

Welcome!

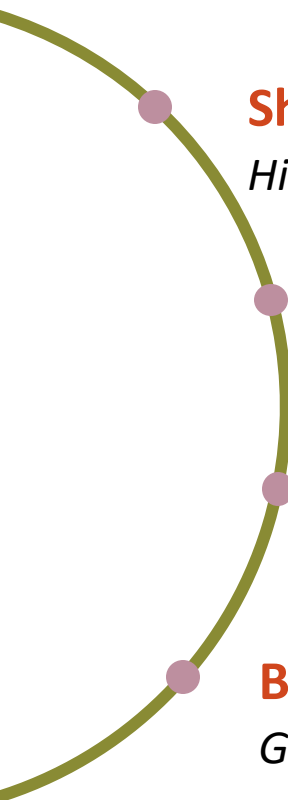
COMMUNITY FORUMS | ONTEORA CENTRAL SCHOOL DISTRICT

Find a seat and get comfortable. We will begin shortly.



Our aim in these sessions is to have open and honest dialogue, hear community feedback on priorities, and be transparent about the design, funding, and process for the path to the central campus.

Our Focus



Shared Foundation

Highlight lessons from community and work in progress

Design Revisions

Celebrate progress made from your feedback

Funding School Construction

Share big picture and seek your insights on investment priorities

Bond Vote and What's Next

Gaining your input on how to shape the bond vote





SHARED FOUNDATION

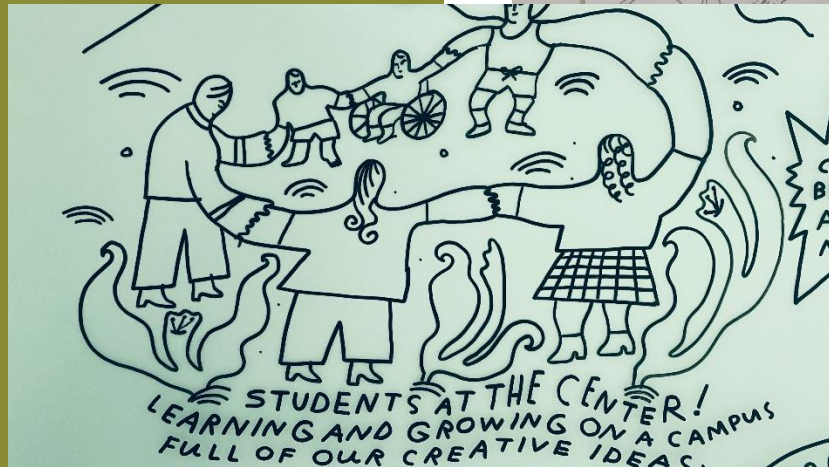


Gathering Information and Thoughtful Collaboration Is Critical

- ❑ 4 Community Forums last Spring to discuss “wishes and worries” about move to central campus and to imagine what the campus could look like
- ❑ Dedicated visioning sessions with key stakeholders
 - ❑ Faculty and Staff
 - ❑ Middle School and High School Students
- ❑ Building Conditions Survey and space utilization analysis of existing buildings
- ❑ Early drafts of new designs being created by District’s design team of architects and engineers based on visioning, space utilization assessment and building conditions survey
- ❑ Conceptual designs reviewed by Principals, Central Administrators, Architects, Construction Managers and Community Guide
- ❑ **Community Forums in 2024-2025**
 - ❑ Community Forum 1: First Draft Review + Prioritization Exercise | December 3, 2024, 6:00 -8:00 PM
 - ❑ Community Forum 2: Second Draft Review + Community Discussion | January 15, 2025, 6:00 -8:00 PM
 - ❑ Community Forum 3: Proposed Campus Design + Community Q & A | February 25, 2025, 6:00 -8:00 PM



Co-creating the Future of Onteora



POINT ROAD STUDIOS



8



Design
Priorities –
Important
that We Carry
this Forward
with Cultural
Commitment



PRIORITIES

GETTING A PULSE CHECK AS WE
PREPARE FOR FEBRUARY



Funding Discussion – Good Learning and Good Questions

FINANCE DISCUSSION

ONTEORA COMMUNITY FORUM 1/15/25

WE WANT TO LEARN FROM YOU!

2 OPTIONS FOR FUNDING CAPITAL PROJECT

- CASH
- FINANCING

SAVING OPPORTUNITIES

- BUILDING AID
- GRANTS
- STARTING SOONER TO AVOID INCREASING COSTS

ONTEORA OFFERS A GREAT EDUCATION. DON'T TRADE WOODSTOCK FOR CHILDREN'S FUTURE

BOND ANTICIPATION NOTES

BUDGET NEWSLETTER

A TURF FIELD IS NOT AIDABLE TO THE SAME DEGREE AS A CLASSROOM

THERE ARE PARTNERS IN THIS PROJECTION PROCESS

\$20mil over \$45mil TAX NEUTRAL PROPOSITION (\$65mil)
EX \$400k ↑ HOME INCREASE \$100-\$140/YR TAX INCREASE

WHAT IS CONTINGENCY → UP TO → EXIT → GET PLAN IF NO PASS → POLL → FEEDBACK → TRY AGAIN

PEOPLE THINK MAY VOTE IS ABOUT KEEPING WOODSTOCK OPEN

NO INCREASE TIL '28/'29

DISTRICT CURRENTLY HOLDS \$6mil + IN CAPITAL RESERVE

WHAT WILL HAPPEN TO RETIRED ASSETS, LIKE IF WOODSTOCK IS SOLD?

PUT INTO A RESERVE?

IS THERE A SCHEDULE & HOW DOES IT GET SHARED W/ TAXPAYERS?

PHOENICIA'S SAVINGS ARE CURRENTLY REFLECTED, ESP. TRANSPORTATION

ONTEORA WANTS COMMUNITY INPUT ON PRIORITIES

WHAT INFO IS HELPFUL?

WHAT IS THE COMMUNITY'S APPETITE FOR INCREASED INVESTMENT?

HOW TO PACKAGE?

MULTIPLE WAYS TO PACKAGE
• CORE
• ADDITIONAL
• BROAD OR SPECIFIC

MIS-INFORMATION

RECOGNIZE THE INCREASE IN PROPERTY BY INVESTING IN INFRASTRUCTURE

AFTER THE VOTE, THERE'S A YEAR LONG, IN-DEPTH DESIGN PROCESS: DETAILS
• SED APPROVAL
• BIDDING AWARD
• CONSTRUCTION

PASSES

INVITE ONTEORA TO MEET WOODSTOCK CLOSING FOR TAXPAYERS

OPEN DOOR POLICY

PLANS FOR WOODSTOCK + PHOENICIA FUTURE USE: CONSIDERATIONS FOR MAKING THEM SALEABLE (BUILDINGS)
DISTRICT IS MAINTAINING BUILDINGS FOR CHILDREN + STAFF, AS IS REASONABLE FOR TAXPAYERS

ONE BENEFIT OF MAY IS SO IMPORTANT! IS SO IMPORTANT! CREATING SOMETHING YOU WANT TO VOTE ON!

THIS IS WHY COMMUNITY INPUT IS SO IMPORTANT! CREATING SOMETHING YOU WANT TO VOTE ON!

MORE TIME TO BE THOUGHTFUL
• OPTIMIZE TIME HORIZON
• AVOID COST ESCALATION

HOPE PACKAGES INCLUDES VOTE + INTEREST KEEPING WOODSTOCK OPEN

TRANSPARENT FOR TAXPAYERS!

WILL BASE DROP AS WE GET FURTHER FROM COVID?

DESIGN REVISIONS



GUIDING PRINCIPLES

- STUDENT FIRST
- STAFF FORWARD
- FISCALLY RESPONSIBLE
- WITH COMMUNITY

WE WANT:

- INDOOR/OUTDOOR CONNECTION
- DESIGN FOR THE FUTURE
- SAFETY + INSPIRATION
- TO BE A HUB, UNIQUELY OF THE CATSKILLS

UNITED
CAMPUS
SHARING
RESOURCES

PEDESTRIAN
FRIENDLY

VISION: STUDENTS AT THE CENTER! LEARNING & GROWING ON A CAMPUS FULL OF OUR CREATIVE IDEAS

SCHOOL
- AND A -
PARK!

WELCOMING FOR ALL

IN THESE PLANS ARE:

- IMPROVED CAMPUS FLOW + CONNECTIVITY
- EXPANDED PLAY AREAS AWAY FROM TRAFFIC & IN NATURE
- CAMPUS OUTDOOR COMMONS
- FUTURE-MINDED CLASSROOMS & INSTRUCTION
- UPGRADES FOR ATHLETICS

TOTAL EXISTING PARKING COUNT AT BENNETT ES 178
TOTAL PROPOSED PARKING COUNT AT BENNETT ES 130
TOTAL EXISTING PARKING COUNT AT MEHL 340
TOTAL PROPOSED PARKING COUNT AT MEHL 287
TOTAL EXISTING PARKING COUNT FOR THE ENTIRE CAMPUS 519
TOTAL PROPOSED PARKING COUNT FOR THE ENTIRE CAMPUS 422
PARKING SPACES INCLUDE ADA SPOTS



Date
1/10/2025
Project Number
R23.01206.00

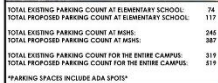
CENTRAL CAMPUS DESIGN
ONTEORA CSD

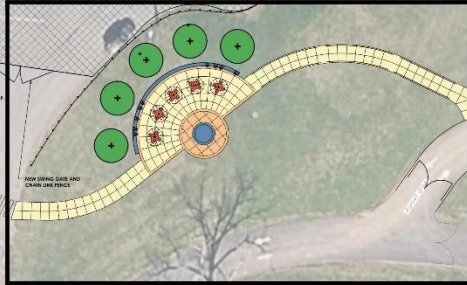
CENTRAL CAMPUS MASTER SITE PLAN



CAMPUS







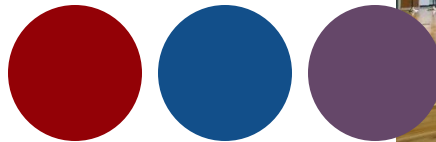


ELEMENTARY





ELEMENTARY SCHOOL - CAFETERIUM







MIDDLE SCHOOL / HIGH SCHOOL







**Fostering unity, equity, and
community in academic and social-
emotional learning**

Central Campus - Our Continued and Refined Why

Student First

- Considering projected retirement rates and teacher shortages, one campus allows us to ensure that we have the best staff possible to support students and families
- Allows us to maintain and possibly enhance programming and student support
- Students build relationships and community regardless of location
- Equity with all students in one building regardless of their program
- Balanced bus times for students

Fiscally Responsible

- Balance attrition with programming needs and wants
- One campus allows us to be more efficient with staff due to less replication on multiple campuses
- Transportation efficiency due to elimination of multiple attendance zones

Staff Forward

- Recruiting high-quality new hires to maintain class size and quality collaboration, despite projected retirements and teacher shortage
- Eliminate the need for teachers to travel between buildings
- Increase collaboration among grade level and contiguous grades to support curricular and instructional practice

With Community

- The design process incorporates the priorities of the community
- One campus allows students to strengthen our Ontario community identity and build community ties earlier
- Community use of enhanced District resources



Central Campus - Students First

Social-emotional:

•**Social Skill Development-** Being in the same building allows students to interact with a larger and more diverse group of peers, helping them develop important social skills such as cooperation, conflict resolution, and empathy.

- More opportunities to form friendships across grade levels
- Greater flexibility in grouping students for the best classroom fit with peers and Instructional staff with more sections at each grade level.

Increased Emotional Support - In a single building, there are more opportunities for students to access support from school counselors, social workers, and other staff. This can provide more consistent emotional guidance, and students may feel more comfortable reaching out for help when needed.

- Greater access for all students to ASTOR mental health services.
- Flexibility to provide MTSS social-emotional supports



Central Campus - Students First

Social-emotional (cont.)

•**Diverse Peer Interactions and Better Social Integration** - With students from all areas of the district in one building, there is greater exposure to different cultures, backgrounds, and experiences. This diversity helps students learn to appreciate differences and develop tolerance, reducing feelings of isolation or alienation. This can also reduce cliques or social divides that sometimes develop when students from different geographic areas rarely interact.

- Four grade-level sections rather than two provides greater access to a variety of teachers and peer groups

•**Emotional Resilience** - Students who are part of a larger, more supportive community are more likely to build resilience in the face of challenges. Having a larger group of peers to rely on can help students navigate difficult social or emotional situations.

•**Stronger Sense of Belonging**- When students are part of one unified school community, they develop a sense of collective pride and connectedness. They are more likely to feel supported, valued, and recognized, which is crucial for healthy emotional development.

Central Campus - Students First

Academic:

• **Increased Access to Resources:** Students in the same school building can share educational resources like libraries, technology, extracurricular activities, and specialized staff (e.g., art or music teachers, special education staff). This ensures all students have equal access to opportunities that might be more limited when spread across different locations

- Ability to offer more special area music and art programs (expanded and additional music and art rooms)
- Flexibility to provide MTSS academic supports
- Limited staff travel time provides more time for service to K-12 and preschool students
- Full-day co-taught classes and a greater continuum of services provided in-district
- Students with IEPs can access specialized programs without building transitions
- Specialized services can be provided in a classroom decreasing time away from peers

•

Collaborative Learning: Having students from different grades or backgrounds in one place fosters collaboration.

- Teachers can create cross-grade learning opportunities that enrich students' academic experiences and problem-solving abilities.
- Mentor opportunities for HS students interested in becoming an educator



Central Campus - Students First

Academic (cont.):

- **Consistent Instructional Quality:** The district can ensure consistent standards for teaching, curriculum implementation, and professional development. Teachers can work together more easily, share strategies, and support each other to improve instructional practices and increase classroom impact.
 - Grade-level planning, professional development, and curriculum work can occur with more regularity and less time out of the classroom as teachers will not need to travel between schools to be together
- **Stronger Sense of Community:** A unified school building promotes a sense of belonging for all students. When everyone shares the same space, they are more likely to feel like they are part of a single, cohesive school community, leading to improved engagement and better academic outcomes.
- **Improved School Events and Activities:** School-wide events, assemblies, sports, and clubs can be more effectively organized in one location. These activities are crucial for enhancing learning experiences and fostering school spirit, which in turn can have a positive impact on academic achievement.
 - District-provided transportation from District-run after-school enrichment programs

Central Campus - Staff Forward with Community

Conversations and planning will occur after a bond vote is passed to ensure the spirit of our community vision is realized and an expanded community culture is cultivated:

- Work with Woodstock PTA and staff to recognize the sense of loss and plan to celebrate the unique building culture and history
- Deeper design planning with staff
- Regular meetings to plan logistics
- Clear communication about timelines and what families can expect

Central Campus - Staff Forward with Community

What did this look like during the PH transition to the Boiceville Campus?

- Regularly scheduled meetings with staff to plan for meeting the needs of students and staff for the transition to a central campus
 - With the PH transition to BN and moving up the 6th grade, we created a Transition Committee for staff that met at least once per month. This created an additional conduit for communication between the building level and central administration for questions, clarification, and collaborative problem-solving
- Planning with staff to ensure student input, ownership, and excitement for the transition
 - Mural planning and painting with PH/6th grade transition
- Planning with the community and PTA to celebrate the history of the building in WD and ensuring that the community's needs are addressed
 - Phoenicia Farewell Celebration
 - C&I budget support for student-centered educational and SEL activities
- Community discussions of what can be done with a former school building
 - Phoenicia campus – current discussions with the Town of Shandaken
- Frequent communication with families about transition details
 - Principal newsletters to parents
 - Frequently updated Optimizing Onteora tab on our website
 - PTA discussions

We will build on these experiences to develop a process that supports a Woodstock transition and honors the culture and history of the Woodstock school community.



FUNDING SCHOOL CONSTRUCTION



Revised Project Budget Details Elementary

Bennett Additional wing	\$12,499,850	New gymnasium	\$6,635,460
•10 classrooms		Replace Windows	\$3,674,800
•Library Expansion		Renovate Music Room	\$2,244,000
•Office Spaces		Additional Music Room	\$1,308,400
•Bathrooms		Reconfigure Cafeteria/Kitchen	\$4,338,500
•Security Vestibule		Reconfigure Bennett Outdoor Space	\$848,700
New Bennett Drop Off Lane	\$2,945,800	Drainage/Electrical/Boiler/Fuel Tank removal	\$4,130,450
		TOTAL	\$38,625,960



Revised Project Budget Details Secondary

HS Science Classrooms	\$ 3,968,500
Counseling Suite	\$ 957,000
Main Office Renovation	\$ 1,592,000
Nurses Suite	\$ 594,350
Auditorium	\$ 1,151,950
TOTAL	\$ 8,263,800



Revised Estimated Project Budget Details Campus/Site Work

Multi Use Athletic Field (Turf)	\$1,836,000
Track Upgrade	\$3,644,800
Field Lights	\$897,600
Field Drainage	\$809,250
Demolition Bus Garage	\$809,250
Student Commons	\$1,516,450
Upgrade East end parking at MS/HS	\$2,286,250
TOTAL	\$11,799,600



Revised Estimated Project Budget Summary

	Construction Budget	Incidental (20%)	Total
Building Work	\$46,889,760	\$9,377,952	\$56,267,712
Campus/Site Work	\$11,799,600	\$2,359,920	\$14,159,520
Total	\$58,689,360	\$11,737,872	\$70,427,232

Incidental costs are items such as: architects, engineers, asbestos abatement and monitoring, legal costs, insurance, bond counsel fees, etc.



Estimated \$55 million with \$40 million borrowing and \$15 million additional borrowing

Estimated Annual bond payment		Estimated Building Aid		Net estimated local share		Less Budgetary appropriations		Remainder covered by consolidation savings
\$3,300,000	(-)	\$925,000	(=)	\$2,375,000	(-)	\$750,000*	(=)	\$1,625,000
\$800,000	(-)	\$248,000	(=)	\$552,000				

Potential Tax Implications

The initial \$55 million of the project, with \$40 million of taxpayer share, spread out over 20 years, (the assumed length of the debt), would likely be covered by savings from consolidation with no additional tax impact.

The remaining \$15 million of the project, spread out over 20 years, (the assumed length of the debt), would likely result in a potential tax impact of between \$25 and \$35 per year per \$100,000 of assessed value.

For an average \$400,000 home that would be between \$100 to \$140 per year.



What has our debt service been historically?

We have not borrowed in order to improve our facilities historically. Instead, we have managed our facilities improvements and maintenance utilizing our annual budgets and for slightly larger projects, we have utilized funds saved in voter approved capital reserve accounts.

The last major project that required debt was the previous expansion of Bennett Elementary in 2002-2003.

This is highly unusual. Generally, Districts borrow funds regularly to perform facility upgrades.

How Will A Bond Payment Be Distributed?

- *Building Aid picks up 31% of approved costs*

The remainder of the cost is spread out over the property value of the district which totals \$6,353,855,679 (second largest valuation of a district in Ulster County)

- *12,301 parcels make up the total property value of the district*
- *Top 5 taxpayers hold 22% of the total property value of the district, or almost \$1.4 billion*
 - *#1 - NYC DEP*
 - *#2 - NYS Ulster County*
 - *#3 - Central Hudson*
 - *#4 - NYS Greene County*
 - *#5 - NYS Electric & Gas*
- *The top 5 taxpayers would assume 22% of the debt payment*



True Valuation of Ulster County School Districts vs. Enrollment

School	2023/2024 Taxable Full Value *	2024 Enrollment
Ellenville	\$1,673,060,025	1,394
Highland	\$1,833,930,591	1,508
Wallkill	\$2,660,456,229	2,749
New Paltz	\$3,038,794,315	1,753
Saugerties	\$3,238,089,203	2,270
Rondout	\$3,748,093,145	1,715
Onteora	\$6,059,064,543	1,056
Kingston	\$7,262,812,437	5,977



Review of Capital Project Funding Process

- Initial project payments made with Capital Reserve funds
 - Currently paying architects
- 2026-2027 - Proposition to voters authorizing additional Capital Reserve to continue to offset borrowing
- 2026-2028 - Borrow solely as needed, making interest payments only until the end of the project (if needed) - aka BANs (Bond Anticipation Notes)
- 2028-2029 - Enter into long-term bond for only that amount that cash did not cover
- 2029-2030 - Estimated first year of bond payment, principal plus interest



BOND VOTE AND WHAT'S NEXT



What Happens After the Vote?

If the project vote passes, a ***tentative*** timeline could look like this:

May 20, 2025, Project Vote

July 2025 - June 2026 Design Documents will be completed

July 2026 - Jan 2027 SED will review and approve

Feb - March 2027 Project bidding and award *

July - August 2027 Construction begins

July - August 2028 Construction continues

September 2028 Construction complete

** Bids will only be awarded if they are at or below the amount authorized by the voters*



Central Campus

How does this plan allow us to respond to the future fiscal risks?

- Our legislators have indicated that although it appears that our Foundation Aid is not in jeopardy for the 2025-2026 school year, the future is likely to include a reduction in Foundation Aid. The current analysis shows that we receive \$7.9M in Foundation Aid, and we are over-funded by \$7.3M. This number has increased each year.
- When Foundation Aid is adjusted, it has been projected that Onteora would lose over \$7M. This would force us to make very difficult decisions and would require us to close Woodstock. This decision, without the planning for a central campus, would be a disservice to our students, faculty, and staff.

Central Campus

What we want to ENSURE through planning

- A recognition of the emotional and practical impact on families and staff
 - The closure of a school is a loss
- A calm and well-communicated transition to one elementary school
- Capturing the opportunity to enhance a central campus for all students and families that also serves the community

Upcoming Dates

- March 4 BOE Meeting
 - 6 pm at Bennett Cafeteria
- Potential additional Board meeting if needed
- March 18 BOE Meeting
 - 6 pm at MS/HS Auditorium
 - Approve proposition(s) to be added to the ballot

Understanding the Bond Vote

The Board of Education will continue to discuss the path forward.

Please watch the discussions that took place during the two February Board of Education meetings.

Discussions have been around whether to create one or two propositions.

- Two propositions have been suggested to provide choices
- One proposition honors the community vision for a central campus design.

Regardless of the composition of the proposition or propositions, voting no on the improvements related to a central campus is not a guarantee that Woodstock Elementary will permanently remain open.

A central campus will allow the District to plan intentionally and avoid making reactive decisions in the future if faced with drastic fiscal changes.



“

The path from dreams to success does exist. May you have the vision to find it, the courage to get on to it, and the perseverance to follow it.”

— KALPANA CHAWLA



Thank You!



**LEADERSHIP
DEVELOPMENT &
DESIGN**

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POINT ROAD STUDIOS

**There is nothing
stopping
you.**