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PROFESSIONAL DEVELOPMENT PLAN 2016-2017

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DISTRICT SUPERINTENDENT

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Professional Development Planning Team Members

CAREER AND TECHNICAL EDUCATION

Catherine Balestrieri, Administrator	Stephen Lowery, Administrator
James Bellucci, Administrator	Alyson Trudeau, Administrator
Stephen Zavodsky, Teacher	Fernando Gomez, Teacher
Carol Chiara, Administrative Assistant	John Madden, Teacher
Sharlene Bass, Teacher	Stephanie Buckhout, Teacher
Stanley Rupinski, Teacher	Erik Cantamessa, Teacher

SPECIAL EDUCATION

Shelley Fleischmann, Administrator	Michael Sowul, Administrator
Alfred Santoli, Administrator	Csilla Mate, Administrator
Lisa Hammel, Administrator	Elisa Longo, Teacher
Patricia Lucido, Teacher	Rosa Manrique, Teacher Aide
Liane Delgado, Teacher Aide	Elizabeth Gilmore, Teaching Assistant
Linda Berretta, Teacher Aide	Gregory Dinsmore, School Psychologist
Carlene Kuczma, Physical Therapist	Michelle Gonzalez, Teacher
Mary Ellen Lopreato, Teacher	Kathleen Diven, Teaching Assistant
Doreen Trani, Teaching Assistant	Kristen Morris, Teacher
Brooke Chapman, Teacher	Ann Moreno, Teacher Aide
Rich Marshall, Teaching Assistant	Virginia Carlotti, Teacher Aide
Colleen Rodriguez, Teaching Assistant	Stacey Chiarella, Teacher
Michelle Rose, Teacher	Kathleen Desimone, Teacher
Justin Delgado, Teacher	Alanna Donohue, Reading Teacher
Deidre Toolan, Physical Therapist	Andrea Vezos, Teacher
Jessica Zamlowski, Teacher	

Professional Development Planning Team

In order to address the wide range of student needs, the Professional Development Plan was developed with a primary focus on two distinct program areas - Career and Technical Education and Special Education. All program areas were represented.

A teacher will be involved in a minimum of twenty (20) hours of professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

Needs/Data Analysis For Professional Development Plan

All elements of the plan are directly related to identified student needs or other state mandates. Our agency has set the following goals:

- Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.*
- Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.*
- Goal #3: All students will demonstrate appropriate social skills.*
- Goal #4: All students will be provided with a safe learning environment.*
- Goal #5: All new teachers will be provided with professional development and support.*

The Professional Development Planning Team will meet as needed to revise and update the plan based upon the latest data on student performance and assessment of student deficiencies and to address state mandates. Staff development opportunities will be added to meet state requirements and student needs. Goals will be evaluated annually and updated as needed.

ATTACHMENT I: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

<u> X </u>	School Report Card
<u> </u>	New York: The State of Learning (Chapter 655 Report)
<u> </u>	BEDS data
<u> </u>	The CAR report
<u> </u>	Special designation schools, SURR, Title I
<u> X </u>	Student attendance rates
<u> X </u>	Graduation and dropout rates
<u> X </u>	Student performance results desegregated by ethnicity, gender, SES, and other special need
<u> X </u>	State benchmarks for student performance
<u> </u>	TIMSS report
<u> X </u>	Student aspirations
<u> X </u>	Other student surveys
<u> </u>	Longitudinal data
<u> </u>	Student/teacher ratios
<u> </u>	Teacher turnover rate
<u> </u>	Number of uncertified teachers
<u> </u>	Number of teachers teaching out-of-field
<u> </u>	Teacher proficiency data
<u> X </u>	Teacher surveys
<u> X </u>	Teacher self-assessment
<u> X </u>	Curriculum surveys
<u> X </u>	Community employment opportunities
<u> X </u>	Other (specify):
	IEPs
	IEP progress reports
	Mid-term grades, final grades, report card grades
	PBIS & School-wide Instruction System (SWIS) data
	Regression data
	Student Portfolios and Senior Exit Projects
	Student Attitudinal Checklists
	Cooperative Work Study Evaluations
	ASSET
	Westchester Community College Essay
	Employer Survey
	Annual Consultant Meetings
	Regent exams and NYS assessment scores
	Curriculum-based measures and monitoring assessment Scores (STAR)
	Special Education SWOT analysis

ATTACHMENT II: Needs Assessment Prioritizing: Career and Technical Education

Student Performance Deficiency	Teacher Content/Practice Need(s)	District Goals and Objectives
<p>Many students have difficulty meeting the standards for the required portfolio and senior exit project in their trade areas due to deficits in their reading, writing, research, and/or presentation skills. Deficiencies exist in certain career academies as far as technical assessments are concerned.</p>	<p>Teachers need to develop curriculum and teaching strategies that improve students' reading, writing, research, and/or presentation skills.</p>	<p>Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.</p> <p><i>Objective #1: Students will demonstrate improvement in their reading, writing, research, and/or presentation skills.</i></p> <p><i>Objective #2: Students will be prepared to test for and achieve a Regents diploma with a technical endorsement.</i></p>
<p>Deficiencies in specific technical skills have been identified by consultant committees' review of student employability profiles.</p>	<p>Teachers need to update curriculum to improve students' technical skills.</p> <p>Teachers need continual upgrade training to incorporate technology in instructional delivery.</p> <p>Teachers need to review and update their employability profiles.</p>	<p>Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.</p> <p><i>Objective #1: All students will demonstrate basic competencies in technology.</i></p> <p><i>Objective #2: All students will fulfill course, graduation and employment requirements.</i></p>
<p>Deficits in interpersonal skills have been observed both in the classroom and in the work environment as evidenced in yearly attitudinal checklists and cooperative work-study evaluations.</p>	<p>Teachers need to develop teaching strategies that improve students' interpersonal skills and annually update attitudinal checklists.</p>	<p>Goal #3: All students will demonstrate appropriate social skills.</p> <p><i>Objective #1: Students will improve their ability to work as members of a team, resolve conflicts, solve problems, and demonstrate positive and cooperative attitudes toward their peers.</i></p>

ATTACHMENT II: Needs Assessment Prioritizing: Special Education

Student Performance Deficiency	Teacher Content/Practice Need(s)	District Goals and Objectives
<p>Many students with disabilities show deficits in their performance in English language arts performance (ability to listen, speak, read, and write) and math.</p>	<p>Teachers need to implement research-supported core curriculum and instructional strategies.</p> <p>Teachers and related-service providers need to analyze performance data (multiple measures) in effective, systematic ways to inform instruction and ensure necessary content and skill acquisition.</p> <p>Teachers, related-service providers, and other appropriate staff members need to effectively and strategically integrate appropriate technology for students in learning and community activities.</p>	<p>Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.</p> <p><i>Objective #1: The percentage of Learning Center and Fox Meadow students achieving proficiency 3-8 NYS exams and Regents exams will increase or maintain current levels as exams become increasingly rigorous.</i></p> <p><i>Objective #2: An increased number of Learning Center and Fox Meadow students will demonstrate greater proficiency in critical Common Core aligned academic skills.</i></p> <p><i>Objective #3: Students in the CLASS and Pines Bridge programs will be engaged in effective communication and literacy activities and will grow or maintain proficient levels of performance on the Common Core aligned NYS Alternate Assessment (NYSAA).</i></p>

Collaborative, Language, Academic and Social Skills (CLASS)
 NYS Alternate Assessment (NYSAA)

<p>Many students with disabilities do not develop technical skills to meet employment requirements.</p>	<p>Teachers, related-service providers, and other appropriate staff members need to develop a comprehensive curriculum to ensure acquisition of vocational skills and competencies and to inform vocational experiences and activities (Tech Center placements, work placements, and internships).</p> <p>Teachers and related-service providers need to coordinate efforts with districts.</p> <p>New alternative skills credential (SACC) and diploma requirements (CDOS) will be well-understood by all pertinent staff.</p>	<p>Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.</p> <p><i>Objective #1: The percentage of Learning Center and Fox Meadow students securing employment or pursuing higher education upon graduation will increase.</i></p> <p><i>Objective #2: The percentage of Pines Bridge and CLASS students who are employed and living independently following graduation will increase.</i></p>
<p>Many students with disabilities have deficits in social skills.</p>	<p>Teachers, clinicians, other related-service providers, and appropriate staff members need to implement strategies, methods, and practices that will effectively address students' social, emotional, and/or behavioral needs and improve social skills.</p> <p>Teachers, clinicians, other related-service providers, and staff members need to implement Positive Behavioral Interventions and Supports (PBIS) and/or other effective strategies and methods as well as use Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP) strategies to teach and reinforce positive behavior expectations and social skills.</p> <p>Teachers, clinicians, other related-service providers, and staff members need to analyze behavioral data in effective, systematic ways to ensure appropriate social skill acquisition.</p>	<p>Goal #3: All students will demonstrate appropriate social skills.</p> <p><i>Objective #1: Learning Center and Fox Meadow students will show a reduction in incident reports and suspensions.</i></p> <p><i>Objective #2: An increased number of Learning Center and Fox Meadow students will demonstrate greater proficiency in critical social skills.</i></p> <p><i>Objective #3: An increased number of Pines Bridge and CLASS students will achieve their Individual Education Plan (IEP) social/communication goals.</i></p>

Individual Education Plan (IEP)
Collaborative, Language, Academic and Social Skills (CLASS)

ATTACHMENT III: District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources:

- Goals 2000
- Dwight D. Eisenhower
- Mini-Grants from a variety of sources Special Education

Staff Resources:

- Curriculum developers Special Education
- Content specialists Special Education
- Exemplary teachers Special Education
- Specialized consultants Special Education
(Board Certified Behavioral Analysts, etc.)

Providers:

- Institutions of Higher Education Career & Technical Education
Special Education
- Teacher Resource Centers Career & Technical Education
Special Education
- BOCES (e.g. RSE-TASC) Special Education

Community:

- Major employers Career & Technical Education
- Community-based organizations Special Education
- Parents

Other:

- VATEA Funds Career & Technical Education

Please identify any funds the district has received for professional development which are not used to implement this plan, and why.

ATTACHMENT IV: Implementation Plan: Career and Technical Education

Goal: #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

Objective: #1: All students will improve their reading, writing, research, and/or presentation skills.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Examine and revise curriculum to place appropriate emphasis on reading, writing, research, and presentation skills	Teachers will review current research and national models. Teachers from component districts and the community college will assist in revising existing curriculum.	Career & Technical Education staff	Director of Career & Technical Education Teacher Center staff	Ongoing	All students meet the standards for the portfolio and senior exit project.
2. Curriculum will align with common core standards	Teachers will review common core standards and begin to implement in their curriculum	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees Teacher Center staff	Ongoing	Atlas curriculum mapping to the common core standards
3. Train teachers in strategies to help students with reading, writing, research, and presentation skills.	Teachers from component districts and the community college will train staff in strategies.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees Teacher Center staff	Ongoing	All students meet the standards for the portfolio and senior exit project.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
4. Create a resource guide/Blueprints for senior exit projects and technical assessments	<p>Staff will revise a resource guide/Blueprints under the direction of a consultant, if needed.</p> <p>Teachers will receive in-service training on the use of the resource guide.</p>	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees	Ongoing	All students meet the standards for the portfolio and senior exit project.
5. Develop rubrics and templates for each of the written components of the portfolio.	Integrated academic committee will annually review and revise scoring criteria.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate Department Committees	Ongoing	All students meet the standards for the portfolio and senior exit projects
6. Develop and administer appropriate assessments in all CTE courses. Continue with the CTE Statewide Assessment Initiative	Teachers will use consultant committees and academy members to develop appropriate exit assessments for each course. Teachers will develop pilot assessments.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees	Ongoing	We will establish minimum benchmarks for student performance rates.
7. Increase the passing percentage of students for the CTE Technical Assessments	Updating Curriculum and the development of Student Learning Objectives	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees	Ongoing	Pre & post Assessments, Technical assessments, and teacher-generated final exams.

ATTACHMENT IV: Implementation Plan: Career and Technical Education Continued

Goal: #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

Objective: #2: All students will fulfill course, graduation and employment requirements.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Update curriculum to include academic and technical requirements	<p>Teachers will work with consultant committee members to identify and endorse a Regents level technical written and practical examination.</p> <p>Teachers will work with consultant committee members and local employers in keeping student employability profiles up to date and consistent with industry standards.</p>	Instructional staff, consultant committee members, employers and students	Director of Career & Technical Education and Career Academy Principals	Ongoing	Students earning a Tech Center Certificate will complete all course, program and employment requirements.

ATTACHMENT IV: Implementation Plan: Career and Technical Education Continued

Goal: #3: All students will demonstrate appropriate social skills.

Objective: #1: *Students will improve their ability to work as members of a team, resolve conflicts, solve problems, and demonstrate positive and cooperative attitudes toward their peers.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train teachers in ways to help students learn: Problem solving Teamwork Conflict resolution Cooperative learning Teacher websites About the importance of their employability profile	Presentations by guest speakers and consultants Curriculum workshops Training sessions Job site visits	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees Principals	Ongoing	Attitudinal checklists and cooperative work study evaluations

ATTACHMENT IV: Implementation Plan: Special Education

Goal: #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

Objective: #1: *The percentage of Learning Center and Fox Meadow students passing Regents Examinations and NYS assessments in ELA and math will increase or maintain current levels as exams become increasingly rigorous.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Curriculum development and alignment	Curriculum consultants, professional development activities, department meetings	Learning Center and Fox Meadow Middle/High School programs - teachers	Program supervisors	Ongoing	Regents examinations, local assessments, standardized test scores, report cards
2. Use of effective instructional strategies	Curriculum consultants, professional development activities, department meetings	Learning Center and Fox Meadow Middle/High School programs - staff	Program supervisors, teacher leaders	Ongoing	Regents examinations, local assessments, standardized test scores, report cards
3. Effective use of instructional technology	Technology committee activities, technology sharing	Learning Center and Fox Meadow Middle/High School programs - staff	Program supervisors, Education Technology Coordinator, Technology committee	Ongoing	Regents examinations, local assessments, standardized test scores, report cards

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.
Objective: #2: An increased number of Walden Learning Center and Fox Meadow students will demonstrate greater proficiency in critical academic skills (listening, speaking, reading, writing, and math skills).

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Tiered academic levels of support services	Response to Intervention (RTI) and Child Study Team Meetings	Teachers, related-service providers	Program supervisors	Ongoing	Regents examinations, NYS assessments in ELA, standardized test scores, curriculum-based measures, progress monitoring
2. Data analysis	Professional development activities, department meetings, staff meetings	Teachers, related-service providers	Program supervisors	Ongoing	Regents examinations, NYS assessments in ELA and math, standardized test scores, curriculum-based measures, progress monitoring
3. Reading services	Direct and indirect reading services, individual and small group consultation and collaboration	Reading specialists, teachers, related-service providers, other appropriate staff members	Program supervisors	Ongoing	Regents examinations, NYS assessments in ELA, standardized test scores, curriculum-based measures, progress monitoring

Response to Intervention (RTI)
 English Language Arts (ELA)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.
Objective: #3: Students in the CLASS and Pines Bridge Programs will be engaged in effective communication and literacy activities in 100% of classrooms and will achieve proficiency on 85% of the New York State Alternate Assessment (NYSAA) goals.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Evidence-based communication and instructional strategies	Training sessions, best practices sharing	Pines Bridge and CLASS staff	Program supervisors	Ongoing	Literacy Events Checklist TEACCH Checklist Assistive Technology Checklists
2. Curriculum development and alignment	News 2 You, Tuned Into Learning, Science 21, training and support in using Unique Learning Systems	Pines Bridge and CLASS staff	Program supervisors	Ongoing	TEACCH classroom assessments Unique Learning assessments Curriculum based assessments
3. Assistive and specialized technology	Technology training	Pines Bridge and CLASS staff	Program supervisors; Education Technology Coordinator	Ongoing	Classroom and community assessments

Treatment & Education of Autistic & Related Communication for Handicapped Children (TEACCH)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

Objective: #1: *The percentage of Learning Center and Fox Meadow students securing employment or pursuing higher education upon graduation will increase.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Transition training	Transition trainings and other updates, transition committee meetings	Guidance Counselors, Clinicians	Program supervisors	Ongoing	Exit data IEP goals
2. Vocational planning and placement	Vocational placement and work placement and internship coordination	Guidance Counselors	Program supervisors, guidance counselors, internship coordinators	Ongoing	Exit data IEP goals

Individualized Education Program (IEP)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

Objective: #2: The percentage of Pines Bridge and CLASS students who are employed and living independently following graduation will increase.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Assistive technology training	Training sessions, observations of model classrooms	Pines Bridge staff	Assistive technology committee, program supervisor	Ongoing	Exit data IEP objectives Assistive Technology Checklist
2. Mobility Opportunities Via Education (MOVE) program	Turn-key training, observations of model classrooms	Pines Bridge staff	Program supervisor	Ongoing	Exit data IEP objectives MOVE survey
3. TEACCH strategies	Peer-to-peer support, program meetings	CLASS staff	Program supervisors	Ongoing	TEACCH checklist Exit data IEP objectives
4. Community/vocational placement and planning coordination	Needs assessments, placement in adult day programs	Pines Bridge staff, CLASS staff, internship coordinators	Program supervisors, internship coordinators	Ongoing	Exit data

Individualized Education Program (IEP)

Mobility Opportunities via Education (MOVE)

Collaborative, Language, Academic and Social Skills (CLASS)

Treatment & Education of Autistic & Related Communication for Handicapped Children (TEACCH)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #3: All students will demonstrate appropriate social skills.

Objective: #1: Walden Learning Center and Fox Meadow students will show a reduction in incident reports and suspensions.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. PBIS implementation	Training sessions, PBIS team meetings, staff meetings	PBIS team, all staff	Program supervisors	Ongoing	PBIS data Incident reports
2. FBA/BIP implementation	Clinical meetings, staff meetings	Designated staff, all staff	Clinicians	Ongoing	Suspension data Incident report data
3. Behavior management strategies	Training sessions using behavior modules	Behavior management specialists, all staff (Learning Center, Fox Meadow and CLASS)	Program supervisors	Ongoing	Suspension data Incident report data Alternative learning and time out room data
4. Clinical levels of support services	Clinical interventions, Child Study Team Meeting	Learning Center, Fox Meadow	Program supervisors	Ongoing	PBIS & SWIS data Incident reports Behavior scale data

Positive Behavioral Intervention Supports (PBIS)
School-wide Information System (SWIS)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #3: All students will demonstrate appropriate social skills.

Objective: #2: *An increased number of Learning Center and Fox Meadow students will demonstrate greater proficiency in critical social skills.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Tiered levels of clinical levels of support service	Child Study team meetings, clinical meetings, in-class clinical support, consultations and collaboration with clinicians	Clinicians, student teams	Program supervisors, clinicians	Ongoing	PBIS & SWIS data Suspension data
2. Social/Emotional Learning Curriculum	PBIS lessons, social skills and positive culture building philosophy and activities	Clinicians, all staff	Program supervisors, clinicians	Ongoing	PBIS data Suspension data Incident report data

Positive Behavioral Intervention Supports (PBIS)
School-wide Information System (SWIS)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #3: All students will demonstrate appropriate social skills.

Objective: #3: 75% of Pines Bridge and CLASS students will achieve 85% of their IEP social/communication goals.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Project TEACCH, Applied Behavior Analysis (ABA), and other related topics	Training sessions, observations of model classrooms	CLASS staff	Program supervisor	Ongoing	IEP objectives
2. Communication training	Training sessions	Pines Bridge staff	Program supervisor	Ongoing	IEP objectives

ATTACHMENT IV: Implementation Plan: All Departments

Goal: #4: All students will be provided with a safe learning environment.

Objective: #1: All students and staff will understand the Code of Conduct.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train staff and students in details of the Code of Conduct	<ul style="list-style-type: none"> • Annual review of Code of Conduct at opening faculty meeting. • Annual letter to parents. • Annual presentation to students. • Regular articulation of relationship of Code of Conduct to disciplinary actions. 	<p>All staff All students</p>	Directors Administration	Annually & Ongoing	Completion of reviews

ATTACHMENT IV: Implementation Plan: All Departments Continued

Goal: #4: All students will be provided with a safe learning environment.

Objective: #2: All students and staff will know how to respond in emergency situations.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train all students and staff in Program Safety/ Emergency Response Plan and school violence prevention/intervention	<ul style="list-style-type: none"> • Refine individual program plans • Provide scheduled information sessions and drills • Schedule training sessions 	All staff All students	<ul style="list-style-type: none"> • Director • Central School Safety Team • Program Safety/Emergency Response Teams 	Annually	Observation of drills; staff feedback

ATTACHMENT IV: Implementation Plan: All Departments Continued

Goal: #4: All students will be provided with a safe learning environment.

Objective: #3: *All staff members will be familiar with procedures and protocols that promote a healthy school environment in which students can learn and employees can work safely and productively as mandated by the NYS Education Department.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train all staff in: <ul style="list-style-type: none"> • Right-to-Know • Blood Borne Pathogens • HIV and AIDS • Sexual Harassment • Workplace Harassment and Discrimination • School Safety • Alcohol and Substance Abuse • Computer Information Systems • Child Abuse • Dignity For All Students Act 	Show Mandated Compliance Training Video	All staff	Program supervisors	Annually	Review certificates of attendance

ATTACHMENT IV: Implementation Plan: All Departments Continued

Goal: #5: All new teachers will be provided with professional support.
Objective: #1: All new teachers will participate in the Mentor Teacher/Intern Program.

The Mentor Teacher/Intern Program will provide support for new teachers in the classroom teaching service in order to ease their transition into the profession and our agency. This program will meet the teaching experience requirement for the New York State Education Department's professional certificate. The elements of the mentoring program are:

1. Procedure for Selecting Mentors

Those staff members who are interested in being mentors must complete the application form. Applications are reviewed by the Mentor Teacher/Intern Program Committee which consists of supervisors and teachers. A consensus is reached and assignments are made. The eligibility requirements for mentors are:

- Three years of experience at Putnam/Northern Westchester BOCES and tenure status
- Ability to function effectively within the organization
- Demonstrated mastery of pedagogical and subject matter skills
- Evidence of superior teaching abilities and interpersonal skills
- Demonstrated commitment to collegiality
- Willingness to participate in mentor training

2. Role of Mentors

The mentor and intern will meet regularly to discuss specific issues, as well as best practices in pedagogy, classroom management, administrative responsibilities, etc. The mentor will provide guidance and support. The mentor will have no role in the formal observation and evaluation of the intern.

3. Preparation of Mentors

All mentors are required to participate in mentor training. This training will cover what mentors will need to understand in order to assist their interns. Training for mentors will include, but not be limited to, effective communication, collaboration, and consultation skills, conflict resolution, and observation skills.

4. Mentoring Activities

Mentoring activities will include, but are not limited to, peer coaching, observing instruction, assisting in the analysis of instructional strategies, providing information on procedural and routine matters, attending workshops for mentors and interns, and serving as a resource.

5. Release Time

In order to allow for common planning sessions and release time to attend meetings and training sessions, teaching assignments for both mentors and interns will be reduced by ten (10%) percent, when possible.

6. Recordkeeping

The following documentation will be maintained:

- List of interns and their mentors (to include teacher certification identification numbers)
- Log of mentoring activities
- Number of clock hours completed in mentoring activities

All records must be maintained for at least seven (7) years from the date of completion of the mentoring activities.

ATTACHMENT V: Evaluation Plan: Career and Technical Education

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1	Rubrics will be used to assess student portfolios and senior exit projects.	Sixty percent (60%) of students receiving a 4 on the rubric/Portfolio and Senior Exit Project upon completion.
2	2	Assessment of students successfully completing requirements.	Ninety five percent (95%) of students will complete requirements.
3	1	Complete attitudinal checklists and/or cooperative work study evaluations and analyze the specific categories for targeted improvement.	Ninety percent (90%) of students are graded as proficient/Attitudinal Checklists and Cooperative Work Study Evaluations/Annually.
4	1	Increase the passing percentage of students for the CTE Technical Assessments	Sixty percent (60%) of students will pass a CTE Technical Assessment

ATTACHMENT V: Evaluation Plan: Special Education

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1	Regents examinations, local assessments, standardized test scores, report cards	Increase in the percentage of students passing Regents exams and NYS assessments in ELA and math (annually)
1	2	Regents examinations, NYS assessments in ELA and math, standardized test scores, curriculum-based measures, progress monitoring	Increase in the number of Walden Learning Center and Fox Meadow students who demonstrate greater proficiency in critical academic skills (listening, speaking, reading, writing and math skills) (annually)
1	3	Checklists, surveys, or classroom observations	Increase in participation of Pines Bridge and CLASS students in communication and literacy activities and proficiency on NYSAA goals (annually)
2	1	Transition/exit data, IEP goals	Increase in percentage of Walden Learning Center and Fox Meadow students securing employment or pursuing higher education upon graduation (annually)
2	2	Checklist, surveys, curriculum assessment data, IEP objectives, exit data	Increase in percentage of Pines Bridge and CLASS students who are employed and living independently upon graduation (annually)
3	1	PBIS & SWIS data, suspension data, incident reports, alternative learning and time out room data	Decrease in incident reports and suspensions (monthly)
3	2	PBIS & SWIS data, suspension data, behavior scale data, incident report data	Increase in the number of Walden Learning Center and Fox Meadow students who demonstrate greater proficiency in critical social skills (monthly)
3	3	IEP objectives	Increase in social/communication goals for Pines Bridge and CLASS students (annually)

Individualized Education Program (IEP)

English Language Arts (ELA)

Positive Behavioral Supports System (PBIS) & School-wide Information System (SWIS)

New York State Alternate Assessment (NYSAA)

Collaborative, Language, Academic and Social Skills (CLASS)

ATTACHMENT V: Evaluation Plan: All Departments

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1	Teacher assessment based on regularly updated list of competencies	95% of students achieving competencies
2	1	Teacher/administrator assessment	100% will understand Code of Conduct
3	2	Teacher/administrator assessment	100% will respond appropriately during drills
4	3	Administrator assessment	100% attendance at Mandated Compliance Training
5	4	Administrator assessment	100% trained in violence prevention and intervention
6	1	Mentor Teacher/Intern Committee assessment	100% participation in Mentor Teacher/Intern Program

ATTACHMENT VI: APPR Training: All Departments

APPR (3012-c) has been fully implemented in CTE and Special Education departments. APPR (3012-d) is being developed and will be implemented as soon as practicable. Below is the training as it pertains to our leadership staff under 3012-c.

Putnam/Northern Westchester BOCES			
Principal APPR Timeline <i>(updated September 2016)</i>			
Time Frame	Step	Detail	
		Principal	Lead Evaluator (LE)
<u>September</u>	1. Planning Meeting	<ul style="list-style-type: none"> • Meet with Lead Evaluator (LE) to review evaluation process including how: <ul style="list-style-type: none"> ○ Growth score will be calculated (20 or 25 points). ○ Local score will be calculated (20 or 15 points). ○ Multidimensional Principal Performance Rubric (MPPR) will be used (60 points). 	<ul style="list-style-type: none"> • Meet with assigned Principal(s) to: <ul style="list-style-type: none"> ○ Review expectations & procedures. ○ Establish goals based on BOCES priorities and MPPR/ISLLC standards. ○ Conduct SLO initial meeting as needed (refer to the <i>Principal SLO Timeline</i>). • Conduct announced and/or unannounced observation(s) as needed.
<u>October- November</u>	2. Observations	<ul style="list-style-type: none"> • LE conducts announced and/or unannounced observation(s) as needed. 	
<u>December- January</u>	3. Mid-Year Status Conference (<i>in-person</i>)	<ul style="list-style-type: none"> • Principal submits mid-year update on goals. • LE & Principal identify strengths and weaknesses. • LE & Principal address suggested areas of growth. • LE will provide written feedback to the Principal. • LE conducts announced and/or unannounced observation(s) as needed. • LE & Principal conduct SLO mid-year meeting as needed (refer to the <i>Principal SLO Timeline</i>) (January). 	
<u>February- April</u>	4. Observations	<ul style="list-style-type: none"> • LE conduct announced and/or unannounced observation(s) as needed. 	

		<ul style="list-style-type: none"> • LE & Principal conduct SLO data analysis meeting as needed (refer to the <i>Principal SLO Timeline</i>) (April-May).
<u>May-June</u>	5. End of Year Conference (<i>by June 15 or no later than the last day of the school year</i>)	<ul style="list-style-type: none"> • LE conducts announced and/or unannounced observation(s) as needed. • Principal submits end of year update on goals and lead evaluator provides written feedback. • LE & Principal review <i>MPPR Summative Evaluation Form</i>. • LE & Principal conduct SLO end-of-year evaluation meeting as needed (refer to the <i>Principal SLO Timeline</i>) (June).

<i>Tenured Principals:</i> <ul style="list-style-type: none"> • Minimum of one announced supervisory visit per year • At least, one unannounced supervisory visit per year 	<i>Probationary Principals:</i> <ul style="list-style-type: none"> • Minimum of two announced supervisory visits per year • At least, one unannounced supervisory visit per year
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<i>Principals:</i>	<i>Lead Evaluators:</i>
Jim Bellucci	Cathy Balestrieri
Steve Lowery	Cathy Balestrieri
Nicole Murphy	Shelley Fleischmann
Csilla Mate	Shelley Fleischmann
Fred Santoli	Shelley Fleischmann
Mike Sowul	Shelley Fleischmann
Lisa Hammel	Shelley Fleischmann

**After attending the NYS Lead Evaluator of Principals training, all lead evaluators must attend NYS Recertification of Lead Evaluator of Principals Training on an annual basis.*

Principal SLO Timeline

Principals with 0-29% (30% rule) of students covered by State-provided growth measures must use SLOs for the student growth portion of their score.

Time Frame	Step	Detail	
		Principal	Lead Evaluator
<u>August</u>	1. Pre-Planning Meeting	<ul style="list-style-type: none"> • Revisit developmental needs and achievement targets identified in previous evaluations. • Identify priority needs for school or program. • Consider possible evidence to measure target goals (baseline data, etc.). • Craft SLO(s) (<i>use NYS SLO Template and refer to NYS Analytic Rubric</i>). 	<ul style="list-style-type: none"> • Assist the principal in Identifying departmental priority needs based on student data.
<u>September</u>	2. Initial Meeting	<ul style="list-style-type: none"> • For Student Growth Targets: <ul style="list-style-type: none"> ➢ Review most recent data sources. ➢ Identify target measures (<i>refer to NYS SLO Analytic Rubric</i>). ➢ Agree on SLO(s) and determine evidence and data source to support SLO(s). 	
<u>January</u>	3. Mid-Year Meeting	<ul style="list-style-type: none"> • Review progress towards Student Growth Targets using data. • Consider the nature of the progress and determine whether adjustments are warranted. • Make appropriate mid-year adjustments. 	
<u>April – May</u>	4. Data Analysis Meeting	<ul style="list-style-type: none"> • Assess SLO(s) progress. 	
<u>June</u>	5. End-of-Year Evaluation Meeting	<ul style="list-style-type: none"> • Score and discuss SLO results (<i>use NYS SLO Analytic Rubric</i>). 	

ATTACHMENT VII: Professional Development Providers

<i>Professional Development Provider</i>	<i>Program/Service Provided</i>
Adams, Deborah	Curriculum & Instructional Services
Adams, Lori Kay	Curriculum & Instructional Services
Adelberg, Joel Stephen	Curriculum & Instructional Services
Agosta, Eric	Curriculum & Instructional Services
Alcott, Emily	Guidance Support
Alevy, Karen	Curriculum & Instructional Services
Allan, Lauren	Curriculum & Instructional Services
Alm, Brian	Curriculum & Instructional Services
Altieri, Mary	Curriculum & Instructional Services
Anderson, Carl	Curriculum & Instructional Services
Anderson, Robert	Guidance Support
Ansons, Wendy	Curriculum & Instructional Services
ASCD	Curriculum & Instructional Services
Ascher, Randy	Regional Special Education Technical Support/Yonkers CSD / Trainer
Ax, Erin Elizabeth	Curriculum & Instructional Services
Bailey, Karen	Curriculum & Instructional Services
Barbera, Judy	Curriculum & Instructional Services
Bardwell, Cynthia	Curriculum & Instructional Services
Barnett, Harriet	Curriculum & Instructional Services
Barry, Christopher	Curriculum & Instructional Services
Bartle, Susan M	Curriculum & Instructional Services
Battersby, Katherine	Curriculum & Instructional Services
Bauer, Laurie Ann	Curriculum & Instructional Services
Benjamin Staff Development, LLC	Curriculum & Instructional Services

Benson, Jeffrey	Curriculum & Instructional Services
Bergman, Abby B	Curriculum & Instructional Services
Berlinghoff, Dolores H.	Guidance Support
Bernasconi, Heidi	Curriculum & Instructional Services
Berry, Douglas	Curriculum & Instructional Services
Better, Research for	Curriculum & Instructional Services
Billings, Melissa	Curriculum & Instructional Services
Bilofsky, Sarah	Regional Special Education Technical Support
Black, James W.	Regional Special Education Technical Support
Blechman, Peter J.	Guidance Support
Bloom, Patricia Galvin	Curriculum & Instructional Services
Blueglass, Michael	Curriculum & Instructional Services
Boehlert, Lenora	Curriculum & Instructional Services
Boniello, John	Regional Special Education Technical Support/PNW BOCES/Trainer
Bosch, Karen	Curriculum & Instructional Services
Bowers, Diana	Curriculum & Instructional Services
Brandon, Linda D	Curriculum & Instructional Services
Bronson, Karen	Curriculum & Instructional Services
Brown, Adam	Curriculum & Instructional Services
Buccheri, Robert	Curriculum & Instructional Services
Buck, Ethel	Curriculum & Instructional Services
Buggio, Davia	Guidance Support
Burdett, Kerri	Curriculum & Instructional Services
Buren, Wendy Van	Curriculum & Instructional Services
Burns, Monica	Curriculum & Instructional Services
Byrne, Eric	Curriculum & Instructional Services
Callahan, Dan	Curriculum & Instructional Services
Capitol Region Education Council	Guidance Support

Caputo, Dara	Guidance Support
Caputo, Debra Marie	Guidance Support
Carlson, Joanna	Curriculum & Instructional Services
Casey, Kathleen	Regional Special Education Technical Support/PNW BOCES/Trainer
Center for Adaptive Schools	Regional Special Education Technical Support
Center for Applied Linguistics	Guidance Support
Chambers, Joanne	Curriculum & Instructional Services
Childs, James B.	Guidance Support
Clamser, Ronald	Educational Leadership
Cloud, Nancy L.	Guidance Support
Cochrane, Glen	Curriculum & Instructional Services
Cognitive and Behavioral Consultants LLP	Guidance Support
Collective Invention, Inc,	Curriculum & Instructional Services
Collucci, Gloria	Curriculum & Instructional Services
Conklin, Carol	Curriculum & Instructional Services
Conte, Linda	Curriculum & Instructional Services
Cooney, Hugh	Curriculum & Instructional Services
CPRED	Safety Services
Cronin, Alice	Curriculum & Instructional Services
Cucchiarella	Curriculum & Instructional Services
Cyganovich, Patricia	Curriculum & Instructional Services
Dale Langley, Elizabeth	Regional Special Education Technical Support/PNW BOCES/Trainer
Delise, Jon	Curriculum & Instructional Services
DeMario, Michael A	Curriculum & Instructional Services
Demattia, Christopher E	Curriculum & Instructional Services
Denmark, Yvonne M	Curriculum & Instructional Services
Desimone, James	Curriculum & Instructional Services
Dipasquale, Christopher	Curriculum & Instructional Services

Doherty, Kristin	Curriculum & Instructional Services
Doll, Amanda W	Curriculum & Instructional Services
Doyle, Stephanie E.	Guidance Support
Dweck, Lenore	Curriculum & Instructional Services
Eber, Lucille	Regional Special Education Technical Support
Ecker, Andrew	Regional Special Education Technical Support/PNW BOCES/Trainer
Education Consortium, LLC	Guidance Support
Educational Broadcasting Corp	Curriculum & Instructional Services
Eduscape Partners LLC	Curriculum & Instructional Services
Elion-Wollin, Susan	Educational Leadership
Falk, Ellen	Curriculum & Instructional Services
Fassler-Wallach, Sylvia	Educational Leadership
Feldman, Dr Richard Kevin	Curriculum & Instructional Services
Feltman, Kimberley Ann	Curriculum & Instructional Services
Ferguson, Ronald F.	Guidance Support
Fernandez, Francesca	Regional Special Education Technical Support/PNW BOCES/Trainer
Fienu, Sara	Regional Special Education Technical Support/PNW BOCES/Trainer
Fine, David	Curriculum & Instructional Services
Fiore, Janice	Curriculum & Instructional Services
Fischer, Selena	Curriculum & Instructional Services
Fisher, Carol	Curriculum & Instructional Services
Fisher, Selena	Educational Leadership
Fishkin, Amy	Curriculum & Instructional Services
Fitzgerald, Kristine	Regional Special Education Technical Support
Foster, Mary	Curriculum & Instructional Services
Fox, Amy	Curriculum & Instructional Services
Fox, Jasper	Curriculum & Instructional Services
Fritz, David	Curriculum & Instructional Services

Froats, Mary	Curriculum & Instructional Services
Fuhrman, Ed	Curriculum & Instructional Services
Fulco, Charles	Curriculum & Instructional Services
G & R Inclusive Group	Guidance Support
Garcia, Steve	Curriculum & Instructional Services
Geomirl, Inc ,	Curriculum & Instructional Services
Gherardi, Julie	Curriculum & Instructional Services
Giannetto, Mary L	Curriculum & Instructional Services
Glazenburg, Zhanna	Curriculum & Instructional Services
Glickman, Thomas	Curriculum & Instructional Services
Glsen Hudson Valley	Guidance Support
Goffman, Sheryl	Curriculum & Instructional Services
Gosh, Michelle	Educational Leadership
Grant, Alice D	Curriculum & Instructional Services
Grazmor Associates, Inc	Curriculum & Instructional Services
Greenfield, Michael	Curriculum & Instructional Services
Grey-Nelson, Natasha	Curriculum & Instructional Services
Griffiths, John	Curriculum & Instructional Services
Grom, Sarah D	Curriculum & Instructional Services
Gubing, Susan H	Curriculum & Instructional Services
Gutherman, Brian	Curriculum & Instructional Services
Hand, Debbie	Curriculum & Instructional Services
Hardy, Deborah	Guidance Support
Harrington, Brent	Curriculum & Instructional Services
Harvey, James	Educational Leadership
Hattar, Ron	Curriculum & Instructional Services
Hayes, Travis	Curriculum & Instructional Services
Henning, Valerie	Curriculum & Instructional Services

Herzog, Mary Ellen	Curriculum & Instructional Services
Heslink, Wendy	Educational Leadership
Hewitt, Mary Beth	Curriculum & Instructional Services
Hibbard, Michael	Curriculum & Instructional Services
Hirschhorn, Judith	Curriculum & Instructional Services
Hoffman, Jody W	Curriculum & Instructional Services
Horton, Melody Lynne	Curriculum & Instructional Services
Hudes, Layne	Curriculum & Instructional Services
IDE Corp	Curriculum & Instructional Services
Institute of Play	Curriculum & Instructional Services
International, McRel	Curriculum & Instructional Services
Isa Marrs Speech Language Pathology P.C.	Guidance Support
Jaccarino, Victor	Curriculum & Instructional Services
Jackson, Kenneth	Curriculum & Instructional Services
Jaeger, Paige	Curriculum & Instructional Services
Jaffe, Denise	Regional Special Education Technical Support/SW BOCES / Trainer
Jennifer Powell-Lunder, Psy. D., P.C.	Guidance Support
Joan Carrozza Inc	Curriculum & Instructional Services
Johnson, Annette H.	Guidance Support
Kaltenecker, Tim	Curriculum & Instructional Services
Kandalaft, Stefanie	Curriculum & Instructional Services
Kennedy, Nanci	Guidance Support
Kestenbaum, Barbara	Curriculum & Instructional Services
Kimiecik, Eliabeth	Curriculum & Instructional Services
King, Thomas	Curriculum & Instructional Services
Kor, Raina	Curriculum & Instructional Services
Kosek, Kathryn A	Curriculum & Instructional Services
Krass, Jay	Curriculum & Instructional Services

Lagstein, Carol Greiff	Curriculum & Instructional Services
Langlois, James	Curriculum & Instructional Services
Larkin, Nancy	Curriculum & Instructional Services
Lauterbach, Kathleen	Curriculum & Instructional Services
Learner Centered Initiatives, Ltd	Curriculum & Instructional Services
Learning Sciences International LLC	Curriculum & Instructional Services
Lentini, Linda S	Curriculum & Instructional Services
Leo, Kent T	Curriculum & Instructional Services
Leskovic, Erin	Regional Special Education Technical Support/PNW BOCES/Trainer
Letts, Nancy	Curriculum & Instructional Services
Levine, Laurie	Regional Special Education Technical Support/Rockland BOCES / Trainer
Licari, Kathleen	Curriculum & Instructional Services
Liebowitz, Marylee	Curriculum & Instructional Services
Litlife Inc	Curriculum & Instructional Services
Living History Foundation	Curriculum & Instructional Services
Lms Development Corp.	Regional Special Education Technical Support
Lobosco, Virginia D	Curriculum & Instructional Services
Ludovicy, Bruce A	Curriculum & Instructional Services
Luft, Jeremy	Curriculum & Instructional Services
Luhman, David	Regional Special Education Technical Support/SW BOCES / Trainer
Lyon, Cheryl D	Curriculum & Instructional Services
Machas, Roni	Curriculum & Instructional Services
Marcus, Jamie	Curriculum & Instructional Services
Martinez-DeLuca, Margaret	Curriculum & Instructional Services
Mason, Kathy I	Curriculum & Instructional Services
Mathematics Consultants Llc	Curriculum & Instructional Services
Matthews, James R	Curriculum & Instructional Services
Mazza Consulting, PLLC	Guidance Support

McCabe, John	Regional Special Education Technical Support/PNW BOCES/Trainer
McCarthy, Mary Rose	Educational Leadership
McCloskey, George	Guidance Support
McDonald, Colleen	Curriculum & Instructional Services
McGuigan, Christina	Guidance Support
McInerney, Donna	Curriculum & Instructional Services
McIntosh, Ed	Curriculum & Instructional Services
McIntyre, Kevin	Curriculum & Instructional Services
McKay Consulting, Llc	Curriculum & Instructional Services
Merenbloom, Elliot	Curriculum & Instructional Services
Merlino, John E	Curriculum & Instructional Services
Messbauer, Linda	Curriculum & Instructional Services
Metamorphosis Teaching Learning	Curriculum & Instructional Services
Miccio, Jean	Curriculum & Instructional Services
Mills-Cohen, Sara	Guidance Support
Mitchell, Ken	Curriculum & Instructional Services
Mitchell, Laura	Curriculum & Instructional Services
Montuori, Joseph	Curriculum & Instructional Services
Moran, MarEducational Leadershipla	Guidance Support
Morley, Katlyn	Curriculum & Instructional Services
Moschitta, Patricia	Curriculum & Instructional Services
Mullan, Brian	Curriculum & Instructional Services
Murray, Neil	Curriculum & Instructional Services
Myers, Brenda	Curriculum & Instructional Services
National Association for College Admissi	Curriculum & Instructional Services
National Council for Social Studies	Curriculum & Instructional Services
NCS Pearson, Inc	Curriculum & Instructional Services
NeuroLeadership Institute	Curriculum & Instructional Services

Nickerson, Amanda B.	Guidance Support
NYSASCD	Curriculum & Instructional Services
Ochser, Linda	Curriculum & Instructional Services
O'Connell, Deborah	Curriculum & Instructional Services
O'Connor, Florence	Curriculum & Instructional Services
O'Donovan, Jessica	Curriculum & Instructional Services
Olender, Jeffrey	Curriculum & Instructional Services
Oringel, Joan S	Curriculum & Instructional Services
O'Shea, Lisa	Curriculum & Instructional Services
Palmer, Elisa	Curriculum & Instructional Services
Pannozzo, Lucretia	Curriculum & Instructional Services
Pashley, Helen	Curriculum & Instructional Services
Patrillo, Scott	Curriculum & Instructional Services
PDTR Inc	Curriculum & Instructional Services
Pease, Adam	Curriculum & Instructional Services
Pesetzky, Marilyn	Curriculum & Instructional Services
Petagine, Gary	Curriculum & Instructional Services
Poccia, Lorraine	Curriculum & Instructional Services
Profita, Karen	Guidance Support
Putnam Family & Community Ser	Guidance Support
Quinones-Narcisse, Ann	Regional Special Education Technical Support/PNW BOCES/Trainer
Rainone, Ali	Guidance Support
Rainville, Kristin Nicole	Curriculum & Instructional Services
RDJ Associates	Curriculum & Instructional Services
Reading & Writing Project Network LLC	Curriculum & Instructional Services
Rebori, Daniel R	Curriculum & Instructional Services
Regional, Lower Hudson	Curriculum & Instructional Services
Rettig, Michael D	Curriculum & Instructional Services

Reuschle, William R	Curriculum & Instructional Services
Rink, Barbara A	Curriculum & Instructional Services
Roberto, Dan	Curriculum & Instructional Services
Robinson, Sharon Lee	Curriculum & Instructional Services
Rogers, Cathleen Ann	Curriculum & Instructional Services
Romano, Annette	Curriculum & Instructional Services
Rosen, Elisa H	Curriculum & Instructional Services
Rosen, Josh	Curriculum & Instructional Services
Ruffler, Melissa	Curriculum & Instructional Services
Ruggiero, Christopher L	Curriculum & Instructional Services
Ruller, Margaret	Curriculum & Instructional Services
Ryan, Joseph	Curriculum & Instructional Services
Sacomano, Doreen	Curriculum & Instructional Services
Sackstein, Starr	Curriculum & Instructional Services
Salisbury, Julie G	Curriculum & Instructional Services
Sandler, Cynthia	Curriculum & Instructional Services
Saperstein, Jesse A.	Regional Special Education Technical Support
Scariano, Nicole	Regional Special Education Technical Support/Rockland BOCES / Trainer
Schild, Raina	Curriculum & Instructional Services
Scholaborate Inc	Curriculum & Instructional Services
School Administrators Association of New York	Curriculum & Instructional Services
Scott, Diane	Educational Leadership
Scott, Terry	Regional Special Education Technical Support
Seelke, John L	Curriculum & Instructional Services
Shain, Lynne	Curriculum & Instructional Services
Sharp, Peggy A	Curriculum & Instructional Services
Sierra Venture, Inc	Curriculum & Instructional Services

Simonsen, Brandi	Regional Special Education Technical Support
Sinanis, Antony	Curriculum & Instructional Services
Sipos, Carrie Ann	Curriculum & Instructional Services
Slobogin, Patti	Regional Special Education Technical Support/PNW BOCES/Trainer
Smith, Melissa	Guidance Support
Sniffen, Julia	Curriculum & Instructional Services
St. Christopher's, Inc.	Guidance Support
St. Vincent, Katharine	Curriculum & Instructional Services
Stahl, Janet	Curriculum & Instructional Services
STANYS--Science Teachers Association of NYS	Curriculum & Instructional Services
State Educ Dept Student Support Serv	Curriculum & Instructional Services
Stellacci, Paul	Curriculum & Instructional Services
Stem Innovations LLC	Curriculum & Instructional Services
Stone Barns Ctr for Food & Agriculture	Curriculum & Instructional Services
Stone, Carolyn	Guidance Support
Strickland, Cindy Anne	Curriculum & Instructional Services
Suarez, Mario	Curriculum & Instructional Services
Successful Schools, Inc.	Guidance Support
Sugai, George	Regional Special Education Technical Support
Sumtchr Inc	Curriculum & Instructional Services
Swan, Cathy	Curriculum & Instructional Services
Swift, Donna	Curriculum & Instructional Services
Tamulinas, Mary Jane	Curriculum & Instructional Services
Taylor, Jacquelyn	Curriculum & Instructional Services
Taylor, Jacquelyn	Educational Leadership
Teatown Reservation	Curriculum & Instructional Services
Teichmann, Jennifer Mary	Curriculum & Instructional Services

The Breakthrough Coach (Malachi Pancoast)	Educational Leadership
The Center for Workplace Solutions	Curriculum & Instructional Services
The Cloud Inst for Sustainability Educ	Curriculum & Instructional Services
The Harris Project Inc.	Guidance Support
The Writing Revolution Inc.	Regional Special Education Technical Support
Thornburg, Devin	Curriculum & Instructional Services
Thorp-Dillon, Susan J	Curriculum & Instructional Services
Tropiano, Marilyn	Curriculum & Instructional Services
Trujillo-Torp, Martha	Regional Special Education Technical Support/Yonkers CSD / Trainer
Urca, Alex	Curriculum & Instructional Services
Van Develde, Patricia G	Curriculum & Instructional Services
Viggiano, Patricia	Curriculum & Instructional Services
Villanti, Mark	Curriculum & Instructional Services
Vital Behavior Services, Inc.	Guidance Support
Ward, Anne	Curriculum & Instructional Services
Warden, Janet	Curriculum & Instructional Services
Warm, Mark	Guidance Support
Way, Lorraine Anne	Guidance Support
Westchester BOCES	Curriculum & Instructional Services
Westchester Jewish Community Services	Guidance Support
Whitcomb, Timothy S.	Guidance Support
White, Angela	Curriculum & Instructional Services
Whitney, Linda	Curriculum & Instructional Services
Wienecke, William	Curriculum & Instructional Services
Wills, Fran	Curriculum & Instructional Services
Wilson Language Training Corp	Curriculum & Instructional Services
Wolf Conservation Center	Curriculum & Instructional Services

Wozniak, Stephanie	Regional Special Education Technical Support/PNW BOCES/Trainer
Wright, James	Curriculum & Instructional Services
Zamperlin, Frank	Curriculum & Instructional Services

Statement of Assurances

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.

- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

(The latest version of CR 100.2(dd) can be found at <http://www.p12.nysed.gov/part100/pages/1002.html>)

- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

Date

Adopted by the Board of Education on Date:

Original Signature of President, Board of Education