

NYACK PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT PLAN 2026-2028

Adopted By BOE: June 16, 2026

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George Teasdale, Assistant Principal - Nyack High School

2023 – 2025 Planning Committee

The Nyack Public Schools Professional Development Committee is comprised of the following members

Lucrisha Addison-Harris, Principal - Valley Cottage Elementary School
Danielle Andersen, Math Specialist/Teacher - Upper Nyack Elementary School
Mary Berat, Social Studies Chairperson/Teacher - Nyack High School
Julio Cedeño, Assistant Principal - Nyack High School
Dr. Christina Clark, Math Chairperson/Teacher, (Adjunct Professor, SUNY New Paltz)
Dr. Elcie Douce, World Language Chairperson/Teacher - Nyack High School
Joseph Fusaro, Director Nyack Teacher Center
Christina Green, Math Specialist/Teacher - Valley Cottage Elementary School
David Johnson, Principal - Nyack Middle School
John Joyce, English Chairperson/Teacher - Nyack High School
Michael Humphrey, Music Department Chairperson - Nyack High School
Deirdre Kenna, Art Chairperson/Teacher - Nyack High School
Amy Leibel, Reading Specialist/Teacher - Valley Cottage Elementary School
Leo Macias, Director of Special Education & Pupil Personnel Services
Nina Mesopotanese, Math Specialist/Teacher - Liberty Elementary School
Steve Nardi, Technology Integration Specialist
Lucia Pichardo, Director of Bilingual Education & English as a New Language
Jamie Polcari, Reading Specialist/Teacher - Liberty Elementary School
Tracy Potter, Science Chairperson/Teacher - Nyack High School
Dave Sheehan, Teacher - Nyack High School
George Teasdale, Assistant Principal - Nyack High School
Maire Warzecha, Reading Specialist/Teacher - Upper Nyack Elementary School

Dr. Lizzette Ruiz-Giovinazzi
Superintendent of Schools

Joseph Simoni
Assistant Superintendent of Curriculum & Instruction

Nyack Public School District
13A Dickinson Avenue
Nyack, NY 10960

BEDS Code: 50-03-04-03-0000

Phone: (845) 353-7000
Fax: (845) 353-0508
Email: lruizgiovinazzi@nyackschools.org

Professional Development Plan

District Goals for 2025-2026

- Strengthen and sustain a district-wide MTSS framework
- Establish and implement a K-12 PBIS framework to strengthen Tier 1 climate and belonging systems
- Deepen excellence in foundational literacy and mathematics Pre-K-5
- Advance equity through a culture of belonging and family engagement
- Advance the District Technology Plan and integrate AI tools for teaching and learning
- Expand college, career, and post-secondary readiness pathways
- Develop the Nyack Public Schools five year Strategic Plan

Purpose and Objective

The purpose of this plan is to improve the quality of teaching and learning by ensuring that educators participate in substantial professional development in order that they remain current with their profession and meet the learning needs of the students of Nyack. Nyack Public Schools aligns professional development activities with New York State's ten standards for high quality professional development.

The Nyack Public School Professional Development Plan is based on the Ten NYSED PD Standards:

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 educator's 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.

About The Nyack Public Schools:

Nyack is a primarily residential community in Rockland County situated 20 miles north of mid-Manhattan, just over the Governor Mario M. Cuomo Bridge. The Nyack School District consists of three elementary schools that serve students (K-5): Liberty Elementary School, Upper Nyack Elementary School and Valley Cottage Elementary School. Students filter into one Nyack Middle School (6-8) and ultimately the Nyack High School (9-12). Nyack celebrates its cultural diversity. The student population (2,817 students as of June 2024) is made up of 37% White, 35% Latino, 14% Black, 6% Asian, 7% Multi-Racial, and 1% American Indian/Alaskan Native. 37% of students receive free and reduced lunch. In addition, 13% of the district student population are ENL learners.

The Nyack Public Schools value the richness of our diverse community. We believe that all children are born with sufficient innate ability to achieve school tasks, and that it is our ethical and moral responsibility to ensure our school district provides an optimal learning environment that meets the needs of all students regardless of race, gender, gender identity, sexual orientation, socioeconomic status, first language, religion, national origin, age or differently-abled.

Mission Statement

We, the students, parents, community and staff of the Nyack School District VALUE: the pursuit of scholastic excellence; the richness of our diverse community; harmonious relationships among individuals and groups; partnerships among students, staff, parents, and community; respect for self, and others; responsible ethical behavior that engenders trust; individuals who think critically and creatively; ongoing involvement in local and global issues; development of essential skills and attitudes for a productive life; a safe and nurturing environment.

To implement its Mission Statement, the Nyack Board of Education established the following goals and objectives:

- Challenge all students to reach their highest potential
- Recognize the diversity of the Nyack School District
- Foster understanding of school programs and support of all of our students via reciprocal communication process between staff and the community about district goals, programs and achievement
- Support students efforts to learn and grow by ensuring a safe and caring environment in all buildings

In pursuit of this mission, the Nyack Public Schools will significantly improve achievement outcomes for all students as measured by the Milestones Framework outlined in the Strategic Plan For Excellence Through Racial Equity.

Milestone Measures of Success:

- All students will enter Kindergarten ready to learn and First Grade ready to read.
- All students will be reading on grade level at the end of Third Grade.
- All students will complete Grade 8 ready for high school.
- All students will enter Grade 10 on track to graduate high school.
- All students will complete Grade 12 on time and are ready for college, vocational school and/or the workforce.

Nyack School District is a community, proud of its traditions that use the richness of its diversity to meet the needs of all students and prepare them for a rapidly changing world. The District's goals are infused into classrooms and curriculum through a joint commitment of administrators and staff to transforming the educational experience of each and every one of our students.

Our professional development plan and curriculum revision reflect Nyack's commitment to excellence and an alignment with New York State Next Generation Learning Standards. One goal of this plan is to enhance our rigorous, relevant, and standards-aligned program. To support student success, we also work to encourage their social-emotional growth, cultural awareness, 21st century skills, and global citizenship. The other goals of our plan are to develop organizational activities to enhance a professional community of learners and to provide opportunities for every student to achieve success.

The Nyack Public Schools PDP is guided by the following:

Needs Assessment Sources:

- Standardized Assessment (Regents Exams; NYS Assessments- Math (3-8), ELA (3-8), Science; FLACS (Checkpoints A & B), NYSESLAT and NYSAA Assessments
- Analysis of STAR universal screening (Math & Reading)
- Analysis of Benchmark and other Local Common Assessments
- Community Perception Survey Data (World Cafés and Thought Exchange)
- Faculty/Grade Level/Department meetings
- The District Professional Development Committee
- Graduation/Completion Rates
- College Placement Rates
- Drop-out Rates and Non-Completer Rates
- Student performance results disaggregated by demographic groups (ELL, SWD, Race/Ethnicity, ED)
- Professional Development Evaluation/Feedback Surveys

In order to fulfill these goals, the District will offer meaningful professional development experiences to our faculty, including newly certified teachers and teaching assistants. Effective teaching strategies will be reinforced by ongoing staff training provided by both the District and Nyack's own faculty-run Teachers Center. The District aims to increasingly rely on the skills and knowledge of our staff to provide job-embedded professional development. This includes access to Nyack's in-house Professional Academy, through which faculty and staff will take courses and participate in professional learning communities. We will also continue to expand and improve our Mentoring Program, which offers support for new teachers based on their current needs. All of these programs will be evaluated and informed by the data we continuously gather on student performance.

Our professional development plan takes into account the feedback and insights offered by staff and community members through recent meetings and surveys such as World Cafés and Thought Exchange. Nyack has also recently held a series of Public Engagement Committee Meetings. These and other outreach efforts complement our professional development plan by engaging parents and the community as partners in our efforts to prepare our students for the global society of the future.

Professional Development Opportunities and CTLE Regulations and Requirements

Substantial professional development opportunities that are directly related to student learning needs are provided to all staff members. State regulations require that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing in a New York public school or BOCES to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period. Please see the below requirements for CTLE credit.

CTLE Regulation:

8 CRR-NY II C 80-6

NY-CRR

STATE COMPILATION OF CODES, RULES AND REGULATIONS OF THE STATE OF NEW YORK

TITLE 8. EDUCATION DEPARTMENT

CHAPTER II. REGULATIONS OF THE COMMISSIONER

SUBCHAPTER C. TEACHERS

PART 80. REQUIREMENTS FOR TEACHERS' CERTIFICATES AND TEACHING PRACTICE SUBPART 80-6. REGISTRATION REQUIREMENTS FOR HOLDERS OF A PERMANENT OR PROFESSIONAL CERTIFICATE IN THE CLASSROOM TEACHING SERVICE AND EDUCATIONAL LEADERSHIP SERVICE AND HOLDERS OF A TEACHING ASSISTANT LEVEL III CERTIFICATE AND THE ESTABLISHMENT OF CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS FOR HOLDERS OF PROFESSIONAL CERTIFICATES IN THE CLASSROOM TEACHING AND EDUCATIONAL LEADERSHIP SERVICE AND TEACHING ASSISTANT LEVEL III CERTIFICATE HOLDERS FOR THE 2016-2017 SCHOOL YEAR AND THEREAFTER

8 CRR-NY 80-6 Notes

80-6.9 Acceptable continuing teacher and leader education.

(a) Acceptable CTLE must be taken from a sponsor approved by the department pursuant to section 80-6.10 of this Subpart.

(b) Acceptable CTLE shall be studied in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of this Subpart. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

CTLE Recordkeeping and Documentation Requirements

Educators must maintain personal records of completed continuing teacher and education leader (CTLE), including:

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities.

A sample CTLE recordkeeping form is available online. Educators must maintain CTLE records and documentation for at least three years from the end of the registration period in which they completed the CTLE.

Educator Documentation

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. For all of their CTLE activities, educators should be able to either:

- Provide the NYSED Certificate of Completion Form, or
- Provide an alternative form or format that captures the same information requested on the CTLE completion form (e.g., CTLE certificates), or
- Be able to generate a CTLE certificate with the information requested on the CTLE completion form (e.g., from a professional learning management system).

Please note that summaries of activities listed in professional learning management systems will not be accepted as documentation of CTLE clock hours at this time if the Department requests documentation.

Please note, a completion certificate for all district-sponsored CTLE activities can be found on My Learning Plan, linked to each individual activity.

For more information about CTLE sponsors or approved activities visit https://www.highered.nysed.gov/tcert/resteachers/ctle.html

District Goals for 2024 - 2025

- Implement District Wide MTSS Plan
- Advance the District Equity Plan
- Strengthen Elementary ELA/ENL Math Curriculum

Professional Development Goals and Priorities

Additionally, the goals of professional development in the Nyack schools are to:

- Continue the strategic planning process to develop a clear and identifiable vision for instruction in Nyack Public Schools.
- Continue to revise/renew District curricula utilizing the cyclical model of the five phases: Review & Planning; Program Development, Implementation & Support and Evaluation/Maintenance as the model provides for appropriate and systemic planning curriculum writing, professional development, implementation and evaluation of all academic programs.
- Implementation of MTSS teams in every building, including training and the creation of a district-wide MTSS plan that incorporates the use of universal screeners and other assessment tools to identify students in need of support across the district.
- Continue to support the implementation of the Science of Reading through the adoption of 95% Core Phonics program in grades K-4 and other professional learning activities to support

systematic, evidence-based instruction.

- Implementation of a mathematics curriculum, Eureka Math², in grades K-8 to align with the New York State Next Generation Learning Standards.
- Work to align secondary mathematics curriculum in the areas of Algebra (2024), Geometry (2025) and Algebra II (2026) to the New York State Next Generation Learning Standards.
- Work to align secondary science curriculum in the areas of Biology (2024), Earth and Space Science (2024), Chemistry (2025), and Physics (2025) with the updated New York State Science Learning Standards.
- Continue to support the growth of the Professional Academy in providing ongoing professional development opportunities for staff aligned to District Goals & Objectives. Exploration of grow-your-own program is being looked into by the Teachers Center.
- Provide ongoing professional/leadership development opportunities for the Leadership Team.
- Support for newly hired staff members through mentorship and professional partnership programs through collaboration with the Nyack Teacher Center.
- Develop Professional Development involving District stakeholders in the area of cultural awareness and diversity. Completion of Tier 1 of the District Equity Certification Program and The People's Institute of Survival and Beyond Undoing Racism, Getting To The Root (or its equivalent) is offered during the probationary period.
- Training in School and Workplace Violence Prevention and Intervention: As required by Commissioner's Regulations, the District will make available training in school and workplace violence prevention and intervention, either through coursework provided by Rockland BOCES or via on-line coursework.
- Training in the Needs of Students with Autism: As required by Commissioner's Regulations, the District will support and encourage teachers to attend training in the area of Autism. Students with autism have unique abilities and needs that require special considerations in designing, implementing and evaluating their educational programs. Educators need a better understanding of the educational approaches and program structures that are effective for these students.
- Training in Sexual Harassment, the Dignity Act for all Students, Right to Know (Hazard Communications), Emergency Response Planning and Child Abuse: The district will make available these trainings online through the Global Compliance Network and made available to all school District employees.
- Training in the Area of English as a New Language: As required by Commissioner's Regulations, certificate holders are expected to complete a prescribed number of professional development hours in language acquisition to address the needs of English language learner students as follows:

  i. For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension, shall be required to complete a minimum of 50 percent of 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 English language learners.

  ii. For all other certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

iii. For those holding a Level III Teaching Assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

The District's Strategic Plan for Excellence

The district's Strategic Plan For Excellence Through Racial Equity identifies four key areas or pillars to guide the work of the district. The incorporation of the first two pillars of the Strategic Plan reflect Nyack's commitment to professional development through a racial equity lens.

Pillar 1- A Culturally Responsive Workforce

Provide professional learning communities (roundtables, book studies, webinars, discussion groups) and other professional development structures (e.g. Nyack Professional Academy) to address both systemic racism and its manifestations- such as implicit bias and microaggressions- develop racial literacy, and assist employees in understanding racism as a dehumanizing ideology and the single most critical barrier to developing a school district that is equitable to all students.

Provide professional development focused on the impact of holding high expectations for all students (e.g. growth mindset)

Provide an Equity Certification In-Service Credit Program offered to all district teachers .

Encourage employee participation in monthly Courageous Conversations at each of the Districts school buildings, facilitated by Board of Education-approved facilitators.

Integrate new staff into ongoing equity, diversity, and anti-racist teaching practices through new teacher orientation programs and mentoring.

Pillar 2- Culturally Responsive Teaching & Learning

Establish curriculum teams responsible for reviewing curriculum and revising instructional units to ensure our curriculums are culturally responsible; embed opportunities for students to understand, explore and critique equity-focused disparities; and seek collaboration with community resources to provide supplemental learning opportunities.

Develop school-based equity teams to make recommendations regarding practices, policies and procedures to interrupt and transform school cultural norms that maintain institutional racism. Equity teams will address instructional rigor, cultural responsiveness, achievement disparities and student engagement.

Pillar 3 - Culturally Responsive Family & Community Engagement

Leverage the knowledge of parents to create strong parental in-school communities.

Solicit parent/guardian assistance in understanding values and culture diversity.

Routinely implement strategies to solicit and incorporate the voices of under-served students, their parents and their teachers in determination and evaluation of student progress as well as the district's progress in addressing racial inequity.

Create, cultivate and sustain welcoming environments that reflect and support the diversity of school, home and community.

Build ongoing trust, equity and consensus for common analysis, language, understanding and support of anti-racist principles between district families and staff to create lifelong learners.

Pillar 4 - Cultural & Organizational Transformation

Using a mixed methods approach, disaggregate student data across areas of discipline, academic achievement, on-time graduation rates, special education referrals and advanced courses of study to develop equity action plans as part of our ongoing practice.

Utilize an equity lens in developing all areas of teaching and learning, program development and institutional practices.

Utilize Cycle of Inquiry Framework at each school level through building-level Equity Teams and action plans developed annually through building-level student data analysis.

Conduct annual reviews of school policies (e.g. code of conduct) with regard to sociocultural responsiveness, diversity and inclusion.

Work to ensure school and classroom climates reflect sensitivity to a diverse student population. Using restorative practices as a way to build community.

Continue to search for and remove barriers for student groups, to ensure all students have access to the most rigorous courses available.

District Professional Development Teams

The Professional Development Team in each school is charged with the responsibility of implementing site-based staff development programs within the parameters of the Board of Education and District goals and initiatives.

The District-wide Professional Development Team will meet quarterly to plan for and discuss the progress towards meeting the goals set forward in this plan; monitor the work of the elementary content committees; and plan for the review of this work. Membership on the Professional Development Team should include current Professional Development Committee members and representatives from the Nyack Teacher Center Policy Board. Elementary Content Committees in the areas of Math and ELA will meet to revise and edit curriculum and evaluate program efficiency.

In order to meet these goals, the District supports graduate course credits in conjunction with the NTA contract. The guidelines for graduate course approval are found in the file library of

MyLearningPlan.

Nyack Public Schools New Teacher Support Program- Mentoring

Mentor Program

The Mentor Program is facilitated through the Nyack Teacher Center and provides a framework within which experienced teachers (mentors) share their knowledge and skills with newly hired colleagues (protégées). Mentoring helps to establish the norms of collegiality, collaboration and continuous professional development in schools. Mentoring provides opportunities for new and seasoned teachers to grow professionally and to improve teaching through professional collaboration.

Professional Development Providers:

95 Percent Group
Center for Safety & Change
Eureka Math
GCN Training
Great Minds
LinkIt
Lower Hudson Regional Partnership Center
Lower Hudson Regional Information Center
Margarita Calderon and Associates
NAS Education Solutions
Nyack Teacher Center
Nyack Professional Academy
NYSUT Education & Learning Trust
People's Institute for Survival and Beyond
Putnam Northern Westchester BOCES
Rockland BOCES
Rockland Pride Center
Rockland Teacher's Center
Yale Center for Emotional Intelligence

Appendices:
Appendix A 100.2(dd) NYSED Part 100.2(dd) Professional Development Plans