



September 17, 2025
Board of Education Meeting



September 17, 2025
Superintendent's Report
Questions & Comments from BOE Meetings
Dr. Doeschner

Questions & Comments from BOE Meeting 8.20.25

- **Landline calls:** Dialing **911** from any school building landline connects **directly to Glen Cove Police**.
- **Cell phone calls:** Dialing **911** connects first to **Nassau County Police 911**, who then route the call to Glen Cove Police.

Key takeaway:

911 will always connect to a trained police communications operator (either Glen Cove or Nassau County).

- **911 is the universal emergency number** that everyone, including school-aged **children**, knows.
- The direct Glen Cove Police number (**516-676-1000**) is less universally known and slower to dial.

 **Key Takeaway: Best course of action in an emergency → Dial 911**



Questions & Comments from BOE Meeting 9.3.25

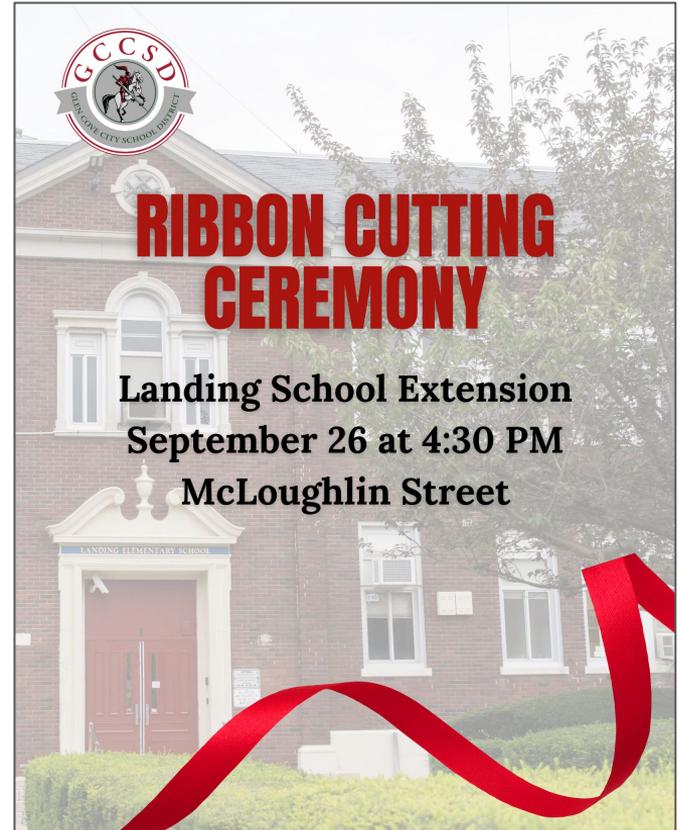


- **Question about the number of mercury tests conducted in the District.**
 - Polyurethane floors tested:
 - Middle School - July 2, 2025
 - Deasy - July 2, 2025
 - Glen Cove High School Auxiliary gym - July 31, 2025
 - Previous tests done: none on record
- **Question about public comment and whether someone could be publicly thanked when naming individuals (staff, students, or community members) is strictly prohibited.**
 - Technically, naming individuals (staff, students, or community members) is strictly prohibited. If someone wants to thank an individual, a letter or email to them directly is always welcome, or there could be an email of appreciation sent to Central Office.

Questions & Comments from BOE Meeting 9.3.25



- **Ribbon Cutting**
 - Friday September 26
 - Landing Ribbon Cutting - 4:30pm
 - Landing Extension walkthrough to follow



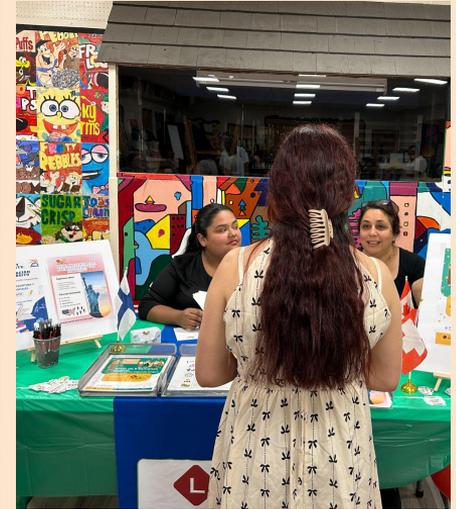
Open School Nights

Connolly, Landing, Deasy, Gribbin



ENL Parent Night

- Families connected with ENL teachers from every school in the district
- Participation from SAFE Coalition, La Fuerza, and the Charles Evans Center
- GCHS graduates returned to share stories and answer questions



Printed Calendar 2025-2026



Glen Cove City School District 2025-2026 Calendar
www.glencoveschools.org

Search

Keyword Search

Date Range -

SEARCH

Overview Calendar

[2025 - 2026 One-Page Calendar](#)

< SEPTEMBER 2025 >



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1	2	3	4	5	6
	<ul style="list-style-type: none"> Schools Closed - Labor Day All Day 	<ul style="list-style-type: none"> First Day of School All Day FMS Fall Sports Begin All Day Half Day for Pre-K - 5 Students All Day 	<ul style="list-style-type: none"> Board of Education Meeting Glen Cove High School Executive Session (if anticipated): 6:00 PM Public Session Reconvenes: 7:00 PM 	<ul style="list-style-type: none"> LS Welcome Back Event 3:00 PM - 4:00 PM Landing School GS Welcome Back Ice Cream Social 6:00 PM 	<ul style="list-style-type: none"> LS PTA Welcome Back Students (during school day) All Day LS Spirit Wear Sale (through 9/26) All Day DS Welcome Back Event 	<ul style="list-style-type: none"> HS ACT Exam (register by 8/1/2025) All Day

Glen Cove City School District Communication Flow Chart

Area of Concern	First Contact	Second Contact	Third Contact	Fourth Contact	Fifth Contact
Academics, Curriculum, Grading, Instruction	Teacher	Department Coordinator	Principal	Assistant Superintendent for Curriculum, Instruction, & Technology	Superintendent
Athletics	Coach or Advisor	Athletic Director	Principal	Superintendent	
Attendance	Teacher	School Nurse	School Main Office	Principal	Superintendent
Behavior and Discipline	Teacher	Principal	Assistant Superintendent for Curriculum, Instruction, & Technology	Superintendent	
Board/District Policies, Voting	District Clerk	Superintendent	Board of Education		
Budget, School Taxes	Assistant Superintendent for Business & Operations	Superintendent	Board of Education		
Counseling and Social Work	Counselor, Social Worker, or Psychologist	Assistant Principal	Principal	Superintendent	
Dignity for All Students Act (DASA)	Building DASA Coordinator (Principal or AP)	Assistant Superintendent for Curriculum, Instruction, & Technology	Superintendent	Board of Education	
Facilities and Grounds Use	Director of Facilities	Assistant Superintendent for Business & Operations	Superintendent	Board of Education	
Food Services	Food Services Director	Assistant Superintendent for Business & Operations	Superintendent		
Health Services	Teacher	School Nurse	Principal	Assistant Superintendent for Human Resources	Superintendent
Maintenance, Custodial	Principal	Director of Facilities	Assistant Superintendent for Business & Operations	Superintendent	
Registering or Withdrawing a Student	District Registrar				
Special Education	Special Education Teacher	Assistant Director of Special Education	Director of Special Education	Assistant Superintendent for Curriculum, Instruction, & Technology	Superintendent
Technology	Teacher	Coordinator of Technology	Principal	Assistant Superintendent for Curriculum, Instruction, & Technology	Superintendent
Transportation	Transportation Supervisor	Assistant Superintendent for Business & Operations	Superintendent	Board of Education	



NYS Literacy Attestation

9.17.2025 | Board of Education Presentation

Kristen Schaefer, *District ELA Coordinator*



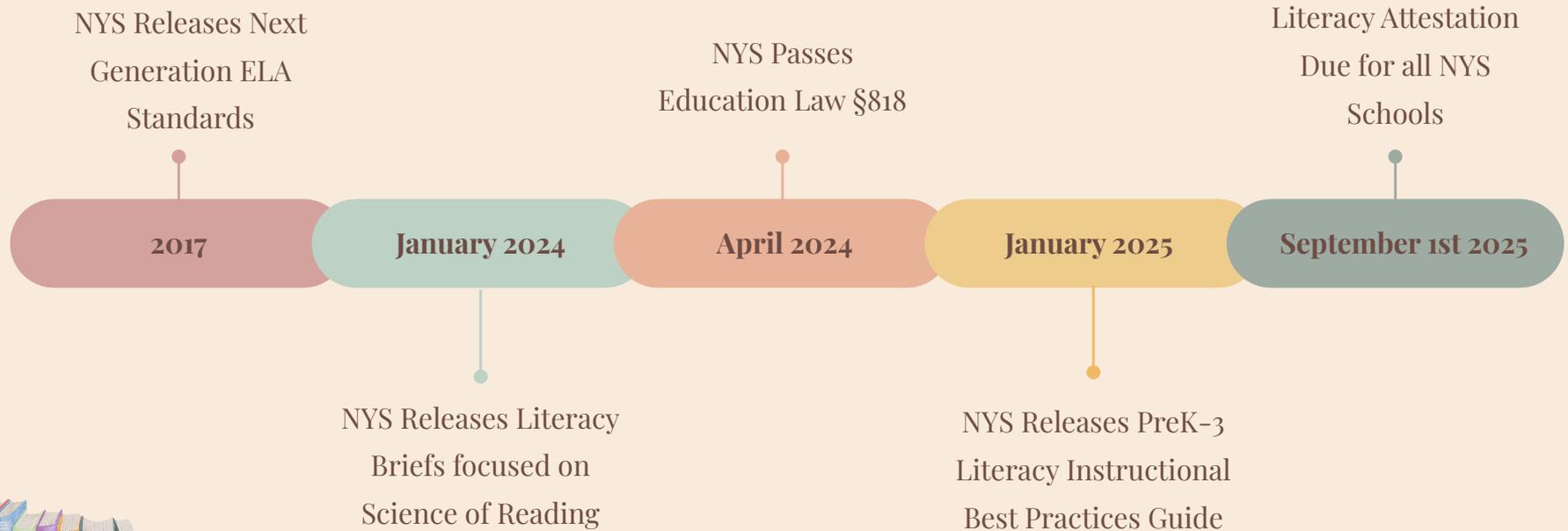
What is it?

The New York State Literacy Attestation is a mandated process for public school districts and BOCES to ensure their literacy instruction aligns with best practices.

Per Education Law §818, districts and BOCES must annually review and verify that their prekindergarten through grade 3 reading curricula and instructional practices align with the state's literacy best practices.



NYS Literacy Initiative



NYS

“Big 6”



Vocabulary

A student's internal dictionary, it is comprised of words and their meanings

Fluency

The ability to read connected text with accuracy, expression, and at an appropriate rate

Oral Language

Includes speaking and listening, providing the foundation for written language



Comprehension

The complex process and ultimate goal of reading that involves constructing meaning from and interpreting texts

Phonological Awareness

An awareness of speech sounds whereas phonemic awareness is the ability to identify and manipulate sounds

Phonics

An instructional method that involves systematically matching sounds with the letters that represent the sounds

Instructional Best Practices Guide



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

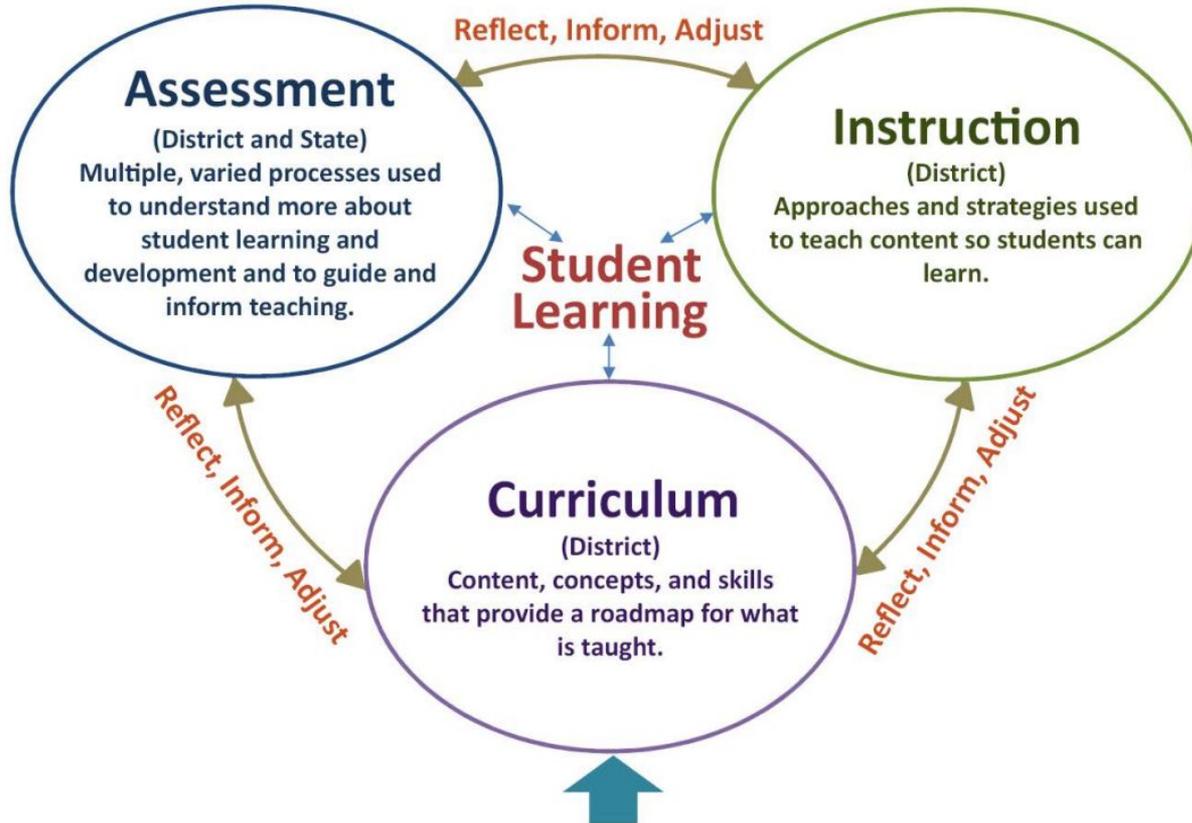
New York State Education Department Prekindergarten–3rd Grade Literacy Instructional Best Practices



Literacy Pillars	NYS Prekindergarten–3rd Grade Literacy Instructional Best Practices	Grades
Phonemic Awareness	<ul style="list-style-type: none"> • Develop awareness of the segments of sound in speech. • Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words. 	<ul style="list-style-type: none"> • PreK-1 • K-1
Phonics	<ul style="list-style-type: none"> • Teach students letter-sound relations. • Introduce letters (graphemes) with the sounds (phonemes) they make. • Provide opportunities to practice letter identification and sounds. • Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness. • Develop an awareness of segments of sounds in speech and how they correspond to letters. • Teach students to decode words, analyze word parts and write and recognize words. • Teach students to blend letter sounds and sound-spelling patterns. • Teach common sound-spelling patterns. • Teach students to recognize common word parts. 	<ul style="list-style-type: none"> • PreK-3 • PreK • PreK • K • K-1 • 1-3 • 2-3 • 2-3 • 2-3
Vocabulary	<ul style="list-style-type: none"> • Plan activities to expand and practice vocabulary. • Introduce words and their meanings. • Engage students in activities to enhance vocabulary and language skills. • Teach vocabulary in the context of other reading activities. • Facilitate activities that actively engage students in the development of their vocabulary and language skills. • Teach students academic language skills, including the use of inferential language, and vocabulary knowledge. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK-3 • PreK-3 • K-1 • 2-3

Literacy Pillars	NYS Prekindergarten–3rd Grade Literacy Instructional Best Practices	Grades
<p>Fluency</p>	<ul style="list-style-type: none"> • Model fluent reading on a daily basis. • Provide daily opportunities for students to practice reading fluency. • Model fluent reading for students by reading with expression, gestures and facial expressions, and intonation in voice. • Incorporate daily interactive oral reading structures into whole and small group instruction to model and expose students to early reading habits and strategies. • Incorporate daily interactive oral reading structures into whole- and small-group instruction to model, practice, and provide feedback to students as they develop reading skills and strategies. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK • K-1 • 2-3
<p>Comprehension</p>	<ul style="list-style-type: none"> • Teach students to activate background knowledge prior to reading. • Engage in high-quality shared book reading and ensure students connect to texts daily. • Ask questions and engage students in conversations surrounding text daily. • Model and explicitly teach comprehension strategies. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK-3 • PreK-3
<p>Oral Language</p>	<ul style="list-style-type: none"> • Plan activities to expand and practice language skills. • Engage students in conversations. • Intentionally plan activities to build children's language skills. • Create a language-rich environment in which students engage in meaningful conversations. • Teach students academic language skills, including the use of inferential and narrative language. • Engage students in conversations that support the use of inferential language. • Explicitly engage students in developing narrative language skills. 	<ul style="list-style-type: none"> • PreK-3 • PreK-3 • PreK • PreK • K-3 • K-3 • K-3
<p>Writing</p>	<ul style="list-style-type: none"> • Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. • Teach students to use the writing process for a variety of purposes. 	<ul style="list-style-type: none"> • K-3 • K-3

Implementation of Effective Literacy Instruction That Meets the Needs of All Learners



Elements of a Comprehensive Literacy Program



Our Process

JAN. 2025
Attended BOCES Conference for
Launch of NYS Best Practices Guides **02**

JUNE & JULY 2025
Attestation Document Creation &
ELA Alignment Team Engagement **04**

01 **JAN. 2024**
Attended BOCES Conference for
Launch of NYS Literacy Briefs

03 **SPRING 2025**
Attended Two BOCES Days to
Support Literacy Attestation

05 **AUGUST 2025**
Aligning for Literacy
Community Presentation





Glen Cove City School District

Pre-K to 3 Literacy Attestation | Unit Alignment

[NYS Literacy Briefs](#) | [NYS P-3 Literacy Best Practices](#) | [NYS P-3 Writing Best Practices](#) | [NYS ELA Standards](#)

New York State Big 6 Pillars		
<u>Phonemic Awareness</u>	<u>Phonics</u>	<u>Vocabulary</u>
<u>Reading Fluency</u>	<u>Comprehension</u>	<u>Oral Language</u>
<u>Writing</u>		

Continued Strengthening Our Literacy Program



VOCABULARY

.....

Explicit
Vocabulary
Lessons K-5



MORPHOLOGY

.....

Explicit
Morphology
Lessons in Grades
3-5



PRE-K

.....

Revised Pre-K ELA
Curriculum to
Ensure Full
Alignment



ORAL LANGUAGE

.....

Explicit Partnership
Goals in K-2



CLASSROOM LIBRARIES

.....

Reorganization
Aligned to Phonics
Skills & Exciting
Topics

Glen Cove Literacy Attestation

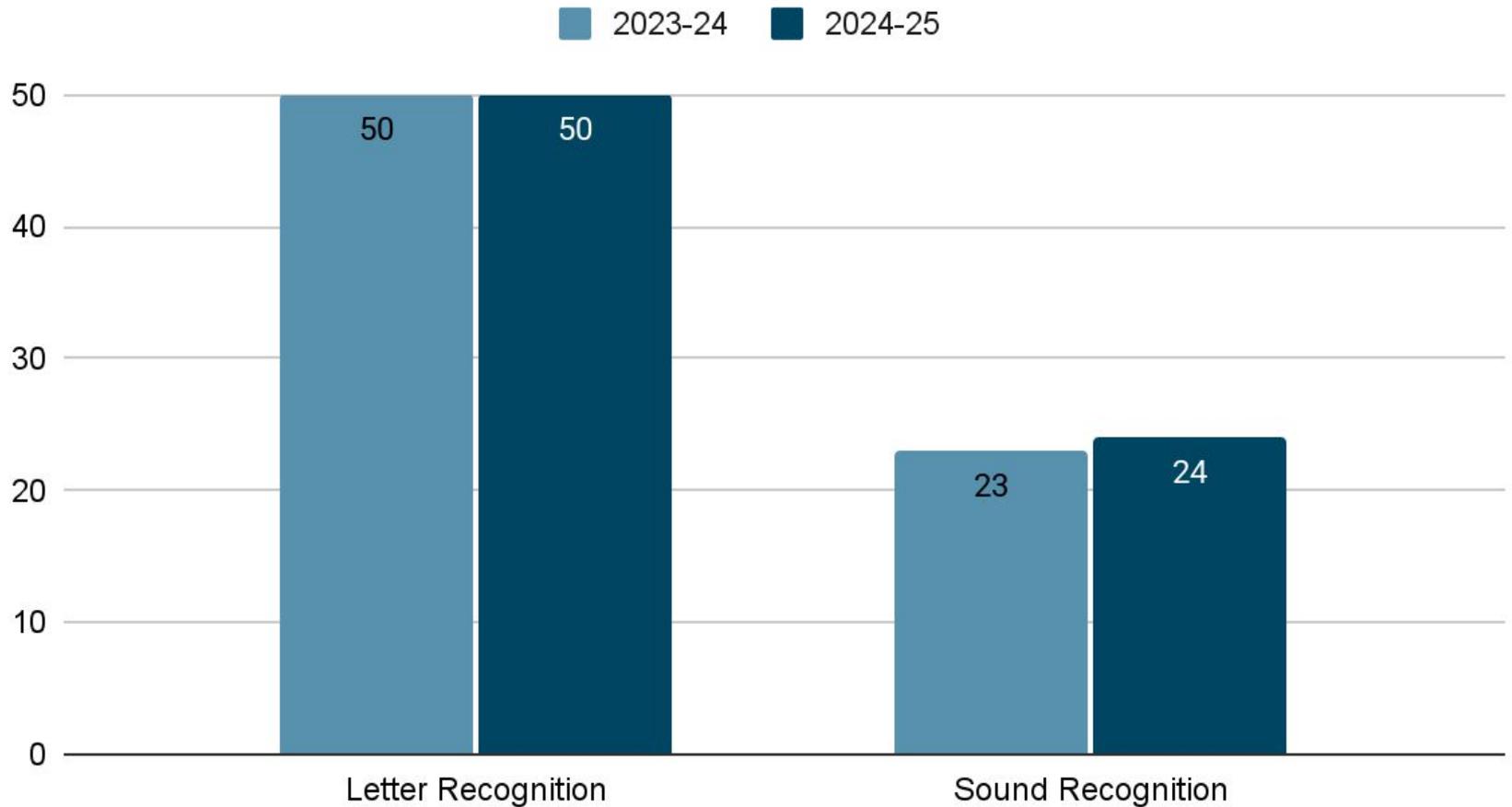
Submitted & Approved by NYSED



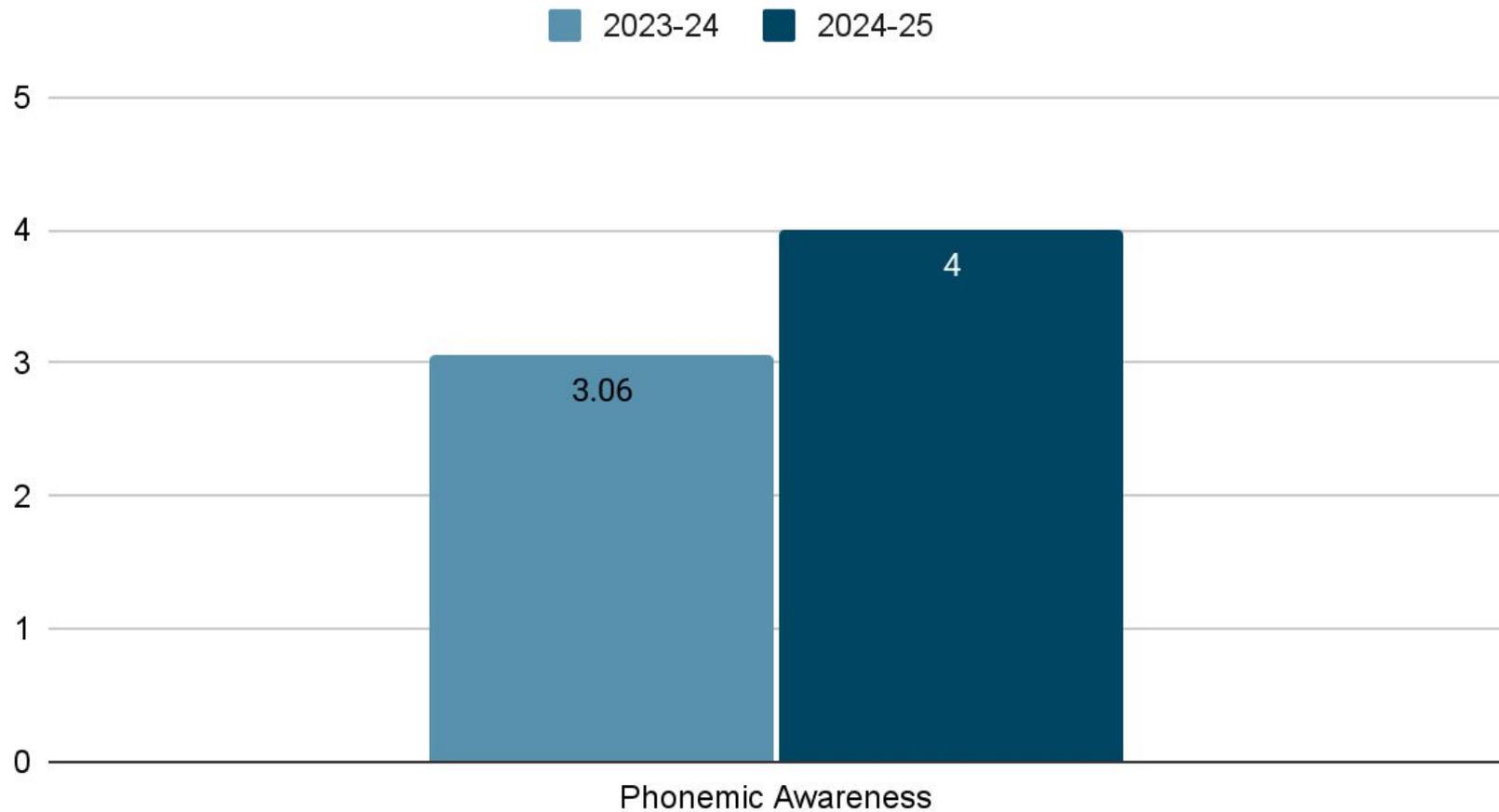
Data Share & Successful Growth



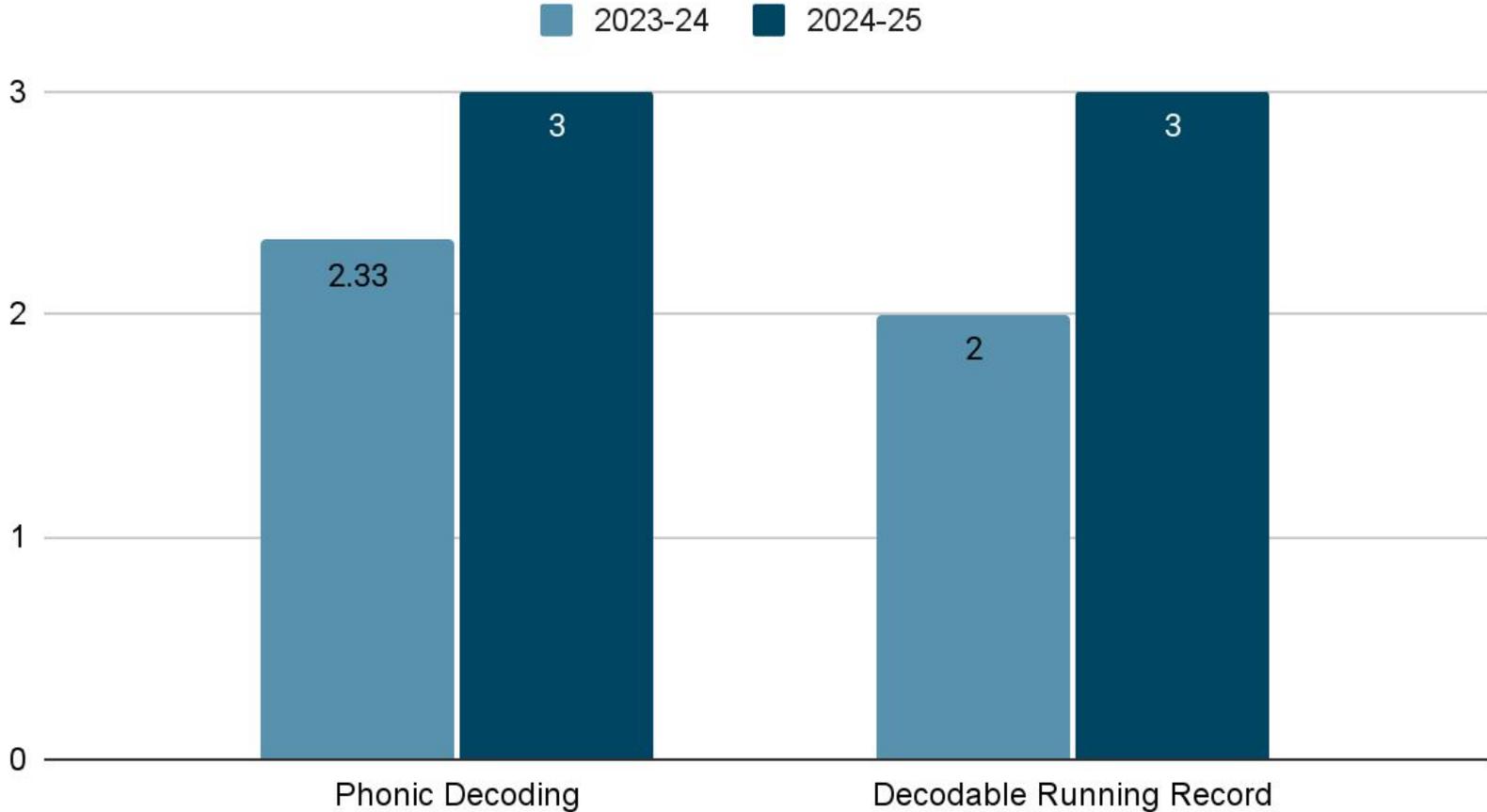
EOY Grade K | Letter/Sound Recognition



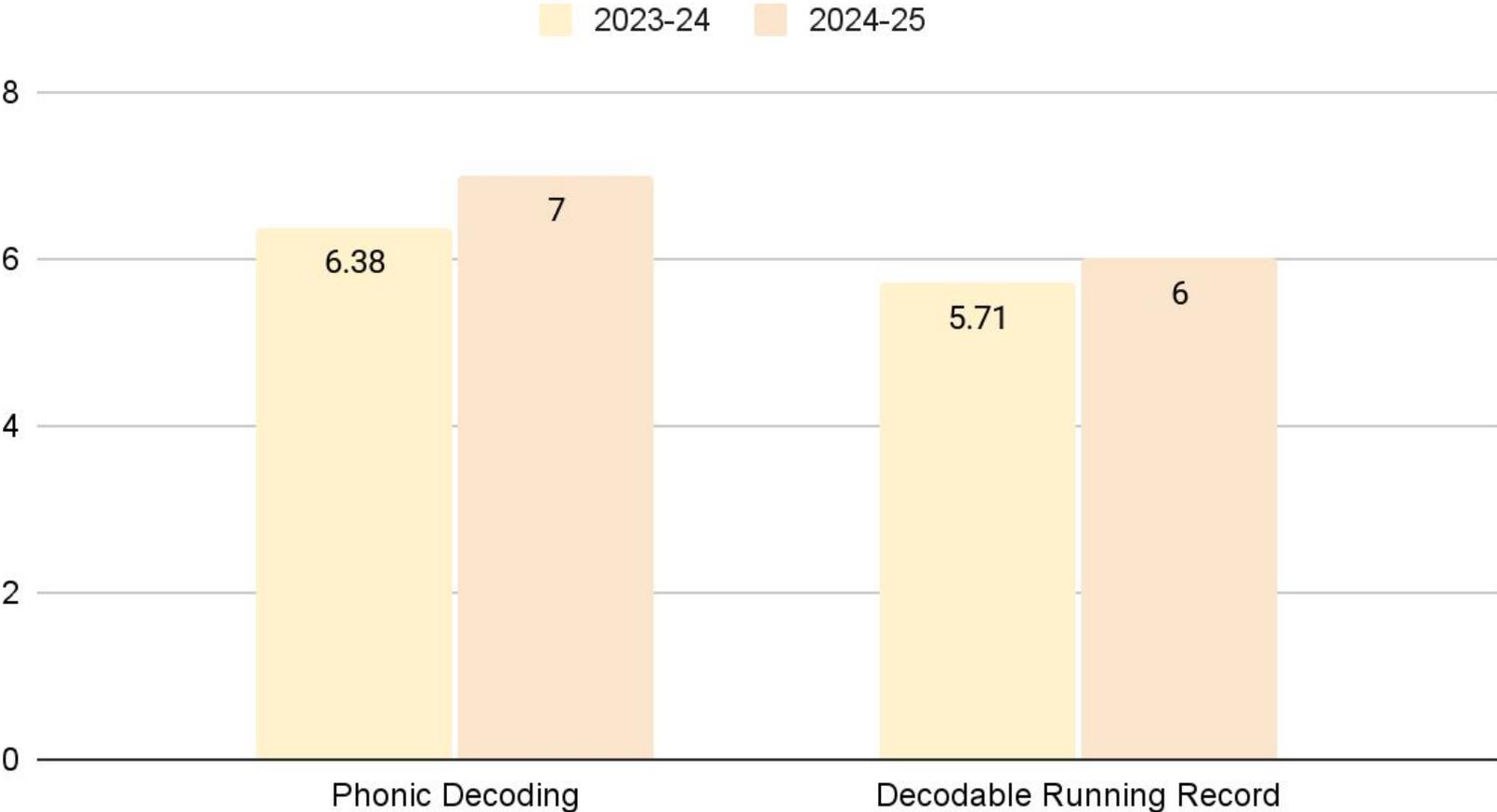
Grade K | Phonemic Awareness



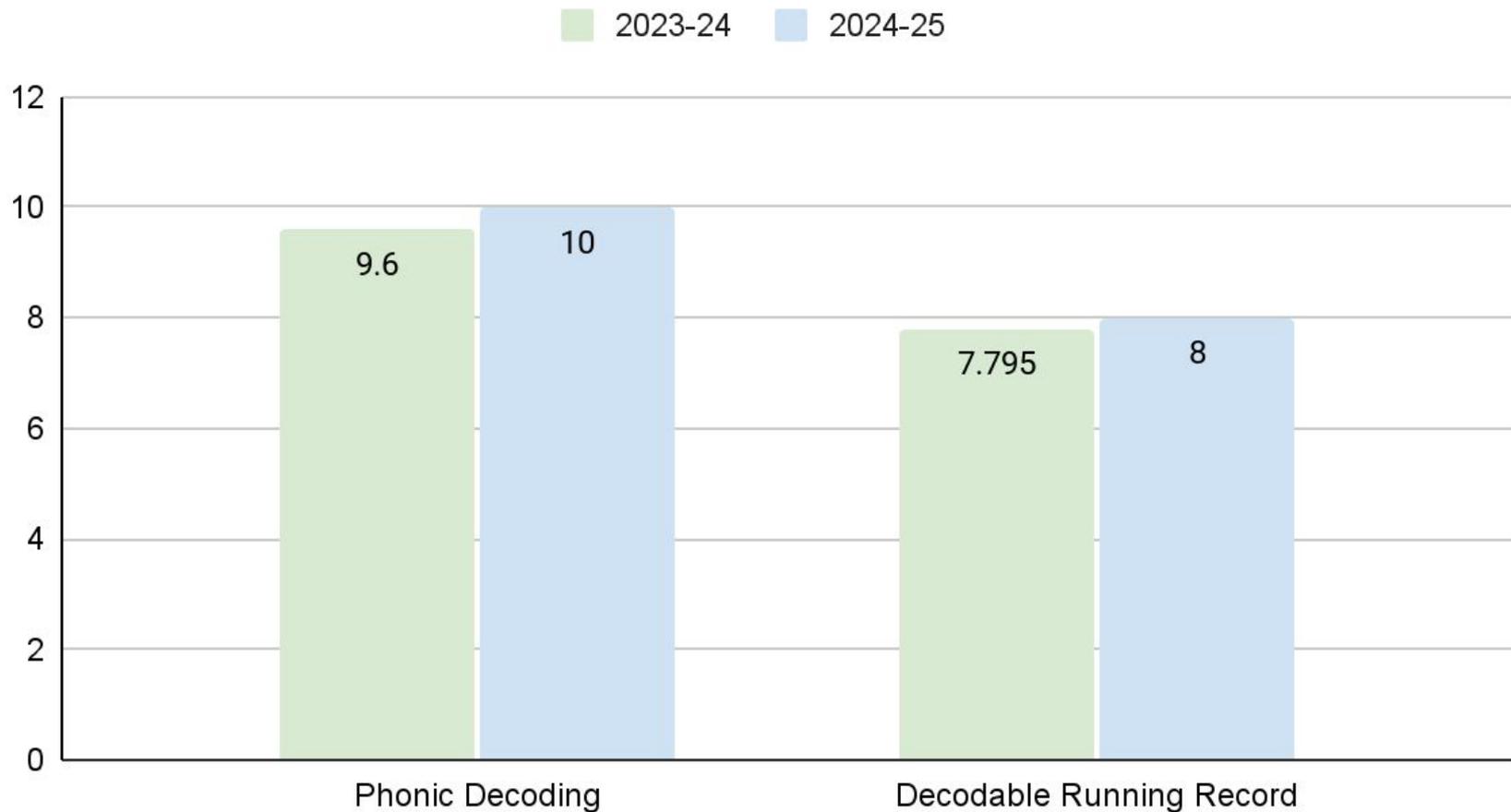
EOY Grade K | Phonic Decoding & Decodable Running Records



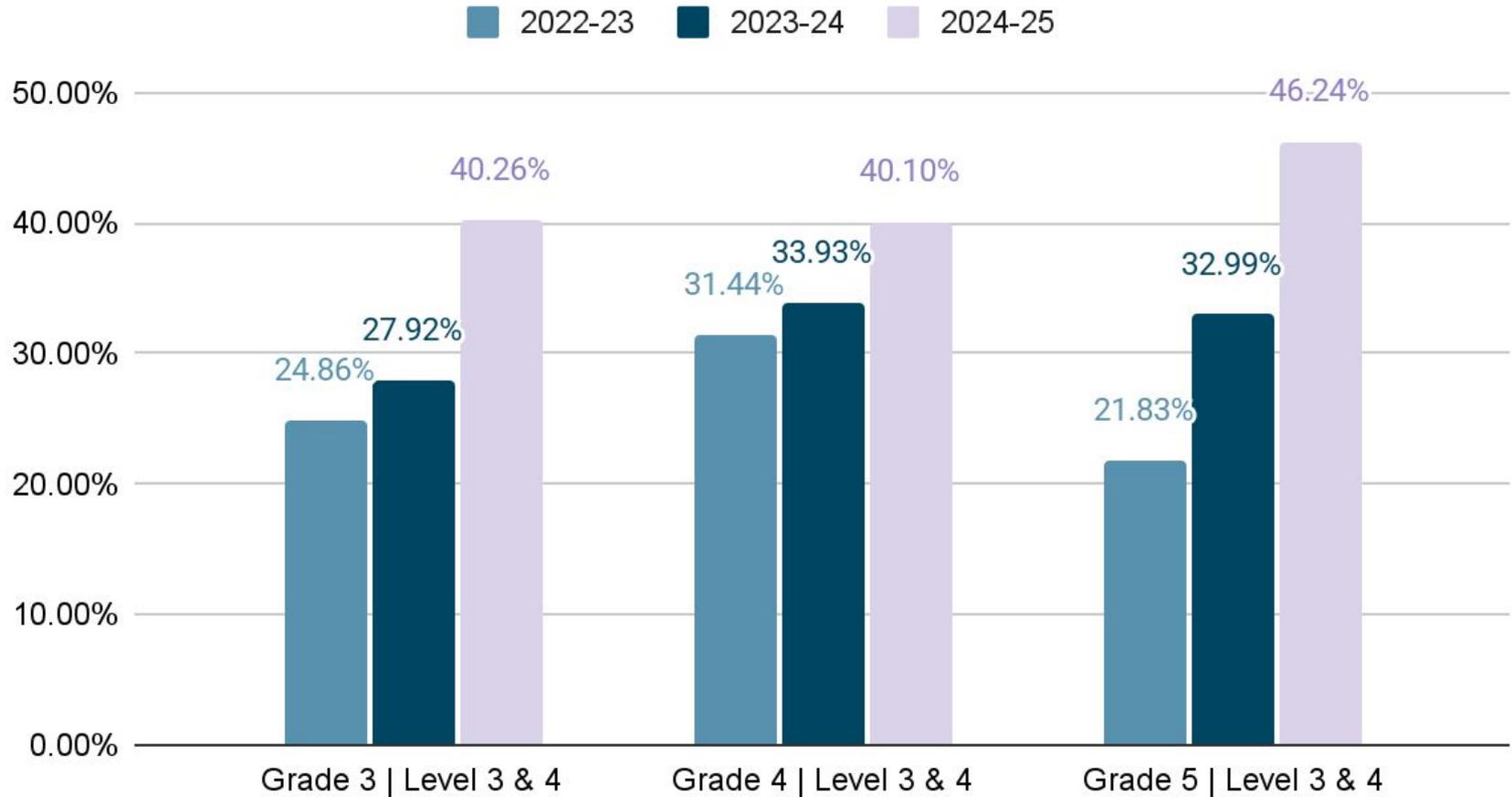
EOY Grade 1 | Phonic Decoding & Decodable Running Record



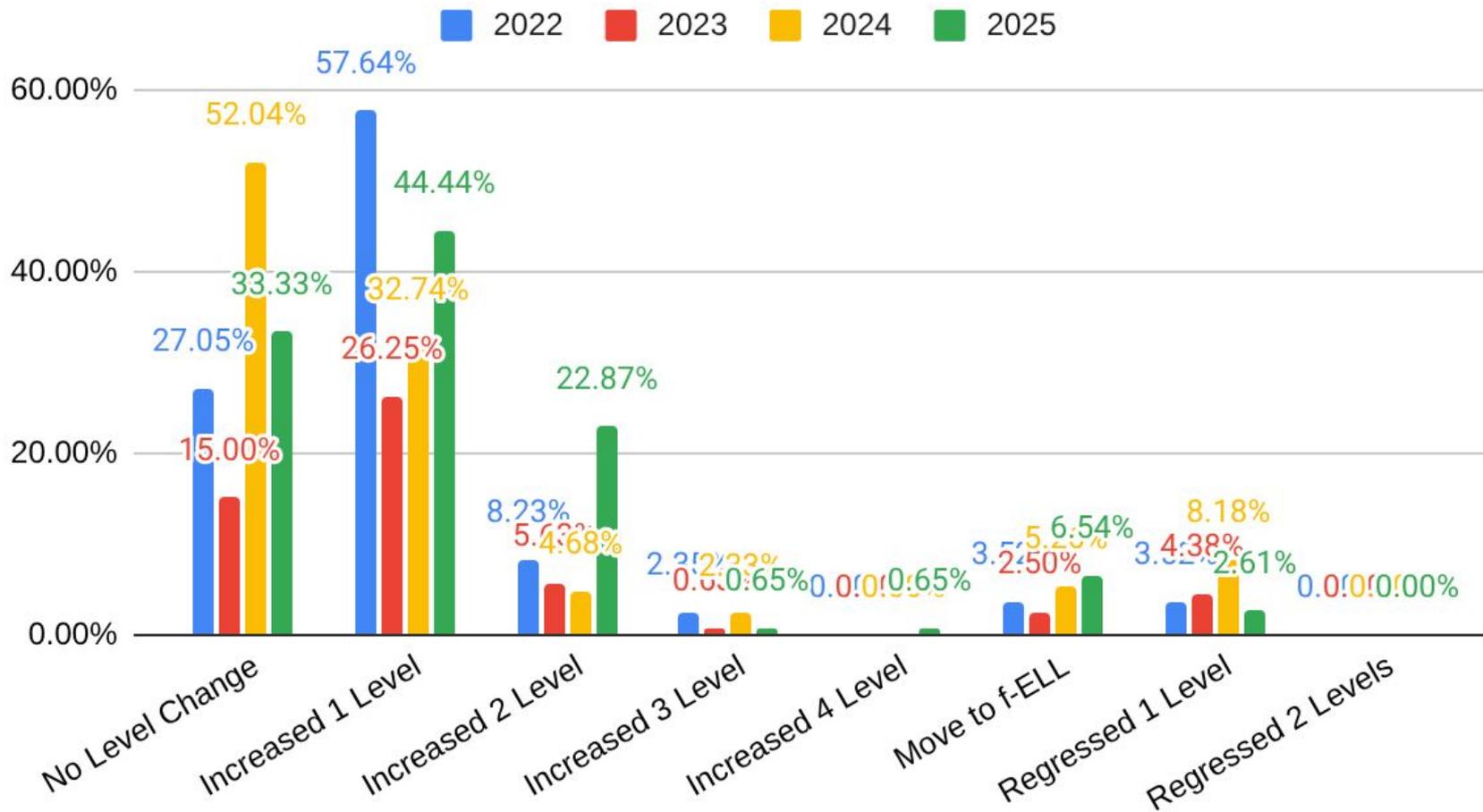
Grade 2 | Phonic Decoding & Decodable Running Record



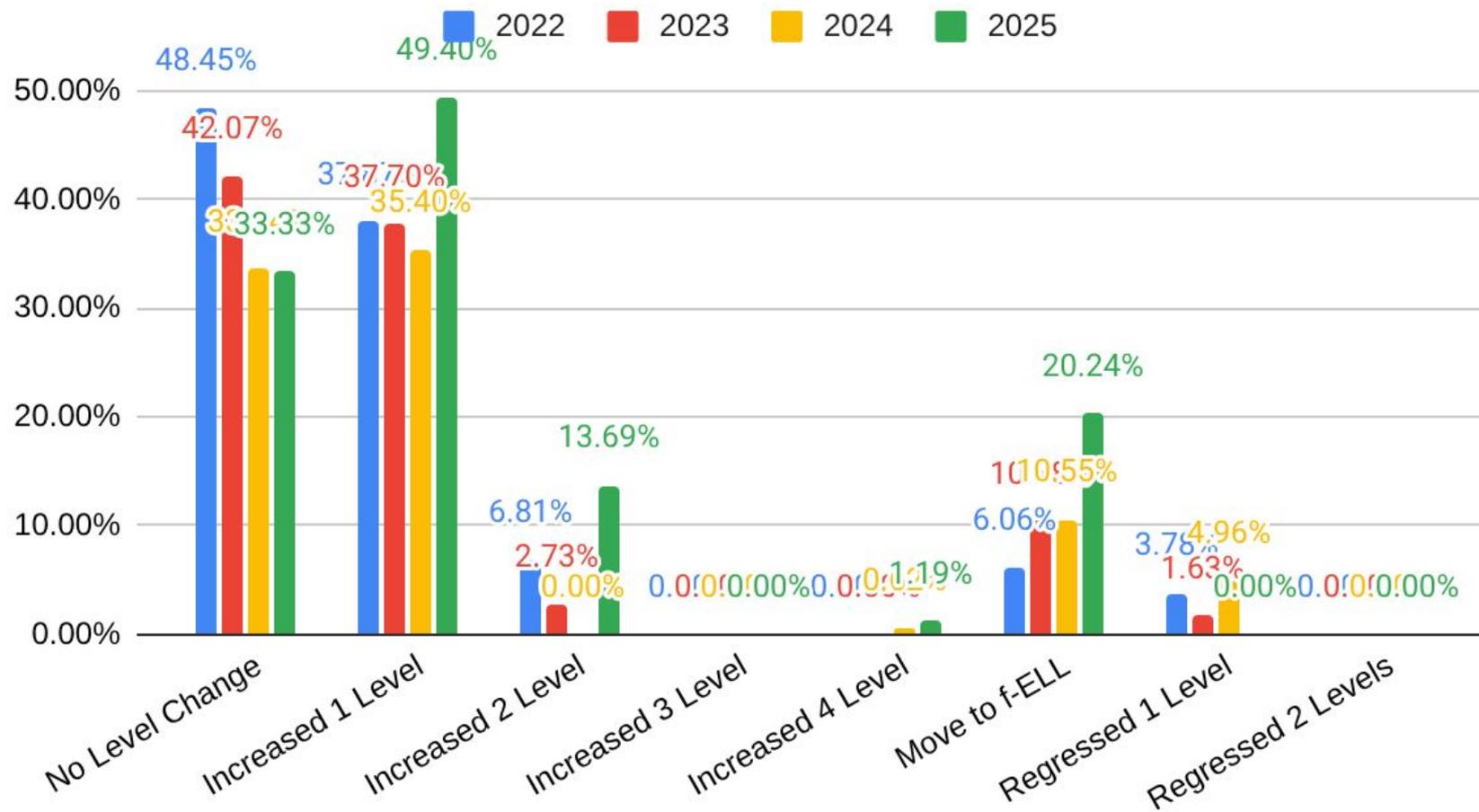
NYS ELA | % of Students at Level 3 & 4



K-2 NYSESLAT Longitudinal Data



3-5 NYSESLAT Longitudinal Data

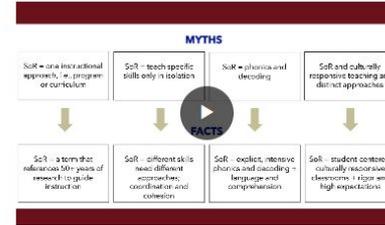


Literacy in Our Schools Video Series

Literacy Leadership - Literacy in Our Schools



Literacy Leadership - Literacy in Our Schools - Spanish



Phonological Awareness



Phonological Awareness - Spanish



Questions?



Kristen Schaefer, District ELA Coordinator
kschaefer@glencoveschools.org



Follow us on Instagram: @gcsd_english

Public Comment Protocol - Agenda & Non-Agenda Items



Thank you for attending and signing in to speak. We value community input on matters related to our school district.

Speaking Expectations

- Public comment is intended for **Glen Cove community members**.
- Each speaker has **3 minutes**.
- All comments must be delivered in a **respectful manner** as we model respect for our students
- Naming **individuals** (staff, students, or community members) is **strictly prohibited**.
- Concerns regarding **individual** students or staff should be **directed to building or central administration**.
- The Board is here to **listen** to your input and concerns.
- The public comment period is **not a discussion or Q&A session**.
- Please **do not expect an immediate response** during the meeting.
- Questions and concerns may require **research and consideration**.
- The Board or appropriate staff member will follow up at a future meeting or at the appropriate time.

Additional Communication: supplemental materials or further comments can be emailed to the Board at: GCBOE_SUPT@glencoveschools.org

Thank You for Your Public Comments!



- We appreciate your time, presence, and engagement in tonight's meeting.
- Your input helps inform our decision-making and strengthens our school community.
- Thank you for sharing your thoughts, concerns, and suggestions respectfully.
- We are committed to listening, reflecting, and following up as appropriate.
- Your voice plays an important role in supporting the success of our students and schools.
- Please continue to stay involved and connected with our district.

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