



SAUGERTIES
CENTRAL SCHOOL DISTRICT

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Professional Learning Plan

2026–2027

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Plan Contributors

Dr. Gwendolyn Roraback

Superintendent

Stephen Wilder

Assistant Superintendent of Human Resources and Instructional Leadership

Dr. Lisajane Kappler

Director of PPS

Jaime Churchill

Director of Special Education

Laura Cahill

Principal

Kris Giangreco

Principal

Megan Gross

Principal

Patricia Pipitone

Assistant Principal

Lee Molyneaux

Assistant Principal

Denyse Ortlieb

Social Studies Department Chair

Andrew Schauer

Technology Department Chair

Carolyn Munoz

World Languages Department Chair

Rebecca MacDougouall

Music Department Chair

Ian Cooper

Business Department Chair

Chelsea Defino

Director of Curriculum, Instruction, and Assessment

Kat Squires

Technology Lead Teacher

Jamie Monroe

Instructional Coach

Dr. Jen Schleber

Instructional Coach

Alexandra Gambino

MTSS

Shannon Goodrich

School Psychologist

Tammy Carlile

Social Worker

Kate Mauro

Teacher

Rebecca Fricke

Teacher

Cassie Pezzello

Teacher

Michael Riley

Teacher

Justyna Leverich

Teacher

Lori Puertas

Special Education Teacher and parent

Cheryl Newkirk

Teaching Assistant

Multiple stakeholder meetings were held during the summer of 2026 to gain feedback on professional learning for the year ahead. Additional committees including Building Leadership Teams, District Leadership Teams, lead teachers, administrative council, and other committees will continue to help with professional learning over the course of the year.

Mission, Vision, Core Values, and Beliefs

MISSION

We provide equitable, engaging, inspiring, and holistic experiences that support success and empowerment for students, families, and the community in a diverse and changing world.

VISION

We are a beacon of educational excellence, where every individual is inspired to achieve their fullest potential.

Core Values

Knowing that change is essential for growth and to accomplish our mission and achieve our vision, we will uphold the following core values:

SOLUTION-FOCUSED

Approach challenges with a proactive and solution-oriented growth mindset

INTEGRITY

Uphold honesty and strong moral principles in all actions.

EMPATHY AND COMPASSION

Understand and share the feelings of others while being kind and willing to help others.

ENGAGEMENT

Create a sense of belonging and ownership among all to drive collective progress and success.

EQUITY

Ensure fairness and justice for all in an environment where everyone has access to the resources and support they need to thrive.

EMPOWERMENT

Promote a culture where individuals embrace challenges, learn from failure, and strive for personal and professional growth as supporters and self-advocates.

INCLUSIVITY

Foster environments where every individual feels belonging, acceptance, value, respect, and inclusion, regardless of background or identity.

COLLABORATION

Encourage teamwork and open communication to achieve shared goals and generate innovative solutions.

Belief Statements

Philosophy of Literacy

The Saugerties Central School District believes that literacy is a human right. Our students will engage in multiple literacies to explore the world and themselves, to connect with others and to solve problems within and beyond our community. Literacy instruction in Saugerties embraces research and standards-based instruction. We are committed to providing diverse, innovative, and joyful literacy experiences that prepare each student to be globally literate and reach 21st-century success.

SCSD Diversity, Equity, and Inclusion (DEI) Belief Statement

The Saugerties Central School District believes all humans possess inherent dignity and worth. The SCSD is committed to fostering individual identities by creating a safe and supportive environment in which all individuals are seen, heard, and valued. The Saugerties CSD will foster learning opportunities that build respect, empathy and connections to each other, the community, and world in pursuit of inspiring our students and staff to be agents of positive change for diversity, equity, inclusion, and social justice in the world.

Introduction

The Saugerties Central School District believes that change is essential for growth. To support academic achievement and the social, emotional, and mental well-being of students, we attend to adults' continuous learning and well-being as well. It is our desire to provide the ultimate Sawyer Experience for all stakeholders so we may become a beacon of excellence in the region.

The 2026-2027 Professional Development Plan is aligned with the district's Blueprint for Excellence and organized around its four pillars: Academic Excellence, The Sawyer Student Experience, Family and Community Engagement, and Professional Culture. The Sawyer 3Es, Engagement, Equity, and Empowerment, remain the throughline of all professional learning.

This year, the plan is also unified by the New York Inspires, and the Portrait of a Graduate, adopted by the NYS Board of Regents in July 2025, and its local

expression, the Profile of a Sawyer Learner (page 5). We are not launching new initiatives; we are unifying the work already underway. Professional learning across every objective in this plan builds educator capacity toward one integrated aim: graduates who embody the full Portrait.

Saugerties CSD continues to focus on building a culture of learning for all staff and students. Specifically, the Saugerties CSD continues to engage in practices of analyzing student data to inform instruction and goals, building administrator capacity as lead learners, supporting teachers and staff with sustained instructional coaching, and offering opportunities for teachers to present professional development. Lastly, the PD plan aligns with the district goals and vision with particular attention to increasing student and staff **ENGAGEMENT**. Student and staff **EMPOWERMENT**, and continuous efforts to create **EQUITY** for all.

THE SAWYER EXPERIENCE



Alignment to NY Inspires

In July 2025, the Board of Regents adopted the New York State Portrait of a Graduate as the foundation of the NY Inspires plan to transform education in New York State.

The Profile of a Sawyer Learner is our local expression of this vision, designed by a collaborative effort of stakeholders from the years 2023-2025. The Profile of the Sawyer Learner is the Sawyer experience; it is the expectation of our hopes for all students and adults in our district.

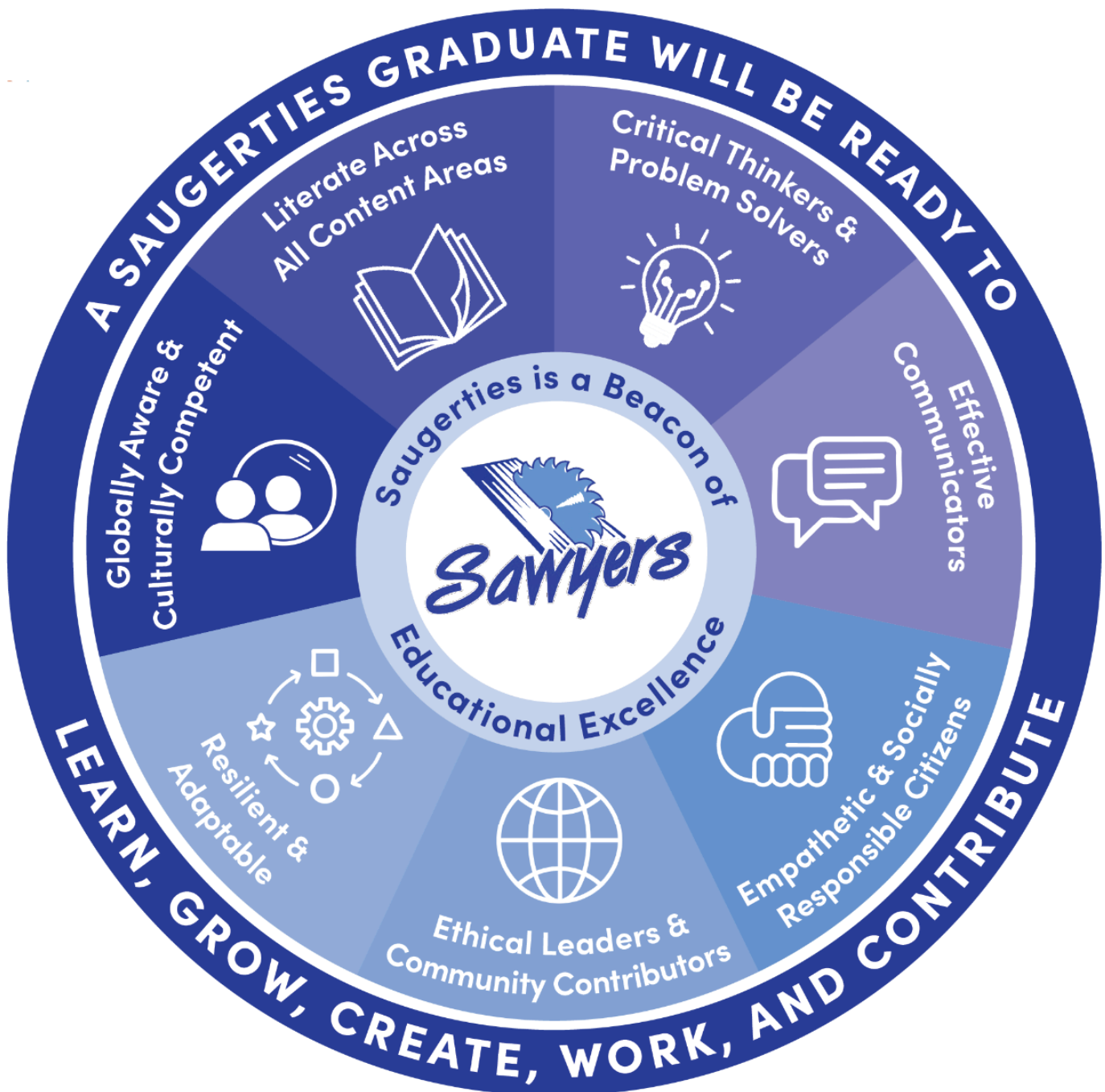
NEW YORK STATE PORTRAIT OF A GRADUATE



Profile of a Sawyer Learner

A central shift under NY Inspires is the move from Regents examinations as the primary graduation requirement toward multiple measures of proficiency, including Performance-Based Learning Assessment (PBLA). Regents exams are not disappearing and will continue to be administered to meet federal accountability requirements, but they will no longer be the sole path to demonstrating graduation readiness. This shift positions the district's existing work with

PLAN Pilot and Presentations of Learning, not as parallel local innovation but as early implementation of NY Inspires. The professional learning in this plan therefore treats PBLA facilitation, rubric calibration, and authentic assessment design as core capacity-building for where policy is heading, not as enrichment. The district monitors NYSED guidance as it develops and will align local practice accordingly.



EXPECTATIONS

Participation in Professional Development

On average, a teacher/administrator will participate in 45 hours of professional development annually (225 hours per five-year cycle), through Superintendent's Conference Days, staff development days, faculty meetings, department meetings, and Administrative Council meetings. Additional hours are available

through the SCSD Professional Learning Catalog, committee service, Lead Teacher meetings, district-approved-in-service workshops through approved CTLE sponsors. Teaching assistants participate in all activities during their regularly scheduled day.

CONFERENCE DAYS ARE AS FOLLOWS

October 16

November 3

March 5

½ day

April 30

What's Your Level of Engagement?

Disrupting	Avoiding	Withdrawing	Participating	Investing	Driving
Disrupting the learning	Looking for ways to avoid or delay work	Being distracted	Doing work	Asking questions that help your learning at that moment	Asking for (and listening to) feedback to help you improve
Distracting instruction	Off-task behavior	Physically leaving the learning setting	Paying attention	Showing interest or curiosity	Seeking out challenges
Refusing to participate (do work or respond)	Asking unneeded or unrelated questions	Handling unneeded materials	Responding to questions	Monitoring, Self-checking, and correcting	Setting goals

Are you helping yourself and others?



Saugerties Central School District
Dr. Jen Schleber, 2024

Just as we are creating conditions in our classrooms to encourage student engagement to shift from compliant participation to investing in and driving their own learning, we aim to create conditions for adults to invest in and drive their own professional learning. This includes an emphasis on teacher-led professional learning across the district.

CTLE Requirements

Registration and 100-hour professional development requirements. As of the 2024-2025 school year, permanently and professionally certified classroom teachers, teaching assistants, and administrators must register with the NYSED TEACH system every five years.

Registering with NYSED

CERTIFICATE	REGISTRATION
Permanently certified classroom teachers / educational leaders	YES
Professionally certified classroom teachers / educational leaders	YES
Teaching Assistant Level III	YES

CTLE Hours Required

CERTIFICATE	CTLE	HOURS / 5 YRS
Permanently certified	No requirement for NYS certification purposes	—
Professionally certified	YES	100
Teaching Assistant Level III	YES	100

Language Acquisition Hours

50% ENL and Bilingual certificate holders, all grades — clock hours in language acquisition aligned with core content, including best practices for co-teaching strategies and integrating language and content instruction of ELLs.	15% All others — clock hours in language acquisition addressing the needs of ELL students, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such ELL students.	15% Level III Teaching Assistants — clock hours in language acquisition addressing the needs of ELL students and integrating language and content instruction of English language learners.
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Record Keeping Responsibilities

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition, the sponsor's name. Such records shall be retained for at least three years from the end of the registration period and shall be available for review by the Department upon request. Saugerties CSD will not be entering the hours. The certificate holder will attest to completion of 100 hours when they go to register for their next 5-year cycle. They must keep documentation of all CTLE for 8 years and are subject to NYSED audit. If the 100-hour requirement is not met they will apply for conditional registration and be given one year to complete hours.

Registration Rules and Statute

The statute further requires that CTLE be rigorous and completed through a sponsor approved by the NYSED.

- All certificate holders permanent and professional must be registered in order to practice in NYS. Those that do not wish to practice in NYS, must inform the NYSED.
- Registration will be staggered according to the birthdate of the teacher or leader.
- All permanent or professional teachers, leaders and Level III TA's with certificates issued prior to July 1, 2016 will register on their month of birth and shall renew every five years.
- All permanent or professional teachers, leaders and Level III TA's with certificates issued on or after July 1, 2016 will be automatically registered and shall re-register every five years during their birthday month.
- If a certificate holder does not register before his/her date, he/she cannot practice and is subject to a fine of \$10 per month.
- Teachers, leaders, and Level III TA's with a professional certificate must complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration period. Holders of a permanent certificate do not need to complete the 100-hour PD requirement. Please note: all PD hours accumulated prior to July 1, 2016 will be lost.
- If a teacher, leader or Level III TA continues to practice without CTLE completion, the certificate holder may be subject to moral character review pursuant to Part 83 of Commissioner's regulations.
- If a CTLE certificate holder returns to practice in an applicable school, he/she will be required to register with the NYSED prior to resuming practice. If the certificate holder is in the middle of a registration period when he/she becomes inactive and is no longer practicing, he/she must complete a minimum of 20 hours of CTLE for every year that he/she was practicing in an applicable school.

The district's PD offerings each year include sessions that satisfy the language-acquisition requirement; these are identified in the SCSD Professional Learning Catalog and on conference day agendas.

Mandated Trainings

The district provides annual training in school violence prevention and intervention, child abuse recognition, the needs of students with autism (where applicable), the Dignity for All Students Act (DASA), bloodborne pathogens, and cybersecurity, delivered through conference days and asynchronous Vector modules.

Emergency Remote Instruction Readiness

In the event of a required pivot to remote instruction, the district maintains readiness through familiar platforms (Google Suite, Schoology), clear lesson-objective communication, varied formative assessment, and regular teacher-student check-ins, consistent with the district's Emergency Remote Instruction Plan.

Needs and Data Analysis

For our students to meet or exceed NYS learning standards, professional development must be based on their learning needs. SCSD professionals analyze student work, multiple data sets, and instructional goals at the class, building, and district level. The plan is articulated within and across grade levels through building-focused and district-focused activities, coupled with individual professional growth opportunities.

The district's instructional support structure for 2026-2027 includes one instructional coach in literacy, one instructional coach in K-6 mathematics, and Lead Teachers in ELA, Mathematics, Social Studies, Science, Technology, and Special Education. This structure directly supports standards-based instruction, curriculum mapping, and data-informed practice across all buildings.

Priority Areas Identified Through Data Analysis

- **Literacy:** Science of Reading-aligned core instruction and literacy across the content areas
- **Mathematics:** iReady Classroom (K-8), Building Thinking Classrooms (grades 5-12), NYSED Numeracy Briefs as a research anchor
- **Technology Integration and 21st Century skills:** AI literacy and digital literacy for staff and students, communication, data analysis to drive instruction, Inquiry-based learning and Project Based Learning, student centered learning.
- **NY Inspires-aligned instruction and assessment:** project-based learning, PLAN Pilot, Presentations of Learning, authentic audiences and community partnerships
- **NY Inspires instructional requirements:** personal finance implementation and climate education readiness
- **State assessment and compliance shifts:** the transition to WIDA ACCESS for multilingual learners and Education Law 818 requiring PreK-3 literacy curriculum aligned to the Science of Reading
- NYS Learning Standards implementation and curriculum mapping across all content areas, including NYSSLS-aligned science
- MTSS and progress monitoring; data literacy for teams and individual educators
- Raising academic expectations for all students, with attention to students with disabilities, economically disadvantaged students, and English language learners/multilingual learners
- Social-emotional learning, restorative practices, and safe, affirming learning environments (CR-SE)
- Graduation pathways and communication with families about NY Inspires graduation measure changes

NEEDS ASSESSMENT SOURCES		
School Report Card	Curriculum analysis	CDOS and work-based learning data
BEDS data	Title I-IV	Teacher surveys and self-assessment
NYS 3-8 Assessment data in ELA, Mathematics, and Science	Attendance	Parent and student surveys
NYS Regents results	Graduation and dropout data	English language proficiency data
iReady Diagnostics (Math and Reading)	Performance results disaggregated by subgroups	APPR
AP exams	District and state benchmarks	ESSA Stakeholder Committee
	Longitudinal data	

Alignment to the NYS Professional Learning Standards (2018)

This plan is aligned to the New York State Professional Learning Standards approved by the Professional Standards and Practices Board in 2018. The seven domains provide a holistic framework for planning and reviewing professional learning:

A. Professional Growth and Collaboration	Ongoing, sustained learning within collaborative, trusting learning communities
B. Expanding Professional Capacity	Deepening educator expertise, data use, and problems of practice
C. Leadership	Developing skillful leaders who cultivate vision, capacity, and support systems
D. Professional Learning Approaches	Adult learning theory, choice, differentiation, and sustained experiences over time
E. Utilizing Data	Multiple sources of student, educator, and system data to plan, assess, and evaluate professional learning
F. Cultural Responsiveness	Building on the cultural strengths of a diverse population of learners; educator self-awareness; affirming environments
G. Engagement Among Diverse Communities	Shared ownership of student and community success with families and partners

Each objective below identifies its primary domains. Domains D (Professional Learning Approaches) and E (Utilizing Data) apply across all objectives as design principles: professional learning in this plan is goal-oriented, research-guided, differentiated for adult learners, sustained over time, and informed by needs assessment and ongoing feedback.



The Ten Standards for High Quality Professional Development

Professional learning in this plan is designed and reviewed against the Ten Standards for High Quality Professional Development as well as the seven NYS Professional Learning Standards domains on the preceding page.

-
- 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 skill 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 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.

District Professional Development Objectives

The plan retains six district objectives, each now anchored to a Blueprint for Excellence pillar:

-
- 1** Promoting and maintaining a safe learning environment
THE SAWYER STUDENT EXPERIENCE

 - 2** Developing capacity to utilize and integrate technology and 21st century skills
ACADEMIC EXCELLENCE

 - 3** Adjusting and increasing instructional skills and strategies to meet the academic, social, physical, and emotional learning needs of all students
ACADEMIC EXCELLENCE

 - 4** Fostering Professional Learning Communities based on the needs of the whole student
PROFESSIONAL CULTURE

 - 5** Enhancing communication between the school, students, families, and the community
FAMILY AND COMMUNITY ENGAGEMENT

 - 6** Increasing the instructional skills and strategies of new staff; providing practical and logistical support
PROFESSIONAL CULTURE
-

OBJECTIVE 1

Promoting and Maintaining a Safe Learning Environment

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by promoting and maintaining a safe learning environment.

BLUEPRINT PILLAR

The Sawyer Student Experience

NYS PL DOMAINS

F (Cultural Responsiveness); A (Professional Growth and Collaboration)

PORTRAIT OF A GRADUATE ATTRIBUTES

Professional learning in this objective builds educator capacity toward the whole Portrait of a Graduate.

Inform all employees of District and Building Safety Plans

SEPTEMBER 2026; ONGOING;
ASYNCHRONOUS

ACTIVITIES

Annual updates and Superintendent's Conference Day sessions
Bloodborne Pathogens, Right to Know, DASA, cybersecurity training (Vector online modules)

EVIDENCE

NYSED regulations
Completion records
(Vector/Frontline)

WHO

Central Office
Principals
Vector Online Modules

Continue anti-bullying and harassment prevention programs

ONGOING THROUGHOUT THE
YEAR

ACTIVITIES

DASA workshops and building committee work
Staff meetings and workshops
PBIS and behavioral plans
Vector modules

EVIDENCE

School Safety and Educational Climate (SSEC) / DASA reports
NYSED Mental Health and SEL frameworks
Discipline and attendance data

WHO

Central Office
Building administration and staff
Ulster BOCES Behavior Support Team
DASA Coordinators

OBJECTIVE 1 CONTINUED

Promoting and Maintaining a Safe Learning Environment

Support restorative practices, de escalation, and Responsive Classroom

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

Restorative practices and de-escalation training
Responsive Classroom training (elementary)
SEL and trauma-informed practice workshops

EVIDENCE

School Safety and Educational Climate (SSEC) report; Infinite Campus reports
Attendance and discipline data
Panorama climate surveys

WHO

District and building leaders
Ulster BOCES; Ramapo for Children; RCPC;
Responsive Classroom; Family of Woodstock
Mid-Hudson Regional Partnership

Provide professional learning in CRSE, cultural diversity, equity, and inclusion

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

NYSED CR-SE Framework workshops connected to Portrait of a Sawyer Graduate work
ELL/MLL and SPED instructional practices
Book studies (student and adult)

EVIDENCE

NYSED CR-S Framework
Discipline, attendance, and climate data, culture surveys, committee meetings

WHO

District and building leaders
DEI Committee
Ulster BOCES; Mid-Hudson Regional Partnership
Outside consultants as approved

Promote digital citizenship, social media safety, healthy relationships, and positive choices

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

Staff, student, and parent workshops
Cyberbullying prevention training
Erin's Law trainings; Maximizing Life; purposeful play

EVIDENCE

School Safety and Educational Climate (SSEC) / DASA reports
Pre/post surveys; NYSED regulations

WHO

District and building leaders; school counselors and social workers; School Resource Officer; Ulster County Prevention Council
Ulster County Crime Victims Assistance Program; other consultants as approved

OBJECTIVE 2

Developing Capacity to Utilize and Integrate Technology and 21st Century Skills

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by developing the capacity to utilize and integrate technology in delivering instruction and monitoring student learning.

BLUEPRINT PILLAR

Academic Excellence

NYS PL DOMAINS

B (Expanding Professional Capacity); D (Professional Learning Approaches)

Provide innovative instructional technology PD through the Technology Lead Teacher

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

Technology Lead Teacher facilitates feedback loop and turn-key training
District Technology Plan alignment
Grade/subject-specific technology integration

EVIDENCE

Teacher and administrator feedback
Curriculum maps; lesson design
Staff surveys

WHO

District and Building Leaders
Technology Lead Teachers
Coordinator of Technology
Ulster BOCES; MHRIC; SCSD staff

Support student management, assessment, and instructional platforms

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

Training on Infinite Campus, Frontline IEP, Schoology, Google Suite, iReady, AristoleK12, Clever, Naviance, curricular resources, and curriculum mapping tools
Targeted training for new staff and new platform features

EVIDENCE

Staff survey feedback
Platform usage and data quality (report cards, IEP progress reports, state reporting)
Academic data (Diagnostics, Grand Rounds, etc)

WHO

Educational Data Coordinator
District and Building Leaders
Technology Lead Teachers
Coordinator of Technology
Ulster BOCES; MHRIC; SCSD staff

OBJECTIVE 2 CONTINUED

Developing Capacity to Utilize and Integrate Technology and 21st Century Skills

Build data literacy and systems for curriculum mapping

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

Training on curriculum mapping tools and data management systems
Data analysis protocols connected to MTSS and team structures

EVIDENCE

iReady data; NYS 3-8 assessments; Regents
Curriculum maps and pacing guides
MTSS data

WHO

Building and District Leaders
Instructional coaches
Lead Teachers
Educational Data Facilitator

Establish shared expectations for AI and emerging technologies

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

AI workgroups, workshops, trainings, and conferences
Lead Tech Teacher committee
Ongoing district professional learning

EVIDENCE

Staff surveys and feedback; curriculum analysis; learning walks, student work samples

WHO

Building and district leaders
SCSD staff
Technology Lead Teachers
Coordinator of Technology
Administrative Council

Implement Grade Level Technology Expectations

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

Grade Level and Dept. meetings
In-Service Opportunities
Conference Days
Monthly Faculty Mtgs.
Quarterly curriculum and instruction meetings

EVIDENCE

Staff surveys
APPR
Technology Committee Feedback

WHO

District and Building Leaders
Administrators
Lead Teachers (SPED)
Tech. Lead Teachers
Librarian Media Specialists

Workshops in Technology Strand

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

Conference Days
In-Service Opportunities

EVIDENCE

Staff surveys
Staff Needs Assessment
APPR

WHO

Ulster BOCES
Lead Teachers
SCSD Teachers
Professional Learning Catalog
SCSD Instructional Coach
MHRIC
Vendor Consultants

OBJECTIVE 3

Adjusting and Increasing Instructional Skills and Strategies to Meet the Needs of All Students

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by adjusting and increasing instructional skills and strategies to best meet the academic, social, physical, and emotional learning needs of all students. Expands educators' content knowledge and the skills necessary to provide developmentally appropriate, standards-aligned, culturally responsive instruction, and to design the experiences through which students demonstrate the Portrait of a Sawyer Graduate.

BLUEPRINT PILLAR

Academic Excellence

NYS PL DOMAINS

B (Expanding Professional Capacity); C (Leadership); F (Cultural Responsiveness)

Advance NY Inspires-aligned instruction and assessment: PBLA, PLAN Pilot, and Presentations of Learning

CONFERENCE DAYS; IN-SERVICE;
ONGOING THROUGHOUT THE
YEAR

ACTIVITIES

PBLA facilitation training and unit design
Conferences
Workshops
Microcredentials
Teaching and Learning Meetings
Department Meetings
Lead Teacher Meetings
other district professional learning

EVIDENCE

Student work artifacts and presentation rubrics
PBLA unit plans
Student engagement data; APPR

WHO

District and Building Leaders
Lead Teachers
Ulster BOCES; PLAN Pilot; PLAN Pilot mentor schools

Strengthen Science of Reading-aligned literacy instruction K-12

ONGOING COACHING CYCLES;
CONFERENCE DAYS

ACTIVITIES

Foundations (K-3), Geodes (K-2), and HMH Into Reading (3-6) implementation support
The Writing Revolution district course offering
Workshops and conference Day sessions
Coaching cycles with the literacy instructional coach

EVIDENCE

iReady Reading diagnostics
NYS 3-8 ELA assessments; Student assessment tasks; curriculum maps; coaching surveys; learning walks

WHO

Literacy instructional coach
ELA Lead Teachers
Building administrators
Ulster BOCES
MHTC
SCSD Staff
iReady Professional Learning providers

OBJECTIVE 3 CONTINUED

Adjusting and Increasing Instructional Skills and Strategies to Meet the Needs of All Students

Strengthen mathematics instruction K-12

ONGOING THROUGHOUT THE
YEAR; COACHING CYCLES

ACTIVITIES

Building Thinking Classrooms trainings
iReady Classroom Math
implementation support
Coaching cycles
NYSED Numeracy Briefs
Workshops and conference day
sessions

EVIDENCE

iReady Math diagnostics
NYS 3-8 Math assessments;
Student assessment tasks
curriculum maps; and learning
walks

WHO

Math instructional coach
Math Lead Teachers
Building administrators
Ulster BOCES
MHTC
SCSD Staff
iReady Professional Learning
providers

Implement K-12 NYSSLS-aligned science curriculum

ONGOING THROUGHOUT THE
YEAR

ACTIVITIES

NYSSLS unit design workshops
Mystery Science implementation
support
Investigation-based assessment
practices
Workshops and conferences

EVIDENCE

NYS Science assessments; student
assessment tasks; curriculum
maps

WHO

District and Building Leaders
SCSD Staff
Science Lead Teachers
Ulster BOCES; vendor consultants

Build capacity for NY Inspires personal finance and climate education instruction

ONGOING THROUGHOUT
THE YEAR

ACTIVITIES

Orientation to NY Inspires
requirements and topics
Professional Learning sessions
Curriculum gap analysis
Community partnerships

EVIDENCE

NYSED requirements and
forthcoming guidance
Curriculum maps
Teacher feedback
NYSED guidance alignment

WHO

District and Building Leaders
Lead Teachers
SCSD staff
Ulster BOCES
Community partners
Outside consultants

OBJECTIVE 3 CONTINUED

Adjusting and Increasing Instructional Skills and Strategies to Meet the Needs of All Students

Support MTSS, progress monitoring, and instruction for students with disabilities, IEPs, 504s, and ELLs/MLLs

ONGOING
THROUGHOUT THE
YEAR

ACTIVITIES

MTSS/Grand Rounds
Committees and department meetings
Progress monitoring and legal requirements for IEPs/504s
Co-teaching and language acquisition best practices workshops and conferences
Workshops and conferences on explicit and direct instruction; executive functioning; neurodiversity

EVIDENCE

MTSS data; progress monitoring records
English language proficiency data
IEP progress reports; staff feedback

WHO

Building and District leaders
MTSS Coordinator and committee
Special Education Lead Teachers
Directors of Special Education and PPS
HV RBERN; Ulster BOCES; Mid-Hudson Regional Partnership

Develop and refine standards-based curriculum through mapping

SUMMER 2026; QUARTERLY C&I
MEETINGS; ONGOING

ACTIVITIES

Summer and school-year curriculum mapping
Horizontal and vertical articulation meetings
Analysis of student work through protocols

EVIDENCE

Completed curriculum maps and pacing guides
NYS assessment data; graduation rate; student work products

WHO

Building and district leaders
instructional coaches
Lead Teachers and curriculum writers
Department chairs

Develop leadership capacity for instructional improvement

SUMMER RETREAT; MONTHLY
ADMINISTRATIVE COUNCIL;
ONGOING

ACTIVITIES

Admin Retreat (summer 2026) and Administrative Council learning
Learning walks and calibrated feedback
Facilitation skills: protocols, norms, data-driven dialogue
Coaching and mentorship for new administrators

EVIDENCE

APPR; learning walk data
Administrator feedback
Building goal progress

WHO

Superintendent; CIA Director
MHLI Leadership Institute;
SAANYS; NYSSOC
Ulster BOCES

OBJECTIVE 4

Fostering Professional Learning Communities Based on the Needs of the Whole Student

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by fostering groups within the district as collaborative learning communities that develop professional activities based on the needs of the whole student.

BLUEPRINT PILLAR

Professional Culture

NYS PL DOMAINS

A (Professional Growth and Collaboration); E (Utilizing Data)

Use formative assessment and analysis of student work to inform instruction

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

Workshops on examining student work, formative assessment, and data analysis
Grand rounds; MTSS meetings; team meetings; BLT and DLT cycles; faculty and grade-level/department meetings
Item analysis; book groups and in-service

EVIDENCE

Teacher and administrator feedback
NYS School Report Card; assessments
APPR; unit and lesson plans

WHO

Building and district leaders
SCSD staff
Lead Teachers
Instructional coaches
Ulster BOCES

Build capacity for NY-Inspires aligned assessment shifts

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

PLAN Pilot and NY Inspires-aligned workshops and professional learning
Department Meetings
Teaching and Learning meetings
Lead Teacher committees
Cross-building sharing of exemplar student work

EVIDENCE

student assessment work; surveys; teacher feedback; student assessment data

WHO

Building and district leaders
Lead Teachers
Department Chairs
PLAN Pilot cohort/mentor school
Ulster BOCES
other consultants

OBJECTIVE 4 CONTINUED

Fostering Professional Learning Communities Based on the Needs of the Whole Student

Build data proficiency among staff and students

ONGOING THROUGHOUT THE YEAR

ACTIVITIES

MTSS/Grand Rounds meetings
Department meetings
Teaching and Learning meetings
Student and class data chats
Lead Teacher meetings

EVIDENCE

iReady diagnostics; MTSS data
Attendance and graduation data
Student assessment data;
disaggregated data by subgroup

WHO

Administrators; MTSS teachers
Instructional coaches; teachers

Grow Lead Teacher structures as engines of professional learning

MONTHLY LEAD TEACHER MEETINGS; ONGOING

ACTIVITIES

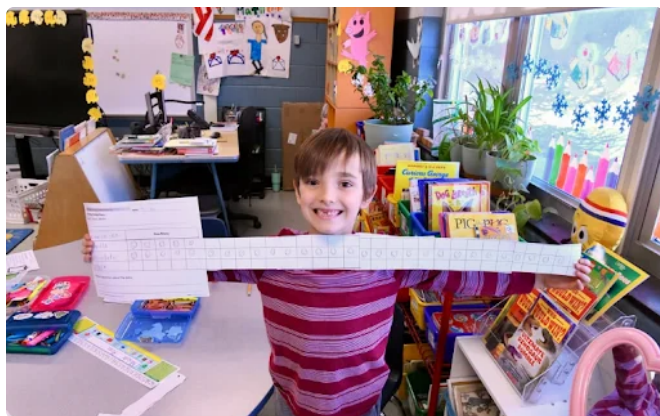
Lead Teacher meetings across the six content areas
Turn-key facilitation of district PD by Lead Teachers
Staff proposals to facilitate PD via the SCSD Catalog and conference days

EVIDENCE

PD facilitation records;
participant feedback
Catalog offerings and enrollment

WHO

Lead Teachers
Building and District leaders
instructional coaches



OBJECTIVE 5

Enhancing Communication Between the School, Students, Families, and the Community

Provide professional development programs designed to meet the needs of all district employees and to improve student knowledge, achievement and skills by enhancing the effective means of communication between the school, students, families, and the community at large.

BLUEPRINT PILLAR Family and Community Engagement	NYS PL DOMAINS G (Engagement Among Diverse Communities)
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Increase the participation of showcasing student work as family and community engagement

ALIGNED TO STUDENT
WORK SHARING

ACTIVITIES Hosting authentic audiences for student presentations Community partner development	EVIDENCE Participation records Student and family feedback	WHO District and Building leaders SCSD staff Lead Teachers community partners
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Use district communication tools effectively

ONGOING THROUGHOUT THE
YEAR

ACTIVITIES Training on website, social media, newsletters, School Messenger, and translation/accessibility features Evening parent/community workshops (mental health, social media, academic success, program orientations)	EVIDENCE Participation data Staff, family, and community feedback; Panorama surveys	WHO District and building administrators Teachers and staff; consultants
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OBJECTIVE 6

Increasing the Instructional Skills and Strategies of New Staff

Professional development increases the instructional skills of new staff to positively impact student achievement, and provides practical and logistical support that builds and extends learning from initial preparation.

BLUEPRINT PILLAR Professional Culture	NYS PL DOMAINS A (Professional Growth and Collaboration); C (Leadership)
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Provide the teacher mentor program for new staff per NYSED requirements

ORIENTATION AUGUST 2026;
ONGOING PER MENTORING PLAN

ACTIVITIES New teacher orientation Mentor training and matching per the SCSD Mentoring Plan (addendum) Periodic new teacher meetings; release time for observation cycles	EVIDENCE Mentoring logs (Frontline/My Learning Plan) Retention data; mentee and mentor feedback Annual summative report	WHO Mentor Coordinator and Mentor Committee District and building leaders
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Onboard new staff to district instructional frameworks

AUGUST ORIENTATION;
SUSTAINED THROUGH YEAR ONE

ACTIVITIES Orientation to the Blueprint for Excellence, Profile of a Sawyer Learner, NYS standards curriculum and assessment onboarding iReady, MTSS, and platform onboarding	EVIDENCE New staff survey feedback Coaching cycle participation	WHO Building and District leaders Instructional coaches Lead Teachers
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Measuring the Impact of Professional Learning

Professional learning in this plan is evaluated annually against defined success criteria, consistent with NYS Professional Learning Standards Domain E (Utilizing Data) and NYSED

PLP guidance. Evaluation examines impact on both educator practice and student outcomes, not participation alone.

Annual Evaluation Cycle

Fall

November

Baseline data review: iReady diagnostics, prior-year state assessments, conference day data, staff needs surveys. PD calendar confirmed against priorities.

Mid-year

January

Progress check: mid-year iReady diagnostics, coaching cycle participation, PD session feedback, MTSS data review. Adjustments made to spring offerings.

Spring

May–June

Impact review: end-of-year diagnostics and assessments, APPR trends, learning walk data, staff survey on PD quality and relevance. Findings reported to the DLT.

Summer

Committee uses the impact review as the needs analysis foundation for the following year's plan

Resources and Providers

FISCAL RESOURCES

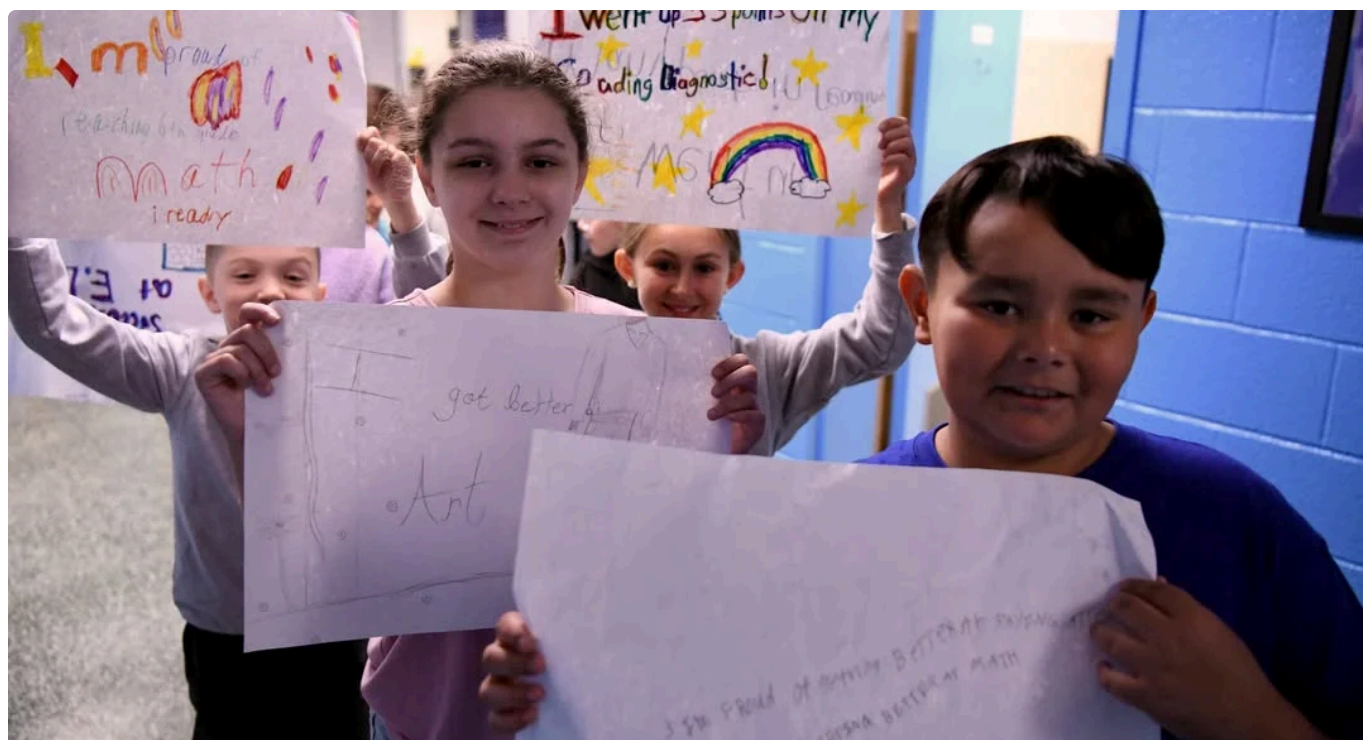
Title I; Title IIA; Title III; Title IV; IDEA funding; grants; district funds.

STAFF RESOURCES

Administrative team; instructional coaches; Lead Teachers; coordinators; technology support staff; teachers.

EXTERNAL PROVIDERS AND PARTNERS

Ulster BOCES; PNW BOCES; Dutchess BOCES; Mid-Hudson Teacher Center and NYS Teacher Centers; Mid-Hudson Regional Partnership Center; Hudson Valley RBERN; MHRIC; NYSED; NYSUT; PLAN Pilot, NYS Performance Standards Consortium; SAANYS; institutions of higher education; iReady/Curriculum Associates; Wilson Language Training (Foundations); Great Minds (Geodes); HMH; The Writing Revolution; Mystery Science; Responsive Classroom; Ramapo for Children; Family of Woodstock; Ulster County Prevention Council; Esopus Creek Conservancy; NAMI; other approved consultants.



Appendix A: SCSD Mentoring Plan

Across our country it is recognized that STA Staff in their first few years of practice benefit from mentoring and support from experienced veteran colleagues. For this reason, in New York, the State Education Department teacher certification regulations require mentoring experiences for beginning STA Staff.

The attached plan describes the Saugerties Central School District Teacher Mentoring Program, part of the SCSD Professional Development Plan, designed to comply with the NYSED mandates and Every Student Succeeds Act (ESSA) mentoring guidelines.

Goals

1. To provide practical and logistical support for navigating school and district expectations and procedures.
2. To increase the instructional skills of new STA Staff to positively impact student achievement.
3. To improve teacher retention by increasing career satisfaction of new STA Staff.
4. To satisfy NYSED requirements for teacher certification.

Teacher Eligibility for Teacher Mentoring Program

Full-time Mentor Eligibility

The following STA Staff are eligible to receive a full-time mentor for one school year:

- tenure track STA Staff in their first year of teaching;
- STA Staff new to SCSD with less than two years of prior professional experience in public schools;
- STA Staff who are required to have a mentor in order to meet NYSED requirements for professional certification.

*NOTE: Some probationary STA Staff who have held (a) long-term substitute position(s) in the District for less than two years will be considered on individual need.**

Part-time Mentor Eligibility

The following STA Staff are eligible to receive a part-time mentor for one school year:

- STA Staff returning to the profession after an extended period of absence (e.g. multiple-consecutive family leaves, prolonged military leave);
- experienced STA Staff changing tenure area or instructional level (e.g. secondary to elementary, elementary to secondary);
- STA Staff new to SCSD with two years or more of prior full-time teaching experience in public schools.

*NOTE: Long-term substitutes or other non-tenured STA Staff may receive a half-time mentor upon the recommendation of the Mentor Coordinator with the approval of administration. **

**If the SCSD does not provide a mentor for these STA Staff, they will still be included in Mentor Program activities such as new teacher meetings and workshops. Accessibility to Resource Mentors will be provided when possible.*

SCSD Mentoring Plan

Responsibilities of Mentees

- Must participate in mentor program activities.
- Attend orientation.
- Plan with mentor on mutually convenient and agreeable dates to observe mentor and to be observed by mentor.
- Meet and/or conference with a mentor at least once during a LETTER DAY cycle for a minimum of thirty minutes at a mutually convenient time and place. These meetings may take place before, during or after school hours.
- Approach the mentoring experience as a professional growth opportunity and use the experience to reflect upon and strengthen classroom practices.
- Maintain open communication with their mentee.
- Use Frontline Education's My Learning Plan program to document time spent on Mentor Program activities such as meetings with mentor and/or mentor coordinator, workshops, etc. The Log is expected to be completed and submitted at least monthly.

THIS DOCUMENTATION IS REQUIRED BY THE DISTRICT

Criteria of Teacher / Resource Mentor

In certain circumstances it may be beneficial to new hires to have the support of an additional short-term mentor. Examples include but are not limited to: technology, special education, ENL... These short term mentors will be compensated at the current STA hourly rate.

- Ability to maintain confidentiality.
- Tenured STA Staff or school nurse with at least three consecutive years in SCSD.
- Required completion of mentor training which has prior approval of the Mentor Committee (e.g. SCSD, UC BOCES, SUNY New Paltz, Mid-Hudson Teacher Center).
- A willingness to fulfill all roles and responsibilities as described in the Mentor Plan.
- Demonstration of effectiveness as a classroom teacher.
- Demonstration of effective interpersonal relationship qualities and ability to work collegially.
- Required completion of mentor training which has prior approval of the Mentor Committee and/or virtual mentor training with guidance from mentor coordinator (e.g. SCSD, UC BOCES, SUNY New Paltz, Mid-Hudson Teacher Center).
- An active participant in the school community.
- Continued professional development.

Mentor Selection Process

- Interested STA Staff should submit a letter of interest to the Mentor Coordinator
- The Mentor Committee reviews applications.
- The Mentor Committee identifies a pool of qualified STA Staff to serve as mentors.
- Mentors are chosen using the criteria for STA Staff/Resource Mentor as a guideline.
- Mentors are matched with Mentees utilizing input from Building Administrators with the following priorities in mind: grade level / content area taught; area of expertise; working proximity of mentees and mentors (same building is preferred); tenured STA Staff in SCSD with three years or more experience in the SCSD

SCSD Mentoring Plan

Mentor assignments are based on District need.

- Maintains confidentiality. Concerns may be addressed with the Mentor Coordinator, who will maintain confidentiality.
- Attends orientation.
- Meet and/or conference with mentees at least once during a LETTER DAY cycle for a minimum of thirty minutes at a mutually convenient time and place. These meetings may take place before, during or after school hours.
- BOTH the Mentee AND the MENTOR should use Frontline Education's My Learning Plan program to document time spent on Mentor Program activities such as meetings with mentor and/or mentor coordinator, workshops, etc. The Log is expected to be completed and submitted at least monthly.
- Observe mentee's classroom/office during teaching periods/school hours for the purpose of coaching and providing feedback. The first of these should take place in October, prior to the first administrative observation. Another should take place before March. Include in Log.
- Arrange visits for mentees to observe other colleagues (within the department or grade level is suggested). If coverage is needed, the mentor should make arrangements. Observations should be included in the monthly Log.
- Nurse mentors will refer to the Nurse's Orientation/Resource Packet for additional guidance and support specific to their positions and responsibilities.
- Participate in Mentor Program meetings (e.g. roundtable discussions, personalized meetings) throughout the year.
- Share knowledge, skills and information with mentees.
- Promote self-reflection and self-analysis.
- Serve as liaison for mentee and other school resources such as, but not limited to:

Library/Media Center

AV Resources

Homework Requests

Teacher Centers

Special Education

Detention

Computer Labs

Technology

Resource Mentors

Extra-curricular Activities

Counseling Centers

Voicemail

Home Teaching

OSS Responsibilities

Lead STA Staff

Mentor / Mentee Time

The regular meetings/conversations between Mentor and Mentee should be at a mutually agreed and decided time and place. Additional time for classroom visitations, longer meetings, consultation with Resource Mentors, or other work sessions will be provided as release time by the District under the following conditions:

- Half-day meetings (up to a maximum of six) between mentors and mentees can be scheduled throughout the year with approval of the Building Principal, and the Assistant Superintendent. The half days should be recorded in the Mentoring Log.
- Participants are responsible for notifying sub service for this in-district business.

THIS DOCUMENTATION IS REQUIRED BY THE DISTRICT

SCSD Mentoring Plan

Responsibilities of Part-Time Mentors

The part-time mentor has a unique role. At the beginning of the school year, this mentor will initially meet his/her mentee as regularly as a full time mentor. As the mentee becomes acclimated to the school environment, meeting frequency should taper off. This usually occurs around October or November however the mentor should still be available throughout the year.

- Maintains confidentiality. Concerns may be addressed with the Mentor Coordinator, who will maintain confidentiality
- Attend orientation.
- Follow recommendation to meet with a mentee at least twice a month for a minimum of thirty minutes at a mutually agreed and designated time and place. These meetings may take place before, during or after school hours.
- Request from principal for release time as needed with a one-week notification. Be certain to request coverage/substitute and document on the Mentoring Log.
- Participate in Mentor Program meetings (e.g. roundtable discussions) throughout the year that pertain to area of expertise.
- Share knowledge, skills and information with mentees.
- Promote self-reflection and self-analysis.
- Serve as liaison for mentee and other school resources such as, but not limited to those listed above.
- BOTH the Mentee AND the MENTOR should use Frontline Education's My Learning Plan program to document time spent on Mentor Program activities such as meetings with mentor and/or mentor coordinator, workshops, etc. The Log is expected to be completed and submitted at least monthly.

Responsibilities of Resource Mentors

The SCSD Mentor Teacher Program includes a pool of Resource Mentors. These Resource Mentors are available to all mentees. Their interaction with mentees is coordinated by the Mentor Coordinator upon request or as need is determined.

- Maintains confidentiality. Concerns may be addressed with the Mentor Coordinator, who will maintain confidentiality.
- Allow observations by mentees to focus on areas of specific concerns.
- Provide professional expertise and/or resources.
- Share knowledge, skill and information with mentees.
- Promote self-reflection and self-analysis.
- Observe the mentee's classroom, upon the request of a mentee, during teaching situations for purposes of coaching and providing feedback.
- Present information or serve as a resource at Mentor Program meetings.

SCSD Mentoring Plan

Responsibilities of Mentor Coordinator

- Maintains confidentiality. Concerns may be addressed with the Mentor Coordinator, who will maintain confidentiality.
- Plan and implement an orientation for Mentees and Mentors prior to the opening of school
- Support and act as resource for Mentors, Mentees, and Resource Mentors.
- Facilitate the planning, scheduling, and implementation of Mentor Program activities.
- Facilitate the Mentor Committee.
- Review and maintain documentation needed for the Mentor Program.
- Organize and conduct periodic meetings throughout the year with Program participants.
- Provide an Annual Summative Report

Mentor Committee

The SCSD Mentor Program Committee will consist of up to twelve members:

- Up to Two District appointed Building Administrators — one elementary and one secondary;
- Up to six Saugerties STA Staff Association (STA) — one from each elementary building, one from the Junior High, and one from the Senior High;
- Up to two Professional Practices Committee (PPC) members;
- The SCSD Mentor Program Coordinator.

Chain of Command Regarding Mentoring Challenges

In the event a mentee/mentor feels there is a strain on their professional relationship, either party can reach out to the following individuals for support mediating the situation: Mentor Coordinator; STA Union Representative.

If the relationship is not a match, every effort will be made to find the mentee a more suitable mentor. In the spirit of confidentiality, input for the new mentor selection will be taken from the Mentor Coordinator, one Union Representative and/or the building Principal.

Timeline for Challenging Conversations

If the first observation is ineffective/developing, the observer will converse with the mentor and mentee to address and discuss areas of needed growth, and a plan for growth should be put in place:

- Goals to be reached by a specific date for each ineffective/developing area
- Plan of action to reach the goals & suggested evidence to show goals are met
- Resources available to assist in reaching goals

The mentor will take minutes of the meeting, which must be shared with all the attendees.

Second Concerning Observation: The Union Building Representative, mentor, and Mentor Coordinator will be brought into the conversation. The plan of action will be revisited and revised in order to help the new hire work through their areas of weakness.

NOTE: In case of virtual instruction, the required meetings will continue to take place virtually.

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SAUGERTIES

CENTRAL SCHOOL DISTRICT

We are a beacon of educational excellence, where every individual is inspired to achieve their fullest potential.