November 5, 2025
Board of Education Meeting

November 5, 2025
Superintendent's Report
Dr. Doeschner

Celebrating Academic Excellence

Congratulations Glen Cove High School Top Ten Students!

Saoirse Fiedor

Peyton Angalet

Ella Wohltmann

Nicolas Chicvak

Anjhelyny Hernandez

Kasey Miller

Benjamin Napolitano

Brandon Garrovillas

Barbara Benitez Vasco

Mariah Cueva

November 5, 2025 BOE Meeting

Celebrating Staff!
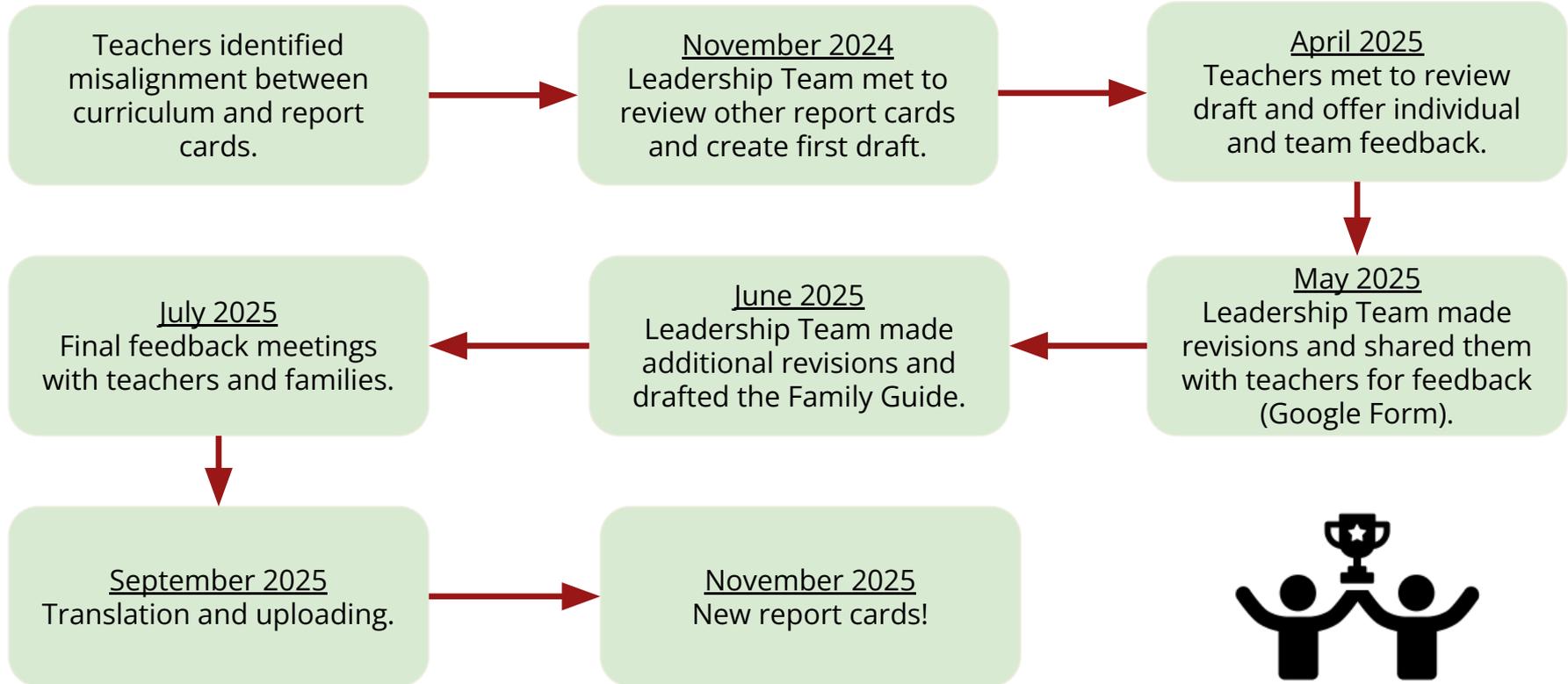## Superintendent's Election Day Conference Day - November 4, 2025

Board of Education Meeting
11.05.2025

New Elementary Report Cards

Mr. Bryce Klatsky
Assistant Superintendent for Curriculum,
Instruction and Technology

Timeline

Teachers identified misalignment between curriculum and report cards.

→

November 2024
Leadership Team met to review other report cards and create first draft.

→

April 2025
Teachers met to review draft and offer individual and team feedback.

↓

July 2025
Final feedback meetings with teachers and families.

←

June 2025
Leadership Team made additional revisions and drafted the Family Guide.

←

May 2025
Leadership Team made revisions and shared them with teachers for feedback (Google Form).

↓

September 2025
Translation and uploading.

→

November 2025
New report cards!

Vision for Skills-Based Report Cards

Traditional Report Cards	Skills-Based Report Cards
General subject grades	Specific **skills and concepts** listed
Often based on **averages** of tests/assignments	Based on demonstrated **mastery of skills**
Less clear on what a student knows/needs	**Clearly shows** what a student knows and needs next
Grades may reflect **behavior or effort**	Focuses on **academic progress** and skills
Harder for families to know how to help	Helps families **target support** at home
May not fully align with daily instruction	Directly **aligned with standards and daily practice**
Emphasizes **end results**	Emphasizes **growth and learning progress**

What's New: Skills (Social-Emotional)

LS 4 Homeroom
Grade 4 Standards
Social Emotional Skills: (originally Social Behaviors & Learning Behaviors)
Perseverance & Independence – Keeps trying when things are hard and completes work on their own. Adapts to change and can separate.
Emotional Awareness – Recognizes feelings and uses strategies to stay calm and focused.
Kindness & Respect – Listens to others, shows empathy, and treats everyone with kindness.
Communication & Cooperation – Expresses needs clearly, works well with others, and participates in class.
Behavior and Self-Management – Solves problems respectfully and makes safe, responsible decisions.
Classroom Citizenship – Follows class rules, respects boundaries, and helps create a positive learning space.

Work Habits/Social Development
E - Excellent
G - Good
S - Satisfactory
I - Improving
NI - Needs Improvement
U - Unsatisfactory

Performance Levels
4 - Exceeds Standards
3 - Meets Standards
2 - Approaching Standards
1 - Below Standards
NA: Not Applicable

Behavior Performance Levels
R - Rarely
S - Sometimes
C - Consistently

What's New: Skills (Adademic)

LS 4 Mathematics
Math
Operations and Algebraic Thinking (Fluency):
Solves word problems using addition, subtraction, multiplication, and division (multi-step word problems)
Can find factors and multiples of a number
Solves word problems involving multi-step operations
Numbers and Operations in Base Ten:
Understands the value of each digit in big numbers (place value)
Can add, subtract, multiply, and divide large numbers (multi-digit arithmetic)
Solves word problems involving multi-digit arithmetic
Fractions:
Can add, subtract, and multiply fractions when the bottom numbers (denominators) are different
Can compare different fractions
Can show fraction equivalency
Solves word problems involving fractions
Measurement and Data:
Can change one unit of measurement to another (like inches to feet)
Use charts and graphs to show data
Solves problems using measurement, angles or other data
Geometry:
Can draw and name different lines and angles
Can sort shapes by how they look (ex: like if they have parallel or perpendicular sides). Draws and identifies lines, angles, and shapes; classifies shapes by properties, such as parallel or perpendicular sides.
Solves word problems involving shapes

What's New: Consistent Rating Scale

Performance Level	Description
4	**Exceeds Standard:** The student has demonstrated a thorough understanding **above the grade-level expectation** for this skill.
3	**Meets Standard:** The student has demonstrated a **consistent understanding** of this grade-level skill. * A score of a "3" is the annual goal for all students. This is a score to celebrate!
2	**Approaching Standard:** The student has demonstrated a **partial understanding** of this grade-level skill.
1	**Below Standard:** The student has demonstrated an **insufficient understanding** of this grade-level skill.
NA	Not Applicable: This is a rarely-used code for a student who has been recently enrolled or unable to participate in assessment.

What's New: Report Card Handbook

REPORT CARD HANDBOOK

GLEN COVE CITY SCHOOL DISTRICT

GRADES PK–5

Our district utilizes skills-based report cards at the Elementary level, which are aligned with the New York State Next Generation learning standards. The report card and the accompanying Report Card Handbook have been developed by administrators, teachers, and families to clearly communicate students' personal and academic development.

The report card provides families with detailed insight into their student's progress towards grade-appropriate learning standards. This approach helps teachers, families, and students focus on the skills and concepts that matter most, fostering a partnership based on specific academic strengths and areas for growth. We hope this guide, your skills-based report card, and a strong relationship with your child's teacher will support your student's growth throughout the school year.

GRADING RUBRIC

Performance Level		Description
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School Information

Number of Absences and Latenesses

Landing School
McLoughin Street
Glen Cove, NY 11542
516-801-7410
Principal: Ms. Liza Carfora

PROGRESS REPORT 2025-2026

ID#	Student Name	Grade	Teacher Name
		4	

Attendance	T1	T2	T3
Absences	0		
Times Tardy	1		

Performance Levels
4 - Exceeds Standards
3 - Meets Standards
2 - Approaching Standards
1 - Below Standards
NA: Not Applicable

Key for Performance Levels
* "3" is the goal!

Categories and Skills

1.5 - Homeroom	T1	T2	T3
Grade 4 Standards			
Social Emotional Skills: (originally Social Behaviors & Learning Behaviors)			
Perseverance & Independence – Keeps trying when things are hard and completes work on their own. Adapts to change and can separate.			
Emotional Awareness – Recognizes feelings and uses strategies to stay calm and focused.			
Kindness & Respect – Listens to others, shows empathy, and treats everyone with kindness.			
Communication & Cooperation – Expresses needs clearly, works well with others, and participates in class.			
Behavior and Self-Management – Solves problems respectfully and makes safe, responsible decisions.			
Classroom Citizenship – Follows class rules, respects boundaries, and helps create a positive learning space.			

1.5.4 English Language Arts	T1	T2	T3
Reading			
Identifying Theme and Message – Determines the theme of a story or central idea of a text to demonstrate comprehension.			
Using Text Evidence – Cites text evidence to support inferences and answers.			
Analyzing Text Structure – Identifies and analyzes elements in literary and/or informational texts to demonstrate understanding.			
Phonics and Word Analysis – Applies grade-level phonics and word analysis skills, including decoding multisyllabic words and applying spelling patterns.			
Reading with Expression and Fluency – Reads fluently, adjusting tone and pacing for meaning.			

If a box is greyed out, it means the curriculum has not yet been addressed in the trimester.

What's New: Report Card Handbook

FREQUENTLY ASKED QUESTIONS

Q: Why are some boxes greyed out on my child's report card?

A greyed-out box means the curriculum has not yet been addressed in the trimester. Some skills are covered throughout the curriculum, while others are only addressed at certain times of the year. If you see a greyed-out box in trimester 1 or 2, it will likely have a grade in a later trimester.

Q: How do teachers determine a child's performance level?

Teachers determine students' mastery reagularly using a variety of measures including:

- Observations in class
- Classroom evaluations
- Conferencing with students
- Reviewing student work
- Formative assessments
- Summative assessments
- Baseline assessments (such as Star and F&P)

Q: Can a student perform at a level 3 one trimester and then move to a level 2 in the next trimester?

Yes—this can happen and is not necessarily a cause for concern. As the school year progresses, the academic expectations and complexity of skills increase. A student who demonstrated proficiency (Level 3) earlier in the year may not yet show the same level of mastery or independence with newer, more advanced content in a later trimester. This shift simply reflects the learning process and the evolving nature of the standards. Our goal is to support each child in making continuous growth, and temporary dips are a normal part of that journey.

Q: If a student earns 2s in multiple skills, does that mean they are not doing well?

Not necessarily. A Level 2 indicates that the student is progressing toward the standard but may still need additional time, support, or practice to demonstrate consistent understanding. Many learning standards build gradually over the course of the year, so it's normal for students to be developing their skills at this stage. A "2" shows that your child is on the learning path—it does not mean they are failing. Our focus is on growth, and we support all students in moving toward greater independence and mastery as the year continues.

Q: How can a student earn a 4?

A Level 3 indicates that a student is meeting grade-level expectations—and that's the primary goal for all students. To earn a Level 4, a student must go beyond the grade-level standard by consistently demonstrating deep understanding and applying their knowledge independently to more complex, higher-level tasks or unfamiliar situations. This level of performance often reflects critical thinking, creativity, and the ability to transfer learning to new contexts without support. It's not about doing more work—it's about showing a higher level of mastery.

Q: How should families talk to their children about report cards?

Celebrate your child's strengths and acknowledge their effort and growth. For areas needing improvement, ask what feels challenging and discuss ways to build confidence—like extra practice or support. Focus on learning as a journey and encourage a growth mindset.

Scan here for

Family Curriculum Guides

ADDITIONAL SUPPORTS FOR ELA

Our ELA website includes a variety of materials, including information about the Lifelong Practices of Readers and Writers, an overview of ELA instruction, and even videos about how you can support your learner at home! For additional ELA support, select the "English Resources" and "FAQs for Reading for Families & Caregivers" dropdowns.

ADDITIONAL SUPPORTS FOR MATH

Our Math website includes comprehensive information about our math curriculum and priority standards. In addition, you will find several links to helpful resources under the "Math Resources" tab.

The following links are available through your child's classlink and will help reinforce the skills necessary for conceptual and fact fluency within the mathematical content area.

ST Math

IXL

First In Math

Big Ideas Math

"It does not matter how slowly you go as long as you do not stop." – Confucius

FAQs

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Celebrate your child's strengths and acknowledge their effort and growth. For areas needing improvement, ask what feels challenging and **discuss ways to build confidence**—like extra practice or support. **Focus on learning as a journey** and encourage a growth mindset.

How can families use report cards?

- Communicate with your child's teacher
- Attend Parent-Teacher Conferences
  - Ask to review work samples and assessments
- Utilize support resources (in the Handbook)
  - Note specific skills your child can work on

Board of Education Meeting
11.05.2025

New Course Proposals 2026-27 School Year

Select Orchestra I, II, and College Select Orchestra III
Fine & Performing Arts Department Music Program

Grade Level: 10–12   **Duration:** Full Year   **Credits:** 1 (Honors for 11 and Dual Enrollment for 12)

Course Overview & Rationale: Select (Chamber) Orchestra challenges advanced student musicians through rigorous ensemble study focused on technical precision, musical interpretation, and leadership. Students deepen confidence, collaboration, and artistry while representing Glen Cove in school and community performances. The course supports district goals by fostering discipline, teamwork, and cultural appreciation through diverse repertoire and public engagement.

Learning & Assessment: Students perform advanced classical and contemporary works, emphasizing intonation, articulation, ensemble coordination, and professional rehearsal etiquette. Responsibilities include leadership and peer mentoring. Assessment includes playing tests, seating auditions, rehearsal participation, and concert performance, with evaluation based on musicianship, collaboration, responsiveness to feedback, and professionalism.

Staffing & Resources: Taught by a certified orchestra teacher. Standard department planning applies; no additional PD needed. New sheet music may be required to support advanced repertoire.

Course Notes" Replaces Orchestra III and College Orchestra IV. Admission by audition only; open to grades 10–12. Requires high-level skill and commitment to performance excellence.

Select Orchestra I, II, and College Select Orchestra III
Fine & Performing Arts Department Music Program

Orchestra Pathway 1
Basic Participation

9: Orchestra I
10: Orchestra II
11: Orchesta III
12: Orchestra IV

Orchestra Pathway 2
Advanced Participation

9: Orchestra I
Audition
10: Select Orchestra I
11: Select Orchesta II (Honors 1.07)
12: College Select Orchestra III (College 1.12)

English Language Lab
ENL Department

Grade Level: 9–12   **Duration:** Full Year   **Credits:** 1

Course Overview & Rationale: Targets foundational literacy needs of multilingual learners entering high school with limited reading skills in English and/or their first language. Supports equitable access to rigorous coursework and strengthens students' academic and personal readiness.

Learning & Assessment: Uses structured literacy and workshop model instruction to build decoding, fluency, vocabulary, and comprehension. Includes mini-lessons, guided practice, small-group instruction, and independent reading/writing with culturally relevant texts. Assessment includes running records, progress monitoring every 6–8 weeks, student reflections, and growth portfolios.

Staffing & Resources: Taught by a certified ENL (TESOL K–12) teacher. Professional development needed in adolescent literacy intervention and structured phonics. Ideal class size: 12–18 students. Requires literacy software and potential consultant support.

Course Notes: New course; does not replace an existing offering.

Intro to Computer Science with Programming & AI
Math Department

Grade Level: 9–12   **Duration:** One Semester   **Credits:** .5

Rationale & Connection to District Goals: This course introduces students to the foundational principles of computer science and artificial intelligence using JavaScript. It supports district priorities around innovation, digital fluency, and college-career readiness by giving all students access to emerging technologies.

Student Learning & Assessment: Students will learn programming basics, algorithmic thinking, and AI concepts like machine learning and pattern recognition. Projects emphasize creativity, problem-solving, and ethical use of technology. Assessment will occur through the CodeHS platform, where students complete coding exercises and interactive projects.

Staffing & Professional Development: Taught by a teacher with basic programming knowledge; no specific certification is required. CodeHS offers free training webinars and resources for teachers.

Course Replacement: Does not replace an existing course.

Additional Needs: Requires CodeHS software access.

Heroines and Histories: Women in Literature
English Department

Grade Level: 11–12   **Duration:** One Semester   **Credits:** .5

Course Overview & Rationale: This course examines the representation of women in literature through feminist and critical theory lenses. Students will analyze how female authors and characters have challenged societal expectations, asserted agency, and critiqued patriarchal structures across time and culture. By engaging with diverse voices, students will explore how literature both reflects and shapes understandings of gender and identity.

Connection to District Goals: Aligned with district goals for literacy and cultural competency, the course strengthens students' reading, writing, speaking, listening, and critical thinking skills while fostering appreciation for diverse experiences. It promotes global awareness by examining how women's rights and identities are influenced by history, culture, and globalization.

Learning & Assessment: Students will study a range of historical and contemporary texts—poetry, novels, essays, and plays—through discussion, close reading, analytical writing, and creative projects. Assessments will include literary analyses, written reflections, and a culminating project (research paper, creative work, or multimedia presentation) that synthesizes course themes.

Staffing & Resources: The course will be taught by an English-certified teacher experienced in literary analysis and feminist theory. No new professional development or major materials are required; readings will draw from existing anthologies, teacher-selected works, and digital resources.

Course Replacement: This course does not replace any existing offering.

Questions & Comments from BOE Meeting 10.22.25

Why does Glen Cove pay its own tax certiorari refunds?

Tax certiorari refunds are payments made by a school district to property owners who successfully challenge the assessed value of their property and receive a reduction through the courts.

- Every year, properties are assigned an **assessed value** that determines how much the owner pays in property taxes.
- If a property owner believes the assessment is too high, they can file a **tax certiorari claim** (a legal appeal) to seek a reduction.
- If the court or settlement determines the assessment was indeed too high, the taxing entities (such as the city, school district, and county) must **refund the overpaid taxes** based on the new, lower assessment.

In most Nassau County districts, **the County guarantees these refunds** under the Nassau County Administrative Code NCAC (meaning the County pays back the overpayment).

However, because **The City of Glen Cove maintains its own assessment roll**, it does not fall under that system — so when a property owner wins a tax certiorari case, **the Glen Cove School District must pay its share of the refund directly**, rather than Nassau County paying it on the district's behalf.

The difference between Long Beach City School District and Glen Cove City School District is that Long Beach uses their city's assessment rolls for city taxes but uses the Nassau County assessment roll for their school taxes.

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 – **Glen Cove community members.**
- Each speaker has **3 minutes.**
- All comments 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**.
- 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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GCBOE_SUPT@glencoveschools.org