

Forum Guidelines

- Sign in to speak
- Three minutes per person so everyone who wishes to speak has an opportunity to speak at least once
- Additional feedback - email:
reimagine@sgcsd.net





Scotia-Glenville Community Forum

Dec 11, 2025
6:00 - 7:30 pm

Meeting Goal

The goal of tonight's meeting is to share information about possible grade level configurations and solicit feedback from forum participants.

Feedback on both grade level configuration as well as what building will be repurposed / mothballed is welcome.

Reimagining our Schools

RoS Overview:

- Six Work Groups
- 19 Work Group meetings have occurred
- Three public meetings have been conducted
- Information has been disseminated through the ROS web link, ParentSquare, Agendas and Minutes kept by each group

Next Immediate Steps:

- Determine Grade Level Configuration
- Determine school to be repurposed

Additional Steps:

- Develop and implement specific plans to accomplish the tasks for a smooth transition for staff, students, families, and the community at large.

*Our enrollment has been in steady decline. **~30% since 2000***

*Our buildings, particularly our elementaries, are well below capacity. **~60 %***

*We face a systemic budget deficit. **~\$2.7 million gap projected***

Grade Level Configuration Throughlines

We must act decisively

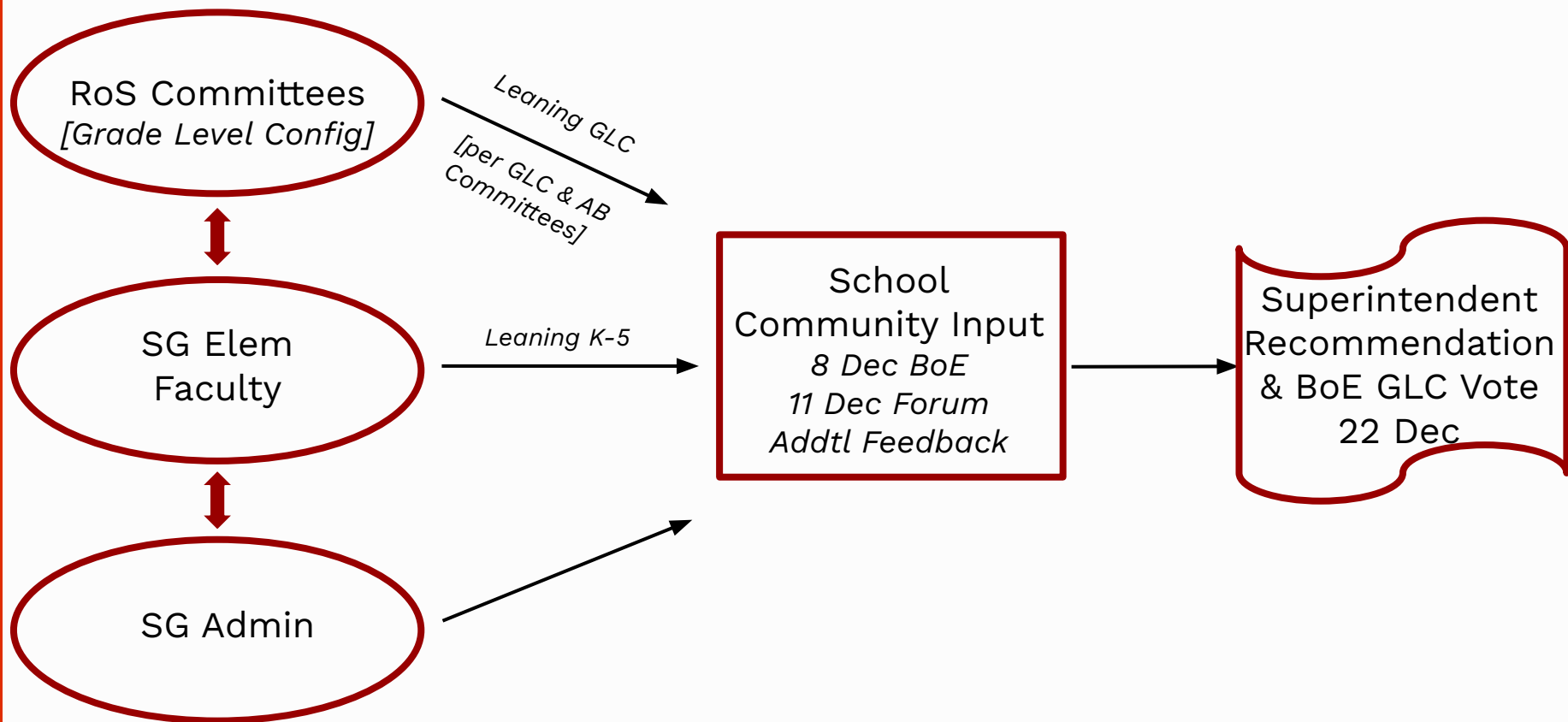
*There is inequity across our elementary schools: **26v 12 or 21v12***

A reconfiguration is an opportunity.

Change is hard and can surface strong emotions.

Our community has deep ties to our elementary schools.

Grade Level Configuration Process



Three K-5's Buildings



Potential Benefits:

- Lesser impact on families / community
 - Elementary parents → 1 building (parent teacher conferences, PTA events, school wide activities)
 - Elementary siblings → same building
- Building enrollment equity
- No transition at Gr3 - a pivotal year
- Community school environment
- Less educational system change
- Vertical alignment K-5
 - Access to all grade level materials to meet all learner needs
- Long term connections between staff and students
- Staff will know students more deeply
 - AIS - PPS - Admin - Support staff
 - Monitor student growth from K-5 in reading, special area classes, special education classes
- Physical building plant proven to work
 - Bathrooms, cubbies, library collections set k-5
- Possibility of shorter bus rides
- Older students can serve as leaders, peer mentors

Grade Level Centers

Potential Benefits:

- Class size equity and flexibility
 - Classes w/i 1-2 students of avg
- Horizontal alignment
 - Collaboration w/i grade levels
 - Grade level specific PD - K-2 → phonics
 - Departmentalization at SAC
 - Informal peer observation
- Curriculum more tailored to grade bands: *Primary vs Intermediate*
 - Academic Intervention
 - Special Areas
 - 3-8 exams out of primary buildings
- Grade level centers serve as melting pots
- Greater staffing optimization
- Primary and Intermediate environment
 - Assemblies, PTA events
- Nearly all staff and families would participate in the reconfiguration - aka fresh start for all



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What does the research say?

- Research is: mixed / a bit inconclusive
 - Fewer transitions → favors K-5's
 - Focus on primary school → favors Grade Level Centers
- Difficult to isolate the grade level configuration variable or show causation
- Research consensus: configuration alone is not a primary driver of student outcomes. Quality of instruction, leadership, staff continuity, family engagement, curricular program, and supports determine success more than whether the school is K-5 or a Grade Level Center.

Reimagining our Schools

	25-26 Enrollment	25-26 Number of Sections	25-26 Avg Class Size	Class Size Guidelines	26-27 Proj Number of Sections	26-27 Projected Avg Class Size
K	138	8	17.3	22	8 *	20 *
1st	144	8	18	22	7	19.7
2nd	146	9	16.2	23	7	20.6
3rd	137	8	17.1	24	7	20.9
4th	176	9	19.6	25	6	22.8
5th	129	7	18.4	26	7	25.1
		49			42	

K - 5 Configuration



Sacandaga

~ 400 Students

K - 3 sections

1st - 3 sections

2nd - 3 sections

3th - 3 sections

4th - 2 sections

5th - 3 sections

SPED: Co-Teach



Building #2

~ 275 Students

K - 3 sections

1st - 2 sections

2nd - 2 sections

3rd - 2 sections

4th - 2 sections

5th - 2 sections

SPED: Co-Teach - Two 15:1:1's



Building #3

~ 275 Students

K - 2 sections

1st - 2 sections

2nd - 2 sections

3rd - 2 sections

4th - 2 sections

5th - 2 sections

SPED: 6:1:3, DS1, DS2

Grade Level Centers



Sacandaga

~ 480 Students

3rd - 7 sections

4th - 6 sections

5th - 7 sections

SPED - Co-Teach, DS2,
15:1:1

* Room Utilization - 94%

Building #2

~ 195 Students

K - 4 sections

1st - 3 sections

2nd - 3 sections

SPED - 6:1:3, DS1

Building #3

~ 275 Students

K - 4 sections

1st - 4 sections

2nd - 4 sections

SPED - Co-teach, 15:1:1

Reimagining our Schools

Options if enrollment changes or 2027 budget reductions are being considered.

K-5 Buildings

- Unbalanced Sections
- Must move students if enrollment/budget requires sections to change.
- Can't consolidate sections and utilize the higher class size guidelines when a cohort moves from K through 5.

Grade Level Centers

- Balanced sections
- Add/reduce sections to match the enrollment/budget needs without moving schools.
- Can reduce sections when a cohort moves from K through 5 with higher class size guidelines.

Reimagining our Schools

Assumes K enrollment in 26/27 is higher, but future K enrollment is more consistent to what we have been seeing.

2026-27	K-5	GLC's	2027-28	K-5	GLC's	2028-29	K-5	GLC's	2029-30	K-5	GLC's
Grade	# of Sections	# of Sections	Grade	# of Sections	# of Sections	Grade	# of Sections	# of Sections	Grade	# of Sections	# of Sections
K	8	8	K	7	7	K	7	7	K	7	7
1st	7	7	1st	8	8	1st	7	7	1st	7	7
2nd	7	7	2nd	7	7	2nd	8	8	2nd	7	7
3rd	7	7	3rd	7	6	3rd	7	6	3rd	8	7
4th	6	6	4th	7	6	4th	7	6	4th	7	6
5th	7	7	5th	6	6	5th	7	6	5th	7	6
Total FTE	42	42	Total FTE	42	40	Total FTE	43	40	Total FTE	43	40
		0			-2			-3			-3
Budget comparison to 2026-2027 FTE Budget	2026-2027 Budget No Difference Between Models			Same as 2026-2027	Reduces Budget by 2 Teachers		Increases Budget by 1 Teacher	Reduces Budget by 2 Teachers		Increases Budget by 1 Teacher	Reduces Budget by 2 Teachers
				\$200K Difference Between Models			\$300K Difference Between Models			\$300K Difference Between Models	

Reimagining our Schools

Assumes K enrollment in 26/27 is higher and K enrollment trend remains high.

2026-27	K-5	GLC's	2027-28	K-5	GLC's	2028-29	K-5	GLC's	2029-30	K-5	GLC's
Grade	# of Sections	# of Sections	Grade	# of Sections	# of Sections	Grade	# of Sections	# of Sections	Grade	# of Sections	# of Sections
K	8	8	K	8	8	K	8	8	K	8	8
1st	7	7	1st	8	8	1st	8	8	1st	8	8
2nd	7	7	2nd	7	7	2nd	8	8	2nd	8	8
3rd	7	7	3rd	7	6	3rd	7	6	3rd	8	7
4th	6	6	4th	7	6	4th	7	6	4th	7	6
5th	7	7	5th	6	6	5th	7	6	5th	7	6
Total FTE Needed	42	42	Total FTE	43	41	Total FTE	45	42	Total FTE	46	43
		0			-2			-3			-3
Budget comparison to 2026-2027 FTE Budget	2026-2027 Budget No Difference Between Models			Increases Budget by 1 Teacher	Reduces Budget by 1 Teacher		Increases Budget by 3 Teachers	Same as 2026-2027		Increases Budget by 4 Teachers	Increases Budget by 1 Teacher
				\$200K Difference Between Models			\$300K Difference Between Models			\$300K Difference Between Models	

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- Sign in to speak
- Three minutes per person so everyone who wishes to speak has an opportunity to speak at least once
- Additional feedback - email:
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Forum Norms

- 1) Forum participants will treat all attendees with courtesy, valuing diverse perspectives, experiences, and roles.
- 2) Forum participants will assume positive intent by listening actively without interrupting, sharing ideas openly and honestly, and keeping side conversations to a minimum while others are speaking.
- 3) Forum participants will address comments / concerns directly and respectfully without blaming others.
- 4) Forum participants will recognize that the district may not be able to respond to every questions posed during the forum. A parking lot for questions will be created and answered as more decisions are made.

Thank You for Your Attendance and Participation

Additional feedback - email:
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Second Forum: January 22, 2026
6:00 - 7:30 p.m.
Middle School Cafeteria

