



June 3, 2026  
Board of Education Meeting



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Superintendent's Report  
Dr. Doeschner

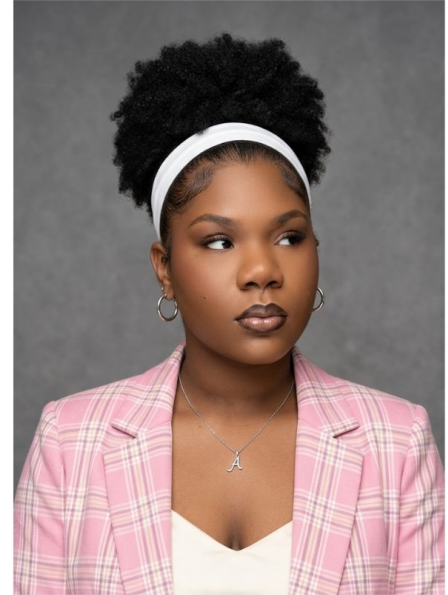


**Celebrating Our Students and Staff!**

# Ex Officio Student Board Member 2026 - 2027

## Highlights

- The process began in policy committee with input from our current Ex Officio Board Member, Ryan Martino, followed by feedback gathered from Student Senate.
- Mr. DiNapoli, Ms. Plotke & Mr. Hudson developed the election framework, and two students campaigned for the position and delivered speeches.
- Charlotte Decker was elected as next year's Ex Officio Board Member
- Alexandra Southe is serving as the Ex Officio Board Member alternate.
- We welcome both to the Board of Education!



**Charlotte Decker Alexandra Southe**

# Ex Officio Board Member, Ryan Martino, Featured in People Magazine

## Highlights

- Senior Ryan Martino, our Board of Education Student Representative, is being recognized nationally this week for his inspiring journey of resilience after fighting cancer before entering high school.
- Ryan was awarded the prestigious Charles "Chick" Evans Caddy Scholarship, a \$125,000 honor that provides full tuition and housing for four years at the University of Delaware.
- His story was featured this week in People magazine, with a live Fox News appearance today. Please join us in congratulating Ryan as he represents Glen Cove on the national stage.



# Congratulations to GCTV Students & to Mr. Barry!

## Highlights

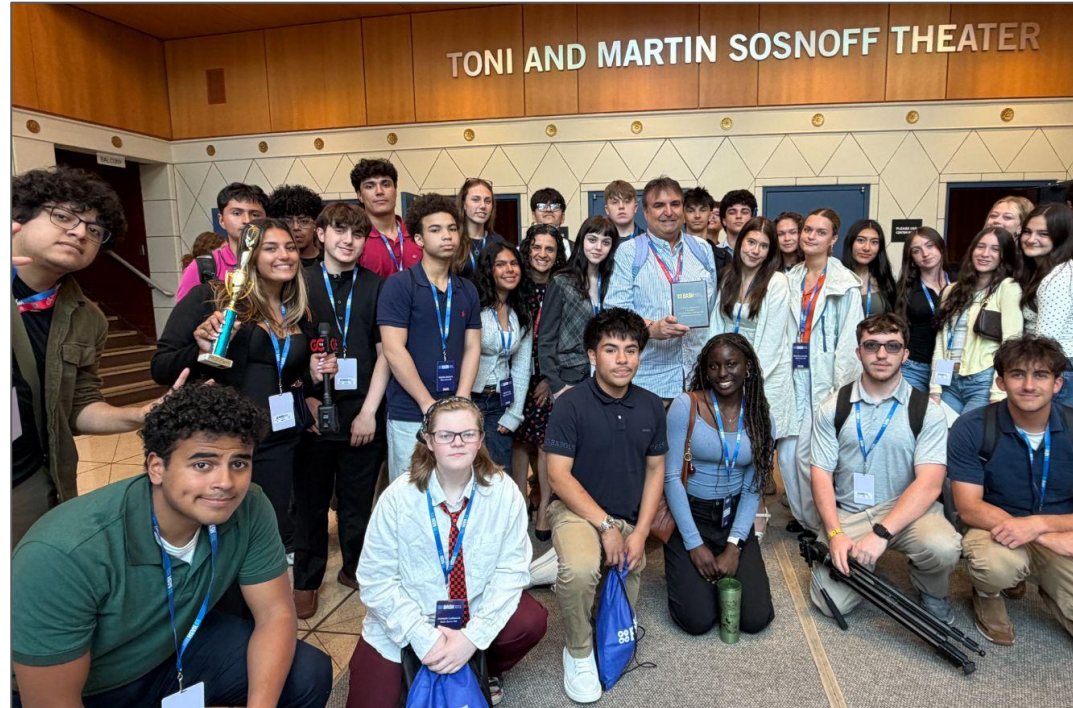
- 9th Annual Broadcast Alliance for Senior High (BASH) Awards where Mr. Barry received the Lifetime Achievement Award!



# Congratulations to GCTV Students & to Mr. Barry!

## Highlights

- GCTV students were also recognized with the Best Community Feature Package award for their story on the work of the Glen Cove Beautification Commission.
- The winning production team included studio anchors Jax Giordano and Isabella Damiano, alongside the on-location production crew of Isabella Damiano, Robert Gobbo, Joseph Damiano, and Axel Aguilar



*Glen Cove City School District*



# **Revised Self-Contained Transition Plan**

*Shaped with the input of our staff and families*

# WHERE WE STARTED

*A growing program and a commitment to inclusion.*

**3X**

Our 8:1:1 population has tripled in the past three years.

## What this means for our students

- Glen Cove's self-contained population has grown steadily over several years, most notably in our 8:1:1 program.
- We are committed to building inclusive environments that serve students in the least restrictive environment appropriate to their needs.
- Growth is a sign of a responsive program, and it requires us to plan proactively for space, staffing, and resources.

# THE SPACE CHALLENGE

*Our buildings are not all the same size.*

- In early spring, our special education department reviewed enrollment projections and identified the need for two new 8:1:1 classes, one at Gribbin and one at Connolly.
- Neither Gribbin nor Connolly has had recent additions. Both have fewer available spaces than their sister schools, Deasy and Landing.
- Adding new 8:1:1 sections at Gribbin and Connolly without adjustments would displace dedicated spaces for art, music, and library.

***The buildings with the least available space would host the most self-contained sections, while larger buildings with room to grow would sit underutilized.***

# WHAT WOULD HAPPEN WITH NO CHANGES

*Original projections for 2026 to 2027.*

School	Sections	Impact
<b>Gribbin</b>	<b>5</b>	<i>3 of 8:1:1 and 2 of 12:1:1. Would displace art and likely library.</i>
<b>Deasy</b>	<b>2</b>	<i>2 of 12:1:1. Spaces would remain unused.</i>
<b>Connolly</b>	<b>4</b>	<i>3 of 8:1:1 and 2 of 12:1:1. Would displace art and/or music.</i>
<b>Landing</b>	<b>2</b>	<i>2 of 12:1:1. Several classrooms would remain unused.</i>

# OUR INITIAL PLAN: THE HUB MODEL

*Organizing sections into program-based hubs.*

School	Sections	Program
<b>Gribbin</b>	<b>3</b>	3 of 8:1:1
<b>Deasy</b>	<b>4</b>	4 of 12:1:1
<b>Connolly</b>	<b>3</b>	3 of 8:1:1
<b>Landing</b>	<b>4</b>	4 of 12:1:1

## Why we proposed it

- All 8:1:1 sections at Gribbin and Connolly; all 12:1:1 sections at Deasy and Landing.
- More equitable use of space, with built-in flexibility for growth.
- Purchased research-based curriculum and contracted professional developers to strengthen 8:1:1 instruction.
- Common model for special class organization.
- Consolidation of resources and staff.

# WHAT WE HEARD FROM YOU

*Two concerns emerged consistently, and we had anticipated both.*

## **Split program access**

When 8:1:1 and 12:1:1 sections are in separate buildings, students cannot flexibly spend part of their day in a less restrictive setting. This pathway is educationally important for some students.

## **Disruption for current students**

Moving schools mid-program is hard for any student. Families of neurodivergent learners shared compelling testimony about the impact on their children's social and academic continuity.

*We acknowledged these tensions openly at both meetings. We also carry the responsibility to plan for the long-term viability of our programs & the appropriate instructional spaces for all our students. So we returned to the drawing board with this feedback.*

# HOW WE RESPONDED

## *Balancing concerns with a responsible long-term plan.*

- We still see value in program hubs, and many districts we consulted organize special education this way. Hubs help us group students by need, plan professional development, allocate staff and resources, and plan for growth.
- We value the input of our educators and families, and we have revised both our long-term vision and our plan for next year.
- The revised plan phases in our long-term vision in a way that protects current students from disruptive moves while still addressing the space problem.
- It does not capture every benefit of a full hub model, but it respectfully balances community concerns with our work to strengthen the program.

# LONG-TERM VISION BY 2028-2029

*8:1:1 at our largest buildings, with a 12:1:1 pathway in every school.*

School	Sections	Program
<b>Gribbin</b>	<b>2</b>	2 of 12:1:1
<b>Deasy</b>	<b>4</b>	2 of 8:1:1, 2 of 12:1:1
<b>Connolly</b>	<b>2</b>	2 of 12:1:1
<b>Landing</b>	<b>4</b>	2 of 8:1:1, 2 of 12:1:1

## The principles

- Deasy and Landing, buildings with more available space, house all 8:1:1 sections.
- Every school keeps at least two 12:1:1 sections, so 8:1:1 students always have a less restrictive setting in their building.

# TRANSITION YEAR 2026 TO 2027

*Moving toward the vision while keeping disruption to a minimum.*

School	Sections	Program
Gribbin	3	1 of 8:1:1, 2 of 12:1:1
Deasy	4	2 of 8:1:1, 2 of 12:1:1
Connolly	3	1 of 8:1:1, 2 of 12:1:1
Landing	3	1 of 8:1:1, 2 of 12:1:1

## Two specific moves

- All incoming kindergarten 8:1:1 students will be placed at Deasy. Placement outside the zoned school is common in special education.
- All second-grade 8:1:1 will move to Landing for their 3-5 program. This is a natural grade-band transition, not a mid-program move.

# THE FULL TRANSITION AT A GLANCE

*Three years, building toward the long-term vision.*

School	2025 to 2026	2026 to 2027	By 2028 to 2029
Gribbin	<b>4 sections</b> 2 of 8:1:1 • 2 of 12:1:1	<b>3 sections</b> 1 of 8:1:1 • 2 of 12:1:1	<b>2 sections</b> 2 of 12:1:1
Deasy	<b>2 sections</b> 2 of 12:1:1	<b>4 sections</b> 2 of 8:1:1 • 2 of 12:1:1	<b>4 sections</b> 2 of 8:1:1 • 2 of 12:1:1
Connolly	<b>3 sections</b> 1 of 8:1:1 • 2 of 12:1:1	<b>3 sections</b> 1 of 8:1:1 • 2 of 12:1:1	<b>2 sections</b> 2 of 12:1:1
Landing	<b>2 sections</b> 2 of 12:1:1	<b>3 sections</b> 1 of 8:1:1 • 2 of 12:1:1	<b>4 sections</b> 2 of 8:1:1 • 2 of 12:1:1

# WHAT THIS PLAN ACCOMPLISHES

*Meaningful benefits, even during the transition year.*

- No student is uprooted mid-program. Students completing K-2 move to their 3-5 school as a planned, supported transition.
- Every school keeps both 8:1:1 and 12:1:1 sections during the transition year, preserving the split-program pathway for every student who may need it.
- Specials classrooms (art, music, and library) are protected in every building.
- As the plan matures, we can consolidate behavior therapists, related service providers, materials, and professional development by program type.
- Going forward, students will be assigned to programs in their zoned schools to the extent space allows.

*8:1:1 sections spread across four buildings next year makes coordination harder. That is a short-term trade off, and it is the cost of a minimally disruptive transition.*

# Thank You

*As with any change, the introduction of these changes created questions and we are grateful that our community engaged with us in a way that was collaborative and constructive. Your feedback helped shape this revised plan.*

Our goal is a special education program that is responsive to our students now and sustainable for the students who follow them. We believe this plan moves us meaningfully toward both.

Follow-up family meeting, for impacted families on June 9 in the Middle School Library, 6:00 PM to 7:00 PM.

# Community Questions

- Reminder: submit questions in advance of the Board Meeting using the linked Google Form shared on the public notice, the agenda and on ParentSquare
- Public responses will be shared at the meeting
- Community members may continue to address the Board directly during **public comment**
- Presentations from the BOE meetings, along with answers to community questions, are available at the Board of Education website under *Superintendent's Reports | 2025-2026*

Public Participation & Questions

Have a question for the Board? To ensure we provide the most accurate and complete information, you may now submit questions in advance.

**Click Here to Submit a Question For the Next Board Meeting**

[Click Here to Submit a Question for the Next Board Meeting](#)

**Deadline: Every Monday at 4:00 PM.**

Questions submitted by the deadline will be answered during the public meeting.

Traditional Public Comment will still take place. Per NYSSBA guidance, questions raised during live comment will be answered at the following meeting.

Wednesday, May 20, 2026

Glen Cove High School Auditorium

5:00 PM - Executive Session (Closed to the public)

7:00 PM - Regular Meeting (Open to the public)



Can't attend in person Join us online:

- [GCTV Livestream link \(English\)](#)
- [GCTV Livestream link \(Spanish\)](#)

[View full Public Notice](#)

## Public Participation & Questions

We encourage community input! To ensure we provide the most accurate and complete information, you may now submit questions in advance.

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# 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](mailto: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.

**Additional Communication:**  
**[GCBOE\\_SUPT@glencoveschools.org](mailto:GCBOE_SUPT@glencoveschools.org)**

