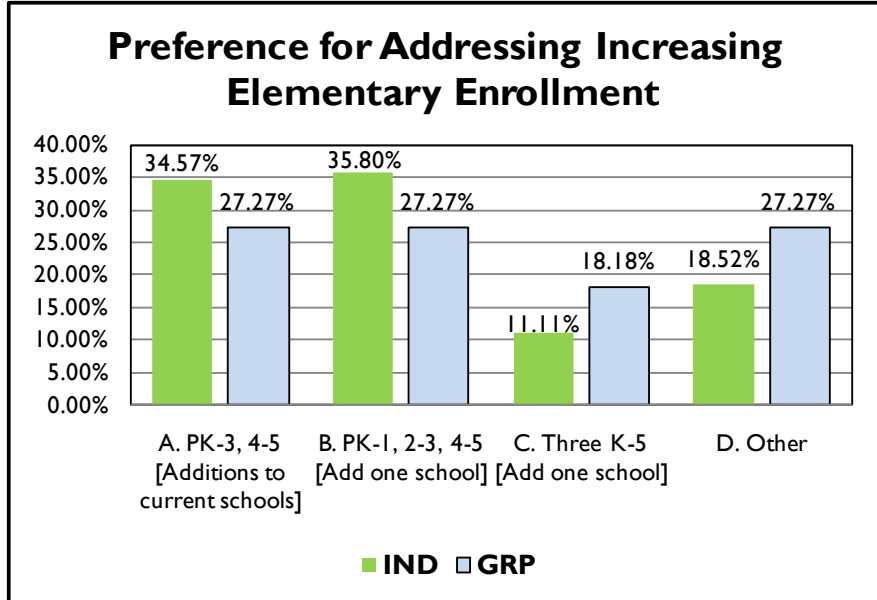
our children. Share the wealth and burden.

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

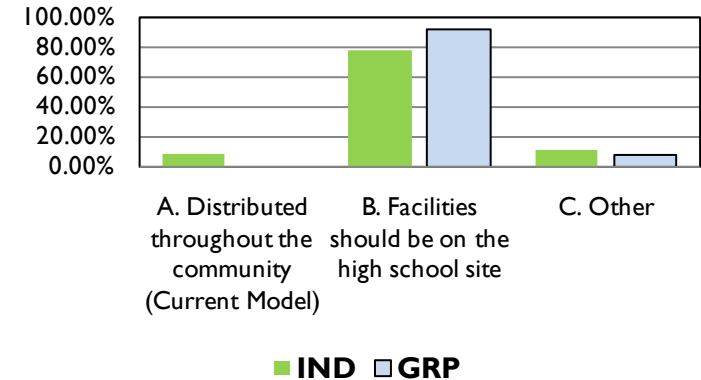
- Computers – move to laptops
- LGI/Multipurpose – need one, not multiple

- 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.

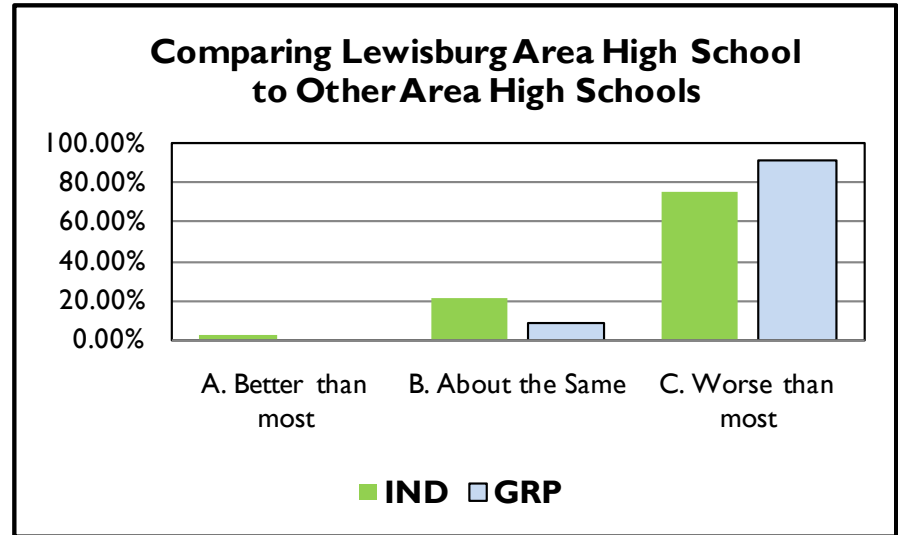
Participants commented that the high school is in significantly worse condition than the other district facilities. But some participants commented that they like the current high school site and its location, and would like for the District to use it for something else if not a high school. Also, some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

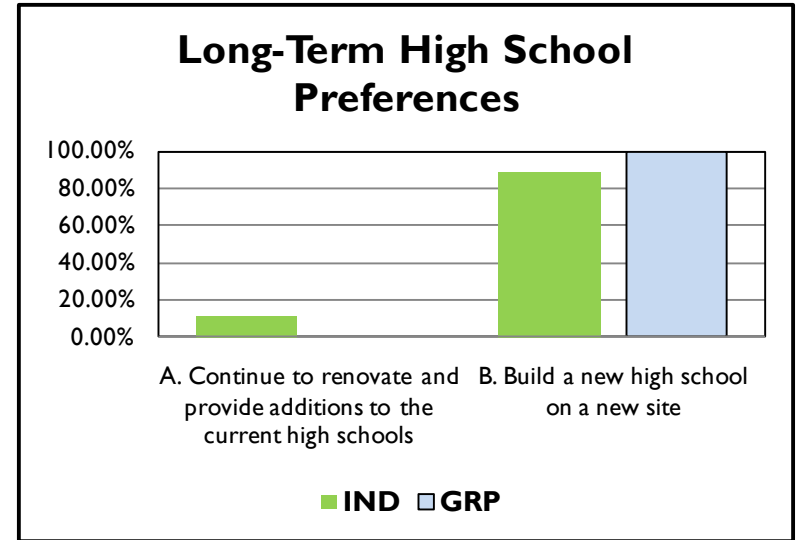
Participants commented that students in Lewisburg deserve a better facility than the current high school, while others commented that Lewisburg Area High School should not be compared to neighboring districts.



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]

**LEWISBURG AREA SCHOOL DISTRICT
FACILITY MASTER PLAN**



***OPTIONS PACKET
OCTOBER 2009***

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Overview

The Options Packet describes facility options to address the needs of the Lewisburg Area School District. Options were developed based on the condition of existing school facilities, projected enrollment, and educational framework of the district. To help describe some of these factors, results collected from Community Dialogue #1, held at the Lewisburg Area High School in September 2009, were incorporated. Overall, the District has formulated the enclosed facility options to address the projected increase in student enrollment and the condition of the current facilities.

Summary of Community Dialogue #1 Results:

- Respondents preferred elementary schools size: 300 – 500 students
- Respondents preferred class size:
 - Kelly ES (Grades PK-3) = 16 – 19 students
 - Linntown IS (Grades 4-5) = 18 – 21 students
- Respondents prefer the District offer Pre-K to all students who want it, paid for by a combination of State and Local funds and tuition for those who can afford it
- Respondents were divided between preference for building additions at the two elementary schools or adding a third school. But respondents overwhelmingly preferred to not split grade levels instead of offering multiple K-5 buildings
- Preferred amenities for each grade level:

Elementary (Grades PK – 5)	Parent/Volunteer/Resource Room, Multipurpose Room, Playground
Middle (Grades 6 – 8)	Band Room, Large Group Instruction, Auditorium, Outdoor Athletic Facilities
High (Grades 9 – 12)	Band Room, Performing Arts Center, Large Group Instruction, Auditorium, Athletic Facilities, Multi-Sport Complex
All Grade Levels	Art Room, Cafeteria, Library/Media Center, Gymnasium, Conf. Rooms

- Respondents preferred high school athletic facilities to be located at the high school instead of distributed throughout the community
- Respondents rated the condition of existing school facilities:

Kelly Elementary School	Good
Linntown Intermediate School	Good
Eichhorn Middle School	Good
Lewisburg Area High School	Poor

- Respondents believe Lewisburg Area High School is in worse condition compared to other surrounding high schools
- Respondents preferred to build a new high school on a new site instead of renovate and add-on to the current high school



Right: Participants view a presentation at the community dialogue

Planning Assumptions

The following terms provide a description of the suggested actions incorporated within the facility options.

- **New Construction** entails building a new school facility or addition either on the same site or at a new location to meet space and square footage requirements.
- **Major Renovation** includes creating appropriate learning environments and extensive renovation to bring the building up to current codes and may include an addition. This would include replacement or upgrades to building components [Handicapped accessibility, heating/ventilation/air conditioning, roof, electrical, windows, flooring, ceiling, lighting, technology infrastructure] and interior re-configuration of space to support educational programs. This may include extensive reconfiguration of interior space. After having undergone a major renovation, an existing building would be comparable to a new building.
- **Moderate Renovation** includes creating appropriate learning environments and bringing a school building up to current codes. However, the amount of work to be completed would be less extensive than a major renovation. This could include replacement or upgrades to building components [Handicapped accessibility, heating/ventilation/air conditioning, roof, electrical, windows, flooring, ceiling, lighting, technology infrastructure] and minimal interior reconfiguration of space to support educational programs.

Construction Costs

The table below represents total project cost estimates for new or renovation of school buildings in Lewisburg. Please note that these are only planning estimates based on projected costs and are being used for comparative purposes only. Once a project is selected and designed more precise estimates can be determined. These costs include approximately 30% for soft costs for design fees, contingencies, furniture/equipment, etc. In other words these are total project costs and not just construction. The costs do NOT include purchase of sites, or sale of existing properties.

	ES	MS	HS
New	\$225	\$225	\$250
Addition	\$225	\$225	\$250
Major Reno (75%)	\$169	\$169	\$188
Moderate Reno (50%)	\$113	\$113	\$125

In recent years we have experienced a significant increase in construction costs. From 2000-2006 there were double digit increases in construction costs on an annual bases due to increases in steel, cooper, fuel, labor, etc. With the recent changes in the U.S. economy, the status of future prices is uncertain. In the short-term we may see prices less than those stated here however in the longer term it is difficult to project.

Financial Considerations

Funding school facilities and operations can be a complicated topic. The information contained in this report is to provide an understanding of the cost impacts of various facility options.

Financing School Construction

School construction projects are typically financed by selling bonds. A bond is similar to a home mortgage where the School District borrows money and pays back the money borrowed plus interest over a 20 year period of time. The State of Pennsylvania also participates in the financing of school construction projects. In Lewisburg’s situation, this is likely to be approximately 18% of the overall project costs.

The cost of bonds and the corresponding tax impacts are determined by a combination of the value of property [Assessed Valuation], the amount to be borrowed, rate of interest, and the length of time the bonds are to be paid off.

Assessed Valuation

The assessed valuation is basically the value of property for tax purposes. This is based on the 2008 market value of the property. The average home in Lewisburg is assessed at approximately \$123,400.

The total assessed valuation of property in the Lewisburg Area School District has increased every year since 2003-04. As the accompanying table displays, properties in the county were reassessed in 2006-07 which resulted in the appearance of very large increase.

Phasing of Projects

Not all projects can be constructed at one time. In all likelihood, to address the entire District’s needs will take 10 or more years. In this situation, all of the funds needed would not be borrowed at one time but in a series of bond sales over the period of time that projects are actually constructed. Therefore even though the following chart shows the potential tax impact of a bond sale, the actual impact is likely to be less as current bonds are being sold, value of property increases, and new taxable property is constructed. At the same time the cost of projects will increase over time due to inflation.

Assessed Valuation Lewisburg Area School District		
Year	Assessed Value	% Growth in Assessed Value
2000-01	123,182,000	
2001-02	126,133,000	2.4%
2002-03	124,193,000	-1.5%
2003-04	127,910,000	3.0%
2004-05	132,943,000	3.9%
2005-06	134,343,000	1.1%
* 2006-07	891,843,000	563.9%
2007-08	902,154,000	1.2%
2008-09	950,573,000	5.4%
2009--10	974,448,000	2.5%

**County-wide reassessment*

Possible Bonding Scenarios

The accompanying tables provide information regarding possible bond issues to raise additional funds. The table to the right shows two possible funding scenarios. The first scenario is the worst case scenario, and assumes a 20 year level bond payment at 4.5% average rate, including 18% reimbursable from the state. To raise \$10m in additional bonds would require approximately 0.52 mills. To raise \$50m would require approximately 2.63 mills.

The second funding scenario is based on previous projections prepared for the district assuming a \$50m bond with the project beginning in 2015 wrapped around existing debt (also including reimbursement from the state). In this scenario, a \$50m bond could be financed with a 1.00 mill increase.

The table below shows the tax impact of various bond amounts on home owners. Based on the first funding scenario, for a person with a home with a 2008 market value of \$123,400 the cost for a \$10m bond issue would be \$64.17 per year. For a \$50m bond issue, the cost for a person with a \$123,400 home would be \$324.54 per year. Based on the second funding scenario, for a person with a home with a 2008 market value of \$123,400 the cost for a \$50m bond issue would be \$123.40 per year.

Millage Impact Lewisburg Area School District	
Assumption of 20 year level bond payments at 4.5% average rate including 18% reimbursable from the state:	
Amount of New Bond	Estimated Additional Millage
\$10,000,000	0.52
\$25,000,000	1.32
\$50,000,000	2.63
Previous District Projection assuming a \$50m bond with the project beginning in 2015 wrapped around existing debt	
Amount of New Bond	Estimated Additional Millage
\$50,000,000	1.00
Source: Lewisburg Area School District	

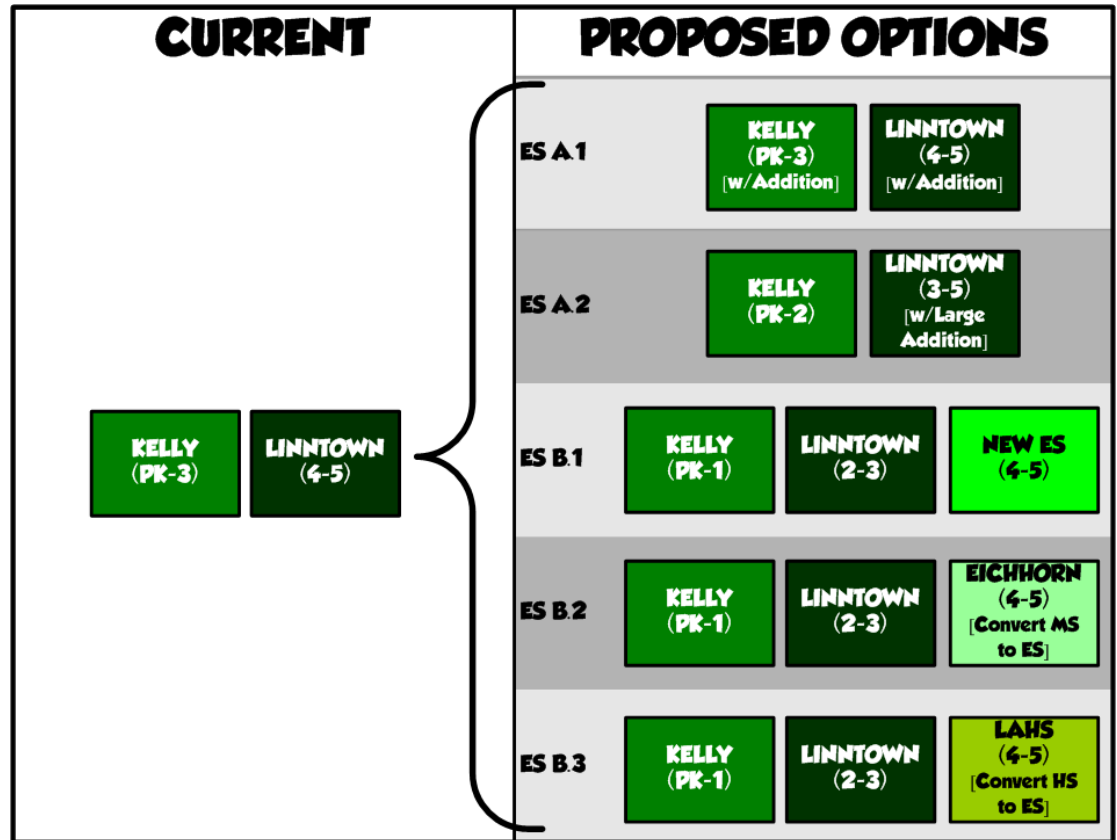
Tax Impact on Home Owner of Various Bond Amounts					
	Home Market Value in 2008	\$50,000	\$75,000	\$100,000	\$123,400
	Taxable/Assessed Value	\$50,000	\$75,000	\$100,000	\$123,400
	Bond Amount	Annual Tax Increase	Annual Tax Increase	Annual Tax Increase	Annual Tax Increase
Assumption of 20 year level bond payments at 4.5% average rate with 18% reimbursable from the state:	\$10,000	\$26.00	\$39.00	\$52.00	\$64.17
	\$25,000,000	\$66.00	\$99.00	\$132.00	\$162.89
	\$50,000,000	\$131.50	\$197.25	\$263.00	\$324.54
Previous District projection with project beginning in 2015 and wrapped around existing debt	\$50,000,000	\$50.00	\$75.00	\$100.00	\$123.40
Source: Lewisburg Area School District					

Elementary School Options

Enrollment at the elementary levels (Grades PK – 5) has been gradually increasing and is projected to continue to increase. The current elementary school facilities, Kelly ES (Grades PK-3) and Linntown (Grades 4-5), are nearing capacity, and more space for children in these grades will be needed in the near future.

As the diagram to the right indicates, five options have been developed to address increasing capacity at the elementary level. Two of these options (the “A” Options) utilize additions to the current elementary schools to increase capacity. The other three options (the “B” Options) propose adding a third elementary school facility, either by building a new elementary school, or converting another district facility into an elementary school.

- **Option A.1:** Additions to Kelly ES and Linntown ES
- **Option A.2:** Addition to Linntown ES and change of grade configuration to move all 3rd graders to Linntown
- **Option B.1:** Build a new elementary school in the district to house two grade levels
- **Option B.2:** Convert Eichhorn MS to an elementary school to house Grades 4-5
- **Option B.3:** Convert Lewisburg Area HS to an elementary school to house Grades 4-5



The following pages describe these options in further detail.

The table below details the actions required to implement each elementary school option, and the approximate cost of each option. To implement Options A.1 or A.2 would require additions to existing elementary school facilities and cost approximately \$3.5-4.5 million. Option B.1 would require the construction of a new 60,000 ft² elementary school in the District, and would cost approximately \$13-14 million. Option B.2 would require converting Eichhorn MS to an elementary school, which would not require any facilities cost. And Option B.3 would require the conversion of Lewisburg Area HS into an elementary, a moderate renovation of 60,000 ft² for an approximate cost of \$6-7M.

ELEMENTARY SCHOOL OPTIONS						
"A" Options - Two Elementary Schools	A.1: ADDITIONS AT BOTH		Action	SF	Cost/SF	Approx. Cost [Range]
	Linntown (4-5)	Addition, Relocate Admin.	5,000	\$225	\$1,125,000	
		Moderate Reno.	5,000	\$113	\$565,000	
	Kelly (PK-3)	Addition	10,000	\$225	\$2,250,000	
	Total Estimated Cost				\$3,940,000	\$3.5-4.5 M
	A.2: ADDITION AT LINNTOWN		Action	SF	Cost/SF	Approx. Cost [Range]
	Linntown (3-5)	Addition, Relocate Admin.	15,000	\$225	\$3,375,000	
		Moderate Reno.	5,000	\$113	\$565,000	
	Kelly (PK-2)	No Action	0	\$0	\$0	
	Total Estimated Cost				\$3,940,000	\$3.5-4.5 M
"B" Options - Three Elementary Schools	B.1: NEW ELEMENTARY		Action	SF	Cost/SF	Approx. Cost [Range]
	Linntown	No Action	0	\$0	\$0	
	Kelly	No Action	0	\$0	\$0	
	New	Build New	60,000	\$225	\$13,500,000	
	Total Estimated Cost				\$13,500,000	\$13-14 M
	B.2: CONVERT MS TO 4-5		Action	SF	Cost/SF	Approx. Cost [Range]
	Linntown (2-3)	No Action	0	\$0	\$0	
	Kelly (PK-1)	No Action	0	\$0	\$0	
	Eichhorn (4-5)	No Action	0	\$0	\$0	
	Total Estimated Cost				\$0	\$0
B.3: CONVERT HS TO 4-5		Action	SF	Cost/SF	Approx. Cost [Range]	
Linntown (2-3)	No Action	0	\$0	\$0		
Kelly (PK-1)	No Action	0	\$0	\$0		
Lewisburg Area HS (4-5)	Moderate Reno.*	60,000	\$113	\$6,780,000		
Total Estimated Cost				\$6,780,000	\$6-7 M	

*Moderate Renovation in Option B.3 would not renovate the entire building

Elementary School Options Observations

To assist in considering the impact of these options, a list of observations has been compiled.

Option A.1: Additions to Kelly ES and Linntown ES

- Kelly is currently the largest elementary
- Administration could be moved from Linntown
- Kelly could grow to over 700 students and contain four grade levels plus Pre-K

Option A.2: Addition to Linntown ES and change of grade configuration to move all 3rd graders to Linntown

- Kelly is currently the largest elementary
- Administration could be moved from Linntown
- Kelly becomes a Pre-K – 2 School with no renovations needed
- This allows room for expansion of the Pre-K Program and increased enrollment
- Linntown becomes a 3-5 school providing more equal distribution between buildings

Option B.1: Build a new elementary school in the district to house two grade levels

- Long-term solution
- Keeps all kids at the same grade levels in the same schools
- Doesn't use Kelly well (maybe put central office in Kelly?)
- More costly than addition option
- Provides plenty of room for future enrollment and program increases

Option B.2: Convert Eichhorn MS to an elementary school to house Grades 4-5

- Administration could be moved from Linntown
- More costly than addition option
- Provides plenty of room for future enrollment and program increases
- Creates the need to build a new MS or renovate current HS to MS

Option B.3: Convert Lewisburg Area HS to an elementary school to house Grades 4-5

- Would maintain the current high school location for a new grade configuration
- Keeps a school in the borough
- Hazardous waste, busy road
- Moderate renovation needed
- Could move central office to the building as well

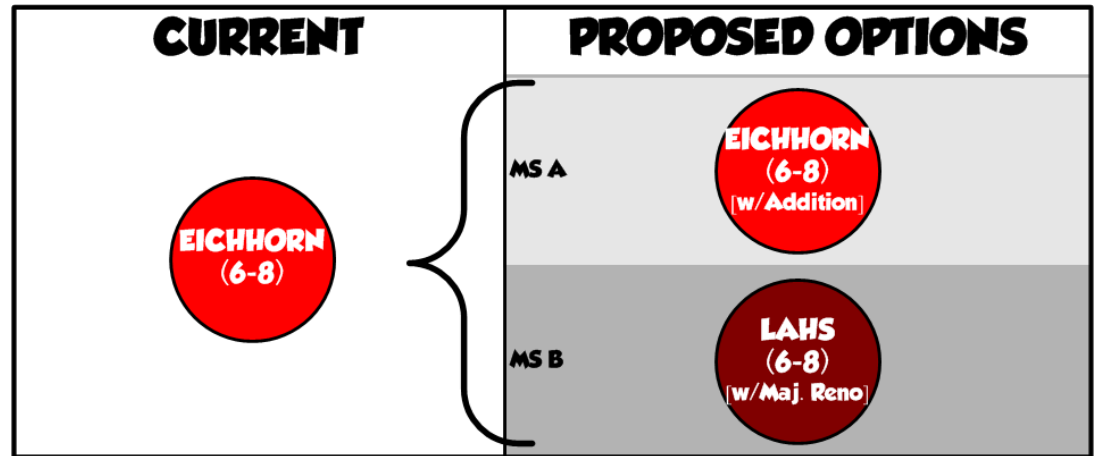
Middle School Options

Enrollment at the middle school level (Grades 6 – 8) has been gradually increasing and is projected to continue to increase. The current middle school, Eichhorn MS, is at capacity, and more space for children in Grades 6 - 8 will be needed in the near future.

As the diagram to the right indicates, two options have been developed to address increasing capacity at the middle school level. One of these options (Option A) utilizes an addition to the current middle school to increase capacity. Option B proposes converting the existing Lewisburg Area High School into a middle school through a major renovation.

- **Option A:** Addition to Eichhorn MS
- **Option B:** Convert Lewisburg Area HS into a MS through a major renovation

The following pages describe these options in further detail.



The table below details the actions required to implement each middle school option, and the approximate cost of each option. To implement Option A would require a 15,000 ft² addition to the existing middle school facility and cost approximately \$3-5 million. Option B would require the major renovation of 100,000 ft² of the existing Lewisburg Area High School, and would cost approximately \$18-20 million.

MIDDLE SCHOOL OPTIONS						
"A" Option: Existing MS	A: ADD TO EXISTING		Action	SF	Cost/SF	Approx. Cost [Range]
	Eichhorn MS (6-8)	Addition	15,000	\$225	\$3,375,000	
	Total Estimated Cost				\$3,375,000	\$3-5M
"B" Option - Convert HS to MS	B: CONVERT HS TO MS		Action	SF	Cost/SF	Approx. Cost [Range]
		Existing (1990's Addition)			\$0	\$0
	Lewisburg Area HS (6-8)	Reno	100,000	\$188	\$18,800,000	
		Addition	0	\$0	\$0	
	Total Estimated Cost				\$18,800,000	\$18-20M

Middle School Options Observations

To assist in considering the impact of these options, a list of observations has been compiled.

Option A: Addition to Eichhorn MS

- Keeps MS at current location
- MS is configured as a MS, named after founder of the MS movement
- People like the building
- Has good athletic and support space
- Adequate parking
- Low maintenance cost to operate
- Renovations to this building could be done later

Option B: Convert Lewisburg Area HS into a MS through a major renovation

- Is not be ideal from a MS perspective
- Building not organized on MS concepts
- Get auditorium
- Less impact on parking
- Keeps a school downtown
- Limited site
- Limited athletic fields
- Security
- Hazardous waste, busy road
- Major renovations would be needed making it a costly project
- Probably could not build a new high school and do a major renovation of the old high school at the same time due to costs
- Really not a good option for a middle school

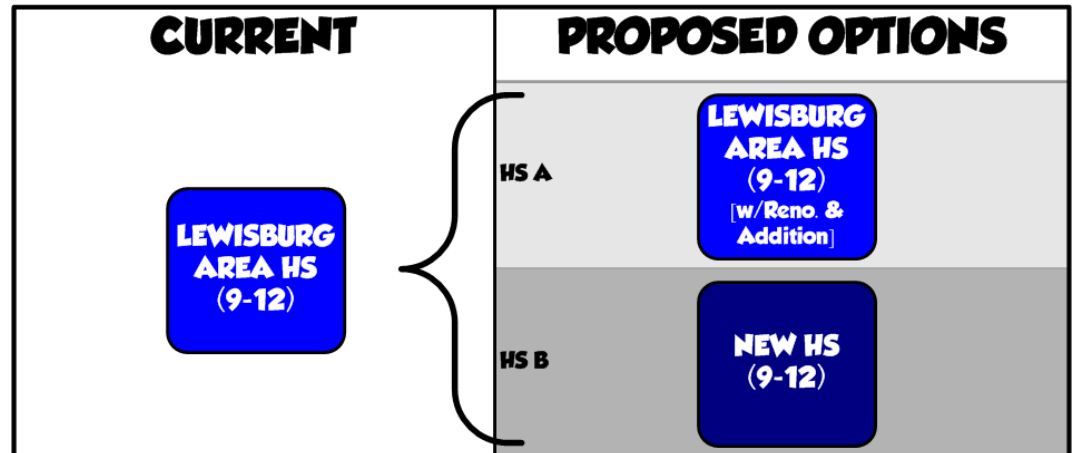
High School Options

Enrollment at the high school level (Grades 9 – 12) has been gradually increasing and is projected to continue to increase. The current high school facility, Lewisburg Area High School, is nearing capacity, and more space for children in these grades will be needed in the near future. Additionally, Lewisburg Area HS is considered to be in the worst condition of all district facilities.

As the diagram to the right indicates, two options have been developed to address the issues at the high school level. One of these utilizes a renovation and addition to the current high school. The other option utilizes constructing a new high school facility on a new site..

- **Option A:** Major renovation and addition to Lewisburg Area High School
- **Option B:** Build a new high school on a new site

The following pages describe these options in further detail.



The table below details the actions required to implement each high school option, and the approximate cost of each option. To implement Option A would require renovating 100,000 ft² and adding approximately 40,00 ft², and cost approximately \$28-32 million. Option B would require the construction of a new 160,000 ft² high school for approximately \$40-45 million.

Additionally, several possible athletics facilities may be needed in the district. As described in the table, the cost of a competition-size swimming pool would be approximately \$6 million. The addition of a 2,500 seat athletics stadium, 2-3 ball fields, and 2-3 other fields would be approximately \$5-7 million.

HIGH SCHOOL OPTIONS						
"A" Option Existing HS	A. RENOVATE EXISTING		Action	SF	Cost/SF	Cost [Range]
	Lewisburg Area HS (9-12)	Existing (1998 Add.)	20,000	\$0	\$0	
		Reno	100,000	\$188	\$18,800,000	
		Addition	40,000	\$250	\$10,000,000	
	Total Estimated Cost				\$28,800,000	\$28 - 32M
"B" Option New HS	B. BUILD NEW		Action	SF	Cost/SF	Cost
	New High School (9-12)	Build New	160,000	\$250	\$40,000,000	
	Total Estimated Cost				\$40,000,000	\$40 - 45M
POSSIBLE ADD-ONS (at Newman Property [205 Acres])		Pool (25Mx25Y)	15,000	\$400	\$6,000,000	\$6M
		Athletics Stadium (2,500 Seats)				
		2-3 Baseball/Softball Fields				
		2-3 Other Fields				\$5-7M

High School Options Observations

To assist in considering the impact of these options, a list of observations has been compiled.

Option A: Major renovation and addition to Lewisburg Area High School

- Bringing all systems up to code
- A/C building
- Some reconfiguration of space – enlarge smaller classrooms, changing use of some spaces
- Infrastructure issues may be costly to repair and upgrade
- Where to build 40,000 SF?
- Loss of only athletic field with addition
- Parking issues
- Keeps HS downtown
- Still need athletic and support spaces in other locations
- Does not include a pool
- Hazardous materials transported near school
- Route 15 heavily traveled
- More kids can walk to school
- Could build some additions off site (i.e. performing arts)
- Part of addition needs competition addition
- Need a new gym capable of hosting varsity events

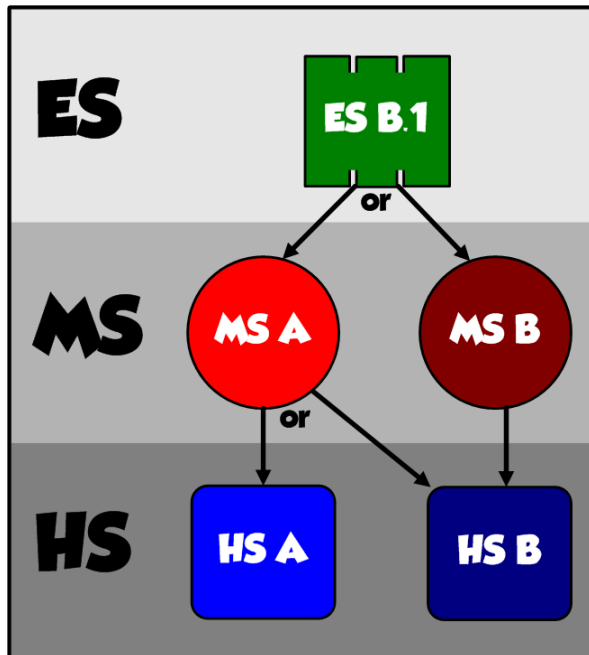
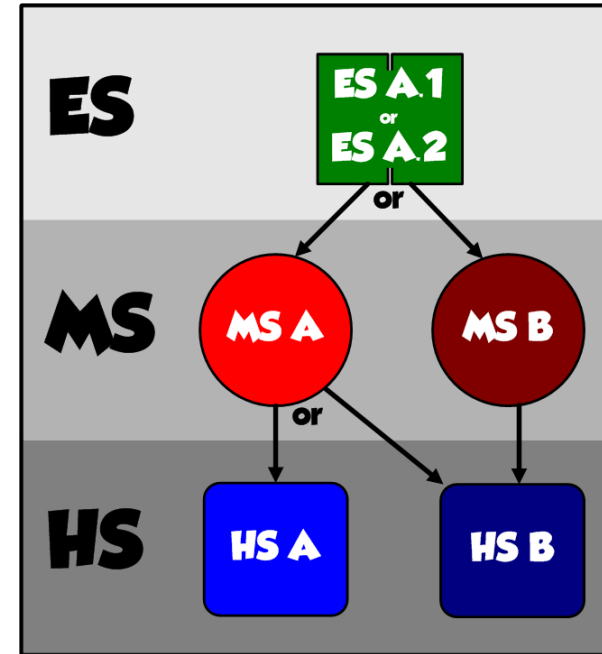
Option B: Build a new high school on a new site

- Located on Newman Property – 205 acres owned by the District
- Totally new HS
- Would create a stable HS facility for several decades
- Chance to design to meet our current and future needs
- Campus effect – school, athletic facilities in activities in same location
- Can incorporate more energy efficient designs
- Field maintenance at one location
- Adequate parking, bus drop off, and traffic flow
- Allows for future expansion
- Cost more money
- Need to decide what to do with the old high school
- Impact on Kelly Township and the neighborhood
- Extra costs associated with cutting in roads and utilities

Impact of Facilities Options on Other Options

As shown in the diagram to the right, Elementary School Options A.1 and A.2 would not impact the Middle School or High School Options. By adding on to one or both of the existing elementary schools, either middle school option (utilizing the existing middle school or moving the middle school to the current high school site) could be selected.

This diagram also shows that Middle School Option A would allow for either High School Option, but Middle School Option B would require use of the current high school facility, and thus could only be implemented with High School Option B (A new HS on a new site).

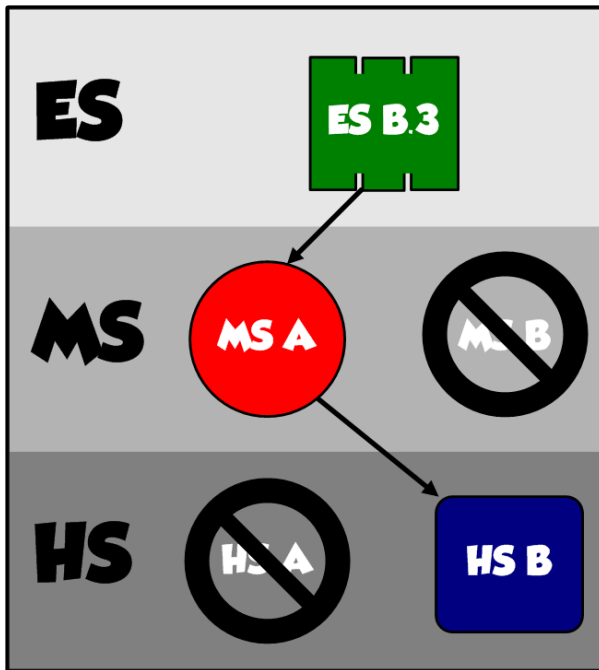
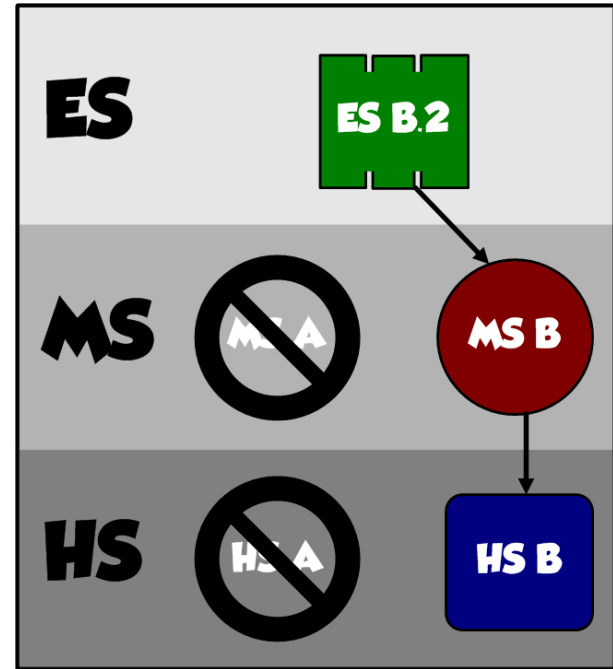


As shown in the diagram to the left, Elementary School Option B.1 would not impact the Middle School or High School Options. By building a new elementary school, in addition to the two existing elementary schools, either middle school option (utilizing the existing middle school or moving the middle school to the current high school site) could be selected.

This diagram also shows that Middle School Option A would allow for either High School Option, but Middle School Option B would require use of the current high school facility, and thus could only be implemented with High School Option B (A new HS on a new site).

As shown in the diagram to the right, Elementary School Option B.2, which would require the conversion of Eichhorn MS into an elementary facility, would not allow for Middle School Option A to also be implemented, which would utilize an addition at the at Eichhorn MS. Instead, only Middle School Option B could be implemented, which requires moving the middle school students out of Eichhorn MS and into the existing high school.

Since Middle School Option B also requires moving the middle school students into Lewisburg Area High School, the only high school option that can also be implemented is Option B, which utilizes a new high school built on a new site.



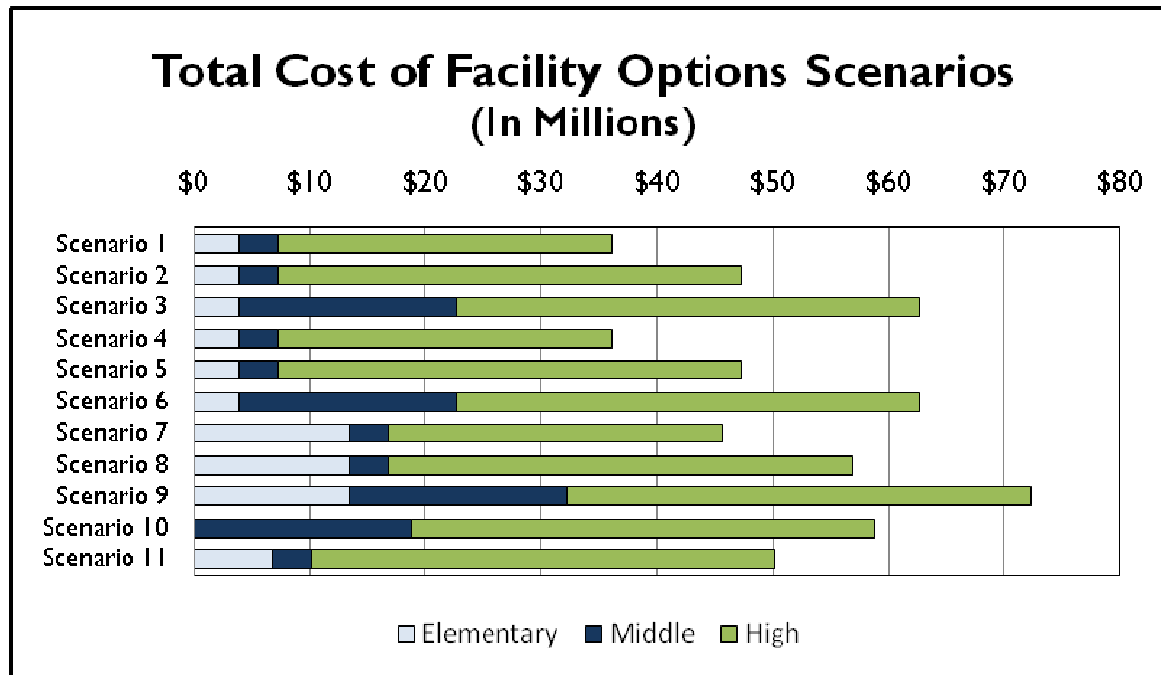
As shown in the diagram to the left, Elementary School Option B.3, which would require the conversion of Lewisburg Area HS into an elementary facility, would not allow for Middle School Options B.1 or B.2 to also be implemented, both of which would require converting Lewisburg Area HS into a middle school facility. Instead, only MS A could be implemented, which would utilize an addition at Eichhorn Middle School.

Since ES Option B.3 would require utilizing Lewisburg Area High School for elementary students, High School Option A would no longer be viable because it requires renovating and expanding Lewisburg Area HS for high school students. The only useable high school option would be Option B, which utilizes a new high school built on a new site.

Summary of Overall Facilities Options Costs

The following table displays the possible costs of all scenarios based on the facilities options:

	Scenario 1		Scenario 2		Scenario 3		Scenario 4		Scenario 5		Scenario 6		Scenario 7		Scenario 8		Scenario 9		Scenario 10		Scenario 11	
	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)	Option	Appr. Cost (\$M)
Elementary	ES A.1	3.94	ES A.1	3.94	ES A.1	3.94	ES A.2	3.94	ES A.2	3.94	ES A.2	3.94	ES B.1	13.5	ES B.1	13.5	ES B.1	13.5	ES B.2	0	ES B.3	6.78
Middle	MS A	3.38	MS A	3.38	MS B	18.8	MS A	3.38	MS A	3.38	MS B	18.8	MS A	3.38	MS A	3.38	MS B	18.8	MS B	18.8	MS A	3.38
High	HS A	28.8	HS B	40	HS B	40	HS A	28.8	HS B	40	HS B	40	HS A	28.8	HS B	40	HS B	40	HS B	40	HS B	40
Total Appr. Cost (in Millions):	\$36.1		\$47.3		\$62.7		\$36.1		\$47.3		\$62.7		\$45.7		\$56.9		\$72.3		\$58.8		\$50.2	



LEWISBURG AREA SCHOOL DISTRICT FACILITY MASTER PLAN



Lewisburg Area School District
Community Dialogue #2
Individual Questionnaire
October 27, 2009

Elementary School Options
Please rate the desirability of the following elementary school options (1-5) in the Options Period.

Option	High	Mod.	Low
Option A			
Option B			
Other			

Rank order the HS options (1-2)

Option	1	2
Option A		
Option B		
Other		

HS Options

5. Please rate the desirability of the HS options.

	HIGH	MOD.	LOW
Option A	•	•	•••••
Option B	•••••	•	•
Other		•	

6. Rank order the HS options.

	1	2
Option A	•	•••••
Option B	•••••	•

COMMUNITY DIALOGUE #2 RESULTS REPORT NOVEMBER 2009

Introduction

Lewisburg Area School District held the second community dialogue for its facility master planning process on October 27nd, 2009 at Lewisburg Area High School. Approximately 135 people attended and participated in the dialogue to discuss school facility options. 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.



Left: A group discusses the questionnaire at the community dialogue



Right: A group representative records his responses at the end of the community dialogue

I. Please rate the desirability of the following Elementary School Options.						
	High		Moderate		Low	
	IND	GRP	IND	GRP	IND	GRP
Option A.1: Additions to Linntown and Kelly	33.33%	38.89%	54.39%	50.00%	12.28%	11.11%
Option A.2: Addition to Linntown	54.31%	61.11%	31.03%	27.78%	14.66%	11.11%
Option B.1: Build a new elementary school	5.36%	0.00%	16.96%	0.00%	77.68%	100.00%
Option B.2: Convert Eichhorn MS into a 3rd elementary school	7.83%	0.00%	23.48%	33.33%	68.70%	66.67%
Option B.3: Convert Lewisburg ES into a 3rd elementary school	12.17%	11.11%	13.04%	5.56%	74.78%	83.33%

Overall, respondents rated Option A.2 as High, Option A.1 as Moderate, and all of the B Options as Low. These responses were consistent between individual and group responses.

Summary of Comments

Respondents suggested several other configurations, including using the Linntown/Eichhorn site for a high school. Many respondents expressed a preference for keeping two elementary schools. Respondents want the district to plan for the future.

Individual Comments for Question I

- Other: Use the Linntown Eichhorn site as high school [2]
- Other: Multiple, small K-5 schools neighborhood.
- Other: Renovate and reopen Southward.
- Other: Expand Kelly 1-5 and phase out Linntown Elementary.
- Other: Flex additions to Eichhorn MS and Linntown
- Other: Convert Kelly ES to MS/configure MS to one of ES
- Other: Convert MS—3-5, MS—Kelly
- Other: Build addition on MS and make it a 5, 6, 7, 8 school
- Other: Explore new ES in borough on new land
- Other: HS should not be inhabited by students—sell
- In converting high school to elementary and additions to elementary. If administrative space is needed the high school building would have adequate space for elementary school and administration.
- What is the projected enrollment for Pre-K? (I know it depends on how the district constructs it.) Question is would adding Pre-K maintain the capacity problem at Kelly?
- I live in the borough and would ideally like a K-5 school to which my children could walk. Studies have shown students do better in a small (under 400 students) school and one they stay in longer (more time for families to build

relationship with school, fewer discipline problems because more adults know children).

- Really prefer to have only two elementary schools with current grade distribution (or move the 3rd graders).
- Renovating 2 buildings instead of 1 is waste of intention. HS would be better as MS than ES.
- Don't believe additions alone will solve problem.
- Don't break up elementary grades anymore than present.
- How long do the additions last before capacity is reached again?
- Better distribution of lower grades important. Converting HS to anything not an option.
- A2 allows equal grade distributions between buildings.
- Converting HS to elementary is only way to keep and ES in the borough. This would reduce transportation costs and let more students walk.
- If a renovation only delays a short term (5-10 years) need for an elementary facility, then it should be a high priority. If a renovation is suitable for 25+ years then OK.

- We had 2 elementary schools we closed and sold years ago. If we would have kept one of them, we wouldn't be having this conversation.
- I am uncertain regarding education impact and would want professional assessment on program impact. Can core facilities handle increased student population with added classroom space?
- Kelly: K-2, Linntown: 3-5, Eichhorn—: same, administration moved to building close to campus
- Would allow for sharing of athletics
- Why was there not an option of changing Kelly to become MS; additions to Linntown and Eichhorn for grades K-5. New HS at Newman? What about other cost factors like transportation?
- What are educational considerations for size?
- Could we buy back the South Ward School?

Group Comments for Question 1

- Other: Convert the MS into one of the two elementary schools
- For the B options – possibly renovate and reopen South Ward
- What about Pre-K enrollment
- Safety concerns at high school – traffic, hazards/spills (more of a concern for younger children. Bypass could help.
- A2 gives you 5,000 square feet over A1 for the same price
- Concern – the high school needs major renovations

- A2 is our group's highest choice because of the cost and equal grade level distribution between the two buildings
- How long do additions last until needed again?
- Option B2 – make it grades 4-6
- Majority would rather use limited financial resources where needed most
- Need to plan for growth
- Concerns for environmental issues of any building

2. Rank order the elementary school options [1-5] where 1 is your first choice, 2 is your second choice, 3 is your third choice, etc.

	1=1st Choice		2		3		4		5	
	IND	GRP	IND	GRP	IND	GRP	IND	GRP	IND	GRP
Option A.1: Additions to Linntown and Kelly	28.95%	27.78%	49.12%	61.11%	14.04%	5.56%	1.75%	5.56%	6.14%	0.00%
Option A.2: Addition to Linntown	44.44%	61.11%	38.46%	33.33%	10.26%	0.00%	5.98%	0.00%	0.85%	5.56%
Option B.1: Build a new elementary school	2.70%	0.00%	3.60%	0.00%	29.73%	27.78%	37.84%	44.44%	26.13%	27.78%
Option B.2: Convert Eichhorn MS into a 3rd elementary school	7.83%	0.00%	6.09%	11.11%	32.17%	33.33%	35.65%	33.33%	18.26%	22.22%
Option B.3: Convert Lewisburg ES into a 3rd elementary school	12.17%	5.56%	8.70%	0.00%	7.83%	22.22%	12.17%	5.56%	59.13%	66.67%

Similar to the earlier ratings of the elementary school options, respondents ranked Option A.2 as the first choice and Option A.1 as second choice. The B Options ranked considerably less favorably, with most respondents ranking Option B.3 as the last choice.

Summary of Comments

[No space for comments was provided for Question 2 on the questionnaire]

3. Please rate the desirability of the following Middle School Options.						
	High		Moderate		Low	
	IND	GRP	IND	GRP	IND	GRP
Option A. Addition to Eichhorn MS	62.83%	66.67%	33.63%	27.78%	3.54%	5.56%
Option B. Convert Lewisburg Area HS into MS	10.62%	5.56%	15.04%	22.22%	74.34%	72.22%

Individual and group respondents rated Option A as the most desirable, and Option B as the lowest.

Summary of Comments

Respondents preferred to maintain Eichhorn as a middle school. Many respondents acknowledged that Eichhorn was one of the first schools specifically designed for a middle school program, and believe it still works.

Individual Comments for Question 3

- Other: Build new MS.
- Other: Without pod conversion
- Other: Convert HS without “POD” renovations.
- Other: Option B at a lower cost
- Other: Leave as is. ||
- Other: Enlarge MS and convert to new HS.
- Other: Do need new area for the growth of Lewisburg?
- Other: Keep
- Other: Convert MS to 3-5, Linntown to K-3
- Other: New MS [4]
- Other: Convert HS to MS and MS to HS
- Other: Find new space
- Other: Convert Eichhorn to HS
- Other: Convert Linntown to HS
- Eichhorn is the most fitting school now. It should be last for addition because it is best able to use modulars
- Would it be possible to convert the middle school into the high school and renovate the fields there?
- New middle school?
- Not sure why new MS is not an option.
- HS needs too much renovation to effectively bring it up to current and future standards.
- 18,000,000 is too high. Convert without pods. Should be a lot lower price.
- Construction cost for making HS a MS is very high. This is because of the “middle school” concept – pods, etc. A lower cost options would be to use the high school in its current configuration – hallways.
- Possible conversion of middle school to high school.
- Addition to middle school to make the high school.

- Flex school
- Consider possibility of a “school swap” -Kelly and Eichhorn. (And then Linntown and MS could be balanced/used in whatever capacity for PK-5.)
- Kelly with an addition to be a MS and then dovetail with a new HS

- Kelly becomes MS; Linntown K-2 with renovation; Eichhorn grades 3-5 with renovation
- Convert Kelly to MS
- Separate option to build new HS and MS on one campus
- Create a new MS/HS campus
- Not in favor of moving MS or ES kids into HS building
- Would it really cost so much to convert the HS to MS use?

Group Comments for Question 3

- Other: MS to elementary, Kelly to middle school
- Other: Do Option B at a lower cost
- Other: Build new middle school – no renovation needed at the elementary schools
- Other: New campus for middle and high school
- Other: Convert HS to MS or MS to HS
- No addition to Eichhorn. It wouldn't be needed if 3-5 moved to MS (cost of MS could go to renovating Kelly)
- Option to convert MS to HS?
- Addition of MS to house HS
- Either build new MS or move MS to HS

- Don't leave an empty building
- High school would make great office space, should it not be used for students in the future
- Most would like to see the HS as a school building for downtown presence
- Why pay \$6 Million for HS to be an elementary and \$18 Million to make a MS – it doesn't make sense (Hard to sell this)
- Issue – busing kids to middle school for athletic events
- Moderate on Option B

4. Rank order the middle school options [1-2] where 1 is your first choice and 2 is your second choice.

	1= 1st Choice		2	
	IND	GRP	IND	GRP
Option A. Addition to Eichhorn MS	84.96%	83.33%	15.04%	16.67%
Option B. Convert Lewisburg Area HS into MS	13.89%	16.67%	86.11%	83.33%

When asked to rank the two middle school options, over 80% of individual and group respondents rated Option A as their 1st Choice. Also, over 80% of respondents rated Option B as their 2nd Choice.

Summary of Comments

[No space for comments was provided for Question 4 on the questionnaire]

5. Please rate the desirability of the following High School Options.

	High		Moderate		Low	
	IND	GRP	IND	GRP	IND	GRP
Option A. Major Renovation and Addition to Lewisburg Area HS	7.89%	0.00%	15.79%	5.56%	76.32%	94.44%
Option B. Build a new HS on a new site	78.26%	94.44%	11.30%	5.56%	10.43%	0.00%

The majority of respondents rated Option A as having low desirability and Option B as having high desirability.

Summary of Comments

Most respondents commented that the District should build a new high school on a new site. Some believe that the current high school site should be used for the district, possibly for a different school. Other respondents believe the high school site may have some value for redevelopment.

Individual Comments for Question 5

- Other: Sell HS for redevelopment [2]
- Other: Renovate something else.
- Other: Move grade 9 to middle school and renovate the high school.
- Other: Build new HS and athletic facilities on MS site.
- Other: Not in Kelly Township
- Other: Move to Linntown/MS site
- Other: Convert Eichhorn to the HS
- Other: Move Linntown to HS
- The current high school site failed 15 years ago – not an option.
- I believe that Lewisburg should be a flagship for PA school districts to show how a community can renovate and enhance a school and really respond to the unique learning needs of this community – not copy what other districts are doing!
- LAHS not viable any longer.
- Must keep something in current HS.
- Sell existing HS property for redevelopment.
- Is it possible to convert existing HS to 9th grade center? Suntech affiliate?
- Short of details the options are terrible.
- This is very difficult to gauge. There’s great value in having our high school near the heart of our downtown, but clearly our high school is in great disrepair. My rankings are very close.

- Due to the lack of sports facilities, it seems necessary to build a new school where these facilities can be near or on the property.
- Do not build more schools out of town. This is not “green” or have any community, energy or social benefit. Develop the Newman property for residential neighborhoods, not schools.
- The cost of a new HS is only \$10 million more than renovations. The cost to the taxpayer is minimal. In a plan for long term growth, the money should be spent on a new HS.
- Renovate something else
- If you do move the high school, use the current high school as a community center
- Build new. Renovate all others
- Allows for solution to current needs and allows for future options. Option B—dead end
- Convert MS to HS and HS to MS with addition to HS
- Don’t understand where there is room to add onto the HS
- New site at Linntown
- Why not look at moving HS to MS/ES site?
- Convert Eichhorn to the HS
- It would be a waste of time and money to try and help the HS for students
- Need to keep some school in HS building

Group Comments for Question 5

- Other: Sell existing property for redevelopment
- Other: Tear down the HS and build new
- Be careful not to compare our needs and planning to other districts. We should address our needs in our community and learning environment.
- Convert HS to a 10-12 building – move 9th grade to MS
- HS parking is a mess, no green space

6. Rank order the high school options [1-2] where 1 is your first choice and 2 is your second choice.

	1=1st Choice		2	
	IND	GRP	IND	GRP
Option A. Major Renovation and Addition to Lewisburg Area HS	15.45%	5.26%	84.55%	94.74%
Option B. Build a new HS on a new site	85.45%	94.74%	14.55%	5.26%

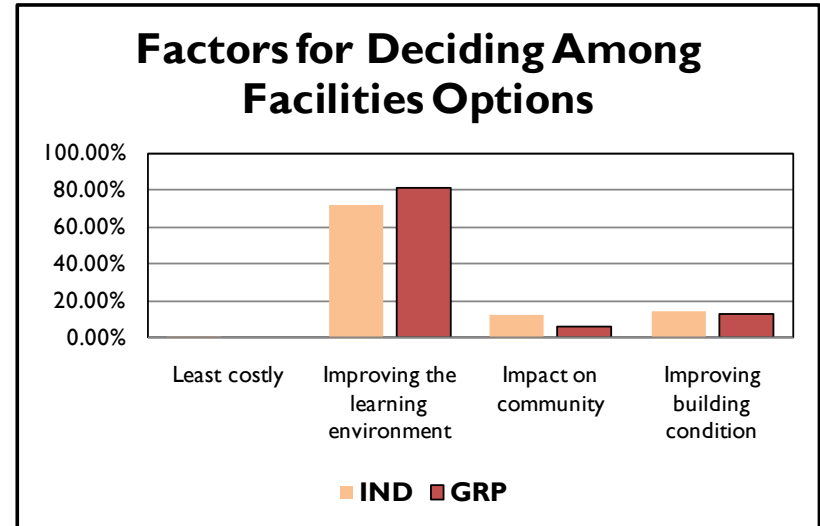
The majority of respondents ranked Option B as their first choice for high school options.

Summary of Comments

[No space for comments was provided for Question 6 on the questionnaire]

7. What is the most important factor for deciding among facilities options?

	IND	GRP
Least costly	0.97%	0.00%
Improving the learning environment	71.84%	81.25%
Impact on community	12.62%	6.25%
Improving building condition	14.56%	12.50%



Over 70% of individual respondents and over 80% of group respondents expressed that “Improving the learning environment” should be the most important factor for deciding among facilities options.

Summary of Comments

[No space for comments was provided for Question 7 on the questionnaire]

8. Prioritize the grade groupings based on which facilities you believe should be addressed first (where 1 is your highest priority, 2 is your second priority, etc.)

	1=1st Priority		2		3	
	IND	GRP	IND	GRP	IND	GRP
Elementary	17.86%	16.67%	65.18%	72.22%	16.96%	11.11%
Middle	2.65%	0.00%	26.55%	11.11%	70.80%	88.89%
High	81.25%	83.33%	10.71%	16.67%	8.04%	0.00%

Overall, individual and group respondents expressed that addressing high school facilities should be the first priority, followed by elementary school facilities and middle school facilities.

Summary of Comments

Respondents commented that the high school has more immediate facility condition issues, although the elementary levels may have space issues sooner. Others stated that a strong emphasis should be put on the overall education of students.

Individual Comments for Questions 7 & 8

- Other: The community creates the learning environment.
- Other: Learning environment in cost effective way.
- Other: Improve the learning environment in the most cost effective means.
- Other: Improve the learning environment in a cost effective way.
- Other: Big picture
- Other: Education
- Other: All the above
- Other: Comprehensive campus (building and sports facilities)
- Other: Cost effective and learning environment
- I disagree w/ the “priority” premise. I do not want to sacrifice one option because it did not rank. I believe that several things need to happen simultaneously. E.g. if a new HS is built (an option I do not want) it only makes sense to me if we do it in conjunction with keeping the current HS building a working school!
- Need a new high school. Need for athletic facilities at the high school. Don’t need a pool.
- High school building has the most dire issues – moving will affect what gets done everywhere else.
- High school must be priority.

- The high school facility needs improvements however the elementary may have more immediate space issues.
- A long range solution is needed for the high school – the band-aid approach is no longer feasible. The area is landlocked and traffic will only increase.
- Science facilities need upgraded with inclusion on PSSA
- We are already in top 5% in state for learning environment. We need better buildings and facilities. No water, safer up-to-date technology.
- The high school is definitely in the worst shape and should really be a priority in the process.
- I don't know what this question is asking. The grouping seems to most affect the elementary. The HS needs replaced.
- HS first in terms of necessity for the learning environment; then for population
- Obviously HS first, then others depend on option
- I believe HS and ES issues are equal in importance
- HS the last priority with improvements to Kelly for athletic facilities done now
- They are too integrated to separate
- Improving building conditions directly impacts the community and the learning environment
- High school presents the most pressing and immediate need

Group Comments for Questions 7 & 8

- Other: Education – the total program
- Other: Improve the learning environment in the most cost-effective means
- Other: Comprehensive campus
- HS and ES should be equal
- Understanding that improving building conditions impacts all other factors

Over 98% of individual respondents and 100% of group respondents stated that they would be willing to support a tax increase to fund capital improvements projects. The majority of individual respondents would support between a 1 and 1.5 mill increase. The majority of group respondents would support between a 1.5 mill and 2.0 mill increase.

Summary of Comments

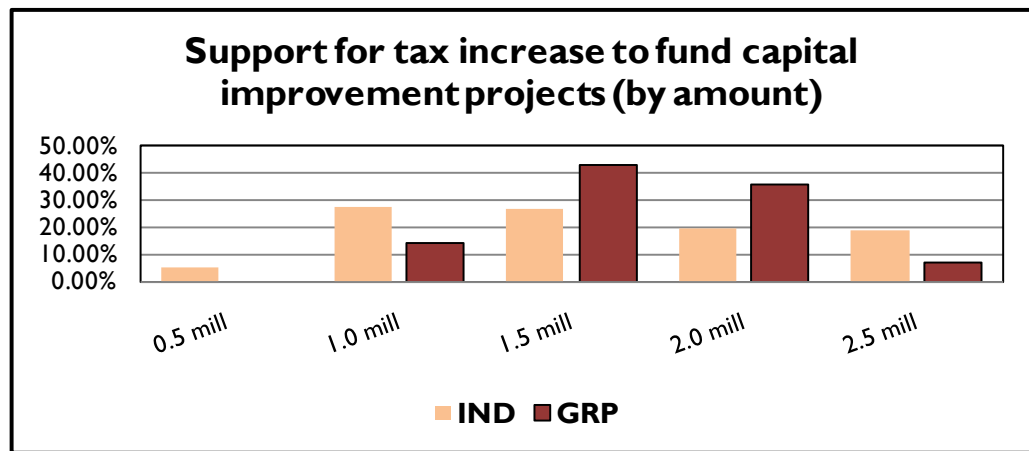
Respondents commented that they want the District to be financially responsible when considering how much to raise taxes and think long term. Some respondents stated that they would be willing to pay as much as it takes to do the job appropriately.

9.A Would you be willing to support a tax increase to fund capital improvements projects?

	IND	GRP
Yes	98.20%	100.00%
No	1.80%	0.00%

9.B If yes, what amount of a tax increase would you be willing to support to fund capital improvement projects?

	IND	GRP
0.5 mill increase (equal to a \$50 tax increase per \$100,000 property value)	6.00%	0.00%
1.0 mill increase (equal to a \$100 tax increase per \$100,000 property value)	28.00%	14.29%
1.5 mill increase (equal to a \$150 tax increase per \$100,000 property value)	27.00%	42.86%
2.0 mill increase (equal to a \$200 tax increase per \$100,000 property value)	20.00%	35.71%
2.5 mill increase (equal to a \$250 tax increase per \$100,000 property value)	19.00%	7.14%



Individual Comments for Question 9

- Whatever necessary [2]
- Other: Depends of package – whatever if it’s worth it!
- Other: 4.0
- This is the generation that should bite the bullet and plan for long range at current low borrowing rates.
- Like I have a choice
- Raise private money through a non-profit foundation.
- Would not be happy with it but provided that the WHOLE community’s best interests are served I’d accept it.
- Willing to pay whatever it takes to find a long term solution allowing growth and improved outcomes.
- Get it done right – so not to visit with this issue for another 40 years!
- Whatever it takes to build the appropriate facilities for a long term solution. Otherwise we simply delay costs to future...much more expensive then.
- We can’t forget this tax increase is for the building project only. We will still experience numerous tax increases for union contracts, benefits, pay, etc. Those 2 taxes will be together.
- All schools in the district should have a special fundraiser. Get the students involved with fundraiser for Lewisburg Community Schools
- You get what you pay for, but let’s be smart about it
- As long as we include everything, i.e., sport fields, etc. Not just grass but artificial turf
- My level of “support” will totally depend on the facilities decisions made and whether it is money well spent
- There has to be other sources of funds
- Parking—create multi-tiered parking area to accommodate vehicles
- I would like to explore other funding sources

Group Comments for Question 9

- What is needed to address long-term needs
- Whatever it takes to solve the problem long-term.
- Not including other programmatic contract
- Need to have other sources of revenue – private contributions

10. If there is any question we forgot to ask, what is the question and what is the answer?

Summary of Comments

Respondents want the District to plan responsibly for the future and adequately explore all possible facility options. Some expressed a concern that the District must keep the priority of the planning process on the best education possible for students. Also, some respondents also wanted to know the impact of operating costs for each of the options.

Individual Comments for Question 10

- Any construction and new design needs to be green. How does green technology affect the school? Design should plan for using energy sources which could also be sold if not used by the district to get money back.
- I would like to make sure green tech, solar, etc is used. More sidewalks and bike lanes for safe transportation. Add in recycling and compost to cafeterias. Newer property could have solar collectors to sell back to community.
- Need to query the relationships between school and community for all groups: students, neighbors, vocational tech. learning possibilities.
- What is the educational value of dividing elementary grades into 3 schools vs. 2 schools? How will gifted and/or special needs children get instruction at different levels if needed?
- Should athletic needs be addressed immediately?
- What about other sources of money?
- Disposition at high school.
- What will happen to the current high school site if the property is abandoned? Redevelop into a tax producing property housing senior? Student? Resident?
- HS fate? Redevelopment must be in keeping with the historic district and the environment of the town.
- Consider moving 9 to middle school. Move grade 6 to Linntown. Additions to both elementary schools would allow grade 6 absorption and moving grade 9 out of high school relieves stress on that building which facilitates needed renovations.
- Ongoing operating costs!!!!
- Discuss 4 buildings at one site!! A campus effect – possibly share space etc.
- What costs are associated with not using the high school as an academic building? – costs associated with selling, etc.
- Has it been addressed to convert the middle school to the high school?
- You have forgotten about buildings that are not being used in the community of Lewisburg. See which ones can be used for some grades until new plans can be followed
- What other properties are possible? Newman property is about as poorly located for a HS as can be
- This process doesn't seem helpful in truly eliciting the input from the community. This questionnaire place perimeters around the solutions and doesn't open up dialogue to allow for other options. What about moving the HS to the MS? What about moving administration out of Linntown and expanding it? What about creating a theme based multiage charter school in an existing building in the community? This process has totally limited the conversation and boxed us in to solutions. Let's open up dialogue. Give us all the info we need upfront so we can contribute in a real way
- Must be all inclusive

- A priority related question/timeline related—if a new HS is your greatest priority, what timeline/priority do you envision for other schools
- Transportation and cost of old building versus new and more. Cost of operating more buildings. Reimbursement rate—new vs. renovation
- Other costs: transportation increases—also see note “amenities” chart—costs and appropriateness to convert for one group of classes to another. What becomes of HS building if abandoned?
- Why can't the pool be community funded (capital costs)? Why don't you build a stadium at the track?
- Athletic facilities should be pulled out, funded privately if required and begun concurrently with ES improvements
- There are possibilities to consider that are not brought to bear in this survey. I hate to “vote” for something by reason on default that does not represent my views. When has public had a free voice in offering its own scenario not based on your analysis and filtering
- Consider putting new HS at the Linntown site—perhaps moving Linntown ES to current HS site and building HS

from Route 45 across Washington Ave. (as a bridge and over present Linntown ES)

- 1) Why not move the HS to Linntown/MS site? 2) Why is new land not part of the process? 3) Make the mill increase include the option to “win back” a small amount. 4) Add more community/learning policies
- Yes, how can we keep and improve on the Linntown Eichhorn high school core as the center of our school district facilities? Can we convert the Linntown/Eichhorn facility to a high school? Can we purchase rent land at the Pennsylvania house site
- Are new sports fields required? Use existing fields and Riverwoods' and community fields instead of buying new ones
- Renovate the high school, use Newman property for athletic fields, hold unused property for future (20-30 years from now) use in case area population continues to grow. Convert Kelly to K-2, move administration out of Linntown to accommodate 3-5. Renovate/addition as needed to Linntown and Eichhorn as needed

Group Comments for Question 10

- Are we looking at alternate sources of funding?
- Impact of prison?
- How do operating costs factor and figure?

- If we abandon the HS, how will the property be redeveloped? Keeping with historic district and environment of the town? Senior housing? Luxury apartments?
- Athletic facilities – a new complex

Demographics:

Gender	
Male	53.27%
Female	46.73%
Age	
Under 18	0.93%
18-29	1.87%
30-39	16.82%
40-49	42.06%
50-64	32.71%
64+	5.61%
Education	
Current Student	0.93%
High School Graduate	3.70%
Some College/Trade School	10.19%
College Graduate	32.41%
Advanced Degree	52.78%
Employment	
Manufacturing	8.08%
Retail Trade	1.01%
Educational Services	40.40%
Health Care/Social Assistance	14.14%
Accommodation/Food Services	0.00%
Government	4.04%
Other	32.32%

Right: Participants work in small groups to develop a consensus and complete questionnaires



Employment: Other

- Retired [7]
- Homemaker [5]
- Domestic engineer
- Architect [2]
- Veterinary
- Research
- Professor
- Self-employed
- Volunteer
- Project management
- IT
- Higher Ed
- Physical education teacher
- Security
- Banking
- Teacher/athletic director
- Publishing
- Foundation
- Professional
- Real estate
- Investor
- Editor

Parental/Guardian Status (Select All That Apply)	
Do not have children in Lewisburg Area Schools	22.73%
Parent/Guardian of child less than 5 years old	11.82%
Parent/Guardian of kindergarten student	7.27%
Parent/Guardian of 1st - 3rd grade student	21.82%
Parent/Guardian of 4th - 5th grade student	17.27%
Parent/Guardian of 6th - 8th grade student	21.82%
Parent/Guardian of 9th - 12th grade student	26.36%
Parent/Guardian of private/parochial student	1.82%
Parent/Guardian of former student/graduate of LASD	23.64%
Grandparent of student or graduate	3.64%
Select Schools Your Children Attend or With Which You Are Affiliated (All That Apply)	
Kelly ES	31.82%
Linntown IS	21.82%
Eichhorn MS	22.73%
Lewisburg Area HS	29.09%
Employee of the District?	
Yes	2.69%
No	97.31%
If A District Employee, What Position?	
Teacher	58.33%
Support Staff	12.50%
Retired	4.17%
Administration	20.83%
Other	4.17%

Resident of the District?	
Yes	91.51%
No	8.49%
How Many Years Have You Lived In The District?	
Less than 2	6.12%
2 - 5	16.33%
6 - 10	25.51%
11 - 15	16.33%
16 - 20	8.16%
More than 20	27.55%
How Did You Find Out About the Community Dialogue?	
Community Flyer	7.36%
Email	35.58%
District Website	15.95%
Word of Mouth	25.15%
Radio	1.84%
Other	14.11%

How did you find out about the Community Dialogue? Other

- Newspaper [13]
- Daily Item [4]
- School board member
- Announced in church
- Work
- PSA meeting
- Spouse participation
- Facility committee
- Attended meetings
- Facebook invite
- School flyer
- Community groups
- Friend