

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



**DATE:** September 4, 2024  
**TO:** Scotia-Glenville Board of Education Members  
**FROM:** Susan M. Swartz, Superintendent  
**RE:** Board of Education 2024 – 2025 Goal Suggestions

In preparation for our Board of Education discussion on Monday evening regarding an additional goal (or two) for the 2024 -2025 school year, I have listed the suggestions, and any additional information, below received below.

1. Two members of the board will engage in forming an advisory task force on decreased enrollment in SGCS and our immediate area. They will be tasked with identifying key leaders, stakeholders, and leaders from surrounding Districts to engage in a fact-finding mission. The end state is to bring forward pertinent data, insights, and proven strategies to address the ongoing issue within SGCS and across.

**\*Specific:** The Board of Education will form an advisory task force to examine continued decreased enrollment in our area. This will be made up of leadership, community leaders, relevant experts and invited surrounding District leadership.

**\*Measurable:** Progress will be measured upon data and strategies gathered from the committees to form a plan of action for the 25-26 years and beyond.

**\*Attainable:** Using a team approach we can examine enrollment trends from our, and other, school districts in the immediate area. There will be no financial impact for the community with manageable time considerations.

**\*Relevant:** Decreased enrollment is the most immediate threat to the continued operations/funding as we know them today. Failure to act will result in financial and operational adjustments resulting in possible decreased services, right sized classrooms, and staff layoffs.

**\*Time Bound:** The goal should be to produce the framework for an actionable plan by the conclusion of the 24-25 school year.

I feel there is no greater "threat" to our current operations than the continuing (and dramatic) drop in enrollment. With few exceptions, most districts in our area are seeing varying and continued drops in enrollment since 2013-2014. I feel that we must do a deeper dive into this subject to get ahead of the issue (if possible) to prevent any interruption in SGCS D services as our stakeholders have become accustomed to.

2. The Board of education, in conjunction with the superintendent, will explore the feasibility of establishing a UPK program in the SGCS D within the next 5 years. Topics to cover will be financial (grants/funding both Federal and NYS), curriculum, space, staffing and overall structure of such a program.

\*Specific: The board of education, along with the superintendent, will form an ad-hoc committee to explore the feasibility of an UPK program in SGCS D. This committee will be composed of district leadership, relevant stakeholders, business office and early education staff.

\*Measurable: After conducting an extensive fact-finding mission and discussion there should be a vision on the of a future UPK program in SGCS D within the next 5 years.

\*Attainable: Surrounding Districts have been able to rely on state and federal funding to start UPK programs of varying sizes in the past decade. The assets are there and available to begin necessary movement to form a UPK program after exploring what it would look like in SGCS D (if any).

\*Relevant: This is an extension of our missions to prepare children for life after graduation. A UPK program would extend our history of excellence into Pre-K while also offering an equitable, consistent experience in line with our tradition of rigorous academic success.

\*Time Bound: Initial results would be expected before an anticipated grant submission date of June/July 2025.

One common denominator I saw with districts not seeing drops in enrollment is their inclusion of a UPK program of some type. These programs vary in size such as Nisky (54) to South Colonie (72) with varying partners such as Nisky and the Schenectady Jewish Community Center (SJCC). It would be wise to invest time into what such a program would/could look like for SGCS D. This would help bring equity to pre-k in our community while also adding 'curb appeal' to our District and prospective stakeholders moving into the area.

3. The Board of Education, in conjunction with the superintendent, will plan and conduct a community forum for the purpose of gathering community feedback and information relative to the ongoing EV bus transition while dispelling rumors and also pre budget planning fact finding."

\*Specific: The Board of Education, in conjunction with the Superintendent, will plan and conduct a community forum for the purpose of gathering community feedback and

combating misinformation relative to the District's ongoing transition to an EV bus fleet and pre budget planning as well.

\*Measurable: After conducting this forum, the gathered data/feedback will be analyzed for insights useful for gaining ground on the above topics.

\*Attainable: The goal is attainable with minimal financial expenditures and easily scheduled and executed forums within 1 of 6 District schools.

\*Relevant: Stakeholder feedback is critical in all we hope to achieve as District leadership. Engaging them for these topics will help us gain additional insights and help promote future endeavors within the District and the ongoing EV transition.

\*Time Bound: The forum can be planned for an early January date with full details, plan of execution due no later than November 18th.

I feel there has been some above normal pushback towards the EV initiative in our community. This was obvious in this past budget approval with more than 400 individuals voted No to our EV proposition. This is a much narrow margin than we are used to on proposals and could prove to be a serious setback in the future if our stakeholders potentially continue to sour on these needed proposals. There has been plentiful 'anti EV rhetoric' throughout NYS and the US via social media, politicians and various media outlets. I feel this is something we can get ahead of in our own area by conducting a community forum. I feel by showing our fiscally conservative approach to this mandate, dispelling misinformation and presenting a 'human' approach to this will minimize stakeholder pushback.

4. The superintendent will form a committee to study weighted grading and make recommendations to the Board of Education about this practice and whether/how to move forward with implementing it.

#### Goal#5

##### \*Specific

The Board of Education and Superintendent will explore many avenues of STEM, technical and trade applications, in authentic and relevant contexts for all students, college and career bound.

##### \*Measurable

Data collection through-out the school year 24-25 and student interest will help us understand how much progress is being made.

##### \*Attainable

The goal is attainable with the funding from the Smart schools grant that is available to the district. Plus, the formation of new clubs will help draw student interest.

##### \*Relevant

This will allow more career paths that students wish to follow. Students who choose not to continue the traditional education after high school, can choose to peruse a trade.

**\*Time frame**

The 24-25 school year will be a data collection school year, in hopes to amplify the programs the following years.

**Goal#6**

**\*Specific**

The School Board in conjunction with the Superintendent will work with students and faculty by providing a diversity of culturally responsive and asset-based supports.

**\*Measurable**

By collecting data from all 6 schools and putting the data in appropriate buckets. Data review should be conducted at least twice in the school year.

Once the BOE has chosen its goals for this school year, I will rewrite them in the same format. I would anticipate the BOE adopting their final set of goals for this school year at its next meeting on September 23.

## goals

Kimberly Talbot <ktalbot@sgcsd.net>

Thu 9/5/2024 1:57 PM

To: Susan Swartz <SSwartz@sgcsd.net>; Jill Busman <JBusman@sgcsd.net>; Hal Talbot <htalbot@sgcsd.net>

I am sorry I am late to the game! I went through my email and realized this was in drafts.

### Goal #1 Mental Health

We all know this is a strong passion of mine. We have made some changes but still have a ways to go.

S: Create awareness of hidden Mental Health diagnoses for staff to identify and work with our students.

Create alternative learning programs for students with anxiety, ocd, or other non-visible Mental Health struggles that impact learning and social skills.

M: This can be measured by the amount of students that are diagnosed, absenteeism, and 504/IEP plans. Did our former struggling students gain more days in school? Are the grade averages for these students better than previous years? How many of these students achieved a diploma? These are data driven measurements that we can track.

A: To achieve this goal we can implement the following.

Create a Mental Health task force constructed with staff, community, students who are diagnosed with a mental health challenge, and professionals in the Mental Health area. This will allow us to customize a program to the actual needs and not what "we" think they may need

R: This is a realistic goal. We as a Board have many discussions on Mental Health. We have a strong staff in place to help. This is an extension on what we are developing as a District.

T: The timing of this goal should have a 5 year look back. As programs develop and data is needed this is not a one year focus.

### Goal #2 Policy

This is a continuation of a board goal already set. This goal will have many changes to look at as we go into the coming year.

### Goal #3 Alternative Pathways for learning

S: As a District we are developing new pathways to improve our graduation rates and attraction to our District.

M: This can be measured over time. We can use our graduation rate data, absentee records, dropout rates and those who have chosen to take this new path data.

A: This can be achieved with a focus on Boces programs, Distance Learning, advancement in technology, and discussions about trades along with a 4 year college (bringing in the trades for career discussions and internships starting in freshman year). This will allow our students to have more opportunities to choose their careers and specialize in areas of focus

R: This is a realistic goal. We have trade companies ready to visit our school district. With working with the PTA and Board we can achieve this portion of the goal. Our Assistant Super attendant has already started looking into new pathways and with the Board support this goal can fully be achieved.

T: This goal is a 5 year goal.