

Long-Term Planning Cafe

March 27, 2023

A night of collaboration and conversation regarding the future of the Onteora Central School District.



Itinerary:



6:30 p.m. - 6:45 p.m. ~ Welcome/Introductions, Group norms, Café Process

6:45 p.m. - 7:30 p.m. ~ Group discussions using questions

7:30 p.m. - 8:00 p.m. ~ Share out, Survey & Next Steps

Cafe Norms

- Be present with your group
- Respect time by staying focused on the questions and themes
- Maintain positive intent and remove judgement
- Be aware of your own airtime; give everyone an opportunity to speak
- Capture off-topic items in a parking lot for further discussion
- Look ahead to positive action
- Enjoy yourself!



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.**



The Cafe Process:

- In your mountain room group, introduce yourself and the role you represent in the group (community member, Bennett parent, government official, etc.)
- As a group, discuss the each question/topic.
- The table host or other designated recorder will write down key ideas, themes, and parking lot topics
- At the end of the designated time (15 minutes), move on to discuss next question.
- The process concludes when all questions are discussed or we run out of time.

Table Host Responsibilities:



- **Participate in the conversations**
- **Ensure that everyone has an opportunity to participate in the discussion**
- **Designate a timekeeper**
- **Be sure notes on the insights and ideas that are shared by participants as well as parking lot topics are written down on designated forms**



Use of feedback from 2/28 meeting:

- Informed the topics to address and handouts
- Led to changing groups to provide opportunity to meet more stakeholders
- Provided topics for group questions

Tonight's feedback will drive our final presentation to the BOE.

Additional information requested on 2/28 and provided in handouts:



- a) Clarification of reduction of configuration options from the original option of 6 in the Baughman Report to the current 3 options**
- b) What are allowable uses and or restrictions for each building (Phoenicia, Woodstock and Bennett) if closed?**
- c) How much unused acreage is usable?**
- d) What are our average class sizes as compared to BOE policy recommendations?**
- e) Comparisons of bus rides from farthest ends of the district to each elementary school vs Boiceville campus**
- f) Potential costs for renovations on each building**
- g) Explanation of why students may be outside our district lines**
- h) Staffing**

Shift from Six to Three Options



- The Baughman report presented 6 options
- One option was no change
- Two 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 two options were removed.

What are the allowable uses and/or restrictions for each building (Phoenicia, Woodstock and Bennett) if closed?



Building	Woodstock	Phoenicia	Bennett
Restrictions	Needs to be used for “school purposes” only or if sold can 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.
Allowable Uses	<ul style="list-style-type: none"> • Could be used for UPK or Special Ed. programming • 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

How much unused acreage is usable?

Per our Architects, use able 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

**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	15 (2 sections) (LOW)	19 (2 sections) (Desirable)
Avg. 3rd Grade	N/A	13 (2 sections) (LOW)	16 (2 sections) (LOW)



Comparisons of bus rides from farthest ends of the district to each elementary school vs Boiceville campus



Presently we have 35 bus runs across 3 elementary schools

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

Current length of rides are on 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).

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> -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> <p><u>Woodstock</u> -None</p>	<p><u>Woodstock</u> -None</p> <p><u>Bennett</u> -Retrofitting bathrooms to serve younger students</p>	<p><u>Bennett</u> -Retrofitting bathrooms to serve younger students</p> <p><u>Phoenicia</u> -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>	<p><u>Bennett</u> -Additional classrooms will be needed, -Larger cafeteria and gymnasium would also be needed. -Retrofitting/adding bathrooms to serve kindergarten students will be needed.</p>
Good To Have	<p><u>Both Buildings</u> Playgrounds may need new play structures for older students.</p>	<p><u>Woodstock</u> Playground may need play structures for older students.</p>	<p><u>Phoenicia</u> Playground may need new play structures for older students.</p>	<p><u>Bennett</u> Upgrade instructional and music and art spaces to state of the art facilities</p>

Explanation of why students may reside outside of 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>

Staffing Concerns



There is a national teacher shortage.

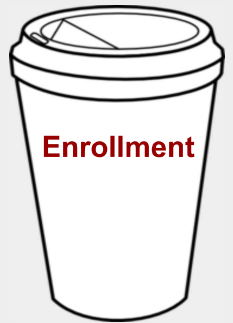
- In Ontario, 97 out of 215 faculty members enrolled in the Teachers' Retirement System will become 55 years of age or older in the next five years. (*Teachers, TAs, Speech Therapists, School Counselors, Social Workers, Psychologists, Administrators*)
- Staffing multiple buildings with similar programs 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, TheTeacherShortage.nysut.org

**Please think with your group members about the following:
15 minutes each**



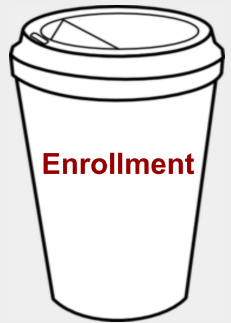
- What does the additional handout information make you wonder about the pros and cons of each scenario in the Baughman Report?(please use comparison chart handout)
- What elements make up an ideal K-5 school? Or - What are the important components of a K-5 school?
- What are the best ways to continue to communicate with District stakeholders as we move forward with the long term planning process?

Please remember to take notes!



Time to Share by Table





Thank you for your participation!! Please fill out the
Reflection Survey

