

**BOARD OF EDUCATION
LEVITTOWN UNION FREE SCHOOL DISTRICT
LEVITTOWN, NY**

DATE: NOVEMBER 16, 2022

PLANNING SESSION

MINUTES

THE PLANNING MEETING OF THE BOARD OF EDUCATION, was duly called and held on Wednesday, November 16, 2022 in the Large Board Room of the Levittown Memorial Education Center.

CERTIFICATION:

The District Clerk certified that pursuant to Section 104, Open Meetings Law, notice of meeting was sent to the local newspapers, the Public Library and posted on the district's website. Further, all members of the Board of Education had due notice of said meeting.

I. CALL TO ORDER

Board of Education:

Ms. Jennifer Messina, President
Ms. Peggy Marengi, 1st Vice-President
Ms. Christina Lang, 2nd Vice-President
Ms. Marianne Adrian, Trustee (Excused Absence)
Mr. Dillon Cain, Trustee
Mr. James Moran, Trustee (Excused Absence)
Mr. Michael Pappas, Trustee

Administration:

Mr. Todd Winch, Superintendent of Schools
Mr. Michael Fabiano, Assistant Superintendent of Business & Finance
Ms. Debbie Rifkin, Assistant Superintendent of Human Resources
Dr. Beth Ziogiannis, Assistant Superintendent of Instruction

Others:

Ms. Suzanne Mallozzi, District Clerk

Ms. Messina called the Planning meeting to order at 6:30pm.

RESULT:	MOTION CARRIED [5-0]
MOVER:	Marianne Adrian, Trustee
SECONDER:	Michael Pappas, Trustee
AYES:	Pappas, Adrian, Cain, Messina, Lang
ABSENT:	Marengi, Moran

Recommended Motion: "BE IT RESOLVED, that the Levittown Board of Education does, hereby, move to Executive Session for the purpose of discussing matters related to district personnel."

RESULT:	MOTION CARRIED [5-0]
MOVER:	Dillon Cain, Trustee
SECONDER:	Christina Lang, 2 nd Vice-President
AYES:	Pappas, Adrian, Cain, Messina, Lang
ABSENT:	Marengi, Moran

Ms. Messina reconvened the Planning meeting to order at 7:30pm.

RESULT:	MOTION CARRIED [5-0]
MOVER:	Dillon Cain, Trustee
SECONDER:	Christina Lang, 2 nd Vice-President
AYES:	Pappas, Adrian, Cain, Messina, Lang
ABSENT:	Marengi, Moran

PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE: Students from Gardiners Avenue Elementary school led us in the Pledge of Allegiance. Ms. Messina asked for a moment of silence to remember all those serving our Country at home and abroad.

II. RECOGNITIONS:

A ceremony was held in the Auditorium at LMEC, hosted by Mr. Winch to recognize the following for their outstanding achievement.

Mr. Winch: "Tonight we are honored to have multiple recognitions exhibiting excellence in our wonderful district.

The first group of students we will be recognizing are our college board honorees. At this time I would like to welcome up Mr. John Coscia, Principal of Division Avenue High School and Mr. Joseph Sheehan principal of MacArthur High School.

- A. College Board Honorees. Mr. Todd Winch: "The first group of students we will be recognizing are our college board honorees. At this time I would like to welcome up Mr. John Coscia, Principal of Division Avenue High School and Mr. Joseph Sheehan principal of MacArthur High School."

Mr. John Coscia – Division Avenue HS. "Tonight we are extremely proud to honor three bright, intelligent and committed Students from Division Avenue High School who are being recognized as national merit commended scholars.

Our first National Merit Commended Scholar, Aakash Veeravalli, is an exceptional young man with quite an extensive résumé. In addition to being named a commended scholar, he has earned an AP capstone diploma while being named an AP scholar with distinction. Needless to say, Aakash is a member of the national honor Society, world language honor Society and business honor Society. His achievements in Deca and science Olympiad are numerous as he has achieved three state metals for Deca and won 13+ science Olympiad metals while finishing second place in the New York State science Olympiad tournament in "wright stuff". At the North Pocono science Olympiad, he won the first place metal for "water quality". However his brilliance is not simply contained to business and the sciences as he was selected for the all-district orchestra in ninth grade and was nominated for the Hugh O'Brien youth leadership award in 10th grade. He is a member of the key club, peer leaders, student council, mathletes, Lyouth, the robotics team, a member of the division diversity club, member Of the varsity bowling, varsity tennis and varsity badminton teams. Most importantly, Akash recognizes the virtue in giving back to his community as he volunteers at the library and spook fest. He also has a vested interest in his peers success as he is a camp invention counselor and a peer tutor for his fellow dragons. We

are very proud to recognize Aakash on this fine honor of being named a national merit commended scholar. Congratulations!”

“Our second National Merit Commended Scholar, **Joshua Chong**, is a well-rounded student who excels in everything that he does. His teachers describe him as very mature and wise beyond his years and speak of his tremendous work ethic and desire to go above and beyond class expectations. While being a member of the national honor Society and tri-m music honor Society, Joshua always pushes himself to perform at a high-level in numerous advance placement and honors level classes. While maintaining a high honor roll GPA, he has enjoyed numerous successes in athletics as the team captain of the indoor track and outdoor track teams and the boys varsity volleyball team. For the indoor track team Joshua competed at the county championships in Long jump, triple jump and relay. The 4 x 200 meter relay team won the conference championship and they were named all County. For the outdoor track team, the 4 x 100 relay team won the conference championship and we're named all county and broke the school record. In boys volleyball the team ranked first in the conference and he was awarded all county. However, where Joshua stands out is his willingness to give back to the community. At camp invention, he assisted teachers in creating games for kids and coordinated outdoor games for students. As a junior and senior he serves as the vice president of key club international where he markets community service events to increase attendance of all key club members. He's also a member of the Levittown do something club and L youth. Outside of school is where Joshua continues to show his talents as participant in the "we are future leaders program" and the "Korean American youth foundation" which involved public speaking and communicating with others on AAPI issues. Most impressive, was his 8 week summer mission to Honduras where he lead children in praise, games and activities as a Bible school leader. Here he assisted the medical team with the measuring and fitting of glasses for youth. Joshua, has proven to be an outstanding student and leader at division Avenue high school. We are extremely proud of his honor and look forward to his many future accomplishments. Congratulations!

Our third National Merit Commended Scholar, **Nabiha Khan**, has proven to be one of our top students and citizens at division Avenue high school. As the eldest daughter of two immigrants, Nabiha has a keen sense of the importance of education as she has successfully taken 12 AP courses throughout her high school career and challenged herself with accelerated college level coursework. She has excelled in the classroom by becoming an AP scholar with distinction while being a member of various honor societies which include the national honor society. She has maintained an exceptional GPA while also participating in many extracurricular activities such as student council and science Olympiad where she meddled 13 times competing in biology, chemistry and engineering events. Nabihas leadership skills are woven through all of her activities both within Division Avenue and her community at large. Uniquely, she is an inaugural member of the national youth advisory Council of CADCA, an international drug misuse prevention organization. She is one of only 10 young people from across the country who sits on the leadership council. She was chosen to be a part of this board because of her dedication and leadership in the local coalition. She attends the national leadership forum and training institute where she speaks in front of thousands of people on topics such as mental health and health equity. In addition, she assists in writing curriculum for youth prevention leaders to help community leaders build skills and create action plans. Nabiha has proven herself to be an exceptional student and person and we are beyond proud of her for this recognition. Congratulations!

Mr. Joseph Sheehan, MacArthur High School: “On behalf of General Nation, it is with great enthusiasm that we recognize and honor **Mia Frattura** for earning the distinction of being named a National Merit "Commended" student. To say that this young lady has achieved a few impressive accolades throughout her tenure at MacArthur H.S. would be a profound understatement. Mia is Vice-President of our Math Honor Society, President of our National Honor Society, Co-President of our Science Olympiad team, and is a platinum card member of our Renaissance program which symbolizes overall academic excellence. If that wasn't enough of a resume, let me add that she is also an AP Scholar with Distinction. But what truly inspires and motivates Mia, is her unwavering passion for Science Research. Not long ago, her research paper on the historical climatology of 19th century United States was published in the prestigious Middle States Geographer's Journal, and during her junior year, Mia participated in the Long Island Youth Summit where she was awarded 1st place honors for her research on the analysis of eating disorders and young adult fiction. And just this past summer, as a result of her award winning research at the Long Island Youth Summit, she was invited to the Harvard Club in Manhattan where she once again captured top honors in their extremely competitive research division competition. Believe it or not, she even finds time to participate in our Winter Wind Ensemble where she excels at playing the flute, and is a drum major for our Marching Band. This past summer, she volunteered her expertise at Camp Invention by helping elementary school children get a firm grasp of the Science Research process, as well as assisting Middle School students in Marine Biology Camp have a better understanding of wildlife in oceans and ecosystems. Mia's dream is to attend Columbia University and aspires to major in Chemistry. Please join me in congratulating Mia Frattura on her impressive accomplishment.

B. **Division Avenue Heroic Staff – Mr. Todd Winch:** The second group of individuals we are honoring tonight consists of staff members from Division Avenue High School. On the afternoon of Monday, October 17th, towards the end of 9th period, a student began to experience a seizure while in the girls locker room. Teachers, nurses and administrators immediately rushed to her aid. The student was suffering from a cardiac issue, so staff members had to use the AED to stabilize the student as they waited for EMS to arrive. Once they did, Principal John Coscia accompanied the student and stayed with her until her mother arrived. The student remained hospitalized for many days and slowly began to recover. Medics involved shared that the staff members at Division were instrumental in saving the student's life due to their actions. While this was taking place, other staff members were working with friends of the student as well as those in the locker room who saw the event, to make sure they had the support that they needed. Ms. Rifkin and I responded to the situation at Division and were so very proud of the actions of our staff members. Members of the Board may remember a recent workshop we attended in Syracuse on school safety where it was asked about who the first responders are during a school safety situation. We were reminded that we, the staff members, are the first responders for the students in our care. While our main focus in education is always about learning, it's important for us all to recognize that there is nothing more important than the safety and wellbeing of our students. So it is with great honor and respect that we recognize the following staff members for their actions on that day in being the first responders for a student in need:

Principal John Coscia
Donna Cox, School Secretary
Mark Curtiss, Guidance Chairperson
Daniel Fazio, Assistant Principal
Allison Hinke, Social Worker
Debra Larkin, Nurse
Patricia Leavy, Nurse

Brian Malone, Teacher
Scott Martino, Teacher
Kelsey McLaughlin, Psychologist
Madeline Pagano, Teacher
Sean Smith, Physical Education Chairperson
Christin Snow-DeGrom
Dr. Thomas Turchiano

On behalf of the board of education, central administration and the entire district, we thank you for your ongoing dedication to the students of Division Avenue High School.

- C. **Division Avenue Marching Band:** **Mr. Todd Winch:** “For our final recognition tonight, we are thrilled to honor the achievements of the Division Avenue HS Competitive Marching Band. Having been established over 20 years ago, the Division Avenue HS Marching Bands consists of students from Division Avenue HS, MacArthur HS, Wisdom Lane MS and Salk MS. During that twenty year period our marching band has received numerous awards and accolades. This year, the marching band astounded audience members throughout the fall season with their show titled 1001 Arabian Nights: The Tales of Scheherazade. On October 30th, while at the state field band competition in Syracuse, they once again performed brilliantly, placing first in the state in their division. We are so proud of them, not only for their achievement, but for demonstrating what we can do when we work together as one team across the district. We would like to call up Marching Band Director Chris Rossi who will then introduce the rest of the marching band staff and students for their certificates. Before he does that, we would just like to present him with a small gift from the district. Immediately following the Band's impressive win in Syracuse, Mr. Rossi became a proud father. Congratulations!!

Staff:

Chris Rossi, Director, Marching Band
Chris Rispoli, Assistant Director Marching Band
Mark Carman, Percussion Instructor
Andy Penaranda, Pit/Front Ensemble Instructor
Paul Giorlando, Marching and Music Instructor
Brandon Hoty, Marching and Music Instructor
Dimitra Tzanis, Color Guard Director
Stephanie Perdikos, Assistant Color Guard Director
Benjamin Goldfeder, Color Guard Instructor

Band Members

Division Avenue High School

Gavin Ackerman	Aareb Ahmed	Valeria DeCastro
Brianna Domingo	Kalyn Domingo	Juliet Frank
Daniel Gonzalez	Cian Gormley	Harrison Kang
Sabaa Khan	Dylan Koch	Daniel Lang Jr.
Sebastian Murillo	Joseph Pesco	Jade Rini
Jaxon Sotomayor	Miriam Stasinski	Timothy Te
Steven Tiemer	Alexa Wittman	Pavraj Dhillon

Alejandro Castano
Christopher Lalla
Ronan Postance

Ava Enea
Brooke Livoti
Bryan Yanez

Alex Gao
Cameron Nocera

MacArthur HS

Maggie Chen
Eric Lohmann
Roberto Oquendo
Leo Cheung

Madison Feldman
Andy Murillo
James Prince

Christopher Lieb
Isabella Neri
Alyssa Wunsch

Salk MS

Angel Marroquin

Leland Pen

Logan Rodriguez

Wisdom Lane MS

Olivia Kim

Rachel Maurer

Tristan Postance

- D. Student Presentation - Gardiners Avenue School: The meeting moved back to the Large Board Room which saw a dynamic, multilingual presentation by the 4th students of Gardiners Avenue Elementary School called “Secrets of the Red Trunk – Oaxaca Mexico.” Dr. Jared Vanderbeck thanked Assistant Principal Dyanne Case and Teacher Diane Furlong for their hard work. The students, Carmen Carvajal, Greyson Jensen, Levi Maldonado, Madison Murphy, Ryan Orlandi, Zev Popiel, Madelyn Ruiz, and Gianna Sanders explained how they were able to experience, through touch & smell, the culture of Oaxaca Mexico and told of the similarities as well as the differences between going to school here and in Mexico. They urged everyone to experience the flavors, festivals and geography of Oaxaca. They even gave out samples of the delicacy mole’ and chips for the Board and Central Office to enjoy.

E. III. **PRESENTATION**

A. State of the District - Dr. Beth Ziropiannis

“The State of the District presentation focused on Success at LPS and how the Levittown School District has navigated the pandemic. Due to the efficacy of our teachers, the support of the leadership team and BOE, and the resiliency of our students, Levittown has a lot to celebrate. Throughout the presentation specific assessment data points were shared including K-8 i-Ready data, 3-8 state assessment data, Regents exams, AP exams, and college entrance exams. That data was shared in comparison with the county, state, and nation and in the context of pre-covid versus post-covid results. Certain curriculum enhancements and trainings were reviewed along with new course offerings and dual-enrollment programs. The presentation was closed out with a sharing out of some of our points of pride regarding professional learning opportunities and staff participation in advocacy organizations.”

Board of Ed Questions & Answers re:

State of the District Presentation – Dr. Beth Ziropiannis

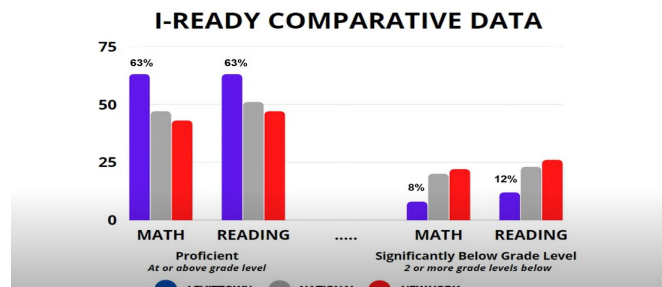
Slide referenced:

NYS Standards Implementation Timeline	
Digital Fluency Standards K-12	September 2024
Physical Education Standards K-12	September 2023
Next Generation ELA Standards K-12	First NGLS 3-8 Assessment - Spring 2023
Next Generation Math Standards K-12	First NGLS 3-8 Assessment - Spring 2023
Next Generation Science Standards K-12	Spring 2023: No Grade 4 science assessment Last 8th grade science assessment aligned to old standards
	Spring 2024: Grade 5 & 8 NGSS Assessment
Revised Standards for World Languages	September 2023: Implementation begins in 7th grade.

Q: Christina Lang – Can you speak about the physical education standards? What are the major changes?

A: Dr. Ziropiannis – The last time those standards were revised was in 1996 so it's been a long time coming. There are some things that remain the same but the major component that really has shifted is focusing more on that mental health awareness, that life-long physical wellness and mental wellness and how all of that mind, body, spirit, really integrates, so we're just taking a look, unpacking those standards now, we're working with the physical education department, our Athletic Director, our chairpeople, teachers, just to see what we are already doing that already meets that and perhaps really collaborating to see what we can do and bring in to address that. The major shift is really more on SEL characteristics, mental health and again, that mind-body connection for overall wellness.

Slide referenced:



Q – Mike Pappas – How do we compare with surrounding districts..... (inaudible – no mic)

C – Peggy Marengi – Or even if you compare us to Nassau County to give a more narrow focus on what we're really looking because I think the numbers will be significantly different.

A – Dr. Ziropiannis – That's a wonderful request and we would love to have that data, unfortunately, we are not able to get comparative data on I-Ready as an internal benchmark compared to Nassau County. We are working with Nassau Boces, we are making some strides, if we can convince the other 56 districts in Nassau County to submit their data to Nassau Boces, we can start to get comparative data but until they do that, the best that we can do is compare ourselves in this particular measure we have other comparative data in the County, as you see as we move, but with I-Ready, the best we can do, right now, is the nation and the state.

C – Todd Winch – We have been working both with Dr. Ziropiannis and Michelle Kelly and John Towers in regards to working with BOCES in I-Ready because we have been one of the leading districts in this area and there are multiple other districts, if I remember correctly, Dr. Z, that are sharing their data with BOCES but it's a small handful but not enough where BOCES....

C – Dr. Zirogiannis– Levittown, actually is only one of three districts, so far that has been willing to share their data so we actually, at a recent NADCO meeting for Assistant Superintendents, talked about getting BOCES on board to do this, so I did bring that to NADCO, spoke to one of our BOCES people and he says that as of tomorrow, he is going to reach out to other districts to try to get that data. So, at some point, if we get it, we absolutely will share that with the Board. It's been our frustration as well. The other data points you'll see some of that comparative data.

C – Michael Pappas, the fact that we are only one of 3 doing it means that we have nothing to hide.

Q – Peggy Marenghi – Does I-Ready, the company itself, have any comparative data that we can use based on our demographics. Could you glean information from the company itself?

A – Dr. Zirogiannis – Absolutely, this is where the information provided here, was provided to us from them and we have.....

C – Ppeggy Marenghi – Yes, but that's comparing it to the National and NY, I mean schools that they can get a sub-reading group. They don't do that?

A – Dr. Zirogiannis. No, they're not allowed to give it to us. That's exactly how we started down this, they're not able or allowed or whatever their contract is with BOCES, until districts share it directly with BOCES so it can go through the data warehouse. It's frusting, we agree with you.

Slide Referenced:

Grade Level	Spring 2019 <i>Above or at Grade Level</i>	Spring 2022 <i>Above or at Grade Level</i>	Spring 2022 <i>Approaching Grade Level</i>	2022 Total
K	83%	78%	22%	100%
1	70%	65%	33%	98%
2	67%	59%	35%	94%
3	79%	65%	30%	95%
4	79%	66%	27%	93%
5	77%	65%	26%	91%

i-Ready MATH

Q – Jennifer Messina – About approaching grade level, I'm just trying to understand the frame of reference for it, I don't understand. I don't use I-Ready, on NWEA, if there is a score below 21%, we would put them in a different category and offer them an AIS service. How does it work with I-Ready?

A – Dr. Zirogiannis – So I-Ready has different color zones, so there's the

- “Above Grade Level/At Grade Level” which is a green zone with kids testing where they are supposed to be or even above where they're supposed to be
- “Approaching Grade Level” which is a Yellow zone, they're approaching grade level, they're right below grade level so they are close to being proficient but they didn't quite hit that benchmark
- Then we go into those “red columns which a more tier 3, more significantly below grade level.

Slide referenced:

Grade Level	Spring 2019 Above or at Grade-Level	Spring 2022 Above or at Grade-Level	Spring 2022 Approaching Grade Level	2022 Total
6	57%	54%	27%	81%
7	61%	56%	20%	76%
8	59%	65%	20%	85%

i-Ready READING

Q – Christina Lang – Kudos to you, Beth, Todd was in this position last year and doing all these things and you're picking right up like you were there. It's just great, so thank you for that. So I'm looking at all this data and it's great that we've done all these interventions to help, so there's less learning loss but the fact is there is learning loss, so how are we helping these students in the high school now or in the upper grades, so maybe the 6th grader who's now in high school, are we continuing with interventions? And this might even be for Todd, he might have started them last year, are we continuing with interventions, what are we doing for these kids to support them?

A – Dr. Ziropiannis – So for example, one of the things we did last year was we started our regents review and our AP review classes, for example, earlier at the High School level, we are continuing to do that. We are putting extra help supports like academies in place where Directors felt it was needed. So we are relying on the strength of the Director team to look at data, talk with Principals and figure out what interventions are needed as kids are moving up the levels, so it's not a one-size that we're seeing, but different, depending on the department and the needs, what is being offered to students.

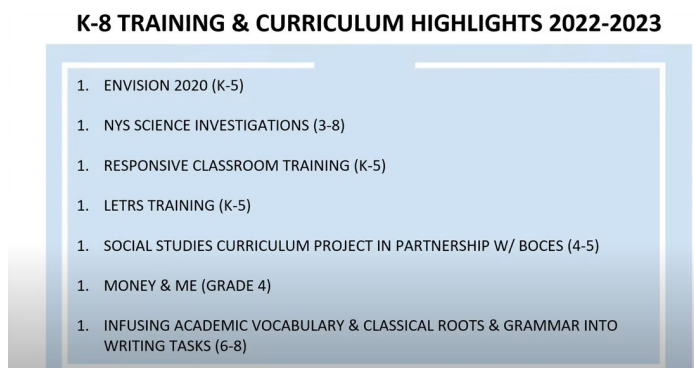
C – Todd Winch – So I'd say it's a similar approach to last year at the elementary level, once the first benchmark period was over, which is around now, we then met with the Principals from every elementary school and Directors and then specifically looked at the needs of those particular buildings to then come up with interventions for them. At the secondary level, a similar situation took place, but that was more related to after the mid-terms, one of the reasons we felt the mid-term was critical to give, even though there was a loss of instruction time, we wanted that data to be able to inform where we were going to put interventions in place, because we don't have the same level of diagnostic data at the secondary level as we do at the elementary level. Many of those same interventions will also be in place for this year. Some of them that we did last year had to be tweaked because they were not necessarily successful with regards to always looking for the silver bullet, for example, if we do this, that's really going to work but it never seems to be there. That pot of gold at the end of the rainbow, you never really see it, so you try a lot of different things. We introduced a writing center with Kerin Slattery and that worked out really well, a lot of positive feedback from that. We tried to do similar things with math centers, we were less successful with that with regards to students coming to those math centers, but it just means that we go back and look at it again, saying OK, what if we did this or we did that, so those same things will occur this year, we just won't repeat the things last year that did not find success. But many of these things are still funded out of the ARP grant, which after this year, I know you see a lot of news stories about states

that have not or schools that have not used their ARP funds, we are almost fully done. We did move quickly to utilize those funds in order to support our kids immediately, so after this year all those funds will be gone.

Q – Christina Lang – So as a follow-up for the mornings when you have the Math in the elementary, in the morning academies, are we doing anything for regents review classes?

A – Todd Winch – Historically, prior to COVID, prior to pandemics, we have always done regents review classes at the secondary level, they usually start it pretty late, I’m going to say late April, beginning of May, this past year, in our conversations, we started those much earlier, like in March. And so we will do something similar this year, we should have the funds to be able to continue, at least for this year, but then we will have to reexamine things for following year. I do think you will see, in the results, especially at the Regents level, there seemed to be success with that model starting it earlier.

Slide Referenced:



Q – Peggy Marenghi – With training that is being done for the phonics, stuff like that, is that voluntary? Or is that across the Board?

A – Dr. Zirogiannis – It’s voluntary in the sense that Michelle Kelly put out a call, it’s a very expensive training, and it’s very intense, in the sense that it’s not like they come to school, participate in the training and move along, they are doing hours and hours after the school day.

C – P. Marenghi – My concern with this, and you know it’s just the nature of the way it works, is that very often, the people that need the training don’t go for it. Have we looked at individual teacher data to see, year after year, the ones that are consistently showing up with lower scores in other grades? We can do all we want for RTI, and it’s not to point fingers and say your kids aren’t doing very well, it’s to correct it. So that’s something that I would be interested in looking in to. The teachers that are taking this training, are they the teachers that need it? If we look at the individual data from the schools, randomly, and seeing if the teachers are in that course vs the teachers data that reflects back. I had this talk with Todd, many of the teachers don’t know how to teach reading, they don’t know there are 5 strands of reading, they don’t know when they say a kid is falling behind in reading, and you’ll say “well, where is the discrepancy and they’re like Huh?”. I’ve been saying this for years, this is where I think we really need to focus, especially in the last 2 years, if that developmental window is closing, where it’s phonics awareness, I just think if it’s something where we can put all this money into and do all this training, unless we are really attacking what the problem is, we are not going to see the growth we need to see.

C – Christina Lang – I have a followup – Is there a turnkey where these teachers are learning and being trained in something?

A – Dr. Zirogiannis – In many of the things we do, that’s absolutely how we do it, we turnkey, even with responsive classroom, that is the type of work that would be able to happen. Something with the LETRS training, it’s much like getting certified Orton Gillingham or Wilson, it’s not the kind of thing, that really with fidelity, could be turnkey, could be certainly with some of the highlights of practice, of the practice of the approach, absolutely. But it wouldn’t be with the same fidelity and teachers, therefore, wouldn’t end up delivering it with the same efficacy because they didn’t have the original trainings. And we are going to continue to look and ask teachers again, potentially looking to do a part 2 of this training, but the point is well noted and let’s look at who’s signing up for it and we will look at that.

C – Todd Winch – and just as a comment, and I know Dr. Z will get to this, we are in the process of piloting new elementary reading programs, because as I’ve said to you before, journeys is at the end of its life cycle so we had put together teacher committees last year to look at a variety of different programs we are currently piloting for, programs at the elementary level, and then we are going to be recommending to the Board one for adoption for next year which is going to lead to wholesale, ongoing professional development K-5, so there is a tremendous amount of training going on. We also want to be careful about not overwhelming people, because that move to a new literacy program is going to be tremendous.

Slide Referenced

ELEMENTARY ELA CURRICULUM - 2023-2024



Q - Peggy Marenghi – I have a little concern here and I’ll tell you why I have a concern. We are on a timeline, not to pick this until the Spring, we all know what happens by the Spring and then if we think that we’re going to have time for our Elementary teachers to start staff development on this, it’s going to be the end of the school year, it’s going to be the Summer and it’s not going to be fair for the teachers to be able to have enough time to be able to train and hit the ground running in September on a new program. So, I’m just suggesting that we come up with, I have not a clue what it would look like, but some kind of creative way to try to move this timeline up, just a little bit and get our teachers trained at least before the end of the year,. So we know elementary teachers, they like to know this and work on it over the Summer and be able to prepare and I think it will take a lot of the stress off them if they are already well aware of what the program is to what the components look like and even, and I know this is not easy to do, but if somehow we can get coverage and do this training during the day, I think it will show a lot more respect for the teachers and I think they will have much more of a buy-in, realizing that we think this is important, so we’re getting coverage for you and we’re not expecting you to come in over the Summer and get all this training done. I know it’s going to be a lot, but it’s just

something that, we've done it time and time again, and in other Districts, and for it to be effective, rolling it out at the last minute, which you know the end of the school year and everything just gets thrown in there. And I don't see how it possibly could be effective. So just food for thought.

C – Todd Winch – I just wanted to mention that Mrs. Rifkin organized a job fair today for substitute teachers with a lot help from people who are in the audience today, and had well over 100 people attend and so maybe if all of those people want to be substitutes, we then could provide that coverage that Ms. Marenghi is talking about.

Q – Jennifer Messina – My concern is that whatever reading program is chosen, there is enough time to make sure the teachers feel like it's an effective thing, so that they feel like they can learn it. It's a balancing act and we are in November already so that means that December is right around the corner, does it give enough time for everybody to meet and have good discussions about what's the most effective reading curriculum and then how are we going to roll it out so everybody feels like they have ownership over it and the teachers are not overwhelmed and it's easier for when they start the school year.

A – Dr. Ziropiannis. – and Michelle Kelly has been doing an excellent job at collecting data along the way and having these meetings with teachers for all four programs, so we have, luckily, we've been collecting data and we are starting to see the strengths and weaknesses of some of the programs, but we'll take another look at the timeline and see what marries both of these ideas and what makes sense.

C – Todd Winch – I do believe it's been a very, very robust process of determining a program. It began last school year where there were a variety of programs and vendors that came into a full teacher committee as well as materials for the teachers to evaluate and it really has been a two year process of narrowing it down, what we initially wanted was two or three to pilot and then, based on the feedback from the teachers, Michelle had indicated that really there were four and although piloting four is a much, much more difficult process, just to manage internally and administratively, we did feel that because of the feedback from the teachers, that we really wanted to at least get enough information from a true pilot to make the best decision, because, as you know, whatever program we end up going with, we are marrying ourselves to that program, and so, we do want to make sure that program, we give it the time that it needs, vet it, so that, we know there is no one program that is the best program, but it always comes down to the teachers, you invest in your teachers, you'll provide the best education for your kids. But, you have to pick a program and we wanted to make sure we spent enough time to do it, and I do think that has occurred. So we'll talk in the coming days about if that timeline can be truncated a little bit.

C – Dr. Ziropiannis – And Michelle Kelly did indicate that the current timeline that we have, has built into it, training for this Spring. So there is already training on the current timeline. So, we will continue to look into it.

C – Ms. Marenghi – I just wanted to say something before we leave elementary here. I do think, in lieu of what has happened in the last two years, I do think we are doing really well. I work for Molloy and I visited three other Districts in the last three weeks, observing teachers, and I visited a 2nd grade in a Nassau County school, and in that second grade, after going over their data, 90% of the students were reading on a kindergarten level, in second grade. Then I also visited, just today, a fifth grade class, and of that fifth grade class, at least 60% were two grade levels or more below. We're not talking about NY City schools, so it puts it a little more into context, so I don't want you to think at all that we are thinking we're not doing well, that we don't appreciate the academics that you put together, before school after school, and I really think because of all the hard work that you are doing, we do see that our numbers as far as the students that are below grade level are significantly less than other Districts around us.

Slide Referenced

ADVANCED PLACEMENT RESULTS

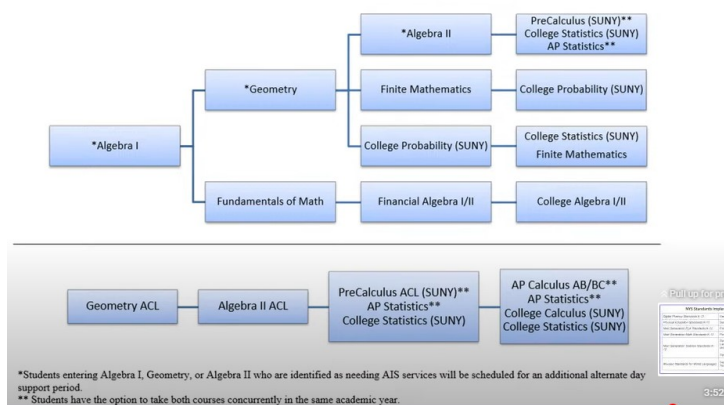
	MAY 2019	MAY 2022
Number of AP Tests Taken	1,554	1,682
Percentage of Students Earning a 3, 4, or 5	66	67
AP Capstone Diploma Recipients	25	37
AP Scholars	136	136

Q – Michael Pappas: From the 1682 number, how many students took AP tests?

A – Dr. Ziropiannis: That's a good question and I can get back to you on that, as I don't have the discrete number broken out as far as what that number represents as far as how many individuals took the tests. You are correct, some students take multiple exams, so it certainly does not represent 1682 students.

Slide Referenced

Mathematics Pathway 2023-24



Q: Jenn Messina: It says “students entering Algebra I, Geometry or Algebra II, who are identified as needing AIS services”, how will they be identified?

A: Dr. Ziropiannis. – deferred the answer to Mr. Towers as she was aware that there is a rubric and did not want to speak out of turn. Mr. Towers did not have a microphone and I couldn't transcribe.

Slide Referenced

NEW ADVANCED PLACEMENT DUAL-ENROLLMENT COURSES

AP ENGLISH LANGUAGE	AP WORLD HISTORY AP US HISTORY AP GOVERNMENT AP ECONOMICS
---------------------	--



Q: Christina Lang: I do think it's important to have these many, to offer these college classes as well as the AP because of the level of the content. How are we getting this out to the students to let them know what's available, because it's one thing to have it in a book and not everyone is going to look at an online course catalog, do we have a fair, like an elective fair, how is the best way to promote the classes to encourage students who may be on the fence about this?

A Dr. Ziropiannis: I don't believe we have an elective fair, but the Directors are going to be meeting with the entire guidance staff in both buildings so they can review all of the offerings within their department in the course catalog because there have been so many new things added. The Counselors are really our front line, so they will be able to, when they're meeting with students and talking with students, they will fully understand what these new courses are, what the pathways are about, what the options are so every single Director has an appointment, we're bringing all of the Counselors together in one room and the Directors will be cycling through that room which will be part of our scheduling timeline. In addition, I know the Directors have met with their departments, gone over these offerings in the hopes that our classroom teachers will be talking to the kids, but we certainly continue to look at other ways to get those courses and programs promoted.

IV. **INFORMATIONAL ITEMS – NONE**

V. **MOTION TO ADJOURN**

RESULT:	MOTION CARRIED [5-0]
MOVER:	Dillon Cain, Trustee
SECONDER:	Christina Lang, 2 nd Vice-President
AYES:	Pappas, Adrian, Cain, Messina, Lang

Meeting adjourned at 9:30pm