

**Building Utilization Advisory Committee
Educational Impact Statement**

Submitted to the Pine Plains Central School District Board of Education

Date: August 4, 2026

Overview

In accordance with New York State Education Law §402-a(2), on February 3, 2026, the Board of Education of the Pine Plains Central School District adopted a resolution to form a Building Utilization Advisory Committee to examine the educational impact of the proposed closing of Cold Spring Early Learning Center (Cold Spring ELC) commencing with the 2027-28 school year. Cold Spring ELC is a Pre-K through first grade building, and the Committee was tasked with examining the educational impact of consolidating the students formerly enrolled in Cold Spring ELC into the Seymour Smith Elementary School (currently housing students in grades 2-5).

This committee was formed to promote transparency, informed decision-making and meaningful stakeholder input while the district considers rightsizing. The Committee includes representatives from school district administration, Board of Education, teaching and nonteaching staff, parents of district students, district residents, as well as businesses, labor and elected officials of local government. (See Appendix A for committee members).

The committee met on the following dates and rotated the location at which the meetings were held in order to tour the physical spaces and obtain relevant information from the respective building principals:

- March 12, 2026
- March 26, 2026
- April 16, 2026
- April 30, 2026
- May 14, 2026
- May 28, 2026
- June 25, 2026

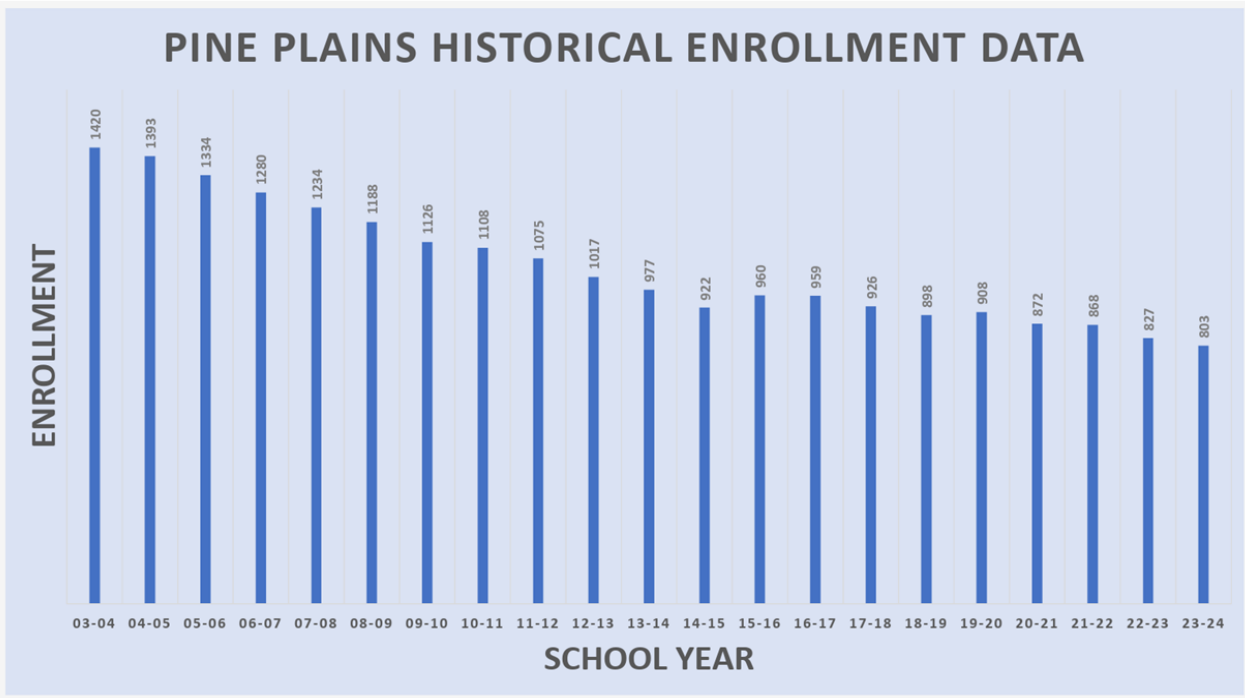
Minutes of the meetings held are annexed collectively hereto as Appendix B. The data and information considered by the committee during the meetings is included on the Pine Plains Central School District webpage entitled “Future Ready Organization”, available at: <https://www.ppcsd.org/info-center/future-ready-organization>.

The analysis set forth hereinbelow addresses each of the statutory factors set forth in §402-a(2) (a) through (f), consistent with the committee’s statutory obligation.

(a) Enrollment, Need, Community Impact, Fiscal Effects, and Disposability

Enrollment: Historical, Current and Projected

The Pine Plains Central School District Historical Enrollment Data demonstrates a significant decline in student enrollment over the past two decades. The total student enrollment dropped from 1,420 students in the 2003-2004 school year to 803 students in the 2023-2024 school year. This decline suggests that the district has more school buildings than is actually needed to serve all of the students presently enrolled.



The enrollment trends and projections for all grade levels for the Pine Plains Central School District are displayed below. The first three columns titled 2023-24, 2024-25, 2025-26 are the actual student enrollment data as of BEDS Day for the corresponding school year. BEDS stands for Basic Education Data System, which New York State Education Department has determined to be the first Wednesday in October every school year to report enrollment data for uniform consistency purposes.

The columns titled 2026-27, 2028-29, 2029-30 are projections of student enrollment by school year. The methodology for these projections assumed all students staying in district and moving up one grade each year. The yellow highlighted number of 50 is being used to project PreK enrollment based from the live birth rate. Some years project a little above 50 and other years project a little below 50. Each year, on BEDS Day, the numbers are updated in this data analysis.

Enrollment Trends and Projections for Pine Plains CSD							
Grades	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Pre-K	53	33	53	50	50	50	50
Kindergarten	48	66	40	53	50	50	50
Grade 1	53	49	68	40	53	50	50
Grade 2	66	53	46	68	40	53	50
Grade 3	51	60	56	46	68	40	53
Grade 4	44	51	65	56	46	68	40
Grade 5	43	46	53	65	56	46	68
Grade 6	61	44	51	53	65	56	46
Grade 7	47	58	46	51	53	65	56
Grade 8	58	53	59	46	51	53	65
Grade 9	63	60	52	59	46	51	53
Grade 10	81	60	61	52	59	46	51
Grade 11	68	80	56	61	52	59	46
Grade 12	60	63	79	56	61	52	59
ungraded	7	7	6	6	6	6	6
Total PK-12	803	783	791	762	756	745	743
Percent Change		-2%	1%	-4%	-1%	-1%	0%
Grades PK-5	358	358	381	378	363	357	361
Percent Change		0%	6%	-1%	-4%	-2%	1%
Grades 6-12	438	418	404	378	387	382	376
Percent Change		-5%	-3%	-6%	2%	-1%	-2%
Updated 2/11/2026	BEDS Data	BEDS Data	BEDS Data	Projection	Projection	Projection	Projection

Prospective Need for the Building

The consolidation of Cold Spring ELC and Seymour Smith Schools into a single Pre K-5 elementary school addresses the critical need for efficient space utilization. Currently, Cold Spring operates at capacity and Seymour Smith maintains eight to nine underused full-sized rooms. By consolidating these schools into one facility at Seymour Smith, the district can operate with 20 general education classrooms plus dedicated spaces for music and art—well within the building’s 32-classroom capacity. This consolidation leaves 10 net classrooms available for special education services, small group instruction, and potential class size reduction initiatives. (See Appendix C for the Enrollment Projection and Facility Analysis Report).

Community Impact

The consolidation of Cold Spring into Seymour Smith will likely have both positive and negative effects on the district community as a whole. Many resources, such as those for special education, will benefit from moving all the elementary grade bands under one roof. Teachers who currently split their time between Cold Spring and Seymour Smith will no longer have to travel between schools, giving them more time to focus on students. Families will likely benefit from streamlined pick-up and drop-off procedures, as all elementary students will attend a single location, and students from the northern parts of the district will not have the longer bus ride to Cold Spring in the PK-1 years.

However, the closure of Cold Spring Early Learning Center will eliminate a neighborhood school presence, potentially affecting community cohesion in that area. Students from Stanford and surrounding areas, who live closer to Cold Spring than Seymour Smith, will have long bus rides to school throughout their years and not excepting the PK-1 years. The consolidation will also impact employment, as the most effective way of saving money through consolidation is the downsizing of staff. Many of the employees of the Pine Plains Central School District are district residents, and any loss of employment will have an impact on the community.

Fiscal Effects

There will be some initial costs to consolidation and some initial savings. Some of the initial costs for preparing Seymour Smith ILC are listed below:

- Addition of age-appropriate playground at a cost of approximately \$90,774;
- Addition of bathrooms on the second and the third floor at an estimated cost of \$35,000-\$80,000; and
- Revamping the parking lot at a cost of \$163,000 to increase parking spaces by 20 spaces and to create a drop-off area).

This totals approximately \$290,000 to \$330,000 in initial costs.

The consolidation generates substantial financial benefits for the district. Closing Cold Spring eliminates daily maintenance costs, reduces transportation expenses (which are projected to increase annually), and decreases administrative overhead. Additionally, the Cold Spring property becomes available for revenue generation through leasing, rental agreements, or sale. These cost savings and revenue opportunities provide the district with resources to invest in educational programs, technology, and facility improvements at the consolidated school. The five-year enrollment projections indicate that these savings will be sustainable throughout the planning period.

Disposability

The Cold Spring Early Learning Center property presents multiple options for future use. The district can lease the facility to private educational providers (as currently occurs with two rental rooms), rent the space to community organizations, or sell the property outright. Each option generates revenue while addressing the district's space surplus. The decision regarding property disposition should align with community needs and district financial priorities, ensuring that the asset serves the broader community even after school consolidation.

If the building is leased for educational purposes, it will still be able to realize the state building aid in the annual amount of approximately \$300,000. It was noted by a committee member that there is not a high likelihood that the full building would be leased, even if part of the building is leased; the actual revenue resulting from the lease should be considered rather than an assumption that the full building will be leased. Others noted that it is possible that much

of the building may be able to be leased, noting increased interest from Anderson and possibly Dutchess BOCES.

The assessed value of Cold Spring ELC is approximately \$2,500,000 based upon the Assessor's appraisal. It is recommended that the Board of Education consult with the local Zoning Planning Board to better understand potential constraints of selling a building.

(b) Possible Use of the Building for Other Educational or Administrative Purposes

Feasibility of repurposing the building

In September 2021, PPCSD began a partnership with the Anderson Center for Autism, which runs two center-based pre-school classrooms as part of its Anderson Early Learning Academy (AELA) at Cold Spring ELC. [AELA](#) is "a NYS approved 4410 program that provides children ages 3-5 years of age opportunities to learn in an environment that is developmentally appropriate and teaches the skills needed to be successful in kindergarten."

Enrollment in these 12-month classrooms is available to all districts in Dutchess and Columbia Counties. One classroom has an 8:1:3 ratio (eight children, 1 special education teacher, 3 paraprofessionals) and the other has a 12:1:3 ratio, for a total of 20 spots for children with special needs. The classrooms have been full each year, often with a waitlist. Based on county needs, Anderson has expressed interest in expanding its program to add classrooms in the Cold Spring ELC building.

Though Anderson does not anticipate the need for the entire building, Dutchess BOCES has expressed interest in opening classrooms at Cold Spring ELC as well should the space become available. These classrooms would also be available to all districts throughout the county and would serve the needs of students receiving highly intensive special education services.

While not currently under consideration, should we have the need to move the district or other administrative offices in the future, Cold Spring ELC could be an appropriate location.

Cost implications of repurposing vs. closure

Should the building be repurposed for special education programs, it would be cost effective for the district by reducing the transportation for individual students to out of district programs that are farther away from the district. There may be additional costs in running a special education program year-round, such as the addition of air-conditioned classrooms. The two rooms that Anderson currently occupies have already had air conditioning installed. That cost for installment of additional air conditioners would be subject to negotiations within the contours of the lease and subject to various constraints depending upon the applicable laws and leasing entity.

Alignment with district strategic goals

Repurposing the Cold Spring ELC building for county-wide special education programs through Anderson and BOCES is aligned with all three priority areas of our district's strategic plan. Academic Excellence is addressed through providing access to appropriate programs and services within the boundaries of our district rather than sending our special needs students to programs at great distances. Student Experience is addressed as the Anderson and BOCES programs would both meet the needs of individual students. We typically have four to five children enrolled in Anderson's preschool program each year. We have upwards of ten students at Dutchess BOCES each year, several of whom might be able to attend school closer to home, depending on the age-ranges of the classrooms. Community Connection is addressed as other districts throughout the county will be able to send students to both programs as well, aiding in meeting the significant need for more special education program availability in northern Dutchess County.

Educational Impact Considerations

If Anderson and/or Dutchess BOCES use space in the Cold Spring building, it will benefit some of our individual students with special needs. In the past five years, the availability of the AELA has helped to reduce transportation time for our pre-school children in need of center-based programs. Currently, other pre-school program options are significantly farther away, such as in Beacon, Wappingers, Poughkeepsie, Hudson, and Kingston.

District school-age students in need of special education programs currently attend Dutchess BOCES in Poughkeepsie, Ulster BOCES in Kingston, or Questar III BOCES in Castleton. Having the option for district students to attend a BOCES program that meets their needs in Stanfordville would not only decrease transportation time and costs but would be a less restrictive environment for those students, a federal mandate of special education.

If Anderson and/or Dutchess BOCES use space in the Cold Spring building, and our students attend those programs, it will improve efficiency with transportation time and costs (preschool transportation is funded by the county; the district is responsible for school-age transportation). It will provide access to special education services in a less restrictive environment as it will be closer to home.

Repurposing the building to be a year-round special education building could incur costs for upkeep or addition of air-conditioning. However, the benefits of repurposing far outweigh full closure as it would provide special education services closer to home for as many as fifteen of our district students. This repurposing is not only in the best interest of our students with special needs but also in the best interest of the district as it would reduce transportation costs.

(c) Impact on Personnel and Costs of Services

Personnel Needs

If the decision were made to consolidate Cold Spring ELC and Seymour Smith ILC, staffing levels would be subject to review by the Board of Education to determine the cost-savings. Based upon an estimate of costs associated with the reduction in all redundant services, the cost savings would be approximately \$942,727.

Some options the Board may consider are the reduction of duplicative administrative, custodial, and/or other support services. Consideration may also be given to reductions in staff by way of attrition versus abolishing all redundant positions on an immediate basis.

Costs of Instruction

None. The section loads at each grade level are determined by enrollment and the current number of teachers that we have supports current and projected enrollment needs.

Transportation Costs

A decision to consolidate students from the Cold Spring ELC into the Seymour Smith ILC, it is estimated the following savings would result:

- Reduction in daily mileage: 1,048 → 568.48 miles
- Reduction in bus runs: 13 → 9 runs
- Elimination of contracted transportation (2 runs): \$200,000 annual savings

Other Support Services

Pursuant to a decision to merge Cold Spring ELC and Seymour Smith ILC, staffing levels would be subject to a review by the Board of Education. Some options the Board may consider may include reducing duplicative food service employees, custodial employee and/or support services providers.

Educational Impact Considerations

In the General Education setting, instructional quality will not be impacted because all instructional staff would be moving over from Cold Spring ELC to Seymour Smith ILC. The section loads at each grade level are determined by enrollment and the current number of teachers supports current and projected enrollment needs.

In the Special Education setting, the same number of students will be served with the same resources; any differences would be minimal or lead to cost savings because of special teachers and other personnel occupying one classroom instead of two in each building. Services provided to ELLs and related services such as OT and PT may be enhanced by greater staff flexibility in one location as currently time is lost based upon these related services providers traveling between buildings.

(d) Building Characteristics and Financial Obligations

Type, Age, and Physical Condition

Please see Building Condition Survey (Appendix D).

Outstanding Indebtedness

Existing debt obligations are associated with a district-wide capital project commencing in 2021. The amortization schedule is appended (see Appendix E). The amortization schedule shows the existing outstanding debt and the offset of building aid each year.

Maintenance and Energy Costs

Please see energy costs associated with each building appended, which includes the district's per kwh, fuel oil per gallon and propane per gallon costs (see Appendix F).

Operational Efficiency and Cost Savings

Unless there were a closure/sale of Cold Spring ELC, there will not be savings significantly realized from the consolidation of Cold Spring ELC into Seymour Smith ILC in electric costs or fuel and heating costs. Leasing space in Cold Spring ELC will result in the need to maintain the two separate facilities.

Recent or Planned Improvements

The following section describes capital investments already made or scheduled. It should be noted that the 2021 capital project that is currently ongoing, much of which will be addressed in the summer of 2026, will ameliorate the components of Seymour Smith ILC that are currently deemed unsatisfactory and/or reflect health and safety concerns.

2025 Districtwide Capital Project – Scope of Work

The district is proactively investing in critical infrastructure upgrades at Seymour Smith to protect existing assets, enhance safety, and ensure long-term operations. Seymour Smith – Health and Safety Improvements - Projected Investment: \$1,900,528. The planned improvements include:

- replacement of the rear stair and ADA-compliant ramp, along with upgrades to the transformer exterior door and related hardware;
- comprehensive exterior masonry restoration, including repointing and targeted efflorescence remediation;
- repairing and recoating of cast stone at the front façade to preserve structural integrity and appearance; and
- reconstruction of deteriorated parapet walls to prevent further degradation and water intrusion.

Seymour Smith – 2021 Capital Project Highlights

- **Roof Replacement:** Installation of a high-performance EPDM roofing system, delivering durability, extended lifespan, and improved insulation to reduce long-term energy costs.
- **Masonry Restoration:** Addressed widespread masonry failure responsible for persistent leaks. Critical repairs included stabilizing the parapet capstone, mitigating water

infiltration, and reinforcing the deteriorating stage wall where structural separation and material degradation were evident.

- **Boiler Replacement (Dual-Fuel System):** Replacement of aging 1985 steam boilers with a modern, energy-efficient dual-fuel hot water system. This upgrade improves reliability, simplifies maintenance, and provides fuel flexibility, aligning with systems already in use at other district facilities.
- **VRF Univents:** Univents were installed on the third floor for air conditioning. VRF units are an advanced, energy-efficient heating and cooling system used in large buildings.

Seymour Smith – 2021 Capital Project Highlights - Phase II

Phase II of the 2021 project is the abatement of asbestos tiles and replacement with VCT tiles. The abatement and replacement include approximately 19,845 sq ft. of tiles installed in 1932.

These targeted investments demonstrate a strong commitment to maintaining safe, efficient, and resilient facilities while proactively addressing issues that, if left unresolved, would lead to significantly higher long-term costs.

Debt Service and State Aid Summary

The financial analysis (Appendix E) demonstrates that the district's capital investments are highly supported by New York State Building Aid, significantly reducing the burden on local taxpayers. Across the life of the debt, total combined debt service is projected at approximately \$3.45 million, while total State Building Aid is estimated at \$8.64 million—more than doubling the cost of the debt.

As a result, the district realizes a net positive financial position, with an overall negative net local share of approximately \$5.2 million, meaning State aid more than offsets debt obligations. On an annual basis, Building Aid consistently exceeds debt service payments, ensuring that capital improvements can be funded with minimal to no additional local impact.

This strong aid ratio positions the district to responsibly invest in facilities that support student learning while maintaining long-term fiscal stability. It also reinforces the financial viability of consolidation efforts by aligning capital improvements with maximum State reimbursement, preserving educational programs and resources for students.

If the District is unable to lease the building and must close the building, there would be a loss of approximately \$300,000 per year based upon building aid.

(e) Capacity of Receiving School

Seymour Smith ILC as receiving school

Seymour Smith ILC has the available classroom space to receive all students from Cold Spring ELC (See the Haber report in Appendix C for a breakdown of space usage capabilities).

The Principal of Seymour Smith ILC, has evaluated the available space and determined that all students currently enrolled in Cold Spring ELC can fit into Seymour Smith ILC and there would still be room available for necessary services, assessment, and all activities. For the next

three school years, it is anticipated that there will be 4-5 flexible spaces beyond the traditional homeroom-based classroom needs, with some adjustments to the program (described below).

If additional space is needed, as during state testing, library programming may be cancelled or relocated on those specific dates as needed. While all classrooms in grades PK-K currently have in-class or shared classroom bathrooms, Kindergarten students would now use a hallway bathroom consistent with the current practice in 1st grade.

Program capacity and effectiveness

Program capacity will not be impacted negatively with some adjustments to delivery, and there may be positive impacts of having the PK-5th Grade in the same building. For example, greater flexibility could be given to grade-banded special classes, and ELL teacher travel time would be reduced given the proximity of Seymour Smith to Stissing Mountain. All programs and services currently being delivered will be maintained, apart from enrichment, which was not eliminated because of building utilization. The intervention spaces may be shared, but this should not impact the delivery of services at the current level (and as can be reasonably foreseen to be future needs). The computer programming will take place in the classrooms via cart rather than in a dedicated space as the current computer lab will be used as a classroom.

Generally, program effectiveness will benefit from the merger due to greater opportunities for vertical alignment, shared professional development, and integration of faculty and staff into one elementary unit.

There will be an impact on shared spaces as the gym may need to be utilized by two classes at the same time. This will be accommodated using a curtain room divider that will turn the gym into two classroom spaces. The cafeteria will be impacted as there will be more students eating at a given time, but this should be well within the capacity of the space.

Building utilization rates for Seymour Smith would include the addition of the adults and students from Cold Spring ELC and the additional transportation needs that accompany them, such as vehicles and buses. The cafeteria would be utilized to a greater degree to serve more students. Parental traffic during drop-off and pick up would also be increased. This could have impacts on the surrounding community.

Educational Impact Considerations

Class size will remain the same. Section loads are determined by enrollment, meaning the number of sections of classes in a given grade is determined by the size of the cohort. Impacts on the learning environment include hallway bathrooms for kindergarten; transitions between building locations; shared gymnasium; and difference in sizes of classrooms (many classrooms in Seymour Smith ILC have taller ceilings and may be larger or smaller than Cold Spring ELC, though this should not impact student learning). Additional sections may be added in AIS and specials (e.g. art, music, physical education, etc.), given that all staff are available and are not split between buildings.

Program quality shall not be significantly impacted by the merger of elementary buildings, and in some cases, may be enhanced. All existing programs will be maintained, except for those that have been eliminated for reasons unrelated to the merger. Opportunities to improve service delivery within the areas of Special Education and ELL services may result from such a change. For example, ELL teacher travel time will be reduced, and service providers can access elementary students with greater ease. Additional opportunities for AIS and delivery of specials (e.g. art, music, physical education, etc.) may be realized.

Having all elementary students under one roof produces opportunities for better utilization of elementary-certified staff. Expanded grade band options for special education are noted. Having all elementary students in the same building may allow for elementary-level programs across grade levels. Professional development and curricular alignment may be better aligned across PK-5. The available substitute teacher pool, or peer coverage, may be improved.

Programmatic and Instructional Summary

The consolidation of Cold Spring ELC into Seymour Smith ILC presents meaningful opportunities to strengthen instructional alignment, expand student supports, and improve operational efficiency while maintaining a high-quality learning environment.

Students and staff will benefit from greater PreK–5 vertical alignment, including coordinated curriculum, shared instructional practices, and enhanced collaboration in planning, coaching, and consultation. A unified approach—supported by a new ELA program—will promote consistency in instruction and allow for more effective tracking of student progress over time.

The merger also enhances access to resources and supports. Shared intervention specialists and staff will better meet student needs across grade levels, while increased flexibility in staffing can help address absences or shortages. Consolidating elementary students into one location may also increase family engagement, including parent participation as substitutes.

Students will gain from a more connected school community, with expanded opportunities for extracurricular activities, peer mentoring, and leadership, as older students serve as role models for younger learners. While there will be some logistical adjustments—such as shared instructional spaces, scheduling considerations, and repurposing certain rooms—the building will retain flexibility, including available spaces for testing and support services.

The consolidation of Cold Spring ELC students into Seymour Smith ILC ensures access to a fully air-conditioned facility that meets New York State classroom temperature regulations. This enhanced climate control supports a comfortable and consistent learning environment, minimizing disruptions caused by excessive heat and allowing students to remain focused, engaged, and ready to learn throughout the school day.

Overall, the transition is expected to have minimal disruption for most students, with the greatest adjustment for PreK and Kindergarten. With thoughtful implementation, the consolidation will foster a cohesive school culture and provide long-term academic and social-emotional benefits for all students.

(f) Shared Utilization of Space

Opportunities for shared use of the building

Community organizations will operate under the same requirements for building utilization as currently exist. NYS Law requires that an AED-certified member must be identified and present during building use.

Recreational programs will operate under the same requirements for building utilization as currently exist. NYS Law requires that an AED-certified member must be identified and present during building use.

Adult education or civil use will operate under the same requirements for building utilization as currently exist. NYS Law requires that an AED-certified member must be identified and present during building use.

The proposed merger would not impact shared use of facilities at Seymour Smith. The current guidance for use of district facilities will be maintained. During the building utilization committee process, inquiries were made to the feasibility of providing before and after-care programs at a district facility. The Board of Education and district administration are encouraged to explore community partnerships that would provide these services.

Educational Impact Considerations

Community partnerships benefit students by enhancing the educational program beyond the four walls of the school. The district should seek expanded opportunities to partner with community organizations in the future.

In the absence of a dedicated enrichment program, community partners offer opportunities for students to expand their learning. As the Portrait of a Graduate takes shape in New York State, in alignment with the district's strategic plan, the district is encouraged to form lasting partnerships with businesses, organizations, and community groups to enhance student learning.

Community use of district facilities must adhere to established guidelines in a manner that does not interfere with the instructional program of the school. Operational protocols now require community groups to identify an AED-certified individual to be present as a condition for use of facilities. The district is encouraged to work with community groups in meeting the requirements for facilities use.

Educational Impact of Not Consolidating (Three Schools Remaining Open)

While not explicitly required by §402-a (2), the Committee discussed its desire to consider the educational implications of maintaining three schools in the context of declining enrollment and a structural budget gap.

Maintaining three separate buildings presents ongoing financial and operational challenges that may negatively impact the district's educational program. Uncertainty in future

Foundation Aid, combined with declining enrollment, rising healthcare costs, and increasing unfunded mandates, places continued pressure on the district's budget. These factors raise the risk of reductions to programs and staffing levels, which could directly affect student opportunities and services. Additionally, the continued expense of operating multiple transportation routes further strains resources. Together, these challenges underscore the importance of exploring more efficient models that preserve and strengthen educational offerings while maintaining fiscal stability.

Conclusion

Based upon its review of the information presented, the statutory factors set forth in Education Law § 402-a(2)(a) through (f), the data and materials referenced in the appendices, and the discussion and input received during the Committee's meetings, the Building Utilization Advisory Committee files this Educational Impact Statement with the Board of Education for its consideration. The Committee recognizes that it is tasked with a role that is advisory in nature and that any final determination concerning the educational impact of consolidating Cold Spring ELC into Seymour Smith ILC rests with the Board of Education after consideration of this report, the supporting materials, and any additional information received from the public hearing on this Educational Impact Statement.

While a minimum of six months is required for consideration of a potential building closure under Education Law § 402-a, local planning for considerations related to right-sizing began in July of 2024 when the district's five-year long-range fiscal plan was reviewed, following which Dr. Timm, Superintendent of Schools, presented enrollment trends and potential impact on foundation aid to the Board of Education in August of 2024.

Turning to the ultimate recommendation contained in this educational impact statement, sixteen out of twenty committee members are in support of this report as written, while three out of twenty committee members disagree with one or more components of this report as written, or feel as though there should be a way to close the monetary gap faced by the district without consolidating elementary schools and authorizing alternative usages for the Cold Spring ELC. No response was received from one out of the twenty committee members.

Appendix A

Building Utilization Advisory Committee Members

Brian Timm, Superintendent
Julie Shaw, Legal Counsel for the District
Amie Fredericks, BOE President, Stanford resident
Chip Couse, BOE Vice President, Milan resident
Jean Stapf, BOE Member, Milan Resident
Laura Rafferty, Business Official
Julia W. Tomaine, Personnel Administrator
Gian Starr, PPAA President - Chris Boyd, PPAA Representative (Alternate)
Janine Babcock, PPAA Representative
Renee Rundall, PPFE President - Nick Dean, PPFE Vice President (Alternate)
Trudi Kubsch, PPFE Member
Renee Shea, SRP President - Drew Weaver, Second Vice-President
Mechelle Burdick Kusko, SRP Representative
Lauren Osterman, Town of Stanford Employee
Kyle Odell, Town of Stanford Business Owner
Brooke Brown, Town of Stanford Community Member
Brian Walsh, Town of Pine Plains Supervisor
Sean Devine, Town of Pine Plains Business Owner, Tricia Devine (Alternate)
Sarah Jones, Town of Pine Plains Community Member
Glenn Weinrich, Town of Milan Town Board Member
Colleen Lutz, Town of Ancram Supervisor
Joan Taylor, Town of Ancram Community Member, PPFE Retiree
Tara Silberberg, Town of Gallatin Supervisor
Ann Simmons, Town of Gallatin Business Owner
Sara McGhee, Town of Gallatin Town Board Member

Towns of NorthEast, Clinton, Clermont and Livingston have no representatives due to lack of interest.

Appendix B

Building Utilization Advisory Committee
Meeting Minutes
March 12, 2026, 6pm – 8pm Stissing Library

Pine Plains CSD Superintendent of Schools, Dr. Brian Timm, opened the meeting at 6:01pm and welcomed everyone to the first meeting of the Building Utilization Advisory Committee. He then asked the group to go around the table and introduce themselves and state their title and/or town they represented.

Dr. Timm's goal for the meeting was to share his presentation titled "Why is PPCSD discussing the need to rightsize?" with the committee. Dr. Timm felt it was important for the members of the committee to review the data that has been presented at the Board of Education meetings and the history that led to the formation of the committee. He reviewed where the [Future-Ready Organization](#) page is located on the district website. The workshops and presentations dating back to July 2024, when the topic of rightsizing the district first occurred, can be found on this page. Dr. Timm apologized in advance for doing most of the speaking for the evening as he went through his presentation and stated that future meetings will be more of a discussion among the committee.

Guiding principles for the committee work include creating a transparent process, solutions that benefit the district as a whole, and finding fiscally responsible solutions.

A copy of Dr. Timm's presentation can be found on the [Future-Ready Organization](#) page on the district website.

Pine Plains Central School District: Why is PPCSD discussing the need to rightsize?

Dr. Timm reviewed data related to the significant decline in enrollment over the last 20 years. District enrollment in 2003-2004 = 1,420 students. District enrollment in 2024-2025 = 783 students.

He reviewed historical data of student enrollment by school building. Seymour Smith and Cold Spring were both K-5 buildings until 2010. Our current configuration: Cold Spring houses grades PreK -1, Seymour Smith houses grades 2-5, and Stissing Mountain houses grades 6-12. In 2004-2005 school year there were 823 students just in Stissing. In 2024-2025 we had a total enrollment of 783 students in the district. He also presented a projection of the average class size by grade level for the 2026-2027 school year.

Dr. Timm paused to ask if anyone had any questions regarding the data as presented.

- A committee member asked about the PreK enrollment data and when the PreK program was established in PPCSD. Answer – the current freshman class was the first PreK class in 2015.*

- A committee member asked for clarification on what “ungraded” meant. Answer – ungraded refers to a student with disabilities not assigned to a specific traditional grade level (e.g., K-12) for academic or special education purposes.

Dr. Timm reviewed historical data related to instructional staffing districtwide, and provided a comparison of total instructional staff and student enrollment from 2018-2019 through 2024-2025. Instructional staff numbers have remained relatively stable across the years, plus or minus a few. Teacher aides have trended more toward full-time than part-time in recent years. From 2018-2019 to 2024-2025, the number of instructional staffing decreased by 3, while enrollment decreased by 115 students.

Dr. Timm paused to ask if there were any questions regarding the data as presented. There were no questions from the committee regarding this data.

Dr. Timm provided an overview of the budget process, how the district creates the budget, the key factors affecting the budget, and how the tax cap is calculated.

The district has a variety of revenue sources with the most significant being our State Aid (Foundation Aid comprises 73% of all aid).

Some of the key factors affecting the 2026-2027 budget include:

Health insurance costs are expected to rise by 10%. Special education services and BOCES (Board of Cooperative Educational Services) costs continue to increase.

The rising cost of Health insurance will be the most impactful factor affecting the budget going forward.

The district faces a substantial budget gap. The tax levy needed is \$29,613,160. The maximum allowable tax levy under the state's tax cap (3.4%) is only \$28,831,591. The district will need to exceed the tax cap by \$1,727,358 (a 6.19% increase) to cover expenses in the 2026-27 budget.

Dr. Timm paused to ask if there were any questions regarding the data as presented. There were no questions from the committee regarding this data.

So, why does PPCSD have one of the highest per pupil costs? The school budget continues to increase to cover current expenses, while student enrollment continues to decline.

Dr. Timm provided an overview of Foundation Aid, the definition of “Save harmless” or “Hold harmless”, and explained the two very impactful variables used to calculate Foundation Aid – 1. Student Count and 2. Wealth Ratio.

Foundation Aid was created in 2007. The aid is based on our enrollment in 2007 and not our current enrollment. He reviewed what the wealth ratio calculation is. PPCSD has a high

wealth ratio. We look wealthy on paper but this is not an accurate representative of students attending our schools.

There are approximately 700 school districts in NYS. 423 of the school districts are on hold harmless. The Governor has threatened to take Foundation Aid away from school districts. When the foundation aid is taken away or recalculated it will greatly affect these districts. Dr. Timm anticipates this happening in the next couple of years and it will greatly affect the aid received by PPCSD.

PPCSD has a potential solution to the problem by consolidating to 2 buildings and reducing associated costs. Other districts are facing the same problems, without a path to rightsize their district.

Dr. Timm paused to ask if there were any questions regarding the data as presented, or any other questions related to the committee work and purpose.

- A committee member asked for the data trends for administrative, custodial staff, etc.
Dr. Timm stated that all other staff have remained relatively stable over the years. He can prepare the data for the next meeting.
- A committee member asked if the district can prepare a per pupil cost comparison to districts of similar size. A Board member responded that the requested information would be difficult to compile. PPCSD is unique. The district is 140 square miles that needs to be serviced by the same bus fleet, whether our enrollment is 1400 students or 700 students. We will attempt to collect the requested data.
- A committee member stated that the committee should review the EV Mandate required by the State, as well as the extreme heat conditions regulation and the ensuing cost to the school district by required unfunded mandates. Dr. Timm provided a brief overview of each and will bring more information to the next meeting.
- A committee member requested the projected dollar amount of closing a building and the accompanying effect on the budget. Dr. Timm stated he will prepare this information to the next meeting.
- A committee member requested data regarding the analysis and cost associated with retrofitting a building. Dr. Timm can bring this information to the next meeting. He commented that Seymour Smith was once a K-5 building and would require minimal, if any, retrofitting. A teacher on the committee stated that modification to the playground area and bathrooms would be required.

- A committee member requested information on current building conditions and how many employees would potentially be displaced if a building were to close.
- A committee member requested to tour all three school buildings at future meetings. Dr. Timm agreed and said building tours will be arranged.
- A committee member asked how transportation costs would be affected by the closure of a building. Dr. Timm can provide this information at a future meeting.
- A committee member asked if a facilities analysis was completed for Stissing. Dr. Timm stated that a preliminary analysis was done. Stissing does not accommodate our youngest students, and agreed that the committee should look at this data to make an informed recommendation.

Dr. Timm reiterated that the committee will need to recommend a short-term solution and a long-term solution. If all other variables remain stable and the only variable increasing is healthcare, we will be starting at 6.1% for the 2027-28 budget development. It will only increase from there.

The following is a list of potential agenda items identified by the committee for future meetings.

- Building utilization studies of the buildings
- Costs the district is facing
- Viable short-term and long-term solutions
- Schedule a tour of each school building
- We currently rent two rooms to the Anderson School at Cold Spring. They are interested in increasing their footprint at Cold Spring. BOCES has also expressed interest in renting space at Cold Spring as well. This should be considered as a potential source of revenue.
- Zoning of the location of each school building
- Any outstanding bonds for each of the buildings
- Funding sources for upcoming capital project – reevaluate needs vs. wants
- Detailed information of DEHIC rates

Dr. Timm convened the meeting at 8pm. He once again thanked everyone for coming and participating in the committee work. He recognized that it is a lot of information and can be overwhelming. He emphasized again the need for both a short-term and a long-term solution recommendation to the Board of Education by September.

Minutes prepared by Trish Audenino, Secretary to the Superintendent, present at the meeting.

Building Utilization Advisory Committee
Meeting Minutes
March 26, 2026, 6pm – 8pm Stissing Library

Opening of Meeting

Dr. Brian Timm, Superintendent of Schools, opened the second meeting of the Building Utilization Committee at 6:01 pm. He reviewed the agenda for the evening:

1. Minutes
2. Financial Standpoint
3. Building Utilization Report conducted by Dr. Ross Haber
4. Review of Unfunded Mandates
5. Review of the minutes to determine future data sets
6. Short-term vs Long-term Goals
7. Tour of Stissing Mountain Junior / Senior High School
8. Discussion of dates for the tours of Seymour and Cold Spring

Copies of the following materials were handed out to all committee members:

1. Minutes from March 12, 2026
2. Excerpt from the Draft Budget – Overall Budget Factors
3. Policy #8113 – Extreme Heat Conditions
4. Zero Emissions School Bus Law materials
5. Dr. Ross Haber’s Enrollment Analysis from March 2024

Minute Review

Dr. Timm reviewed the minutes from the March 12, 2026. There were no comments. Dr. Timm moved on to ask if any committee member had anything to bring up from the last meeting.

Members asked for the cost report on the operations of Cold Spring and Seymour Smith.

Dr. Timm directed the group to look at the data sets on Page 3 of the minutes. He asked for the consensus of the committee on which data points were the most important to review on each of the building tours coming up? He said we can drill down later in the evening as to which data sets will be prepared.

Committee members brought up parking issues at each building (CS & SS). Another member inquired if new data sets could be added.

Financial Overview

Dr. Timm presented the “[Overall Budget Factors](#)” from the Budget Workshop held on March 17, 2026. He gave the timeline going forward to the date the Board of Education must adopt the budget for the 2026-27 school year. He reviewed the budget that was presented to the Board of Education and highlighted the budget factors. He discussed in order for the budget to pass the District would have to pierce the tax cap and have the support of 60% of the voters. If the budget failed to pass, the District would have to revert to the previous year’s levy. The District would only be able to operate on what was required by NYS, no enrichment or AP classes. He discussed the following considerations to reduce the shortfall in funds:

- ❖ Program
 - No Pre-K
 - Electives

Building Utilization Advisory Committee
Meeting Minutes
March 26, 2026, 6pm – 8pm Stissing Library

- Sports
- ❖ Staff
 - Reduction/right size
- ❖ Transportation
 - Consolidation of runs
 - Eliminate 5:00 bus

Questions and comments from the *committee* after the presentation:

If everything stayed the same what would be the impact?

Dr. Timm - The budget would increase by 9 or 10% if things stayed status quo.

To save staffing, could the cost of renovating Seymour Smith be reallocated?

Dr. Timm – No, the funds would be required to be returned to the Capital Reserves.

Are there reserves we can use?

What reserves could be used to reduce the shortfall for the budget?

Has the Foundation ever been reduced?

Dr. Timm discussed Foundation Aid for those that were not familiar with the potential four million cut to our aid from NYS due to the restructuring of the current calculation. The current aid was calculated for the district when the enrollment was 2x as it is now.

Administrators from other districts are not worried about losing Foundation Aid. This is the first “we” are hearing about this kind of reduction. This reduction in Foundation Aid is being used as a scare tactic.

Dr. Timm replied that the Foundation Aid commentary is not a ‘Scare Tactic’ but a reality that the district is financially planning for the future. The district will have a shortfall of four million dollars, the when is unknown.

Ms. Julie Shaw, PPCSD Attorney, shared information on the Rockefeller Institute report. This report was requested by NYS Government to analyze the approach other states are taking on education funding, which could inform discussions about how best to reform New York State’s Foundation Aid formula.

Who do we compare with locally? (in regards to the budget issues)

Dr. Timm suggested that Germantown and Onteora were in similar circumstances.

When would hold harmless kick in?

Dr. Timm shared how the formula for the Foundation Aid was based on enrollment and certain types of student enrollment are weighted, i.e., special education, economically disadvantaged and ELL students. The formula indicates we will lose four million dollars of aid.

Building Utilization Review

Dr. Timm reviewed the report Dr. Ross Haber presented to the Board of Education in March of 2024. The finding of this study is that the district could consolidate the Cold Spring Early Learning Center and

**Building Utilization Advisory Committee
Meeting Minutes**

March 26, 2026, 6pm – 8pm Stissing Library

Seymour Smith Intermediate Learning Center into one prekindergarten through five elementary school. The report suggested that Seymour Smith had more room and could easily house all grades.

Is Seymour able to house Pre-K?

Dr. Timm's response was in the affirmative, this building once housed Grades K-5. Dr. Timm continued with the overview of the Utilization report touching on Stissing. Mr. Boyd was in attendance and he would show the committee the spare rooms and how the school is currently configured on the upcoming tour of the building. Dr. Timm asked if there were any additional questions on the Building Utilization report?

A member of the committee commented that she's seen better reports and can't buy into Haber's presentation.

Questions on table 5 of the presentation as Special Education needs were not indicated. What about the computer lab?

Dr. Timm shared that "right-sizing" will feel difficult. Without the right-sizing the problems are only going to get worse. Staff may have to share rooms. The goal is to take Cold Spring and put it in Seymour with minimal impact to the least number of people.

This study doesn't take into account the finances (of all buildings) or the repairs needed at Seymour Smith.

Dr. Timm asked what were the short-term solutions.

Committee members indicated they needed the financials for any short-term solutions.

Use space at Stissing and keep Cold Spring.

We need the data before any building is closed.

Dr. Timm stressed that with the financial outlook, we need a decision by fall.

Committee members brought up the following issues/ideas:

- ◆ *Not enough parking in either building (CS or SS)*
- ◆ *Buildings needs work*
- ◆ *Expand Cold Spring*
- ◆ *Disbelief of the financial situation*
- ◆ *Long-term solution to build on to Stissing*
- ◆ *Re-districting by eliminating Stanford and Clinton*
- ◆ *Can Stissing fit everyone?*

Dr. Timm relayed that in talking with the architects it would be more cost effective to build upwards than to build a new wing. Dr. Timm discussed the BEDS data, that he previously discussed at each of the workshops that reviewed our enrollment and forecasted enrollment.

BREAK – the committee toured the building with Mr. Boyd as the guide.

After the committee completed the tour and the meeting was returned to order at 7:35 pm, the committee noted that there was a lot of space in the building. They questioned if 5th grade could be moved to Stissing in the fall.

Building Utilization Advisory Committee
Meeting Minutes
March 26, 2026, 6pm – 8pm Stissing Library

Dr. Timm asked how the committee felt about 5th grades riding the bus with 6-12th graders. He also spoke about the maturity of the 3,4 and 5th graders and the need for bathrooms in the classrooms or could they use the hallway bathrooms.

Ms. Kubsch, PPFE member, in her professional opinion, 4th and 5th graders would have a smooth transition. Mrs. Rundall, PPFE President, also felt that 3rd grade would be ok. 2nd grade could manage hallway bathrooms, although they would have to be smaller.

Dr. Timm asked if there were other qualities of the schools that you are considering? What has more value to the community outside of just the building? Are there things about the buildings other than the finances, like architecture?

Dr. Timm stressed that this is a numbers / financial problem that we are experiencing. Seymour Smith cannot fit into Cold Spring, the community (from the thought share) want to maintain the elementary experience. It was his recommendation in January to consolidate Cold Spring into Seymour Smith. It was also discussed that all of the students would be within one mile of each other and that would be beneficial for our SRO and safety. It was noted that Seymour Smith used to house grades Kindergarten through Grade 12. Mr. Couse noted that there is a nostalgic part to Seymour but the building is aging.

Committee members asked what is the real estate value for selling a building?

Dr. Timm remarked that both BOCES and Anderson Center for Autism are looking for more space as we are currently offering a few classrooms to each of the schools.

Committee members inquired on how much revenue would we receive for renting the buildings?

Dr. Timm replied that we would not receive as much revenue for renting parts of the building compared to the entire building.

A committee member commented that it would be a drastic impact to Stanford if Cold Spring was closed.

Another committee member shared that he thought it would be beneficial to have all of the schools centrally located in the middle of Pine Plains.

A committee member asked to have data prepared on each town.

Dr. Timm commented that we would have certain data sets available at our next meeting that is being held at Cold Spring Early Learning Center.

A committee member inquired if questions could be submitted ahead of time for the next meeting.

Dr. Timm replied that he didn't want questions emailed ahead of time as he wanted this committee to have transparency and be collaborative.

Will the district provide information on the data sets?

Can the names of the committee members be shared?

Building Utilization Advisory Committee
Meeting Minutes

March 26, 2026, 6pm – 8pm Stissing Library

Dr. Timm noted that we needed a short-term solution and a long-term solution to our declining enrollment and financial deficits. He described the process of construction on a building, it is at least a five-year process.

Dr. Timm asked the committee to look at the minutes and asked what data sets were the most important to go over at the next meeting for short term decision?

How much would the district save if Cold Spring was closed?

What needs to be done to Seymour?

Issues with parking and adult bathrooms were brought up.

Are there environmental issues?

Why do we need to repair the floors if we are going to be out of Seymour Smith in five years?

What is the building maintenance costs?

What would happen if we closed a school and sold it and a new business came into the area and there was an increase in enrollment?

Many commented that there has been no growth to the communities.

A community member asked for floor plans for each building.

Dr. Timm replied that we could not supply those as it is a safety issue.

Dr. Timm wrapped up the meeting as it was running over the 8:00 pm scheduled ending time.

It was the consensus of the committee to have the following data sets gleaned from the March 12, 2026 meeting minutes for the next meeting being held at Cold Spring Early Learning Center on April 16, 2026 at 6:00 pm:

- ❖ 4: A committee member requested the projected dollar amount of closing a building and the accompanying effect on the budget. Dr. Timm stated he will prepare this information to the next meeting.
- ❖ 5: A committee member requested data regarding the analysis and cost associated with retrofitting a building. Dr. Timm can bring this information to the next meeting. He commented that Seymour Smith was once a K-5 building and would require minimal, if any, retrofitting. A teacher on the committee stated that modification to the playground area and bathrooms would be required.
- ❖ 8: A committee member asked how transportation costs would be affected by the closure of a building. Dr. Timm can provide this information at a future meeting.

The meeting concluded at 8:12 pm.

Building Utilization Advisory Committee
Meeting Minutes
April 16, 2026, 6pm-8pm, Cold Spring ELC

Dr. Brian Timm opened the third meeting of the Building Utilization Committee at 6:03pm.

This meeting took place at Cold Spring Early Learning Center. Dr. Timm introduced Kristen Fischetti, Cold Spring ELC Principal to the committee. Mrs. Fischetti then led the committee on a building tour.

Upon return from the building tour, Dr. Timm gave the group a moment to review the data sheets available for the meeting.

Dr. Timm apologized for not emailing the requested data in advance of the meeting. Some of the information gathered was not available until that day. In the future, we will do our best to distribute information in advance of the meeting, if it is readily available.

Julia Tomaine demonstrated to the group where [BUAC](#) members names and affiliation can be found on the district [website](#). The contact information is available by expanding the *February 3, 2026 – Committee Formed* dropdown bar (click +).

The minutes from the March 26th BUAC meeting were reviewed and accepted with no issues noted.

Dr. Timm reviewed the cost structure data information for the three buildings. This data sheet accounts for the redundancy of services between the two elementary buildings. All figures shown are estimates to demonstrate the potential cost savings for the district if one of the buildings were to close. The potential savings to the district for closing Cold Spring or Seymour Smith are both approximately 1.2 million dollars.

A committee member asked for more granular information related to the cost structure of each building. For example, an in depth review of maintenance and repair costs for each building now, and projected costs for the future. Dr. Timm clarified that the information being requested is in the Building Conditions Survey Report. This information is already available and he will share the report with the committee for the next meeting. Dr. Timm suggested that some of the requests for more granular information could be postponed until after the Seymour Smith ILC building tour.

He reiterated the need for a short-term solution and questioned how some of the requested information would be relevant to determining a short-term solution to the financial crisis facing the district. Dr. Timm stated he believes it is critical the district moves to a 2 building structure sooner rather than later.

A discussion among committee members ensued regarding the decision to delay closing Cold Spring ELC next school year, and how that decision will affect all students next year. The district will pierce the tax cap with the 2026-27 Budget, and as a result there will be cuts to programming.

A community member commented that there is more than enough space in Seymour Smith to accommodate the students and staff from Cold Spring.

Dr. Timm reviewed the data sheet containing follow up responses to questions posed at the March 26th BUAC meeting. Dr. Timm gave the group a few minutes to review the information and discuss questions and/or concerns.

Building Utilization Advisory Committee
Meeting Minutes
April 16, 2026, 6pm-8pm, Cold Spring ELC

A committee member asked if additional bathrooms were planned to be built at Seymour Smith if Cold Spring were to shutter. Yes, locations have been identified where additional bathrooms can be built, if necessary.

Dr. Timm suggested again that the committee hold some of the questions until after the Seymour Smith building tour. He felt it would be beneficial for the group to see the building, as some of these questions may be answered once they have the opportunity to tour the building. Ms. Roberts will be able to demonstrate how and where they will all fit into the one building

A discussion among the committee ensued regarding the various potential grade band structures.

- Could PreK through 5 fit in Cold Spring? If not, what grade bands would fit?
- If Seymour Smith closed, what would the grade bands look like at Cold Spring and Stissing?

Dr. Timm felt it would be difficult to fit Prek-3 at Cold Spring. If it is possible, grades 4 and 5 would have to move up to Stissing, and create a 4-8 elementary/middle school. Significantly more work and planning would be required to create a 4-8 grade level band at Stissing than what is required for PreK-1 (Cold Spring) to move into Seymour Smith.

The results from the survey regarding rightsizing and school building consolidation that was sent to the community in the fall of 2025, indicated that the community very much wants to maintain the “Elementary experience” for the students. This is why it was Dr. Timm’s recommendation to close Cold Spring in the 2026-2027 school year.

A committee member commented that more students could fit into Cold Spring if we were creative with the space. Specials classes, may not have a dedicated classroom, but could operate on a cart and push into classrooms.

Dr. Timm will arrange for another tour of both Stissing and Cold Spring, and ask Mr. Boyd and Mrs. Fischetti to demonstrate what grades could potentially fit in each building and where.

A committee member commented that Cold Spring is a “gem” of the district and a special place. We need to consider what the educational impact would be to our youngest students if Cold Spring were to close. Another committee member commented, and many agreed, that it is the people that make Cold Spring so special, not the place. Those same people will make Seymour special for our students.

A committee member inquired about bus mileage and routing.

Dr. Timm explained that the entire fleet goes out for the Jr/Sr HS run. After drop-off at Stissing, the fleet returns to the bus facility to refuel. The fleet splits in half. All of the buses cover the entire footprint of the district. Half of the buses go to Seymour and the other half continue down to Cold Spring, and then return back to the bus facility next to Seymour.

Dr. Timm asked if there were any additional questions regarding the data presented this evening.

Building Utilization Advisory Committee
Meeting Minutes
April 16, 2026, 6pm-8pm, Cold Spring ELC

A committee member commented that the parking situation at Seymour is a nightmare during arrival and dismissal and will only get worse with additional students.

An **audience** member asked what the difference in transportation savings would be if Seymour was to close instead of Cold Spring.

Dr. Timm asked the committee how they want to address questions from the audience. The committee is already a large group. Fielding questions from audience members may create a runaway train effect.

A committee member suggested that questions from the audience be filtered through the sitting committee members representing that town. It was the consensus of the committee that audience questions and/or requests should be handled in this manner.

Noting the time and that it was almost 8pm, Dr. Timm reviewed the information requested for the March 30th meeting:

- Building Conditions Study
- Enrollment by towns in the district (*Dr. Timm will bring a district map outlining this information to the April 30th meeting*)
- Non-instructional staff rightsizing data trends – admin., custodial/maintenance, food service, clerical
- Enrollment of students not attending, i.e. attending private school or homeschooled
- How many classrooms are occupied by grade level? (*Dr. Timm informed the committee member that this data was already provided and showed where it could be found*)
- The average bus run time (*Dr. Timm stated that we try to keep each bus run under 60 minutes. Some runs going all the way to Elizaville will average 60-70 minutes with current enrollment and assuming %100 ridership*)
- A list of classrooms in each building and how many students each room will accommodate (*Dr. Timm stated most classrooms accommodate up to 25 students. Due to safety concerns, we cannot disclose building maps*)
- A second tour of both Cold Spring and Stissing-focused on what each would look like with the different grade bands
- Student testing outcomes for the last 10 years. (*BOE President, Mrs. Fredericks asked how the information was relevant to the decision to close a building? The committee member stated that student testing performance at each building was relevant.*)

Building Utilization Advisory Committee
Meeting Minutes
April 16, 2026, 6pm-8pm, Cold Spring ELC

A committee member commented they do not want the decision to close a building to be driven by enrollment. What is the district doing to attract families to the area? The goal should be to build the district back to what it once was.

Dr. Timm stated that this problem is not unique to our district. Smaller rural school districts in the region are experiencing similar issues. Neighboring districts in the area are making deep cuts to stay under the tax cap.

If time permits at the April 30th meeting, Dr. Timm would like to review data from the March 26th meeting that was not addressed related to unfunded State mandates affecting school district finances.

The meeting adjourned at 8:05pm.

Minutes prepared by Trish Audenino, Secretary to the Superintendent.

Building Utilization Advisory Committee
Meeting Minutes
April 30, 2026, 6pm-8pm, Seymour Smith ILC

Dr. Timm opened the fourth meeting of the Building Utilization Advisory Committee at 6:02pm.

The meeting took place at Seymour Smith Intermediate Learning Center. Dr. Timm introduced Ms. Julie Roberts, Principal at Seymour Smith ILC to the committee. Ms. Roberts then led the committee on a building tour.

Upon return from the building tour, Dr. Timm thanked Ms. Roberts and asked the committee if they had any questions/comments regarding the tour.

There were no questions/comments from the committee.

Dr. Timm then asked the committee if everyone had an opportunity to review the requested data that was emailed earlier in the week, and if there were any questions/comments regarding the data.

There were no questions/comments from the committee.

Dr. Timm stated that it was abundantly clear from Ms. Roberts tour of the building that all grades, PreK -5 will fit in Seymour Smith. After accommodating grades PreK-5, Seymour will still have 3 vacant classrooms.

A committee member asked Ms. Roberts how the specials calendar would work, and if they would remain on a 6-day calendar.

Ms. Roberts stated that there is a divider in the gymnasium and two sections of P.E. can occur at the same time. Band rehearsals on the stage will be scheduled when there are no P. E. classes happening in the gym. The library can also easily accommodate the additional grades as well. The books from the Cold Spring library would fit on smaller movable shelves that would fit on the floor space in the non-fiction section of the library. Ms. Roberts already has a master schedule completed and believes that it will not be an issue for all students to receive the required number of minutes of instruction.

A committee member commented that Seymour Smith is more centrally located in the district. There is value in having the district's elementary school in the center of the village, as opposed to a more suburban location. The size of the building accommodates all elementary students, is the most convenient, and provides more of a town center feeling.

Another committee member replied that the district encompasses nine towns and will not have the feeling of a town center.

Building Utilization Advisory Committee
Meeting Minutes
April 30, 2026, 6pm-8pm, Seymour Smith ILC

The same committee member commented that he does not believe closing a building will solve the financial problem the school district is facing. Enrollment has declined significantly over the last 20 years, while staffing has remained somewhat stagnant. The district was either running very “lean” years ago staffing-wise, or we are very “bloated” now.

When this committee member was a student at Stissing Mtn., the building housed grades 7-12 with one building principal. Now, the school services grades 6-12 and staffs a principal, assistant principal and a dean of student discipline. Why are there so many layers in the building administration?

A committee member commented that with a teacher to student ratio of 9 to 1, PPCSD has one of the highest teacher/student ratios in the area. According to data this committee member gathered, PPCSD has more teachers than other districts and they are not the highest paid. Other districts that maintain less teachers and higher salaries have better educational outcomes.

A committee member replied that this does not equate to an average of 9 students per class. There are teachers that provide services other than that of a classroom teacher. It was also pointed out that teachers have specific certifications, some of which we are required to have regardless of the class size.

A committee member asked If the elementary schools were to combine, would there be a redundancy of teaching staff. It was answered that the elementary teaching staff is very close to where it should be.

A committee member stated that the district needs to find a way to reduce staff, and asked when was the last time an incentive was offered. It was answered that a retirement incentive is available to eligible teachers every year, per the PPFE contract.

A committee member commented that bringing the Cold Spring students up to Seymour Smith would not be disruptive and if it is the intention of the district to one day become one campus, this short-term solution would make the most sense.

A committee member shared his opinion that he does not want the district to be a one campus school. He does not feel that it is appropriate and has spoken to other community members that feel the same way.

A committee member stated that he wished that the district did not make the cuts to programming that brought the budget down to only 1% over the tax cap. He felt we are already piercing the tax cap and should have put the initial increase of 6% out to the voters.

Building Utilization Advisory Committee
Meeting Minutes
April 30, 2026, 6pm-8pm, Seymour Smith ILC

A committee member commented that there are a lot of elderly community members that already struggle to pay their taxes. He expressed that it would not be fair to continue to just raise taxes instead of finding another solution.

The other committee member replied that we should be piercing the tax cap for the next 9 or 10 years to catch up with inflation. He reiterated his opinion that closing a building will not solve the district's financial issue.

A committee member replied that as an elected official, she can't tell her constituents that the solution determined by the committee is just to continue raising taxes. There needs to be a solution that isn't just raising taxes on our already struggling communities.

A committee member used the information provided in the 2024 *Five Year Capital Facilities Plan* and *Building Conditions Survey Report* to create a spreadsheet illustrating an estimate of the costs associated with each building. He distributed copies of the spreadsheet and reviewed the data with the committee. Several factors, separated by building, were reviewed. Factors included: staff reductions, building energy costs-propane, fuel oil and electric, maintenance and insurance costs. Based on his projections, he stated that there won't be a huge cost savings to the district from closing a building and there is not a big difference between closing Cold Spring and closing Seymour Smith.

Dr. Timm asked if the committee member was questioning the integrity of our architects. He stated that he was not. He was using the data provided in the report to create the projections in the spreadsheet.

Mrs. Rafferty stated that the expenses reflected on the cost structure data sheet distributed at the April 16th meeting, are the true and actual costs by building that were reported to the State.

A committee member stated that the reduction in transportation costs will be more significant if Cold Spring closes as opposed to Seymour Smith.

A committee member asked Ms. Roberts if the major repair work on the building has ever interrupted student learning or caused a safety concern for students. Ms. Roberts replied that in her 12 years as principal, there was a single occasion when an issue with one of the bathrooms resulted in it being closed and students needing to be relocated away from that part of the building. She further stated she cannot predict the future, but the required repair work in the building has not been an issue in the past.

The requirements of the new extreme heat law were discussed. Once the temperature of a classroom reaches 88 degrees, students and staff can no longer occupy that space and need

Building Utilization Advisory Committee
Meeting Minutes
April 30, 2026, 6pm-8pm, Seymour Smith ILC

to be relocated to a cooler location. All of the classrooms in Seymour Smith are air-conditioned.

A committee member referenced the 2024 *Five Year Capital Facilities Plan* in which the building condition of Seymour Smith is listed as unsatisfactory. She raised the following questions:

1. If the long-term goal is to move to one campus, are we closing the right building?
2. We should consider what might “break” at Seymour Smith in the next five years?
3. While closing Cold Spring and moving students to Seymour Smith may be the easiest solution, is it the more financially responsible building to close?

The building condition of Seymour Smith is listed as unsatisfactory due to 2 items on the list of repairs that the architects deemed as needing to be addressed within the next five years. Both items are included in Phase 2 of the current capital project with the work scheduled to be completed in the summer of 2027.

A committee member shared that she loved Cold Spring. She has worked in the building for 10 years. It is her heart and her home. But, she felt that dividing the elementary students between Cold Spring and Stissing doesn't make sense. We would be spending more money on transportation, especially if we operated on a 3 bell schedule. Closing Cold Spring would save the district on transportation costs, and allow us to pull back more runs that are currently contracted out and give those runs to our drivers.

A committee member commented that we should be able to find a solution without closing a building. The district should plan to spend more conservatively.

The lack of parking at Seymour Smith was again mentioned as an issue.

A committee member stated that there is more land at Cold Spring to expand onto the building and create more parking spaces.

A committee member expressed her frustration, the feeling of being overwhelmed with all of the numbers, and felt that the committee was just going in circles. She questioned -What are the committee's priorities?

A committee member replied that educational impact, financial impact, and alternative building utilization are all factors.

What is the most we can do for our children within the constraints of the budget that will be the least obstructive option for them?

Building Utilization Advisory Committee
Meeting Minutes
April 30, 2026, 6pm-8pm, Seymour Smith ILC

A committee member (also a district employee) stated that having all PreK through 5 staff under one roof, will allow much more flexibility as to where a teacher can be best utilized. It would be much more cohesive from a curriculum standpoint and create more opportunities for the students.

Dr. Timm will tentatively schedule the May 14th meeting at Cold Spring. He will ask Mrs. Fischetti to do another building tour and demonstrate for the committee how many grade bands could potentially fit at Cold Spring. He will confirm the meeting location with the committee after he speaks with Mrs. Fischetti.

A committee member asked Dr. Timm if it is the goal of the Board to eventually move to one campus.

Dr. Timm replied that speaking from his own perspective - with declining enrollment, the rising cost of healthcare, TRS and ERS, continuing to occupy multiple locations is a challenge and not sustainable. It is his belief that we should occupy the least area we can to provide a quality education to our students. The only way to accomplish this is to right size the district and get all students and staff on one campus. He also stated that he does not foresee this long-term solution happening in the next five years, or even during his tenure.

The meeting convened at 8:03pm.

Minutes prepared by Trish Audenino, Secretary to the Superintendent.

Building Utilization Advisory Committee
Meeting Minutes
May 14, 2026, 6pm-8pm, Cold Spring ELC

Dr. Timm opened the 5th meeting of the Building Utilization Advisory Committee at 6:05pm.

Dr. Timm shared an email with the committee that was sent to the newly established BUAC email address. After the group had a moment to read the email, he opened it up for discussion. There were no comments from the committee. Dr. Timm commented that the email was well written and made some very good points. He reminded the committee that their main task is to draft an educational impact statement to present to the Board of Education.

The meeting took place at Cold Spring ELC. Mrs. Fischetti was present to guide the committee on a 2nd tour of the building and to answer any questions. Dr. Timm presented 2 options to the committee: 1. Another tour of the building. 2. Mrs. Fischetti could join the discussion and verbally map out where classes/grade bands would potentially fit. The committee agreed to ask Mrs. Fischetti to join the discussion.

Mrs. Fischetti stated that PreK- 5 will not fit in Cold Spring.
PreK – 3 could potentially fit, but would require modifications. PreK would have to be a lottery system and no longer be a universal program.
If PreK was not a lottery, PT/OT services would lose their space and have to move to the stage to accommodate a 3rd PreK classroom.
Mrs. Fischetti felt that reviewing that configuration through the educational impact lens, that it was not the best option for the students.

PreK becoming a lottery would cap the class size at 18 per class. Each class would have a teacher and an aide. The state regulation for PreK is a maximum of 18 students per 1 teacher and 1 paraprofessional.

Anderson School would be evicted from the space they currently occupy (2 classrooms).

Also, if grades 2 and 3 move down to Cold Spring an additional SPED class would be required. It is not educationally appropriate for a 3rd grade student to be in the same class as a PreK student. The district would have to hire another SPED teacher.

Under a PreK- 3 model, creative scheduling would be required for specials classes for all grades (art, music, library, computer, and P.E.). Under this model, Mrs. Fischetti also

Building Utilization Advisory Committee
Meeting Minutes
May 14, 2026, 6pm-8pm, Cold Spring ELC

identified the potential need for an additional part-time P.E. teacher to meet the NYS requirement of an additional 30 minutes of P.E. for Kindergarten through 3rd grade.

Additional parking would have to be constructed to accommodate the additional staff and visitor parking.

Air-conditioning for the building would also be an expense. All classrooms at Seymour Smith are air-conditioned. The extreme heat plan (when the classroom temperature reaches 88 degrees Fahrenheit, students and staff must be relocated to a cooler location) for Cold Spring is currently to relocate to Seymour Smith ILC.

PreK students receive services (PT/OT) from the County. A separate space in the building is required.

Another consideration would be the administration of State testing to the 3rd grade students when the rest of the grades do not participate is State testing.

Mrs. Babcock answered questions regarding the additional SPED teacher. Could a teacher potentially come from another building by reallocating her resources, or would this be a new hire? Mrs. Babcock felt it would likely have to be a new hire.

A committee member questioned if this model was 3 sections per grade. Mrs. Fischetti replied yes, it is planning for full capacity.

Mrs. Fischetti stated that typically 75-80% of PreK students are registered by March of the previous year. Occasionally, they receive an additional 10-15 of students during the summer months.

The question was asked if Cold Spring becomes a PreK -3 building (Seymour Smith closes) where would the 4th and 5th graders go? They would have to be relocated to Stissing. Mrs. Fischetti commented that she has concerns if that would be in the best interest for those students.

Anderson School does provide services to PreK age students in the area. PPCSD is in the northern part of the County with limited access to service providers. The Anderson classrooms provide a program nearby for our students to attend. The rent the district

Building Utilization Advisory Committee
Meeting Minutes
May 14, 2026, 6pm-8pm, Cold Spring ELC

charges Anderson is not exorbitant by any means. The goal at the time was the ability to provide a service to our students, and less about the revenue income.

Dr. Timm thanked Mrs. Fischetti for the presentation and for attending the meeting that evening.

Lengthy discussions ensued about the information presented by Mrs. Fischetti.

If Cold Spring were to close, Anderson indicated that they will increase their footprint (a total of 4-5 rooms) but cannot take over the entire building. BOCES has also indicated that they would be interested in utilizing the space. The services provided by both Anderson and BOCES would be available to our eligible students. Mrs. Babcock commented that this arrangement would be extremely beneficial to our students. In recent years, it seems that more and more students are being referred for services. She stated that having these services available in house would prepare students to come back in district and make that transition easier.

A committee member inquired if BOCES would come this far north. Dr. Timm shared that Dutchess County superintendents are always saying more services are needed in the northern area of the county. He could not speak on behalf of BOCES, but felt that they would be interested in a satellite location in this area.

A committee member asked if we are considering both the financial impact as well as the educational impact? Dr. Timm answered, yes. We must consider if we are using our facilities appropriately, and can we adjust grade bands and lessen our footprint?

A committee member requested a clearer understanding of how much the district will save (hard numbers) by closing Cold Spring.

Could the district move a grade up to Seymour keep all other grades at Cold Spring and rent that additional space?

Dr. Timm and Mrs. Rafferty will look at a cost comparison, but he does not believe that would be enough to address the tax cap issue.

Building Utilization Advisory Committee
Meeting Minutes
May 14, 2026, 6pm-8pm, Cold Spring ELC

Dr Timm once again discussed the rising cost of healthcare. If we continue to operate all 3 buildings, the increase in healthcare costs will continue to put us over the tax cap year after year.

A committee member pointed out that health insurance costs will continue to increase year over year. Keeping all three buildings will absolutely have an impact. Programs will need to be cut to make up the difference.

A committee member asked to define and explain the terms tax cap, tax base and tax levy, and provide clarification of how they determine the taxes. What is the impact of piercing the tax cap to the average taxpayer?

We should try to create a plan that will be the least impactful on the taxpayers as well as the students.

A committee member asked if the school district campus and resources are available to the community. Dr. Timm replied that resources are not available while school is in session. However, the track, tennis courts, playgrounds, etc. are available to the community after school hours. Dr. Timm further shared that requests to use our facilities from outside groups that are approved by the district, now require the organization to identify and have on site a certified AED/CPR individual.

A committee member commented that our ability to operate universal PreK with no restrictions makes us a district of choice. Early intervention for some students is so important. If Cold Spring remains open, PreK would likely be a lottery program.

Dr. Timm explained the next steps if the budget fails to pass.

- First option – put the exact same budget out to the voters for a second vote. We would still be piercing the tax cap. A supermajority required to pass.
- Second option – put a revised budget at/under the tax cap out to the voters for a second vote. A supermajority would not be required to pass.
- Third option – go straight to a contingency budget.

If a second vote fails, we have to go straight to a contingency budget. Under contingency, the cuts will be deep and definitely affect both programming and staffing. It will be the

Building Utilization Advisory Committee
Meeting Minutes
May 14, 2026, 6pm-8pm, Cold Spring ELC

Board's decision what cuts will be made under contingency. Dr. Timm and Mrs. Rafferty will present a "menu" of options for them to choose from.

We only have three options available. They are:

1. Leave all three building open.
2. Close Cold Spring ELC and move students/staff to Seymour Smith ILC.
3. Cold Spring ELC remains open, close Seymour Smith. The grade bands that do not fit at Cold Spring, would relocate to Stissing. *(The committee must first decide if Cold Spring would be a PreK-2 or PreK -3 building, what grade bands would move to Stissing, and if they would operate on a separate bell schedule.)*

Dr. Timm polled the committee –

Who was in favor of PreK becoming a lottery program?

No committee members were in favor of this option.

Who was in favor of PreK (no restrictions) - grade 2 at Cold Spring and moving grades 3 - 5 to Stissing?

A committee member felt they should defer to the opinion expressed by Mrs. Fischetti earlier in the evening. The committee member further stated that Mrs. Fischetti is an "educational expert". If Mrs. Fischetti feels that the grade bands will not fit in the building and that it is not in the best interest of the students to transition grades 3-5 to Stissing, then she was inclined to agree.

The committee unanimously agreed not to pursue the 3rd option.

A committee member stated that we should develop an educational impact statement for the remaining 2 scenarios.

A lengthy conversation ensued. The educational impact statement must juggle fiscal responsibility and educational impact. For example, will we need 2 principals, 2 secretaries and 2 school nurses at Seymour Smith?

Dr. Timm replied that there would be a reduction in staff. However, he would advocate for some of those cuts to be rolled out and not happen all at once.

Building Utilization Advisory Committee
Meeting Minutes
May 14, 2026, 6pm-8pm, Cold Spring ELC

Mr. Starr, as a labor leader, reminded the committee that these are sensitive conversations. Discussions regarding life-altering decisions that would affect people and families should be handled with discretion.

A committee member asked what is the long-term plan, and what is the runway for that plan? If the budget fails, that will be very telling that our taxpayers are not willing to keep 3 buildings open.

A committee member inquired if the decision to close a building should be put to the voters. Dr. Timm felt the if this budget fails, that is a clear message from the community that they are in favor of closing a building.

Julie Shaw stated that the NYS Commissioner of Education frowns upon putting that decision upon the voters. This process of establishing a building utilization advisory committee is recommended.

Julie Shaw, School District Attorney, reviewed the requirements of the educational impact statement. She will provide a detailed description for the next meeting.

A committee member suggested working on 2 requirements each meeting for the next 3 meetings. Another committee member suggested breaking into smaller groups, each group working on a different required component.

Dr. Timm stated that if the budget fails on May 19th, he may request to cancel the May 28th meeting.

Another committee member commented that May 28th is also the date of the Family Literacy Night event at Cold Spring.

Dr. Timm will communicate prior to the next meeting to let the committee know one way or the other.

The meeting adjourned at 8:15pm.

Building Utilization Advisory Committee
Meeting Minutes
May 28, 2026, 6pm-8pm, Stissing Mtn. Jr/Sr HS Library

Dr. Timm opened the sixth meeting of the Building Utilization Advisory Committee at 6:02pm in the library of Stissing Mountain Jr/Sr High School.

Dr. Timm reviewed the outcome of the May 14th meeting. At that meeting, the committee unanimously decided not to further explore the option of closing Seymour Smith (and distributing grade bands between Cold Spring and Stissing). This left only two options.

1. Leave all three buildings open
2. Close Cold Spring (all elementary grades to Seymour Smith)

Dr. Timm suggested that the committee begin drafting their Educational Impact Statement. A copy of the Educational Impact Statement (NYS Education Law §402-a (2)) template drafted by Julie Shaw was distributed. The committee reviewed the template and each of the required sections.

Part A – Enrollment, Need, Community Impact, Fiscal Effects, and Disposability Analysis
Part B – Possible Use of the Building for other Educational or Administrative Purposes
Part C – Impact on Personnel and Cost of Services
Part D – Building Characteristics and Financial Obligations
Part E – Capacity of Receiving School(s)
Part F – Shared Utilization of Space (Per Education Law §414)

The template was designed to articulate the impact of closing a school building. The committee can draft the educational impact from both perspectives.

At the May 14th meeting the committee agreed to divide into sub-committees or groups, with each group working on one or two of the required parts. This will allow each group time to strategize and work together on their sections.

Dr. Timm asked of the committee had any thoughts or comments on how they wanted to divide into groups. *There were no comments from the committee.*

Dr. Timm felt that a couple of the parts were stand-alone items, while other parts could be linked together. He stated that Part A and Part B were each a stand-alone item, while Parts C and D, and Parts E and F could be linked together.

This will allow the committee to break into 4 groups. He asked if this configuration was agreeable to the group. *There were no objections from the committee.*

Dr. Timm suggested that the committee divide into the four groups that evening, meet and begin strategizing. Each group can coordinate how and when they want to meet (either in person or via email), and the entire committee will plan to meet again at the end of June.

Dr. Timm assigned an administrator as a group leader in each of the four groups. Administrators will have access the necessary data. The committee members were free to join whichever group they were most interested in.

Building Utilization Advisory Committee
Meeting Minutes
May 28, 2026, 6pm-8pm, Stissing Mtn. Jr/Sr HS Library

Part A Group Leader - Julia Tomaine
Part B Group Leader - Janine Babcock
Parts C+D Group Leader – Laura Rafferty
Parts E+F Group Leader – Gian Starr

A committee member questioned if they will also identify what the long-term plan will be. Is the long-term plan to move to one campus?

Another committee member felt that adding an elementary campus to Cold Spring in 5-7 years and closing Seymour would be a viable option. He felt that Seymour Smith would be more marketable to sell, and considers it to be the least energy efficient of the three buildings. From a long-term perspective, he felt this was worth considering. He stated that closing a building now was just a short-term fix and the district needed to “Trim the fat”.

Dr. Timm replied that a long-term plan can be discussed once the committee has identified a short-term plan and drafted an Educational Impact Statement. He then asked the committee if they were interested in pursuing additional meetings to work out a long-term plan.

A committee member commented that a long-term plan would be too much to ask of the committee. She felt that members would get “bogged down” in the conversation and feel overwhelmed.

A committee member suggested that the Educational Impact Statement include suggestions for a long-term plan. Dr. Timm stated that we could create an additional *Part G – Supplemental Analysis Section*, for any committee members interested in exploring long-term suggestions.

Dr. Timm further stated that while he felt the district should eventually move to one campus, that does not mean it will necessarily happen. Moving everyone to one building would require a lot of renovation and would come at a big expense. One potential option would be a 2 building (Seymour and Stissing), one bell system. The buses could pick up and drop off students all at once, staggering arrival and dismissal times by ten minutes. Dr. Timm explained that moving to one campus is a challenging and costly endeavor and the coming few years will be very telling for school district finances.

It would be feasible for Seymour and Stissing to operate on a staggered, one bell system. This approach would not work with Cold Spring and Stissing.

A committee member expressed her opinion that the cost savings for not transporting elementary students between Cold Spring and Seymour should be considered. It makes more sense to have all the buses travelling to a central location.

A committee member stated that closing Cold Spring would not have fixed the budget issue facing the district this year. Dr. Timm disagreed.

She further stated that reductions have been made to get the budget down to the tax cap without closing the building. She felt that the work being accomplished by the committee has been ignored

Building Utilization Advisory Committee
Meeting Minutes
May 28, 2026, 6pm-8pm, Stissing Mtn. Jr/Sr HS Library

in the past by administration and the Board of Education. As a committee, they should continue to push for long-term planning and what long-term effects will be. She questioned how sustainable it will be to keep Seymour Smith, our oldest building, open. She expressed that the Board and the administration need to think about the future.

A committee member called the committee back to task. The Building Utilization Advisory Committee was created by the Board of Education with the purpose of drafting an impact statement on the effect of closing a school building; not to define a long-term solution. We need to stay focused on the task.

A committee member commented that it seemed as if we were at an impasse between two thought processes. How can we work together as a committee with two completely different mindsets?

Dr. Timm reminded the committee of the decision made at the last meeting. At this point, the only building potentially being closed is Cold Spring. The option of closing Seymour Smith was taken off the table at the last meeting.

Mrs. Babcock commented that the special class setting would run more efficiently if all elementary grades were under one roof. Shared staff could be utilized more effectively.

Julie Shaw, School District Counsel, arrived at 6:45pm. Ms. Shaw asked if anyone had questions/comments regarding the impact statement template.

Part A Questions/Comments -

A committee member inquired if we had the historical data regarding enrollment projections. Dr. Timm replied yes, and referred him to the highlighted presentation from the first committee meeting.

Part B Questions/Comments – none.

Part C Questions/Comments -

A committee member commented that addressing personnel needs is “Murky waters”. Dr. Timm agreed and felt that it is better to provide a conservative range and an aggressive range when it comes to impact on personnel. Reductions in staff can be done methodically and not aggressively.

Part D Questions/Comments – none.

Part E Questions/Comments -

A committee member asked what it mean to “absorb” displaced students. This would apply to districts with more than one other elementary school where students could be relocated.

Part F Questions/Comments – none.

Part G Questions/Comments – none.

Building Utilization Advisory Committee
Meeting Minutes
May 28, 2026, 6pm-8pm, Stissing Mtn. Jr/Sr HS Library

At 7pm the committee broke into groups to begin their work. Dr. Timm reiterated that everyone will have a month to work together. The committee will reconvene at the end of June to see where we are in drafting the statement.

Part A – Enrollment, Need, Community Impact, Fiscal Effects, and Disposability Analysis

Group leader: Julia Tomaine

Committee members: Brooke Brown, Sean Devine, Ann Simmons, Glenn Weinrich

Part B – Possible Use of the Building for other Educational or Administrative Purposes

Group leader: Janine Babcock

Committee members: Sara McGhee

Part C – Impact on Personnel and Cost of Services & Part D – Building Characteristics and Financial Obligations

Group leader: Laura Rafferty

Committee members: Nick Dean -alternate (Renee Rundall), Joan Taylor, Sarah Jones, Renee Shea, Kyle Odell

Part E – Capacity of Receiving School(s) & Part F – Shared Utilization of Space (Per Education Law §414)

Group leader: Gian Starr

Committee members: Lauren Osterman and Colleen Lutz

Part G – Supplemental Analysis Section

Group leader: No committee members joined this group. Therefore, no group leader was assigned.

Committee members: No committee members joined this group.

Committee members absent: Trudi Kubsch, Mechelle Burdick-Kusko, Brian Walsh, Tara Silberberg, Renee Rundall

The committee reconvened at 7:45pm. Dr. Timm inquired if the breakout session was productive and if there was a need or want to share anything.

A committee member suggested that exhibits to sections should also be linked on the website. Mrs. Tomaine will make certain all information on the website is linked appropriately.

If any groups want to meet in-person on June 11th they are free to do so. Please contact the administrator leader in the group or Mrs. Tomaine to arrange for space on June 11th.

The meeting adjourned at 8pm.

Building Utilization Advisory Committee
Meeting Minutes
June 25, 2026 6pm-8pm, Stissing Library

Dr. Timm opened the seventh meeting of the Building Utilization Committee at 6:10pm in the library at Stissing Mountain Jr/Sr HS. A hard copy of the Educational Impact Statement was distributed.

Dr. Timm outlined the agenda for the meeting:

- Review the entire Educational Impact Statement document as a committee
- Julie Shaw will make suggested revisions in real time as we go through the EIS
- Allot 20 minutes for each section (We will go back to a section if additional time is needed, and as allowed)

Dr. Timm asked if the meeting agenda was agreeable to the committee.

The committee was in favor of reviewing the EIS as a group, and had no objections to the agenda.

Dr. Timm reiterated that the sub-committees will have additional time to further edit and complete their sections.

Dr. Timm acknowledged that the committee, as a whole, may not support the final draft of the EIS as written. He suggested that when the final document is given to the committee for review, they will have the opportunity to comment whether or not they support the EIS as written. Dr. Timm will present the recommendation from the committee, along with breakdown of how many members support the recommendation, to the Board of Education for their consideration.

The group reviewed the Educational Impact Statement as a committee. Comments and suggested revisions that were the consensus of the committee were made by Julie Shaw in real time as each section was reviewed.

Dr. Timm commented that the committee made significant progress. With the edits made by Julie Shaw during the meeting, the documents will be unlocked for the team leaders to make additional edits.

Dr. Timm suggested that the team leaders make any necessary changes to each of their sections by July 17th. He then asked the committee if they felt that was enough time to complete whatever work remained on each section.

It was the consensus of the committee that the July 17th deadline was acceptable.

The document will be locked for editing on July 17th. At that time, Julie Shaw will complete the final review and edits. Within 1-2 weeks the final draft of the Educational Impact Statement will be emailed to the committee for their review. At that time, each member will have the opportunity to respond individually whether or not they support the EIS as written.

Building Utilization Advisory Committee
Meeting Minutes
June 25, 2026 6pm-8pm, Stissing Library

A committee member questioned if the BUAC work would be finished with the submission of the EIS, or if the committee was tasked with creating a longer 5-year plan. Julie Shaw responded that it would be difficult for this committee to lay ground work for what will happen in the district in five years. Those decisions are more appropriately made by the Board of Education. It is possible that an entirely different Board could be seated in five years. She further stated that the committee served its' purpose by creating the Educational Impact Statement.

The meeting adjourned at 8:10pm.

Appendix C



Pine Plains Central School District

Excellence • Connection • Experience

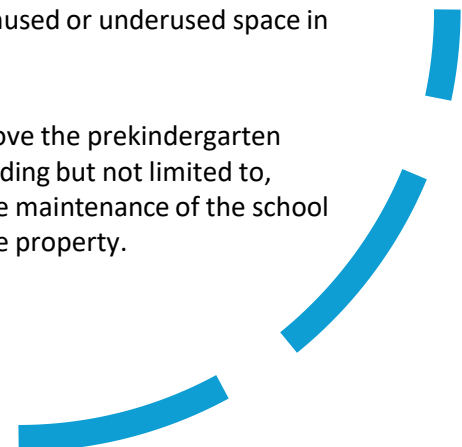
Enrollment Projection and Facility Analysis

Ross Haber, Ed. D
February 2025

Executive Summary

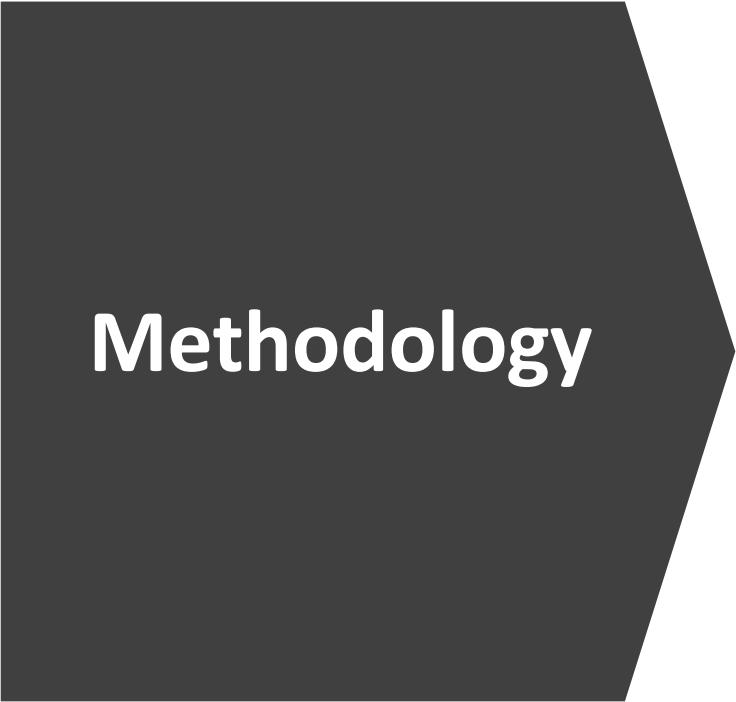


Executive Summary

- The Pine Plains Central School District currently consists of three schools serving students in grades prekindergarten through twelve. The grade level structure consists of one building with grades prekindergarten through one; one building with grades two through five; and one building with grades six through twelve. The district has declined in enrollment over the past twenty or more years. In fact, the district had more than 1,420 students in 2003-2004. Since then, the enrollment dropped by almost fifty percent, when in 2024-25 school year the enrollment reached 783. The baseline year of this enrollment study was the 2019-2020 school year. The total enrollment in that year was 904, which means in the past six years the district declined by another 141. The projection over the next five years does stabilize, so any decisions made should be sustainable.
 - The driving force of this study was to provide an analysis of the impact of the declining enrollment and the utilization of the instructional space within each school. The current and projected enrollment when put against the peak of 1,420 and with no changes in school capacity, suggests that some degree of efficiency might be gained by taking a close look at the instructional space in each school. It is important to note that taking advantage of increased space is typical in districts with decreased enrollment. However, that luxury of space also has economic consequences.
 - The finding of this study is that the district could consolidate the Cold Spring and Seymour Smith Schools into one prekindergarten through five elementary school. The study did not consider the space availability as part of the options at Stissing Junior/Senior High School but did find a considerable amount of unused or underused space in that school.
 - The conclusion was, that based on size it would be logical to close Cold Spring and move the prekindergarten through one students into Seymour Smith. This will provide several possibilities, including but not limited to, cutting back on transportation costs (which will increase year to year), cut back on the maintenance of the school (daily), and offer the district to generate revenues through leases, rental or sale of the property.
- 



Methodology



Methodology

The projections are based upon the cohort survival method. This method follows groups of students as they move from grade level to grade level. The growth and/or decline between each grade level is measured and then averaged for six years to provide a multiplier for the projections. For example, if there were 100 students in grade 1 and this increased to 110 students when they entered grade 2, this would represent a growth between grade 1 and grade 2 of 10%. This change is then measured over a five-year period and that average is applied to grade level changes between grades 1 and grade 2 and all subsequent grades for the five-year projection. Kindergarten projections are made based upon births attributed to the school district and provided by the State Education Department and compared to kindergarten enrollment five years later. The average difference over a six-year period serves as the multiplier for projecting kindergarten enrollment.



Enrollment Projections



Table 1: District-wide Enrollment History and Projection

Enrollment History and Projection with New Housing Impact																																		
Year	Birhs		K		1		2		3		4		5		6		7		8		9		10		11		12	K-1	2-5	6-12	SubTot	PK	UG	Total
2019-20	59	0.915	54		53		62		47		70		62		87		74		68		77		69		61		69	107	241	505	853	46	5	904
				1.037		0.830		0.887		1.000		1.000		1.081		1.011		1.068		0.985		0.961		0.971		0.967								
2020-21	67	0.791	53		56		44		55		47		70		67		88		79		67		74		67		59	109	216	501	826	40	3	869
				1.038		0.786		0.977		1.073		1.021		0.929		0.970		1.000		0.861		1.045		1.000		1.045								
2021-22	63	1.063	67		55		44		43		59		48		65		65		88		68		70		74		70	122	194	500	816	45	5	866
				0.970		0.945		1.023		1.023		1.017		0.938		0.908		1.046		0.943		1.000		0.914		0.878								
2022-23	65	0.846	55		65		52		45		44		60		45		59		68		83		68		64		65	120	201	452	773	45	8	826
				0.945		1.000		0.981		0.978		0.977		1.017		1.044		0.983		0.926		0.988		1.000		0.938								
2023-24	53	0.906	48		52		65		51		44		43		61		47		58		63		82		68		60	100	203	439	742	53	7	802
				1.021		1.019		0.923		1.000		1.045		1.023		0.951		1.128		1.034		0.952		0.976		0.926								
2024-25	75	0.880	66		49		53		60		51		46		44		58		53		60		60		80		63	115	210	418	743	33	7	783
Av		0.900		1.002		0.916		0.958		1.015		1.012		0.998		0.977		1.045		0.950		0.989		0.972		0.951								
Year	Births		K		1		2		3		4		5		6		7		8		9		10		11		12	K-1	2-5	6-12	SubTot	PK	UG	Total
2025-26	53		48		66		45		51		61		52		46		43		61		50		59		58		76	114	209	393	716	43	4	763
2026-27	76		68		51		63		46		55		65		55		48		48		61		52		60		58	119	229	382	730	43	8	781
2027-28	64		58		72		51		64		51		60		69		58		54		50		64		55		61	130	226	411	767	43	8	818
2028-29	64		58		58		66		49		65		52		60		67		61		51		49		62		52	116	232	402	750	43	8	801
2029-30	66		66		58		53		63		50		66		52		59		70		58		50		48		59	124	232	396	752	43	8	803



Utilization

Table 2: Cold Spring Utilization

Cold SpringEarlyLearningCenter															
2024-25	Pre K	K	1	Total Classrooms Classroom						Computer Lab	Academic Intervention	OT/PT Rental		Dedicated Rooms	Net
				Used Full Sized	Used PreK-1	Art	Music	Sp Ed							
Students	33	65	52	150											
Sections	2	3	3	8	18	8	1	1	1	1	1	1	2	8	2
Av Class size	16.50	21.67	17.33												
2025-26	PreK	K	1	Total											
Students	43	48	66	157											
Sections	3.00	3.00	3.00	9	18	8	1	1	1	1	1	1	2	9	0
AvClass size	14.33	16.00	22.00												
2026-27	PreK	K	1	Total											
Students	43	68	51	162											
Sections	3.00	3.00	3.00	9	18	9	1	1	1	1	1	1	2	8	1
AvClass size	14.33	22.67	17.00												
2027-28	PreK	K	1	Total											
Students	43	58	72	173											
Sections	3.00	3.00	3.00	9	18	9	1	1	1	1	1	1	2	8	1
AvClass size	14.33	19.33	24.00												
2028-29	PreK	K	1	Total											
Students	43	58	58	159											
Sections	3.00	3.00	3.00	9	18	9	1	1	1	1	1	1	2	8	1
AvClass size	14.33	19.33	19.33												
2029-30	PreK	K	1	Total											
Students	43	66	58	167											
Sections	3.00	3.00	3.00	9	18	9	1	1	1	1	1	1	2	8	1
AvClass size	14.33	22.00	19.33												

Cold Spring

This table shows the current utilization of Cold Spring Early Learning Center and the projected utilization. There are two unused classrooms during the current year and one or less in subsequent years. The highlighted rooms may either be eliminated or reassigned. Most school districts no longer have dedicated computer labs because they have moved to one-to-one devices. There are two smaller rooms (32 and 31) which may be used for academic intervention and OT/PT thus opening up two larger rooms. The two rental rooms are used by private providers and do generate revenue. If this school were to be closed the loss would be greatly offset by savings in building maintenance and transportation. As a revenue generator it could be a rental space or sold.

Table 3: Seymour Smith Utilization

Seymour Smith Intermediate Learning Center																
						Total	Classrooms			Computer			Dedicate	Total		
2024-25	2	3	4	5	SpEd	Used	Full Sized	Art	Music	Lab			d Rooms	Rooms	Net	
Mui	53	60	51	46		210										
Sections	3.00	3.00	3.00	2.00	6.00	17	29	1	2	1			4	21	8	
AvClass size	17.67	20.00	17.00	23.00												
2025-26	2	3	4	5		Total										
Students	45	51	61	52		209										
Sections	2.00	3.00	3.00	3.00	6.00	17	29	1	2	1			4	21	8	
AvClass size	22.50	17.00	20.33	17.33												
2026-27	2	3	4	5		Total										
Students	63	46	55	65		229										
Sections	3.00	2.00	3.00	3.00	6.00	17	29	1	2	1			4	21	8	
AvClass size	21.00	23.00	18.33	21.67												
2027-28	2	3	4	5		Total										
Students	51	64	51	30		196										
Sections	3.00	3.00	3.00	2.00	6.00	17	29	1	2	1			4	21	8	
AvClass size	17.00	21.33	17.00	15.00												
2028-29	2	3	4	5		Total										
Students	66	49	65	52		232										
Sections	3.00	2.00	3.00	3.00	6.00	17	29	1	2	1			4	21	8	
AvClass size	22.00	24.50	21.67	17.33												
2029-30	2	3	4	5		Total										
Students	53	63	50	66		232										
Sections	3.00	3.00	2.00	3.00	6.00	17	29	1	2	1			4	21	8	
AvClass size	17.67	21.00	25.00	22.00												

Seymour Smith Utilization

This table shows current and projected utilization for Seymour Smith Intermediate Learning Center. The next slide provides the narrative.

There are a total of 29 classrooms in Seymour Smith that are over 700 square feet (rooms that can accommodate up to 25 students). Currently, 11 are used for general education and 4 for special education. There are five dedicated rooms, 2 for music (includes band rehearsal), 1 for art, and 1 computer lab. In virtually all of the full-sized districts we have recently worked with, the view is that a dedicated computer in a world of chrome books is not really needed.

The table shows that 17 full sized classrooms are needed for general education and special education. When art music and computer are added the total number rooms used is twenty-one. The net number of full-sized rooms to be used for other purposes is eight (nine of you include the computer lab).

The text box below lists seven full sized rooms being used (three are for custodial storage, one as a conference room, one designated for large group instruction, and one TA's room for pullout services. There are four rooms in the school which are between 660 and 700 square feet. ELL, and enrichment are in these two rooms, which leaves two rooms at 660 to 700 square feet. The low enrollment classes such as OT/PT and TA's room for pullout services (?) can be moved to these two rooms which would create two full sized classrooms. The full-sized rooms used for storage could be repurposed as classrooms. One to one or one to two services could be provided in the three rooms that are between 450 to 500 square feet. While storage issues would need to be addressed this would yield nine open rooms at Seymour Smith.

There are 29 rooms over 700 square feet: . 4 rooms between 660 and 700 sq ft and 3 rooms between 450 and 500 sq ft

119 Custodial
105 Book Storage
110 Conference
118 Custodial Storage
208 OT/PT
203 ELL -- 660 sq ft
209 Enrichment classes 682 - sq ft
210 Staff lounge --462 sq ft
217 TA's Room for pullout services
305 Large Group Instruction

**Table 4:
Stissing
Utilization**

Stissing													
2024-25	6	7	8	9	10	11	12	Total Used	Classrooms Full Sized	Art	Music	Dedicated Rooms	Net
Students	44	58	53	60	60	80	63	418					
Sections	2	3	3	3	3	4	3	21	40	1	1	2	17
AvClass size	22.00	19.33	17.67	20.00	20.00	20.00	21.00						
2025-26	6	7	8	9	10	11	12	Total					
Students	46	43	61	50	59	58	76	393					
Sections	2.00	2.00	3.00	3.00	3.00	3.00	3.00	19	40	1	1	2	19
AvClass size	23.00	21.50	20.33	16.67	19.67	19.33	25.33						
2026-27	6	7	8	9	10	11	12	Total					
Students	55	48	48	61	52	60	58	382					
Sections	3.00	2.00	2.00	3.00	3.00	3.00	3.00	19	40	1	1	2	19
AvClass size	18.33	24.00	24.00	20.33	17.33	20.00	19.33			1	1		
2027-28	6	7	8	9	10	11	12	Total					
Students	69	58	54	50	64	55	61	411					
Sections	3.00	3.00	3.00	3.00	3.00	3.00	3.00	21	40	1	1	2	17
AvClass size	23.00	19.33	18.00	16.67	21.33	18.33	20.33						
2028-29	6	7	8	9	10	11	12	Total					
Students	60	67	61	51	49	62	52	402					
Sections	3.00	3.00	3.00	3.00	2.00	3.00	3.00	20	40	1	1	2	18
AvClass size	20.00	22.33	20.33	17.00	24.50	20.67	17.33						
2029-30	6	7	8	9	10	11	12	Total					
Students	52	59	70	58	50	48	59	396					
Sections	3.00	3.00	3.00	3.00	2.00	2.00	3.00	19	40	1	1	2	19
AvClass size	17.33	19.67	23.33	19.33	25.00	24.00	19.67						

Table 4: Stissing Utilization

Stissing													
2024-25	6	7	8	9	10	11	12	Total Used	Classrooms Full Sized	Art	Music	Dedicated Rooms	Net
Students	44	58	53	60	60	80	63	418					
Sections	2	3	3	3	3	4	3	21	40	1	1	2	17
AvClass size	22.00	19.33	17.67	20.00	20.00	20.00	21.00						
2025-26	6	7	8	9	10	11	12	Total					
Students	46	43	61	50	59	58	76	393					
Sections	2.00	2.00	3.00	3.00	3.00	3.00	3.00	19	40	1	1	2	19
AvClass size	23.00	21.50	20.33	16.67	19.67	19.33	25.33						
2026-27	6	7	8	9	10	11	12	Total					
Students	55	48	48	61	52	60	58	382					
Sections	3.00	2.00	2.00	3.00	3.00	3.00	3.00	19	40	1	1	2	19
AvClass size	18.33	24.00	24.00	20.33	17.33	20.00	19.33			1	1		
2027-28	6	7	8	9	10	11	12	Total					
Students	69	58	54	50	64	55	61	411					
Sections	3.00	3.00	3.00	3.00	3.00	3.00	3.00	21	40	1	1	2	17
AvClass size	23.00	19.33	18.00	16.67	21.33	18.33	20.33						
2028-29	6	7	8	9	10	11	12	Total					
Students	60	67	61	51	49	62	52	402					
Sections	3.00	3.00	3.00	3.00	2.00	3.00	3.00	20	40	1	1	2	18
AvClass size	20.00	22.33	20.33	17.00	24.50	20.67	17.33						
2029-30	6	7	8	9	10	11	12	Total					
Students	52	59	70	58	50	48	59	396					
Sections	3.00	3.00	3.00	3.00	2.00	2.00	3.00	19	40	1	1	2	19
AvClass size	17.33	19.67	23.33	19.33	25.00	24.00	19.67						



PreK-K-5 Option

Table 5: PreK – K -5 Elementary School

2025-26	PK	K	1	2	3	4	5	Total Rooms needed Gen Ed	Music	Art	Rooms Available	Net
Students	48	66	45	51	61	61	52	384				
Sections	3	3	2	3	3	3	3	20	1	1	32	10
Av Class Size	16.0	22.0	22.5	17.0	20.3	20.3	17.3	22.6				

2026-27	PK	K	1	2	3	4	5	Total Rooms needed Gen Ed	Music	Art	Rooms Available	Net
Students	43	66	49	53	60	51	46	368				
Sections	3	3	2	3	3	3	3	20	1	1	32	10
Av Class Size	14.3	22.0	24.5	17.7	20.0	17.0	15.3	21.8				

2027-28	PK	K	1	2	3	4	5	Total Rooms needed Gen Ed	Music	Art	Rooms Available	Net
Students	43	66	49	53	60	51	46	368				
Sections	3	3	2	3	3	3	3	20	1	1	32	10
Av Class Size	14.3	22.0	24.5	17.7	20.0	17.0	15.3	21.8				

2028-29	PK	K	1	2	3	4	5	Total Rooms needed Gen Ed	Music	Art	Rooms Available	Net
Students	43	66	49	53	60	51	46	368				
Sections	3	3	2	3	3	3	3	20	1	1	32	10
Av Class Size	14.3	22.0	24.5	17.7	20.0	17.0	15.3	21.8				

2029-30	PK	K	1	2	3	4	5	Total Rooms needed Gen Ed	Music	Art	Rooms Available	Net
Students	43	66	49	53	60	51	46	368				
Sections	3	3	2	3	3	3	3	20	1	1	32	10
Av Class Size	14.3	22.0	24.5	17.7	20.0	17.0	15.3	21.8				

Table 12 shows the utilization of Seymour Smith as a PreK-K-5 Elementary school. General education classrooms needed is 18. With a dedicated music and art room the total rooms needed is 20. The building has 32 classrooms. This leaves a net of 10 classrooms. The net rooms are to be used at the discretion of the building principal, this may include, but not be limited to special needs (self-contained and inclusion—resource rooms), small group instruction, speech, ot/pt. Most of these programs have smaller enrollments and in some cases, there could be shared spaces. The class sizes in this option appear to be good and with the ten net classrooms it might be possible to use a portion of them for class size reduction if needed.

This option allows for consolidation of transportation prekindergarten through five, simplifies the bell schedule, and opens up possibilities for revenue depending on what the Board wishes to do with Cold Spring Early Learning Center.

Conclusion:

- Given the significant decline in enrollment (almost 50% over the past 20 plus years), the district could consolidate to two schools with Seymour serving grades pre-kindergarten through five, and Stissing serving grades six through twelve.
- This change will not impact delivery of services or increase class sizes.
- This could potentially decrease transportation costs by reducing the number of vehicles required to get to two schools as opposed to three.
- The district would reduce operating costs by no longer operating three buildings (although minimal maintenance will be required even to a closed school).
- The closed building may generate revenues by being sold, leased or rented.

Appendix D

Pine Plains CSD – Building Condition Survey Findings

Board of Education Meeting

1.17.2024

CSARCH

Stissing Mountain

- Replace Septic Tanks (40)
- Replace Site Fuel oil tank (41)
- Replace concrete parking lot island, seal cracks(55)
- Provide paved sports field service road(55)
- Elevate Scoreboard, Recondition Tennis Courts and Track, replace infield drainage at ball field (58)
- Provide additional relocatable bleachers (59)
- Replace Dugouts, Provide toilets at Concessions, Replace Greenhouse outer shell (60)
- Remove efflorescence at memorial(60)

Seymour Smith

- Replace and re-layout parking lot(55)
- Replace sidewalk at front of the building(56)
- Replace play field fence and parking fence(58)

Cold Springs

- Replace Building main electric switchboard (43)
- Replace Parking lot(55)
- Replace Basketball Court(58)
- Replace split rail fence, expand metal storage shed and provide water and power to it (60)

Maintenance

- Replace galvanized pipe from adjacent building and provide Reduced Pressure Zone (RPZ)(39)
- Remove dry well and replace with septic system(40)
- Replace Site Gas tank (41)
- Replace existing main and branch panelboards with associated feeders (43)

Stissing Mountain Overview

Original Construction – 1969

- Building Structure
 - Repair concrete foundation wall in Boiler Room(61)
 - Repair structural floor crack in slab, Provide Expansion Joint at Library(65)
- Envelope
 - Repair cracks and efflorescence in masonry, clean north side middle school masonry(66)
 - Repoint and repair chimney(67)
 - Replace (27) original vintage exterior doors and (1) Overhead door (69)
 - Provide permanent ramp at Cafeteria, Provide rail extensions at Loading dock(70)
 - Replace original vintage windows with energy efficient units(72)
- Roof
 - Replace EPDM and BUR roof areas with expired warranties, Remove and replace wet insulation(73)

Stissing Mountain Overview

- Interior Walls
 - Repair hairline cracks in walls(75)
- Classroom Condition
 - Replace VAT and deteriorating VCT with new VCT in classroom areas (77)
 - Replace middle school corridor terrazzo (and slab) with Terrazzo and waterproofed slab (78)
 - Recoat select concrete floors and replace ceramic floor tile in locker rooms with new CFT(78)
 - Replace wood shop wood floors and recoat/ restripe high school gymnasium wood floor(79)
 - Replace original vintage building ceiling system and replace water damaged ceilings (Art Room)(80)
- Interior Doors
 - Replace (100) non-rated interior doors/frames and open wood slat transfer grilles(82)
 - Replace (15) doorknob hardware and (32) wire glazing doors to fire rated glazing(82)
- Interior
 - Provide permanent stair at Boiler room(83)
 - Provide Code compliant railings/ handrails in original vintage(83)
 - Replace High School Bleachers (86)

Stissing Mountain Overview

- ADA
 - Provide ADA access route to Greenhouses, through courtyard(112)
- Mechanical
 - Replace Boiler plant(87)
 - Replace unit ventilators and PTAC office units throughout the high school(88)
- Plumbing
 - Replace expansion tanks and heat exchanger (93)
 - Replace Grease Interceptor (94)
 - Replace water heater (96)
 - Replace plumbing fixtures and drinking fountains in coordination with architectural scope (97,98)

Stissing Mountain Overview

- Electrical/ Security
 - Replace original vintage panelboards, transformers and associated feeder connections (101)
 - Fixture lenses/diffusers are old and require replacement (102)
 - Provide additional emergency lighting units throughout all Corridor areas, Gang Toilet Rooms and Exterior Courtyards (103)
 - Provide replacement addressable system with emergency communications capability (105)
 - Provide additional carbon monoxide devices in Boiler Room area and integrate with fire alarm system(106)
 - Replace existing PA system with tie to the proposed Fire Alarm/Emergency Communication system (107)

Stissing Mountain Overview - Roof



WARRANTY STATUS

	GOOD - TYPE 1
	GOOD - TYPE 2
	MINIMAL - TYPE 1
	MINIMAL - TYPE 2
	EXPIRED - TYPE 1
	EXPIRED - TYPE 2

CSARCH



145

143

141

139

137



WE ARE BOMBERNATIO



NO
SKATEBOARDING
ROLLER BLADING
ROLLER SKATING
SCOOTERS
PIKE PLAINS CENTRAL SCHOOL DISTRICT









Seymour Smith Overview

Original Construction – 1932

- Building Structure
 - Provide additional concrete wall in Basement, remove efflorescence(61)
 - Repair structural floor cracks in slab(65)
- Envelope
 - Repoint Masonry, remove efflorescence, Front Entry masonry repairs(66)
 - Repoint and replace cracked brick at chimney(67)
 - Replace knob hardware at Transformer room with more secure hardware(69)
 - Replace stairs and ramp by Gymnasium and Music room(70)
- Roof
 - Replace older vintage skylights at clock tower/ stage and provide roof access from fan room(73)
- Interior Walls
 - Repair cracks, spalling and repointing in Boiler room and various Classrooms(74)
 - Replace wall tile at vestibules and toilet rooms, Repair plaster at Lobby/Stage/Projector/Boiler (75)

Seymour Smith Overview

- Classroom Condition
 - Replace carpet in Library and remove VAT beneath with new carpet (76)
 - Replace VAT in classrooms and replace with VCT, Replace Main office and corridor VCT with new VCT(77)
 - Replace remaining Spline ceilings and discolored ACT ceilings with new ACT (80)
- Support Room Condition
 - Recoat concrete in Boiler room(78)
 - Recoat Gymnasium wood floor, stage wood floor and classroom stage wood floor(79)
 - Repair peeling plaster ceilings (80)
- Lockers
 - Replace original vintage wing lockers(81)
- Interior Doors
 - (14) Secondary Egress Locations have non-ADA hardware, glazing in doors lack fire rating, (51) Doors with knob hardware and (26) Doors with wire glass(82)

Seymour Smith Overview

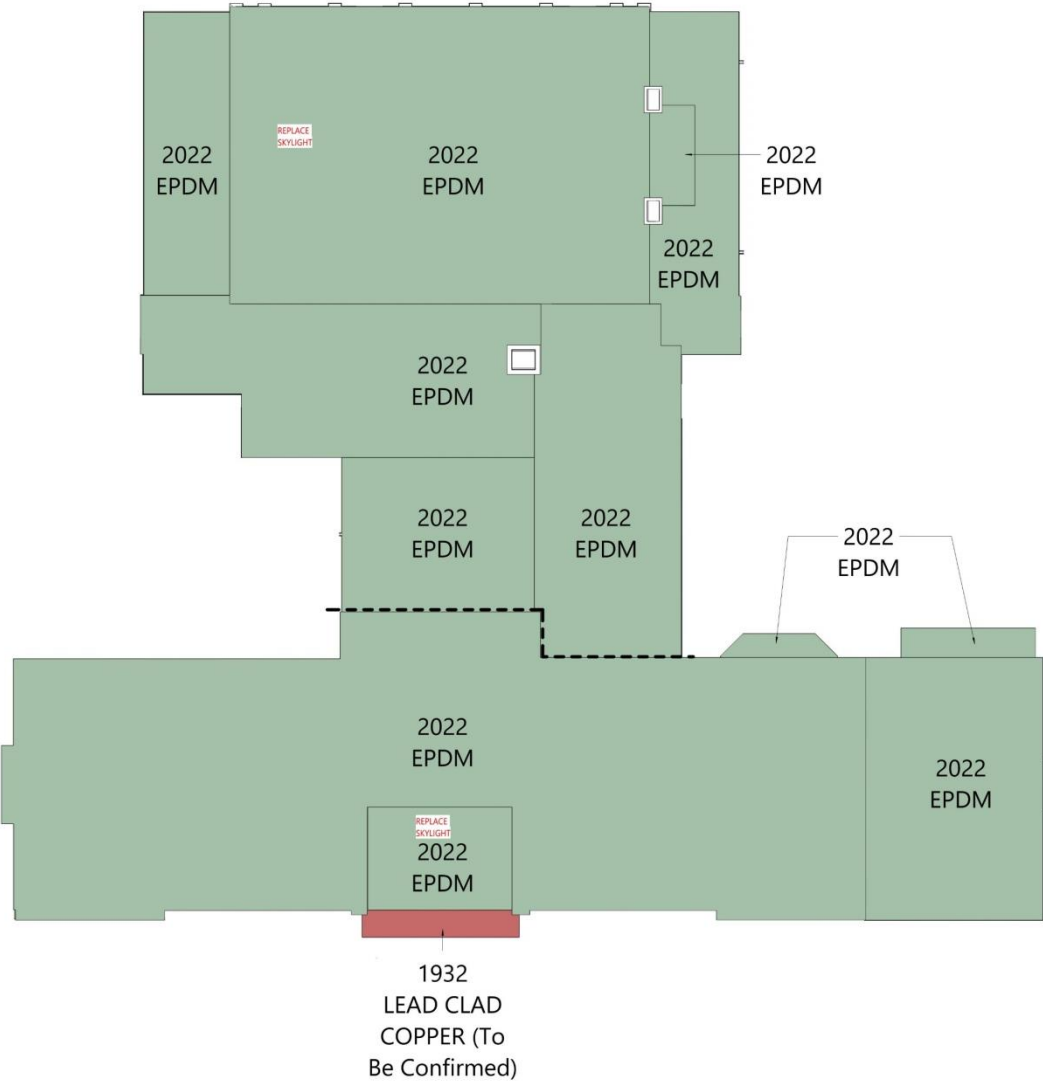
- Mechanical
 - Replace unit ventilators (88)
- Plumbing
 - Replace piping that is at the end of its useful life (93)
 - Replace Grease trap (Sanitary) (94)
 - Replace failing piping and grease trap (Stormwater) (95)
 - Replace plumbing fixtures and drinking fountains in coordination with architectural scope (97,98)
- Electrical
 - Replace original Kitchen panels with associated feeders back to Main Switchboard (101)
 - Replace existing Classroom and Office light switches (102)
 - Provide additional emergency lighting in all corridor areas, gang toilet rooms and Library (103)
 - Replace Public Address Speaker wall units (107)

Seymour Smith Overview

- ADA
 - Provide accessible route at main entrance(112)
 - Provide ADA drinking fountains (115)
 - Provide ADA hardware where required at doors(115)
 - Provide lift at stage for ADA access (116)
- Emergency Shelter
 - Provide power generator for shelter requirements and needs(129)

Seymour Smith Overview - Roof

WARRANTY STATUS	
	GOOD - TYPE 1
	GOOD - TYPE 2
	MINIMAL - TYPE 1
	MINIMAL - TYPE 2
	EXPIRED - TYPE 1
	EXPIRED - TYPE 2









Cold Springs Overview

Original Construction – 1968

- Building Structure
 - Repair cracked foundation walls(61)
- Envelope
 - Repair cracks at Gymnasium Northwest corner, Replace Gymnasium metal panel with thermally insulated wall assembly, repoint brick masonry(66)
 - Repoint chimney and replace cap, provide new clean out door into boiler room(67)
 - Upgrade single leaf doors, provide second means of egress from boiler room, Replace (2) doors and frames (69)
 - Repair spalling and chipping at Loading Dock(70)
 - Replace windows with energy efficient units (Including shades)(72)
- Interior Walls
 - Recoat concrete walls in Boiler Room(75)

Cold Springs Overview

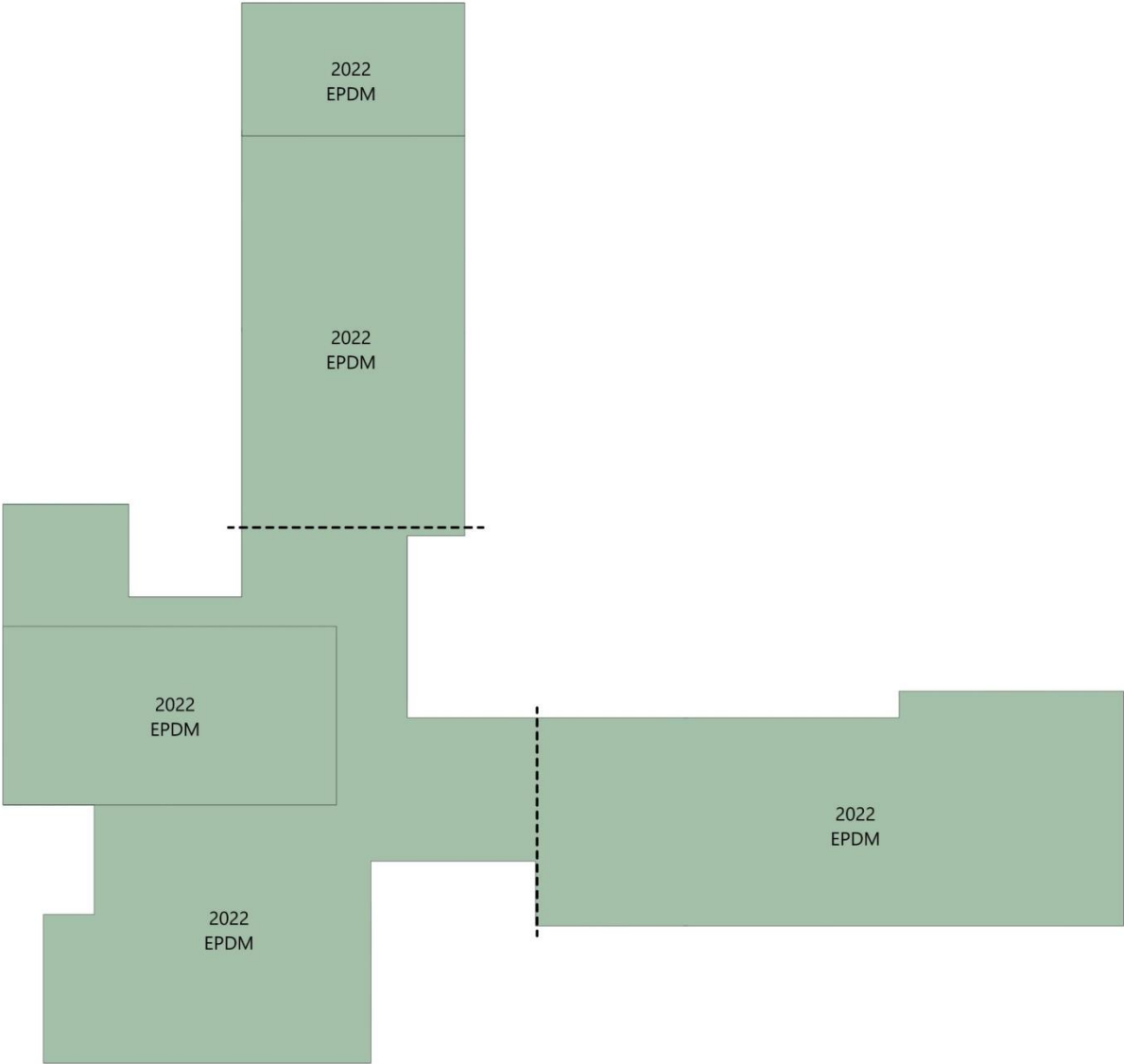
- Classroom/ Support space Conditions
 - Remove and replace VAT in Classrooms, Office, Gym and Cafeteria with VCT(77)
 - Recoat kitchen room concrete floor(78)
 - Recoat wood stage floor and consider refurbishment (79)
 - Replace ceilings in classrooms with new ACT (80)
- Interior Doors and Stairs
 - Provide (46) Fire rated doors and frames at corridors, Replace (10) knob hardware, Doors in Kitchen area need emergency egress hardware and fire rated doors/frames(82)
 - Provide extensions to stage stair railings(67)
- Mechanical
 - Renovate boiler room in its entirety (87)
 - Replace unit ventilators and PTAC units (88)
- Plumbing
 - Remove HW Storage tank (93)
 - Replace Grease Trap (sanitary) (94)
 - Replace plumbing fixtures and drinking fountains in coordination with architectural scope (97,98)

Cold Springs Overview

- Electrical
 - Replace original vintage panelboards and associated feeder conductors/conduit(101)
 - Provide additional emergency lighting in all Corridor areas, Faculty lounge, Main Office, Gang Toilet Rooms and Gymnasium (103)
 - Replace existing combination Master Clock/Public Address Speaker wall units(107)
- ADA
 - Provide ADA route to playground equipment(113)
 - Provide lift at stage, accessible route out of Boiler Room, compliant ADA toilet rooms(116)
- Emergency Shelter
 - Provide power generator for shelter requirements and needs(129)

Cold Springs Overview - Roof

WARRANTY STATUS	
	GOOD - TYPE 1
	GOOD - TYPE 2
	MINIMAL - TYPE 1
	MINIMAL - TYPE 2
	EXPIRED - TYPE 1
	EXPIRED - TYPE 2





R

6

RESCUE WINDOW

RESCUE WINDOW

RESCUE WINDOW







Maintenance Overview

Original Construction – 1950

- Building Structure
 - Repair cracking and spalling on structural floors(65)
- Envelope
 - Reconstruct cracked and damaged masonry(66)
 - Rebuild cracked and damaged masonry parapet(68)
 - Replace (2) overhead doors(69)
 - Replace exterior windows with energy efficient units(72)
 - Replace EPDM roof assembly (73)
- Interior Walls
 - Replace wood paneling and gypsum board partitions past their useful life(75)
- Interior Doors
 - Replace older doors and hardware(82)

Maintenance Overview

- Mechanical
 - Replace overhead gas-fired infrared heaters (propane fired) (87)
 - Replace 2 general exhaust fans, and provide ventilation (88)
 - Replace Stand-alone thermostatic controls (92)
- Plumbing
 - Remove oil water separator (94)
 - New water heater recommended, existing unit is beyond its useful life (96)
 - Replace plumbing fixtures in coordination with architectural scope (97)
- Electrical
 - Provide additional interior and exterior general-purpose receptacles/branch circuits [101]
 - Provide enclosed/gasketed LED fixtures for maintenance bays [102]
 - Provide additional combination exit/emergency lighting fixtures throughout [103]
 - Provide addressable fire alarm system connections to adjacent School with Control panel, initiation, and notification devices [105]
 - Provide CO detectors with fire alarm system connection [106]
 - Provide connection of building to adjacent School phone system [107]

Maintenance Overview

- ADA
 - Provide handicap parking(112)
 - Renovate toilet area to ADA fixtures and clearances(116)
- Water Infiltration
 - Rework site and provide additional drainage at hill behind masonry wall (123)

Bus Garage Overview

Original Construction – 2016

- Building Structure
 - Corrosion at wash bay structure, consider redesign of space to meet needs(63)
- Exterior Envelope
 - Replace exterior doors and overhead doors experiencing corrosion at wash bay (69)
- Interior
 - Replace interior doors experiencing corrosion at wash bay(82)
- Roof
 - Replace roof boots and curbs that are allowing water to infiltrate at roof level(73)
- Electrical
 - Add additional emergency lighting units in Driver's Room and Parts (Electric Service) Room (103)

Estimate

• Stissing Mountain:	\$25,297,000
• Seymour Smith:	\$10,349,700
• Cold Spring:	\$7,079,400
• Maintenance Building:	\$1,727,800
• Bus Garage:	\$98,300
• Total:	\$44,552,200

CSARCH

Appendix E

PINE PLAINS CENTRAL SCHOOL DISTRICT

TOTAL EXISTING AND PROJECTED DEBT SERVICE AND STATE AID PAYMENTS

		A+B		C-D		E-F		H-I		C+H		D+I		K-L-G	
A	B	C	D	E	F	G		H	I	J	K	L			
BUILDING DEBT SERVICE EXCLUDING CAPITAL OUTLAYS								CAPITAL OUTLAY DEBT SERVICE			COMBINED BUILDING DEBT SERVICE				
FISCAL YEAR ENDING	PRINCIPAL PAYMENT	INTEREST PAYMENT	TOTAL EXISTING DEBT	STATE BUILDING AID	GROSS LOCAL SHARE	LESS DEBT SERVICE OFFSETS	NET LOCAL SHARE	BUDGETARY APPROPRIATION	STATE BUILDING AID	CAPITAL OUTLAY EXCLUSION	TOTAL EXISTING DEBT	TOTAL STATE BUILDING AID	NET TOTAL LOCAL SHARE		
6/30															
2025	145,000	80,931	225,931	706,382	(480,450)	-	(480,450)	100,000	-	100,000	325,931	706,382	(380,450)		
2026	145,000	76,219	221,219	702,721	(481,502)	-	(481,502)	100,000	46,800	53,200	321,219	749,521	(428,302)		
2027	150,000	71,425	221,425	588,121	(366,696)	-	(366,696)	100,000	46,800	53,200	321,425	634,921	(313,496)		
2028	155,000	66,469	221,469	588,121	(366,653)	-	(366,653)	-	-	-	221,469	588,121	(366,653)		
2029	160,000	61,350	221,350	588,121	(366,771)	-	(366,771)	-	-	-	221,350	588,121	(366,771)		
2030	165,000	56,069	221,069	588,121	(367,053)	-	(367,053)	-	-	-	221,069	588,121	(367,053)		
2031	175,000	50,544	225,544	588,121	(362,578)	-	(362,578)	-	-	-	225,544	588,121	(362,578)		
2032	180,000	44,775	224,775	588,121	(363,346)	-	(363,346)	-	-	-	224,775	588,121	(363,346)		
2033	185,000	38,844	223,844	588,121	(364,278)	-	(364,278)	-	-	-	223,844	588,121	(364,278)		
2034	195,000	32,669	227,669	588,121	(360,453)	-	(360,453)	-	-	-	227,669	588,121	(360,453)		
2035	200,000	26,125	226,125	588,121	(361,996)	-	(361,996)	-	-	-	226,125	588,121	(361,996)		
2036	210,000	19,075	229,075	479,716	(250,641)	-	(250,641)	-	-	-	229,075	479,716	(250,641)		
2037	215,000	11,638	226,638	402,244	(175,606)	-	(175,606)	-	-	-	226,638	402,244	(175,606)		
2038	225,000	3,938	228,938	324,771	(95,834)	-	(95,834)	-	-	-	228,938	324,771	(95,834)		
2039	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2040	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2041	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2042	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2043	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2044	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2045	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2046	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2047	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
2048	-	-	-	64,210	(64,210)	-	(64,210)	-	-	-	-	64,210	(64,210)		
Totals	\$ 2,505,000	\$ 640,069	\$ 3,145,069	\$ 8,551,021	\$ (5,405,953)	\$ -	\$ (5,405,953)	\$ 300,000	\$ 93,600	\$ 206,400	\$ 3,445,069	\$ 8,644,621	\$ (5,199,553)		

Includes the following Authorizations:

*Debt Service Offsets anticipate use of various Premiums and Debt Service Funds. Please see individual authorization pages for further detail.

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Appendix F

Summary of Electric Costs - Cold Spring and Seymour Smith
2024-2025 and 2025-2026
Seymour Smith ILC = 80,385 Square Footage
Cold Spring ELC = 43,300 Square Footage

Seymour Smith ILC 2025-2026

Date	Location	kWh	KW	Cost / kWh	Total Cost	Reading Type	SPECIAL NOTES FOR BILLING CYCLE
July	S.S.	26760	88.8	0.10475	\$4,439.54	Actual	7/10/25 - 8/6/25
August	S.S.	24240	93.6	0.12469	\$4,820.44	Actual	8/7/25 - 9/9/25
Sept.	S.S.	19200	90	0.09001	\$3,530.73	Actual	9/10/25 - 10/7/25
Oct.	S.S.	24480	88.8	0.06811	\$3,418.45	Actual	10/8/25 - 11/6/25
Nov.	S.S.	29280	98.4	0.09031	\$4,431.68	Actual	11/7/25 - 12/10/25
Dec.	S.S.	24840	92.4	0.07734	\$3,763.29	Actual	12/11/25 - 1/9/26
Jan.	S.S.	29160	106.8	0.10135	\$5,101.62	Actual	1/10/26 - 2/10/26
Feb.	S.S.	24720	94.8	0.14884	\$5,364.43	Actual	2/11/26 - 3/11/26
March	S.S.	19800	80.4	0.14263	\$4,511.90	Actual	3/12/26 - 4/6/26
April	S.S.	23280	91.2	0.12774	\$4,972.16	Actual	4/7/26 - 5/6/26
May	S.S.	24480	112.8	0.12009	\$5,221.65	Actual	5/7/26 - 6/8/26

Cold Spring ELC 2025-2026

July	C.S.	17440	79.2	0.09531	\$3,237.80	Estimate	5/31/25 - 7/1/25
August	C.S.	16960	52.8	0/10247	\$2,780.06	Actual	7/2/25 - 7/30/25
Sept.	C.S.	12800	44.8	0.11813	\$2,423.56	Actual	7/31/25 - 8/27/25
Oct.	C.S.	15360	55.2	0.105	\$2,791.36	Actual	8/28/25 - 9/30/25
Nov.	C.S.	14320	52.8	0.0737	\$2,171.24	Actual	10/1/25 - 10/28/25
Dec.	C.S.	19120	56	0.0836	\$2,929.26	Actual	10/29/25 - 12/3/25
Jan.	C.S.	14880	51.2	0.08132	\$2,277.78	Estimated	12/4/25 - 1/2/26
Feb.	C.S.	20240	58.4	0.09555	\$3,199.36	Actual	1/3/26 - 2/3/26
March	C.S.	16400	56.8	0.13798	\$3,378.48	Actual	2/4/26 - 3/4/26
April	C.S.	13840	56	0.14424	\$3,178.09	Actual	3/5/26 - 3/31/26
May	C.S.	13120	56.8	0.132	\$3,003.72	Actual	4/1/26 - 4/28/26
June	C.S.	16480	71.2	0.12116	\$3,526.03	Actual	4/29/26 - 6/1/26

Seymour Smith ILC 2024-2025

Date	Location	kWh	KW	Cost / kWh	Total Cost	Reading Type	SPECIAL NOTES FOR BILLING CYCLE
July	S.S.	30240	94.8	0.09008	\$5,013.47	Actual	7/9/24 - 8/5/24
August	S.S.	24480	84	0.09711	\$4,428.52	Actual	8/6/24 - 9/6/24
Sept.	S.S.	24240	91.2	0.07488	\$3,811.07	Actual	9/7/24 - 10/9/24
Oct.	S.S.	25200	93.6	0.04539	\$3,215.28	Actual	10/10/24 - 11/6/24
Nov.	S.S.	25560	92.4	0.05204	\$3,416.22	Actual	11/7/24 - 12/5/24
Dec.	S.S.	28320	87.6	0.05914	\$3,768.63	Actual	12/6/24 - 1/8/25
Jan.	S.S.	27120	88.8	0.07735	\$3,928.47	Actual	1/9/25 - 2/7/25
Feb.	S.S.	24840	82.8	0.10034	\$4,126.29	Actual	2/8/25 - 3/7/25
March	S.S.	25080	75.6	0.11755	\$4,463.46	Actual	3/8/25 - 4/7/25
April	S.S.	19320	78	0.10414	\$3,552.46	Actual	4/8/25 - 5/6/25
May	S.S.	25320	99.6	0.09525	\$4,459.02	Actual	5/7/25 - 6/10/25
June	S.S.	26280	151.2	0.096	\$5,219.41	Actual	6/11/25 - 7/8/25

Cold Spring ELC 2024-2025

July	C.S.	16640	47.2	0.08554	\$2,627.13	Estimate	
August	C.S.	14560	59.2	0.08247	\$2,551.84	Actual	
Sept.	C.S.	14560	59.2	0.08247	\$2,551.84	Actual	8/29/24 - 9/30/24
Oct.	C.S.	13520	54.4	0.05351	\$1,961.23	Actual	10/01/14 - 10/28/24
Nov.	C.S.	17200	56.8	0.0521	\$2,223.61	Actual	10/29/24 - 12/02/24
Dec.	C.S.	15360	51.2	0.05871	\$2,164.30	Actual	12/3/24 - 1/2/25
Jan.	C.S.	15360	59.2	0.07249	\$2,384.11	Actual	1/3/25 - 1/30/25
Feb.	C.S.	17440	55.2	0.0949	\$2,789.68	Actual	1/31/25 - 3/3/25
March	C.S.	15360	57.6	0.11491	\$2,934.11	Actual	3/4/25 - 3/31/25
April	C.S.	13600	52	0.10831	\$2,547.33	Actual	4/1/25 - 4/29/25
May	C.S.	15360	56.8	0.09744	\$2,719.08	Actual	4/30/25 - 5/30/25
June	C.S.	17440	79.2	0.09531	\$3,237.80	Actual	5/31/25 - 7/1/25