

**AGENDA, BOARD OF EDUCATION MEETING  
MONDAY, SEPTEMBER 12, 2016, 7:00 P.M.  
BOARD OF EDUCATION CONFERENCE ROOM**

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**1. MINUTES**

A copy of the minutes from the August 8, 2016 Regular Board of Education Meeting has been mailed to board members. If there are no additions or corrections, the Superintendent would recommend approval.

**2. INFORMATION**

**2.1 Calendar of Events**

Monday, October 10	Columbus Day – No School
Monday, October 17	Board of Education Meeting – 7:00 p.m.

**2.2 Superintendent’s Report**

**3. PUBLIC PARTICIPATION (OPEN FORUM)**

*It is the policy of the Board of Education to allow public comment during the visitors period of the meeting, it is not our policy to engage in public debate. Your comments and statements are heard and are greatly appreciated. If there is information we can provide for you after the meeting, feel free to contact the Superintendent’s Office with your request and we will do our best to get information for your needs as soon as possible. We ask that all speakers identify themselves verbally, and, if applicable, the organization they are representing so they may be recognized by the Board President. Open Forum is limited to a maximum of 30 minutes with 3 minutes allocated to each speaker.*

**4. REPORTS**

**5. ITEMS FOR ACTION**

- 5.1 Approve CSE/CPSE Recommendations (attached)
- 5.1a Approve additions to the CSE/CPSE Recommendations (attached)
- 5.2 Approve Warrant 2A, 2B and the Internal Claims Auditor’s Report (attached)
- 5.3 Approve the 2016-2019 Professional Development Plan (attached)
- 5.4 Approve Changing the Rate of pay for Substitute Nurses to \$110.00 per day effective September 1, 2016

**6. PERSONNEL**

**6.1 Professional Resignation:**

*Young, Deborah*, Family and Consumer Science Teacher, Effective August 16, 2016

**6.2 Professional Appointments:**

*Lewis, Kayla*, Elementary Teacher, Step 2 MA, \$47,154.00, Effective September 1, 2016, Probationary Period: 9/1/16 – 9/1/20

*Johnson, Julie*, Family and Consumer Science Teacher, Step 8 MA, Effective September 12, 2016, Probationary Period: September 12, 2016 – September 12, 2019

**6.3 Non-Teaching Resignations:**

*Brooks, Kelly*, Teacher Assistant, Effective August 22, 2016

*Legare, Julie*, Teacher Aide, Effective August 23, 2016

*McGinnis, Elizabeth*, Teacher Aide, Effective August 26, 2016

*Wright, Jaime*, Building Aide, Effective August 24, 2016

**6.4 Non-Teaching Change in Assignment:**

*Harrigan, Cheryl*, from 5.50 Hour Teacher Assistant to 5.50 Hour Teacher Aide, Effective September 1, 2016, Salary; \$10,643.05, Probationary Period: September 1, 2016 – March 1,

2017

**Haux, Lisa**, from 6.50 Teacher Aide to 6.50 Hour Teacher Assistant, Effective September 1, 2016, Salary; \$13,732.55, Probationary Period: September 1, 2016 – September 1, 2020

**Spear, Jill**, from 5.50 Hour Teacher Aide to 6.50 Hour Teacher Aide, Effective September 7, 2016, Salary; \$12,578.15, Probationary Period: September 7, 2016 – September 7, 2017

**6.5 Non-Teaching Provisional Appointments:**

**Scoville, Wayne**, Lead Custodian at the High School/Middle School, Effective August 25, 2016, Salary; \$25,876.13 + \$504.00 Second Shift Stipend + \$ Lead Custodian Stipend, Probationary Period not to exceed 52 weeks (provisional appointment pending the successful completion of the Civil Service Exam)

**Paradise, Jessica**, Data Network and Communications Analyst, Effective September 1, 2016, Salary; \$47,500.00, Probationary Period not to exceed 52 weeks (provisional appointment pending the successful completion of the Civil Service Exam)

**6.6 Non-Teaching Appointments:**

**Wilkinson, Leslie**, 5.50 Hour Teacher Aide, Effective September 1, 2016, Salary; \$10,643.05, Probationary Period: September 1, 2016 – September 1, 2017

**McTague, Jessica**, 5.50 Hour Teacher Assistant, Effective September 1, 2016, Salary; \$11,619.85, Probationary Period: September 1, 2016 – September 1, 2020

**Paro, Kari**, 5.50 Hour Teacher Assistant, Effective September 1, 2016, Salary; \$11,619.85, Probationary Period: September 1, 2016 – September 1, 2020

**Weller, Devin**, 5.50 Hour Teacher Assistant, Effective September 1, 2016, Salary; \$11,619.85, Probationary Period: September 1, 2016 – September 1, 2020

**Ruddy, Lauren**, 5.50 Hour Teacher Assistant, Effective September 1, 2016, Salary; \$11,619.85, Probationary Period: September 1, 2016 – September 1, 2020

**Backus, Carrie**, 6.50 Hour Teacher Aide, Effective September 1, 2016, Salary; \$12,578.15, Probationary Period: September 1, 2016 – September 1, 2017

**Green, Lori**, 6.50 Hour Teacher Aide, Effective September 7, 2016, Salary; \$12,578.15, Probationary Period: September 7, 2016 – September 7, 2017

**Townsend, Linda**, Cleaner, Effective August 29, 2016, Salary; \$25,245.00 + \$504 Second Shift Stipend, Probationary Period: August 29, 2016 – February 29, 2017

**Duket, Matthew**, Part-Time Bus Monitor, Effective September 1, 2016, Salary; \$12.88 per hour, Probationary Period: September 1, 2016 – March 1, 2017

**Burnell, Donna**, Part-Time Bus Monitor, Effective September 1, 2016, Salary; \$12.88 per hour, Probationary Period: September 1, 2016 – March 1, 2017

**McCutcheon, Betty**, Part-Time Bus Monitor, Effective September 1, 2016, Salary; \$12.88 per hour, Probationary Period: September 1, 2016 – March 1, 2017

**6.7 Sixth Class Appointments (2016-2017):**

**Halliday, Jared**, GED Teacher, \$6,048.24

*McKeighan, Shannon*, Foreign Language Teacher, \$9,143.28

*Ruel, Stephanie*, Foreign Language Teacher, \$8,424.36

*Butto, Rick*, Art Teacher, \$7,380.96

*Sesselman, Dan*, Technology Teacher, \$7,380.96

*Muller-McCoola, Joy*, Art Teacher, \$10,425.00

*Lis, Brandon*, Special Education Teacher, \$7,020.72

*Lapham, Heather*, Science Teacher, \$4,098.30

*Amberger, Robert*, Business Teacher, \$7,971.60

*Cote Robert*, Math Teacher, \$3,985.80 (Spring Semester)

*Reed, Meredith*, Music Teacher, \$2,670.19

*Bouteiller, Jeremy*, Music Teacher, \$2,380.46

**6.8 Mentor Appointment (2016-2017):**

*Arney, Katie*, Salary; \$1,580.00, Mentoring Kayla Lewis, new Fifth Grade Teacher at the Middle School, Effective September 1, 2016

**6.9 Rescind Coaching Appointment:**

*Ring, Rebecca*, Fall Cheerleading Coach, Effective August 16, 2016 (due to lack of participation)

**6.10 Rescind Per Diem Appointment:**

*Higley, Missy*, Girls Varsity Diving, Effective August 15, 2016

**6.11 Coaching Appointments (2016-2017):**

*Higley, Missy* Assistant Girls Swimming D-4 \$3,538

*Shaver, Michael* Modified Girls Soccer D-4 \$3,538

**6.12 Rescind High School Club Advisor:**

*Hoyne, Doug*, Mock Trial, Effective August 17, 2016

**6.13 Rescind Fall Intramural Appointment:**

*Moynihan, Dave*, Middle School Football, Effective September 2, 2016

**6.14 Fall Intramural Appointment (2016-2017):**

*Rizzo, Bob*, Middle School, Lacrosse, \$53.80 per day, not to exceed \$1,883

**6.15 High School Club Advisor (2016-2017):**

*Bates, Donna* Mock Trial

**6.16 Volunteer Coaches (2016-2017):**

*Distler, Matt*, Girls and Boys Swimming

*Fitch, Marisa*, Field Hockey

*Girard, Cam*, Football

*Girard, Lee*, Football

**6.17 Substitute Appointment:**

*Brierton, Viola*, Clerk, High School, \$15.00 per hour, Effective September 1, 2016 – June 23, 2017

7. **CORRESPONDENCE**

8. **OLD BUSINESS**

9. **NEW BUSINESS**

10. **EXECUTIVE SESSION**

11. **ADJOURNMENT**

5.2

**Glens Falls City School District  
Glens Falls, New York 12801  
Report of Internal Claims Auditor**

I have performed a review of the claims included in Warrant 2A and Warrant 2B for the board meeting, September 12, 2016 as well as several deadline checks requested between the warrants. I reviewed the claims for proper authorization and substantiations including attached invoices, related paperwork, and a copy of the check.

Based upon my review, I hereby certify that the claims in the Warrant have been rendered in accordance with the respective bid, contract or accepted estimates and the work has been completed or materials delivered satisfactorily.

  
\_\_\_\_\_  
Nancy Campagnone

  
\_\_\_\_\_  
Date

**G**LENS

**F**ALLS

**C**ITY

**S**CHOOL

**D**ISTRICT

# **Professional Development Plan**

**2016-2019**

## Composition of Professional Development Team

### **Professional Development Team:**

<b>Carrie Mauro</b>	<b>Charles Farrar</b>	<b>Laurie Parker</b>	<b>Joanne Truchon</b>
<b>Leslee Bickford</b>	<b>Debbie Hall</b>	<b>Christopher Reed</b>	<b>Tracy Capozucca</b>
<b>Jennifer Hayes</b>	<b>Michele Hogan</b>	<b>Patty Parmelee</b>	<b>Pam Laurent</b>
<b>Katie Arney</b>	<b>Nadia Maroun</b>	<b>Barbara Sealy</b>	<b>Becky Vanderklisch</b>
<b>Trent Clay</b>	<b>Brandon Lis</b>	<b>Cheryl Nolin</b>	<b>Paul Streicher</b>
<b>Elizabeth Collins</b>	<b>Betty Brown</b>	<b>Mark Stratton</b>	<b>Kathy Bellinger</b>

With the onset of new state mandates, our Curriculum Council and Staff Development Committee merged to form one Professional Development Team (PDT). Our PDT is comprised of parents, representatives from each building, various grade levels, departments, and bargaining units.

**Administrators: 8**

**Teachers: 11**

**Others: 3**

**Number of school buildings in district: 5**

**Number of grade level/subject area teams:**

- 12 at elementary**
- 4 at middle school**
- 4 at high school**
- 2 at district level**

## **Glens Falls City School District Mission Statement**

The mission of the Glens Falls City School District is to provide a safe, positive, and stimulating environment - one that fosters self-growth, a passion for continuous learning, confidence, and the ability to succeed in a changing world.

We promote excellence through high expectations and evolving standards for students, staff, parents, and community. The challenge is to reach personal best while respecting each person's individuality.

We make it our responsibility to be accountable for the implementation of this mission and to model behaviors that are influential to the character as well as the mind.

## **Introduction and Background**

### **Commissioner's Regulation**

In 1999, the Board of Regents approved a proposal from Commissioner Mills requiring all school districts in the state of New York to develop annual or multi-year professional development plans for teachers and pupil services staff. [8NYCRR 100.2(dd)(2)(i)]

Additional regulations pertaining to Professional Development and CTLE requirements became effective July 1<sup>st</sup>, 2016. The current plan reflects these requirements.

The intent of the Professional Development Plan is to "improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of their students" (State Education Department [SED], 9/22).

### **The plan required by the State Education Department (Section 100.2) must:**

- Indicate how many hours of professional development every teacher in the district is expected to accomplish annually;
- Be developed by a team comprised of teachers, administrators and parents;
- Focus on improving student performance and teacher practice as identified through data analysis;
- Be aligned with NYS content and performance standards;
- Be articulated within and across levels, and be continuous;
- Indicate how classroom instruction and teacher practice will be improved and assessed;
- Be evaluated annually;
- Be congruent with district goals and objectives.
- Include the mentoring of new teachers.

## Needs/Data Analysis

Efforts have been on-going in recent years to align our curriculum with the New York State Standards. We have created a Curriculum Map for every grade level and every department, which is a listing of what we expect students to know and be able to do. It has been aligned vertically and horizontally and with the state standards and assessments. Activities reflected in our plan will have a substantial measurable and positive impact on student achievement.

## Needs Assessment Sources Used

School Report

Building Plans

BEDS data

Student Attendance Rates

Graduation and Drop-out Rates

New York State Benchmarks for Student Performance

Criterion Referenced Benchmarks

Other Student Surveys

Longitudinal Assessment Plan

Student/teacher Ratios

Teacher Evaluations

Annual Professional Performance Review

Curriculum Surveys

Community Employment Opportunities

Report Card Grades

Failure Rates

Student Retentions

Special Education Needs

Child Study Team Recommendations

Curriculum Report to Board of Education Curriculum Committee

Standardized Group Reading Assessment

Benchmarks



## Professional Development Opportunities

Professional staff members at Glens Falls City School District will receive an average of 75 hours of professional development on an annual basis.

The on-going professional development that the Glens Falls District provides enables teachers to teach and address the needs of students with different learning styles, students with disabilities, and students with special learning needs, including students who are gifted and talented and students with limited English proficiency in the following ways:

- Effective Teaching Model Training
- Superintendent's Conference Days
- Quarterly Meetings
- Department Meetings
- Staff Development Days
- After School Workshops
- Book Study Groups
- Differentiated Instruction and Cooperative Learning Workshops
- Classroom Visitations
- New Teacher Meetings and Orientation
- Mentoring Program
- Training on Gifted Education
- Training on Brain Research
- Understanding By Design Training
- Participating in courses, conferences and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES and independent professional development providers.
- Training on Functional Behavioral Assessments (FBA)
- Training on Behavioral Intervention Plans (BIP)
- Training on the use of DIBELS, a research-based reading assessment
- Training on the use of the Assessment for Literacy and Language (ALL) for screening at the primary level
- School Fusion
- Smartboard Training
- Poverty Training
- AED/CPR Training
- RTI Training
- Bullying Training
- Autism Training
- TCI Training

The Professional Development Plan is continuous and reflects a multi-year approach to improve student performance. Our plan consists of three strands: District Identified Focus Areas; Building Level Plans; and Individual Areas for Professional Growth (See page 5.)

## Description of Strands of Professional Development

<b>Focus Area</b>	<b>Description</b>	<b>Intent</b>	<b>Time Frame</b>	<b>Participants</b>
<b>District Identified: Board of Education Goals</b> (See Appendix)	Areas that are clearly aligned with New York State Common Core standards and assessments as defined through the District Board of Education Goals	To improve student performance in key areas and build teacher competence in addressing needs specifically identified as critical at this point in time	Three years, assessed annually via review of student performance data, teacher assessment, and Board of Education Review	All staff will be expected to participate in professional development in all of the identified areas
<b>Building Identified: Grade Level/ Departmental and Building Level Needs</b>	Areas that are unique needs for a particular grade level/department (e.g. learning the Common Core State Standards and curriculum in earth science; learning about Close reading; understanding NYS Social Studies Framework)	To support staff participation in professional development that will address the needs identified by a specific department or grade level	Annually	As determined by the particular reference group, led by the building principal
<b>Individual Identified Goal: Interest Areas and/or Evaluation Focused Goals</b>	Areas of individual interest and/or improvement as outlined in the Annual Professional Performance Review and/or evaluation	To support staff participation in professional development that will assist a staff member in working toward his/her personal APPR goals, evaluations and/or interests	Annually	All staff members are expected to focus on professional growth

## **District Internal and External Resources to Meet Goals**

### **Fiscal Resources:**

Title I Grant  
Title II, Part A Grant - Teacher and Principal Training  
IDEA Grant  
Local Budget

### **Staff Resources:**

Curriculum Resource Leaders  
Department Chairs  
Administrators  
National Board Certified Teachers

### **Providers:**

Institutions of Higher Education  
Teacher Resource Centers  
BOCES Staff Developers  
Outside Consultants  
SETRC Resources

### **Community:**

Chamber of Commerce  
Parents  
Combined Efforts with Local Organizations  
Adopt-A-School Program

## **Professional Certification: 100 Hours of Continuing Teacher and Leader Education (CTLE) Requirement**

New York State began issuing new teaching certificates in February, 2004. At that time all Glens Falls City School employees who completed their “initial” certificate and who held “professional” certificates for classroom teaching were required to complete 175 professional development hours every five (5) years to maintain the validity of their certificates.

Chapter 56 of the laws in 2015 added a new section 3006-a to the Education Law to require, commencing with the 2016-2017 school year, 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.

The statute further requires that the CTLE be rigorous and completed through a sponsor approved by the Department. The statute defines CTLE as 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. Such activities shall promote the professionalism of teaching and be closely aligned to district goals for student performance which meet the standards established by the Department. The proposed amendment requires CTLE to be aligned with the following NYS Professional Development Standards created by the Professional Standards and Practices Board:

- Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.
- Professional development expands all educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

The five-year professional development period commences on July 1 after the effective date of the triggering certificate, and each subsequent five-year period thereafter. Each professional development year of the five-year cycle of professional development begins on July 1 and ends the following June 30. The professional development requirements may be completed at any time during the five-year professional development period.

Generally, professional development activity may be considered to accrue according to the number of clock hours spent in the activity, e.g., inservice workshop, conference sessions, etc.

In the case of credit-bearing college courses, Commissioner's Regulations Section 80-3.6(e) stipulates that each semester hour of credit is equal to fifteen (15) hours of professional development, and each quarter hour of credit is equal to ten (10) hours of professional development.

Content of courses, workshops, and other professional development experiences should be directly related to the New York State Professional Development Standards below:

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.

**Glens Falls City School District**  
**Proposed CTLE Providers**

- WSWHE BOCES
- Capital Region BOCES
- Questar BOCES
- NERIC
- CASDA
- NYSUT
- ASCD
- SAANYS
- MyLearningPlan Academy
- Greater Capital Region Teacher Center
  - Deb Hoffman
  - Valerie Lovelace
- Solution Tree
- Columbia Teacher's College
- Leah Mermelstein
- Jeanne Tribuzzi
- Stephanie Affinito
- Lori Strong
- Lucy Smassanow
- CARD - Center for Autism and Related Disabilities
- International Center for Leadership in Education
  - Bill Daggett
  - Eric Sheninger
- Greg Speranza
- Council for Prevention
  - Amanda West
  - Allison Reynolds
- John Perricone
- Tony Sinanis
- SparkFun
  - Jeff Branson
  - Beverly Ball
- EdTechTeam
  - Holly Clark
  - Kyle Pace
- CDWG
  - Maureen Corlett
  - Peter Logli
- Herman Johnson
- Maura D. Fox - Yoga and Mindfulness for students
- Box Out Bullying
- Jeremy Rubenstein
- Betty Barrett
- Paige Jaeger
- Cambell House Psychological Associates - Behavior Management
- Dr. Gina Cosgrove
- Dr. Karen Pepper

- Center for Autism & Related Disabilities (out of UAlbany)
  - Parent Network of the Capital Region
  - IEP DIRECT - offer webinars that staff can access
  - NYCASE - New York Council of Administrators of Special Education (non profit educational advocacy group)
  - Alexia Ryan
  - K-12 Insight
  - Therapeutic Crisis Intervention - Cornell University College of Human Ecology
  - Empire Blue Cross
  - Houghton Mifflin Harcourt
  - Castle Learning
  - Renaissance Learning
  - Kelly Brock - Behavioral Transformations
  - New York State Response to Intervention Technical Assistance Center
  - Box Out Bullying
  - Jeremy Rubenstein
  - Betty Barrett
  - Paige Jaeger
  - Cambell House Psychological Associates - Behavior Management
  - Dr. Gina Cosgrove
  - Dr. Karen Pepper
  - Center for Autism & Related Disabilities (out of UAlbany)
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  - Empire Blue Cross
  - Houghton Mifflin Harcourt
  - Castle Learning
  - Renaissance Learning
  - Kelly Brock - Behavioral Transformations
  - New York State Response to Intervention Technical Assistance Center
- 
- Duke Fisher - Learning Laboratories
  - NYSCOSS and LEAF, Inc.
  - Utica National School Safety
  - Bureau of Education Research
  - CARD =
- 
- Teacher's College
  - Teacher Leadership training with Ann Delehant
  - Duke Fisher
  - Onsite PD given by district personnel
  - CASDA offerings
  - WSWHE BOCES Offerings
  - I-Ready offerings
  - TCIS Training through Cornell



**APPROVAL OF GRADUATE OR INSERVICE COURSES**  
**FOR SALARY CREDIT**

A monetary allowance will be granted for each hour of credit receiving prior approval of the Superintendent. \*

Approval credit hours fall within the following areas:

1. Courses taken in area of certification.
2. Courses taken to improve skills in his/her present assignment.
3. Undergraduate courses directly related to your assignment that are not available at the graduate level.
4. Inservice programs conducted under college or district auspices with a time equivalent of thirty clock hours for each credit hour of compensation and fifteen clock hours for each ½ credit hour of compensation.

You must submit to the Superintendent's Office a grade report, transcript or certificate on completion of the course. Courses turned in after September 30 will be credited effective February 1 for one-half regular allowance.

\* See GFTA contract

**SCHOOL DISTRICT: Glens Falls City School District  
Paul Jenkins, Superintendent of Schools  
15 Quade Street  
Glens Falls, New York 12801**

**BEDS CODE: 630300010000**

## **SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN**

### **STATEMENT OF ASSURANCES**

The Superintendent certifies that:

- Planning, implementation, and evaluation of the Professional Development Plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - Is aligned with state content and student performance standards;
  - 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.
- The plan indicates an evaluation of the effectiveness of the professional development and mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

  
\_\_\_\_\_  
Superintendent of Schools

8/23/16  
\_\_\_\_\_  
Date