

Rockland Central School District

Integrated School Improvement Plan 2026-2027

**LINKS Team Facilitator: Daniel Smith/Calley Erlwein
Telephone #: (845) 439-1500**

Planning Team Members

Name:	Position:
Lauren Nielsen	Superintendent (Interim)
Adam Larson	Secondary Principal/Parent
Christopher Hubert	Athletic Director
Robin Francisco	Elementary Principal/Parent
Rebecca Ackerly	Elementary Assistant Principal
Lauren Nielsen	Director of Special Services
Meagan O'Sullivan	Counselor
Calley Erlwein	AIS Reading Teacher
Kim Luning	AIS Teacher
Joyce Hoag	Secondary Teacher
Daniel Smith	Instrumental Music/Parent
Katie Ahart	Elementary Teacher/Parent
Jaime Snow	AIS Reading Teacher/Parent
Yomary Rodriguez	Secondary Teacher

Superintendent's Signature: _____

Date: _____

Adopted by the Board of Education on: _____

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Annual Professional Performance Review (APPR)	https://www.RCSD.k12.ny.us/site/handlers/filedownload.ashx?moduleinstanceid=8&dataid=4&FileName=livingston-manor-appr-plan-121916.pdf

Rockland CSD Vision, Mission and Beliefs (A clear and shared sense of purpose focused on student learning, outlining what is important to the school community that compels a sense of direction, motivates staff and students, and increases the sense of shared responsibility for student learning.)	
Vision (A stated image of what the school can and should become to best educate and support students toward realizing their full potential as productive members of society. A vision should articulate a view of a realistic, credible, attractive future for the school, a condition that is better in some important ways than what now exists. The school's vision must articulate high expectations for all students.)	A place where students, staff, and community thrive together.
Mission Statement (The school's mission is more specific in detail and defines a clear purpose – what the school is trying to accomplish and for whom. It should be developed from the vision itself. The vision is the long-range view of how the school should look when its mission is fulfilled. The school's mission must articulate high expectations and plans to improve learning for all students. The mission statement should be brief and concise, yet express a sense of direction, with a focus on how changes will occur to achieve the school's educational vision.)	To empower all students to learn, succeed, and contribute to their communities. EMPOWERING MINDS; INSPIRING FUTURES
Core Values	In order to accomplish our mission and achieve our vision, we will: ● Lead with Integrity: Act honestly, transparently, and ethically in all that we do. ● Put Students First: Make decisions that prioritize the growth, well-being, and success of every learner. ● Foster Respect and Kindness: Treat all individuals with dignity, empathy, and fairness. ● Pursue Excellence: Strive for the highest standards in teaching, learning, and leadership. ● Build Strong Partnerships: Collaborate with

	families, staff, and the community to support student achievement. ● Act as One Team: Work together with trust, unity, and shared responsibility for outcomes. ● Model a Growth Mindset: Promote curiosity, reflection, and continuous improvement across all roles. ● Inspire with Positivity: Create a culture of encouragement, pride, and enthusiasm that uplifts others. ● Embrace Innovation: Encourage creative thinking, flexible problem-solving, and future-focused solutions. ● Be Accountable: Own our actions, honor our commitments, and manage resources responsibly.
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Shared Decision Making Plan

Introduction: (What is the purpose of this plan? What process was used to develop this plan? Who was involved? How is this plan linked to other initiatives in the district?)

The purpose of this plan is to create a cohesive document that links AIS/RTI/MTSS, Professional Development, Mentoring, Annual Professional Performance Review, Shared Decision Making, and our Attendance policy and procedures. This plan was created collaboratively by a 12 person committee which consisted of administrators, teachers, a counselor, and a parent by looking at data to determine the needs of the school district.

Description of District: (What is the enrollment of the district? Of each building? What is the percentage of students with disabilities? What other demographic factors should be included in a description of the district?)

In December 2024, the communities of Roscoe and Livingston Manor approved the merging of their two school districts into the new Rockland Central School District. The district is primarily in the town of Rockland in Sullivan County and includes portions of the towns of Callicoon, Fremont, Neversink and Liberty in Sullivan County; Andes, Colchester and Hancock in Delaware County; and Hardenburgh in Ulster County.

Rockland serves approximately 600 students at its two schools. The Roscoe building serves as Rockland Elementary School (grades pre-kindergarten through 6) and the Livingston Manor building serves as Rockland Middle/High School (grades 7-12).

Our Communities: Livingston Manor and Roscoe

The Rockland Central School District proudly serves the combined communities of Livingston Manor and Roscoe, two historic hamlets nestled in the scenic Catskill Mountains of Sullivan County, New York. These close-knit communities are rich in tradition, natural beauty, and civic pride, offering residents a unique blend of rural charm and community spirit.

Livingston Manor is known for its vibrant arts scene, trout fishing heritage, and growing reputation as a destination for tourism, outdoor recreation, and small business innovation. With a strong sense of local identity and an engaged citizenry, the community values education, culture, and environmental stewardship.

Roscoe, often referred to as "Trout Town, USA," is steeped in history and outdoor tradition, with a legacy rooted in hospitality, recreation, and entrepreneurship. The community boasts a deep commitment to youth development, family values, and preserving its unique character.

Together, these two communities form the foundation of the Rockland Central School District—a district united by shared values, a dedication to student success, and a commitment to building a future that honors the past while embracing opportunity and progress.

Student Outcome Data: (What does the student outcome data tell us about the district? What are areas of strength? What are areas of concern? Where are the gaps?)

We are a brand new district. Data will be analyzed throughout the year as it becomes available.

Statement of Priority Focus Area(s): (What are the gaps between our data and the higher standards and the graduation requirements? What is/are our priority focus area(s)?)

- Improve the graduation rate for all students.
- Increase the percentage of students who pass all Regents exams.
- Increase the percentage of students who achieve mastery on Regents exams.
- Increase the percentage of students who graduate with advanced Regents diplomas.
- Implement the Trauma Informed Implementation step by step benchmark procedures.
- Increase support of the social and emotional wellness needs of students.

Schedule of Meetings: The LINKS team will meet as needed to review and assess implementation of this shared decision making plan.

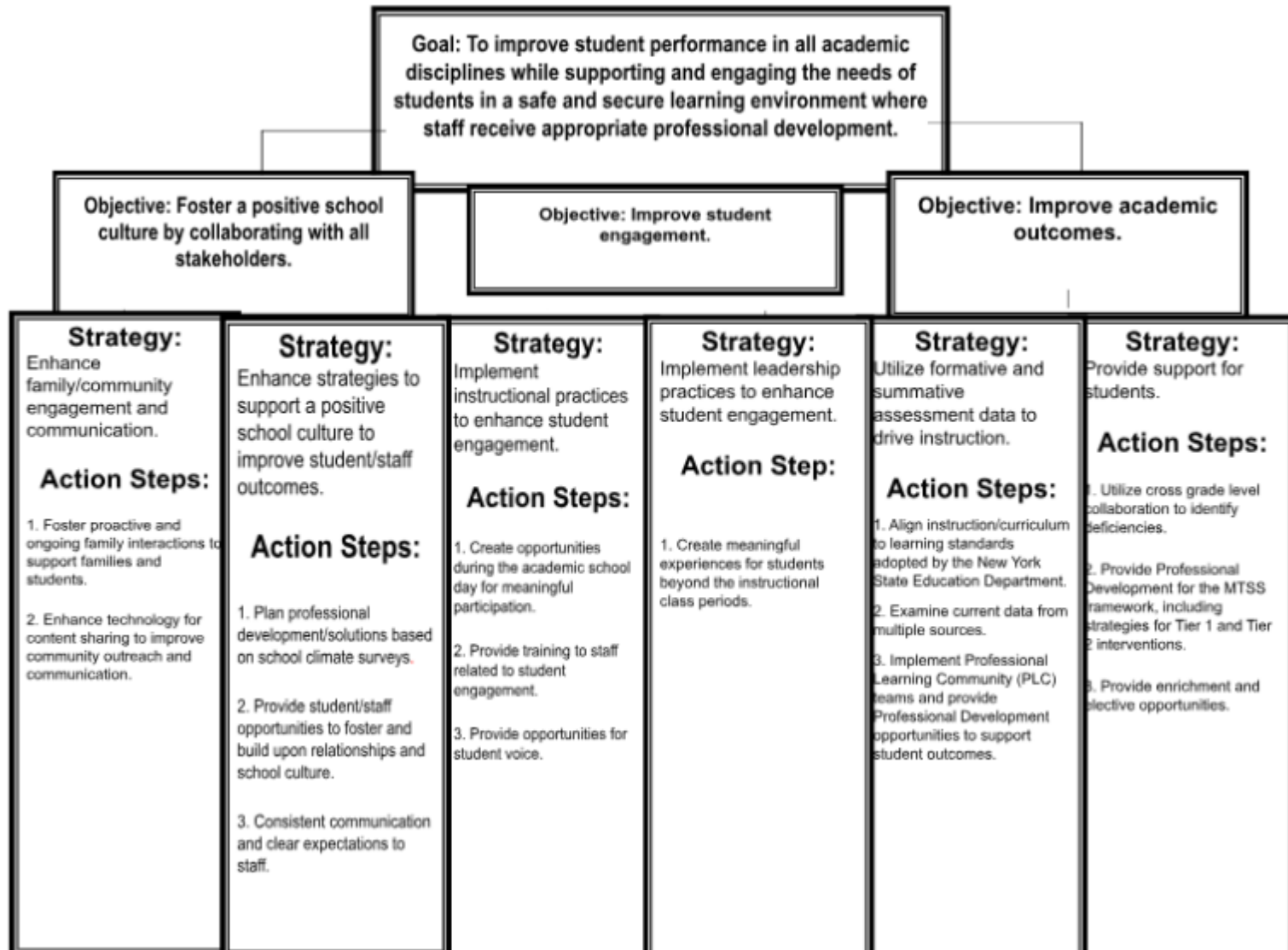
Date/Time	Location/Attendance
Wed September 23, 2026	
Wed October 28, 2026	
Wed December 9, 2026	
Wed February 10, 2027	
Wed April 7, 2027	
Wed June 2, 2027	

Additional meetings may be held throughout the year if needed.

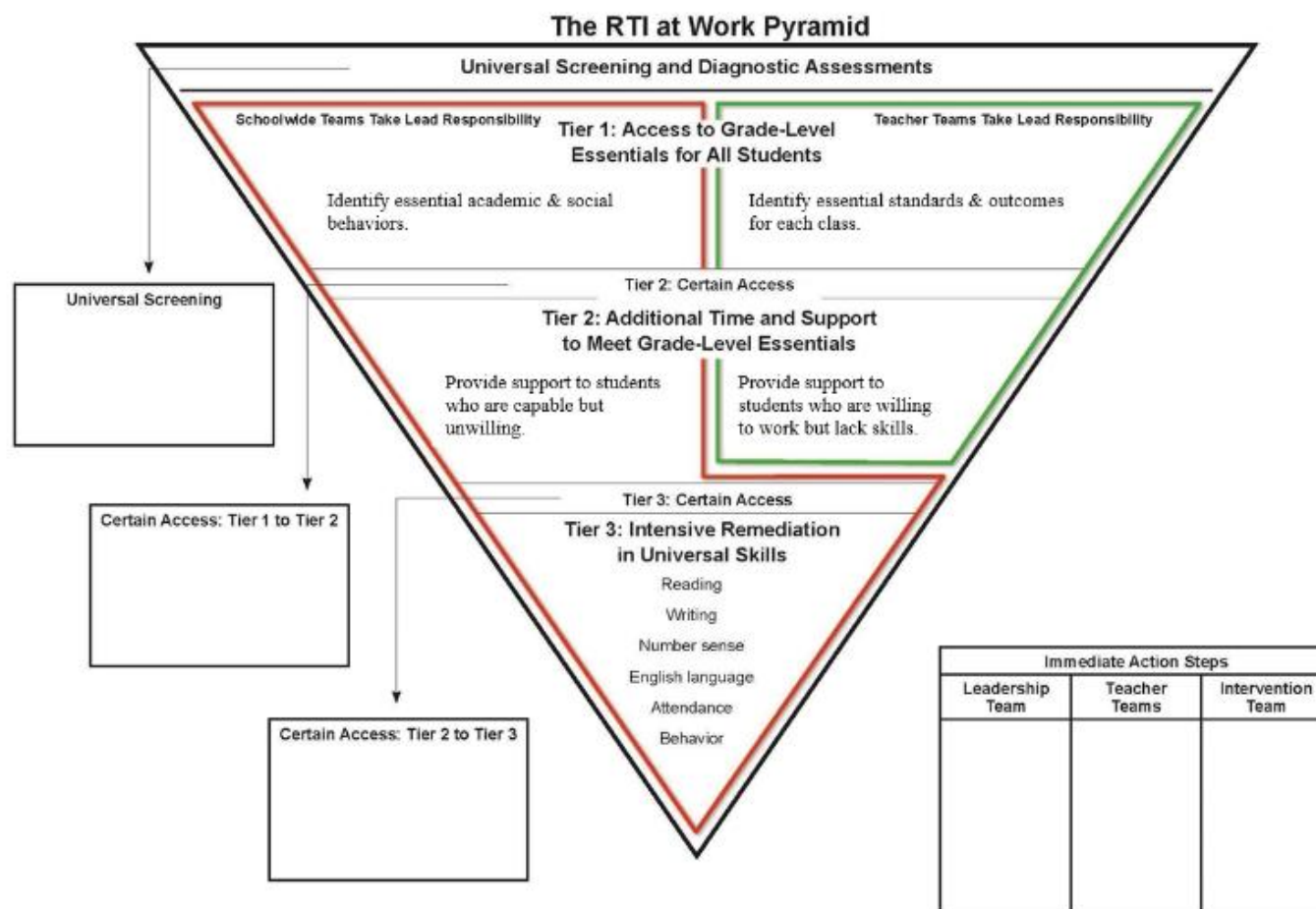
NWEA & REGENTS DATA

No Rockland Central School District data available at this time.

Rockland LINKS Plan 2026-2027



RTI/MTSS Pyramid



Academic Intervention Services Plan 2026-2027

Procedure to determine need including a score below state determined performance level or those at risk of not meeting state standards

Screenings shall be provided to all students in the class to identify those students who are not making academic progress at expected rates;

Universal Screening

Kindergarten-3rd Grade

DIBELS/Acadience/NWEA

Grades 4-8

NYS Assessments/DIBELS/NWEA/Curriculum benchmarks

Grades 9-12

NYS Assessments Cut Scores/NWEA

No single assessment or intervention will be relied upon for decision making. Pretests (September) and posttests (May) will be used for benchmarking.

Description of services to be provided (or student support services)

Academic intervention is provided based on individual targeted needs. Scientific research based instruction will be matched to student needs. A specific list of services provided is listed below. Individual student plans are documented in RTIM Direct.

- Individual Support
- Progress monitoring in classroom
- Small group instruction
- Push In
- Pull Out

Services will begin immediately as students are identified and no later than the beginning of the semester following the determination of need.

When services will be provided

Services will be provided during the school day on a daily/alternate day schedule.

Parent notification

Parents will be notified of placement in, progress, and removal from AIS services through various forms of communication.

Student exit criteria

Students will have the opportunity to exit AIS services based on specific student performance on summative and formative assessments, NYS Assessments and NWEA scores, as well as committee recommendation.

ROCKLAND CENTRAL SCHOOL

PROFESSIONAL DEVELOPMENT PLAN

2025-2026 to 2030-2031

I. District Mission Statement:

The mission of the Rockland Elementary School is to be the foundation of learning To empower all students to learn, succeed, and contribute to their communities.

EMPOWERING MINDS; INSPIRING FUTURES

II. Professional Development Team members: Mrs. Lauren Nielsen, Interim Superintendent; Adam Larson, Middle/High School Principal; Chris Hubert, Assistant Middle/High School Principal/Athletic Director; Robin Francisco, Elementary Principal; Rebecca Ackerly, Assistant Elementary Principal, Lauren Nielsen, Director Of Special Services; Katie Ahart, Elementary Teacher; Teacher/Parent; Calley Erlwein, AIS; Joyce Hoag, Secondary Teacher; Kimberly Luning, AIS Teacher; Meagan Edwards, Guidance Counselor; Daniel Smith, Instrumental Music/Parent; and Jaime Snow, AIS Reading Teacher/Parent; YoMary Rodriguez, Special Education Teacher.

III. District Organizational Goals collaboratively developed by the Professional Development Team:

1. To align the curriculum and instruction to the Next Generation Standards, and data-driven Instruction (DDI) initiative as mandated by NYSED.
2. To implement and reach or exceed the Student Learning Objectives (SLO's) established by NYSED by meeting the needs of students by individualizing and differentiating instruction.
3. Increase the graduation and student completion rate of all students including at-risk students with focus on engaging school-to-work programs.

IV. New York State Professional Development Requirements and Standards

Continuing Teacher and Leader Education

Chapter 56 of the State Education Law, section 3006-a adopted 2017 requires holders of a professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) and holders of a Level III Teaching Assistant certificate who are practicing in a New York public school, or Board of Cooperative Educational Services (BOCES) to complete 100 hours of continuing Teacher and Leader Education (CTLE) during each five year registration period.

Professional Development Activities

All District employees who hold professional teaching certificates for classroom teaching are required to complete professional development hours to maintain the validity of their certificates. Professional certificate holders must complete 100 hours every five years. Teachers will be offered opportunities to meet the 100 hours mandated through a variety of activities. Decisions regarding content, delivery, and providers of such professional development are within the purview of the District and must be in line with the professional development goals established by the professional team. Such activities may include, but are not limited to:

- In-Service Courses and Workshops
- Faculty Meetings (Only when documented and rigorous pedagogical, content area , or language acquisition training occurs)
- Superintendent's Conference Days (Only when documented and rigorous pedagogical, content area , or language acquisition training occurs)
- Conferences-related to DDI and current state standards
- Accredited Webinars
- DASA related training

Educators are required to complete 100 hours of acceptable CTLE in Content, Pedagogy, and Language Acquisition during every five year registration period.

Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (100 hours for teachers and school leaders and TA IIIs, effective July 1, 2016) in order to maintain their certification.

Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.

Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

Commissioner's Regulation 80-3.6(b) School districts are required to ensure that a prescribed percentage of the required 100 Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction: • 15% total hours ELL – specific PD for all those with professional certificate in classroom teaching and educational leadership service • 15% total hours – specific PD for all those with a Level III Teaching Assistant certificate • 50% total hours ELL – specific PD for Bilingual Education and ENL/ESL Teachers The statute also contains a provision which allows adjustments to the 100 hour CTLE requirements in language acquisition, to the extent required •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.

Professional Development Standards: (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>) New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

Professional development is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

Professional development is most effective when adequate resources are provided. Resources include money, people and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

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. The Rockland Central School District will maintain the CTLE - compliant records of the training and the hours awarded and issue CTLE certificates of the completion to the participants using the Frontline Professional Learning Management System.

The Certificate will include the following information :

- the Approved Sponsor's name;
- the name of the participant as it appears on the TEACH website;
- the last four digits of the participant's Social Security Number;
- the participant's date of birth;
- the date and location of the CTLE activity;
- the CTLE activity title;
- the educational area (e.g., pedagogy, content, English language learning);
- the number of CTLE hours;
- the Approved Sponsor Identification number;
- the sponsor's contact email address and phone number;
- the name and signature of the Authorized Certifying Officer and
- a statement indicating that the organization is recognized by the New York State Education Department's Office of Teaching Initiatives as an approved sponsor of CTLE for Professional Classroom Teachers, School Leaders and Level III Teaching Assistants.

Rockland Faculty and Staff will be provided access to various professional development available through the various catalogs linked the the Frontline Professional Learning Management System. These approved Sponsors will issue certificates of completion and verify attendance through this system.

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 and skill to meet the diverse learning needs of all students.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs for 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 Practices: 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.

Plan Alignment with Standards

Student performance on state assessments, formative assessments and summative assessments will be utilized to evaluate our professional development goals and objectives. All instruction is based on NYS Standards. Our plan is designed to help teachers maintain awareness of assessments and update curricula and teaching practice to improve student outcomes.

Our goal is to increase capacity in instruction that enhances student outcomes which include attainment of diplomas, meeting standards, becoming college and/or career ready and having post-secondary opportunities.

V. Goals

The following is a list of the professional development goals and objectives developed by the Professional Development Team:

Goal: To improve student performance in all academic disciplines while supporting and engaging the needs of students in a safe and secure learning environment where staff receive appropriate professional development.

Objective: Foster a positive school culture by collaborating with all stakeholders.

Strategy: Enhance family/community engagement and communication.

Action Step: Foster proactive and ongoing family interactions to support families and students	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
• Open House/Block Party • Family Fun Nights • Welcome Back Letter • Student Orientations • Student recognition events • Assemblies	Administration Teachers Parents Students School Wide Community	September 2026-June 2027	
Action Step: Enhance technology for content sharing to improve community outreach and communication.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
• update social media page/website • Parentsquare • Newsletters • Email/Text	Administration Staff Students	September 2026-June 2027 social media:1x weekly to show positive progress/events	

Goal: To improve student performance in all academic disciplines while supporting and engaging the needs of students in a safe and secure learning environment where staff receive appropriate professional development.

Objective: Foster a positive school culture by collaborating with all stakeholders.

Strategy: Enhance strategies to support a positive school culture to improve student/staff outcomes

Action Step: Plan professional development/solutions based on school climate surveys.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
Provide PD	Administration Staff	September 2026-June 2027	
Action Step: Provide student/staff opportunities to foster and build upon relationships and school culture.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
- Provide staff wellness days and opportunities for team building - Wellness activities - student wellness activities - Yoga, Sports, Hiking - PLC Teams	School Community PLC Professional Development Team Administration Staff Sullivan 180 Cornell Cooperative Extension	Monthly	
Action Step: Provide consistent communication and clear expectations to staff.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
- Staff Meetings - ParentSquare - Administration Emails - Surveys - Conversations	Administration, staff	September 2026-June 2027 Monthly Bi-weekly Friday Email Updates	

Goal: To improve student performance in all academic disciplines while supporting and engaging the needs of students in a safe and secure learning environment where staff receive appropriate professional development.

Objective: Improve student engagement.

Strategy: Implement instructional practices to enhance student engagement.

Action Step: Create opportunities during the academic school day for meaningful participation.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
• Project based learning • STEM lab • Interactive instructional technology • Electives	School wide Administration Staff	September 2026-June 2027	
Action Step: Provide training to staff related to student engagement.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
• Videos • PD/Turnkey trainings • Assemblies	School wide Administration Staff	September 2026-June 2027	
Action Step: Provide opportunities for student voice and leadership.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
• Clubs • Youth ambassadors • Student Board Members	School Wide Administration Staff Students	September 2026-June 2027	

Goal: To improve student performance in all academic disciplines while supporting and engaging the needs of students in a safe and secure learning environment where staff receive appropriate professional development.

Objective: Improve student engagement.

Strategy: Implement leadership practices to enhance student engagement.

Action Step: Create meaningful experiences for students beyond the instructional class periods.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
• Field Trips • Assemblies • Clubs • Community Experts	School Wide Administration Staff Students	September 2026-June 2027	

Goal: To improve student performance in all academic disciplines while supporting and engaging the needs of students in a safe and secure learning environment where staff receive appropriate professional development.

Objective: Improve Academic Outcomes

Strategy:

Utilize formative and summative assessment data to drive instruction.

Action Step: Align instruction/curriculum to learning standards adopted by the New York State Education Department.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
1. Trainings for Next Gen Standards 2. PLC Meetings	Staff Administration	September 2026-June 2027	
Action Step: Examine current data from multiple sources.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
• grade level meetings	PD Coaches Staff Administration	September 2026-June 2027	
Action Step: Implement Professional Learning Community (PLC) teams and provide Professional Development opportunities to support student outcomes.	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow-up meetings): Emerging needs, issues, next steps
• PLC meetings	Staff Administration	September 2026-June 2027	

Goal: To improve student performance in all academic disciplines while supporting social, emotional, and wellness needs of students in a safe and secure learning environment where staff receive appropriate professional development

Objective: Improve Academic Outcomes

Strategy: Provide support for students.

Action Step:	Designation:	Timeframe and Results:	Progress Notes (Follow-up meetings):
Utilize cross grade level collaboration to identify deficiencies.	Who are the collaborative partners?	By when/by what evidence will progress be noted?	Emerging needs, issues, next steps
- PLC Meetings - MTSS Team Meetings	Staff Administration	September 2026-June 2027	
Action Step:	Designation:	Timeframe and Results:	Progress Notes (Follow-up meetings):
Provide Professional Development for the MTSS framework, including strategies for Tier 1 and Tier 2 interventions. Tier 2 interventions.	Who are the collaborative partners?	By when/by what evidence will progress be noted?	Emerging needs, issues, next steps
Professional Development	Staff Administration	September 2026-June 2027	
Action Step:	Designation:	Timeframe and Results:	Progress Notes (Follow-up meetings):
Provide enrichment and elective opportunities.	Who are the collaborative partners?	By when/by what evidence will progress be noted?	Emerging needs, issues, next steps
Professional Development	Staff Administration	September 2026-June 2027	

VI. Providers

Professional development activities are aligned to identify instructional goals and delivered through a variety of means: Superintendent’s conference days (4 days/school year), early release days, 2-hour delays, after-school training, professional learning community meetings across grade levels and curricular areas, monthly faculty meetings, and summer curriculum and professional development.

In addition, faculty and staff district-wide attend supplemental workshops offered by approved CTLE vendors such as Sullivan County BOCES, DCMO BOCES, Sullivan County Teacher’s Center, Ulster County BOCES, Mid-Hudson School Study Council, Mid-Hudson Principal’s Center, the Bureau of Education and Research, and other approved New York providers. Opportunities are provided for professionals to interact with colleagues in neighboring districts as well as districts throughout the region to remain abreast of current educational topics, and Next Generation Standards.

The district has a LINKS Team to review student performance results and make recommendations for areas of strength and improvement. The team meets throughout the school year and during the summer with other teams from Sullivan County and beyond to review district assessment results which inform instructional and professional development needs and goals, both specific and district-wide.

VII. Participation

(see chart above and calendar)

VIII. Mentoring

The purpose of our mentoring program is to ensure that our new teachers meet the New York State Education Department (NYSED) certification requirement that “Individuals seeking the professional certificate shall be required to participate in a mentored experience in the first year of employment.” The mentoring program will help new teachers improve performance, acquire range, depth and variety in the knowledge of teaching, and acclimate to the culture of the school district. Ultimately, as with any professional development for teachers, increased student achievement is the primary goal of this program. Complete program description attached.

Approved by Board of Education

Date: _____

Board President

Date: _____

Mrs. Lauren Nielsen, Interim Superintendent

Rockland Central School District

Mentor/Intern Program

may change based off of negotiations

3. Purpose

The purpose of our mentoring program is to ensure that our new teachers meet the SED certification requirement that “Individuals seeking the professional certificate shall be required to participate in a mentored experience in the first year of employment.” The mentoring program will help new teachers improve performance, acquire range, depth and variety in the knowledge of teaching, and acclimate to the culture of the school district. Ultimately, as with any professional development for teachers, increased student achievement is the primary goal of this program.

4. Program development

Our Mentor/Intern Program was developed jointly by the Professional Development Team (PDT) and the Rockland Teacher Association. As required by the Taylor Law, all components of this program are part of our collective bargaining agreement.

5. Program Coordination

The PDT coordinates the mentoring program. This team has a variety of responsibilities, including:

- Appointing a mentor program coordinator
- Recruiting and training mentors
- Matching mentors and interns
- Monitoring the components of the program, including mentor pay and time sheets, monthly mentor and intern reports, and the quality and nature of the mentor/intern contact.
- Give mentor/intern pairs feedback on a monthly basis using the monthly mentor advisory committee response form.
- Intervening when mentor/intern pairings are not being successful and make adjustments where needed.

6. Program Participants and Intern Time Requirements

According to the Board of Regents, “teachers holding an initial certification with two or more prior years of teaching experience do not need to be provided a mentoring experience”; however, in order to acclimate to the idiosyncrasies of the district and insure the success of all new teachers, RCSD requires that all new instructional staff is required to participate in the Mentor/Intern Program the first year in the district at least half-time. Teachers who have never received tenure must participate full time.

- First year professional staff and their mentors will work together the equivalent of one school day per month. Because some months are truncated by vacation and certain months will require more contact than others, the following flexibility is permitted:

- No more than 10 hours per month and no less than 4 hours per month with a total of no less than 70 hours per year.

If an intern needs continued mentoring or a staff member returns to the district in a new assignment after an extended absence, a second year or a part time assignment may be requested. The length of time will be agreed upon prior to the commencement of the duty. The mentor will be paid on a prorated basis.

7. Mentor Selection/Assignment

Interested tenured staff members may apply using the form provided on the RCS intranet. A list of interested mentors will be maintained by the PDT. Mentors will be selected based on their mastery of pedagogical skills, content knowledge, teaching skills, interpersonal skills, organizational skills and enthusiasm. Once a mentor is selected he/she will be matched with an intern based on a variety of factors including similarity of teaching assignments and proximity to the intern's classroom.

If according to either party, the mentor/intern match proves to be incompatible, the mentor coordinator will assign a new mentor and the previous appointment will be voided.

8. Mentor Expectations

Mentoring responsibilities and expectations are communicated to participants at an orientation session conducted each year. Mentors will be matched with an intern prior to the opening of school and will be expected to attend orientation with the intern. The role of mentor is one of guidance and support, not evaluation. Expectations include:

- Orientation of intern to school culture
- Assist the intern in setting goals
- Familiarize intern with district resources, guidelines and expectations
- Observe the intern at least twice to provide feedback
- Be observed by the intern as needed to model instructional/management skills
- Offer non-judgmental, supportive listening
- Maintain confidentiality and professionalism
- Guide the intern in classroom management, discipline, scheduling, lesson planning, organization, and required paperwork
- Share ideas about teaching strategies and the instructional process without trying to change the intern's personal teaching style
- Promote self reflection and self analysis by the intern
- Submit the required reports and documentation to the Mentor Coordinator (mentor/intern goal Sheet - within the first month of school; monthly mentor report – submitted monthly with claim form for payment of stipend)
- Report immediately to the mentor coordinator if the match is incompatible

9. Mentor Training

Each year all mentors will attend a mentor orientation session facilitated by the Mentor Coordinator designed to:

- Deepen their understanding of the mentor role
- Provide a repertoire of skills for working non-judgmentally with interns
- Show interns how to set goals
- Sharing resource and positive practices

If a new mentor is added during the year, the mentor coordinator will provide an individual mentoring session.

10. Intern Expectations

In order for interns to improve skills and meet the requirements of professional certification they have the following responsibilities:

- Must meet with their mentor for the requisite amount of time
- Attend all appropriate professional development workshops and orientation sessions provided by the district
- Work with the mentor to develop goals within the first month of the school year
- Maintain a professional portfolio to demonstrate achievement of goals
- Complete monthly intern report
- Report immediately to the mentor coordinator if the match is incompatible

11. Mentor/Intern Contact Time

Because of the nature of the mentoring program and because an extra-curricular stipend is provided it is understood that some of the contact time is expected to occur before or after the regular school day or school calendar.

12. Mentor Stipend

The amount of the mentor stipend will appear in the RTA negotiated contract and will be paid in one of two methods: 1.) monthly upon receipt of monthly reports and claim forms or 2.) in a lump sum at the conclusion of the duty provided all monthly reports have been filed in a timely manner. Mentors who do not complete a full duty will be paid on an hourly, prorated basis according to the following formula: stipend/minimally required 70 hours.

13. CTLE Credit for Mentoring

Educators acting as a mentor to a new classroom teacher as part of the school district's mentoring program may, at the discretion of the district, credit up to 30 hours of such time towards their CTLE requirement in each 5 year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district, credit up to 25 hours of such time towards their CTLE requirement in each five year registration period.

Superintendent Verification of Mentored Experience

Instructions

This form is only to be used for candidates who are submitting an application for a PROFESSIONAL teaching certificate. It is to be completed by the superintendent of schools or, if the mentored experience was completed while the candidate was employed by a non-public school, the principal or person in equivalent position with the school.

The candidate named below is seeking Professional certification. Candidates for Professional certification are required, in accordance with Part 80-3.4 of Commissioner's Regulations, to complete a **mentored teaching experience** in their first year of teaching with a New York State **Initial** classroom teaching certificate. Please complete the shaded areas verifying that the candidate received a mentored experience in his/her first year teaching while employed by the district/BOCES/nonpublic school or was exempted from this requirement.

First Name _____ Last Name _____ Middle Initial _____

Street Address _____ City _____ State _____ Zip Code _____

Maiden Name (if applicable) _____ Date of Birth _____ Social Security Number _____

Certificate Title Employed Under _____

Mentored Teaching Experience

(Check and Complete **one** of the **shaded** boxes **only** and the Attestation)

☐ The candidate named above served as a classroom teacher and received mentoring in fulfillment of teacher certification requirements (CR Part 80-3.4) for the Professional teaching certificate during the _____ school year. Such mentoring was in accordance with CR Part 100.2 (dd) (iv).

☐ The candidate named above was determined to have met conditions for a waiver to the requirement for completion of the mentored experience in accordance with CR Part 80-3.4. The candidate had at least 2 years of teaching experience at _____ school/school district prior to being employed in this school district under an Initial certificate.

Attestation of Chief School Officer

I confirm that the above information is correct and documentation to support this information is retained at the district for examination by the Commissioner of Education or his/her representative.

Signature of Superintendent/Nonpublic Chief School Officer _____ Date _____

Print Name _____

Superintendent's/Nonpublic Chief School Officer's Phone # _____

Superintendent's/Nonpublic Chief School Officer's E-mail _____

District/Nonpublic School Name _____

District/Nonpublic School Address _____

Agency/Nonpublic School Code (if applicable) _____

Superintendent Verification of Mentored Experience, January 2007

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 175 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html>.)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

Date

Adopted by the Board of Education on Date:

Original Signature of President, Board of
Education