

**Northport-East Northport Union Free School District Board of Education Committee-of-the-Whole  
- William J. Brosnan School (Thursday, November 7, 2024)**

*Generated by Beth M Nystrom on Friday, November 8, 2024*

**Members present**

Michael Cleary, Dr. Lorenzo Licopoli, Thomas Loughran, Donna McNaughton, Allison C Noonan, Carol A Taylor

**Members absent**

David Badanes

Public Attendance: Approximately 30 people, 16 virtual

**BOARD OF EDUCATION MISSION AND GOALS**

Information: 1.01 Board of Education Mission and Goals

The Mission of the Northport-East Northport Union Free School District is to educate and empower all students to pursue their aspirations and contribute as responsible members of society.

**Board of Education Goals 2024-2025**

*The Purpose of the Northport-East Northport School District Board of Education is to provide oversight and governance to serve our **students, support our staff and District Mission, while being mindful of the community we serve.***

1. The Board of Education will ensure that systems are in place to support the whole child growth and development needs of each child.
2. The Board of Education will ensure that systems are in place to support the belonging and safety of all students and employees.
3. The Board of Education will develop a long-range roadmap for fiscal sustainability that supports the instructional priorities of the District and is consistent with community values.
4. The Board of Education is committed to ensuring transparency with the community. It will seek to identify strategies for improving communication and establishing a formal program of community engagement.

**Board of Education**

Carol Taylor, President  
Dr. Lorenzo Licopoli, Vice President  
Michael Cleary, Trustee  
David Badanes, Trustee  
Thomas Loughran, Trustee  
Donna McNaughton, Trustee  
Allison Noonan, Trustee

**Central Administration**

Dr. David Moyer, Superintendent of Schools  
Robert Howard, Assistant Superintendent for Business  
Dr. Dana Boshnack, Assistant Superintendent for Teaching and Learning  
Louis Bonadonna, Assistant Superintendent for Special Education and Student Support Services  
Anthony Davidson, Assistant Superintendent for Human Resources

2. **CALL TO ORDER** at 6:00 p.m. in the Board Conference Room at the William J. Brosnan School

**3. EXECUTIVE SESSION** - If necessary, the Chair may entertain a motion to enter into Executive Session

Action: 3.01 It is anticipated that the Board will meet in public at 6:00 p.m. in the Board Conference Room at the William J. Brosnan School to act upon a resolution, upon majority vote, to immediately convene into Executive Session to discuss matters pertaining to current litigation and matters pertaining to the employment history of a particular person.

Action: 3.01

Recommendation to convene into Executive Session to discuss matters pertaining to current litigation and matters pertaining to the employment history of a particular person.

Motion by Michael Cleary, second by Allison C Noonan.

Final Resolution: Motion Passes

Yes: Michael Cleary, Larry Licopoli, Thomas Loughran, Donna McNaughton, Allison C Noonan, Carol A Taylor

At 7:08 p.m. the Board convened in Public Session in the cafeteria at the William J. Brosnan School.

**4. NOTICE OF EMERGENCY EXITS**

President Taylor pointed out the emergency exits.

**5. PLEDGE OF ALLEGIANCE**

President Taylor led those present in the Pledge of Allegiance.

**6. READING OF DISTRICT MISSION**

Trustee Cleary read the District Mission.

**7. REFLECTION**

**8. COMMITTEE-OF-THE-WHOLE**

Action: 8.01

Recommendation to convene into Committee-of-the-Whole

Motion by Allison C Noonan, second by Michael Cleary.

Final Resolution: Motion Passes

Yes: Michael Cleary, Larry Licopoli, Thomas Loughran, Donna McNaughton, Allison C Noonan, Carol A Taylor

Presentations: 8.01 Norwood Avenue School Presentation by Dr. Michael Genovese, Principal.

Dr. Genovese presented on student life including classroom instruction, clubs and activities, theme days, performances, and special events at Norwood Avenue Elementary School.



# Student Life

at Norwood Avenue Elementary School

Dr. Michael Genovese  
Principal



## COLLABORATION

Starting the work at  
the elementary level  
by offering  
opportunities



## Classroom Instruction





### Classroom Instruction



### Classroom Instruction



### Classroom Instruction







### Classroom Instruction



### Clubs & Activities



### Clubs & Activities





## Clubs & Activities



## Clubs & Activities



## Theme Days







### Theme Days



### Theme Days



### Performances





### Performances



### Special Events



### Special Events





### Special Events



### Special Events



### Special Events





### Special Events



### Logan as The Cowardly Lion



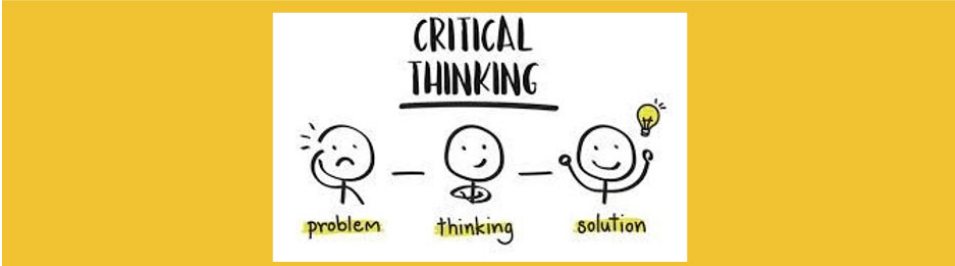
### Briahna as The Jitterbug







### Vivienne as the Scarecrow



### McKenna as Dorothy



### Addison as Glinda





# Olive as the Tin Man



The following Norwood Avenue students spoke about the projects and activities they took part in at Norwood Avenue School: Logan Ramclam, Briahna Gribbon, Vivienne Conte, McKenna Cash, Addison Pike, and Olive Sposato

The Board thanked Dr. Genovese and the students for their wonderful presentation.

Report: 8.02 Course Proposal Presentation – Dr. Dana Boshnack presenting

Dr. Boshnack presented the course proposals that will run in the 2025-2026 school year.



## Course Proposals for 2024-2025

Board of Education  
November 7, 2024

Dr. Dana Boshnack  
Assistant Superintendent  
for Learning and Teaching







## PLTW Engineering – Engineering Design & Development

**Course:** Engineering Design & Development

**Partners:** Project Lead the Way (PLTW) and Rochester Institute of Technology (RIT)

**Type:** Senior capstone for PLTW Engineering students

**Focus:** Real-world problem solving through engineering and design

**Process:** Teams identify a problem, research, design, and test a solution

**Final Task:** Present solution to a panel of engineers

**Skills Gained:** Collaboration, technical problem-solving, and research



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## Career & Technical Education Pathways

**Four anticipated CTE Pathways will be available to students during the 2025-2026 school year:**

1. Animation
2. Photography
3. Video/Digital Film
4. Digital Art

### Industry Preparation $\frac{1}{2}$ credit, Fall

This half-year capstone course is designed to simulate a digital media agency experience. Students will work on real-world projects in various media art forms, such as video, photography, graphic design, and animation, provided by local businesses.

### Portfolio Preparation $\frac{1}{2}$ credit, Spring

In this course, students will create college and career-ready essentials: a digital portfolio, a portfolio website, a resume, and business cards, etc. This process will not only showcase their technical skills across various media art disciplines but also their ability to present themselves professionally to future employers or educational institutions.



## Social Studies Course Revisions

### Previous Social Studies Courses

- AP Comparative Politics
- Holocaust ( $\frac{1}{2}$  yr) ◆
- Impact of 9/11 ( $\frac{1}{2}$  yr) ◆
- Impact of Race & Gender ( $\frac{1}{2}$  yr) ◆
- Genocide: Never Again ◆
- Impact of Sports ( $\frac{1}{2}$  yr) ◆
- News Literacy (College Credit, PIG/ECO) ◆
- Social Studies Research

### New Social Studies Courses

- Humanity in Crisis Examining Pivotal Events and Perspectives ◆◆◆◆
- Modern Media Savvy: Navigating Truth, Bias, and Influence in the Digital Age (College Credit, PIG/ECO) ◆◆
- Pop Culture Exploring Trends, Icons, and Influence ◆◆
- AP Human Geography (2026-2027)

There was a discussion regarding Career and Technical Education and partnerships with local businesses, elective pathways, social studies research, pathways to earn seal of civic readiness, and opportunities for students to present their portfolios.

Report: 8.03 District Data Overview and School Improvement Planning Process – Dr. Dana Boshnack and Mr. Louis Bonadonna presenting

Dr. Moyer stated that this presentation is to give a data snapshot and information regarding the planning process and school improvement plans. The administrator retreat concentrated on short cycle improvement goals and incorporating framework for the school improvement process. Each school identified goals around belonging and academics. A comparison with other districts is not available for this presentation as that information is still embargoed.



## 2023-2024 Student Performance and Improvement Strategies: A Comprehensive Review

Board of Education

November 7, 2024

Dr. Dana Boshnack  
Assistant Superintendent  
For Learning and Teaching

Lou Bonadonna  
Assistant Superintendent for  
Special Education, & Student Support  
Services



Educate, inspire and empower all students to pursue their aspirations and contribute as responsible members of society.



## Objectives

### Student Centered Success Framework

- Board Priorities/ District Goals
- District and Building Goal Alignment
- Professional Learning Communities/School Improvement Teams
- Action Plans

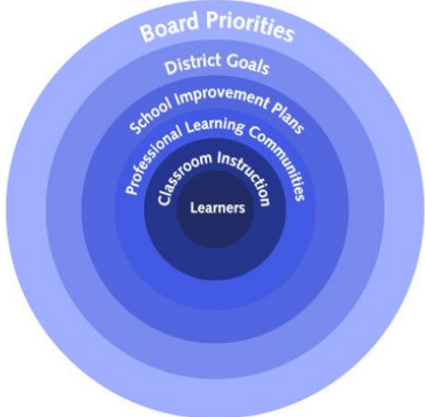
### Overview of 2023 -2024 Student Performance From the Following:

- iReady - Reading and Math
- NYS Assessments - 3-8 and Regents
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Panorama
- Attendance
- Discipline





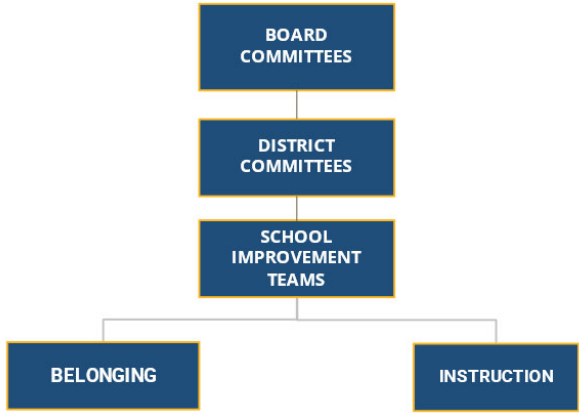
# Student-Centered Success Framework



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# District Committee Structure



# School Improvement Teams

- Formation of Dedicated Building Teams
- School-Specific Goals Aligned with District Priorities: Academic Achievement and Belonging
- Empowering Teacher Leaders and Administrators in PLC Principles



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Action Plan Example

In a review of midterm and Regents exam performance from the 2023-2024 school year, the following areas of student growth were identified by departments:

- 1) Making inferences from authentic documents and using evidence to support claims.
- 2) Engaging in error analysis.
- 3) Using exemplars as models for strong constructed responses.
- 4) Communicating a strong thesis statement with supporting details.

GOAL: Critical thinking is an essential skill to nurture and develop within students so that they are successful and prepared for the challenges and opportunities that await them in college and future careers. During the 2024-2025 school year, we will seek to increase students' ability to think critically as demonstrated by performance and growth on common and summative assessments.

Team SMART Goal	Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p><b>Our SMART Goal:</b> For the 2024-2025 school year, we will seek to increase students' ability to think critically as demonstrated by performance and growth on common and summative assessments.</p>	<p>Faculty meeting time will be used to explore speaking and writing as two vehicles through which to develop and assess critical thinking. Teachers will be asked to bring sample student writing to meetings in order to identify common strengths and areas for improvement. An anticipated outcome is greater inter-rater</p>	<p>NHS Faculty NHS Admin Team</p>	<p>October faculty meeting - discuss &amp; share writing prompts November - analyze student writing samples December - share one strategy</p> <p>Additional faculty meeting focus topics related to writing will be identified by School Improvement Team</p>	<p>Improvement of student performance on writing prompts on midterm and Regents exams.</p>

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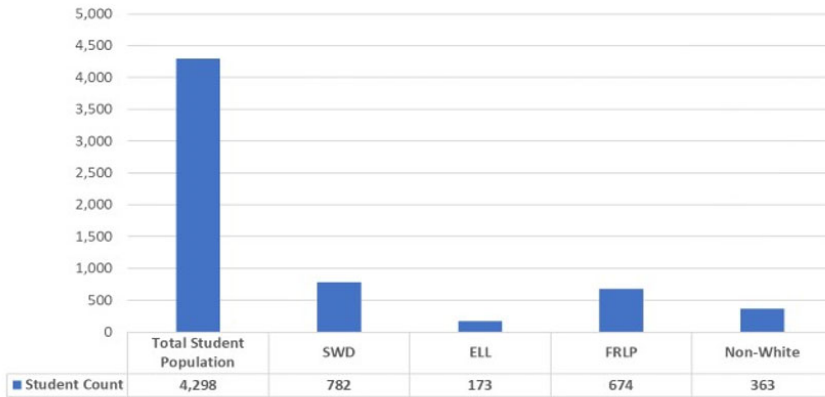
## Overview of Student Performance



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## Demographic Subgroup Analysis



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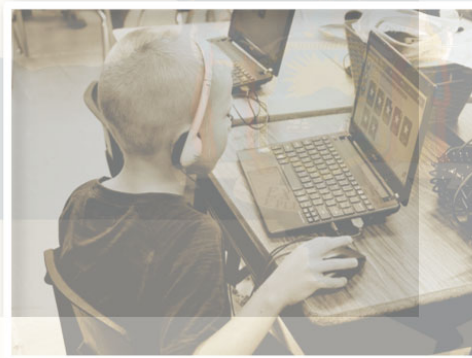
## Data Informed

District	Building	Classroom
<ul style="list-style-type: none"> <li>District Goals</li> <li>Student Growth</li> <li>Resource Alignment</li> <li>Curriculum/ Assessments</li> <li>Professional Learning</li> <li>Equity Across Buildings</li> </ul>	<ul style="list-style-type: none"> <li>Building Goals</li> <li>Student Growth</li> <li>Support for Teachers</li> <li>Grade Level Focus Areas</li> <li>MTSS Process</li> <li>Student Placement</li> <li>Identifying Gaps/ Overlaps</li> <li>Equity Across the Grades</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/Student Goals</li> <li>Student Growth</li> <li>Understand Individual Needs</li> <li>Personalized Learning</li> <li>Planning for Groups</li> <li>Determine Prerequisite Skills</li> <li>Access Teaching Resources</li> <li>Focused Collaboration (PLCs)</li> </ul>

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## iReady- Reading and Math



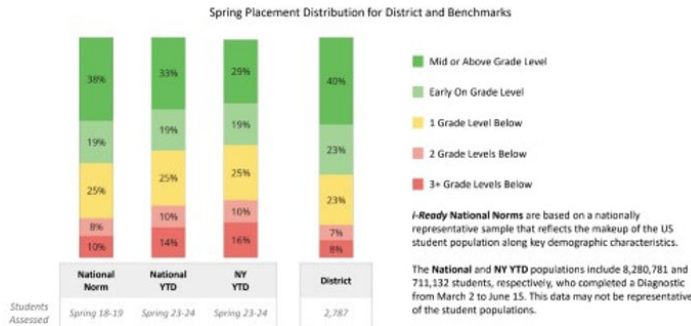
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## iReady-Reading-Spring 23-24

Reading

### How Do the District's Placements Compare to the Benchmarks?

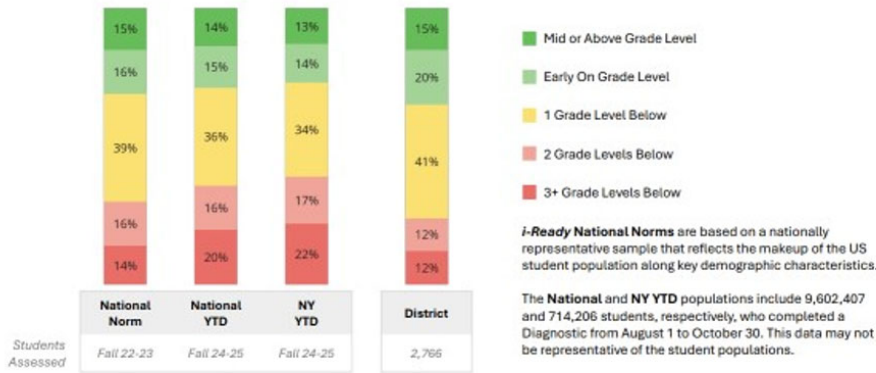


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## iReady- Reading- Fall 2024 Baseline



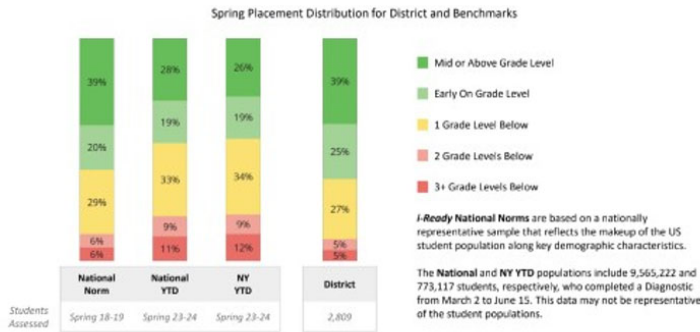
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## iReady-Math-Spring 23-24

Mathematics

### How Do the District's Placements Compare to the Benchmarks?

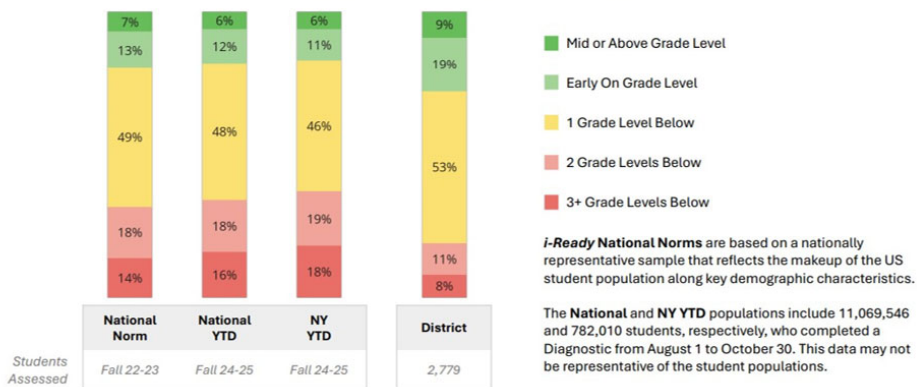


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## iReady- Math- Fall 2024 Baseline

### Fall Placement Distribution for District and Benchmarks





## NYS 3-8 Testing



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## 3-8 Test Participation

### 2023 Grades 3-8 Participation in English Language Arts

Percent of Students	#Students	Percent of Students
All Students	2042	49.30%
English Language Learners	64	45.30%
Students with Disabilities	438	39.50%
Economically Disadvantaged	314	42.00%

### 2023 Grades 3-8 Participation in Mathematics

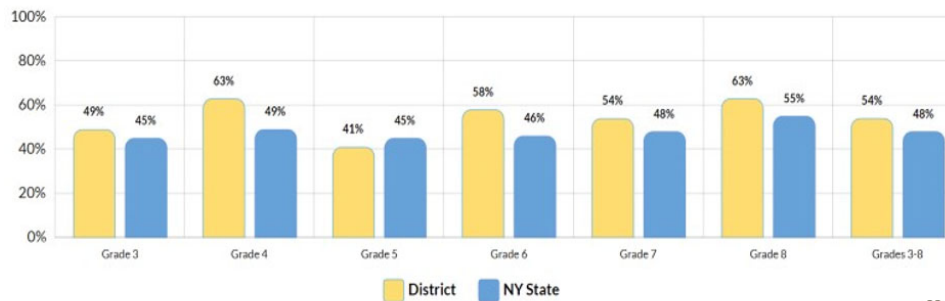
Percent of Students	#Students	Percent of Students
All Students	2046	52.70%
English Language Learners	67	47.80%
Students with Disabilities	438	39.30%
Economically Disadvantaged	314	44.90%

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## 3-8 Testing ELA

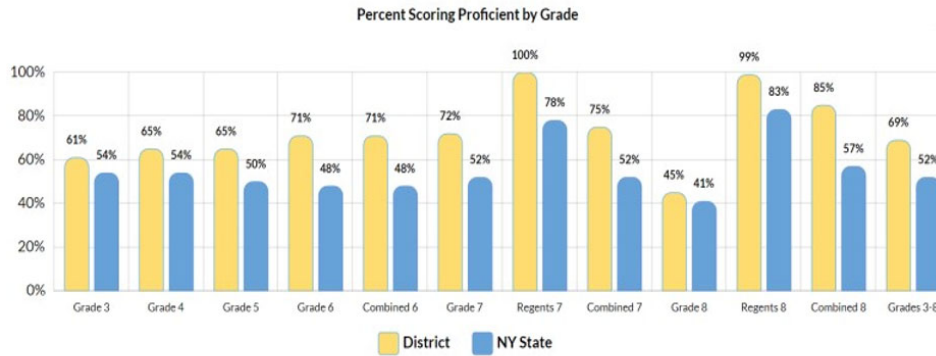
Percent Scoring Proficient by Grade



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## 3-8 Testing Math



## Regents Results/ Meet or Exceed Expectations

Regents	2022	2023	2024
Algebra I	85.3%	88.4%	89.8%
Algebra II	88.2%	86%	96.1%
Geometry	81.2%	86.1%	88.6%
ELA	93.1%	93.4%	95.2%
Earth Science	81.2%	83.5%	92.7%
Living Environment	94.1%	92%	89.4%
Chemistry	85.9%	93.8%	89.8%
Physics	84.6%	87.4%	90.4%
Global	92.6%	93.9%	97.0%
US History	n/a	95%	95.4%

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## Regents Results/Meet with Distinction

Regents	2022	2023	2024
Algebra I	28.8%	32.26%	38.7%
Algebra II	22.1%	21.4%	29.6%
Geometry	18.5%	18.1%	22.4%
ELA	62.4%	68.6%	69.6%
Earth Science	13.6%	23.3%	64.1%
Living Environment	58.6%	59.6%	48.2%
Chemistry	31.8%	32.1%	33.2%
Physics	42.0%	45.7%	42.6%
Global	38.3%	47.2%	51.0%
US History	n/a	41.4%	40.4%

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## Regents-English

Total Tested: 398	2022	2023	2024
Percentage Passing	93.1%	93.4%	95.2%
Percentage Mastery	62.4%	68.6%	69.6%
Average Score	84.4%	85.2%	85.6%
SWD Passing	66.2%	72.9%	78.0%
SWD Mastery	13.9%	25.7%	28.8%
ELL Passing*	44%	55.6%	18%

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## Regents - Algebra I

Total Tested: 413	2022	2023	2024
Percentage Passing	85.34%	88.44%	89.83%
Percentage Mastery	28.80%	32.26%	38.7%
Average Score	78.00%	79.00%	81.00%
SWD Passing	45.59%	66.67%	71.87%
SWD Mastery	4.41%	6.17%	4.68%
ELL Passing*	50.00%	25.00%	43.48%
ELL Mastery*	0.00%	8.3%	4.34%

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## Regents-Algebra II

Total Tested: 307	2022	2023	2024
Percentage Passing	88.2%	86%	96.1%
Percentage Mastery	22.1%	21.4%	29.6%
Average Score	77.2%	75.7%	80.4%
SWD Passing	42.9%	75%	90.9%
SWD Mastery	0%	5%	22.7%
ELL Passing*	50%	100%	n/a

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## Regents-Geometry

Total Tested: 281	2022	2023	2024
Percentage Passing	81.2%	86.1%	88.6%
Percentage Mastery	18.5%	18.1%	22.4%
Average Score	73.9%	75.8%	76%
SWD Passing	48%	74.1%	61.4%
SWD Mastery	7.1%	7.4%	16.2%
ELL Passing*	33%	0%	66.7%

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## Regents-Earth Science

Total Tested: 301	2022	2023	2024
Percentage Passing	81.2%	83.5%	92.7%
Percentage Mastery	13.6%	23.3%	64.1%
Average Score	71%	75.5%	86%
SWD Passing	66%	82.5%	78.6%
SWD Mastery	6.5%	17.5%	28.6%
ELL Passing*	n/a	50%	100%

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## Regents-Living Environment

Total Tested: 396	2022	2023	2024
Percentage Passing	94.1%	92%	89.4%
Percentage Mastery	58.6%	59.6%	48.2%
Average Score	84.16	83.9%	81%
SWD Passing	75%	76.2%	69.7%
SWD Mastery	12%	14.3%	9.2%
ELL Passing*	53.9%	10%	40.9%

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## Regents-Chemistry

Total Tested: 304	2022	2023	2024
Percentage Passing	85.9%	93.8%	89.8%
Percentage Mastery	31.8%	32.1%	33.2%
Average Score	77.6%	79.36	78.9%
SWD Passing	60%	83.3%	88.5%
SWD Mastery	5%	0%	15.4%
ELL Passing*	50%	50%	100%

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## Regents-Physics

Total Tested: 251	2022	2023	2024
Percentage Passing	84.6%	87.4%	90.4%
Percentage Mastery	42%	45.7%	42.6%
Average Score	79.2%	80.3%	80.4%
SWD Passing	67%	85.7%	60.0%
SWD Mastery	0%	28.6%	20.0%
ELL Passing*	n/a	n/a	n/a

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## Regents-Global History

Total Tested: 335	2022	2023	2024
Percentage Passing	92.6%	93.9%	97.0%
Percentage Mastery	38.3%	47.2%	51%
Average Score	80.5%	82.7%	84.2%
SWD Passing	70%	77.1%	93%
SWD Mastery	12.1%	16.7%	22.8%
ELL Passing*	36.4%	0%	68%

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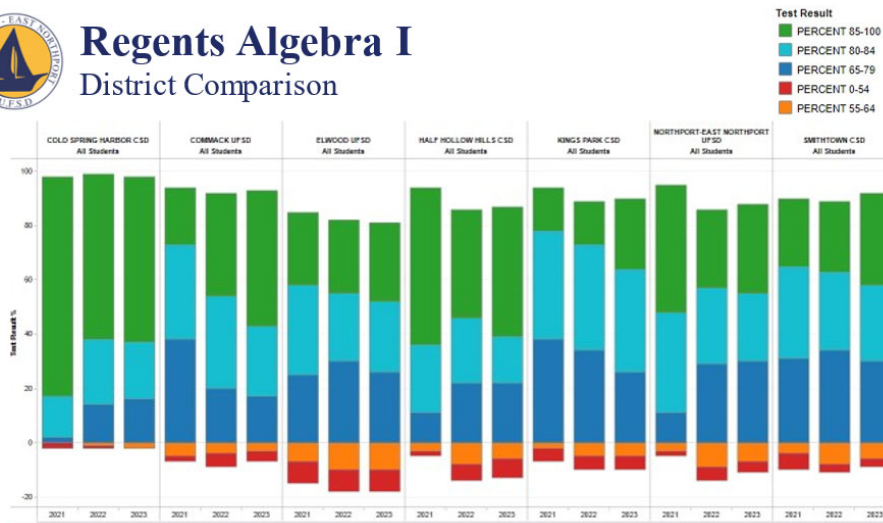
## Regents-US History

Total Tested: 389	2022	2023	2024
Percentage Passing	n/a	95%	95.4%
Percentage Mastery	n/a	41.4%	40.4%
Average Score	n/a	81.7%	81.5%
SWD Passing	n/a	81.8%	87%
SWD Mastery	n/a	12.1%	7.41
ELL Passing*	n/a	44.4%	9.1%

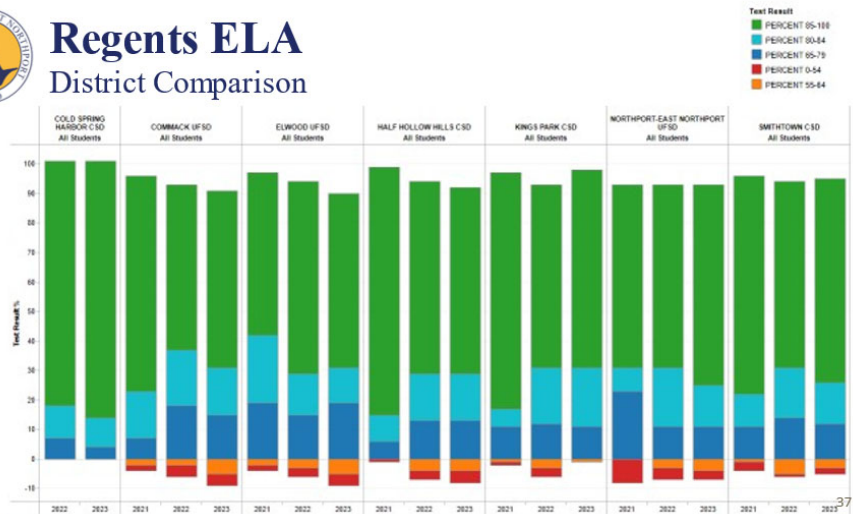
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## Regents Algebra I District Comparison



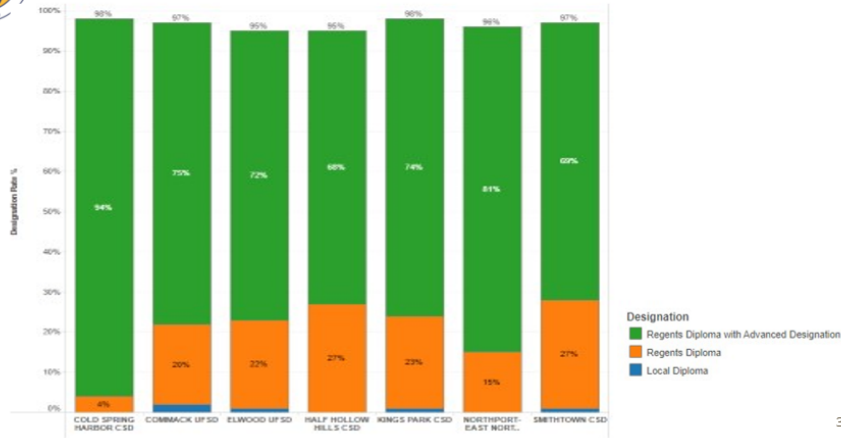
## Regents ELA District Comparison



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## Graduation Rate by Designation-2023



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## Annual Graduation

Diploma Type	2022	2023	2024
<b>Graduates (Total)</b>	457	455	395
<b>Local Diploma</b>	2	1	2
<b>Regents Diploma</b>	82	74	93
<b>w/Honors, Adv.Designation, Adv.Designation, with Honors</b>	373	380	300
<b>Regents with CTE</b>	5	69	96

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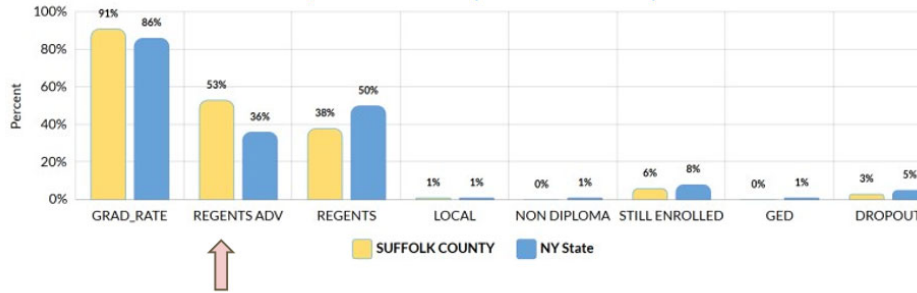
## Annual Graduation - Subgroup Analysis

Diploma Type-2024	Total	SWD	ELL	Non-White
<b>Graduates (Total)</b>	395	60	1	88
<b>Local Diploma</b>	2	2	0	1
<b>Regents Diploma</b>	93	48	1	24
<b>w/Honors, Adv.Designation, Adv.Designation, with Honors</b>	300	10	0	63
<b>Regents with CTE</b>	96	8	0	0

40



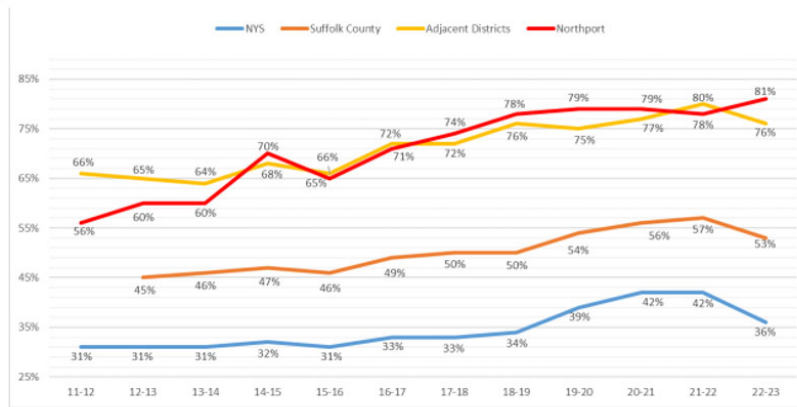
### Advanced Regents Diplomas- 3rd Highest Suffolk Co. Newsday, March 2024 (22 -23 Results)



Northport-East Northport	Graduation Rate	Regents/Advanced Designation
	95.6	80.5



### Graduates with Advanced Regents Diplomas



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### International Baccalaureate & Advanced Placement Participation

Number of IB Exams Taken			
2021	2022	2023	2024
592	563	603	558

Number of AP Exams Taken			
2021	2022	2023	2024
837	741	830	719

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## Belonging Data

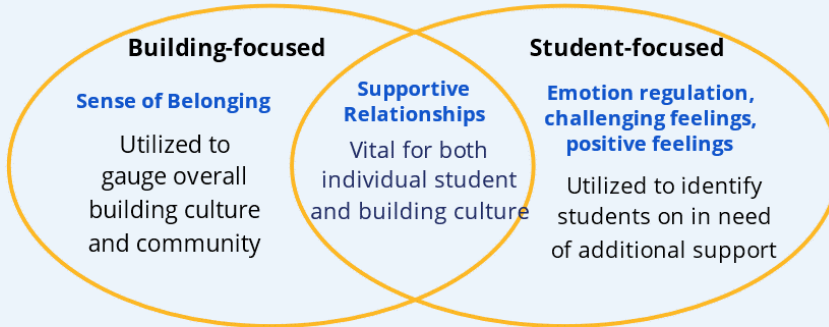
- Panorama
- Discipline
- Attendance



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### Panorama Survey Domains

Sense of belonging; supportive relationships, emotion regulation, challenging feelings, positive emotions



## Panorama - Sense of Belonging

### 3rd-5th Grade Student Results

TOPIC	Fall 2020 (% of Favorable Responses)	Spring 2021 (% of Favorable Responses)	Fall 2021 (% of Favorable Responses)	Spring 2022 (% of Favorable Responses)	Fall 2022 (% of Favorable Responses)	Spring 2023 (% of Favorable Responses)	Fall 2023 (% of Favorable Responses)	Spring 2024 (% of Favorable Responses)	NATIONAL BENCHMARKS (Fall 2023 Only)
<b>Sense of Belonging</b> How much students feel that they are valued members of the school community	73%	74%	74%	71%	70%	71%	70%	72%	●●●●● 70th Percentile

### 6th-12th Grade Student Results

TOPIC	Fall 2020 (% of Favorable Responses)	Spring 2021 (% of Favorable Responses)	Fall 2021 (% of Favorable Responses)	Spring 2022 (% of Favorable Responses)	Fall 2022 (% of Favorable Responses)	Spring 2023 (% of Favorable Responses)	Fall 2023 (% of Favorable Responses)	Spring 2024 (% of Favorable Responses)	NATIONAL BENCHMARKS (Fall 2023 Only)
<b>Sense of Belonging</b> How much students feel that they are valued members of the school community	49%	50%	54%	54%	57%	60%	60%	63%	●●●●● 90th Percentile

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## Panorama - Emotion Regulation

### 3rd-5th Grade Student Results

TOPIC	Fall 2020 (% of Favorable Responses)	Spring 2021 (% of Favorable Responses)	Fall 2021 (% of Favorable Responses)	Spring 2022 (% of Favorable Responses)	Fall 2022 (% of Favorable Responses)	Spring 2023 (% of Favorable Responses)	Fall 2023 (% of Favorable Responses)	Spring 2024 (% of Favorable Responses)	NATIONAL BENCHMARKS (Fall 2023 Only)
<b>Emotion Regulation</b> How well students regulate their emotions	44%	46%	49%	51%	43%	53%	46%	48%	●●●●● 60th Percentile

### 6th-12th Grade Student Results

TOPIC	Fall 2020 (% of Favorable Responses)	Spring 2021 (% of Favorable Responses)	Fall 2021 (% of Favorable Responses)	Spring 2022 (% of Favorable Responses)	Fall 2022 (% of Favorable Responses)	Spring 2023 (% of Favorable Responses)	Fall 2023 (% of Favorable Responses)	Spring 2024 (% of Favorable Responses)	NATIONAL BENCHMARKS (Fall 2023 Only)
<b>Emotion Regulation</b> How well students regulate their emotions	52%	55%	54%	56%	58%	60%	62%	62%	●●●●●● 90th Percentile 47



## 3rd-5th Grade Subgroup Analysis

TOPIC	Spring 2024 Total Population (% of Favorable Responses)	Spring 2024 ENL (% of Favorable Responses)	Spring 2024 SWD (% of Favorable Responses)	Spring 2024 Non-White (% of Favorable Responses)	Spring 2024 FRLP (% of Favorable Responses)
<b>Sense of Belonging</b> How much students feel that they are valued members of the school community	72%	60%	71%	71%	68%
<b>Supportive Relationships</b> How supported feels through their relationships with friends, family and adults at school	91%	85%	91%	86%	90%
<b>Positive Feelings</b> How frequently students feel positive emotions	76%	60%	75%	72%	71%
<b>Challenging Feelings</b> How frequently students feel challenging emotions	61%	46%	52%	68%	54%
<b>Emotion Regulation</b> How well students regulate their emotions	48%	38%	42%	48%	45%

48



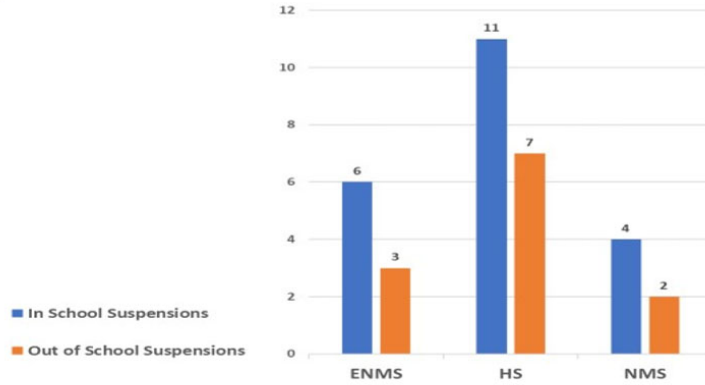
## 6th-12th Grade Subgroup Analysis

TOPIC	Spring 2024 Total Population (% of Favorable Responses)	Spring 2024 ENL (% of Favorable Responses)	Spring 2024 SWD (% of Favorable Responses)	Spring 2024 Non-White (% of Favorable Responses)	Spring 2024 FRLP (% of Favorable Responses)
<b>Sense of Belonging</b> How much students feel that they are valued members of the school community	63%	48%	56%	50%	51%
<b>Supportive Relationships</b> How supported feels through their relationships with friends, family and adults at school	91%	79%	89%	83%	88%
<b>Positive Feelings</b> How frequently students feel positive emotions	74%	58%	68%	64%	65%
<b>Challenging Feelings</b> How frequently students feel challenging emotions	67%	64%	64%	57%	60%
<b>Emotion Regulation</b> How well students regulate their emotions	62%	44%	56%	58%	54%

49



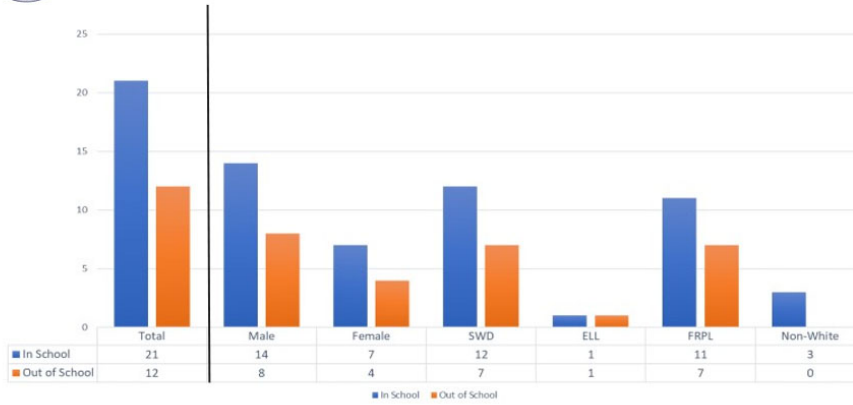
## Discipline By School (2024 to date)



50



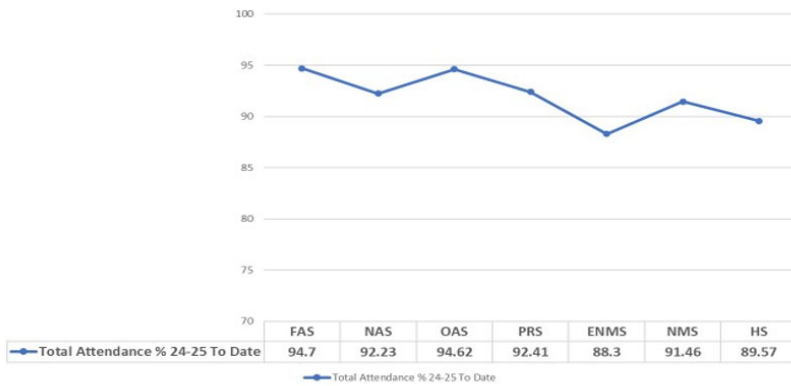
## Discipline - Subgroup Analysis (2024 to date)



51



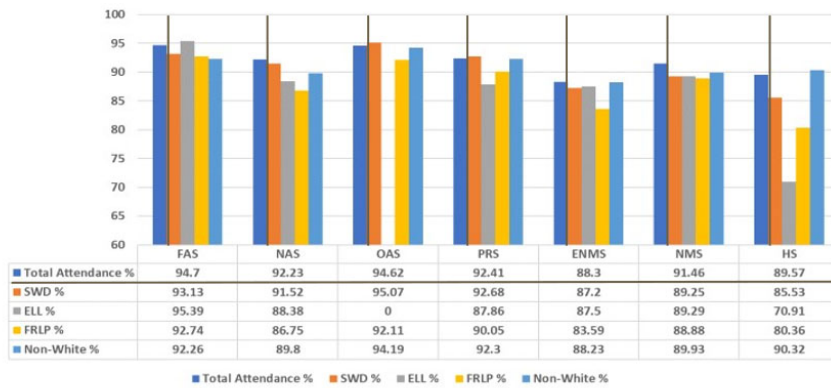
## Attendance By Building (2024 to date)



52



## Attendance Subgroup Analysis (2024 to date)



53



## Objectives

### Student Centered Success Framework

- Board Priorities/ District Goals
- District and Building Goal Alignment
- School Improvement Teams
- Action Plans

### Overview of 2023 -2024 Student Performance From the Following:

- iReady - Reading and Math
- NYS Assessments - 3-8 and Regents
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Panorama
- Attendance
- Discipline

54

The Board thanked Dr. Boshnack and Mr. Bonadonna for their presentation. There was a discussion regarding the focus on raising attendance, the profile of a graduate and academic improvement across all subject areas, the difference between International Baccalaureate (IB) and Advanced Placement (AP) courses, Panorama sub group analysis, and how the District works with new families moving into the District.

Action: 8.04

Recommendation to exit Committee-of-the-Whole and reconvene into Public Session.

Motion by Larry Licopoli, second by Thomas Loughran.

Final Resolution: Motion Passes

Yes: Michael Cleary, Larry Licopoli, Thomas Loughran, Donna McNaughton, Allison C Noonan, Carol A Taylor

At 8:38 p.m. the Board convened into Public Session.

## 9. NEW BUSINESS

Information: 9.01 State Regionalization Proposal



Dr. Moyer stated that in September the schools were asked to submit a document to the state with a deadline of October which was then extended to December. The information requested was narrative and quantitative in nature. The District submitted the document last week. Dr. Moyer met with the BOCES area superintendents and they have to submit a plan to the state by October 2025 with an implementation in the fall of 2026. The State has said it is about students having access to higher educational opportunities. Schools across the state that are not able to provide opportunities for student participation in options for the new graduation requirements would have access to resources. The Nassau-Suffolk School Boards Association submitted a letter to Albany and took a position, as well as the Lower Hudson Council of School Superintendents. The frustration is that the traditional process was compromised by the issue of an executive order. It is not about consolidating school district and reorganizing. The local superintendents have all agreed that they will not require any other school district to participate in anything they don't want to as we already collaborate. If there are some opportunities that we are missing, we will look at it and try to stay positive about it.

Dr. Moyer said, in his opinion, that this is about Governor Hochul's hold harmless and declining enrollment, and a study commissioned and being conducted by the Rockefeller Institute. He believes that what is behind expediting this and the executive order is tied to where the State is going with school funding. The Governor's budget is due in January. The five-year projections estimated flat state aid and this may be optimistic.

The District will be posting information regarding the regionalization plan on the website.

The Board stated that they support writing a letter stating that they are in agreement with the Nassau-Suffolk School Boards Association position on the New York State Education Department's Regionalization Plan.

**10. PUBLIC COMMUNICATION AND COMMENT/PARTICIPATION ON AGENDA ITEMS ONLY** - Please Note: Community members are invited to share their questions, comments, or concerns regarding agenda items only with the School Board. When speaking, citizens should state their name and address for the record and limit their presentation to 3 minutes.

<u>Name</u>	<u>Comment</u>
Lenny Olijnyk	Read a letter that he sent to the Board regarding his concerns about the Emergency Executive Order proposed by the New York State Board of Regents under the Regionalization Plan and its implications for the community.
Chrissy Ruggeri	Stated that a lot of parents think its problematic with iReady scores being used to get into the Investigate Program. Stated that the Panorama survey and belonging scores presentation last fall was not impressive and the District needs to get ahead of this and how we deal with mental health. Thanked the Board for not jumping the gun in sending a letter regarding the Regionalization Plan.

## **11. BOARD REFLECTION**

## **12. SUPERINTENDENT'S CLOSING REMARKS**

The annual STEM Spooktacular was another phenomenal success with our elementary students engaging in STEM challenges in the Northport High School Commons.

Northport-East Northport students attended the Best Buddies Boo Ball at Eastport-South Manor School District on Oct. 22.

Students enrolled in Northport High School’s LEAD class recently wrote, directed, and produced their own live performance about Halloween safety and performed their plays at each of the District’s elementary schools.

East Northport Middle School special education teacher Katie Lake was recently named a Long Island School Hero Honoree by the Long Island Coalition Against Bullying.

East Northport Middle School math teacher Glenn Kubik will receive the Lifetime of Leading Award from his alma mater, St. Joseph’s University, this Friday, November 8.

The World Language Honor Society Induction Ceremony was held on November 6<sup>th</sup>.

Eighth grade student Fiona King set a school record in cross country.

### **13. UPCOMING MEETINGS**

Information: 13.01 Upcoming Meetings

#### REGULAR BUSINESS MEETING

Thursday, November 21, 2024

7:00 p.m.

William J. Brosnan School

#### REGULAR BUSINESS MEETING

Thursday, December 12, 2024

7:00 p.m.

William J. Brosnan School

**13. ADJOURNMENT** - Board policy requires adjournment by 10:30 pm, unless meeting is extended by vote.

Action: 13.01 Adjournment

Recommendation to adjourn the meeting

Motion by Allison C Noonan, second by Thomas Loughran.

Final Resolution: Motion Passes

Yes: Michael Cleary, Larry Licopoli, Thomas Loughran, Donna McNaughton, Allison C Noonan, Carol A Taylor

At 9:12 p.m., the chair declared the meeting adjourned.

Respectfully submitted,

Beth M. Nystrom  
District Clerk