

**Holland Central School District**  
**Organizational Professional Development Plan**  
**2024-2025**

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## District Mission Statement

To cultivate active learners through a meaningful and relevant educational experience that prioritizes student well-being, builds resiliency, and prepares them to be engaged, contributing members of society.

### Introduction

The Holland Central School District's Professional Development Plan was developed to support the efforts of teachers and all who work with Holland's children. Through research and ongoing study, our focus is to discover and commit to best practices in education, both in and out of the classroom. It is important to create a strong and positive learning environment for adults as we strive to create this same environment for our students.

The Professional Development Plan committee examined data from a multitude of resources including a teacher feedback, school report cards, and student performance results. Using this information, the committee concluded that the Holland Central School District will focus on improving student achievement in order to meet the goals outlined in this plan. Professional development topics and opportunities will support these goals. The Professional Development Plan committee will monitor progress and analyze data within the context of Holland's mission statement and goals. This body of evidence will be used to develop future needs assessments and make any necessary revisions to the Professional Development Plan.

## Professional Development Committee Membership (2024-2025)

Name	Title
Eric Lawton	Superintendent
Sarah Wittmeyer	Director of Curriculum and Technology
	Director of Pupil Personnel Services
Jason Jacobs	High School Principal
Kelly Wetzler	Elementary School Principal
Bryan Ford	Middle School Principal
Tara Greenley	5 <sup>th</sup> Grade Teacher
Dana Bulera	1 <sup>st</sup> Grade Teacher
Melanie Hulton	Math Teacher
Andrew Ranic	Science Teacher
Angela Waligora	English Teacher
George Schmidt	Social Studies Teacher
Timothy Buckenmeyer	Physical Education Teacher
Stephanie Fildes	Special Education Teacher
Mark Wiech	Music Teacher and Parent
Susan Mikula	Art Teacher
Lisa Hanlon	Counselor
Kristin Wozniak	AIS Teacher
Sarah Crowe	Spanish Teacher
Debra Kozlowski	Library Media Specialist

## New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Holland Central School and Erie 2 Chautauqua-Cattaraugus BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

## Philosophy

Professional development for faculty and staff members at Holland Central School is a vital component of our commitment to providing the highest quality educational program to students. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

## Vision for Professional Development

*Professional growth is our responsibility and we, as faculty, have been empowered by the district to engage in continuous learning. We will work collaboratively to receive instruction from and be a resource to our peers in order to create meaningful and relevant student-centered experiences.*

## Organizational Professional Development Goals

- 1. The Holland Central School District will increase the proficiency and mastery rates on all New York State and Regents assessments by providing faculty and staff with the time, training, job-embedded support, collaboration opportunities and resources to implement:**
  - A guaranteed and viable curriculum that is aligned to New York State standards
  - A valid and reliable assessment system that can be utilized to guide instruction and target support for students
  - A student-centered, inquiry-based approach to instruction
  - A science of reading approach to early literacy instruction that includes explicit instruction in foundational skills
  - The use of technology tools to support all instructional goals and allow for a seamless transition between in person and remote learning
  
- 2. The Holland Central School District will provide a safe and positive culture and environment for teaching and learning by providing faculty and staff with the time, training, job-embedded support, collaboration opportunities and resources to implement:**
  - Positive Behavioral Interventions and Supports
  - Social Emotional Learning
  - Mental Health First Aid

## Action Plan

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district.

**Goal 1: To increase the proficiency rate on all NYS 3-8 Assessments and the passing and mastery rates on all Regents assessments.**

<b>Objective 1: Implement a guaranteed and viable curriculum that is aligned to New York State standards.</b>			
<b>Essential Questions:</b> How will we ensure that a guaranteed and viable curriculum exists in all grade levels and subject areas?			
<b>Activities and Strategies:</b> Continued training on new standards, identifying power standards, creating shared curriculum documents, and revisiting/revising curriculum documents.			
<b>Inputs</b>	<b>Evidence</b>	<b>Responsibility</b>	<b>Timeline</b>
Training provided on all new standards (i.e. Next Generation Standards, Computer Science Digital Fluency Standards) that includes exploring any crosswalk documents that are available	Agendas from training sessions	Administrators, Department Chairs, and Teachers	Ongoing training as needed for new teachers.
Workshop sessions provided to assist teachers in utilizing standards, crosswalk documents, and longitudinal data reports to identify Power Standards.	Agendas from training sessions Shared curriculum documents	Administrators, Department Chairs, and Teachers	<b>Ongoing</b> K-8 ELA, K-8 Math, Living Environment, Earth Science, Computer Science, PE/Health, Music
Time to create shared curriculum documents that include timeframe, standards, essential questions, skills, resources, assessments, intervention strategies, and enrichment strategies.	Agendas from curriculum development sessions Shared curriculum documents Use of Curriculum and Instruction Team	Administrators, Department Chairs, and Teachers	Ongoing in all content areas; Professional Learning Days and Superintendent Conference Days



Time to revisit/revise shared curriculum documents	Agendas from curriculum development sessions Shared curriculum documents Use of Curriculum and Instruction Team	Administrators, Department Chairs, and Teachers	Annually beginning one year from completion of original document during summer curriculum, professional learning days, Superintendent Conference Days.
Implementation of Computer Science and Digital Fluency Standards to include crosswalks of standards, curriculum mapping of standards, gap analysis from current practice, planning for instruction	Agendas from curriculum development sessions Faculty Meetings Superintendent Conference Days	Administrators, Teachers, TOSA Technology Integrator	Fall 2024

**Objective 2: Implement a valid and reliable assessment system that can be used to guide instruction and target support for students.**

**Essential Questions:** What must we do to ensure we are monitoring student progress and responding to student needs in an effective manner?

**Activities and Strategies:** Continue implementation of the district's K-12 Response to Intervention Plan, provide training in formative assessment techniques and time for teacher professional learning communities to share ideas, provide time for teachers to analyze data and plan differentiated lessons, and continue to increase the availability of resources for intervention and individualized instruction, along with providing training in how to use those resources

Inputs	Evidence	Responsibility	Timeline
Create answer keys aligned to standards in eDoctrina or utilize a software program that produces item analysis reports for all major unit assessments.	Assessment data reports available in eDoctrina or shared in SharePoint	Administrators, Department Chairs, Educational Innovators, and Teachers	Ongoing - Answer keys or plan for creating item analysis reports completed before each unit assessment is administered; create standards-aligned assessments
Provide RTI training for new teachers and refresher for veteran	Agendas and handouts from new teacher orientation and faculty	Administrators and AIS teachers	Ongoing

teachers.	meetings		
Provide training for teachers on how to utilize research-based interventions and document progress in the general education classroom.	Agendas and handouts from faculty meetings, ILT meetings, grade level meetings, and department meetings.	Administrators, Department Chairs, and Teacher Leaders	Ongoing
Continue to provide release time for teachers to meet with AIS teachers after each Universal Screening period.	Schedules, agendas, minutes, and tier assignment spreadsheets used at the meetings	Administrators and AIS teachers	September 2024 January-February 2025 May-June 2025
Data analysis and collaborative planning completed during common planning periods and team time meetings.	Agendas and minutes from team meetings	Administrators, Department Chairs, and Teachers	At least twice per month
Examples of how to utilize data analysis protocols presented during faculty meetings.	Agendas from faculty meetings	Administrators, Department Chairs, and Teachers	Ongoing
Refresher and introductory trainings on data analysis and intervention tools available, such as iReady, eDoctrina, TargetEd, IXL, Quizizz, Delta Math, etc.	Agendas from New Teacher Orientation and training sessions  Individual sessions with Technology Integrator/Educational Innovator	Administrators and Educational Innovators	Ongoing  Faculty Meetings

**Objective 3: Implement a student-centered, inquiry-based approach to instruction.**

**Essential Questions:** How will we shift to a more student-centered, inquiry-based approach to instruction?

**Activities and Strategies:** Build capacity with ILT, continue to build understanding of NYS Standards, provide training in curriculum and instructional programs in content areas, collaboration and release time for teachers, support with the Educational Innovator around instructional strategies.

Inputs	Evidence	Responsibility	Timeline
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The instructional staff will continue to conduct research and share ideas that could be utilized to create a new vision for how we educate students in the Holland Central School District.	Faculty meetings, Superintendent Conference Days, Professional Learning Days	Administrators and Teachers	Continue from ILT and PLT work in 2023-2024 school year.
Build understanding around how the New York State Standards require this approach and awareness of strategies that can be utilized.	Agendas from training sessions	Administrators, Department Chairs, Educational Innovator, and Teachers	Ongoing professional development in faculty meetings and conference days
Continue to train teachers in how to utilize curricular resources that emphasize this approach with fidelity (i.e. Reveal Math, Into Reading, science resources, etc.).	Teacher lesson plans, observations, professional development with vendors/programs, Technology Integrator/Educational Innovator Sessions	Administrators, Department Chairs, and Teachers	Ongoing
Continue to provide time for teachers to collaborate and share ideas around this type of approach to instruction.	Professional Learning Days	Administrators, Department Chairs, Educational Innovator, and Teachers	Ongoing
Provide support in the classroom (coaching) for teachers as they try new instructional approaches.	Agendas from Technology Integrator/Educational Innovator sessions and teacher lesson plans, Professional Learning Days	Administrators, Department Chairs, Coaches, Educational Innovator, and Teachers	Ongoing

<b>Objective 4: Implement highly effective early literacy instruction and highly effective secondary literacy instruction.</b>			
<b>Essential Question:</b> How will we ensure that we implement highly effective early literacy instruction?			
<b>Activities and Strategies:</b> Continued training and support on implementation of literacy program in K-6, support of best practices in literacy instruction in grades K-12, professional development to build capacity around the Science of Reading strategies.			
<b>Inputs</b>	<b>Evidence</b>	<b>Responsibility</b>	<b>Timeline</b>
Rollout new UPK Curriculum, Scholastic's PreK On My Way	Teacher lesson plans and observations	Administrators and Teachers	Training: Summer 2024 Implementation: Fall 2024

Continue to implement the Into Reading program with fidelity in grades K-4. Continue implementation of Into Reading in grade 5 and Into Literature in grade 6.	Teacher lesson plans and observations	Administrators, Department Chairs, and Teachers	Fall 2024
Provide job-embedded support with all aspects of literacy instruction, including best practices in the Science of Reading (including phonics/word study, shared reading, guided reading, independent reading, etc.) in grades K-12.	Agendas and materials from training/coaching sessions, Superintendent Conference Days, Professional Learning Days, BOCES PD opportunities	Administrators, Department Chairs, Educational Innovators, Teachers,	Fall 2024
Provide professional development for faculty on the Science of Reading.	Agendas from trainings Superintendent Conference Days and Professional Learning Days, Faculty Meetings	Administrators, Teachers	Fall 2024
Provide time for teachers to crosswalk our current literacy program with best practices in the Science of Reading to determine any curricular or instructional modifications.	Agendas from trainings, Professional Learning Days, Use of Teams for collaboration, Superintendent Conference Days and Professional Learning Days, Summer Curriculum Time	Administrators, Teachers, BOCES PD support as needed	Fall 2024
Provide support and professional development for teachers to learn strategies in high-quality literacy instruction to support best practice at their grade level.	Agendas from trainings, Professional Learning Days, Department meetings as appropriate	Administrators, Teachers, BOCES PD support as needed.	Ongoing

Implementation of UFLI Foundations at K-2	Teacher lesson plans and observations	Administrators, Teachers, Teacher Leaders in UFLI (trainers)	Training: Summer 2024 Implementation: Fall 2024
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**Objective 5: Implement the use of technology tools to support all instructional goals.**

**Essential Question:** How will we use technology tools to support all instructional goals?

**Activities and Strategies:** Professional development and support in district instructional software.

Inputs	Evidence	Responsibility	Timeline
Provide teachers with the opportunity for continuous support/coaching with Microsoft Teams, SeeSaw, and other technology tools.	Agendas, recordings, and sign in sheets from sessions	Administrators, Educational Innovators	Offered on every conference day and by appointment in 2024-2025

**Goal 2: To provide a safe and positive environment for teaching and learning.**

**Objective 1: Implement the Positive Behavioral Interventions and Supports (PBIS) and ROOTS Programs (HOB and MS)**

**Essential Question:** How will we ensure that we are implementing the PBIS program with fidelity?

**Activities and Strategies:** Training in PBIS and ROOTS, Tier 1 supports, sharing of strategies across all tiers of behavior intervention, support from School Psychologists and School Social Workers.

Inputs	Evidence	Responsibility	Timeline
Continue to provide training to teachers and staff on the three tiers of support in the PBIS and ROOTS programs.	Agendas from faculty meetings and PBIS/ROOTS committee meetings	Administrators, School Social Worker, School Psychologists, School Counselors, and Teachers	Ongoing
Continue to provide training to teachers and staff on the Tier One Supports (school-wide behavior matrix, expectations, and events/activities).	Agendas from faculty meetings, Professional Learning Days, Superintendent Conference Days	Administrators, School Social Worker, School Psychologists, School Counselors, and Teachers	Ongoing
Provide support to teachers and staff through the sharing of Tier One, Tier Two, and Tier Three strategies that can be used	Agendas from faculty meetings, Professional Learning Days, Superintendent Conference Days	Administrators, School Social Worker, School Psychologists, School Counselors, and Teachers	Ongoing

to encourage positive student behavior.			
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**Objective 2: Integrate Social Emotional Learning (SEL) into curriculum to support students in developing social emotional awareness and skills.**

**Essential Question:** How will we ensure that we are integrating social emotional learning into our curriculum?

**Activities and Strategies:** Training on SEL – adult and student, training in the implementation of CharacterStrong, introductory training on CharacterStrong LoHi.

<b>Inputs</b>	<b>Evidence</b>	<b>Responsibility</b>	<b>Timeline</b>
Provide continued training to teachers and staff on the elements of SEL and how to be aware of and continually work to develop their own social emotional skills (Adult SEL).	Agendas from training sessions, faculty meetings, conference days, Professional Learning Days, individual sessions with Technology Integrator/Educational Innovator	Administrators, SEL Implementation Team, Educational Innovator/Technology Integrator	Summer 2024
Provide continued training to teachers and staff on CharacterStrong SEL curricular program and how to integrate the development of SEL skills into their curriculum.	Agendas from training sessions, faculty meetings, conference days, Professional Learning Days, individual sessions with Technology Integrator/Educational Innovator	Administrators, SEL Implementation Team, Educational Innovator/Technology Integrator	Summer 2024
Provide introductory training for teachers and staff on Character Strong LoHi for additional resources to integrate SEL skills into curriculum and instruction.	Agendas from training sessions, faculty meetings, conference days, Professional Learning Days, individual sessions with Technology Integrator/Educational Innovator	Administrators, SEL Implementation Team, Educational Innovator/Technology Integrator	Summer 2024
Provide time for teachers to collaborate with peers to develop strategies for assisting students with these skills.	Agendas from training sessions, faculty meetings, conference days, Professional Learning Days, individual sessions with Technology Integrator/Educational Innovator, Use of Curriculum and Instruction Team	Administrators, SEL Implementation Team, Educational Innovator/Technology Integrator	Ongoing
Provide a district-wide Wellness Day with a focus on adult SEL	Offerings and professional development agendas on	Administrators, SEL Implementation Team, Teacher Leaders,	March 2025

	Superintendent Conference Days	Educational Innovator/Technology Integrator, teachers, staff	
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**Objective 3: Train staff to utilize resources to ensure students experiencing difficulties or crisis get the support they need.**

**Essential Question:** How will we ensure that students experiencing mental health challenges get the support they need?

**Activities and Strategies:** SafetyCare Crisis Prevention Training

Inputs	Evidence	Responsibility	Timeline
Provide training in SafetyCare Crisis Prevention to aides and instructional staff.	Agendas, attendance sheets, and certificates from training sessions	Administrators, BOCES Staff, Teachers, and Staff	By August 2025

**Objective 4: Train staff to utilize practices aligned with the district’s plan for supporting diversity, equity, and inclusion.**

**Essential Question:** How will we ensure that students receive instruction that is unbiased and supports diversity, equity, and inclusion?

**Activities and Strategies:** Implementation of the NYSED CRSE Framework.

Inputs	Evidence	Responsibility	Timeline
Form committee of stakeholders to design district vision and plan for supporting diversity, equity, and inclusion.	Agendas and attendance sheets from meetings	Administrators	By December 2024
Examine district data for patterns occurring with subgroups.	Meeting agendas	Administrators	Summer 2024
Examine curriculum and make revisions to ensure that diverse perspectives are included, and students have opportunities to share their own culture and learn about other cultures.	Workshop agendas	Administrators and Department Chairs	By August 2025
Provide training relevant to these initiatives to faculty and staff.	Agendas from conference days, summer sessions, faculty meetings, team meetings, etc.	Administrators	Ongoing



## Provisions for Mentoring Program

The Holland Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

*All new teachers in the Holland Central School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.*

*The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.*

*In accordance with Commissioner's Regulations, the elements of the mentoring program include:*

<b>Procedure for Selecting Mentors</b>	Interested teachers submit a letter of application to the Director of Curriculum and Technology and the administrative team matches mentors to new teachers.
<b>Role of the Mentors</b>	<ul style="list-style-type: none"> <li>• Easing transition for new teachers into the classroom</li> <li>• Increasing retention of quality teachers</li> <li>• Improving skills of new teachers</li> <li>• Providing on-site support</li> <li>• Encouraging and coaching new teachers to improve student achievement</li> <li>• Developing a professional learning community</li> </ul>
<b>Preparation of Mentors</b>	Mentor training is provided. This includes information about their roles and responsibilities as a mentor, in addition to the program requirements and tips for working effectively with their mentees.
<b>Types of Mentoring Activities</b>	<p>Meetings with mentee (weekly or bi-weekly, according to program requirements)</p> <p>Observation of mentee teaching</p> <p>Discussion of mentee's reflection journal</p> <p>Attendance at district mentor program meetings</p>
<b>Time Allotted for Mentoring</b>	½ day of release time and ½ day of summer work time if needed

## Provisions for School Violence Prevention and Intervention Training

The Holland Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, the Holland Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, the Holland Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

## Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Holland Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, the Holland Central School District meets\* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

*\*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Holland Central School District total student population as of such date as established by the commissioner.*

## Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2024-2025 school year which will be available across the Holland Central School District organization where CTLE credit will be awarded.

Type of Training or Event	Provider
New Teacher Induction and Mentoring Program, Curriculum Alignment and Development, Assessment Development, Data Driven Instruction, Personalized Learning, Student-Centered Instruction	Director of Curriculum and Technology, Holland Central School  Technology Integrator/Educational Innovator, Holland Central School
Utilizing Microsoft Teams, Best Practices for Remote and Blended Learning, Technology Tools, Personalized Learning, STEM, Design Thinking, Student-Centered Instruction, Instructional Coaching	Holland Central School  Erie 1 BOCES CSLO staff
Implementing Reveal Math K-6	McGraw Hill
SafetyCare Crisis Prevention	Director of Pupil Personnel Services, Holland Central School Erie 2 BOCES
Subject Area and Grade Level Regional Forums	Erie 2 BOCES
Social Emotional Learning Training	Alycia Bongiovanni and other Erie 2 BOCES staff Character Strong Technology Integrator/Educational Innovator, Holland Central School
CSLO Workshops	Erie 1 BOCES CSLO staff
Arts in Education Training	Young Audiences of Western New York
Arts in Education Training	Albright-Knox Art Gallery
Various Workshops	Erie- Cattaraugus Teacher Center
Mental Health First Aid Training	Erie 2 BOCES  Compeer