

Hastings-on-Hudson School District Organizational Professional Development Plan 2026-2027

PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION

Part 100 Regulations of the New York State Commissioner of Education

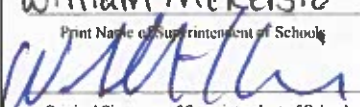
Hastings-on-Hudson U.F.S.D.

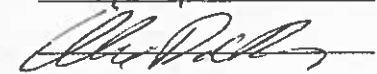
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School District: _____ BEDS Code: _____

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 100 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 learning 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.

William McKersie
Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools
4/22/2026
Date

Adopted by the Board of Education on Date:
4/22/2026

Original Signature of President, Board of Education

**Hastings-on-Hudson School District Organizational
Professional Development Plan
2026-2027**

TABLE OF CONTENTS

1. Vision and Introduction	4
2. Membership	5
3. NYSED Regulations and Requirements	6
4. Philosophy	6
5. Organization Professional Learning Goals	8
6. Provisions for Mentoring	8
7. Provisions for School Violence Prevention	9
8. Provisions for CTLE	10
9. Provisions for Teachers Certified in Bilingual and ELL Education	11
10. Appendix A: Professional Learning Offerings	13

Vision

Our Portrait of a Hastings Learner, the strategic framework that guides the vision and work of our district, outlines the commitment we make to our learners.

The Hastings Commitment:

- ❖ To inspire exploration and experimentation
- ❖ To unleash natural enthusiasm for learning and growth
- ❖ To invite unconventional and courageous thinking
- ❖ To cultivate equal parts confidence and compassion

In order to expand what one sees as possible for themselves, the community, and society.

We are similarly strongly committed to cultivating the following attributes for our students across the K-12 system.

Bold: Sees constructive risk-taking as a necessary pathway for personal and academic growth and development.

Collaborative: Works together towards a common goal. Engages in ways that stimulate learning in the classroom and positively affects the school culture and climate.

Empathetic: Seeks to understand the experiences and vulnerabilities of others and foster a sense of inclusion, equity, and belonging in the local community and the community at large.

Empowered: Asks questions, self-advocates, and has a voice in the construction of their learning experience.

Inquisitive: Sustains sparks of curiosity, seeking to explore and interact with others and their world.

Inventive: Has the freedom to question, envision, and create possibilities as they use their unique knowledge and skill set to engage with the unknown.

A committee of diverse stakeholders worked together to develop three overarching goals to guide future action steps that have been identified and are in the process of being planned. These three goals are as follows:

- (1) We will foster authentic learning experiences that cultivate passion, aspiration, and action.
- (2) We will nurture a community of diverse thinkers who actively create and participate in a just and compassionate society.
- (3) We will honor individuality while respecting our shared humanity.

Introduction

The Hastings-on-Hudson school community believes that learning is an active, constructive and reflective process. We are committed to creating a nurturing, interactive learner-centered environment that meets the needs of our diverse student body and supports learners as proactive, resourceful problem-solvers. Our primary goal for staff development is to support Hastings' faculty in developing the skills and competencies necessary for assessing, supporting and challenging the intellectual, social, emotional, physical, and aesthetic growth of all children.

View of Learning and the Learner:

- Learning is an active, constructive, and reflective process. We are committed to creating a nurturing, interactive, learner-centered environment that meets the needs of our diverse student body.
- An understanding of development provides a necessary foundation for assessing, supporting, and challenging the intellectual, social, emotional, physical, and aesthetic growth of all children. Children have multiple intelligences and need a variety of approaches. We recognize that each learner comes to us in a different starting place and assist all students in learning to inquire, take risks, set goals, and assess their work. Rigor is essential to a caring approach to education. The schools promote deep inquiry and hold high standards for demonstrating understanding and proficiency.
- We believe that children need ample opportunities for choice and voice in order to support their ability to make decisions. Our growing learners need to be able to take significant, bold risks, develop a sense of purpose, and cultivate key skills that are necessary to successfully enter a global workforce.

Professional Learning Committee Membership:

Name	Title
Adriana Beaudreault	Data Coordinator
Kristen Calle	Teacher
Amy Cazes	Administrator
Cid Greenberg	Teacher
Jenice Mateo-Toledo	Teacher on Special Assignment
MariAngela Sanchez	Administrator
Melissa Shandroff	Teacher
Christine Smith	Teacher
Britney Stampfl	Teacher
Melissa Szymanski	Administrator
Wendy White	School Counselor

New York State Department Regulations and Requirements

This professional development plan complies with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional learning 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.

Hastings-on-Hudson School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, training, and professional development opportunities qualifying for CTLE credits. Such certificates will include participants' name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy

Professional learning at Hastings-on-Hudson School District is a vital component of our commitment to serving our school district faculty as their essential partners. We are committed to high quality, research-based, data-driven professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual building, progresses across grade levels (K - graduation), and is continuous and sustained. The Hastings Curriculum Review Cycle has been designed to determine priority areas of focus over time and ensure an iterative process of inquiry, analysis, research and planning, design and development, implementation, and evaluation. Our professional development efforts will be aligned to advancing the Portrait of a Hastings Learner, the strategic vision for our district.

We strive to provide professional development in alignment with the New York State Professional Development Standards. These standards can be accessed through the NYSED website at <http://www.highered.nysed.gov/tcert/resteachers/pd.html>:

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. Professional learning opportunities are designed in collaboration with key stakeholders including district administrators, building administrators, teachers, teacher assistants and auxiliary staff. Priority will be given to professional learning that advances strategic action steps associated with the Portrait of a Hastings Learner. These action steps include augmenting authentic learning, establishing a student advisory, enhancing the use of Restorative Practices, and creating a behavioral charter.
2. **Content Knowledge and Quality Teaching:** Professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Development:** Professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research. Focal points will include district-wide professional learning that advance key attributes associated

with the Portrait of a Hastings Learner that contribute to student success within, and beyond the classroom learning environment.

4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment. The district is committed to providing professional learning experiences that advance collective efficacy for adults and students.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skills to meet the diverse learning needs of all students. This has been and will continue to be a focal point in our district with an emphasis on inclusivity, diversity and developing an understanding of biases and how said biases impact our work with families, colleagues and students. Efforts to enhance cultural competence will remain at the forefront of our professional learning planning efforts.
6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, welcoming and affirming, secure, supportive, and equitable learning environments for all students. School security and safety procedures will continue to be a priority and will be addressed through ongoing training for all staff.
7. **Parent, Family, and Community Engagement:** Professional learning 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. Families and community members will be encouraged to share knowledge of students' interests, learning style, learning preferences, and prior educational experiences with trusted teachers and leaders in the school community.
8. **Data-driven Professional Practice:** Professional learning 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. Attention will be given to supporting the faculty's capacity to use student data to inform differentiated instruction.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology. Focal points for the upcoming school year are indicated in the 2026-2029 Instructional Technology Plan. Efforts will be dedicated to ensure alignment to the New York State Computer Science and Digital Fluency Standards and enhance learning about the use of AI by faculty and students.
10. **Evaluation:** Professional growth is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Organizational Professional Development Goals

Portrait of a Hastings Learner Goals

- (1) We will foster authentic learning experiences that cultivate passion, aspiration, and action.
- (2) We will nurture a community of diverse thinkers who actively create and participate in a just and compassionate society.
- (3) We will honor individuality while respecting our shared humanity.

Action Steps

- (a) Ensure alignment of the Portrait of a Hastings Learner to the NY State Portrait of a Graduate
- (b) POHL Action Step: Amplify authentic learning opportunities, including interdisciplinary lessons/units
 - (i) Implement the Curriculum Review Cycle to strengthen curriculum, instruction, and assessment practices, as outlined.
 - (ii) Take action on goals developed through the Special Education Advisory Committee, particularly around building faculty capacity around use of data.
 - (iii) Enhance culturally responsive sustaining education pedagogies.

Provisions for Mentoring Program

The Hastings-on-Hudson School District Mentoring Program is outlined below:

All new teachers at the Hastings-on-Hudson School District 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. While we will consider mentor training for both probationary and tenured faculty, only tenured teachers will be assigned as mentors.

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:

Procedure for Selecting Mentors	• Teachers complete mentor applications • Assignment of mentors is completed by the administration
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Role of the Mentors	• Support new teachers by providing opportunities to increase their understanding of the Hastings school community • Provide support for new teachers to ease the transition from teacher preparation to practice • Increase teacher retention • Develop skills of new teachers in order to improve student outcomes
Preparation of Mentors	Each mentor must complete a mentor preparation course offered through the Teacher's Center.
Types of Mentoring Activities	Professional learning, training and guidance will be provided in accordance with the <u>mentoring guide</u> . Additionally, the Mentor Coordinator will facilitate a monthly meeting on a focused topic for all mentees.
Time Allotted for Mentoring	15 hours per semester

Educators approved to act as a mentor to a new classroom teacher may credit up to 30 hours annually of such time towards their CTLE requirement in each five-year registration period.

Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Provisions for School Violence Prevention and Intervention Training

Hastings-on-Hudson School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence 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 relates 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, Hastings-on-Hudson School District will provide refreshers on school violence prevention and intervention, including Crisis Prevention and Intervention (CPI) training.

In instructional settings, the Hastings-on-Hudson 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.

The District is strongly committed to cultivating the social and emotional wellbeing of students, both as a proactive measure to prevent school violence and also to honor the whole child. To this end, professional learning will be provided to strengthen the use of restorative practices and PBIS.

Provisions for CTLE

CTLE for Professional and Level III Teaching Certificate Holders

In accordance with the New York State Education Department regulations and requirements regarding the establishment of CTLE for teachers, educational leaders, and Level III teaching assistant certificate holders, 100 hours of acceptable CTLE will be necessary every five-year registration period in content, pedagogy, and language acquisition.

CTLE Language Acquisition Requirements

The CTLE language acquisition requirements (ELL) vary by certificate holder. These requirements are outlined below:

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their required CTLE clock hours 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 ELLs.
- **Other teachers, school building leaders, and school district leaders.** All other Professional Teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

CTLE Language Acquisition Requirement:

<http://www.highered.nysed.gov/tcert/resteachers/ctle-language-acquisition.html>

The Hastings-on-Hudson UFSD currently enrolls less than 5% of its students who classify as English Language Learners. The district has an approved exemption of the CTLE language acquisition requirements for the current school year through a State approved CR Part 154 waiver.

Outside of internal resources, including professional learning provided to members of the faculty by our ENL Coordinator or designee, the district will use RBERN as an external resource to support professional learning.

Record Keeping and Documentation for Districts/Sponsors and Educators

Districts: The district will provide Professional Certificate holders with certificates acknowledging completion of district workshops, training, and professional development opportunities qualifying for CTLE credits. The district acknowledges that it will use and issue NYSED certificate of completion forms for this purpose: <https://www.highered.nysed.gov/tcert/pdf/ctle-certificate-completion-form.pdf>
The district will maintain records for all CTLE activities for 8 years.

Educators: Educators must maintain CTLE records and documentation (Certificate of Completion Forms) for at least three years from the end of the registration period in which they completed the CTLE. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, their CTLE documentation must be available upon request by the Department.

Educators may track completed hours within the Frontline professional development system.

This record keeping form may also be used by educators to track over time:

<https://www.highered.nysed.gov/tcert/pdf/donotsubmit-ctlerecord.pdf>

Exceptions and Additional Considerations: Mandated training such as DASA, SAVE, and others are certification requirements and not considered CTLE by the New York State Education Department. Superintendent's Conference Days, Faculty, Department, Team, Grade Level, Conferences, and other activities considered part of the typical duties for educators, are not in and of themselves considered CTLE. Though, if a specific CTLE activity is completed in any part or during perhaps a faculty meeting, or the like, then a Certificate of Completion Form will need to be issued for that activity in Content, Pedagogy, and/or Language Acquisition for ELL.

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

Hastings-on-Hudson School District subscribes to the philosophy that English Language Learners benefit most when general education teachers and teachers of ELLs plan collaboratively and co-facilitate instruction to the greatest extent possible. We encourage all teachers to further their learning through training opportunities designed to develop their knowledge of universal supports, enhance their repertoire of skills, and cultivate effective strategies for working with English Language Learners. We recognize that all teachers are teachers of English Language Learners and benefit from professional learning in this area, particularly in content area classes.

Teachers possessing a Professional certificate in the certificate title 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. Hastings-on-Hudson 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, Hastings-on-Hudson School District meets and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

Appendix A: Professional Learning Offerings

- **Artificial Intelligence: Leslie Accardo, Model Schools**
- **Culturally Responsive Pedagogies**
- **Crisis Prevention and Intervention**
- **Darkness to Light: Prevention of Childhood Sexual Abuse**
- **Edith Winthrop Teacher Center**
- **GCN: Annual Training (Digital Security and Protection, Dignity for All Students Act/ Code of Conduct NY, Homeless Students, Mental Health Awareness, Sexual Harassment, Student Data Privacy, Workplace Violence, Workplace Violence in Schools)**
- **Intervention Cafe: Strategies, Resources, and Interventions in the Areas of Special Education, Occupational Therapy, Speech and Language, Reading, Math, and Behavior**
- **Leadership: Mentor Coaching**
- **Elementary Literacy: Provider TBD**
- **Middle School Writing: Diane Cunningham**
- **High School ELA: Artificial Intelligence**
- **K-12 Mathematics: Anchala Sobrin**
- **MTSS: Assessment and Intervention Training**
- **RBERN: ENL Strategies and Resources**
- **Restorative Practices: Cluster Community Services**
- **Science: Harry Rosvally**
- **Special Education: Co-Teaching (G&R Inclusive Group), Neurodiversity, ASD, Behavioral Management Strategies, Evidence-Based Reading Instruction, Program Modifications and Testing Accommodations, CPI**