

SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

Scotia, New York

July 10, 2026

To: Board of Education

The Annual Organizational meeting of the Board of Education of the Scotia-Glenville Central School District will be held in the BOE Board Room at the District Office at 7:00 p.m. on Monday, July 13, 2026. If necessary, the Board will entertain a motion to go into Executive Session prior to the open meeting at 6:30 pm for personnel or negotiations.

The Regular Meeting of the Board of Education of the Scotia-Glenville Central School District will immediately follow the Annual Organizational Meeting.

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

**SCOTIA-GLENVILLE SCHOOL DISTRICT****Scotia, NY**INDIVIDUALS REQUIRING CELL PHONES THAT WILL BE PROVIDED AN ALLOWANCE  
PER MONTH AS INDICATED

Susan Swartz	Superintendent	\$75.00
Rick Arket	Assistant Superintendent for Curriculum & Instruction	\$45.00
Christy Ferri	School Business Manager *efft. 8/27/2026	\$45.00
Danielle Schneible	Director of Pupil Personnel Services	\$45.00
Peter Bednarek	Principal, High School	\$45.00
Robert Cosmer	Principal, Middle School	\$45.00
Tom Eagan	Principal, Glendaal	\$45.00
Tonya Federico	Principal, Sacandaga	\$45.00
John Geniti	Principal, Lincoln	\$45.00
Marci Tebanno	Athletic Director	\$45.00
Megan Johnson	Director of Technology	\$45.00
TBD	K-12 Director of Science & Math	\$25.00
Marissa Gordon	K-12 Director of English & Social Studies	\$25.00
Nancy Lussier	Director of Fine Arts	\$25.00
Clara Bisailon	Transportation Supervisor	\$25.00
Joseph Mayo	Interim Facilities Director	\$25.00

HOME DEPOT AUTHORIZED USERS

JOSEPH MAYO

MARK CARY V

DOUG LAUSER

KYLE GARCELON

DOODNAUTH THAKURDYAL

MICHELE DOANE

TREVOR COOPER

JASON DICAPRIO

LANCE KEATING

WILLIAM BANKS

JAMES MCCULLOUGH

LOWE'S AUTHORIZED USERS

JOSEPH MAYO

MARK CARY V

DOUG LAUSER

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DOODNAUTH THAKURDYAL

MICHELE DOANE

TREVOR COOPER

JASON DICAPRIO

LANCE KEATING

WILLIAM BANKS

JAMES MCCULLOUGH

SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

TO: Susan Swartz, Superintendent  
FROM: Andrew Giaquinto, School Business Manager  
DATE: June 24, 2026  
RE: OrthoNY Contract



Attached please find the 2026-27 agreement for Athletic Training Services with OrthoNY. It is consistent with the 25-26 agreement and reflects a 3% increase (\$1,896) with an annual cost of \$65,097.22. This represents the sixth year of this partnership with OrthoNY. The historical cost is depicted below.

YEAR	COST	\$ INCREASE	% INCREASE	FUNDING SOURCE
21/22	\$53,633			Cares Act
22/23	\$53,633	\$0	0%	Cares Act
23/24	\$58,997	\$5,364	10%	Cares Act
24/25	\$61,360	\$2,363	4%	General Fund
25/26	\$63,201	\$1,841	3%	General Fund
26/27	\$65,097	\$1,896	3%	General Fund

I suggest that this agreement be submitted for Board approval at the July 13 meeting. Thank you.

Attachment

AG/cc

pc: M. Tebbano

## AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement for Professional Services (the "Agreement") is entered into as of the 14<sup>th</sup> day of July, 2026, by and between the Scotia-Glenville Central School District ("SGCSD") and OrthoNY (SGCSD and OrthoNY are individually referred to as a "Party" and collectively referred to as the "Parties").

For valuable consideration, the Parties agree as follows:

1. Services. SGCSD hereby retains OrthoNY to furnish athletic training services (the "Services") in accordance with the proposal from OrthoNY attached to this Agreement as Exhibit "A" (the "Proposal"). In performing the Services, OrthoNY shall use that degree of care and skill ordinarily exercised under similar circumstances by competent members of its profession practicing in OrthoNY's locality.

2. Compensation. OrthoNY shall receive the compensation for the Services as set forth in the Proposal and on the terms set forth in the Proposal.

3. Insurance. OrthoNY shall maintain the insurance coverages set forth in the Proposal. With the exception of the NYS workers' compensation insurance, SGCSD shall be named as an additional insured on a primary and non-contributory basis of the policies of insurance set forth in the Proposal.

4. Indemnification. To the fullest extent permitted by law, OrthoNY shall defend, indemnify and hold harmless the SGCSD, its officers, board members, agents, and employees from and against any suits, claims, damages, losses, or expenses, including but not limited to attorneys' fees and litigation costs, arising out of or resulting from OrthoNY's performance of the Services, but only to the extent caused in whole or in part by the act, omission, fault, or statutory violation of OrthoNY, any person or entity directly or indirectly employed by it, or any person or entity for whose acts it may be liable. This provision shall survive termination of this Agreement

5. Termination.

Mutual Termination: This Agreement may be terminated at any time upon the mutual written agreement of the Parties.

Termination for Convenience: SGCSD may terminate this Agreement for its convenience at any time. This right may be exercised by SGCSD in its complete discretion. It is understood that if SGCSD terminates this Agreement for its convenience, OrthoNY shall only be compensated for services properly performed up to the date of such termination, and any amounts due to OrthoNY shall be pro-rated based on the termination date.

6. Governing Law. This Agreement shall be governed by the laws of the State of New York. The Parties expressly agree that any claim, dispute, or other controversy of any nature arising out of the Agreement or performance of the Services shall be commenced and maintained in New York State Supreme Court located in the County where SGCSD is located. Nothing contained herein is

intended to alter or replace any provisions of the laws of the State of New York relating to claims made against SGCSD or to relieve OrthoNY from any obligations thereunder.

7. Entire Agreement. This Agreement represents the entire understanding between the Parties and supersedes all prior discussions, representations or agreements, either written or oral.

Scotia-Glenville Central School District

OrthoNY

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# EXHIBIT A



## **Athletic Training Services Proposal Scotia-Glenville Central School District**

### **1. PURPOSE**

The purpose of this Agreement is to provide certified athletic training services to student-athletes participating in District-sponsored interscholastic athletic programs.

### **2. TERM**

This Agreement shall commence on August 17, 2026 and terminate on June 10, 2027.

### **3. SCOPE OF SERVICES**

Provider shall furnish certified athletic training services including injury prevention, evaluation, treatment, rehabilitation, and event coverage.

### **4. PROFESSIONAL STANDARDS**

All athletic trainers shall maintain BOC certification, NYS licensure, and CPR/AED/First Aid credentials.

### **5. CONCUSSION MANAGEMENT**

Provider shall support the District's concussion management and return-to-play protocols.

### **6. EMERGENCY ACTION PLANS**

Provider shall assist in development and implementation of Emergency Action Plans.

#### 7. CONFIDENTIALITY

Provider shall maintain confidentiality of student health information.

#### 8. COMPENSATION

Total contracted hours: 1,100

Total annual fee: \$65,097.22

#### 9. INSURANCE

Provider shall maintain appropriate liability insurance.

#### 10. TERMINATION

Either party may terminate this Agreement with thirty (30) days written notice.

OrthoNY

Enclosures

## WHAT IS THE CENTER FOR SPORTS MEDICINE?

**OrthoNY** provides athletic training services to Burnt Hills, Duaneburg, and Glens Falls high schools. We provide high quality, cost-effective means of caring for all athletes at these schools. The athletic trainer is knowledgeable, motivated, caring and has become part of these communities. Our presence at these schools has increased awareness to athletes, parents, coaches and administrators about injury care, prevention and management. We provide a hands on approach to the Athletic Training Program. Our commitment is evident in how we deal with the injured athlete, communicate with the coach, and inform parents about their child's injuries. Our relationship with the coaches is unmatched.

### Athletic Training Services

**OrthoNY** provides athletic training services to area high schools, sports clubs and recreational organizations. The Center has the largest athletic training staff in the Capital Region. We employ four certified athletic trainers that are contracted to area high schools, provide game and event coverage and have clinical responsibilities in our Schenectady and Clifton Park locations. The athletic trainers are certified by the National Athletic Trainers Association (NATA) and the NYS Department of Education. Our program has been in existence since 1988, providing quality health care to many high schools, colleges, and recreational athletes. Our Athletic Training Program is the first step that ensures the athlete receives the best care available.

### Resources available

Our athletic trainers have available to them a full service sports medicine center, 37 orthopedic surgeons in nine locations that are strategically placed throughout the capital region, 15 physical therapists, 23 physician assistants and full x-ray facilities at all of our locations. We have a group of professionals that specialize in the treatment of athletic injuries and an orthopaedic urgent care service open six days a week. These professionals are responsible for the safe expedient return of the athlete to participation. Our team approach to treating the injured athlete is very successful. Our athletic trainers, physical therapists, and orthopedic physicians are in constant communication about an athlete's treatment and eventual return to his or her sport. This approach guarantees continuity in care and high degree of patient satisfaction. It also keeps the cost of medical treatment down; in many cases our physicians will refer the athlete back to the athletic trainer for the rehabilitation of the injury, avoiding time and money spent going to physical therapy. Sometimes formal physical therapy is unavoidable, and that's where our program is unique. Our therapists will work closely with our athletic trainers at the schools, making sure treatments continue outside the therapy clinic, and that the proper progressions are

made. This will also expedite treatment and keep treatment cost low, a growing concern to parents and administrators. Here is a list of Resources that **orthoNY** has available to better treat your athletes:

**Physical Therapy**  
**Urgent Care**  
**MRI Services**  
**Electromyography (EMG)**  
**Outpatient Surgery Center**  
**Orthopaedic Urgent Care**  
**Pain Management**

### **Who do we service?**

The Athletic Training Program exists to provide proper health care to the high school athlete. Research done by NATA demonstrates that schools that employ a certified athletic trainer have lower injury rates, lower re-injury rates, fewer lost days due to athletic injury and an increased awareness on the management of these injuries. Our services are an integral part of the success of the student athlete, providing a positive environment to their healthcare. The success of our program comes from our involvement in the total program. We work closely with the coaches, keeping them informed on their injured athletes, being a resource for injury prevention and conditioning programs, and being a liaison between coach and parent when it comes to athletic injuries.

The certified athletic trainer also is a resource to the school physician and school nurse in the treatment of athletic injuries. Keeping parents informed is also a major responsibility of our program. When an athlete is injured, the parent is informed on the extent of the injury and given advice on what the next step should be in their child's care. Our communication with the parent reinforces that our primary goal is the health and wellbeing of their child. We have nurtured a high degree of confidence with the athletes, coaches, physicians and parents in the schools we service.

### **Why does our approach work?**

Our program started in 1988. Since then, we have had a chance to fine tune and improve on our product. Because of increased awareness in the area of sports medicine, people expect more for their child's safety in sports participation. We have led the way in the Capital region by employing qualified enthusiastic professionals to carry out our mission statement. Improvements in the program are made by surveying coaches and administrators, talking to parents and measuring outcomes. We take pride in bringing the newest and current treatment techniques to the student athlete and coach; our availability to them is unmatched. When an athlete is injured, we act promptly to get them to the next step. The resources available to the athletic trainer make it possible for treatment to be readily available. This instills confidence in the parent, athlete and coach that a proper diagnosis is made, and that a goal-oriented treatment plan is put into place.

These systems exist because the athlete, parent and coach are entitled to accurate information. This prevents the "rest for two weeks" mentality. If we can expedite treatment, the lost time due to injury is significantly decreased. Our quality of care to the injured athlete is high because of early intervention and continuity of care. Our team members have a common goal – to return the injured athlete back to participation as soon as safely possible.

SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

TO: Susan Swartz, Superintendent  
FROM: Andrew Giaquinto, School Business Manager  
DATE: June 24, 2026  
RE: Saratoga Hospital Contract



Attached please find the 2026-27 Health Services Memorandum of Agreement with Saratoga Hospital. It mirrors the 2025-26 agreement and has a 3% price increase for this year. This represents the seventh year of this partnership with Saratoga Hospital; however, the relationship with the physicians employed by the hospital dates much farther back.

Once the contract came under the umbrella of Saratoga Hospital in 20/21, the initial cost was \$600 per month per physician (there were four physicians servicing the district). In 23/24, the number of physicians was reduced to three. However, the services provided increased that year as the doctors agreed to prescribe occupational and physical therapy for students referred by the Committee on Special Education and enter those prescriptions through eMed-NY. This allowed us to claim the therapy costs and resulted in an increase in our Medicaid reimbursements. All services provided under this agreement continue to meet the expectations of the district.

YEAR	COST	\$ INCREASE	% INCREASE
20/21	\$28,800		
21/22	\$28,800	\$0	0%
22/23	\$32,400	\$3,600	12.5%
23/24	\$36,000	\$3,600	11.11%
24/25	\$37,800	\$1,800	5%
25/26	\$37,800	\$0	0%
26/27	\$39,000	\$1,200	3.17%

I respectfully request that this agreement be submitted for Board approval at the July 13 meeting. Thank you.

Attachment

AG/cc

MEMORANDUM OF AGREEMENT  
BETWEEN THE SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT  
AND SARATOGA HOSPITAL

WHEREAS, the Scotia-Glenville Central School District (hereinafter "District"), in order to provide the health services to the District mandated by state law, requires the services of a Chief Medical Inspector for the period July 1, 2026 through June 30, 2027, and

WHEREAS, State Education Law S902(l) requires the Chief Medical Inspector be a competent physician legally qualified to practice medicine in this state, and

WHEREAS, SARATOGA HOSPITAL employs, Christopher Buff, D.O., Robert Halbig, M.D. and Audra Hanley M.D., who are competent physicians legally qualified to practice medicine in this state,

NOW, THEREFORE, it is agreed by and between the Parties as follows:

1. The District hereby appoints SARATOGA HOSPITAL, and specifically Dr. Christopher Buff, Dr. Robert Halbig and Dr. Audra Hanley to the position of Chief Medical Inspectors for the period July 1, 2026 through June 30, 2027.
2. The District hereby agrees to pay the fee of Three Thousand Two Hundred Fifty Dollars (\$3,250.00) per month to SARATOGA HOSPITAL for the services rendered by Dr. Christopher Buff, Dr. Robert Halbig and Dr. Audra Hanley during the period July 1, 2026 through June 30, 2027, for a total of Thirty-Nine Thousand Dollars (\$39,000) for the twelve (12) month period.
3. Chief Medical Inspector SARATOGA HOSPITAL MEDICAL GROUP, and specifically Drs. Buff, Halbig and Hanley agree to provide the following services:
  - A. Student Health Examinations

To make careful health examinations of all pupils in the five district schools as well as Mekeel Christian Academy in grades 1, 3, 5, 7, 9 and 11, as well as all new entrants, including Pre-K and Kindergartners who do not present a personal healthcare provider's certificate, and to also reexamine such pupils when necessary as scheduled by the respective school nurses.
  - B. Annual Sports Physicals

To arrange with the Director of Athletics and/or District Nurse Coordinator for annual sports clearances at the middle school and the high school in the months of May and June, and other times deemed necessary annually. Sufficient medical personnel and adherence to the time schedule should be provided for when examinations are scheduled. If a student submits a personal healthcare provider's certificate that has a system review that is within normal limits and can participate in full activity without restrictions including Physical Education and Athletics, the student may participate without co-sign from school chief medical inspectors. The School Nurse will call the school chief medical inspector if outside of the following parameters for age appropriate vital signs:

Age	Heart rate	Respirations	Blood Pressure
5-9 years	65-105	>24	>105/>65
10-13 years	52-105	>22	>110/>72
>13 years	50-100	>20	>120/>80

C. Employee Health Examinations

To examine all school bus drivers (annually), in accordance with 19A procedures. In cases where another physician performs the physical, the school physician will be required to review and pass final judgment on the employee's medical status.

D. Scoliosis Referrals

To review and evaluate referrals made by the school nurse and physical education staff as a result of the annual student scoliosis screening.

E. Attendance at Home Football Games

To attend all home varsity, junior varsity and freshman football games, or arrange for a physician to attend the home games, as scheduled. The district will provide a schedule of home games well in advance of September commencement dates.

F. Consultant for Health Related Problems

To recommend the exclusion or readmission of pupils in connection with an infectious or contagious disease.

G. First Aid

To provide, when practicable, first aid for pupils and/or school employees.

H. Consultant to the Committee on Special Education

To attend Committee on Special Education (CSE) meetings as a consultant when required.

I. Special Physical Examinations of Classified Students

To provide physical examinations of students as requested by the CSE or CPSE chairperson, when an individual student has no access to a family physician.

J. Special Therapy Prescription for Classified Students

To prescribe occupational therapy and/or physical therapy for students referred by the CSE or CPSE chairperson. Such prescriptions shall be entered through eMed-NY.

K. In-service Program for School Nurses

To provide, from time to time, an in-service program for school nurses and/or other health staff for the purposes of continuing education.

L. Other

To perform such other duties as Medical Inspector as may be described in the State Education Department bulletins covering the service as school physician and such additional duties as the Board of Education may from time to time require.

M. Legal

During the term of this agreement, Chief Medical Inspectors SARATOGA HOSPITAL MEDICAL GROUP shall maintain professional liability insurance (malpractice insurance) covering their provision of services under this agreement in amounts of at least One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate. Chief Medical Inspectors SARATOGA HOSPITAL MEDICAL GROUP shall indemnify and hold the District, its governing board, officers and employees harmless from and against every claim or demand which may be made by any person or entity arising from or caused by the acts or omissions of Chief Medical Inspectors SARATOGA

HOSPITAL MEDICAL GROUP, specifically, Drs. Buff, Halbig and Hanley in connection with their performance of services under this agreement, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of the District or its employees. Chief Medical Inspectors SARATOGA HOSPITAL MEDICAL GROUP, specifically, Drs. Buff, Halbig and Hanley agree to comply at all times with the requirements of the Family Educational Rights and Privacy Act and New York Education Law Section 2-d and any regulations promulgated thereunder with respect to their provision of services pursuant to this agreement. Notwithstanding any provision hereof, Chief Medical Inspectors SARATOGA HOSPITAL MEDICAL GROUP, specifically Drs. Buff, Halbig and Hanley, on the one hand, and the District, on the other hand, are independent entities, and Chief Medical Inspectors SARATOGA HOSPITAL MEDICAL GROUP, specifically Drs. Buff, Halbig and Hanley shall not be considered to be employees of the District in any regard. Chief Medical Inspectors SARATOGA HOSPITAL MEDICAL GROUP, specifically Drs. Buff, Halbig and Hanley shall be responsible for the payment of all applicable federal, state or local withholdings or similar taxes with respect to their receipt of compensation from the District, and the provision of workers' compensation, disability insurance or other rights and benefits required under the law. Chief Medical Inspectors SARATOGA HOSPITAL MEDICAL GROUP, specifically Drs. Buff, Halbig and Hanley shall not be eligible to participate in any of the District's employee benefit plans, fringe benefit programs or other similar programs or receive any statutory benefit that the District is required to provide to its employees.

This agreement may be terminated by the mutual written agreement of the parties or by the District without cause upon 30 days written notice given to the other party.

This agreement will remain in effect from July 1, 2026, through June 30, 2027.

WHEREIN, the parties have affixed their signatures on the \_\_\_\_ day of July 2026.

Saratoga Hospital Medical Group

President, Board of Education  
Scotia-Glenville Central  
School District

  
Christopher Buff, D.O.

\_\_\_\_\_

\_\_\_\_\_  
Robert Halbig, M.D.

\_\_\_\_\_  
Susan Swartz  
Superintendent of Schools

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Superintendent of Schools

  
Andrea Hanley, M.D.

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Susan Swartz  
Superintendent of Schools

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Audra Hanley, M.D.

SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

MEMORANDUM

TO: Susan Swartz, Superintendent  
 FROM: Andrew Giaquinto, School Business Manager   
 DATE: July 6, 2026  
 RE: Village of Scotia SRO Contract

Attached please find the 2026-27 Village of Scotia and Scotia-Glenville Central School District Resource Officer Agreement. The term of the Agreement is from September 1, 2026 through June 30, 2027 and allows for two renewals of one year each. Each renewal is subject to BOE approval.

The Village obtained a grant that funded approximately one-half of the cost for three years. The District is able to benefit from one more year of grant savings, which requires grantees to assume a progressively larger share of the cost of the SRO with local funds over the grant period. The historic total cost of the SRO and the cost to the District are reflected below. The Village initially budgeted a new officer rate; however, the District is benefiting from a seasoned officer so the new agreement reflects a blended rate.

YEAR	COST	VILLAGE GRANT	SGCSD GF SHARE	INCREASE TO SGCSD SHARE
22/23	\$5,464	0	\$5,464	Cares Act (part-time Community Resource Officer)
23/24	\$81,245	\$41,667	\$39,578	Full-time SRO
24/25	\$82,870	\$41,667	\$41,203	\$1,625 or 4%
25/26	\$84,527	\$41,667	\$42,860	\$1,657 or 4%
26/27	\$102,250	\$42,129	\$60,121	\$17,261 or 40%

I recommend that this Agreement be submitted for Board approval at the July 13, 2026 meeting. Thank you.

Attachment  
 AG/cc

## VILLAGE OF SCOTIA AND SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT RESOURCE OFFICER AGREEMENT

This Agreement is made between THE VILLAGE OF SCOTIA, (the "Village"), acting by and through its Scotia Police Department (the "Scotia Police Department"), a municipal corporation of the State of New York, having its principal office located at 4 North Ten Broeck Street, Scotia, New York 12302, and Scotia-Glenville Central School District ("School District"), having its principal office located at 900 Preddice Parkway, Scotia, New York 12302 and entered into as of the 1st day of September, 2026.

### RECITALS

- A. The Village employs Police Officers capable of serving as School Resource Officers (SROs) to perform community-policing services in schools located within the School District.
- B. The School District wishes to have an SRO assigned to its schools for that purpose during the 2026-2027 school year, and the Village and Scotia Police Department are willing to assign an SRO to the School District.

The Parties, therefore, in consideration of the municipal promises set forth herein, agree as follows:

### COVENANTS

1. **Subject Matter.** The Scotia Police Department shall assign a full-time SRO to provide services to the School District on all day's school is in session for the students. The officer selected will be required to successfully complete the NYS DCJS SRO certification. Officer selection will be ultimately based on an interview committee made up of school, village and police administrators;
2. **Term.** The term of this Agreement shall be from September 1, 2026, through June 30, 2027. This Agreement shall be subject to renewal for up to two (2) additional years of one (1) year each upon the written mutual agreement of the parties. Each additional renewal term shall be subject to the approval of the Board of Education of the Scotia-Glenville School District, the Village of Scotia Board of Trustees, and the passage of the Scotia-Glenville Central School District budget, which must include the SRO position, by no later than thirty (30) days prior to the expiration of the prior term;
3. **Selection, Supervision and Professional Status of the SRO.**
  - a. The SRO, shall be selected by the Scotia Police Department in conjunction with the School District's Superintendent of Schools, or the Superintendent's designee, to ensure an appropriate match of skills, personality and approach. The SRO shall carry out the responsibilities pursuant to the established job duties set forth in Schedule A attached hereto and made part of this Agreement.

- b. The SRO shall at all times be an employee of the Scotia Police Department, not the School District, and the SRO's term and conditions of employment, including wages, benefits, time off and disciplinary procedures, shall be governed by the Collective Bargaining Agreement between the Scotia Police Department and the Scotia PBA, nothing in this Agreement shall alter or supersede those terms and conditions.
- c. Direct Supervision of the SRO shall be in accordance with the chain of command of the Scotia Police Department as established by the Scotia Police Department.
- d. The School District, through the Superintendent's designee, will communicate any concerns about the SRO's effectiveness or conduct, and any disciplinary issues with respect to the SRO, to the Scotia Police Department, who will investigate and resolve such issues administratively.

If the Superintendent or the Superintendent's designee deems that the resolution of any issue, or any unresolved issue, is detrimental to the effectiveness of the SRO or creates a likelihood of disruption to the education's environment, the SRO shall be replaced with a new SRO mutually acceptable to the Scotia Police Department and the School District.

- e. The SRO shall, at all times, be first and foremost, a sworn Scotia Police Officer, fully trained and certified under the laws of the State of New York, who is mandated by law to enforce the law, intercede in crimes in progress, investigate criminal activity whether on school campus or not and will take appropriate enforcement action as mandated by law.
- f. The SRO provided by the Scotia Police Department shall be fully equipped with all equipment provided by the Scotia Police Department to a Scotia Police Officer; including, but not limited to, a firearm, radio and patrol car.

#### **4. Duties and Schedule of the SRO.**

- a. The SRO shall serve as an immediate resource to School District officials, professional staff and students, and in the roles of law enforcement officer, educator and advisor shall perform duties including, but not limited to:
  - 1. Maintaining a presence in the School District and all school buildings, on and off campus, focused on creating a peaceful and safe learning environment for students, faculty, staff and visitors by proactively working to eliminate safety threats, school-related crime and disorder and by working to enhance the quality of life of members of the school community.

11. Responding immediately to ensure safety in times of crisis or conflicts and providing follow up to proactively prevent future problems.
  111. Communicating and collaborating with other law enforcement colleagues to identify and preemptively address potential issues, such as matters that occur outside the school environment that may impact the school, as well as to investigate potentially unlawful and unsafe activities in close coordination with the respective building principal or designee.
- iv. Functioning as a resource to the school community, including staff, students and their families, for collaborative problem solving and the encouragement of information sharing to increase safety and security in the school and community.
  - v. Making presentations to students, faculty and staff, officials, parents and the community on violence prevention, substance abuse, social conflict, crime prevention, health and safety, conflict resolution, school safety and other related community policing issues.
- b. The SRO will adhere to the terms of this agreement signed by the School District and the Village.
  - c. The SRO shall not be expected or required to handle violations of the School District's Code of Conduct, and shall not supplement, supplant or circumvent the responsibilities of building administrators and others within the School District responsible for enforcement of the Code of Conduct.
  - d. The SRO shall be assigned to provide service to the School District on each regular school day, for an eight (8) hour shift and may, when warranted by the situation or circumstances, have a presence extended beyond the regular school day. Any overtime that is a result of a school request or an investigation must have prior approval of a supervisor.
  - e. The SRO will work regular duty at the Police Department Monday through Friday on days that the school district is not in session.
  - f. Special arrangements may be made, with supervisor approval, for SRO duties that are conducted during "off days" for the district. The SRO may choose to utilize their accrued leave during school breaks or report to regular duty. The SRO will be required to work all regularly scheduled school days unless they utilize sick leave or personal leave.

- g. Any overtime that is a result of a school request or an investigation must have prior approval of a supervisor. The SRO will report directly to the Chief of Police, or his designee.
- h. The SRO shall also be assigned to provide service to the School District on days when students are not in attendance, but administrators and teachers are on the school campus; on such days, the SRO's responsibilities may include opportunities for professional development, program evaluation and program enhancement.
- i. Training and similar professional requirements of the Scotia Police may, from time-to-time, impact the availability and service of the SRO. The Scotia Police or SRO shall notify the School District in advance of scheduled absences due to such professional requirements. Except in the case of extreme emergency, the SRO shall not be called to respond to any non-school-related situation during the SRO's regular workday.

**5. Facilities and Resources to be Provided by the School District.**

- a. The School District shall provide an office, in a location mutually agreed upon by the Scotia Police and the School District, for use by the assigned SRO.
- b. The School District shall provide a designated parking spot for the SRO at and in close proximity to the SRO's assigned office.
- c. The School District shall provide the following office equipment and furnishings for the SRO at said office location: a desk, a desk chair, two office chairs, one personal computer with internet connectivity, one computer monitor, one printer and one phone. In addition, the School District shall allow the SRO to access and use a school photocopier near the SRO's assigned office.

**6. Provision of Additional Scotia Police Services.**

- a. Assignment of a full-time SRO to the School District shall not affect the duties of other Scotia Police, or preclude their appropriate presence on or near school campuses, or on or near off-campus school facilities or events.
- b. The School District may request, from time-to-time, the provision of Scotia Police services for School District and school activities and functions outside the regular school day or at locations other than the school campuses; such services may, at the Scotia Police's option, be provided by the SRO assigned to the School District. Any such assignment which is not an extension of the SRO's scheduled workday, or which is performed by a Scotia Police officer other than the SRO, shall be for a minimum of two (2) hours. The Scotia Police and the Superintendent, or the Superintendent's designee, shall consult concerning the

number of Scotia Police officers to be assigned to provide such services in each instance, but the final decision shall be that of the Scotia Police Department.

**7. District's Payments.**

- a. Except as otherwise set forth in this Agreement, the School District shall reimburse the Village of Scotia as per the attached Schedule B for the services of the SRO ("Reimbursement"). The purpose of such Reimbursement is to reimburse the Village for a portion of the cost of the salary and benefits of the SRO. The Village shall issue an invoice for the Reimbursement in the month of March of each applicable contract year. The School District shall pay the Village the Reimbursement upon receipt of an invoice provided by the Village, which must be paid in full within thirty (30) days of receipt.

**8. Termination.**

- a. Either Party may terminate this Agreement by giving the other Party thirty (30) days written notice. Upon the termination of this Agreement for any reason as set forth herein prior to the end of the school year, the reimbursement will be adjusted on a pro-rata basis according to the length of time the Agreement was in effect. The School District shall not be obligated to reimburse the Scotia Police Department for any equipment and patrol car costs incurred by the Scotia Police Department in equipping the SRO.

**9. Indemnification.**

- a. Each Party hereto shall defend and indemnify the other Party and its officers, employees and agents, and shall hold it and them harmless, against any liability or loss, including attorneys' fees, expenses and costs sustained or incurred in connection with any claim, suit, action or proceeding arising out of any willful or negligent act or omission of the indemnifying Party or its officers, employees or agents in the performance of its obligations under this Agreement.

**10. Default.**

- a. The occurrence of any of the following shall be considered an Event of Default:
  1. Non-Payment -The failure by the School District to make any of the payments required pursuant to this Agreement when due.
  2. Other Failure to Perform - The failure by either the Scotia Police Department or the School District to perform and/or comply with any term, covenant or condition required under this Agreement.

## **11. Remedies.**

- a. In the Event of Default under this Agreement, the non-defaulting party may take such legal action as may be appropriate under the circumstances, including injunctive relief, declaratory judgment or monetary damage for such default. No such action or proceeding shall be commenced until the defaulting party has been given written notice thereof by the non-defaulting party and thirty (30) days have elapsed since receipt of such notice, and the defaulting party has not proceeded diligently to cure such default.

## **12. Address for Notices.**

- a. Any notice or other communication required or contemplated under this Agreement to be given by one Party to the other, in writing, shall be delivered personally or mailed by first class mail, postage prepaid or sent by electronic transmission (email) to the following addresses:

If to the Village:

David Bucciferro, Mayor  
Scotia Village Hall  
4 North Ten Broeck Street, NY 12302  
dbucciferro@villageofscotiany.gov

If to the District:

Susan Swartz, Superintendent  
Scotia-Glenville Central School District  
900 Preddice Parkway  
Scotia, New York 12302

- b. Or to such other address or addressee as the Party to receive notice or other communication shall have designated by notice or other communication delivered or mailed in like manner.
- c. Any notice delivered personally shall be deemed to have been given and received on the business day next following the day of delivery. Any notice sent by US mail shall be deemed to have been given and received on the fifth day following the day it is placed in the mail. Any notice sent by electronic transmission shall be deemed to have been given and received on the day of sending, provided that no notice that it cannot be delivered is received by the sender within 24 hours following its sending.

## **13. Execution in Counterparts.**

- a. To allow the Parties to complete their formal agreement as expeditiously as possible, this Agreement may be signed in counterparts which, taken together, will constitute a single agreement and either Party may accept from the other a telephonic or electronic facsimile, the signature on which will be deemed an original signature.

**14. Entire Agreement.**

- a. This Agreement embodies the entire agreement and understanding between the Parties with respect to its subject matter, and supersedes all prior and contemporaneous agreements and understandings of the Parties in connection therewith. There are no representations, warranties, covenants or conditions made by either of the Parties except as herein expressly contained. This Agreement may not be amended, modified, altered or varied except by an Agreement in writing signed by both of the Parties.

**15. Governing Law and Venue.**

- a. The law of the State of New York shall govern all questions concerning the construction, validity and interpretation of this Agreement and the performance of the obligations imposed by this Agreement. Venue of any legal action shall be Schenectady County, New York and action must be commenced in Schenectady County Court.

**16. Modification.**

- a. This Agreement constitutes the complete understanding of the parties. No modification of any provisions thereof shall be valid unless in writing signed by both parties.

**17. Severability.**

- a. In the event that any provision of this Agreement shall be determined by a Court of Law to be illegal and/or unenforceable, the Agreement, to the extent the Courts have determined practical, shall continue in full force and effect between the Parties as if the said illegal or unenforceable provision were not contained a part thereof.

**18. Paragraph Titles.**

- a. The titles or headings to the paragraphs of this Agreement are not a part of this Agreement and shall have no effect upon the construction or interpretation of any part hereof.

**19. Waiver.**

- a. The waiver by either Party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition herein contained. No covenant, term or conditions of this Agreement shall be deemed to have been waived by either party, unless such waiver is in writing signed by the waiving Party.

**20. Meaning of Terms.**

- a. Except as specifically stated otherwise, the following terms shall be interpreted as follows when used herein:
- "Days" shall refer to calendar days.
  - "School Day" shall refer to a day that school is in session.
  - To the extent necessary, singular personal pronouns shall include the plural and plural personal pronouns shall include the singular.

*Wherefore*, the Parties hereto have hereunto set their hands on the date set forth following each signature

Village of Scotia

Scotia-Glenville Central School District

By: \_\_\_\_\_

David Bucciferro,  
Mayor

By: \_\_\_\_\_

Susan Swartz,  
Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## SCHEDULE A

### SRO JOB DUTIES

1. Consult with and coordinate activities as requested by the Superintendent and/or designee;
2. The SRO shall report to an administrator each morning at any of the district's buildings and shall perform SRO duties each day for an eight (8) hour duration. The Superintendent of Schools will direct the SRO as to which building, he/she is to report to on any given day;
3. Abide by School Board policies to the extent that such compliance does not interfere with or impede the SRO in the performance of his or her duties as a law enforcement officer;
4. Initiate law enforcement action as necessary and notify the school principal as soon as possible, and whenever practicable, advise the principal before requesting additional law enforcement assistance on campus and undertake all additional law enforcement responsibilities as required by standard police practices and standing general orders;
5. The SRO shall act as a liaison for other law enforcement officers in matters regarding School District policies while on school grounds;
6. The SRO in pursuing the performance of his/her duties shall coordinate and communicate with the school principal;
7. The SRO shall provide intervention between students and/or staff by employing appropriate techniques to calm and control situations;
8. The SRO shall develop an expertise in presenting various subjects; including but not limiting, to lockdown procedures, bullying, drug abuse prevention education and shall provide these presentations at the request of school personnel in accordance with the established curriculum;
9. Encourage group discussions about law enforcement with students, faculty and parents;
10. Attend meetings with parents and faculty groups to solicit their support and understanding of the SRO school program and to promote awareness of law enforcement functions;
11. To confer with the principal of the school to which the SRO is assigned to develop plans and strategies to prevent and/or minimize dangerous situations on or near campus or involving students at school-related activities

12. Perform such duties as described herein as requested by the school principal. However, such duties shall not include things normally assigned to school personnel such as lunchroom or hall duty. Nothing herein shall preclude the SRO from being available in areas where interaction with students is expected;

13. The SRO shall familiarize himself/herself with and shall abide by School District policy and applicable law concerning interviews with students should it become necessary to conduct formal law enforcement interviews with students or staff on school property or at school functions under the jurisdiction of the School District insofar as same shall be in harmony with standard police practices and standing general orders;

14. Under no circumstances shall the SRO be a school disciplinarian. The SRO will not be involved in the enforcement of disciplinary infractions that do not constitute violations of law;

15. The SRO shall affirm the role of law enforcement officer by wearing the uniform, unless doing so would be inappropriate for scheduled school activities. The uniform shall be worn at events where it will enhance the image of the SRO and his/her ability to perform his/her duties.

**SCHEDULE B  
BUDGET APPENDIX**

Year	Total Annual Position Cost	Grant Offset	Annual Cost to District
2026-2027	\$102,249.90	\$42,129.44	\$60,120.46
2027-2028	\$102,249.90	\$0	\$102,249.90
2028-2029	\$102,249.90	\$0	\$102,249.90

Level 6/Individual Insurance

Base Salary	91,919.23
Education	300.00
Clothing	650.00
Longevity	1,130.00
Holiday (40 hrs)	1,773.45
FICA	7,326.61
<b>Annual Salary Total</b>	<b>\$ 103,099.29</b>
Employer Medical	9,651.65
Employer Medical Admin	41.40
Employer HRA	3,880.00
Employer Vision	45.98
Employer Dental	-
Employer EAP	27.00
Employer Disability	133.50
Workers Comp	2,996.36
NYS Retirement	30,344.13
<b>Total Annual Benefits</b>	<b>\$ 47,120.03</b>
<b>SRO Officer</b>	<b>\$ 150,219.32</b>
<b>New Officer</b>	<b>95,180.44</b>
<b>BLENDED AVERAGE</b>	<b>122,699.88</b>
<b>MONTHLY</b>	<b>10,224.99</b>
<b>ANNUAL COST TO DISTRICT</b>	<b>\$102,249.90</b>

**RESOLUTION APPROPRIATING  
FUNDS FROM SCHOHARIE AREA WORKERS' COMPENSATION  
CONSORTIUM**

**WHEREAS**, the Schoharie Area Workers' Compensation Consortium has submitted a check in the amount of \$6,000 to the Scotia-Glenville School District for reimbursement of Treasurer's duties (7/1/26-6/30/27) for the Schoharie Area Workers' Compensation Consortium,

**WHEREAS**, the district will increase the budget by \$6,000 to reflect this reimbursement to the district,

**WHEREAS**, Sheri Tyrell, School District Treasurer for Scotia-Glenville School District will be performing the treasurer duties for the Schoharie Area Workers' Compensation Consortium and will be paid a stipend of \$6,000,

**RESOLVED**, that the Board of Education hereby authorizes the amendment to the budget increasing the budget by \$6,000 to reflect this reimbursement from the Schoharie Area Workers' Compensation Consortium.



To: Susan Swartz, Board of Education  
From: Peter Bednarek  
RE: Student Board Member  
CC: Rick Arket, Marissa Gordon, Kerry Piaggione

This memo is to recommend Junior Conor O'Rourke to the Board of Education as a Student Member of the Board for the 2026-2027 School Year. Conor was one of four students nominated and approved by the High School Student Senate (elected leaders of the Scotia-Glenville student body). Mrs. Gordon, Ms. Piaggione and Mr. Bednarek interviewed all four candidates and selected Conor based on his interest, experience, and interview with the team. We believe that Conor will represent the entire student body at Scotia-Glenville in an exemplary fashion while offering a serious and valuable contribution to the discussions of the Board of Education.

The other three students are to be commended for their willingness to serve and the committee is also recommending Michael Lape to serve as an alternate for Conor should instances arise during which he is unable to attend a meeting.

Please consider extending any training, mentorship, and/or orientation that may be available to Conor and Michael as they prepare for this responsibility. We are confident that these two young people will serve their school and community well for the 2026-2027 School Year.

Memorandum of Agreement

By and Between

Scotia-Glenville Central School District  
And  
Scotia-Glenville Secretarial Association

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The Scotia-Glenville Central School District ("District") and the Scotia-Glenville Secretarial Association ("SGSA") hereby agree to the following:

WHEREAS, the District and the SGSA are parties to a collective bargaining agreement (CBA) dated July 1, 2026 – June 30, 2030;

NOW, THEREFORE, it is agreed between the Scotia-Glenville Central School District and the Scotia-Glenville Secretarial Association that:

1. Susan Zeglen, a member of the Scotia-Glenville Secretarial Association, shall be paid the sum of five thousand dollars (\$5,000) intended to cover the period of September 1, 2026 through June 30, 2027, in recognition of training for the Titan/LINQ Connect system and duties assumed providing district-wide support of the system.
2. All other terms and conditions of the CBA shall remain in full force and effect.

**Scotia-Glenville Central School District**

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

**Scotia-Glenville Secretarial Association President**

By: Lynn A Casey Date: 7/9/26

**Scotia-Glenville Secretarial Association Member**

By: Susan Zeglen Date: 7/9/26

# Scotia-Glenville Central School District Professional Development Plan

2026 - 2027



## *Scotia-Glenville Mission Statement*

"The Scotia-Glenville Central School District is committed to providing an environment which allows students to realize their full potential and thus prepares them for life in an ever-changing world. In the tradition of excellence, the Board of Education, administration, staff, parents, and business and community members will continue to ensure that our educational system fulfills the needs of our students."

## **Professional Development**

### **Committee Members**

Superintendent Designee	Rick Arket, Assistant Superintendent for Curriculum and Instruction
Administrators	Marissa Gordon, K-12 Director of Social Studies and English Matt Hubbell, K-12 Director of Health and Science John Geniti, Lincoln Principal
Teachers	Christina DarkAngelo-Wood, Mentor Coordinator and High School Liz Rockwell, Middle School Joyce Semerad, High School Tracey Morrison, Sacandaga Elementary Jess Meere, Sacandaga Elementary Bridget Sand, Lincoln Elementary Amanda Kuhn, Middle School Deb Byrne, Middle School

This plan reflects a process Scotia-Glenville Central School District uses on an annual basis. It is not a specific plan but rather a framework to guide the committee and the district in the plans for improving student learning, engagement, and achievement.

The Scotia-Glenville Central School District's Professional Development Plan is based on the following tenets:

The plan will:

- center on the two primary drivers of the student experience: Academics and the Whole Child
- be based on an ongoing data driven inquiry cycle
  - We will collect and analyze data, make decisions based on the data sets, implement activities, and reflect on and analyze the results
- relate to the district/school goals that are aligned to the New York State Learning Standards
- be data driven and research based
- involve teachers in the identification of their professional development needs
- align with the District's Instructional Technology Plan
- allow for professional development that is continuous and ongoing, and involves follow-up and support for further learning
- ensure the appropriate resources will be allocated to support the professional development goals
  - The expenditures will be evaluated and tracked

## **New York State Education Department Regulations and Requirements**

Scotia-Glenville Central School District has been approved for the School District Waiver CR Part 154 Professional Development Requirements Specific to English Language Learners. We will continue to apply for the waiver until the ENL population increases to 5% or more of our total population.

See Attachment I for submitted waiver.

New faculty who are not permanently certified will be responsible for engaging in 100 hours of professional development activities over a five-year period. It is the expectation of our district that staff successfully complete approximately 20 hours per year for two reasons:

1. To spread out the experiences of being able to implement the newly-learned material and information.
2. To balance teacher absences due to staff development in order that student learning is not compromised by having substitute teachers too often.

At this time, and without any change to negotiated agreements, this requirement will only affect teachers newly certified and who replace their Initial Certificate with a Professional Certificate. It is the Professional Certificate that requires renewal and the 100 hour requirement. At the same time, level III teaching assistants with new certifications will have to meet a 100 hour staff development requirement over 5 years.

As of 2004, all newly certified teaching staff are required to participate in a mentoring program in their first year of employment. Scotia-Glenville has had a mentoring program in place since September 2004. Newly hired teachers at Scotia-Glenville were assigned a mentor regardless of experience in the profession or, in the judgment of the administration, might benefit from a mentor.

Please see Attachment II for the full Scotia-Glenville Mentor Plan.

## CTLE – STATEMENT OF ASSURANCES

The superintendent certifies that the professional development plan and course offerings are in compliance with Subpart 80-6 of the Commissioner's Regulations. The superintendent further certifies that:

- Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job embedded learning, and incorporates knowledge of how adults learn.
- Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.
- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.
- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Superintendent Signature:  Superintendent

Date: 07/08/2026

## **Needs/Data Analysis/Evaluation**

The district will use State initiatives such as Response to Intervention, Next Generation Learning Standards, and Annual Professional Performance Response and specific student needs assessments to identify training needs for the current school year. Each professional development activity offered by the district will be evaluated. The review of the evaluations will be used when planning future professional development and determining which activities should continue to be offered.

We currently use several tools to collect this data.

These include:

- Needs assessment surveys
- Feedback forms
- Anecdotal evidence
- Presenter/Guest Speaker exit surveys and interviews
- Tableau Reports
- PowerSchool / SchoolTool Reports
- NYSED COGNOS L1 and L2 Reports
- Intervention Compass

The committee will also review multiple data sources which are analyzed annually to determine the focus and content of professional development activities.

These include, but are not limited to:

- School Report Cards
- NYS and District assessments (e.g. 3-8 assessments and Regents exams)
- Academic Intervention service and RTI records
- BEDS data
- Program Evaluations
- Graduation and Non-Completer rates
- Student Attendance and Discipline data
- SSEC/DASA reports
- Running Records
- Diagnostic and Benchmark Assessments
- NYSED Level 1 and 2 reports
- Formative and Summative Assessments

## Objectives and Strategies

The objective of this plan is to improve the quality of teaching and learning by ensuring that teachers and teaching assistants participate in high quality professional development that is collaborative, continuous and embedded in daily practice. The focus of all activities will be to improve student achievement.

Opportunities available to support the objective of enhanced student achievement include but are not limited to:

- Superintendent's Conference days
- Building and district-wide faculty meetings
- Department meetings
- Content release days
- Summer curriculum work
- Grade level meetings
- Distance Learning
- College and/or University collaborations
- Local, regional, state conferences
- District level in-service course offerings
- Mentoring
- Peer Coaching
- User Groups
- Curriculum writing
- Program evaluations
- IT trainings
- Google Workspace for Education
- Independent consultants brought in by the district

Workshops and training facilitated by professional development providers (Pending CTLE approval by NYSED). A certificate of completion will be awarded for each individual training from the organizations below.

- o Scotia-Glenville Central School District
- o Adobe
- o Albany Council of Reading Teachers
- o American Association of School Librarians
- o American Library Association
- o American Orff Schulwerk Association
- o Annenberg U
- o Association for Career & Technical Education Administrators
- o Association of Mathematics Teachers of NYS
- o The Berkshire-Hudson Valley Chapter of the American Orff Schulwerk Association
- o Broome-Delaware-Tioga BOCES
- o Bureau of Education Research
- o Business and Marketing Educators Association
- o Business Teachers Association of NYS
- o Capital Area School Development Association
- o Capital Region BOCES
- o Castle Learning
- o Cattaraugus-Allegany-Erie-Wyoming BOCES
- o Cayuga-Onondaga BOCES
- o Center for Instruction, Technology, & Innovation (CiTi)
- o Champlain Valley Educational Services
- o Classical Association of the Empire State
- o Common Sense Media
- o Consortium for School Networking (COSN)
- o Consortium of School Networking (COSN)
- o DATAG
- o Delaware-Chenango-Madison-Otsego BOCES
- o Developmental Resources, ACEs
- o Dutchess BOCES
- o Eastern Suffolk BOCES
- o edWEB.net
- o edTrends- Academy for the Advancement of Teaching, Leadership and Schools, School of Education, SUNY Albany
- o Erie 1 BOCES
- o Erie 2 Chautauqua-Carraraugus BOCES
- o Excelsior College
- o Franklin-Essex-Hamilton BOCES
- o Genesee Valley Educational Partnership
- o Glazier Clinic
- o Google
- o Greater Capital Region Teacher Center For Effective Teaching
- o Hamilton-Fulton-Montgomery BOCES

- o Handle With Care Behavior Management System
- o Harvard Graduate School of Education
- o Heinemann
- o Herkimer-Fulton-Hamilton-Otsego BOCES
- o Hudson Valley Community College
- o International Society for Technology in Education (ISTE)
- o Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
- o Journal of Literacy Research
- o Learning Center Initiatives (LCI)
- o Learning Forward NY
- o Library of Congress
- o Madison-Oneida BOCES
- o MetaMetrics
- o Model Schools
- o Monroe 1 BOCES
- o Monroe 2 BOCES
- o Museum of Innovation and Science
- o Nassau County BOCES
- o National Council for the Social Studies
- o National Council Teachers of English
- o National Writing Projects
- o New York State Bar Association
- o NY Association for Continuing/Community Education
- o NY Association of School Psychologists
- o NY Library Association/Section of School Librarians
- o NY Schools Data Analysis Technical Assistance Group
- o NYC Council of Supervisors & Administrators
- o NYS Art Teachers Association
- o NYS Association for Bilingual Education
- o NYS Association for Computers & Technologies in Education
- o NYS Association for Health, Physical Education, Recreation, & Dance
- o NYS Association of Family and Consumer Science Educators
- o NYS Association of Foreign Language Teachers
- o NYS Association of Mathematics Supervisors
- o NYS Association of School Nurses
- o NYS BOCES Arts in Education Network
- o NYS Council for the Social Studies
- o NYS Council of Administrators for Health, Physical Education, Recreation and Dance
- o NYS Council of Administrators of Music Education
- o NYS Dance Education Association
- o NYS Educational Media/Technology Association
- o NYS English Council
- o NYS Federation of School Administrators
- o NYS Middle School Association
- o NYS Reading Association

- o NYS School Counselor Association
- o NYS School Music Association
- o NYS School Social Workers Association
- o NYS Science Education Leadership Association
- o NYS Teacher Center Network
- o NYS Teachers of English to Speakers of Other Languages
- o NYS Technology and Engineering Educators Association
- o NYS Theatre Education Association
- o NYS United Teachers
- o NYS Work Experience Coordinators Association
- o NYSED (e.g. Regional scoring training)
- o Oneida-Herkimer-Madison BOCES
- o Onondaga-Cortland-Madison BOCES
- o Orange-Ulster BOCES
- o Orleans-Niagara BOCES
- o Otsego Northern Catskills BOCES (ONC)
- o PBS TeacherLine
- o Pearson/AIMS Web +
- o Penn's Graduate School of Education Ethnography
- o PESI
- o PocketLab parent company for SCIC Science is Cool
- o Princeton University
- o Putnam-Northern Westchester BOCES
- o Questar III BOCES
- o RBERN
- o Rockland BOCES
- o Schenectady County Community College/SUNY Schenectady
- o ScholasticU
- o School Administrators Association of NYS
- o School Library Systems Association of NYS
- o Schuyler-Steuben-Chemung-Tioga-Allegany BOCES (Greater Southern Tier)
- o Science Teachers Association of NYS
- o Southern Westchester BOCES
- o St. Lawrence-Lewis BOCES
- o Sullivan BOCES
- o SUNY New Paltz
- o SUNY Albany
- o TeachersFirst
- o Tompkins-Seneca-Tioga BOCES
- o Ulster BOCES
- o Washington-Saratoga-Warren-Hamilton-Essex BOCES
- o Wayne-Finger Lakes BOCES
- o Western Suffolk BOCES
- o Yoga for Youth (PE teachers only)

## **Delivery and Maintenance of Records**

CTLE activities will be designed to improve the teacher or leader's pedagogical and/or leadership skills and will be targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

### **Acceptable CTLE Activities**

Acceptable CTLE includes activities:

- Content area(s) of the certificate(s) held, and/or
- Pedagogy , and
- Language Acquisition addressing the needs of English language learners.

The CTLE in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy could be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s).

### **University or College Course Credits**

Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an approved CTLE sponsor and awards CTLE clock hours for the courses. For credit-bearing university or college courses, each semester-hour of credit is equal to 15 clock hours of CTLE, and each quarter-hour of credit is equal to 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.

### **Working with Colleagues and Student Teachers**

Principals acting as independent trained evaluators who conduct a classroom observation as part of the teacher evaluation system pursuant to Section 3012-d may count such time towards the CTLE requirement. The acceptability of other types of collaborative work between educators will be determined by the district and the CTLE clock hours will be awarded accordingly.

Teachers who provide mentoring may, at the discretion of the district, earn CTLE clock hours in the following manner

- Teachers acting as a mentor to a new classroom teacher as part of the district's mentoring program may credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The district will keep records within the Educational Vistas StaffTrac Professional Development module and award CTLE certificates, as shown in Appendix III, for educators who earn CTLE clock hours by working with colleagues and student teachers, documenting that they approve of the CTLE as the approved CTLE sponsor.

### **National Board Certification**

Educators who earn certification from the National Board for Professional Teaching Standards have met the CTLE requirement during the registration period in which the National Board Certification is achieved, provided that the educator also meets the CTLE language acquisition requirement.

### **Educators who Hold Multiple Certificates**

Educators who hold one or more certificates subject to CTLE could complete acceptable CTLE activities in the content area(s) of their certificate(s) and/or in pedagogy.

For example, an educator who holds Professional Biology, Professional Chemistry, and Permanent Earth Science certificate could complete acceptable CTLE activities in biology, chemistry, earth science, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement. An educator who holds Professional Childhood Education and Professional School Building Leader certificates could complete acceptable CTLE activities in the common branch subject areas, school building leadership, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement.

### **Speech and Language Disabilities Certificate Holders**

For educators who hold the Professional Speech and Language Disabilities Certificate, courses taken from an approved American Speech-Language Hearing Association (ASHA) CE provider are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

### **Maintenance of Records**

The district will issue CTLE certificates of completion (Appendix III) and maintain records for all CTLE activities within the Educational Vistas StaffTrac Professional Development module. The district will keep all records for a minimum of 8 years.

The district will continue to inform educators about CTLE regulations and changes as they are implemented. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

## **Attachment I**

School District Waiver CR Part 154 Professional Development Requirements Specific to English Language Learners

An updated School District Waiver CR Part 154 will be provided when it becomes available in the Fall of 2026.

Included is the 2025-26 School District Waiver CR Part 154.

Purposely left blank



Rick Arket &lt;rarket@sgcsd.net&gt;

**Approved CR Part 154 Professional Development Waiver**

1 message

Aries Thompson &lt;Aries.Thompson@nysed.gov&gt;

Mon, Dec 1, 2025 at 2:41 PM

To: "rarket@sgcsd.net" &lt;rarket@sgcsd.net&gt;

**Approved CR Part 154 Professional Development Waiver 2025-2026**

Dear Scotia-Glenville,

We hope this email finds you well.

Thank you for submitting the CR Part 154 Professional Development waiver for school year 2025-2026.

After reviewing your waiver form, we are pleased to announce that your waiver request is approved.

Please keep this email/document for your records and for future reference.

12/01/2025

Sincerely,

Office of Bilingual Education and World Languages

New York State Education Department

**Confidentiality Notice**

This email including all attachments is confidential and intended solely for the use of the individual or entity to which it is addressed. This communication may contain information that is protected from disclosure under State and/or Federal law. Please notify the sender immediately if you have received this communication in error and delete this email from your system. If you are not the intended recipient you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

## **Attachment II**

Mentoring Plan

## Mentoring Plan

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*Scotia-Glenville Central School District.*

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## 1.0 INTRODUCTION

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According to the research presented by the National Commission on Teaching and America's Future, up to 30% of teachers nationally leave teaching before their second year. Another large group of teachers leave in the first five years of teaching. Lack of support for new teachers is often given as the reason for the significant attrition rate among new teachers. A mentor teacher program is an integral component of a comprehensive induction effort that supports teachers, and is an important part of a teacher's continued development throughout their professional career. It provides newly-hired faculty members with strategies to become confident skilled professionals, and encourages both new and experienced teachers to become reflective about their profession as they fulfill their teaching responsibilities.

As of 2004, all newly certified teachers are required to participate in a mentoring program during their first year of employment. The mentoring program is also essential to the professional development of our more experienced teaching staff. Adding a mentor-teacher program to our Professional Development Plan is an important component in hiring, training, and retaining excellent teachers for the District. Building a mentoring relationship for newly inducted teachers welcomes them into the profession, offers them high quality, personalized support, and assists them in the effective practice of their craft. Mentoring programs have been effective in stemming teacher attrition (Bullard, 1998) and appear to significantly impact a new teacher's skill development and self-confidence as a teacher (NYSED, 1989).

The mentoring relationship is central to an effective experience. The mentor possesses organizational skills and the wisdom of experience that buoy the energy, enthusiasm, and eagerness of the newly-hired faculty member. Sharing these qualities leads to a more

productive and satisfying experience for the newly-hired faculty member. A positive mentoring relationship emerges and develops as the newly-hired faculty member experiences that support and feedback from the mentor. In general, the relationship is characterized as professional, flexible, trusting, and mutually educational. It thrives on sustained and frequent contact. The mentor also provides a safety net for the new challenges that face the new teacher. A mentor program should develop into an effort that is rich and rewarding, not just for the new teachers to the profession, but as well for the professional development opportunities of the experienced teachers in the district.

## 2.0 *PROGRAM GOALS*

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The major goal of a mentor teacher program is to **enhance student performance** by providing opportunities to advance teacher effectiveness. In this model, experienced teachers work collaboratively with newly-hired faculty members sharing their experiences and addressing the need and concerns of the less experienced professional. Both the experienced and newly-hired faculty member benefit from a model that is based on a belief that teacher learning is a prerequisite for student learning.

The Scotia-Glenville mentor program provides an opportunity to:

- Attract highly qualified professionals to the District
- Welcome, acclimate and integrate newly-hired faculty members to building, District, and community culture
- Support integrate newly-hired faculty members and mentor teachers by providing time for self-reflection and exploration of proven practices
- Provide newly-hired faculty members with skills to address the diverse needs of our population
- Promote collaboration as an essential part of the profession
- Retain highly qualified teachers
- Enable newly-hired faculty members to meet certification requirements
- Offer professional growth for both newly-hired faculty members and mentor teachers
- Enhance instruction and overall student performance

### 3.0 SELECTION PROCESS

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At Scotia-Glenville, the mentor program will have candidates selected into a pool of experienced teachers who are willing to serve as mentors in a three-year rotation, with a minimum commitment of two (2) years in active mentoring of new teachers, if needed. Teachers in this pool can be active for all three years that they are identified as mentors. Training will be provided each summer through BOCES, the Greater Capital Region Teacher Center, or a local consortium of schools who share resources. However, every effort will be made to standardize the training received. Additional training opportunities will occur throughout the academic year [see Preparation and Support of Mentors].

Selection of mentor teachers will be completed through an application process reviewed by a **mentoring subcommittee** of the *Professional Development Committee*. Representatives from the Scotia-Glenville Teachers Association, (including teachers from the elementary, middle, and high school levels), and members of the Administrative Council will serve on the mentoring subcommittee. There will be a balanced number of teachers and administrators on this selection committee.

Selection of mentors is a critical aspect of a successful mentoring program. As needed, the Assistant Superintendent of Curriculum and Instruction (ASCI) will send an invitation to all tenured teachers inviting them to consider participation in the mentor program. Whenever a request for applications goes out to the district, the ASCI will hold an informational session for teachers who are interested in applying. To be considered for a mentor role, teachers may be nominated by their principals, supervisors, colleagues, or through self-nomination. A nomination form will detail the criteria for the mentor role and the qualifications the teacher should possess for that role. The actual application form will also show the same criteria. The goal is identify a *pool* of mentor teachers willing to

serve a three-year period, and who agree to work actively at least two years with newly-hired faculty members, if needed.

### 3.1 MENTOR ELIGIBILITY

The selection criteria for the mentoring application process will include:

- Tenure
- Positive professional demeanor
- Match to existing needs of the district
- Evidence of participation in ongoing professional development
- Passion for teaching and learning
- Success in teaching
- Evidence of strong communication skills
- Willingness to share

Appendix A contains the application that will be used by the mentoring subcommittee for the review of mentor candidates. Among its questions is a request for a reflective essay and a signature of support from the candidate's immediate supervisors. All application materials will be submitted electronically to the ASCI's secretary.

### 3.2 PROCESS

The process of applying to become a mentor and the subsequent work of the selection subcommittee is summarized in the following 10 items:

- Prospective mentor submits application to ASCI's secretary (including reflective essay)
- Mentoring Subcommittee of the Professional Development Committee, comprised of teachers and administrators, reviews applications and selects those mentors that best meet the needs of the district.
- Mentoring sub group of the Professional Development Committee submits the final mentor list to the Assistant Superintendent of Curriculum and Instruction.
- The ASCI, in collaboration with the mentor coordinator, will review the list of mentors and, based on information not available to the selection committee, modify if necessary.
- The ASCI will submit the final mentor list to the Superintendent for his/her approval.
- Upon approval by the Superintendent, all applicants will be informed of the results of the selection process by the mentor coordinator.
- Status as a mentor extends for the entirety of their employment. Mentors wishing to be removed or placed on leave may do so by notifying the mentor coordinator.
- Mentor applications will be accepted periodically based on the needs of the district.
- An informational session will be offered after the applications have been received.
- Mentoring training will be provided based on anticipated need for active mentors.

An applicant who is not selected as a mentor can inquire of the ASCI about the reasons for not having been accepted. The ASCI will respond in a timely manner to the applicant.

### 3.3 PAIRINGS OF MENTORS AND NEWLY-HIRED FACULTY MEMBERS

Assignments of mentoring pairings will be made by the Assistant Superintendent of Curriculum and Instruction in consultation with the mentor coordinator and appropriate administrative supervisors. **Every effort will be made to create pairings of mentors and newly-hired faculty members who work in the same building in the district.** Only under extenuating circumstances will this tenet be violated.

Mentor pairings will continue for one year. Pairings can be continued into a second year to an extended mentor/new teacher role as determined by the mentor coordinator. A year two mentoring assignment will represent a pairing that occurs because of a need for less than a full-time relationship and shall include a time commitment that is approximately half that of a full mentoring relationship. Input to the mentor coordinator on extended mentor assignments can be given from the mentor, newly-hired faculty member, or supervisor of the newly-hired faculty member, **but this input must be given in a fashion that is confidential and in no way reflects collaboration of the parties involved.** Upon receiving information from different sources, the mentor coordinator will make a determination whether to approach the beginning teacher with the opportunity to continue for an extended mentor pairing in the second year. The final decision of accepting or rejecting this opportunity will be that of the newly-hired faculty member.

The mentor coordinator will periodically review the mentor pairings by interviewing the mentors and new teachers involved. The mentor coordinator will determine the instances when it may be best to adjust and change a pairing and may choose to consult with the ASCI about this decision. If a change is deemed necessary, the mentor coordinator will initiate a process with the ASCI by which a new assignment is made for the newly-hired faculty member. The mentor coordinator will be responsible for notifying the parties involved of the impending change.

### 3.4 WHO IS ELIGIBLE TO RECEIVE MENTORING

In the Scotia-Glenville Central School District, professionals meeting **all** of the following criteria are eligible to be assigned a mentor:

- All new faculty members will be provided a Scotia-Glenville mentoring experience tailored to their needs.
- **Classroom teachers**, including **regular substitutes**, as required by New York State.

Part time teachers who meet the criteria set forth in this section will be expected to participate in a full-time mentoring program.

Every effort will be made to assign mentors to other professionals (social workers, psychologists, library media specialists, speech therapists, guidance counselors, and nurses). These pairings will depend on the availability of mentors in the same field and most certainly may involve out-of- building assignments. The District is not required to offer mentoring to teachers who have received mentoring in another district, but nevertheless may choose to make that assignment available to the newly-hired faculty member. In addition, teachers NOT meeting all of the criteria listed above may be assigned a mentor.

It is rare that professionals in the district such as social workers, psychologists, library media specialists, nurses and speech therapists, have a colleague doing the same work in the same building. Given this particular circumstance of support staff in our district, it may be necessary to create a combined mentor team for support staff that brings together two half-time mentors, one of whom is in the building but in a different job capacity, and

one of whom is in the same professional position but located in another building. The roles of the two mentors in this triad would be different. The mentor in the same position would be there for assistance and support of job-related duties while the mentor in the building would be there to help acclimate the newly-hired faculty member to the culture and processes of the building. In a conventional mentor pairing, both roles would be assumed by the mentor.

## 4.0 *PREPARATION AND SUPPORT*

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An effective mentor program will help newly-hired faculty members improve their teaching practices and learn the professional responsibilities of education. They will be involved in activities that will assist this acclimation as they become integrated into the Scotia-Glenville school community. The veteran or mentor teacher is afforded the opportunity to reflect upon teaching practices and engage in a learning community that will embrace those new to the profession. The collaborative activities of both newly-hired faculty member and mentor teachers will ultimately contribute to an improvement in student learning.

Newly-hired faculty members will first learn of the district mentor program during the interview process. All newly-hired faculty members will be expected to participate in the mentor program. The initial mentor activities will begin at a mentoring overview meeting. During this session newly-hired faculty members will learn about their responsibilities and roles regarding the mentoring program. Mentor teachers will be introduced at the meeting and have an opportunity to meet with their mentee.

### 4.1 *VARIED TRAINING MODELS*

Meaningful training is as important as mentor selection for an effective program. The mentor-training model will occur in several phases. Selected mentors will participate in formal mentor training as the need arises for mentoring assignments. The District will strive to coordinate this training through the Greater Capital Region Teacher Center, Capital Region BOCES, Clarkson University, or partnership with other districts. Ongoing professional growth opportunities involving mentoring will also occur throughout the academic year. The planning for these opportunities will be the joint

responsibility of the Professional Development Committee, the Assistant Superintendent of Curriculum and Instruction, and the mentor coordinator.

Active mentors and newly-hired faculty members are expected to participate in the ongoing professional development activities for mentoring. However, all selected mentors will be invited to participate in some of these professional development opportunities. Non-active mentors who engage in mentoring staff development will be eligible to accumulate in-service credits, if eligible for their participation, including the ability to aggregate these hours and experiences over the academic year.

There are several options for ongoing mentor training and support and these opportunities will be offered through varied scheduled options. Time during the school day will be designated for teacher development and events. A pool of three days of release time per year for each active mentor and all newly-hired faculty members will be available for mentoring activities. This is in addition to time required for the mentor program during or outside the school day. The mentors and newly-hired faculty members may plan to work in half or full-day time periods.

Other possible professional development offerings include:

- Mentor support and development after school to be offered to the pool of mentors, including active and non-active mentor teachers.
- Opportunities for mentor activities during district conference days.
- Online courses on aspects of mentoring for active and non-active mentors

## 4.2 FURTHER PLANNING AND RESOURCE ACTIVITIES

The focus of the initial mentor teacher training and ongoing professional development support activities is teacher development. Professional growth opportunities will be available for the pool of selected mentor teachers, as well as newly-hired faculty members. Newly-hired faculty members and active mentors are expected to participate in the mentor program opportunities during the academic year. Specific topics or areas for mentor development are identified through the research on effective mentor models. These areas can include, but are not limited to:

- Adult learning theories
- District philosophy and goals
- Observation and feedback
- Peer coaching
- Interpersonal skill development
- Classroom management
- Problem solving/troubleshooting
- Effective teaching and assessment strategies
- Reflective practices
- Organizational skills
- Time management strategies
- Stress management strategies

Other areas for training are especially relevant to the newly-hired faculty members. Observation, parent/teacher communication, special education overview, and school community goals and philosophy are critical for a comprehensive mentoring program.

An ongoing needs-assessment through regular communication with the newly-hired faculty members, mentors, mentor coordinator, and Assistant Superintendent of Curriculum and Instruction will identify other areas for future mentoring preparation and support. Mentors and newly-hired faculty members will document their activities and submit identified needs to the Professional Development Committee through the mentor coordinator. The mentor subcommittee of the Professional Development Committee will distribute surveys to mentors and newly-hired faculty members in October to gather information related to the mentoring program. A program evaluation in May will include feedback from the mentor and newly-hired faculty members, as well as the program surveys.

The mentor coordinator and the mentor subcommittee of the Professional Development Committee will collect feedback from the mentors and research the current resources for district mentor activities. A collection of mentoring resources are available for use. Trained mentors will be involved in a process to select materials that will be distributed to each active mentor. The mentor coordinator will communicate with the mentor specialists and representatives from other districts for input regarding meaningful mentoring resources. The process to develop teacher development resources will be ongoing.

#### 4.3 REMUNERATION

Effective mentor programs need administrative support and adequate funding. The newly-hired faculty members will benefit personally and professionally through participation in mentor program activities. The newly-hired faculty member will also accrue the experience (CTLE hours, if applicable) necessary to meet professional certification requirements required by New York State. The mentor teacher's role is critical in a program designed to positively impact learning and teacher retention. The

teachers selected as mentors, who are then trained and matched with newly-hired faculty member, will receive

- \$1,000 stipend for full mentoring
- District approved summer curriculum rate for mentor training

In the case of mentors in a reduced mentor capacity, the stipend will be pro-rated to agree with the reduced designated level of the mentor participation. Remuneration for the mentor who has a relationship interrupted will be pro-rated to the amount of time served with the newly-hired faculty member.

#### 4.4 CTLE CREDIT

Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's mentoring program may, at the discretion of the school district, earn credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district, earn credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

## 5.0 ROLES AND RESPONSIBILITIES

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The assignment of mentoring pairs depends on subject area and on grade level. An almost inviolate tenet is that the mentor and newly-hired faculty member work in the same building. When possible, the mentor will work with a newly-hired faculty member in the same subject area at the secondary level or the same grade span (primary, intermediate) at the elementary level. In some instances, however, a mentor may work with a newly-hired faculty member in a related field or in a different grade span. A team model of mentoring may also be used in certain situations so that one of the mentors is located in the building and can assist with the culture and processes of that building while the other mentor may work outside the building, but be responsible to assist with the specific discipline. Each of the mentors in the team situation would then be assigned as half-time. This scenario most likely would occur for support staff pairings such as social workers and psychologists.

Mentors are the year-long coaches of our newly-hired faculty members and carry with this role vast responsibilities. Among these responsibilities are to:

- Attend mentor training;
- Participate in mentor activities at the summer new-teacher orientation program;
- Participate in mentoring staff development activities during and after school hours;
- Work with newly-hired faculty member for up to a one year period of time;
- Observe or meet with the newly-hired faculty member or perform research for the relationship for up to 60 hours per year;
- Keep a log or journal of activities including dates, meeting times, and topics discussed;

- Invite the newly-hired faculty member into the mentor's classroom for observations;
- Visit the newly-hired faculty member's classroom for observation and providing of feedback;
- Share information with the newly-hired faculty member related to building or district procedures, guidelines and expectations;
- Promote self-awareness and facilitate reflective practices;
- Link newly-hired faculty member to appropriate resources;
- Share teaching and classroom management strategies;
- Offer guidance related to scheduling, planning, and organization.

At the same time there are parallel responsibilities of the newly-hired faculty member, some of which are to:

- Participate in the new-teacher orientation program;
- Participate in mentoring staff development activities, during and after school hours;
- Work with the mentor teacher for up to one year. This can be extended, if needed, for a second year;
- Observe or meet with the mentor for up to 60 hours per year;
- Keep a log/journal of activities including dates, meeting times, and topics;
- Invite the mentor into new teacher's classroom for observations;
- Visit the mentor's classroom for observation;
- Share questions and concerns with the mentor related to building or district procedures, guidelines, and expectations;

- Engage in self-awareness and reflective practices;
- Explore teaching and classroom management strategies;
- Seek guidance related to scheduling, planning and organization.

## 5.1 MENTOR COORDINATOR

The role of a mentor coordinator is essential to the smooth functioning of the mentor program. This is the person who will act as the manager of any process inherent in the mentor program as well as being the chair of the mentoring subcommittee of the Professional Development committee. The selection of the mentor coordinator is the province of the Professional Development committee and in the case of multiple nominations for this position, the committee should vote on the nominees in such a manner as to have a single person gain a majority of the votes of the committee. This may involve some type of run-off process.

The role of the mentor coordinator will be characterized by working closely with both the mentors, newly-hired faculty members, and Assistant Superintendent of Curriculum and Instruction. In a sense, the coordinator of the mentor program is the bridge between the mentors, newly-hired faculty members, and the administration of the district. In every case, the mentor coordinator should be a member of the Scotia-Glenville Teachers Association or a retired teacher. Remuneration for this position will be a stipend of \$1,200 for each year of acting as coordinator. The amount of release provided to the mentor coordinator will be three days. Specific responsibilities of the mentor coordinator should include but not be limited to:

- Chair the mentoring subcommittee of the Professional Development Committee;

- Develop, administer, and analyze evaluation surveys in collaboration with the mentor subcommittee;
- Organize the mentoring portion of the New Teacher summer orientation;
- Develop, in conjunction with the Assistant Superintendent of Curriculum and Instruction, staff development opportunities for mentors and newly-hired faculty members both during and after the work day;
- Organize, in conjunction with the Assistant Superintendent of Curriculum and Instruction, training for the new mentors scheduled to become active;
- Track the mentor pairings and the active mentors;
- Determine, with input from various sources, the need for extended mentor pairings to a second year.

## 5.2 CONFIDENTIALITY

It is critical that everyone involved in the mentor program appreciate the confidential nature of the mentoring relationship and understand that the mentor's role is not evaluative. The mentor teacher must have an absolute understanding that professional or personal information about the newly-hired faculty member cannot be shared with anyone else in the organization including (and especially) the supervisor(s) of the newly-hired faculty member. Only in this way can trust be built between the mentor and newly-hired faculty member, and only in this way can the mentor program not become an arm of the important but separate functions known as supervision and evaluation.

It is envisioned that the mentor can and should be in touch with the mentor coordinator, especially as it regards the decision to be made about a continuation year for the mentoring relationship. Input regarding this decision will also be supplied by supervisors of the newly-hired faculty member and as well by newly-hired faculty member. Under

no circumstances, however this input should be given to the mentor coordinator in a collaborative fashion between supervisors and mentors.

### 5.3 WHAT'S POSSIBLE IN A PAIRING

The all appointed mentors would receive a stipend. The full year stipend is currently \$1000 and will be pro-rated for other tiers.

1. **Tier 1** Full year mentoring (Sept to June) (60 hours)
  - This will be provided for any newly-hired faculty member who require mentoring for NYS certification
  - Includes 3 release days
2. **Tier 2** Half year mentoring (Sept to Jan) (30 hours)
  - This will be provided for any newly-hired faculty member who is new to district and have less than 5 years of prior teaching experience
  - Includes 2 release days
3. **Tier 3** Quarter year of mentoring (Sept to Nov) (15 hours)
  - This will be provided for any newly-hired faculty member who is new to district and more than 5 years of teaching experience
  - Includes 1 release day

## 6.0 *EVALUATION*

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The district will make every effort to gather relevant data regarding the mentoring program, evaluate data on a regular basis, and make every reasonable effort to augment, adjust and improve the existing program. Evaluation of the mentoring program will include an examination of existing mentoring relationships, a record of activities engaged in by those participating in the program, and evidence of the mentoring program's degree of success. The outcomes of the evaluation program will include but not be limited to: adjusting the status of mentor pairings; identifying and enhancing the use of those professional development activities that provide the greatest gains for mentors and newly-hired faculty members; and recommending program changes that are procedural in nature.

One of the primary objectives of the mentoring plan is to help new faculty members through the difficult first year. Research indicates that many bright and capable teachers leave the profession after experiencing a lack of consistent and effective support in their first year. However, it should be recognized that in some cases, the departure of a teacher from the district might not be related to the effectiveness of the mentoring program and may in fact be best for both the newly-hired faculty member and the District.

In order to assess the effectiveness of the mentoring program in the short term, mentors and newly-hired faculty members will be required to complete semi-annual program assessment surveys. This survey will be designed to establish the relative health of the mentor/new hire teacher relationships, the effect of the mentoring program on the newly-hired faculty members' professional progress, procedural changes that could enhance the program, and those activities judged to be most helpful to the newly-hired faculty

member. The mentor coordinator and the Assistant Superintendent of Curriculum and Instruction will evaluate results of the survey.

At the end of the year, mentors and newly-hired faculty members will complete a full year program evaluation, and as a group, meet to discuss the findings. The objectives of this evaluation will be similar to those of the semi-annual surveys, but will focus on the entire mentoring experience. Again, the results will be analyzed by the mentoring coordinator and the Assistant Superintendent of Curriculum and Instruction.

One of the goals of the mentor program is to ensure that the mentor teacher's participation will have positive outcomes for both the mentor and the new faculty member. In addition to investigating the positive effects on the newly-hired faculty member, the semi-annual and year-end evaluation results will be used to analyze the program's effect on the experienced teacher acting as mentor.

In an effort to establish the effect of the mentoring program on the new teachers' development of skills, the Assistant Superintendent of Curriculum and Instruction will review all new teacher observations and evaluations. The mentoring relationship must be kept as free as possible from the influence of evaluation; however the use of evaluations should help to identify, to some degree, the effectiveness of the program. Again, this evaluation must be done without prior data for comparison. Despite this, every effort will be made to identify those elements of new teacher progress that are influenced by the mentor program.

APPENDIX A

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## SCOTIA-GLENVILLE CENTRAL SCHOOLS

### Mentoring Program Mentor Application Form

*The mentor's role is to model professional learning and practice, focus on student learning and achievement and support the beginning teacher's professional growth. The mentor-beginning teacher relationship is collaborative and offers both beginning and experienced teachers the opportunity to reflect on educational philosophies, teaching strategies and practices.*

To become a mentor, candidates should meet the following criteria:

- Tenure in the district
- Positive professional demeanor
- Match to existing needs of the district
- Evidence of participation in ongoing professional development
- Passion for teaching and learning
- Success in teaching
- Evidence of strong communication skills
- Willingness to share

**Please populate the following information and submit this application to Sharon Riggi at the DO by Thursday, June 1.**

Name:

Building:

Current Teaching Assignment:

Grade Level(s):

Certification Area(s):

Please attach a brief narrative detailing your attributes, skills and experiences that would make you a good mentor for new teachers.

Please have your immediate supervisor sign below, indicating their endorsement of your participation in the mentoring program.

---

Print Name

---

Signature

## **Attachment III**

Sample CTLE Certificate



The University of the State of New York  
**THE STATE EDUCATION DEPARTMENT**  
Office of Teaching Initiatives  
89 Washington Avenue  
Albany, New York 12234  
www.highered.nysed.gov/tcert

### Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

#### Requirements:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an initial re-issuance.

**A separate form must be completed for each training.**

#### Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

<b>Section I</b>			
First Name: <b>Karen</b>	Last Name: <b>Swain</b>	Middle Initial:	
Date of Birth: / /	Last 4 Digits of the Social Security Number:		
<b>Section II</b>			
Name of Venue:			
Street Address:	City:	State: <b>NY</b>	Zip Code:
CTLE Activity Title: <b>McKinney Vento Annual Training 22-23 SY</b>			
Select One or More Areas of Activity: Pedagogy <input checked="" type="checkbox"/> Content <input type="checkbox"/> English Language Learning <input type="checkbox"/>			
CTLE Date(s): from <b>9/21/2022</b> to <b>9/21/2022</b>			Number of hours awarded: <b>1.00</b>
<b>Section III</b>			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: <b>Scotia-Glenville Central School District</b>			
Print Name of Authorized Certifying Officer: <b>Karen Swain</b>			
Signature of Authorized Certifying Officer: <i>Karen Swain</i>			
Approved Provider Identification Number: <b>1202</b>			Date: <b>6/5/2023</b>
Email: <b>kswain@sgcsd.net</b>			Phone #:

(Rev.06/2016)

## 6240 INVESTMENTS

The School District Treasurer is authorized to administer the investment program in accordance with district policy [as outlined in Appendix P.](#)

Adopted November 14, 1988  
Revised September 13, 1993  
Revised September 14, 1998  
Revised July 11, 2005  
Revised July 12, 2004  
Revised July 14, 2003  
Revised July 10, 2006  
Revised July 9, 2007  
Revised July 14, 2008  
Revised July 13, 2009  
Revised July 10, 2010  
Revised July 11, 2011  
Reviewed July 9, 2012  
Reviewed July 8, 2013  
Reviewed July 14, 2014  
Reviewed July 13, 2015  
Reviewed July 11, 2016  
Reviewed July 10, 2017  
Reviewed July 9, 2018  
Adopted July 13, 2020  
Reviewed July 12, 2021  
Reviewed July 11, 2022  
Reviewed July 10, 2023  
Reviewed July 8, 2024  
Reviewed July 14, 2025

## 6720 PROCUREMENT PROCEDURES

The Purchasing Agent shall be responsible for developing and implementing procedures for the requisition, receipt, storage and distribution of supplies, materials and equipment; establishing the purchasing calendar; administering the record keeping systems; and the training of staff regarding the purchasing system procedures.

All purchases shall be made through the Business office by the Purchasing Agent, without prior approval by the Board of Education, provided budget appropriations are adequate to cover such obligations.

In general the purchasing procedures shall address the following areas:

1. the manner in which goods and services are requisitioned;
2. the process by which purchase orders are generated or canceled;
3. the use of standard supply lists
4. the use of quotations and competitive bidding;
5. the process of reviewing, storing and inventorying materials and supplies;
6. the process of auditing and paying bills and claims for purchases;
7. relations with vendors and sales representatives.

All purchasing procedures shall ensure that legal requirements are satisfied; budgetary control is maintained; the quality of goods and services meets needs and specifications; and goods and services are supplied as needed.

In order to assure goods and services are obtained most economically and efficiently and in compliance with the New York General Municipal Law, the Board of Education adopts the procurement set forth in Appendix R.

Adopted December 12, 1988

Revised March 9, 1992

Revised May 13, 1996

Reviewed May 12, 1997

Reviewed May 12, 1997

Reviewed August 10, 1998

Reviewed August 9, 1999

Reviewed August 14, 2000

Reviewed July 9, 2001

Reviewed July 8, 2002

Reviewed July 10, 2006

Reviewed July 14, 2008

Reviewed July 13, 2009

Reviewed July 10, 2010

Reviewed July 11, 2011

Reviewed July 9, 2012  
Reviewed July 8, 2013  
Reviewed July 14, 2014  
Reviewed July 13, 2015  
Reviewed July 11, 2016  
Reviewed July 10, 2017  
Reviewed July 9, 2018  
First Reading December 10, 2018  
Adopted January 14, 2019  
Adopted July 13, 2020  
Reviewed July 12, 2021  
Reviewed July 9, 2024  
Reviewed July 14, 2025

## 6910.1 RESERVE FOR EMPLOYEE BENEFIT ACCRUED LIABILITIES, THE RESERVE FOR WORKERS' COMPENSATION, AND THE UNEMPLOYMENT INSURANCE RESERVE

The reserve for Employee Benefit Accrued Liabilities, the Reserve for Workers' Compensation, and the Unemployment Insurance Reserve may be utilized during the fiscal year to the extent that the District's annual operating budget (i.e. employee benefits, workers compensation, and unemployment insurance) cannot absorb any unanticipated financial events due to unanticipated expenditures. At the end of each fiscal year, the relationship between the available balances in the reserve accounts to the District's outstanding liabilities in the corresponding account will be reviewed and an assessment made regarding any need to adjust the appropriate reserve account balance.

Adopted July 11, 2011  
Reviewed July 9, 2012  
Reviewed July 8, 2013  
Reviewed July 14, 2014  
Reviewed July 13, 2015  
Reviewed July 11, 2016  
Reviewed July 10, 2017  
Reviewed July 9, 2018  
Adopted July 13, 2020  
Reviewed July 12, 2021  
Reviewed July 11, 2022  
Reviewed July 10, 2023  
Reviewed July 8, 2024  
Reviewed July 14, 2025

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## 6910.2 RESERVE FOR DEBT SERVICES

The Reserve for Debt Services is to be utilized during the fiscal year to mitigate the impact of debt service payment on the tax levy. At the end of each fiscal year, the relationship between the available balances in the reserve account to the District's outstanding liabilities in the corresponding account will be reviewed and an assessment made regarding any need to adjust the reserve account balance.

Adopted July 11, 2011  
Reviewed July 9, 2012  
Reviewed July 8, 2013  
Reviewed July 14, 2014  
Reviewed July 13, 2015  
Reviewed July 11, 2016  
Reviewed July 10, 2017

Reviewed July 9, 2018  
Adopted July 13, 2020  
Reviewed July 12, 2021  
Reviewed July 11, 2022  
Reviewed July 10, 2023  
Reviewed July 8, 2024  
Reviewed July 14, 2025

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## 6910.3 RESERVE FOR TAX CERTIORARI

The Reserve for Tax Certiorari is to be utilized during the fiscal year to offset the impact of settlements on tax judgments against the District. At the end of each fiscal year, the relationship between the available balances in the reserve account to the District's outstanding liabilities in this area will be reviewed and an assessment made regarding any need to adjust the reserve account balance.

Adopted July 11, 2011  
Reviewed July 9, 2012  
Reviewed July 8, 2013  
Reviewed July 14, 2014  
Reviewed July 13, 2015  
Reviewed July 11, 2016  
Reviewed July 10, 2017  
Reviewed July 9, 2018  
Adopted July 13, 2020  
Reviewed July 12, 2021  
Reviewed July 11, 2022  
Reviewed July 12, 2023  
Reviewed July 8, 2024  
Reviewed July 14, 2025

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## 6910.4 RETIREMENT CONTRIBUTIONS RESERVE

The Retirement Contributions Reserve is to be utilized during the fiscal year to mitigate the impact of any ERS rate increase(s) on the annual tax levy. At the end of each fiscal year, the relationship between the available balances in the reserve account to the District's outstanding liabilities in this area will be reviewed and an assessment made regarding any need to adjust the reserve account balance.

Adopted July 11, 2011  
Reviewed July 9, 2012  
Reviewed July 8, 2013  
Reviewed July 14, 2014  
Reviewed July 13, 2015  
Reviewed July 11, 2016  
Reviewed July 10, 2017  
Reviewed July 9, 2018

Adopted July 13, 2020  
Reviewed July 12, 2021  
Reviewed July 11, 2022  
Reviewed July 12, 2023  
Reviewed July 8, 2024  
Reviewed July 14, 2025

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## 6910.5 FUND BALANCE CLASSIFICATION

For purposes of fund balance classification, if expenditure could be spent from more than one category of fund balance, expenditures are to be spent from the restricted fund balance first, followed in order by committed fund balance, assigned fund balance and lastly, unassigned fund balance. The Board has the authority to deviate from this policy if it is in the best interest of the District.

By no later than the last Board meeting in June of each fiscal year, Board action will be taken to increase, decrease, or carry forward the full balance in any of the District's reserve funds. The Board should use reserves to the extent that the annual operating budget cannot absorb any unanticipated financial events such as losses, shortfalls or revenue, and/or rate increases.

Adopted July 11, 2011  
Reviewed July 9, 2012  
Reviewed July 8, 2013  
Reviewed July 14, 2014  
Reviewed July 13, 2015  
Reviewed July 11, 2016  
Reviewed July 10, 2017  
Reviewed July 9, 2018  
Adopted July 13, 2020  
Reviewed July 12, 2021  
Reviewed July 11, 2022  
Reviewed July 10, 2023  
Reviewed July 8, 2024  
Reviewed July 14, 2025

## 6910.6 Retirement Contribution Reserve Fund and Retirement Contribution Reserve Sub-Fund

As a part of the 2019-2020 Budget Legislation, New York State has amended certain provisions of section 6-r of the General Municipal Law, relating to Retirement Contribution Reserve Funds.

Section 6-r of the General Municipal Law allows a school board to establish a reserve fund to be known as the Retirement Contribution Reserve Fund ("RCRF") and Sub-Fund to be used for the purpose of financing retirement contributions, and/or to finance appropriations authorized by law to offset all or a portion of the amount deducted from the moneys apportioned to the school district from the state for the support of common schools.

The term “retirement contribution” is defined as all or any portion of the amount payable by a school district to the New York State and Local Employees Retirement System (“ERS”) or the New York State Teachers’ Retirement System (“TRS”) pursuant to Education Law section 521.

If the Board of Education establishes an RCRF pursuant to section 6-r of the General Municipal Law, for the purpose of financing retirement contributions to the ERS, the Board of Education may also create a “sub-fund” within the RCRF, which is to be separately administered, for the purpose of financing retirement contributions to the New York state teachers’ retirement system and/or to finance appropriations authorized by law to offset all or a portion of the amount deducted from the moneys apportioned to the school district from the state for the support of common schools.

The Scotia-Glenville Central School District Board of Education has established a fund to be known as the Retirement Contribution Reserve Fund (“RCRF”), as well as a sub-fund to be known as the Retirement Contribution Reserve Sub-Fund (“RCRS”), to be separately administered within the RCRF, and additional contributions from future budgetary appropriations or raised by taxes; or from such revenues as are not required by law to be paid into any other fund or account; or transfers from other reserve funds as permitted by law, to be used in accordance with applicable laws for the purpose of paying retirement contributions to the New York State and Local Employees’ Retirement System or the New York State Teachers’ Retirement System.

First Reading July 8, 2019

Adopted August 12, 2019

Reviewed July 12, 2021

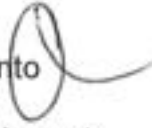
Reviewed July 11, 2022

Reviewed July 10, 2023

Reviewed July 8, 2024

Reviewed July 14, 2025

Scotia-Glenville School District  
Scotia, New York

To: Susan Swartz  
From: Andrew Giaquirto   
Subject: 2026-27 Tax Warrant  
Date: July 9, 2026

Attached please find the 2026-27 tax warrant and tax levy resolution for your review and BOE presentation. The tax rate increase for the Scotia-Glenville Central School District for the Town of Glenville and Village of Scotia residents will increase by 2.03% for 2026-27 based on final equalization rates and assessed values received from ORPS and local assessors respectively. The tax levy is based on utilizing \$3,631,058 of fund balance (prior year budget \$4,359,058). The tax rate per \$1,000 for the three towns within the school districts is as follows:

Town of Amsterdam	\$ 248.09315	8.49% increase
Town of Charlton	31.73285	13.33% increase
Town of Glenville	25.45277	2.03% increase

The tax levy will increase by \$615,267 to \$35,108,110. We can expect about 6% or \$2,000,000 to be derived from STAR (prior year \$2,094,121). The levy reflects an increase of 1.78% from the prior year which is right at the maximum allowable tax levy cap of 1.78% and reflects the amount approved by a simple majority of the voters this past May.

The 2026-27 tax rate increase is less than the 2.54% rate increase that was projected before the budget vote. At that time, we incorporated the \$11.2M decline in assessed value anticipated by Belgioioso Cheese coming off the tax roll and returning to PILOT status. The loss of Belgioioso's assessed value was offset by other assessed value growth of \$7.6M. The actual change in assessed value from 25-26 was a decline of \$3.6M (prior year growth was about \$26.5 million). The projected impact on a property assessed at \$160,000 will be an increase of \$81 before STAR. Last year, the increase amounted to \$57 before STAR.

The Basic STAR and Senior STAR exemptions will be calculated by a formula provided by ORPS to our tax preparer. The Basic STAR exemption savings is \$551, and the Enhanced STAR exemption savings is \$1,199.

The tax rate and tax levy comparisons follow:

<b>YEAR</b>	<b>TAX RATE</b>	<b>TAX LEVY</b>
2026-27	2.03% increase	1.78% increase
2025-26	1.44% increase	3.25% increase
2024-25	1.39% increase	2.83% increase
2023-24	1.49% increase	2.99% increase
2022-23	1.00% increase	1.61% increase
2021-22	.45% decrease	.13% increase
2020-21	1.78% increase	2.66% increase
2019-20	2.73% increase	2.54% increase

Please let me know should you have questions or require additional information.

Attachment

AG/cc

RESOLUTION APPROVING THE  
2026-2027 TAX LEVY

WHEREAS, the Board of Education has been authorized by the voters at the Annual School Meeting to raise for the current budget of the 2026-2027 school year a sum not to exceed \$67,155,932.

THEREFORE, BE IT RESOLVED that the Board approve the total 2026-2027 tax levy of \$35,108,110 to be raised proportionately among the three towns comprising the school district in accordance with Real Property Tax Law §1314, as follows:

<u>Town</u>	<u>Assessed Values</u>	<u>Tax Rate</u>	<u>Levy</u>
Glenville	\$1,375,965,021	25.45277	\$35,022,115
Amsterdam	111,766	248.09315	27,728
Charlton	1,836,162	31.73285	58,267

And be it hereby directed that the tax warrant of this Board, duly signed shall be affixed to the above-described tax rolls authorizing the collection of said taxes to begin September 1, 2026 and end November 2, 2026.

**RESOLUTION OF THE SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT  
BOARD OF EDUCATION DATED JULY 13, 2026  
TO ACCEPT THE COMMISSION OF \$88.70 FROM UPSTATE IMAGES TO  
THE ATHLETIC DEPARTMENT**

**WHEREAS**, the Scotia-Glenville School District was the recipient of a \$88.70 commission from Upstate Images as part of their spring picture program, and,

**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 this donation from Upstate Images as part of their fall picture program and authorizes the increase in the General Fund Revenue Account 2705 Gifts and Donations for the receipt of said funds and authorizes the increase in General Fund Appropriation Account A2855.450.01.73 in the amount of \$88.70.

6/25/26

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

**RESOLUTION ACCEPTING AND APPROPRIATING**  
**GIFTS AND DONATIONS**  
**July 13, 2026**

**WHEREAS**, Pompa Bros. Inc. has generously donated two loads of stone a total value of approximately \$1,200 to the construction of the Glendaal Student Council's Outdoor Learning Pavilion,

Now, Therefore, Be it

**RESOLVED**, that the Board of Education hereby accepts with gratitude the donation of these materials to the Glendaal Student Council's Outdoor Learning Pavilion.

July 13, 2026

Board of Education  
Scotia-Glenville Central School District  
Scotia, New York

Dear Members of the Board of Education:

After much reflection and with consideration, I am writing to formally notify you of my retirement from my position as Superintendent of Schools for the Scotia-Glenville Central School District, effective June 30, 2027.

Serving as a superintendent for the past twenty-one years has been an honor. Throughout my career, and especially during my time in Scotia-Glenville, I have been privileged to work alongside dedicated board members, administrators, teachers, support staff, parents, and students who have shared a commitment to educational excellence and student success.

I have greatly enjoyed my years with the district and have been fortunate to call the Scotia-Glenville community my home. Together, we have faced challenges, celebrated accomplishments, and continuously worked to create opportunities for our students to learn, grow, and thrive. I am immensely proud of all that we have accomplished as a Board of Education, administrative team, staff, parents, and students. The collective efforts of so many individuals have strengthened our schools and positively impacted the lives of countless children and families.

Please accept this letter as my formal notice of retirement, effective June 30, 2027. In accordance with the terms and conditions of my employment agreement and applicable district policies, I will retain my health and dental insurance benefits during retirement.

I look forward to the coming school year and the opportunity to "wrap up a few items" before I step down. Thank you, and our prior Board members, for the trust, support, and partnership you have extended to me throughout my tenure. It has been a privilege to serve this district and community.

With sincere appreciation,



Susan M. Swartz  
Superintendent of Schools

Dear Superintendent Swartz and Mr. Giaquinto,

Please accept this letter as my formal resignation from my position as Transportation Supervisor, effective September 15<sup>th</sup>, 2026.

After much thought and consideration, I have decided to step away from my role and begin a new chapter in my professional and personal life. This decision was not made lightly, as my journey with the transportation department has been one of the most rewarding experiences of my career.

When I joined the department in 2012 as a bus monitor, I could not have imagined the opportunities that would come my way. Through hard work, dedication, and the support of many outstanding colleagues and leaders, I was fortunate to grow into roles of increasing responsibility, ultimately serving as Transportation Supervisor. I am incredibly grateful for the trust that was placed in me and for the experiences that have shaped me both professionally and personally.

It has been an honor to work alongside such dedicated employees who share a commitment to the safety and well-being of our students and community. I am proud of what we have accomplished together and will always value the relationships I have built during my time here.

I am committed to making this transition as smooth as possible and will gladly assist my replacement with completing any outstanding responsibilities before my departure.

Thank you for the opportunities, encouragement, and support you have given me throughout the years. I leave with many wonderful memories and wish the transportation department as well as the school district continued success in the future.

Sincerely,

Clara Bisailon  
Transportation Supervisor  
[Scotia Glenville CSD](#)  
[500 Sacandaga Rd, Scotia, NY 12302](#)  
(518) 347-3600 ext. 8901  
[cbisailon@sgcsd.net](mailto:cbisailon@sgcsd.net)

To Whom It May Concern:

I will be resigning from my position as an ENL teacher at Scotia Glenville CSD as of August 31, 2026. I plan to remain on district health and dental insurance through August 31, 2026.

Thank you for providing me with this opportunity.

Kevin Henderson | ENL Teacher  
Scotia-Glenville CSD | Middle and High School

Date 6/25/2026

To whom it may concern,

I am writing to formally resign from my position as an Elementary Special Education Teacher at Scotia Glenville school district effective August 31st, 2026.

I appreciate the opportunities and support I have received during my time here.

Thank you again for the experience.

Sincerely,

*Raia James*

Raia James



## UAlbany Request to Host a Student Teacher: Fall 2026

Peter Bednarek, Principal  
Scotia-Glenville High School  
1 Tartan Way  
Scotia, NY 12302

May 28, 2026

Dear Mr. Bednarek,

UAlbany, *Department of Educational Theory and Practice*, kindly requests to place **Eric Walter** in a grade 10-12 science classroom as a student teacher for a 10-week, full-time placement to fulfil the NYSED requirement towards a Master of Science in Secondary Education degree and certification. This placement will begin on the first day of school in September, 2026 and last 50 academic days.

Thank you for considering the important partnership between public high schools and higher education institutes!

Kind regards,

Rachel Adams Goertel, PhD  
Director of Secondary Field Education  
Department of Educational Theory & Practice  
Catskill 266  
University at Albany  
Albany, NY 12222  
518-442-5090 | radamsgoertel@albany.edu

## ESY Staff 2026

ESY Staff 2026						
First Name	Last Name	Position	Assignment	Salary	Dates	Hours
<b>Related Service</b>						
Lauren	Carr	Speech Language Pathologist	SLP	(Step 2) \$34.97	7/6/26-8/14/26	8:00 - 11:30 am
<b>Aides</b>						
Ellen	Baxter	Teacher Aide (Float)	All classrooms	\$17.39/hr	7/6/26 -8/14/26	8:00-11:30 am
Lori	Scott	Teacher Aide	1 Student	\$17.19/hr	7/10/26-8/14/26	8:00-11:30 am

## 2026/2027 Department Chairpersons

Deb Byrne	Technology Specialist	\$3,300.00
Liz Fawcett	Library	\$3,300.00
Christina Lipp	World Language	\$3,300.00
Lance Keating	Technology	\$3,300.00
Laurel Campbell	FACS	\$3,300.00
Katherine LaPorta	Business	\$3,300.00
Jamie Muscato	Reading	\$1,650.00
Brendan Swider	Reading	\$1,650.00
Dana Zeppieri	Guidance	\$3,300.00

## Technology Specialists for the 2026-2027 School Year

Elizabeth Fawcett	HS	\$3,000
Deb Byrne	MS	\$3,000
Brett Campbell	Elementary	\$2,000
Serena Barclay	Glendaal	\$2,000
Jeff Denney	Lincoln	\$2,000
Brendan Swider	Sacandaga	\$2,000

<b>7/13/2026</b>	<b>BOE Approvals</b>		
<b>Summer Curriculum Proposal</b>	<b>Staff First Name</b>	<b>Staff Last Name</b>	<b>Number of Days</b>
Building Character Ed 26/27 Plan	Jeff	Denney	2
Building Character Ed 26/27 Plan	Jason	Kritz	2
Building Character Ed 26/27 Plan	Anna	Morlcok	2
Building Character Ed 26/27 Plan	Bridget	Sand	2
Building Character Ed 26/27 Plan	Lauren	Remmers	2
Introduction to Med Curriculum Work	Jaclyn	Long	2
Introduction to Med Curriculum Work	Christina	Darkangelo Wood	2
SUNY New Paltz SoR Microcredential	Geoff	Olson	1
New Co-Teaching Pair	Aliyah	Bacchus	1
TCIS	Leslie	Mulholland	5
TCIS	Leah	Lapczenski	5
DE-ESCALATION ON SCHOOL BUSES	Erin	Allen	1 hour
DE-ESCALATION ON SCHOOL BUSES	Robert	Lopez	1 hour
DE-ESCALATION ON SCHOOL BUSES	James	Welnhofer	1 hour
DE-ESCALATION ON SCHOOL BUSES	Dwight	Zobre	1 hour
DE-ESCALATION ON SCHOOL BUSES	MaryJane	Frederick	1 hour
DE-ESCALATION ON SCHOOL BUSES	Kyleigh	Mason	1 hour
DE-ESCALATION ON SCHOOL BUSES	Dan	Bull	1 hour
Classwise Training	Sean	O'Brien	0.5
Classwise Training	Heather	Swiecicki	0.5
Classwise Training	Nancy	Cousins	0.5
Classwise Training	Elizabeth	Fawcett	0.5
Classwise Training	Conor	Quinn	0.5
New Co-teaching Pair	Alexis	McCarthy	1
SUNY New Paltz SoR Microcredential	Bridget	Sand	1
Business Math Curriuculum Work	Nancy	Cousins	2
SUNY New Paltz SoR Microcredential	Karen	VanSise	1
SUNY New Paltz SoR Microcredential	Susan	Denney	1
SUNY New Paltz SoR Microcredential	Stephanie	Wolek	1
SUNY New Paltz SoR Microcredential	Holly	Zarelli	1
SUNY New Paltz SoR Microcredential	Shawn	Logston	1

## ESY 2026 TRANSPORTATION BUS RUNS & STAFF

DRIVER	AIDE	AM HOURS	MIDDAY	PM HOURS	DATES IN SESSION	TOTAL HRS
Donna LaPoint	Chuck Gillis	7:30-9:45	N/A	1:00-3:45	7/6-8/14	5
Mike Giakoumis	John Cintron	6:45-8:30	N/A	12:45-2:30	7/6-8/14	3.5
Hank Brown	N/A	7:00-8:30	N/A	1:00-3:15	7/6-8/21	3.75
Jannessa Freihofer	N/A	7:00-8:30	N/A	1:00-3:30	7/6-8/14	4
Brian Freihofer	Dan William Bull	6:45-9:15	N/A	12:45-2:15	7/6-8/14	4
Jordan Taylor	Allison Baerga/ Dan	6:45-8:30	10:45-12:30	N/A	7/6-8/14	3.5
Nicole Enders	MaryJane Frederick	7:00-8:30	10:45-12:30	N/A	7/6-8/14	3.25
Gary Allen	N/A	7:15-8:30	10:45:12:00	N/A	7/6-8/14	2.5
Lisa Cremo	Kyleigh Mason	7:15-8:30	10:45-12:00	N/A	7/13-8/6	M-TH 2.5
Theodore Cayer	N/A	6:45-8:30	10:45-12:30	N/A	7/13-8/6	M-TH 3.5
Marilyn Fuller	James Welnhofner	6:30-8:45	N/A	12:45-3:00	7/6-8/14	4.5

**ALL HOURS ARE ESTIMATED-ALL SUMMER STAFF ARE PAID THE HOURS**

**THEY WORK, NOT LISTED HOURS**

Sub Drivers	Sub Aides		Cleaning	
Lori Kling	Erin Allen		Brian Freihofer	4 hrs/daily
Chip Cayer	Rob Lopez	T-W-F only	Jordan Taylor	4 hrs/daily
Mike Grassia				
Gretchen Bonk				
Bobby Mazzucco				