



Reimagining Our Schools

September 17, 2025



Purpose:

The ***Reimagining Our Schools Committee*** will serve as a vehicle for determining the future use of the district's elementary schools.



Overview

Goals and Objectives

Proposed Goals and Objectives

- 1) Review and consider results of two Cohort Survival Studies completed for the school district, including a review of current and projected enrollment.
- 2) Determine the ramifications of closing a school including potential costs and savings as well as the potential to repurpose the school.
- 3) Consider the type, age and physical condition of each school, maintenance and energy costs, recent or planned improvements (capital project work), and any special features of the school.
- 4) Determine the effect of closing a school on personnel needs, costs of instruction, administration, transportation, and other support services.
- 5) Determine the most equitable / efficient way to redraw the district's attendance boundaries, resulting in the best possible distribution of students across the remaining schools.

Proposed Goals and Objectives Continued


- 6) Plan for transition including reassignment / redistricting of students, student support for transition, orientation for students, special education and support programs.
- 7) Plan for staffing and human resource considerations including personnel displacement plans (seniority, reductions in force, transfer rights, contractual obligations), needs and participation of collective bargaining group members, reassignment, and reduction in force procedures.
- 8) Plan for updated bus routes including safety and travel time considerations.
- 9) Plan for ongoing / frequent / clear communication about process and progress being made. This will include regular public meetings to share, and gather, information.
- 10) Plan for honoring the legacy of the closed school.



Committee Composition

The *Reimagining Our Schools Committee* will begin as a single (central) entity, then divide into smaller work groups based on specific tasks.

Examples of Possible Work Groups:

- Attendance Boundaries
 - Grade Level Configurations
 - Communication
 - Human Resources
 - Staff and Student Transitions
 - Reimagining a school's use
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Attendance Boundaries: Getting Started



- 1) Review and consider results of two Cohort Survival Studies completed for the school district, including a review of current and projected enrollment.
- 2) Determine the most equitable / efficient way to redraw the district's attendance boundaries, resulting in the best possible distribution of students across the remaining schools.
- 3) Plan for updated bus routes including safety and travel time considerations.



Grade Level Configuration: Getting Started



1) When a school district is considering a building closure, it is critical that both educational implications and operational / logistical considerations are identified. These include:

- Student learning and development
- Student social and emotional needs
- Student equity and access
- Class size
- Staffing and instructional expertise
- Facilities
- Family and community impact
- Long term planning



Communications: Getting Started



1) Plan for ongoing / frequent / clear communication about process and progress being made. This will include regularly sharing work completed by work groups. Initial tasks include:

- Responsible for gathering and reviewing meeting minutes prior to posting
- Responsible for monthly update to the BOE
- Responsible for preparing regular public updates to be distributed via Parent Square, district website, social media
- Planning / preparing communication for students, families, staff and the larger Scotia - Glenville community
- Plan for honoring the legacy of the closed school



Human Resources and Personnel:

Getting Started



- 1) Determine the effect of closing a school on personnel needs, costs of instruction, administration, transportation, and other support services.
- 2) Plan for staffing and human resource considerations including personnel displacement plans (seniority, reductions in force, transfer rights, contractual obligations), needs and participation of collective bargaining group members, reassignment, and reduction in force procedures.



Staff and Student Transitions: Getting Started



- 1) Plan for transition including reassignment / redistricting of students, student support for transition, orientation for students, special education and support programs.
- 2) Plan for transition including supporting parents and guardians through their child's or children's transitions.
- 3) Plan for staff transition including reassignment / redistricting of staff, staff support for transition, orientation for staff, staff support for special education and support programs.



Reimagining Uses for a School: Getting Started



- 1) Consider the type, age, and physical condition of each school; maintenance and energy costs; recent or planned improvements (capital project work); and any special features of the school.
- 2) Determine potential reuse options for a building, including creation of a preschool, lease, or sale.
- 3) Plan and conduct forums as required by education law.
- 4) Gather and analyze community input through surveys.



Key Considerations in the Process


(NY Educ L § 402-A)



During its work, the ***Reimagining Our Schools Committee*** and Work Groups must remember the following:

- NYS Education Law and Commissioner's Regulations
- Transparent and inclusive process for participants and the larger community
- Equity and access for all students
- Student outcomes
- Personnel and collective bargaining contractual obligations
- Long-term district sustainability and fiscal forecast
- **Work Groups make recommendations to the Board of Education, through the superintendent. The Board of Education makes decisions.**





Superintendent and Work Group Expectations

Our Commitment to Community



Our Commitment
As
Participants in
the Process

One Community, Every Tartan: the Pattern that Unites Us

Every Tartan is a vital thread in our shared tapestry. At Scotia-Glenville, we are committed to embodying unity, embracing representation, and upholding the dignity of each individual. Our mission is to cultivate an environment of learning and growth where all students, staff, and community members feel safe, seen, supported, and heard. We are stronger as a community when we are all empowered to succeed.



Work Group Expectations for the Superintendent



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What Can You Expect from the Superintendent as a Member of a Reimagining Our Schools Work Group?

- 1) **The Superintendent will treat all members with courtesy, valuing diverse perspectives, experiences and roles. This does not mean we might not disagree.**
- 2) **You will have a contact list for the members of your group no later than Friday, September 26.**
- 3) **Attached to the contact list will be a charge for your group. Please review it before October 8 (our next meeting).**



Work Group Expectations for the Superintendent



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What Can You Expect from the Superintendent as a Member of a Reimagining Our Schools Work Group Continued

- 4) **Work Groups will be provided a template for meeting agendas and minutes and must use that template...it will benefit our community if all communication has a consistent look and feel.**
- 5) **We will meet as a large group October 8, then split into our work groups. At that time, groups can determine if they will meet in-person, virtually, or a combination of those options.**
- 6) **We will communicate our work products, including answering email questions and sharing information, through the Reimagining Our Schools email on the district website.**



Superintendent's Expectations for Work Group Participants



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What is Expected of Work Group Participants?

- 1) **Participants will treat all members with courtesy, valuing diverse perspectives, experiences, and roles.**
- 2) **Participants will always assume positive intent by listening actively without interrupting, sharing ideas openly and honestly, clarifying and asking questions before drawing conclusions, keeping side conversations to a minimum during meetings.**
- 3) **Participants will work towards shared goals, not individual agendas, and support recommendations once the group reaches a consensus.**



Superintendent's Expectations for Work Group Participants



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What is Expected of Work Group Participants Continued

- 4) **Participants will follow through on deadlines, be on time and prepared, own mistakes and work to fix them.**
- 5) **Participants will address issues directly and respectfully, focus on solutions, not blame, and use data and evidence to guide recommendations whenever possible.**
- 6) **Participants will keep sensitive discussions within the Work Group unless they need help resolving a situation. If they are in need of help, they will contact Superintendent Swartz.**



Tentative Timeline Overview



Phase	Timeframe	Key Activities
Further Study and Analysis	Fall 2025	Enrollment, financial, and facilities reviews
Public Engagement	Fall / Winter / Early Spring 2025 - 2026	Sub-Groups working, community forums and outreach, surveys
Board Vote	February 2026	Determine which school to repurpose or close
Transition Preparation	Winter 2025 / Spring 2026	Assign students and staff, update bus routes
Closure and Move	Summer 2026	Prepare to repurpose or close a school
School Year Begins	September 2026	Students attend new assigned schools



Next Meeting: MS Cafeteria
October 8, 2025
Full Group 6:00 p.m.
Work Groups 6:15 p.m.

