

Let's Plan for the Future Together!



Visit onteora.k12.ny.us/PlanTogether10:

- Take the survey by March 10
- Get the Zoom link to join the March 30 Community Forum
- Read the School Planning Utilization and Grade Combination Study, as well as the Restructuring Plan options document, which details the 4 options that can be consistent with our new Grades 9-12 Middle School configuration

Survey responses needed by March 10!

Take confidentiality to the side
of the table.
See meeting responses arrive
at the top of the survey!



Community voice and feedback is critical in helping the Board make important decisions about restructuring our district and building a long-term plan. As we embark on this work, the Board's Ad Hoc Long-Term Planning Committee is asking residents to take a brief survey to share their opinions about restructuring, community needs, and communication preferences.

At the January 24 meeting, the Board of Education voted to move Grade 8 into Onteora Middle School. This decision was made to address scheduling challenges and allow our middle school students more opportunities to access required curriculum, in addition to providing students and needed resources and support. It will also help students form stronger relationships at a critical time in their development, and provide staff with the time necessary to identify, assess, and implement supports and interventions to ensure students have every opportunity to achieve the greatest chance for success.

This change will not take place until September 2024, allowing 18 months to ensure thoughtful planning and collaboration. Moving Grade 8 to the Middle School means that important decisions are also needed regarding our K-7 elementary program. The Board wants community input as it considers the next steps, so providing this survey as another tool to engage stakeholders in the process.

The results of the feedback gathered will be shared during an Online Community Forum on Thursday March 30 at 6:30 PM via Zoom.



Community Forum: Long Term Planning 3/30/2023

Let's Plan for the Future Together

COMMUNITY PARTICIPATION NEEDED!

The Board of Education's Ad Hoc Long-Term Planning Committee is seeking community volunteers to participate in a series of collaborative, structured discussions designed to gather input into the development of the Onteora Central School District's long-term, district-wide plan. Participants will attend a series of three evening World Café style discussion forums for 6:30-8:00 PM on:

- January 25, 2023 at the Middle/High School Cafeteria (room date 2-2)
- February 18, 2023 (to be held remotely: a Zoom link will be provided)
- March 27, 2023 at the Middle/High School Cafeteria (room date 3-23)

Those interested should complete a brief online volunteer questionnaire by January 10. The questionnaire can be accessed at onteora.k12.ny.us/survey23 or by the QR code provided.

The goal is to have balanced representation from students, parents, faculty, staff, and various groups within the community (senior citizens/retirees, business owners, clerical officials, readers, non-profit, community groups, etc.). If there are more respondents for a particular group than are necessary, participants will be chosen by lottery.



RESPONSES NEEDED
BY JANUARY 19!
VISIT onteora.k12.ny.us/survey23

Raise confidentiality to the side of the table.
Responses arrive at the top of the survey.



Board Goal

The Board of Education adopted the following goal for the 2022-2023 school year:

Support the development of the District's long-term, district-wide plan that addresses current challenges and opportunities that have already been identified, **including declining enrollment, staff shortages, facilities needs, budget, student achievement, community impact, and the expansion of the middle school to add sixth graders.** The Board acknowledges that additional challenges and opportunities will likely be discovered throughout the exploration process. The Board aims to accomplish this through input from the Superintendent, a Board ad hoc committee, the Shared Decision-Making committee, PTA's as well as clear and consistent community outreach. In the next year, the Board plans to accomplish: Forming a Board ad hoc committee, holding at least one public meeting to discuss the District's long-term plan, reviewing the Building Utilization and Grade Configuration Study by Dr. Kevin S. Baughman, and requesting at least one progress report from the Superintendent.



Purpose of a Community Forum

- Provide transparency to the community on the feedback received through World Cafes and Community Survey
- Presentation of data and data sources not tied to any decision
- Opportunity for additional community input to share with BOE



Board Goal Components

The goal contains multiple components:

- 1. Creation of a long-term plan**
- 2. Expansion of the middle school to include 6th grade**
- 3. Forming a Board Ad Hoc Committee**
- 4. Holding at least one public meeting to discuss the long-term plan**
- 5. Review of the Building Utilization and Grade Configuration Study by Kevin Baughman**



Historical Timeline

(presentation on Historical Information on Long-Term Planning webpage)

June 2004 - West Hurley campus is closed

2004-2005 - Enrollment = 2,111. (Elementary = 972, MS/HS = 1,139) Middle School Steering Committee reviewed the Middle School configuration and recommended a grade 5-8 Middle School in a completely separate building.

2007-2008 - KSQ Architects are engaged to review all possible district configurations. Enrollment = 1,949, with projections of 1,500 (documents available on the Long-Term Planning webpage)

2010-2011: Board created a Middle School Task Force to advise the Board on the future of the Middle School and whether the existence of a Middle School is the ideal model or if some other configuration would be more educationally and fiscally sound. Enrollment = 1,544

Middle School Task Force recommended a grade 6-8 Middle School



Historical Timeline

(presentation on Historical Information on Long-Term Planning webpage)

2012-2013: Enrollment = 1,406. Three K-6 elementary buildings are reconfigured to current structure: two grade K-3 buildings and one grade 4-6 building.

2018 -2019: Enrollment = 1,209.

Board Goal adopted:

Support the development of a long-term district-wide plan that strategically addresses educational goals, declining enrollment, facilities, community impact, budget and cost-saving measures. Accomplish this through input from Superintendent recommendations, Board Ad Hoc Committee, Shared Decision Making Committee and community outreach.



Historical Timeline

(study and presentation available on Long-Term Planning webpage)

2019-2020 - Building Utilization and Grade Configuration Study is performed and presented by Dr. Kevin Baughman.

A projected declining enrollment over next ten years challenges the use of the current grade level configuration and use of all five schools *due to a need for*: a) equity of class sizes between schools; b) providing a continuum of services for children with special needs, c) improved communication and consistency of practice; d) use of content and common vocabulary among staff; and e) long term availability of resources. (See pp. 38, 46-47, 50, 55, 59, 63)

Long term, the current grade configuration requires the most bus runs, provides the least educational advantages, and *generates greatest recurring costs* of all scenarios studied. (See pp. 46, 63)



World Cafe Process



What is a Cafe?

A collaborative setting that:

- **Encourages and promotes a focused conversation.**
- **Values and honors the perspective that each participant brings to the conversation.**
- **Allows for an exchange of thoughts and ideas through conversation.**
- **Promotes thought and reflection as a result of the conversation.**



Process: World Cafe

Board Ad-Hoc Committee decided on the creation of three World Cafes which would include individuals from different stakeholder groups:

Community members, faculty, and staff all received access to an interest in participating survey.

62 Participants expressed interest - Groups of five or six members were created (total of 35 participants included)

Groups were created to incorporate and balance members from the following stakeholder groups:

| | |
|--|--|
| Parents (all schools including sped) Teachers/staff all buildings Administration (District wide) PTA Booster | Town Government Community Members Emergency Services Business Owners Community Resources |
|--|--|



Topics to Frame the Discussion:

- a) Equity of class sizes between schools**
- b) Providing continuum of services for children with special needs**
- c) Improved communication and consistency of practice**
- d) Configuration plan that can adapt to declining enrollment**
- e) Long-term, more efficient use of limited resources including staffing**
- f) Safety needs across all three campuses (1 SRO)**



Data Sources

Baughman Report

Comparison Scenarios

Enrollment History

Enrollment Projections

**Home School/Parentally Placed
Numbers**

**Class Size Regulations and
Average class sizes**

**Why Students May be Outside
District Lines**

**Transportation Projections and
Comparisons of Bus Rides**

**School Building Survey and
Potential Building Renovations**

Allowable Building Uses

Staffing Shortages

World Cafe Feedback

Community Survey Feedback



Data Sources: Key Findings from Baughman Report

1. Projected declining enrollment over next ten years **challenges** use of current grade level configuration and use of all five schools due to a need for:
 - a). **equity of class sizes** between schools
 - b). providing **continuum of services** for children with special needs
 - c). improved **communication** and **consistency of practice**
 - d). configuration plan that can **adapt to declining enrollment**
 - e). **long term more efficient** use of limited resources



Data Sources: Key Findings from Baughman Report

2. Long term, current grade configuration requires most bus runs, provides **least educational advantages**, and generates greatest recurring costs of all scenarios studied.
3. Student enrollment loss since the last building closure is approximately 1,000 students. Student enrollment loss over past ten years is approximately 430 students. Next ten years projected to decline another 195 students, or **38% decline over 20-year period (625 students total = 35 classrooms)**.
4. Research indicates **achievement adversely affected when children make transitions to new schools**. Current configuration has 3.



Data Sources: Key Findings from Baughman Report

5. Alternative scenarios include bus routing based on average 45-50 minute bus rides for K-5, and 40-45 minutes for grades 6-12.

Bus ride times equal to present.

6. **Scenario D (Central Campus) provides the greatest cost savings(\$979,000+), offers greatest redirection of funding to enhance program,** and most equitable distribution of resources and staffing, but closes two K-3 buildings.



Comparison

| | Scenario A Phoenicia <u>and</u> Woodstock K-5, close Bennett, MS 6-8, HS 9-12 | Scenario D Close Phoenicia <u>and</u> Woodstock, Bennett K-5 MS 6-8, HS 9-12 | Scenario F Close Phoenicia <u>or</u> Woodstock (two) K-5 with Bennett, MS 6-8, HS 9-12 |
|---|---|---|--|
| 1. Number of student transitions between buildings (affects academic performance per research) | 2 | 2 | 2 |
| 2. Requires capital project(s) of building modifications and/or additions? (Needs to be determined by school architect) | 3-5 rooms at Phoenicia Modification at MS | 9-10 rooms at Bennett Gym at Bennett and Modifications to MS | 3-5 Rooms at Phoenicia Modifications at MS |
| 3. What are the 2019 estimated annual combined savings from this scenario that could be redirected to other district needs? | \$534,000 | \$979,000 | \$414,000 |
| 4. Maintains two community/village elementary schools? | Yes | No | Yes |
| 5. What school buildings would be closed? | Bennett | Phoenicia & Woodstock | Phoenicia or Woodstock |
| 6. Can future enrollment decline/changes be easily adapted to with this configuration? (flexible, adaptable, long term) | Somewhat Flexible | Very Flexible | Somewhat Flexible |
| 7. Configuration provides a full continuum of special education services to each school building? | Likely | Yes | Likely |
| 8. Configuration requires constantly shifting "elementary attendance borders" to balance enrollment? | Yes | No | Yes |
| 9. Increased opportunity for district wide K-5 instructional/pedagogical alignment and consistency? | More than present | Yes | More than Present |
| 10. Flexibility in MS scheduling (access to more curricular opportunities by spreading out credit attainment) | Yes | Yes | Yes |
| 11. General sentiment from the 2019 Community Survey regarding Positive Comments and Concerns | More Positives than Concerns | Slightly more Concerns than Positives | More Concerns than Positives |
| 12. Environmental impact (2019) of Regular and Diesel Bus Routes and Carbon Dioxide released into the environment (est.) | \$1,050,625 | \$700,000 | \$950,000 |



Narrowing From Six to Three Options

- The Baughman report presented six options
- One option was no change
- Three options presented 6th grade outside of the middle school
- Since the BOE voted to move 6th grade to the middle school in September of 2024, those three options were removed.



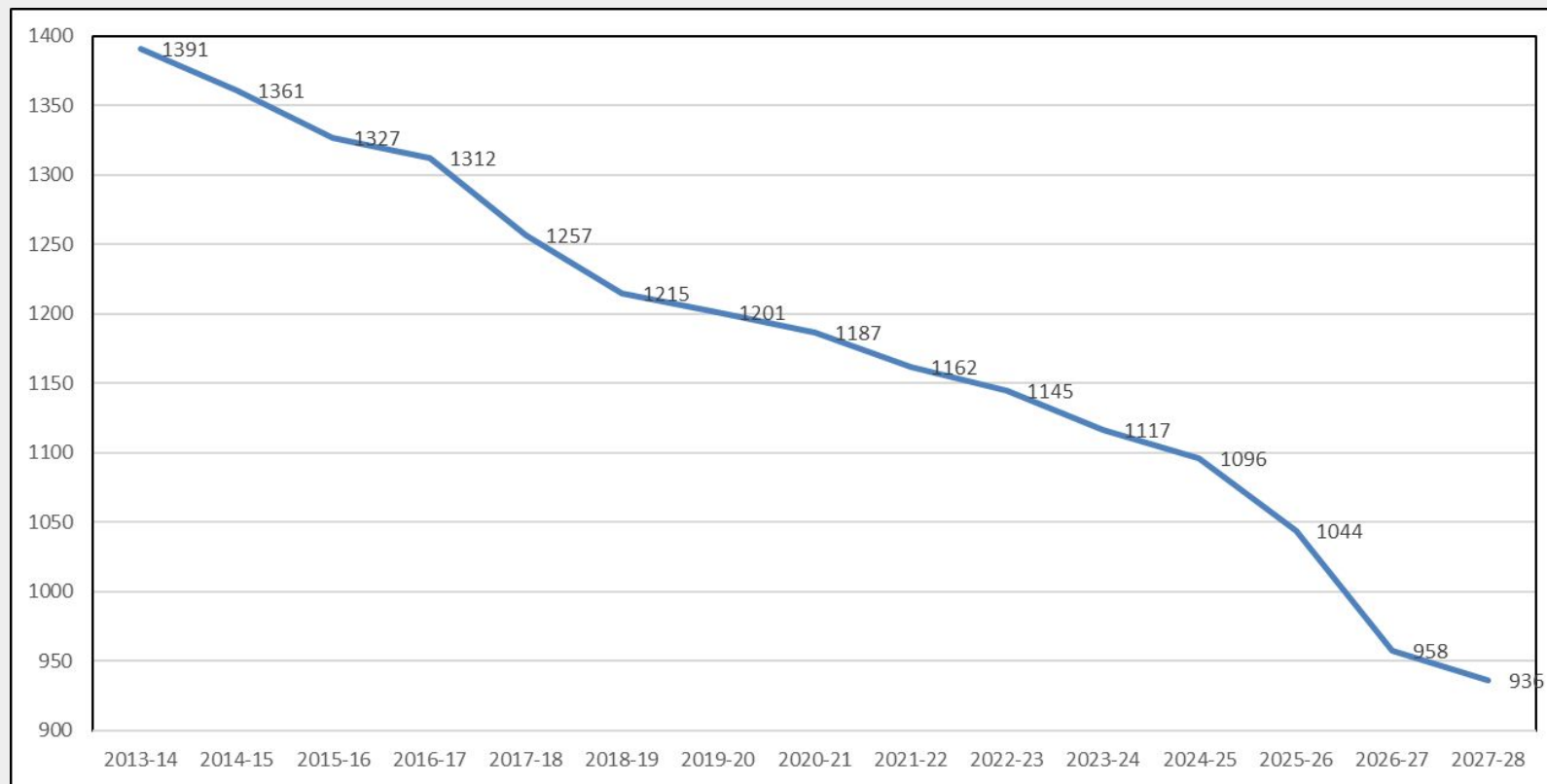
Historical Enrollment:

2004-2005 school year was first year with current configuration of three elementary buildings

| | BENNETT | PHOENICIA | WEST HURLEY | WOODSTOCK | TOTAL ELEM. | MS/HS | DISTRICT |
|---|---------|-----------|-------------|-----------|-------------|-------|----------|
| 1992/93 | 381 | 294 | 295 | 319 | 1289 | 953 | 2,242 |
| 1993/94 | 389 | 308 | 311 | 322 | 1330 | 979 | 2,309 |
| 1994/95 | 398 | 307 | 299 | 316 | 1320 | 993 | 2,313 |
| 1995/96 | 416 | 312 | 293 | 304 | 1325 | 1035 | 2,360 |
| 1996/97 | 444 | 314 | 294 | 306 | 1358 | 1068 | 2,426 |
| 1997/98 | 441 | 332 | 279 | 291 | 1343 | 1073 | 2,416 |
| 1998/99 | 456 | 295 | 293 | 302 | 1346 | 1124 | 2,470 |
| 1999/00 | 431 | 283 | 293 | 308 | 1315 | 1131 | 2,446 |
| 2000/01 | 416 | 262 | 281 | 282 | 1241 | 1076 | 2,317 |
| 2001/02 | 374 | 272 | 297 | 257 | 1200 | 1063 | 2,263 |
| 2002/03 | 359 | 242 | 275 | 242 | 1118 | 1111 | 2,229 |
| 2003/04 | 350 | 221 | 169 | 282 | 1022 | 1138 | 2,160 |
| 2004/05 | 355 | 213 | 0 | 404 | 972 | 1139 | 2,111 |
| 2005/06 | 345 | 217 | 0 | 354 | 916 | 1135 | 2,051 |
| 2006/07 | 305 | 215 | 0 | 329 | 849 | 1100 | 1,949 |
| 2007/08 | 282 | 226 | 0 | 301 | 809 | 1050 | 1,859 |
| 2008/09 | 267 | 225 | 0 | 293 | 785 | 957 | 1,752 |
| 2009/10 | 263 | 211 | 0 | 296 | 770 | 885 | 1,655 |
| 2010/11 | 244 | 210 | 0 | 261 | 715 | 829 | 1,544 |
| 2011/12 | 236 | 213 | 0 | 254 | 703 | 759 | 1,462 |
| 2012/13* | 358 | 142 | 0 | 211 | 711 | 695 | 1,406 |
| 2013/14 | 321 | 155 | 0 | 246 | 722 | 648 | 1,370 |
| 2014/15 | 321 | 160 | 0 | 237 | 718 | 632 | 1,350 |
| 2015/16 | 292 | 148 | 0 | 235 | 675 | 646 | 1,321 |
| 2016/17 | 310 | 126 | 0 | 219 | 655 | 645 | 1,300 |
| 2017/18 | 303 | 132 | 0 | 193 | 628 | 624 | 1,252 |
| 2018/19 | 301 | 137 | 0 | 177 | 615 | 594 | 1,209 |
| 2019/20 | 260 | 137 | 0 | 165 | 562 | 628 | 1,190 |
| 2020/21 | 238 | 163 | 0 | 148 | 549 | 626 | 1,175 |
| 2021/22 | 217 | 139 | 0 | 153 | 509 | 605 | 1,114 |
| Current: | 241 | 127 | 0 | 149 | 517 | 584 | 1,101 |
| * Reconfigured to K-3 PH and WD, 4-6 BN | | | | | | | |



Historical and Projected Enrollment Decline Over 20 Years



How is Projected Enrollment Calculated?

Data Sources

1. Enrollment data for the years 2013-14 through 2022-23 was taken from the New York State Department of Education

<http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>.

2. Live Birth by Zip Codes

3. Historical Live Birth rates and Survival rates

Survival rates represent the historical change from grade to grade. This incorporates the typical increase in enrollment for private school placements that return to public schools at the beginning of the high school years.



Home-School and Parentally Placed Private School Students

| Year | Home-School | Parentally Placed |
|--|-------------|-------------------|
| 2015-2016 | 44 | 162 |
| 2016-2017 | 44 | 154 |
| 2017-2018 | 42 | 152 |
| 2018-2019 | 45 | 172 |
| 2019-2020 (NYSED eliminated religious exemption for vaccinations) | 68 | 125 |
| 2020-2021 | 117 | 111 |
| 2021-2022 | 105 | 132 |
| 2022-2023 | 85 | 127 |



How Does Enrollment Affect Class Sizes and Building Assignments?

As the population continued to decline following the reconfiguration of the K-6 buildings in 2012, the boundary between Phoenicia and Woodstock has shifted each year. The goal has been to maintain two classes of each grade level in Phoenicia. This has required the assignment of children residing in areas formerly zoned for Woodstock elementary to be reassigned to attend Phoenicia elementary. This requires students to be transported through Boiceville and into Phoenicia.

This has also resulted in class sizes in the “low” range which limits instructional opportunities for students to work in small groups and participate in diverse social-emotional opportunities in the classroom.



Class Size Regulations as per BOE policy

Regulation number 8480R - 8/14/14

Subject: Class Size K-3 (Section) Size – Operational Range

| | Low Range | Desirable Range | High Range |
|--------------|-----------|-----------------|------------|
| Grades K & 1 | ← 13 14 → | ← 15 16 17 18 → | ← 19 20 → |
| Grade 2 | ← 14 15 → | ← 16 17 18 19 → | ← 20 21 → |
| Grade 3 | ← 16 17 → | ← 18 19 20 → | ← 21 22 → |

Classes should be planned based on the Desirable Range.



What Are Our Average Class Sizes as Compared to BOE Desirable Range Recommendations?

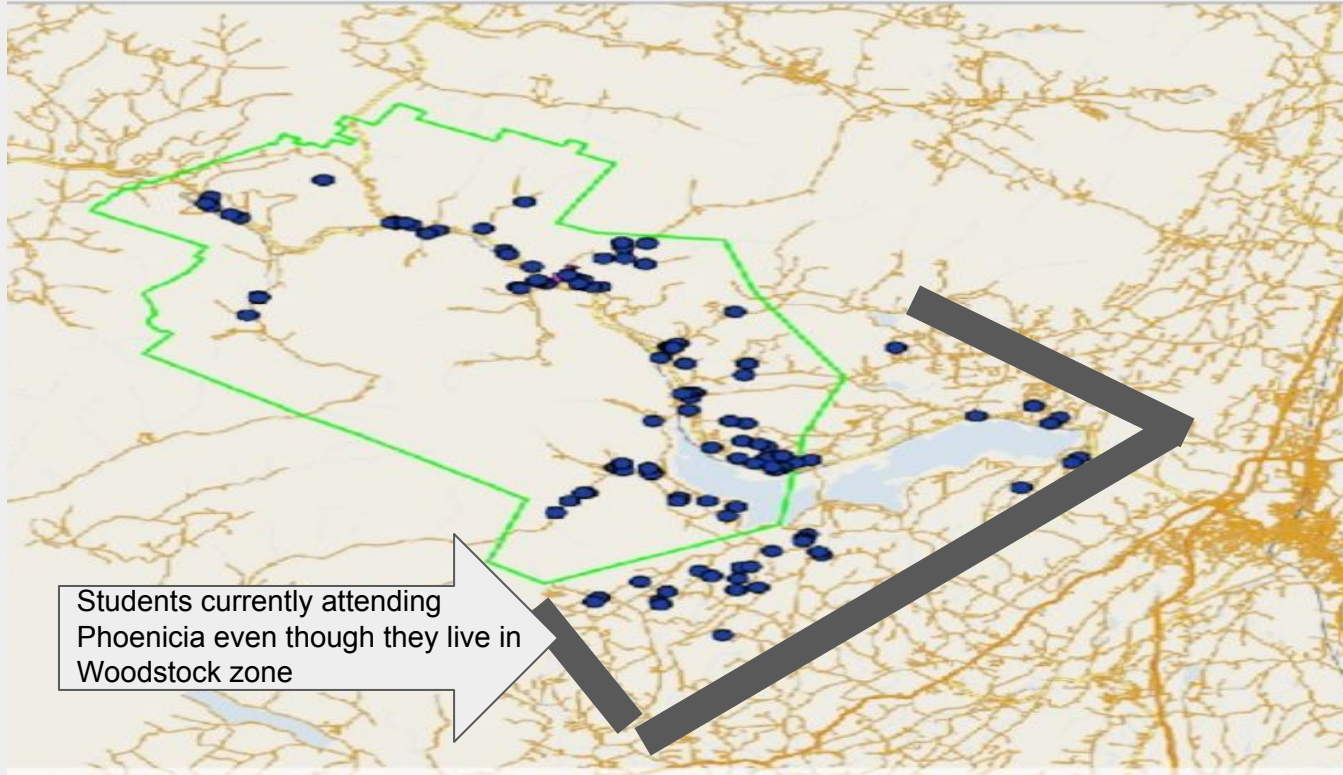
(Regulation number 8480R - 8/14/14)

| Feb 2023 Building | Bennett | Woodstock | Phoenicia |
|-------------------|---------|--------------------------------|--------------------------------|
| Avg. Kindergarten | N/A | 17 (2 sections) (Desirable) | 16 (2 sections) (Desirable) |
| Avg. 1st Grade | N/A | 20 (2 sections) (HIGH) | 14 (2 sections) (LOW) |
| Avg. 2nd Grade | N/A | 19 (2 sections) (Desirable) | 15 (2 sections) (LOW) |
| Avg. 3rd Grade | N/A | 16 (2 sections) (LOW) | 13 (2 sections) (LOW) |



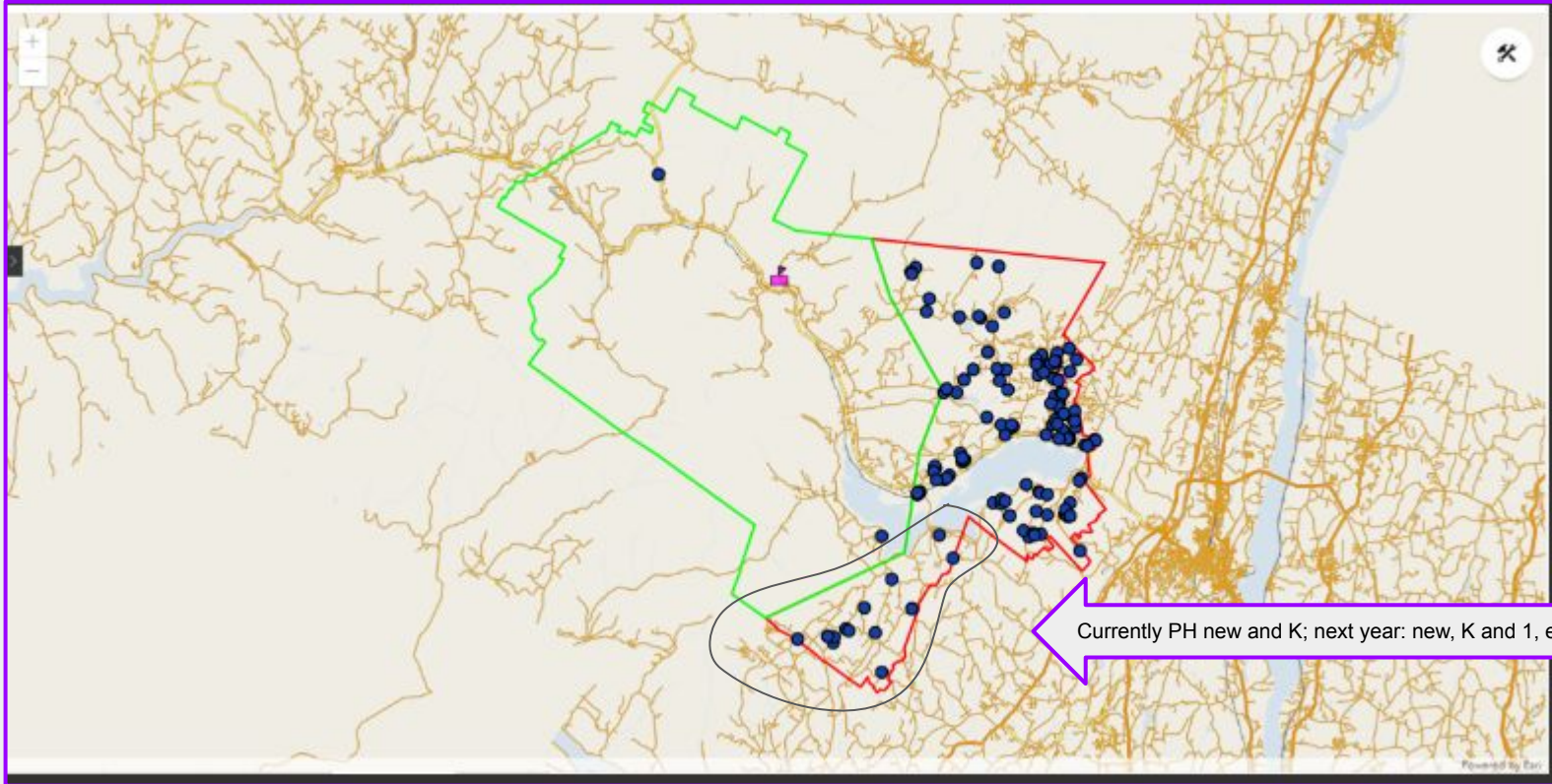
Transportation: Maps by Building (Phoenicia)

Green Line represents traditional Phoenicia boundary - students outside boundary represent shifting of lines to continue enrollment in Phoenicia



Transportation: Maps by Building (Woodstock)

Red line represents old Woodstock boundary. Circle represents phased-in reduction of WD boundary to support PH numbers.



Currently PH new and K; next year: new, K and 1, etc.



Explanation of Why Students May Be Outside Our District Lines

The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered housing insecure.

McKinney-Vento eligible students have the right to:

- receive a free, appropriate public education;
- enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of housing insecurity;
- enroll in school and attend classes while the school gathers needed documents;
- **continue attending the school of origin, or enroll in the local attendance area school if attending the school of origin is not in the best interest of the student or is contrary to the request of the parent, guardian, or unaccompanied youth;**
- **receive transportation to and from the school of origin, if requested by the parent or guardian, or by the local liaison on behalf of an unaccompanied youth; and**
- receive educational services comparable to those provided to other students, according to each student's need.

<http://www.nysed.gov/essa/mckinney-vento-homeless-education>



Comparisons of Bus Rides From Farthest Ends of the District to Each Elementary School vs Boiceville Campus

Presently have 35 bus runs across 3 elementary schools

- **16 - Bennett**
- **10 - Woodstock**
- **9 - Phoenicia**

Current length of rides are average 45 minutes

If we move to a central campus or eliminate a building, bus routes could be combined, resulting in shorter bus rides. There would also be no difficulty providing for the late run at HS/MS. Under a new configuration, regular Home to School bus runs will continue to be broken up K-5 and 6-12 (following September 2024).



Building Statistics:

| Building | Current Grade Levels | Year Built | Dates of Additions | Building Square Footage | Number of Classrooms | Campus Acreage |
|----------------|----------------------|------------|--------------------|-------------------------|----------------------|----------------|
| Phoenicia | K - 3 | 1964 | 1990 | 29,900 | 14 | 12 |
| | | | | | | |
| Woodstock | K - 3 | 1950 | 1954 | 43,800 | 20 | 9 |
| | | | 1963 | | | |
| | | | | | | |
| Bennett | 4 - 6 | 1960 | 1972 | 47,439 | 22 | 51.8 |
| | | | 1973 | | | |
| | | | 1975 | | | |
| | | | 2003 | | | |
| | | | | | | |
| MS/HS | 7 - 12 | 1952 | 1963 | 185,000 | 54 | |
| | | | 1967 | | | |
| | | | 1975 | | | |
| | | | 1992 | | | |
| | | | | | | |
| Transportation | | 1952 | | 5,400 | | |



How Much Unused Acreage is Usable?

Per our Architects, useable acres is defined as not being in a floodplain and having a slope of less than 20%

| Building | Woodstock | Phoenicia | Bennett |
|-----------------|-----------|------------|--------------------------------------|
| Acreage | 9 Acres | 12 Acres | 51.8 (shared with Boiceville Campus) |
| Useable Acreage | 7 Acres | 7.87 Acres | 40.96 Acres |



Potential Building Renovations

Costs will vary depending on renovations. Each building needs renovations that have been put off until reconfiguration decisions were made.

| Building | Phoenicia and Woodstock K-5 Scenario A | Woodstock and Bennett K-5 Scenario F | Bennett and Phoenicia K-5 Scenario F | Central Campus Scenario D |
|---------------------|---|---|---|---|
| Must Have | <p><u>Phoenicia</u></p> <ul style="list-style-type: none"> -Only 14 Classrooms -Will not accommodate two sections of each grade level in addition to Special Education sections, Art, Music, Speech, OT/PT, and AIS without capital work to add classrooms. <p><u>Woodstock</u></p> <ul style="list-style-type: none"> -None | <p><u>Woodstock</u></p> <ul style="list-style-type: none"> -None <p><u>Bennett</u></p> <ul style="list-style-type: none"> -Retrofitting bathrooms to serve younger students | <p><u>Bennett</u></p> <ul style="list-style-type: none"> -Retrofitting bathrooms to serve younger students <p><u>Phoenicia</u></p> <ul style="list-style-type: none"> -Only 14 Classrooms -Will not accommodate two sections of each grade level in addition to Special Education sections, Art, Music, Speech, OT/PT, and AIS without capital work to add classrooms. | <p><u>Bennett</u></p> <ul style="list-style-type: none"> -Additional classrooms will be needed, -Larger cafeteria and gymnasium would also be needed. -Retrofitting/adding bathrooms to serve kindergarten students will be needed. |
| Good To Have | <p><u>Both Buildings</u></p> <p>Playgrounds may need new play structures for older students.</p> | <p><u>Both Buildings</u></p> <p>Playground may need play structures for older/younger students.</p> | <p><u>Both Buildings</u></p> <p>Playground may need new play structures for older/younger students.</p> | <p><u>Bennett</u></p> <p>Upgrade instructional and music and art spaces to state of art facilities well as playground</p> |



Costs Associated with Potential Building Renovations

We are currently soliciting basic cost projections for the scenarios being considered, but they will be very basic.

Once a configuration is identified, we will embark on the design process with stakeholder input. Our faculty will be instrumental in providing input into the design process. We will also incorporate the improvements currently identified in our Building Condition Survey, but will take this opportunity to envision the innovative instructional spaces that we can provide for our students moving forward. This will create much more accurate cost estimates that include much needed infrastructure improvements as well as instructional upgrades.



Building Condition Survey Information

Building Condition Survey Information - Elementary Buildings

Capital work has been delayed due to uncertainty related to the long-term structure of the District. We have been including smaller projects for all buildings in the budget process each year, but have not moved forward with any major capital work. The Facilities Committee works through the Building Condition Survey with the architect every five years and identifies areas of need within each building and categorizes them into priority levels one to five. The current priority one work for each elementary building is:

Bennett Elementary : Priority One Items = \$1,246,560

Phoenicia Elementary: Priority One Items = \$3,078,075

Woodstock Elementary: Priority One Items = \$4,205,615



Capital Project Process

Steps following the decision regarding District K-5 structure:

If major capital work needs to be contemplated, this will require voter approval.

- a. General design work and cost estimates related to the restructure will be created. Additional capital work that has been identified through the building condition survey will be reviewed for inclusion in the work related to the restructure.
- b. An analysis of the method of financing and expected state aid and anticipated cost savings from operational efficiency will be provided.
- c. The voters will be asked to approve the projects and authorize the expenditure of funds.
- d. If approved, the detailed designs will be created and submitted to NYSED Office of Facilities Planning for approval. The approval process can be fairly lengthy and may involve revisions based on NYSED comments and questions.
- e. Once approved, bids will be solicited from contractors.
- f. Bids will be reviewed and approved if the costs fit within the voter approved budget. If the bids do not fit within the budget, the scope of work will be modified and rebid.
- g. Construction will be scheduled.



What are the Allowable Uses and/or Restrictions for Each Building (Phoenicia, Woodstock and Bennett) if Closed?

| Building | Woodstock | Phoenicia | Bennett |
|-----------------------|---|-------------------|---|
| Restrictions | <i>Based on Covenant/Deed:</i> Needs to be used for “school purposes” only or if sold can only be used for “residential purposes” | No restrictions | Safety concerns. Because of shared campus, we are unable to use the building during the day for non-District related purposes. Could not lease to non-District organizations. <i>*Noted this is not a legal restriction but best practice around safety of a centralized campus.</i> |
| Allowable Uses | <ul style="list-style-type: none"> • Could be used for UPK or Special Ed. programming • If sold, only permits residential uses that are not businesses nor open to the public, e.g., single and multi-family dwellings (not hotels) | Multiple Purposes | District functions only |



Staffing Shortage

There is a national teacher shortage.

- In Ontario, 97 out of 215 faculty members enrolled in the Teachers' Retirement System (TRS) will become 55 years of age or older in the next five years. (*Teachers, TAs, Speech Therapists, School Counselors, Social Workers, Psychologists, Administrators*)
- Average years of service is 28
- Staffing multiple buildings with similar programs will become increasingly difficult.
- Enrollment in NYS teacher education programs has declined by 53% since 2009.
- The NYS Teacher Retirement System projects that $\frac{1}{3}$ of New York teachers could retire in the next five years.
- The US Department of Education has identified 18 teacher shortage areas throughout NYS. A decade ago there were only 2.
 - Source: NYSUT, [The Teacher Shortage \(nysut.org\)](http://www.nysut.org)



Questions Discussed: 1/31, 2/28, and 3/28 Cafe

1. What do you notice and wonder about the enrollment charts?
2. What community supports/resources are needed in our individual town communities?
3. How might we utilize facilities to the optimal benefit of all students in the district in an equitable way?
4. What are the pros and cons of the following options proposed by Dr. Baughman's report? (see handout of possible scenarios)
5. What does the additional handout information make you wonder about the pros and cons of each scenario in the Baughman Report?(please use comparison chart handout)
6. What elements make up an ideal K-5 school? Or - What are the important components of a K-5 school?
7. What are the best ways to continue to communicate with District stakeholders as we move forward with the long term planning process?

*The following feedback was taken directly from participant responses



General Feedback Question 1

What do you notice and wonder about the enrollment charts?

- We need to consolidate
- Splitting communities can hurt some communities like the community of Olive
- Consolidating can bring the community together
- Need for a community center
- Bussing is a concern
- Children being together from Kindergarten reduces tension among students
- When is enrollment supposed to level off?
- Why is there a rapid decline between 2024-2027?
- Phoenicia numbers stayed even and Woodstock dropped
- What is the long-term vision of a community school?
- Notice a consistent decline every single year for 20 years
- Total elementary is down in all but two or three years
- Total MS/HS numbers are down in all but two or three years
- What is the number of students living in the district but attending private school/homeschool?
- Curious why the influx of people to the area didn't change our projections
- How do the projections happen long-term?
- What utilization of the buildings is currently inappropriate?
- Is enrollment going up or going down?
- Has the increase in property values affected trends downwards?
- How do we include transplanted households/babies?
- Notice that all of Ulster County is declining
- Is there a bubble coming from Woodstock Day School/Sudbury and will this impact our total enrollment numbers?
- What are our homeschooling numbers?
- How many students are incoming?
- Does transportation affect the K-3 lines?
- Have new NYC residents enrolled students in private schools?
- What are the expenses/cost per child?
- Our declining enrollment has been consistent



General Feedback Question 2

What community supports/resources are needed in our individual town communities?

- | | |
|---|--|
| <ul style="list-style-type: none">• Communities like having schools• I don't feel a loss of not having a school in West Hurley• Libraries• Fire/recreation/retail services• Declining population is bringing towns together to support recreation teams• Health services• Should the district be seen as one of the communities?• Boiceville doesn't have a "hub" like Woodstock or Phoenicia• Potential in flood buyout land• Business left behind with move to central campus• How do we support Phoenicia and Woodstock businesses?• Concern for communities who might lose a school• Challenges of getting volunteers, especially younger ones• Need to keep local libraries, EMT/Fire- communities are connected to these services• If centralization occurs getting volunteers becomes more of a challenge• Identity drives volunteerism• We need to make the community aware of our resources and connect them to the school | <ul style="list-style-type: none">• Olive needs a youth center• West Hurley- opportunities for children and elders• Need for affordable housing• Need for UPK and bussing• Need for affordable business rentals for small businesses• Need BOCES buildings• Need more mental health professionals• Activities for all (neurotypical and neurodiverse)• Child care providers• Before school care/programs• Community services for adults• Community center for teens• Senior centers• Need for more public transportation• Can buildings be repurposed? (town offices, food bank, community centers, daycare, enrichment, indoor farmers market, mental health, satellite doctors offices, services)• Attracting residences for pre-k/day care• Can Woodstock be sold for housing?• Need for affordable housing in Phoenicia |
|---|--|



General Feedback Question 3

How might we utilize facilities to the optimal benefit of all students in the district in an equitable way?

- How can we use the acreage behind Bennett?
- How do we utilize our fields and property?
- What about shared fields with towns Olive/Shandaken and the Emerson?
- Gymnasium use in Bennett, Phoenicia and MS/HS
- Need for equity for students from both sides of the district
- Need to balance schools' numbers and have a more equitable use of facilities
- Need to protect younger students from older students
- Need to make physical changes to MS/HS
- Consider expanding central campus to include an Olympic Pool and senior center
- Utilize facilities in Bennett for all students in an equitable way
- A central campus provides services in the same area and everyone is in the same building
- How do we transfer positive elements to all kids/staff/families?
- Are we buying/using alternate means of energy?
- Can we complete an energy survey?
- Charging stations for electric busses/cars
- We have a shortage of bus drivers
- Gifted/Talented BOCES options in all buildings
- Central location would make services equitable but lacking a school in their home community- would this increase longer travel times?
- Parent volunteering is hard when children are spread out across buildings
- Central campus can offer more community building events
- How can we utilize our rail trail and our own trails to incorporate our nature resources
- Boiceville needs a sense of a community
- Can Bennett hold all students K-5?
- Would classes be too big?
- A Central campus would allow for more integrated classrooms
- A central campus would centralize services
- How can we add vocational services?



Question 4 Scenario A Feedback:

Close Bennett, Make Phoenicia/Woodstock K-5

Pro Scenario A

- Two towns keep schools
- More variety of offerings to a larger group
- Saves money(2nd best annual savings)
- Keeps community schools
- Low transitions
- Keeps new Woodstock playground still in use
- Maintain positive culture of existing K-3 schools
- Can combine bus runs

Con Scenario A

- Bussing still separates kids in separate buildings
- Still need double services
- Bennett is now unused
- Even more separation from community being able to unify

Questions

How do we utilize Bennett?

- Bus Parking-electric
- Admin
- Extra facilities for programs
- Less impact on business
- Use Bennett for community programming

Does this option present lower capital costs?
Can Woodstock and Phoenicia hold K-5?



Question 4 Scenario D Feedback:

Close Phoenicia and Woodstock, Make Bennett K-5

Pro Scenario D

- Unified Campus
- Consolidate services (should eliminate operating costs)
- More environmental benefits
- Equity in same facilities and experience/education
- Collaboration between communities at an earlier age
- Opportunity for combined resources
- Financially most favorable
- Can create stronger PTA
- Fewer transitions for students
- Supports less bus runs and savings to transportation

Con Scenario D

- Cost to adapt the Bennett Building (parking, classrooms, playground)
- No sense of community in Boiceville
- Real loss for community if schools close
- Longer commute for some students
- Potential for job loss
- Does not allow for flexibility if enrollment increases
- Concern with elementary students being closer to older students

Questions

- Where would students go during construction?
- How would community access buildings?



Question 4 Scenario F Feedback:

Close Phoenicia or Woodstock, Keep Bennett.

Pro Scenario F

- Two towns keep schools
- More variety of offerings to a larger group
- Saves money (2nd best annual savings)
- Keeps community schools
- Low transitions
- Keeps new Woodstock playground still in use
- Maintain positive culture of existing K-3 schools
- Can combine bus runs

Con Scenario F

- Feels inequitable
- Pits communities against one another
- Difficult to entertain this idea
- More cons than positives

Questions

- How do you pick/favor a school/community over another?



General Feedback Question 5

What Does the Additional Handout Information Make You Wonder About the Pros and Cons of Each Scenario in the Baughman Report?

How do we make communities feel supported if we move or close buildings?

Is it fiscally responsible to maintain a population at Phoenicia if we have to keep re-allocating students to maintain a population

How would quality of life change if we became a central campus?

What renovations are needed?

Bringing students together reduces cliqueness

Concern with losing staff if consolidation occurs

Could closing a school impact future parents to send children to private schools or moving?

If we closed a building what would happen to it? Can we sell each building are there restrictions?

If we closed a building or became a centralized campus what would change in our bussing?

One group came up with a quote “Mourn the loss and give rebirth to new direction”



Question 6: What Elements Make Up an Ideal K-5 School? Or - What Are the Important Components of a K-5 School?

- Relationships with staff
- Differentiation with student grouping
- Creative scheduling
- Flexible scheduling (push in and pull out)
- Keeping community together
- Keeping non-curricular costs to minimum to be spent on education
- Collaborative environment among teachers and other professionals
- Engaged school community that is knowledgeable, supportive, organized, visible and able to deliver curriculum
- More sense of community
- Ideal K-5 is a community school
- Positive academics-students challenged and supported
- Strong basic academics in formative years
- Reasonable student teacher ratio
- Exposure to arts, music and enrichment
- Positive social emotional environment where children feel comfortable and safe
- Variety of SpEd programs in each school
- Strong sense of community
- Welcoming environment
- Small class sizes
- Professional development for teachers
- Community home school connections
- Family connection-strong PTA's
- Creation of SEPTA



Question 7: What Are the Best Ways to Continue to Communicate With District Stakeholders as We Move Forward With the Long Term Planning Process?

- In person events with childcare that include everybody, offer zoom and are televised with opportunities to call in.
- Include staff more in dialogue
- Social Media use
- Mailings exclusive of newsletter
- Posting info to the individual towns
- Build communication (organized sharing on social media)
- Transparency
- Early and ongoing Community Forum's
- Email
- Social media
- Check to see that the mailing list is still current
- Remember to reach out to parents/community members with children under 5.
- Set up a community organization listserv



Question/Comments from 3/27/23:

- What will late runs look like? (without central campus both campuses will need same after school times?)
- What will staff reductions look like? Is retirement at 55 years of age realistic?
- How long will any plan/transition take?
- Desirable class size recommendation is not a requirement but a recommendation.
- Is there a saving having UPK run by the District?
- Is Bennett being considered for Sale?
- Clarify what Shandaken/Woodstock gov't interest/intention is for building?
- What about bus housing for electric busses and the longevity of electric busses?
- Where do the boundaries land for all scenarios?
- What are the limitations of using Bennett during the day?
- Can we use this as an opportunity to create a state of the art school if we were centralized?
- Need cost breakdown for playground costs and would like a tour of each school
- Should future budgets be approved by taxpayers for new projects being presented?
- Hearing from town supervisors on how they would utilize the closed buildings
- Is there a census of the babies born recently?
- If this goes to a vote what is the projected timeline?



Question/Comments from 3/27/23:

- Why can't UPK be provided at Bennett?
- What is Onteora doing to promote students who are seeking a career in education?
- How many additional classes would Phoenicia or Bennett need?
- What incentives does/will Onteora offer for potential teachers and/or recruiting teachers?
- What can we do to attract more recent graduates?
- How many additional classrooms would be needed at Bennett if we were a central campus?
- What is the start date of the projected change and what would class size look like then?
- What is a realistic expectation?
- Field trip to Taconic Hills CSD where they have recently moved to a central campus
- Is there still discussion around later start times?
- Concern about having enough staff
- Need to centralize a calendar
- Need to have equity across buildings
- Need to have robust after school activities
- Need to share property equitably with MS/HS
- Concern that decisions will create hostile environment within community





Community Survey



Community Survey

The Community Survey was created in collaboration with BOE Ad-Hoc and BOE Communication Committee. It was sent out via post card to every resident in the community, posted on our website, and promoted via social media by the District as well as our Towns.

Questions:

1. What is your role?
2. What is your preference for long term planning restructuring?
3. Why is this scenario your preference?
4. If one or more of the elementary buildings are closed, for what purpose would you like to see them used?
5. Do you have any other ideas for community building use?
6. Going forward, how would you like to be informed about ongoing action and planning around long term planning?



Community Survey

470 Responses

Responses received from 2/10/23-3/10/23

Let's Plan for the Future Together!



Visit onteora.k12.ny.us/PlanTogether to:

- ✓ Take the Survey by March 10
- ✓ Get the Zoom link to join the March 30 Community Forum
- ✓ Read the *School Building Utilization and Grade Configuration Study*, as well as the *Restructuring Plan Options* document, which detail the K-5 options that can be considered with our new Grades 6-8 Middle School configuration.

**Survey responses
needed by March 10!**

Este cuestionario ha sido
traducido al español.
¡Se necesitan respuestas antes
del 10 de marzo!



Community voice and feedback is critical in helping the Board make important decisions about restructuring our district and building a long-term plan. As we embark on this work, the Board's Ad Hoc Long-Term Planning Committee is asking residents to take a brief survey to share their opinions about restructuring, community needs, and communication preferences.

At its January 24 meeting, the Board of Education voted to move Grade 6 into Onteora Middle School. This decision was made to address scheduling challenges and allow our middle school students more opportunities to access required curriculum, in addition to enriching electives and needed resources and supports. It will also help students form stronger relationships at a critical time in their development, and provide staff with the time necessary to identify, assess, and implement supports and interventions to ensure students move onto the High School with the greatest chance for success.

This change will not take place until September 2024, allowing 18 months to ensure thoughtful planning and collaboration. Moving Grade 6 to the Middle School means that important decisions are also needed regarding our K-5 elementary program. The Board wants community input as it considers the next steps, so is providing this survey as another tool to engage stakeholders in the process.

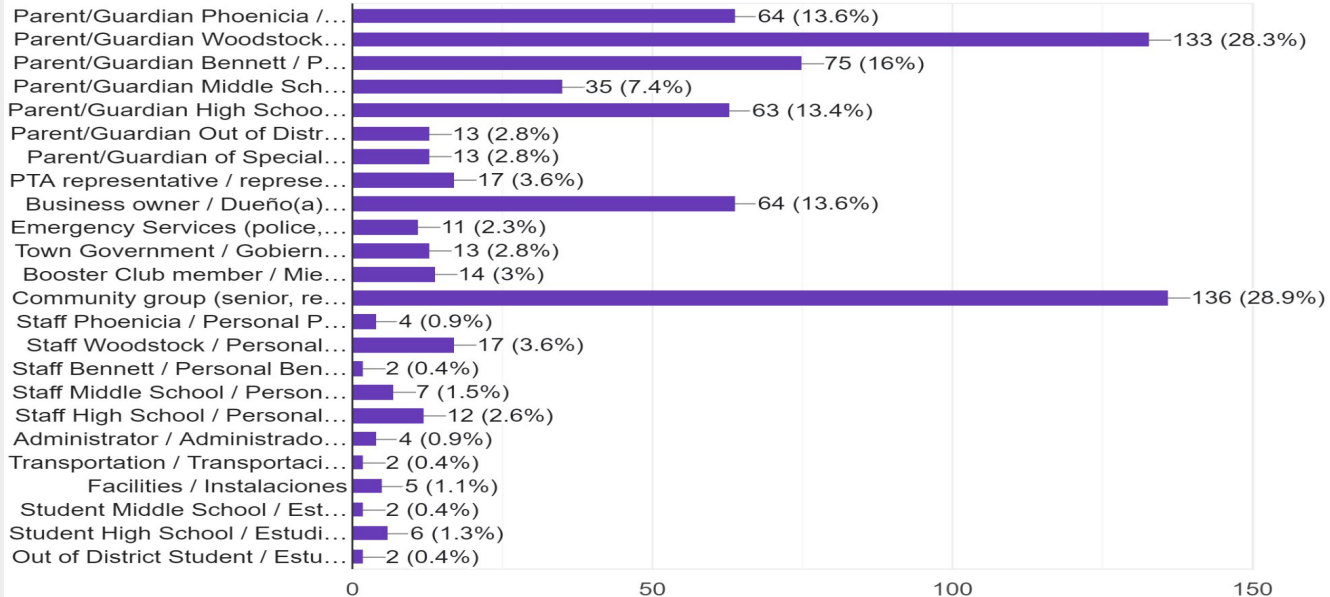
The results of the feedback gathered will be shared during an Online Community Forum on Thursday March 30 at 6:30 PM via Zoom.



Question 1:

What is your role? Check all that apply / ¿Cual es su papel? Marque todo lo que corresponda

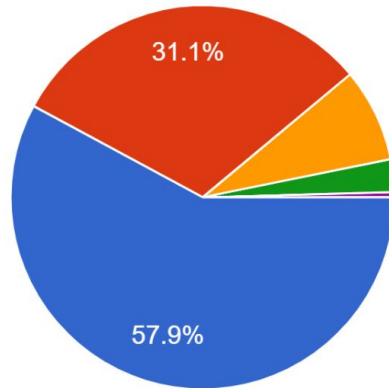
470 responses



Question 2:

What is your preference for long term planning restructuring? ¿Cuál es su preferencia para la reestructuración de la planificación a largo plazo? ...on Chart of Different District Restructuring Options

470 responses



- Scenario A: Phoenicia and Woodstock are K-5, Close Bennett, MS 6-8, HS 9-12 / Escenario A: Phoenicia y Woodstock, Close Bennett, MS 6-8, HS 9-12
- Scenario D: Close Phoenicia and Woodstock, Bennett K-5 MS 6-8, HS 9-12
- Scenario F: Close Phoenicia or Woodstock, (two) K-5 with Bennett, MS 6-8, HS 9-12
- No Preference / Sin preferencias
- Scenario D: Close Phoenicia and Woodstock, Bennett K-5 MS 6-8, HS 9-12



Question 3: Why is This Scenario Your Preference? Feedback Summary

Scenario A (Phoenicia and Woodstock are K-5, Close Bennett)

- Schools add to the community
- Many comments around keeping Woodstock open
- Concerned that closing one will cause enrollment to decline more (more homeschool and parentally placed)
- Concern about long bus rides
- Fewer transitions for kids
- Closing Phoenicia or Woodstock would cause damage to the community
- Comments from parents of future elementary students who moved and stayed in the area because of their proximity to Woodstock School.
- Bennett has no community
- Concern about not supporting local communities
- Option F places communities in competition
- Minor renovations
- Demographics support buildings staying open
- Concern with accuracy and methodology of data

Scenario D (Close Phoenicia and Woodstock, Bennett K-5)

- Makes the most sense
- Centralization supports transportation
- Biggest cost savings-more money back to the students
- Student population continues to decline
- Supports would be in one location for students instead of time wasted traveling
- Can make the buildings more energy efficient
- Would reduce operational expenses
- Provides equity in services and experiences
- Students get to know each other earlier and will foster better relationships
- Most flexibility
- Bennett will not be utilized during the day by other groups
- Taxes are too high and enrollment too low to keep all buildings open
- Most common sense approach.
- Easier for parents to come to one central location



Question 3: Why is This Scenario Your Preference? Feedback Summary

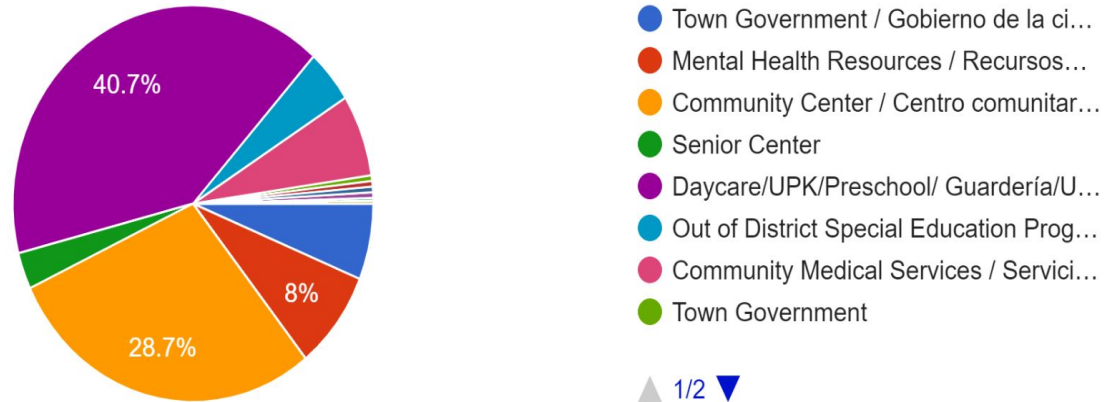
| Scenario F(Close Phoenicia or Woodstock (two K-5 with Bennett)) | No Preference |
|---|---|
| <ul style="list-style-type: none">• Close Phoenicia for the town government to use the building• Phoenicia's enrollment is the lowest• Phoenicia needs a lot of capital work and has broadband and water issues• Makes most sense to maintain Bennett, Phoenicia's proximity to Bennett is close• Woodstock is in better shape to accommodate more students | <ul style="list-style-type: none">• Close none• Concern with faulty enrollment data• Don't have children that these situations would impact• Don't have enough information |



Question 4:

If one or more of the elementary buildings are closed, for what purpose would you like to see them used? / Si uno o más de los edificios de primaria es..., ¿Con qué propósito le gustaría verlos utilizados?

427 responses



▲ 1/2 ▼



Question 5: Do You Have Any Other Ideas for Community Building Use?

Transportation expansion

Community center

Bigger library

Technical learning experiences

Community college extension

Senior space and space for indoor athletics

Supports for individuals with disabilities

Low income and affordable housing

YMCA

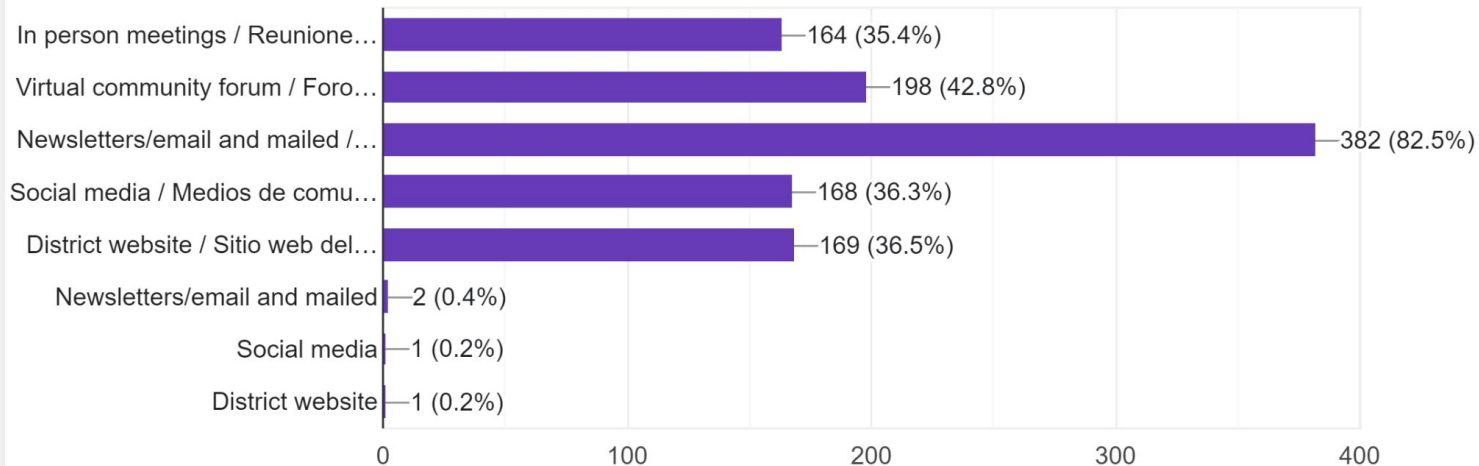
Many comments about day care/nursery school and additional UPK need



Question 6:

Going forward, how would you like to be informed about ongoing action and planning around long term planning? / En el futuro, ¿cómo le gustaría est... en curso en turno a la planificación a largo plazo?

463 responses



Questions/Comments

