

SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

Scotia, New York

May 8, 2026

To: Board of Education

A Regular Meeting of the Board of Education of the Scotia-Glenville School District will be held in the Cafeteria of the Middle School at 7:00 p.m. on Monday, May 11, 2026. If necessary, the Board will entertain a motion to go into Executive Session prior to the open meeting at 6:15 p.m.

Following the Board meeting, the Board may adjourn to Executive Session in order to discuss matters relating to personnel and/or negotiations.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Cathleen Smith', with a long horizontal flourish extending to the right.

Cathleen Smith

Clerk, Board of Education

MEMORANDUM OF AGREEMENT  
BY AND BETWEEN  
SCOTIA-GLENVILLE SCHOOL TEACHERS' ASSOCIATION  
"ASSOCIATION"  
AND  
SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT  
"DISTRICT"

WHEREAS, the District and the SGTA are parties to a collective bargaining agreement dated July 1, 2025- June 30, 2028 (the "Agreement"); and

WHEREAS, among other terms and conditions of employment set forth in the parties' Agreement are terms and conditions pertaining to compensation; and

WHEREAS, the parties acknowledge that the closure of the Glen-Worden Elementary School will require the reassignment and relocation of elementary instructional staff as of September 2026; and

WHEREAS, as the result of this unprecedented event the parties are exploring means to have members of the SGTA volunteer to assist in the preparation and move of their current classrooms and personal possessions as part of the physical transition of buildings; and

WHEREAS, the parties have come to agreement on matters of compensation pertaining to this voluntary work and believe that it is in their mutual best interest to memorialize in writing those understandings.

NOW, THEREFORE, the parties hereby agree as follows:

- 1) Teachers who voluntarily render service to prepare their current classroom for the move from Glen-Worden Elementary School outside of student instructional time shall be compensated for up to seven (7) hours of such work at the "special project" project rate of thirty dollars (\$30) per hour (for a maximum payment of two hundred ten dollars (\$210) for work performed by June 30th, 2026.
- 2) Teachers at Lincoln, Sacandaga or Glendaal who voluntarily render service to prepare their current classroom for the move from an elementary classroom to another classroom as a result of the changes at Glen Worden, outside of student instructional time shall be compensated for up to seven (7) hours of such work at the "special project" project rate of thirty dollars (\$30) per hour (for a maximum payment of two hundred ten dollars (\$210) for work performed by June 30th, 2026.
- 3) Teachers who volunteer to perform this work will follow the "packing guidelines" (see attachment).
- 4) Teachers who volunteer for such work will be permitted to split the maximum of seven (7) hours of compensated time for the special project work over the last two (2) weeks in

June after their regular workday (e.g., 4-7 pm) *in lieu* of one full day on June 29 or June 30.

- 5) All packing supplies and materials will be provided by the District.
- 6) Teachers will be responsible for packing and unpacking any/all personal items or classroom items that they have purchased for use.
- 7) In addition to the foregoing, teachers who volunteer to set up and prepare their classrooms in their new work location as special project work shall be compensated for up to seven (7) hours of such work at the "special project" project rate of thirty dollars (\$30) per hour (for a maximum payment of two hundred ten dollars (\$210) for work performed by September 4, 2026. Such set-up work shall be performed on dates when the building is open prior to the start of the instructional year - August 31, September 1 and September 4.
- 8) Teachers will be able to split the seven (7) hours of compensated time for the special project classroom set-up on August 31st, Sept 1st, 2nd, 3rd or September 4th after their regular workday (e.g., 4:00 p.m.-7:00 p.m.) *in lieu* of one full day.
- 9) Teachers will use a Google form to request the "special project" work and submit a timesheet by June 30th and September 8<sup>th</sup>, respectively, for review and approval by the building principal.
- 10) Any teacher who does not wish to prepare the packing of personal classroom items may inform the building principal and items will be packed and moved at the District's discretion.
- 11) The District will not be responsible for lost or damaged items.
- 12) The parties agree that this circumstance represents a truly unique set of factors that warrant special consideration. This Memorandum of Agreement shall not constitute precedent in any other or future situation and shall not be offered as such by either the School District or Association as such. That is to say, this Agreement shall not be held to have any precedential value, nor shall it constitute the establishment of a "past practice" by either party in the future, no matter how similar the circumstances may be.
- 13) This agreement is subject to the approval of the Board of Education of the District.

FOR THE

Scotia-Glenville Central School District

By \_\_\_\_\_ Date \_\_\_\_\_

FOR THE

Scotia-Glenville Teachers' Association

By: Dale E. Hoffmann Date 5/6/2020

**RESOLUTION OF THE SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT  
BOARD OF EDUCATION MAY 11, 2026  
TO ACCEPT A \$6.10 DONATION FROM BOX TOPS FOR EDUCATION**

**WHEREAS**, the Scotia-Glenville School District was the recipient of a donation of \$6.10 from Box Tops for Education to Scotia-Glenville Middle School;

**WHEREAS**, Section 1718 of New York State Education Law authorizes a Board of Education to appropriate by resolution at any time such special funds to be spent for the particular purpose for which donated, now, therefore, be it

**RESOLVED**, that the Board of Education hereby accepts these donations, authorizes the increase in Special Revenue Account 2705 Gifts and Donations for the receipt of said funds, and authorizes the increase in the applicable Special Revenue Fund Appropriation Account.

4/30/26

**RESOLUTION OF THE SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT  
BOARD OF EDUCATION MAY 11, 2026  
TO ACCEPT A \$18.00 DONATION FROM BOX TOPS FOR EDUCATION**

**WHEREAS**, the Scotia-Glenville School District was the recipient of a donation of \$18.00 from Box Tops for Education to Glendaal Elementary School;

**WHEREAS**, Section 1718 of New York State Education Law authorizes a Board of Education to appropriate by resolution at any time such special funds to be spent for the particular purpose for which donated, now, therefore, be it

**RESOLVED**, that the Board of Education hereby accepts these donations, authorizes the increase in Special Revenue Account 2705 Gifts and Donations for the receipt of said funds, and authorizes the increase in the applicable Special Revenue Fund Appropriation Account.

4/23/26

**SCOTIA-GLENVILLE CENTRAL SCHOOLS**  
**Scotia, New York**

**RESOLUTION ACCEPTING AND APPROPRIATING**  
**GIFTS AND DONATIONS**  
**May 11, 2026**

**WHEREAS**, the Wilson family has donated a Josef Lidl 15” Viola Model 3-90 (serial number 11368) with case and bow, valued at approximately \$400.00 and a non-branded 13” Viola with case and bow valued at \$200.00 to the Scotia-Glenville CSD music program;

Now, Therefore, Be it

**RESOLVED**, that the Board of Education hereby accepts with gratitude the donation of these violas with case and bow from the Wilson family to the Scotia-Glenville CSD music program.

# Scotia-Glenville Central School District



## **RESOLUTION REGARDING THE ACCEPTANCE OF THE CARL GEORGE CONSERVATION MEMORIAL SCHOLARSHIP May 11, 2026**

WHEREAS, Christine Cameron would like to establish the Carl George Conservation Memorial Scholarship

WHEREAS, criteria has been set up governing the administration of the Funds, a copy of which is attached; now, there be it

RESOLVED, that the Board of Education approves the establishment of the Carl George Conservation Memorial Scholarship, in accordance with the criteria established, and, be it further

RESOLVED, that the Board of Education hereby expresses its appreciation to Christine Cameron.

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Susan Swartz  
Superintendent of Schools

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Hal Talbot  
President, Board of Education

Scotia-Glenville High School  
1 Tartan Way  
Scotia, NY 12302

1. Award Donor:

Christine A. Cameron

2. Date Award was established:

Dec 18, 2025, Carl G. W. George PhD died

3. Value of Award:

\$1000 a thousand dollars 102 more students can split the money.

4. Will funds be held by the district in an Awards Account or sent in annually by Donor:

Right now sent in annually.

5. How will the Scholarship Recipient be chosen, by the Donor or the High School Scholarship Committee? (Please note that the High School Scholarship Committee will consist of the High School Principal, a Guidance Counselor, teacher(s) and a community member).

By the High School Committee I think is best, sounds very balanced.

6. Student Eligibility Requirements and criteria?

Things. Students would care about the forest and the land preservation. As the years go by the Scotia-Glenville High School could determine the criteria. Right now the 14th Amendment of the NYS Constitution is vital.

7. If this is a memorial scholarship in honor of an individual, please write a brief statement about that individual.

Carl was instrumental in protecting the Unique Adirondack Park - a six million acre park with towns, villages, schools, communities living in a PARK! The 14th ~~amendment~~ Article Section I of the NYS State Constitution "The Lands of the State, now owned or here after acquired consisting the forest preserve as now fixed by Law, shall be forever kept as wild forest Lands. They shall not be →

If you have any questions or concerns regarding this application, please contact Jennifer Duane @ 518-347-3600 Ext. 6901 or via email JDuane1@sgcsd.net

Thank you for your interest in the students of the Scotia-Glenville High School.

**RESOLUTION OF THE SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT  
BOARD OF EDUCATION MAY 11, 2026, TO ACCEPT THE ATTACHED  
DONATIONS TO BE APPLIED TO VARIOUS HIGH SCHOOL AWARD  
SCHOLARSHIPS**

**WHEREAS**, the Scotia-Glenville School District was the recipient of donations to be applied to various high school scholarship awards as per attached;

**WHEREAS**, Section 1718 of New York State Education Law authorizes a Board of Education to appropriate by resolution at any time such special funds to be spent for the particular purpose for which donated, now, therefore, be it

**RESOLVED**, that the Board of Education hereby accepts these donations, authorizes the increase in Special Revenue Fund 2705 Gifts and Donations for the receipt of said funds, and authorizes the increase in the applicable Special Revenue Appropriation Accounts.

## High School Scholarship Donations

BOE DATE	5/11/26	
<b>Donor</b>	<b>Amount</b>	<b>Award</b>
Chrisitne Cameron	\$1,000	Carol George Conservation Memorial Scholarship
Andrew and Amanda Kuhn	\$250	Friends and Family of the SG HS Class of 1962 Memoria
Matthew Loatman	\$500	SG Babe Ruth Award
Scotia Glenville Little League, Inc	\$500	Scotia Glenville Little League Award
Rotary Club of Scotia Foundation, Inc	\$2,000	Clothier Award
Rotary Club of Scotia Foundation, Inc	\$2,000	Pedrick Award
Rotary Club of Scotia Foundation, Inc	\$2,000	Claudia Montana Memorial Scholarship
Sacandaga School PTA	\$1,000	Sacandaga PTA Kay Sturdy Scholarship

Andrew Giaquinto  
9 Cider Mill Dr.  
Clifton Park, NY 12065

May 5, 2026


Dear Superintendent Swartz,

Please accept this letter as notification of my retirement from the Scotia-Glenville School District as of c.o.b. June 30, 2026. I will be continuing with the District's health and dental insurance in retirement.

It has been a pleasure to have served in the capacity of School Business Manager over the last 19 years and I have appreciated all the support from not only you, but also from the Business Office Staff during that time.

I wish the District nothing but the best in the future.

Thank you,

  
Drew

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## Resignation

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**Pam Bemis** <PBemis@sgcsd.net>

Mon, May 4, 2026 at 11:01 AM

To: Susan Swartz <SSwartz@sgcsd.net>

Cc: Cathleen Smith <csmith@sgcsd.net>, Peter Bednarek <pbednarek@sgcsd.net>, Sarah Hoffmann <SHoffmann@sgcsd.net>

Dear Superintendent Swartz:

I am writing to inform you of my intent to retire on June 30, 2026. I plan to continue my health and dental insurance in retirement. Thank you for the opportunity to work at Scotia-Glenville.

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Pamela J. Bemis

[pbemis@sgcsd.net](mailto:pbemis@sgcsd.net)

April 30, 2026

Dear Superintendent Swartz,

I am writing to request an unpaid leave of absence for childcare purposes for the 2026-2027 school year. My current plan is to return to my full-time position as a speech-language pathologist for the 2027-2028 school year.

Sincerely,

Holly Zarrelli

**SCOTIA – GLENVILLE CENTRAL SCHOOLS**  
**Office of the Superintendent**



**DATE:** April 27, 2026  
**TO:** Scotia-Glenville Central School District Board of Education  
**FROM:** Ms. Susan M. Swartz, Superintendent  
**RE:** Tenure Recommendation for Mr. Rick Arket,  
Assistant Superintendent for Curriculum and Instruction

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Mr. Rick Arket currently serves as the Assistant Superintendent for Curriculum and Instruction, grades kindergarten through twelfth. This recommendation is based upon the Professional Standards for Educational Leaders, considered the “gold standard” of performance for school and district leaders.

- Leadership and Collaboration - The Assistant Superintendent for Instruction consistently demonstrates exemplary planning and preparation skills aligned with the Professional Standards for Educational Leaders (PSEL). Exercising strategic visioning, thoughtful curriculum leadership, and data-informed decision making, Mr. Arket effectively develops and implements instructional systems that promote equitable learning opportunities and continuous school improvement. He exhibits a deep understanding of teaching and learning by aligning professional development, assessment practices, and instructional initiatives with district goals and student needs.

Collaborative planning – Mr. Arket reflects a strong commitment to fostering a coherent instructional program, ethical leadership, and academic excellence as shown in his leadership roles, such as with the district’s diversity, equity, and inclusion work and grade level configuration work group. Additionally, Mr. Arket proactively anticipates organizational needs and manages complex initiatives efficiently. His leadership ensures that resources, timelines, and supports needed are thoughtfully coordinated to advance the district’s mission and improve outcomes for all students.

- Planning and Preparation - Mr. Arket consistently demonstrates exemplary planning and preparation skills aligned with the Professional Standards for Educational Leaders (PSEL). His thoughtful curriculum leadership across all grade levels and data-informed decision making ensures the development and implementation of instructional systems that promote equitable learning opportunities for students and continuous school improvement. Mr. Arket, in his leadership of the Professional Development Committee, promotes the alignment of professional development, assessment practices, and instructional initiatives with district goals and student needs.

- Community Engagement – Mr. Arket works effectively with principals, teachers, support staff, families, and community stakeholders to develop and implement a unified instructional vision centered on student success and equitable access to high-quality learning experiences. He demonstrates robust communication skills, inclusive decision-making processes, and strategic team development, the individual cultivates productive professional relationships that strengthen organizational coherence and instructional capacity. Mr. Arket demonstrates the ability to lead complex change initiatives with professionalism and integrity while empowering others to contribute meaningfully to district goals. Mr. Arket strives to promote a collaborative culture focused on innovation, accountability, and sustained educational excellence.

Mr. Arket consistently demonstrates professionalism, integrity, and a strong moral commitment to serving students, staff, and the broader school community. He approaches leadership with empathy, fairness, and respect, fostering an environment where diverse perspectives are valued, and meaningful relationships are cultivated. Mr. Arket exhibits resilience, sound judgment, and adaptability when navigating complex educational challenges and maintains a calm, solutions-oriented approach in decision-making processes.

Based upon this evaluation and my observations during his probationary appointment, I enthusiastically, and without reservation, recommend Mr. Arket for tenure.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Rick Arket  
**Date:** March 16, 2026  
**Re:** Tenure Recommendation for Matt Hubbell

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Matt Hubbell currently serves as the Director of K-12 Math and Science at Scotia- Glenville. I am recommending that Matt receive tenure based on the following information and without reservation.

- **Planning and Preparation** – Over the course of his probationary period, Matt has consistently demonstrated an exceptional ability to lead complex, district-wide initiatives with a focus on meticulous planning and high-quality professional development. Matt may be the most organized administrator I have ever worked with. Three specific areas of Matt’s work serve as exemplary evidence of his readiness for tenure:
  - Staff Development and Growth - Matt is highly effective at long range planning, goal setting, and facilitating efficient and meaningful work with his staff. Matt is responsible for planning and implementing Science and Math meetings at both the elementary and secondary level. Matt uses these critical meetings to collaboratively work toward department and grade level goals.
  - Superintendent’s Conference Days - Matt is integral in planning our conference days. He has created thorough registration forms, presenter schedules, and conference day rosters.
  - K-5 Science Fair - Matt has played a key role in planning and implementing our K-5 Science Fair. He manages registration, creates station maps, liaises with National Honor Society, and supervises the event. We have had over 250 students participate in the last three years, in large part due to Matt’s leadership.
- **Classroom Environment** - Matt is cognizant of the importance of culture and climate within his departments and the district as a whole. Matt is the epitome of a servant leader, guided by the question, “What can I do to support you?”. He is a careful planner of department initiatives and collaborates closely with his faculty as he actions plans around departmental goals. From a K-12 perspective, Matt has led our district Wellness Committee, and has championed that wellness sessions be a part of each of our Superintendent’s Conference days. Matt has personally brought in wellness sessions that include free admission to fitness gyms and wreath making. Matt is amiable, kind, and reflective. His staff appreciate and respond to his leadership affect.
- **Instruction** – Instructional leadership may be Matt’s greatest strength. Matt is 100 % data driven but does not lose sight of actual students. Matt created a powerful continuous improvement data tool, the Gap in Achievement Action Plan. The tool uses multiple data points to assist teachers in action planning to improve a priority standard. The G.A.A.P is currently being used in nearly all core content areas in grades 6 - 12 with the intent to vertically align G.A.A. P’s K-12 in the

near future. Matt has worked diligently with his departments to create vertically aligned curriculum maps K-12 in Science and Math. These documents are the foundation of instructional improvement. Matt has also created robust AIS classes, such as Math Support at the Middle School, to assist at-risk students. He has also created streamlined and well communicated pathways for students to apply for accelerated math and science programming. Matt has been instrumental in implementing our new math benchmark, iReady; these reports are now regularly communicated with families and utilized by staff. Matt undertakes the most APPR observations in the district. His feedback is consistently excellent and threads the needle between recognizing great instruction while providing constructive feedback.

- **Professional Responsibilities-** Matt Hubbell is a highly professional and effective administrator who pairs a deep knowledge of science and math pedagogy with the organizational skills necessary for district-level leadership. Matt has exemplary attendance. Matt frequently covers as elementary building leader if the principal is absent. Matt was also a critical member of the ReImagining our Schools Committee this school year. Matt's dedication to the students and staff of Scotia-Glenville is evident in every project he undertakes. I recommend him for tenure without reservation.

**SCOTIA – GLENVILLE CENTRAL SCHOOLS**  
**Office of the Superintendent**



**DATE:** May 11, 2026

**TO:** Scotia-Glenville Central School District Board of Education

**FROM:** Ms. Susan M. Swartz, Superintendent

**RE:** Tenure Recommendation for Ms. Megan Johnson,  
Director of Information Technology

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Ms. Megan Johnson currently serves as the Director of Information Technology, district wide. This recommendation is based upon the Professional Standards for Educational Leaders (PSEL), considered the “gold standard” of performance for school and district leaders.

- **Leadership and Collaboration** - The Director of Information Technology demonstrates effective leadership and collaboration by fostering a shared vision for the strategic use of technology to support teaching, learning, operations, and organizational improvement in alignment with the Professional Standards for Educational Leaders (PSEL). Through collaborative decision-making and inclusive staff engagement, Ms. Johnson works closely with district leaders, faculty, staff, students, families, and community partners to ensure equitable access to technology resources and digital learning opportunities. She promotes a culture of trust, innovation, and continuous improvement by facilitating cross-departmental collaboration, supporting data-informed problem solving, and modeling ethical and professional practices in technology leadership. Consistent with the PSEL standards, Ms. Johnson builds organizational capacity by empowering staff through professional learning, maintaining responsive communication systems, and ensuring that technology initiatives align with the district’s mission, operational goals, and student-centered priorities.
- **Planning and Preparation** – Ms. Johnson demonstrates strong planning and organizational leadership through the effective coordination of both short-term operational needs and long-term strategic technology initiatives. She develops and implements comprehensive technology plans that support instructional priorities, operational efficiency, cybersecurity, infrastructure sustainability, and future-ready learning environments. This includes overseeing preparation for state and local computer-based testing by ensuring system readiness, device deployment, network reliability, troubleshooting protocols, and staff training. The Director also coordinates and supports livestreaming and multimedia communication systems for Board of Education meetings, district events, and community engagement initiatives to promote communication and accessibility. Through ongoing assessment of technology platforms, software systems, and digital tools, Ms. Johnson

evaluates effectiveness, usability, security, and alignment with instructional and operational goals. In supervising technology staff, Ms. Johnson establishes clear expectations. The Director supports professional growth, delegates responsibilities effectively, and fosters a collaborative and service-oriented department focused on responsive support, continuous improvement, and high-quality customer service for all stakeholders.

- **Community Engagement** – The Director of Information Technology advances community engagement by leveraging technology as a strategic communication and participation tool that strengthens the dissemination of information, trust, and accessibility across the district. Through the development and maintenance of accessible digital platforms—such as the district student information system, website, parent portal, and mass notification systems, Ms. Johnson ensures that families and community members receive timely, accurate, and user-friendly information. The Director also supports interactive engagement opportunities, including livestreamed Board of Education meetings, virtual forums, and online feedback mechanisms, which expand participation beyond physical attendance and reduce barriers for working families and other stakeholders. By collaborating with district leadership to design communication systems that are accessible, mobile-friendly, and responsive to community needs, Ms. Johnson helps ensure equitable access to information. In doing so, she fosters a culture of openness and partnership, positioning technology not only as an operational tool but also as a means of strengthening relationships between schools, families, and the broader community.

In conclusion, Ms. Johnson's integrated understanding of both educational systems and technology infrastructure enables a comprehensive approach to district communication. By grounding technology decisions in the instructional priorities, operational demands, and student-centered goals of the school system, Ms. Johnson ensures that communication is not only technically effective but also educationally meaningful and strategically aligned.

Based upon this evaluation and my observations during her probationary appointment, I wholeheartedly, and without reservation, recommend Ms. Johnson for tenure.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Peter Bednarek, HS Principal  
**Date:** 3/27/2026  
**Re:** Tenure Recommendation for Danielle Grainer

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Mrs. Danielle Grainer currently serves as one of the English teachers at the 9-12 grade levels. She currently teaches English 10, English 11, and Literacy Support. I am recommending that Mrs. Grainer receive tenure based on the following information and without reservation.

- **Planning and Preparation –**

Mrs. Grainer demonstrates exceptional expertise in designing responsive, data-informed instruction that meets the diverse needs of all learners. She skillfully differentiates instruction across varied ability levels. Her collaborative approach with co-teachers and departmental colleagues fosters continuous curriculum refinement, allowing her to thoughtfully align learning experiences with both student needs and interests. By systematically analyzing student data, she makes deliberate instructional decisions that drive student growth.

- **Classroom Environment-**

Mrs. Grainer cultivates a warm, inclusive learning space where students feel genuinely valued and supported. Her empathetic and reassuring demeanor helps students build confidence in themselves and their abilities. The classroom itself reflects student voice and achievement, with student work prominently displayed throughout the room, reinforcing a culture of celebration and belonging. Through quarterly community circles, she intentionally strengthens relationships among classmates. Her classroom operates as a partnership of mutual respect, where both teacher and students recognize each other's strengths, perspectives, and contributions.

- **Instruction –**

Mrs. Grainer delivers student-centered instruction that allows learners to take ownership of their academic progress while building collaboration and literacy skills. She strategically incorporates data monitoring into regular practice, having students track their own performance on NYS Regents exam materials and standards mastery. Collaborative learning is woven throughout the week, with students engaging in purposeful group work that develops communication, problem-solving, and social-emotional competencies alongside content mastery. She thoughtfully makes book selections that resonate with students' lived experiences

and identities, making reading personally meaningful and academically rigorous. Her commitment to responsive instruction is evident in her continuous work on curriculum maps, incorporating student feedback and evolving needs to ensure learning experiences remain engaging, accessible, and aligned with both standards and student goals.

- **Professional Responsibilities-**

Mrs. Grainer has made significant contributions to departmental excellence through highly collaborative partnerships with English and Special Education colleagues, actively participating in the creation of quality curriculum maps across English 9, 10, and 11. Demonstrating instructional innovation and advocacy for struggling learners, she developed and implemented a Literacy Support class designed to help readers and writers build foundational skills and confidence, directly supporting student success in both regular English coursework and on the NYS English Regents exam. Her dedication to continuous professional growth is evident in her consistent engagement with multiple professional development opportunities throughout the school year, ensuring her practice remains current and informed. She turn-keys that learning to others in the department. Beyond academics, she contributes meaningfully to school community and culture by serving on the building safety committee and actively attending athletic events and drama performances.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Robert Cosmer  
**Date:** March 18, 2026  
**Re:** Tenure Recommendation for Jacob Hardy

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Jacob Hardy currently serves as the health teacher at the Middle school. He currently teaches 6<sup>th</sup> & 7<sup>th</sup> Grades. I am recommending that Jacob Hardy receive tenure based on the following information and without reservation.

- **Planning and Preparation** – Mr. Hardy is becoming a fantastic teacher. Always thorough in his planning, his classes are lively and interactive for students. Classes are designed so that students work in a variety of modalities, direct instruction, with partners, or in small groups to accomplish the day's activity. Each class is designed for optimum learning. Whether my observations have been announced or unannounced, Mr. Hardy's lessons have been well planned and he accounts for students that have diverse learning styles. He is prepared with the appropriate materials for each lesson which may include graphic organizers, Internet video snippets, and visuals displayed on the Active board. His lessons include a form of formative assessment so that he may determine how students are learning and what concepts are more challenging.
- **Classroom Environment-** Interactions with students demonstrate a sincere caring and respect for the students. Mr. Hardy is energetic and upbeat... conveying an enthusiasm for learning. No matter what the topic, Jacob encourages active engagement of students. Typically, within Mr. Hardy's classroom, students are respectful to the teachers as well as their peers. Mr. Hardy addresses classroom management issues respectfully and directly. Behavioral issues do not detract from instruction. As one observes Mr. Hardy with students you know that he enjoys his students and enjoys being in the instructional role.
- **Instruction** – Instructional approaches and materials are developed with students' developmental level and interests in mind. Students are always aware of the purpose of each lesson as Mr. Stockton begins each lesson explaining what students are expected to learn from the lesson. Given the needs of his students, he repeats the purpose and rationale of the lesson... "*The Why*" periodically during the lesson. He is prepared and knowledgeable about the content and the format and pace of the lesson reflect that in his instruction.
- **Professional Responsibilities-** Jacob Hardy is a highly involved teacher in the school community. He is Co-Advisor of the Student Council, Co-Advisor of the No Place for Hate Committee, and he is a Varsity Tennis Coach. Jacob is present at practically all school events such as Drama Productions, Knockout Tournaments, the Tartan Classic, Spirit Weeks and highly competitive in Staff Competitions. In respect to content, Mr. Hardy collaborates with all teachers, especially in the Science Department as he works to hone his craft.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Anthony Peconie  
**Date:** 04-30-26  
**Re:** Tenure Recommendation for Alexis McCarthy

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Ms. McCarthy currently serves as one of the Special Education Teachers at Lincoln Elementary School third grade level. I am recommending that Ms. McCarthy receive tenure based on the following information and without reservation.

- **Planning and Preparation** – Ms. McCarthy collaborates on instructional planning for the third grade Integrated Co-Teaching (ICT) environment at Lincoln Elementary School, supporting both students with special needs and those in general education. She has emerged as a leader within her team, making significant contributions. By ensuring that instructional materials are differentiated to meet diverse student requirements, she effectively supports varied learning styles. As a creative and compassionate educator, Ms. McCarthy is consistently well-prepared and proficiently manages her lessons within the school's scheduled timeframes.
- **Classroom Environment-** Ms. McCarthy's passion for teaching and her genuine affection for her students are immediately apparent upon entering her classroom. She fosters an inclusive learning environment by respecting each child's individuality and ensuring every student feels valued. A particular strength is her ability to maintain high academic standards while simultaneously offering the necessary scaffolding for student success. Furthermore, she encourages a level of independence and self-regulation that is developmentally appropriate, empowering her students to take ownership of their own learning and conduct.
- **Instruction** – Instructional approaches and materials are developed with students' developmental level, learning styles, and interests in mind. Ms. McCarthy is a creative teacher who creates lesson materials that intrigue and engage students throughout the class period.
- **Professional Responsibilities-** An active member of the school community, Ms. McCarthy frequently attends events such as the ice cream socials, Girls on the Run, and Trunk O' Treat. She has also established herself as a leader among her peers, coordinating the third-grade RESPECT assembly and advising the Student Council. In this advisory capacity, she manages morning announcement scripts, spirit week posters, monthly meetings, and the Scotia parade.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Anthony Peconie  
**Date:** 04-30-2026  
**Re:** Tenure Recommendation for Rebecca Penn

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Mrs. Penn currently serves as one of the Special Education teachers at the Highschool. I am recommending that Mrs. Penn receive tenure based on the following information and without reservation. Mrs. Penn sincerely cares for the well-being of her students. She demonstrates a commitment to developing and implementing specially designed instruction to enable her students with disabilities to obtain meaningful benefit from instruction and to grow academically and socially.

- **Planning and Preparation** – In co-taught classes she has pre-planned with his co-teacher and is well versed in the content and methodology used for the lesson. Mrs. Penn takes her responsibility as a classroom instructor seriously. She addresses her students’ special learning needs by creating specially designed instruction that allows the students access to the grade level learning standards.
- **Classroom Environment-** As one observes Mrs. Penn teach it is clear that she enjoys being a teacher and even more so enjoys being with students. She is passionate about what she is teaching and makes positive connections with students.
- **Instruction** – Ms. Penn is a valuable member of the PPS department, serving as both an Integrated Co-Teacher in English Language Arts and a resource room teacher. She has fully embraced the Integrated Co-Teaching model, skillfully implementing student accommodations and modifications to ensure student success within the general education setting. Mrs. Penn is a reflective teacher and as such is consistently assessing how her instruction is meeting the needs of her students. Ms. Penn demonstrates excellent classroom instincts, effectively meeting students where they are while maintaining a necessary balance of academic and behavioral accountability.
- **Professional Responsibilities-** Ms. Penn is a leader and active participant in the school community. Her involvement includes taking on a leadership role in the PPS department as a TCIS trainer and coaching interscholastic sports such as modified softball. Additionally, she volunteers in various capacities, such as judging Spirit Week and assisting with the cross-country invitational. She is a resident of the community, and her family is engaged in many activities and service projects.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Peter Bednarek, HS Principal  
**Date:** 3/27/2026  
**Re:** Tenure Recommendation for Conor Quinn

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Conor Quinn currently serves as one of the Social Studies teachers at the 9-12 grade levels. He currently teaches Global 9, US History, PIG, and Civics Capstone. I am recommending that Mr. Quinn receive tenure based on the following information and without reservation.

- **Planning and Preparation –**

Mr. Quinn demonstrates strong planning and preparation capabilities, managing a demanding four-course load while maintaining instructional quality. He weaves real-world events and contemporary issues into meaningful classroom discussions, helping students see the direct relevance of their learning to their lives and communities. He has invested substantial time and effort into building a comprehensive Civics Capstone Course from the ground up—a significant undertaking that positions students to earn the NYS Seal of Civic Readiness. SGHS is now one of the few capital district schools offering a capstone course and providing students with another meaningful experience before they graduate.

- **Classroom Environment-**

Mr. Quinn creates an engaging, relatable classroom environment where students feel connected to their teacher and peers through authentic relationship-building and consistent, predictable routines. His skillful use of humor serves as a bridge to students, making learning enjoyable. His remarkably even-keeled temperament and commitment to consistent routines provide students with a sense of stability and predictability—qualities that many students appreciate. He enriches the classroom community by sharing personal experiences, from his travels and family stories to unique life moments like appearing on Jeopardy. Mr. Quinn cultivates a classroom environment where students feel valued, engaged, and eager to participate in the learning community.

- **Instruction –**

Mr. Quinn demonstrates versatility and responsiveness in delivering instruction across a wide spectrum of learners and course levels. From co-taught Global 9 classes that include students with diverse learning needs to the Civics Capstone course often populated by highly motivated and civically engaged students, he differentiates his approach to meet each group where they are. His commitment to continuous improvement is evident in his receptiveness to feedback from colleagues and administrators, viewing suggestions as opportunities to strengthen his instructional practice. Recognizing that his students, particularly in PIG and Civics courses, are on the threshold of civic participation, he deliberately makes content relatable and applicable.

- **Professional Responsibilities-**

Mr. Quinn dedicates time to writing thoughtful recommendation letters for seniors every year. He works proactively to ensure all learners can meet their graduation requirements, showing flexibility while maintaining academic integrity. He provides crucial support to numerous student groups pursuing the NYS Seal of Civic Readiness, guiding them through their capstone projects. He contributes meaningfully to school culture by collaborating annually on graduation speaker selection and attending the graduation ceremony. His visible presence at sporting events reinforces his genuine care for students and their interests. Within the building, he fosters strong collaborative relationships across both the Social Studies and Special Education departments.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Robert J. Cosmer  
**Date:** March 30, 2026  
**Re:** Tenure Recommendation for Cheryl Reed

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Mrs. Reed currently serves as one of the Middle School Math teachers at the 6th grade level. She currently teaches Math and Social Studies. I am recommending that Mrs. Cheryl Reed receive tenure based on the following information and without reservation.

- **Planning and Preparation** – Mrs. Reed carefully crafts her lesson plans to foster a high degree of student interest and participation. Additionally, she is cognizant of the different learning styles and abilities within each section of student in her charge. Cheryl works with her co-teacher on planning and preparation to deliver meaningful instruction from both teachers to create an academic environment where students can benefit from two content specialists seamlessly.
- **Classroom Environment-** Cheryl creates a positive atmosphere where students are comfortable, participate, and confident to take academic risks. This is essential to a high degree of student engagement which is always evident in Mrs. Reed’s classroom environment.
- **Instruction** – Cheryl pays careful attention to ensure students know what, *how*, and *why* of her daily Learning Targets. Students in Mrs. Reed’s sections are assessed by formative and summative means. Daily exit tickets would indicate that students leave each day with a good grasp of both the Math and Social Studies content. Given the high level of engagement with Cheryl’s instruction, both her and her students learn in a discussion based/debate format for Social Studies, and collaborative problem-solving format for Mathematics. Each day Mrs. Reed and her co-teacher deliver instruction that is both rigorous and supportive.
- **Professional Responsibilities-** Cheryl is highly involved at the Middle School. She has served on multiple committees and present to chaperone and participated in various in-school and after school activities. She was the Student Council advisor for many years and remains an integral part of the Middle School community. Additionally, Cheryl is a wonderful collaborator. She offers valued input in weekly Team meetings and at Faculty and Department meetings.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Anthony Peconie  
**Date:** 04-30-26  
**Re:** Tenure Recommendation for Suzanne Wilson

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Suzanne currently serves as a Special Class teacher at the 3-5 grade level at Glendaal Elementary School. I am recommending that Suzanne receive tenure based on the following information and without reservation.

- **Planning and Preparation** – Mrs. Wilson’s plans are always comprehensive including explicit learner outcomes and reflecting a high degree of rigor (developmentally appropriate for her students). Plans are tailored to the individual learning needs and interests of her students. Although her students face complex instructional challenges, Ms. Wilson has planned lessons both aligned with the State standards and with the individual instructional needs/interests of her students. As such, she provides a rigorous learning environment from which students can obtain meaningful educational benefits. Whether an observation or walk-through Ms. Wilson is always well planned and prepared to teach. Her daily plans include meaningful roles for the teacher assistants and aides that work in the classroom to support student learning.
- **Classroom Environment-** Mrs. Wilson’s interactions with students reflect a high level of caring and respect. She intuitively understands the challenges faced by students Ms. Wilson promotes the integration of special class students into general education environments to reinforce their reading abilities. To further support social development and community inclusion, she has established quarterly game and craft workshops for her students.
- **Instruction** – Ms. Wilson excels at identifying and implementing instructional strategies that ensure learning is accessible for every student in her classroom. She effectively utilizes scaffolding and extended wait times to assist students, offering alternative explanations that guide them toward successful outcomes. While balancing the necessary supports, she remains focused on fostering student autonomy. Furthermore, Ms. Wilson is a dedicated proponent of inclusion at Glendaal, maintaining consistent communication with related service providers to address the instructional and social-emotional requirements of her students.
- **Professional Responsibilities-** Ms. Wilson continues to actively learn about effective instruction and evidence-based techniques and strategies for teaching students. Ms. Wilson is active in utilizing AI to enhance instruction and share her knowledge with her colleagues. As a dedicated member of the Glendaal faculty and school community. She is committed to fostering a positive school culture, as demonstrated by her organization of morale-building initiatives. A notable example is her "kindness pickle jar" project, where staff members select supportive messages to attach to cards and share with one another to promote collegiality.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Anthony Peconie  
**Date:** 4/30/26  
**Re:** Tenure Recommendation for Diana Rumpf

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Diana currently serves as one of the School Counselors at the Middle School. She currently serves students in Grade 6. I am recommending that Diana receive tenure based on the following information and without reservation.

- **Planning and Preparation:**

Ms. Rumpf is a highly regarded professional within our Middle School community. She maintains effective collaboration with various stakeholders, including administrators, teaching staff, and related service providers. Furthermore, she ensures clear communication with students, their families, and external community providers when necessary. During my observations of 504 meetings facilitated by Ms. Rumpf, she demonstrated a strong ability to encourage parent participation and conduct comprehensive plan reviews. Her deep understanding of student performance is supported by her continuous communication with the school team throughout the year.

- **Counseling:**

Ms. Rumpf is a compassionate, soft-spoken professional who is devoted to her students. She proactively addresses both their academic progress and their social-emotional well-being. By collaborating closely with families, teaching staff, and related service providers, she ensures students receive comprehensive support. Furthermore, Ms. Rumpf excels at implementing scaffolded interventions that empower students to develop greater independence

- **Professional Responsibilities**

Ms. Rumpf is a dedicated member of the school community who frequently participates in school-wide activities. As an essential component of the guidance department and a proactive contributor to the office team, she collaborates effectively with both administrative and teaching staff. Her primary focus is providing comprehensive support for the social, emotional, and academic needs of students within her grade level.

# Memo

**To:** Mrs. Susan Swartz, Superintendent  
**From:** Anthony Peconie  
**Date:** 4/30/26  
**Re:** Tenure Recommendation for Amanda Kuhn

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Amanda currently serves as one of the Special Education teachers at the Middle School in grade 6. She currently teaches Integrated Co-Teaching across content areas. I am recommending that Amanda receive tenure based on the following information and without reservation.

- **Planning and Preparation**

Ms. Kuhn is consistently punctual regarding the submission of necessary documentation and IEP paperwork. Her instructional plans reflect a thoughtful approach to student learning. It has been a pleasure to observe Amanda's professional growth as both a special education educator and a dedicated advocate for her students.

- **Classroom Environment**

Ms. Kuhn maintains a welcoming classroom atmosphere and demonstrates strong instincts for addressing student behavioral needs. She successfully integrates redirection and corrective guidance alongside the strategic use of planned ignoring.

- **Instruction**

Ms. Kuhn adopts a versatile teaching style that prioritizes meeting students at their individual developmental levels. A strong student advocate, she consistently explores instructional opportunities within the least restrictive environment. Furthermore, Amanda delivers robust academic support in the ICT setting and collaborates effectively with general education partners to ensure student success and progress.

- **Professional Responsibilities**

Ms. Kuhn is an active participant in the school community. She has served as a National Junior Honor Society Advisor, she regularly attends school wide events, and has been a member of the professional development committee. Ms. Kuhn is active in the PTA and as a community member.



## **Substitutes**

**TO BE APPROVED BY THE BOARD 5/11/2026**

### **New Teacher Sub(s)BOCES:**

Terleckey, Matthew

### **Returning Teacher Subs(BOCES):**

### **Substitute Teaching Assistant(s):**

Fitzsimmons, Victoria

Williams Gabriella

### **Substitute Teacher Aide(s):**

### **Substitute Transportation Aide(s):**

### **Substitute Monitor(s):**

Jennifer Deciero

### **Substitute Cleaner(s):**

### **Substitute Clerical:**

Verrigni, Cheryl

# SCOTIA-GLENVILLE CSD



## Budget Transfer Schedule Report For A - 10: Budget Transfer - April 2026

Ref Number	Date	Budget Transfer Description	Approval Status	Transfer Out	Transfer In
Account	Account Description	Detail Description			
<a href="#">2291</a>	04/09/2026	BT - DMV	Not Required		
A 5510.400-11	TRANS CONTRACTUAL AND OTHER	BT - DMV			20,000.00
A 5540.400-11	CONTRACT TRANS ALL OTHER	BT - DMV		20,000.00	
<a href="#">2292</a>	04/13/2026	BT-PAYROLL	Not Required		
A 2020.152-01	SUPERVISION INST SAL SUPP DW				33,000.00
A 2020.162-03	SUPERVISION NON-INST SUPP HS				500.00
A 2020.162-04	SUPERVISION NON-INST SUPP MS			1,000.00	
A 2020.162-06	SUPERVISION NON-INST SUPP GD				500.00
A 2250.472-01-82	HANDICAP TUITION - PRIVATE SCHOOL DW			33,000.00	
A 2855.150-03	SPORTS AFTER SCHOOL PROGRAM HS			2,500.00	
A 2855.152-03	SPORTS CHAPERONES HS				2,000.00
A 2855.153-01	INTRAMURALS ELEMENTARY/JUNIOR HIGH DW				500.00
<a href="#">2293</a>	04/17/2026	BT - S&H Charges	Not Required		
A 2110.451-03-30	SHS SUPPLIES ALTERNATIVE ED	BT - S&H Charges		21.20	
A 2110.451-03-47	SUPPLIES SHS BUSINESS ED	BT - S&H Charges			21.20
<a href="#">2294</a>	04/20/2026	BT - Air Hockey Table MS	Not Required		
A 2110.200-01	TEACH EQUIP DW	BT - Air Hockey Table MS			664.99
A 2110.451-04-24	SUPPLIES MS BUILDING	BT - Air Hockey Table MS		664.99	
<a href="#">2295</a>	04/20/2026	BT - Shipping on Mackin order	Not Required		
A 2610.450-03	LIB RESOURCES HS	BT - Shipping on Mackin order		1.67	
A 2610.450-07	LIB RESOURCES GW	BT - Shipping on Mackin order			1.67
<a href="#">2296</a>	04/24/2026	BT - Distance Learning Program (BOCES)	Not Required		
A 2110.130-03	SEC TEACHER SAL HS	BT - Distance Learning Program (BOCES)		102,550.07	
A 2110.497-01	COMPUTER TECH PLAN BOCES DW	BT - Distance Learning Program (BOCES)			102,550.07
<a href="#">2297</a>	04/24/2026	BT - Non-public textbook add'l students	Not Required		
A 1480.490-01	PUBLIC INFO BOCES SERVICE	BT - Non-public textbook add'l students		77.00	
A 2110.498-01	TEXTBOOKS NONPUBLIC BOCES DW	BT - Non-public textbook add'l students			77.00

**SCOTIA-GLENVILLE CSD**



**Budget Transfer Schedule Report For A - 10: Budget Transfer - April 2026**

Ref Number	Date	Budget Transfer Description	Approval Status	Transfer Out	Transfer In
Account	Account Description	Detail Description			
<a href="#">2298</a>	04/24/2026	BT - Sped Questar addtion and add'l services	Not Required		
A 2250.472-01-82	HANDICAP TUITION - PRIVATE SCHOOL DW	BT - Sped Questar addtion and add'l services		33,794.19	
A 2250.490-01	HANDICAP BOCES SERVICE DW	BT - Sped Questar addtion and add'l services			33,794.19

**SCOTIA-GLENVILLE CSD**



**Budget Transfer Schedule Report For A - 10: Budget Transfer - April 2026**

Ref Number	Date	Budget Transfer Description	Approval Status	Transfer Out	Transfer In
Account	Account Description	Detail Description			
			<b>Grand Totals:</b>	<b>193,609.12</b>	<b>193,609.12</b>
<b>Number of Budget Transfers: 8</b>			<b>Net Amount:</b>	<b>0.00</b>	
<b>Account Distribution Totals</b>					
Account	Description	Debits	Credits		
A 1480.490-01	PUBLIC INFO BOCES SERVICE	77.00	0.00		
A 2020.152-01	SUPERVISION INST SAL SUPP DW	0.00	33,000.00		
A 2020.162-03	SUPERVISION NON-INST SUPP HS	0.00	500.00		
A 2020.162-04	SUPERVISION NON-INST SUPP MS	1,000.00	0.00		
A 2020.162-06	SUPERVISION NON-INST SUPP GD	0.00	500.00		
A 2110.130-03	SEC TEACHER SAL HS	102,550.07	0.00		
A 2110.200-01	TEACH EQUIP DW	0.00	664.99		
A 2110.451-03-30	SHS SUPPLIES ALTERNATIVE ED	21.20	0.00		
A 2110.451-03-47	SUPPLIES SHS BUSINESS ED	0.00	21.20		
A 2110.451-04-24	SUPPLIES MS BUILDING	664.99	0.00		
A 2110.497-01	COMPUTER TECH PLAN BOCES DW	0.00	102,550.07		
A 2110.498-01	TEXTBOOKS NONPUBLIC BOCES DW	0.00	77.00		
A 2250.472-01-82	HANDICAP TUITION - PRIVATE SCHOOL DW	66,794.19	0.00		
A 2250.490-01	HANDICAP BOCES SERVICE DW	0.00	33,794.19		
A 2610.450-03	LIB RESOURCES HS	1.67	0.00		
A 2610.450-07	LIB RESOURCES GW	0.00	1.67		
A 2855.150-03	SPORTS AFTER SCHOOL PROGRAM HS	2,500.00	0.00		
A 2855.152-03	SPORTS CHAPERONES HS	0.00	2,000.00		
A 2855.153-01	INTRAMURALS ELEMENTARY/JUNIOR HIGH DW	0.00	500.00		
A 5510.400-11	TRANS CONTRACTUAL AND OTHER	0.00	20,000.00		
A 5540.400-11	CONTRACT TRANS ALL OTHER	20,000.00	0.00		
<b>Fund A Totals:</b>		<b>193,609.12</b>	<b>193,609.12</b>		
<b>Grand Totals:</b>		<b>193,609.12</b>	<b>193,609.12</b>		