



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Churchville-Chili Central School District Organizational Professional Learning Plan 2024-2027

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Churchville-Chili Mission Statement

The Churchville-Chili Central School District challenges all students to strive for excellence while developing their unique talents and becoming respectful, resourceful citizens and contributing members of an interconnected global society.

What drives district decisions?

We use a well-defined set of Goals, Core Beliefs and Learner-Centered Principles to guide all district decisions.

District Goals (updated summer 2022)

The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students will strive to:

Teaching and Learning

Engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, and national assessments, graduation, and transfer and application of learning into their lives

Develop well-rounded graduates who are goal-oriented, civic-minded, culturally respectful, responsible, and strive to be life-long learners

Wellness

Foster social, emotional, and physical well-being in our school community

Communication

Communicate effectively with stakeholders, emphasizing quality and service

Cost Effectiveness

Promote cost effectiveness; develop and manage a budget that provides a quality education in a fiscally responsible manner

Equity and Access:

Provide access and inclusivity for all to achieve equity

Safe School Environment

Provide quality facilities that are well maintained and safe

Safe and Secure Environment

Sustain a safe and secure school environment that adheres to the Code of Conduct

Technology

Integrate and utilize technological resources to enhance and support teaching and learning, communication, and school operations

District Core Beliefs

The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students believe:

- In treating each other with mutual respect, dignity and honesty, that demonstrates appreciation.
- In respecting and preserving all of our school resources.
- That respecting diversity affirms individual worth and benefits the community.
- That everyone deserves a welcoming and nurturing environment that fosters positive relationships.
- Everyone learns best when they are engaged in meaningful, active work and encouraged to advance innovative ideas.
- Everyone is empowered to advance the learning of themselves and others.

- In promoting and modeling local, national and global citizenship for the greater good.

District Learner-Centered Principles

- Learners working collaboratively in a respectful and meaningful manner
- Learners using effective communication to create, share, and build upon ideas
- Learners taking responsibility for their own learning by setting goals and monitoring progress
- Learners making relevant connections between what they are learning and their own lives
- Learners using critical thinking skills to develop and refine their understandings
- Learners having some autonomy and choice
- Learners reflecting on their work and the work of others
- Learners using technology as a tool for learning and communicating
- Learners developing their own questions to guide their learning
- Learners producing meaningful work that demonstrates learning
- Learners persevering and using a variety of strategies to effectively solve problems
- Learners energized by engaging learning experiences

1. Introduction

Professional Learning, or Continuing Teacher and Leader Education (CTLE), is an avenue to support staff in ultimately attaining high levels of student learning and achievement. To that end, our district's instructional goal is to engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, and national assessments, graduation, and the transfer and application of learning into their lives. This goal is elaborated upon in our district's Principles of Learner-Centered Instruction. What is most critical to reaching our goals and meeting our principles is the core belief that everyone needs to take ownership for advancing the learning of themselves and others. The professional learning opportunities provided in Churchville-Chili are based upon this premise.

Professional Learning can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, analyzing data, strengthening leadership, and visiting successful programs. Professional Learning experiences that utilize collegiality, collaboration, discovery, problem solving, application and reflection enhance the individual strengths within a staff. The focus for professional learning is the individual working with others to provide the best

learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional Learning is results-driven, based on data analysis.

Professional Learning: Mission

The overall mission for Professional Learning at the Churchville-Chili Central School District shall be to incorporate, implement and foster concepts and practices from proven educational theories, perspectives, collaboration and research that promote excellence, access, and equity in our schools and for all learners.

Professional Learning at Churchville-Chili Central School District aspires to include the following attributes:

- Job-specific
- Job-embedded
- High quality
- On-going
- Research-based
- Evaluated and assessed
- For all employees

2. Professional Committee Membership

The board of education shall permit the professional learning team a period of at least 180 days to develop its recommended professional learning plan and shall convene such team on or before October 1 of the year preceding the school year for which the plan will be adopted. Our Professional Development Advisory Committee convened in May to review data and make recommendations for the new school year.

Such team shall submit to the board of education or to the BOCES a recommended professional [development] learning plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional [development] learning team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES in July or August and the board of education or BOCES shall act on the plan in August. The final determination on the content of the professional [development] learning plan shall be the determination of the board of education or BOCES.

The professional [development] learning plan shall be adopted or, in the case of multi-year plans, re-adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional [development] learning team shall be required to review the plan on an annual basis and submit to the board of education or BOCES recommended revisions, if necessary. The board of education or BOCES shall determine whether to approve the recommended revisions according to the process and timeline described in clause (d) of this subparagraph.

Name	Title
Dr. Carmine Peluso	District Superintendent
Giulio Bosco	Assistant Superintendent for Instruction
Renee Mulrooney	Director of Curriculum, Assessment, & Professional Development
Todd Yunker	Designee from School Administrator Collective Bargaining Unit
Jeff Smith	Director of Fine Arts
Kim Giancursio (Assistant Principal) Anyia Pastecki (Grades UPK-4 Math Coach)	Parents
Brandy Schill	Coordinator of Special Education
Tim O'Toole	NGA Teacher

Stacy Ruby	Elementary Teacher (CES)
Tracy Moran	Elementary Teacher (CES)
Cindy Shea	Elementary Teacher (CRS)
Kristine Taylor	Elementary Teacher (CRS)
Hannah Zemaitis	Elementary Teacher (FRS)
Hannah Morga	Elementary Teacher (FRS)
Emily Hanselman	MS Teacher-Math Intervention
TBD	MS Teacher
Mike Neumire	Instructional Technology Coach
Jennifer Lynch	Literacy Coach Elementary
Ashley Guarino	House Administrator MS
Rich Cravatta	MS Teacher
Sarah Wergin	SHS Teacher
Stephanie Ricci	STEM Enrichment Specialist
Amanda Galvan	Literacy Coach Grades 5-9
Amber McCarthy	Math Coach Grades 5-9
Pam Brunelle	Teaching Assistant
Jason Cline	Assistant Principal, SHS

Tracie Swalbach	Coordinator of Social Emotional Wellness & Inclusivity
Cheryl Repass, Professor Roberts Wesleyan College	Higher Education Representative (if possible; plan should describe efforts made to include a representative of a higher education institution)

Meeting Dates/Times of the Professional Learning Team Committee:

Wednesday, November 20, 2024 from 12:30 – 3:00 PM

Wednesday, May 21, 2025 from 12:30 – 3:00 PM

Board Adoption Date: August 2024

3. CTLE Requirements

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Churchville-Chili Central School District will provide Professional Certificate holders with a record of completed workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such records will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. *All educators that have successfully completed CTLE hours may individually access their awarded CTLE certificates at any time within our electronic registration system, Wincap. Electronic records are printable and include all of the information as noted on the NYSED approved CTLE hours certificate.* (See appendix G) In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language acquisition, unless the BOCES or District has a waiver. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language

acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

NYS CONTINUING TEACHER LEADER EDUCATION (CTLE) REQUIREMENTS

Churchville-Chili Central School District is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Churchville-Chili Central School District and approved vendors (see attached list). All Churchville-Chili Central School District internal vendors are vetted to comply with all CTLE requirements. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. The professional learning activities contained in this plan will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request.

PROFESSIONAL LEARNING PLAN NEEDS ANALYSIS--SEE APPENDIX E

The goals of the Churchville-Chili Central School District Professional Learning Plan are directly aligned with the New York State Learning Standards and New York State assessments. Data analysis was conducted to develop appropriate goals and align goals with strategies and outcomes to address the needs of our students. All goals and objectives are aligned to the New York State Professional [Learning Standards](#).

Churchville-Chili will provide teachers and educational leaders it employs holding a professional certificate and/or level III teaching assistant certificate with opportunities to complete 100 hours of continuing teacher and leader education (CTLE), as required every five years under Part 80. The district plans and implements professional learning opportunities designed to meet the needs of adult learners through a wide variety of formats. All staff members have opportunities to attend both required and self-selected professional learning sessions. The sessions are designed to meet the needs of adult learners. Each year staff earns a minimum of 35 hours of professional learning by attending professional development sessions on pedagogy and/content specific learning. In addition, our staff are able to attend professional learning through our BOCES and other CTLE eligible providers. We will seek approval for the CR Part 154 Professional Development Waiver for the 2024-2025 school year. s

Out-of-District Sessions:

Specific outside sessions related to core instructional practices are promoted by the district but any outside session or professional learning opportunity of interest must be submitted for approval to the Short Term Leave Committee. These outside sessions may be related to in-depth aspects of job-specific skills or may be areas of professional growth beyond the usual scope of an individual's daily duties.

In-Service Sessions:

After-school in-service, online courses, collegial circles and other forms of professional learning outside of the regular school day provided by the district. These sessions may be extensions of training in core instructional practices or may provide other areas of professional growth.

In-District Required Sessions:

Skills and understanding considered to be common and critical core instructional practices at CCCSD are often introduced through mandatory full-day training sessions with frequent follow-up by trainers, coaches, mentors or other supports.

In-District Voluntary Sessions:

Skills and understanding considered to be common and critical core instructional practices at CCCSD are often introduced through voluntary full or half-day training sessions with frequent follow-up by trainers, coaches, mentors or other supports.

Required/ All Staff K-12 / Job-Embedded Sessions:

Skills and understanding considered to be common and critical core instructional practices are continually enhanced through targeted professional learning during regularly scheduled meetings of various teams including Faculty, Grade-Level, Departmental, Task-Force / Committee, and Administrator teams. Superintendent's Conference Days will also be used to provide time to work on core instructional practices. Through a combination of faculty meetings, conference days, and district professional learning offerings our staff members earn a minimum of 35 hours of CTLE credit each year. Our job-embedded professional development offerings would satisfy the 100 hour requirement for teachers, school leaders, and level III teaching assistants every 5 years.

Voluntary/ All Staff K-12 / Job-Embedded Sessions:

Skills and understandings considered to be common and critical core instructional practices are continually enhanced through targeted professional learning that is embedded in real-time and in the classroom. Instructional Coaches and Instructional Leaders provide

support to their colleagues through planning, implementation and debriefing of lessons.

Voluntary/ Online Professional Learning:

Staff can enhance their professional learning through participation in online and/or hybrid (online and face-to-face) opportunities. Online and hybrid learning provides flexibility and the ability to self-pace. Using collaborative web-tools, participants can share, learn and support each other even if they are not physically in the same location.

Conference Days:

All conference days at CCCSD are carefully planned to align with NYS and district initiatives, as well as district data analysis. Professional learning opportunities are differentiated. Staff often have a variety of choices in planning their day.

Full and Half Conference Days with a focus on professional learning:

August 26, August 27, August 28, and August 29, 2024 – Mentor Training and New Staff Orientation and Induction Program acclimates teachers and mentors to the district and program guidelines. The Mentor and Staff Induction Program also provides the opportunity to review curriculum, assessment, instructional materials, and classroom preparation for the start of school.

September 3 and 4, 2024 --Superintendent's Conference Day

January 30, 2025- Superintendent's Conference Day. Topics may include: Next Generation Learning Standards alignment, K-12, Computer Science and Digital Fluency Learning Standards, completion of semester courses, scoring state examinations, analysis of common assessments to refocus teaching strategies, MTSS practices, PLC work, instructional unit and lesson development focused upon learner-centered principles, Universal Design for Learning, or introduction to the district's data dashboard, district-wide initiatives.

March 28, 2025 - Superintendent's Conference Day

Delivery of Professional Learning

At Churchville-Chili Central School District we recognize that all of us are in different places as learners and educators. Some of us like to read deeply on a topic and discuss our thoughts in a small group as we wrestle with complex theory and philosophies. Some of us are energized to learn new skills and ideas we can implement right away. Some of us have already developed a great deal of expertise and

are seeking a forum to share with and support our colleagues working on a similar topic.

To help meet these different needs, we've provided a variety of topics and formats. While all of our professional learning programs are focused on the Churchville-Chili Central School District (CCCSD) Mission, Beliefs and Goals, we have worked to offer different paths for learning and collaboration. Our CCCSD professional learning sessions are organized into several different models:

Workshops are designed to provide direct instruction to educators in specific concepts and skills. After an initial session, participants are given the tools to implement these new concepts and skills in their classrooms and share with the group. Workshops are an ideal way to learn or relearn powerful skills and concepts that can be immediately applied in the classroom.

Work Sessions are half or full days for collaborative development and ongoing refinement of instructional practice. These sessions are often multi-step projects where educators look at an area of instruction such as curriculum, instructional materials, and instructional strategies.

Book Groups are journeys where participants read, discuss, and reflect on the ideas of a particular text. Book Groups allow a deeper discussion of critical and complex topics. These sessions are an ideal forum to gain new ideas and insights from the book and from each other.

Coaching sessions can provide individuals and small groups an opportunity to work with a coach on a particular topic that may include work on curriculum, instructional strategies, or other professional learning areas.

Professional Learning Communities and User Groups are for educators who are seeking new ideas and support as they implement a particular strategy. While some new information will be shared in professional learning communities (PLC's), the focus is on implementing and refining practices rather than acquiring new information. PLC's are ideal for educators who are already familiar with a topic and are seeking to share their experiences and seek support from colleagues as they move to mastery.

Online Professional Learning offers more flexibility for teachers to continue their professional learning. Online courses include the opportunity to participate using web-based collaboration tools. Some online courses also offer the option for "face-to-face" interaction, either as a kick-off or a wrap-up to the course.

We create and regularly update our online professional learning catalog (WinCapPD) of sessions which includes workshops, book groups, after-school training, online courses and PLC's with similar topics such as Best Practices in Literacy, Learner-Centered Instructional Planning, Engagement, and Assessment. Differentiation for adult learners will be taken into consideration as facilitators reflect on the various levels of experience and comfort when planning sessions using different delivery formats. Efforts are made to

ensure that professional learning is continuous and sustained and that the methods and approaches for delivering professional learning have been shown to be effective.

4. Philosophy

Churchville-Chili provides all teachers and school leaders with substantial professional development learning opportunities. Our professional learning is tailored to the needs of educators and directly related to the student learning needs outcomes as identified by the analysis of Churchville-Chili's needs analysis (See APPENDIX E). Professional learning at Churchville-Chili Central School District is a vital component of our commitment to serving our educators in our district and our region as their Essential Partner. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional Development Standards (<http://www.nysed.gov/educator-quality/professional-learning-and-growth>):

1. **Designing Professional Learning:** Professional learning 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 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 skills 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 their 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.

Professional learning at Churchville-Chili Central School District is culturally responsive and reflects the needs of the community we serve. Our professional development catalog includes opportunities for educators to learn more about culturally responsive approaches and practices. In addition, we collaborate with our BOCES to audit and develop curricular resources that are reflective of the diversity of our surrounding community. In addition, our school leaders participate in professional learning aligned to the expectations of the New York State Culturally Responsive-Sustaining Education Framework. One of our district goals is to “provide access and inclusivity for all to achieve equity.” To achieve this goal our professional learning is aligned to New York state teaching standards, leadership, and learning standards, and assessments, student needs, adult learning theory, and current research in education including by not limited to linguistic, cultural diversity, and special needs. Our resources and curriculum are culturally appropriate and reflect responsive practices.

Through the use of our instructional teacher leaders and the implementation of professional learning communities, teachers review their curriculum for vertical alignment and determination of where to teach banded standards such as science, grammar, and conventions, etc. Our professional learning offerings take into consideration the developmental nature of language acquisition, reading and writing process, and word study. Most recently, the NYS Literacy Briefs provided guidance on expectations for development of the “big 6” literacy skills through the use of high-impact instructional practices.

The Professional Learning Advisory Committee meets regularly to review professional learning evaluations and other relevant data related to adult learning to make recommendations for future offerings needed to extend and expand the learning of our staff. The impact of our professional learning is measured by student performance on local, state, and national assessments. In addition, the teacher evaluation process captures data related to the strengths and areas for growth in instructional practices. The district is dedicated to authentic, job-embedded professional learning and uses the new teacher induction process, instructional coaches, and professional learning communities to engage adult learners in continuous improvement through the use of collaborative inquiry and data-driven decision-making.

5. Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, the Needs of Children with Autism, and Dignity for All Students Act

Churchville-Chili Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention.

The Churchville-Chili Central School District provides required online training to study the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate. In addition, staff attend Therapeutic Crisis Intervention training to build effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning. Our district uses Positive Behavior Intervention Supports to teach and review the integration of social and problem-solving skill development for students within the regular curriculum. Moreover, our school administrators, mental health staff, and security staff provide all staff learn

intervention techniques designed to address a school violence situation. The Code of Conduct is reviewed by school leaders and shared with students and staff to build awareness and to consistently address referrals for behavior that falls outside the safety expectations and/or when students exhibit violent behavior. In addition, our District Citizenship Committee has developed behavioral expectations for all students.

Each year all staff receive at least two hours of mandatory training on the identification of child abuse and school violence prevention. Identified staff participate in TCIS (Therapeutic Crisis Intervention System) certification and recertification on a rotating basis. Many mental health, special education, school building and district administrators, security personnel, health office staff, and teaching assistants are TCIS trained. In addition, all special area teachers K-8 (physical education, music, art, library) are TCIS trained. In addition, we provide training to mental health staff in restorative practices and turn-key training associated with these practices for instructional staff members. Our multi-tiered systems of support (MTSS) and our code of conduct are reviewed by our District Citizenship Committee at regular intervals. Updates are disseminated through required staff meetings in each building. (Administrative Team reviews RTI/MTSS and Student Wellness Advisory Committee)

A number of staff are actively involved in district-wide subcommittees that analyze student behavior data to provide supportive and restorative learning environments and share this information with staff in each of our five buildings regularly through staff meetings and School Improvement Team meetings.

The subcommittees are:

District Citizenship Committee-physical health and safety and well being using Positive Behavior Interventions & Supports.

Student Wellness Advisory Committee--using data to look at student behaviors K-12

Safety Committee--Under the direction of our Director of Safety and Security professional learning for all staff is provided. In addition, the committee provides building administrators and other district administrators with on-going awareness of drugs, alcohol, violence, and security issues.

Mental Health Team--monthly meetings to review student data and provide proactive support to students who may be at risk.

Upon request or determination of necessity, Churchville-Chili Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Churchville-Chili Central School District will also utilize interpersonal violence prevention education. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12. At Churchville-Chili Central School District we partner with Child Advocacy Center of Greater Rochester and the students are instructed

using materials from the Monique Burr Foundation, Child Safety Matters and Teen Safety Matters. In addition, staff implement the research-based curricular units from Second Step.

Each year staff members are required to take an online course from Safe Schools on the recognition and prevention of child abuse. New staff members are expected to complete the full course. All other returning staff members are required to take a refresher course. All staff in the district are required to participate in yearly training on the recognition of and requirements for reporting signs of child abuse.

The Churchville-Chili Central School District contracts with BOCES for the services of an autism specialist. The autism specialist consults with general education and special education teachers on the implementation of supports for students with communication and behavioral needs. Teachers, related service providers, and mental health staff have access to the autism specialist and regularly consult with her to monitor and make adjustments to each individual student's program when the need arises.

Each year staff members are required to participate in online training on the topic of bullying and the prevention of bullying. All staff in the district are required to complete training on DASA and the expectations for maintaining a safe, nurturing learning and work environment for all. District administrators provide information and updates on DASA on a yearly basis to all the staff in their buildings.

6. Provisions for Mentoring Program

The Churchville-Chili Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All newly hired teachers at Churchville-Chili Central School District will complete a mentored teaching experience within their first year of employment as a teacher. Both initial certificate holders and those teachers who are new to the district and hold professional certification are required to participate. The purpose of the mentoring program is to increase the retention of new teachers and to provide quality instructional experiences aligned to district curriculum. The mentor teacher's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be reflected in the role.

New Staff Induction Program Overview

Vision

The CCCSD New Staff Induction Program familiarizes all teachers new to Churchville-Chili to the district's policies and practices, fosters professional growth, and encourages teachers' participation in the school culture by providing guidance and opportunities for reflection within a supportive and collegial environment.

Program Components

To achieve these objectives, the New Staff Induction Program has the following major components: New Teacher Orientation, New Teacher Seminar Series, New Teacher Mentoring Program, core program professional learning, instructional supervision and support, and continued training in standards and assessments as well as other skills critical to specific classroom situations and contents.

1. *New Teaching Staff Orientation:* Orientation is a summer program that provides all newly hired teachers with an introduction to personnel, policies, and practices of the district and schools. Administrators and mentors provide assistance with accessing curriculum, reviewing teaching expectations, understanding the mentor/protégé relationship, and preparing to teach at CCCSD.
2. *Seminar Series:* Monthly sessions are planned for probationary teachers and for long-term substitute teachers to collaboratively learn, develop, teach, reflect and revise lessons using Principles of Learner-Centered Instruction and other models or concepts being developed in their school sites. Administrators, Instructional Coaches, and teachers help to deliver the program.
3. *Mentoring Program:* This program is for teachers new to the profession or new to the district. The program pairs a trained and experienced mentor with a newly hired teacher for one year.

Mentoring Program

The mentoring program will provide newly hired teaching and pupil personnel service staff with the personal attention of a mentor to support an orderly, professional, integrated transition into the district.

Churchville-Chili Central School District's professional teaching staff, which includes classroom teachers, school counselors, library-media specialists, learning specialists, reading specialists, and school psychologists, who meet the identified criteria in the District will have the opportunity to serve as mentors for these newly hired staff.

A mentor who is an experienced, tenured professional will be selected to assist each new teacher to make a successful transition to the District. The mentor's responsibilities will be to assist in a collaborative, non-evaluative advisory role. The mentor will serve as a model of collegiality, share ideas, problem-solve, and promote reflective practice.

Induction Program

The induction program will include an orientation to district policy, procedures, and systems. Professional staff new to the system will be provided with the information necessary to gain an understanding of district values, traditions, attitudes, vision, mission, and beliefs.

Each new teacher will participate in the New Teacher Seminar Series. This training is designed to promote the successful transition to the District and enhance the prior professional training received through college training or experiences in other school settings.

New Staff Induction Program

New teachers will work with their mentor to become familiar with district policies, expectations, curriculum materials and to develop lesson plans.

New Staff Orientation Agenda 2024-2025

Day 1	Monday, August 26, 2024
8:00-8:15 AM	Continental Breakfast/Introduction to district-wide Administrators in NGA Cafe
8:15-9:00 AM	Overview of Churchville-Chili community & history with Dr. Carmine Peluso BOE
9:00-11:00 AM	Overview of district philosophy with Dr. Carmine Peluso
11:00 - 12:00 PM	Welcome Lunch at assigned buildings with principals
12:15 - 1:15 PM	Information Technology - • Building based laptop distribution • Required district instructional technology asynchronous presentation from Joe Harmon • Overview of login, email, Infinite Campus, StaffConnect and policies
1:15 - 3:00 PM	School Level Overview with principals

Day 2	Tuesday, August 27, 2024
8:00–8:05 AM	Continental Breakfast/Overview of Day in NGA Cafe
8:30– 11:30 AM	ALL Mentors: required to attend BOCES Mentoring Matters @ BOCES Big Ridge Rd location – Please follow the link for frontline to register. Frontline Education (mylearningplan.com) . ***NO PM SESSION FOR MENTORS***
8:05 – 8:40 AM	Mentees: APPR Observation and Evaluation – with Giulio Bosco and Renee Mulrooney <i>Teaching is a profession that requires continuous improvement. Moreover, it is an expectation for all members of our learning community. Our observation and evaluation process fosters a culture of professional growth in which educators can consistently improve their pedagogy in order to best meet the needs of their students.</i>
8:45 – 11:30 AM	Mentees: Introduction to Therapeutic Crisis Intervention Support (TCIS) – with Emily Iabone, Tracie Swalbach, and Greg Kincaid in the NGA Cafe <i>When a student experiences a challenge, the kind of help and how it is given make a crucial difference between the child's learning from an experience or being set back. The Therapeutic Crisis Intervention training program for child and youth care staff presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis. The skills, knowledge, and professional judgment of staff in responding to crises are critical factors in helping young people learn constructive and adaptive ways to deal with frustration, failure, anger, rejection, hurt, and depression.</i>
11:30 – 12:30 PM	New Staff luncheon with BOE/Administrators in MSN Cafe (Mentor attendance optional)
12:30 – 3:00 PM	Mentees: – continued Intro to TCIS from AM

Day 3	Wednesday, August 28, 2024
8:00–8:15 AM	Continental Breakfast/Overview of Day
8:00 – 11:30 AM	Mentors –Work with Mike Neumire on Instructional Technology: Ed Camp Presentations “Using Technology

	to Create Welcoming and Affirming Classrooms” in the Forum
8:15 - 11:30 AM	<u>Mentees</u> - District Curriculum • Livebinder-Pin it! Access key: newteacher • Atlas Curriculum Management System with Renee Mulrooney • Instructional Expectations (with Renee Mulrooney and Giulio Bosco) Part 1: ○ Learner Centered Principles ○ Differentiation ○ Assessment and Planning Cycle
9:30 - 11:30 AM	<u>Mental Health Staff</u> - with Tracie Swalbach & Shavaughn Stefaniak - Expectations for Mental Health Staff in PD Room A
11:30 - 12:30 PM	CCEA Lunch in MSN Cafe
12:30 - 3:00 PM	Mentees and Mentors - NGA Cafe Ed Camp: Getting to know the district resources to build “Welcoming and Affirming Classrooms” through mentor led mini-sessions: • Nearpod • Google Classroom Management Tips and Tricks • SeeSaw • eDoctrina • Supporting ELL Students • RtI/MTSS • Restorative Circles • And MORE!

Day 4	Thursday, August 29, 2024
8:00-8:15 AM	Continental Breakfast/Overview of Day
8:15 - 10:00 AM	<u>Mentors</u> - District Mentoring Expectations with Kim Giancursio and Ashley Guarino in Forum

10:00 – 12:00 PM	<u>Mentors</u> – Return to NGA for Instructional Expectations Parts 2 & 3
8:15 – 9:00 AM	<u>Mentees</u> – Special Education and Student Services overview with Nicole Livingston-Neal, Victoria Mosetti and Brandy Schill
9:00 – 10:00 AM	<u>Mentees</u> – Human Resources Overview with HR Staff • Substitute System • Certification • CTLE
10:00 – 12:00 PM	<u>Mentees</u> – Instructional Expectations Parts 2 & 3
10:00 – 12:00 PM	ONLY MENTAL HEALTH STAFF – Expectations for Mental Health Staff with Tracie Swalbach & Shavaughn Stefaniak in Forum
12:00 – 1:00 PM	Lunch (on your own)
1:00 – 3:00 PM	<u>Mentors and Mentees</u> • UPK-6 new staff work with Mentee's in classrooms • 7-12 new staff – Learn Infinite Campus, gradebook and report card inputting with IT Staff (NGA CAFE) • Special Education and Student Services Staff – Expectations for Mental Health Staff with Nicole Livingston-Neal, Victoria Mosetti and Brandy Schill (Forum)

Monthly Session Topics:

September: Comprehensive Literacy Instruction

October: Data Driven Instruction or Building Executive Function Skills & Student Agency

November: Data Driven Instruction or Building Executive Function Skills & Student Agency

December: Feedback & Assessment or Universal Design for Learning

January: Feedback & Assessment or Universal Design for Learning

February: Differentiated Instruction or Problem Based Learning, Rigor & Enrichment

March: Differentiated Instruction or Problem Based Learning, Rigor & Enrichment

April: Building Intellectual Capacity & Independence

May: Building Intellectual Capacity & Independence

June: Reflect and Celebrate

In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the Churchville-Chili Central School District mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. Their participation in the four day teacher induction program and three additional new teacher seminar sessions meet these hours. This must be documented via Wincap our digital professional learning application. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Role of school leaders in supporting effective mentoring practices	School leaders are expected to observe and engage in reflective conversations about the new teacher's instructional practices. Conversations include a review of lesson plans, student work samples, resources, materials, and assessments. School leaders provide actionable feedback to new teachers through the APPR process and through informal visits to the classrooms.
Role of the mentors	May include but shall not be limited to providing guidance and support to the new teacher.
Preparation of mentors	May include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology.
Types of mentoring activities	May include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture.
Time allotted for mentoring	May include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher for a portion of their instructional and/or non-instructional duties, and providing time for mentoring during Superintendent's Conference Days, before and after the school day, and during summer orientation sessions.
Assessment of mentoring program	Collection of evaluations of New Teacher Seminar Series from mentors and mentees. Review of the data collected through the use of the Pearson Observation Rubric.

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

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Churchville-Chili Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education-Resource Network to fulfill these requirements.

For all other faculty and staff, Churchville-Chili Central School District meets and applied for an exemption from the professional learning requirements in language acquisition for ELLs. The district, on an annual basis, has consistently fewer than 30 ELL students enrolled or the ELL population within the district is less than five percent of the total student population. The district was granted a waiver based on the number of enrolled students.

8. Organization-wide Goals

Churchville-Chili Professional Learning Goals

The following professional learning goals and objectives have been identified for the 2022-23 school year. This plan was generated through the analysis of multiple data sources and supports the needs of both district and buildings. It is aligned to New York State Professional Learning Standards as well as Churchville-Chili Central School District mission, core beliefs and district goals.

Churchville-Chili Central School District qualifies for the CR Part 154 School District Waiver Specific to English Language Learners. Note that our ESL teachers fully participate in the following professional learning plan as well as offerings provided by our Mid-West RBERN. See appendix F for a copy of the CR Part 154 School District Waiver.

NEEDS ANALYSIS-data is collected and reviewed throughout the course of each school year. The analysis influences our district goals and our professional learning offerings. We also rely on job-embedded coaching to refine and enhance the skills of our instructional staff. SEE APPENDIX E.

3. Action Plan

Goal 1: Initiate implementation of multi-tiered systems of support (MTSS) framework in buildings to ensure that all students have access to a continuum of supports that are matched to their needs and results in learning.

Objectives:

1.1 Build staff understanding of the four essential components of MTSS: systems capacity, program fidelity, assessment and instructional decision making, and instruction and intervention.

1.2 Provide staff with professional learning focused on using data-based problem-solving processes and address challenges and barriers to success in our learning environments.

Activities and Strategies:

- Introduce staff to the updated MTSS processes at each level
- Provide professional learning on problem-solving protocols that rely on data analysis and collective teacher agency to meet student needs
- Provide professional learning on research-based practices that support strong universal instruction
- Provide professional learning on the available interventions that support academic, behavioral, and social-emotional learning needs
- Provide professional learning on the research-based literacy practices and components that lead to high-level thinking, writing, and speaking skills

Inputs	Evidence/Evaluation	Responsibility	Timeline
Leadership team reviews, revises, and shares the updated MTSS plan and processes Leadership team develops a timeline to share information with stakeholders	Agendas	Building Administrators Central Office Administrators Instructional Coaches Mental health staff	Summer/fall of 2024 Ongoing
Provide PL on the topics of data-analysis, problem-solving protocols, and goal setting Provide professional learning on	WinCap catalog review number of participants Agenda ILT & new teacher Attendance logs for staff meetings	Building Administrators Central Office Administrators Instructional Coaches Instructional Lead Teachers	Fall 2024 ILT meetings October & November 2024 Sessions for New Teachers Ongoing throughout school year

the implementation of EduClimber Data Dashboard			February 2025 (Dashboard)
Provide professional learning sessions focused on research-based topics including but not limited to building relationships, discussion and conversation, vocabulary, comprehension, collaboration, teacher efficacy, feedback, background knowledge, and the learning environment.	Wincap catalog Grade level PD and PLC agendas ILT meeting agendas	Instructional coaches Instructional lead teachers Building administrators Central office administrators	Development of resources and professional learning offerings spring, summer, and early fall of 2024 Ongoing
Provide opportunities to review resources available for academic, behavioral, and SEL interventions	PD and PLC meetings ILT meetings Reading Teacher Quarterly Meetings Math Interventionists Meetings Administrative Meetings	Interventionists Mental Health Staff Instructional coaches Building Administrators Central Office Administrators Instructional lead teachers	Beginning in spring and summer of 2024 Ongoing
Provide opportunities to align instructional practices to the “Big 6” components of NYS Literacy Briefs Elementary (K-6) focus on phonics and word study instruction Secondary focus on vocabulary and content area reading and writing strategies	Wincap Catalog Quarterly grade level release days for grades (K-6) PD and PLC meetings ILT meetings Reading Teacher Quarterly Meetings	Instructional coaches Instructional lead teachers Building administrators Central office administrators	Beginning in spring and summer of 2024 Ongoing

Goal 2: Ensure that our universal instruction provides all learners with equal opportunities to access and engage in rigorous learning that leads to high rates of graduation (95% or better) by the end of the 2027 school year.

Objectives:

2.1 Provide learner-centered universal instruction (based on Universal Design for Learning) that removes instructional barriers to improve mastery of local, state, and national grade level benchmarks for our students.

2.2 Utilize data analysis to align curriculum that allows for responsive instruction that leads to the development and transfer of high-level skills across all classrooms and learning environments.

Activities and Strategies:

- Provide administrators with professional learning on the implementation of UDL
- Provide follow-up instructional coaching to assist teachers in transferring learning from theory to practice in the classroom
- Assist teachers in self-evaluation and peer-evaluation of implementation of UDL practices
- Provide opportunities to engage in the analysis of common formative data to make data-informed decisions that meet student needs
- Provide checklists and evidence guides for administrators and instructional staff to self-assess and evaluate learner-centered instruction in a UDL environment.
- Provide release time and summer curriculum writing days, as well as professional learning and guidance for revising curriculum documents

Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide professional learning offerings to align with the implementation of UDL	WinCap PL Catalog Attendance Rosters ILT Agendas PD and PLC Agendas Admin Team Agendas	Central Office Administrators Building Administrators Directors Instructional Teacher Leaders Instructional Coaches	Spring 2024-Spring 2025 Ongoing ● PL Advisory Committee meetings in November, and March ● Monthly Administrative meetings ● Monthly Instructional Leader and Instructional Coaches meetings
Disseminate relevant outside PL offerings (BOCES, Colleges, etc.) to targeted teachers/	Wincap Catalog Collaboration with BOCES	Central Office Administrators Collaboration with BOCES coaches on UDL topics	Ongoing

administrators	coaches on UDL topics	Building Administrators Directors Instructional Leaders	
Provide professional learning for administrators, as well as checklists and look for's in a UDL environment"	Presentations to administrators Checklists for administrators and teacher leaders	Central Office Administrators Building Administrators Directors Instructional Coaches	Summer 2024 Ongoing
Analyze student achievement data as well as evaluation of professional learning offerings to determine effectiveness of PL	Collaborative Inquiry forms RtI plans PL Advisory Committee minutes Administrative Meeting minutes NYS ELA, Mathematics, and Science Assessment results 3-8, NYS Regents examinations 8-12	Central Office Administrators Building Administrators Directors PL Advisory Committee members Instructional Coaches	Summer 2024 Ongoing • PL Advisory Committee meetings in November and March • Monthly Administrative meetings • Monthly Instructional Coaches meetings
Use summer curriculum writing to achieve our goal of embedding Computer Science and Digital Fluency Learning Standards and to create learning environments that lead to high levels of success for all students.	Summer curriculum checklists Atlas Future Ready Agendas	Curriculum writers Instructional coaches Directors	Summer 2024 Ongoing

Goal 3: Foster the development of high-functioning Professional Learning Communities (PLC's) guided by the four critical questions that lead to continuous improvement for students and staff.

Objectives:

3.1 Provide access professional learning offerings on the implementation of effective PLC's

3.2 Provide coaching to teams to implement and sustain PLC's

Activities and Strategies:

- Provide professional development for using PLC's--establishing norms, choosing priority standards, developing common formative assessments, engaging in a team-teaching assessment cycle, protocols for looking at student work, etc.
- Implement practices and protocols associated with high functioning professional learning communities to engage in reflective conversations and evaluate the effectiveness of our curriculum and instruction based on student data.
- Provide professional learning sessions on our data systems such as eDoctrina, Renaissance, Star Assessments to foster data analysis in PLC's
- Provide staff with professional learning offerings on digital tools to promote collaboration and efficiency-such as our EduClimber data dashboard

Inputs	Evidence/Evaluation	Responsibility	Timeline
Identify and send district staff PLC professional learning sessions	Certificate from the training Attendance logs for these trainings	Central Office Administrators	Summer 2024 and during the year when the trainings are offered
Provide additional training and support on PLC implementation throughout the year and to various staff	WinCap PL catalog Attendance logs Staff meeting and department meeting agendas Conference Day agendas	Central Office Administrators Building Administrators Directors Instructional lead teachers	Ongoing
Provide collaborative time for teams to work horizontally and vertically to align instructional priorities across grade levels and content areas.	Conference Day agendas Department agendas Staff meeting agendas	District Office Administrators Building Administrators Directors Instructional coaches Instructional lead teachers	Ongoing

Appendices

Appendix A: Board of Education Policy 6160

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT 2021 6160

Personnel Page 1 of 2

It is the policy of the District that attention be given to in-service, pre-service, and other staff development programs which are believed to be of benefit to the School District and its students. The Superintendent, in consultation with the appropriate administrative staff and/or teacher committees, is directed to arrange in-service programs and other staff development opportunities which will provide for the selection of subjects pertinent to the curriculum in the schools, to build from these subjects those topics or courses for in-service or staff development which will help employees acquire new methods of performing their job responsibilities or help staff improve on those techniques which are already being used in the schools, with the objective of improving professional competencies.

It is recommended that administration develop meaningful in-service and/or staff development programs which will achieve the following:

- a) Contribute to the instructional program of the schools;
- b) Contribute to improved education for students;
- c) Achieve state mandates;
- d) Enhance the professional competencies and/or instructional abilities of staff members.

The Board of Education, therefore, encourages all employees to improve their competencies beyond that which they may obtain through the regular performance of their assigned duties. Opportunities should be provided for:

- a) Planned in-service programs, courses, seminars, and workshops offered both within the School System and outside the District.

- b) Visits to other classrooms and schools, as well as attendance at professional meetings, for the purpose of improving instruction and/or educational services.
- c) Orientation/reorientation of staff members to program and/or organizational changes as well as District expectations.

Attendance at such professional learning programs must be directly linked to the duties and responsibilities comprising the job description of the employee. Consequently, employees are encouraged to participate in the planning of staff development programs designed to meet their specific needs.

(Continued)

Appendix A: Board of Education Policy 6160 (Cont'd.)

2021 6160
Personnel Page 2 of 2

Members of the staff are also encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings.

Funds for participating at such conferences, conventions, and other similar professional learning programs will be budgeted for by the Board of Education on an annual basis. Reimbursement to District staff for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for conference attendance and expense reimbursement.

The Superintendent of Schools or his/her designee has authority to approve release time and expenses for staff members' attendance at professional training conferences, study councils, in-service courses, workshops, summer study grants, school visitations, professional organizations and the like within budgetary constraints.

A conference request form must be submitted by the employee and approved by the designated administrator prior to the employee's attendance at such conference or other professional learning program (see Policy 6161 *Travel Expenses*).

Mentoring Programs for First Year Teachers

First year teachers must participate in a mentoring program as a component of the School District's Professional Learning Plan. The purpose of the mentoring program is to increase the retention of new teachers and provide quality instructional

experiences aligned to district curriculum. The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.

Education Law Section 1604(27)
General Municipal Law Sections 77-b and 77-c
8 New York Code of Rules and Regulations (NYCRR) Part 102.2(dd)

Adopted: 7/10/2001, Revised 5/25/2004, 12/9/2014, 1/12/2021

Appendix B: Board of Education Policy 6161

2020

6161

Personnel

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SUBJECT: TRAVEL EXPENSES

Conference travel shall be for official business consistent with the School District's educational goals and focus and will be made utilizing a cost-effective and reasonable method of travel. Attendance at the conference must be essential to job performance. For instance, travel to participate in meetings of professional, civic or social associations will only be approved if their content is deemed to be specifically aligned with and critical to job performance.

Employees attending conferences and traveling on other district business are representatives of the District and are expected to conduct themselves in a professional and appropriate manner.

For purposes of this policy, members of the Board of Education and other nonemployees authorized to travel and attend conferences on behalf of the District shall be covered as if they were employees.

Conference/ Travel Requests

Prior to attending a conference, individuals must submit a completed Conference Request Form through WinCapWeb or if an individual does not have access to WinCapWeb then utilizing form 6161F. Once the request has been approved by the appropriate supervisor, it will be submitted to the Superintendent or his/her designee. Final approval of Conference Request Forms will be granted/denied by the Superintendent or his/her designee. Conference Request Forms are only to be used by District employees, Board Members and nonemployees authorized to travel and attend conferences on behalf of the District.

Expense Reimbursement

All conference reimbursement requests must be submitted using a Conference Reimbursement Form—which will be provided by the Purchasing Department. Only approved expenses are eligible for reimbursement.

Expenses for overnight-approved travel will be reimbursed when accompanied by original receipts with the exception of meal expenses which will be reimbursed based on per diem rates as outlined on the United States General Services Administration Website at www.gsa.gov. Lunch for approved conferences that do not require an overnight stay but do require travel outside of the County of Monroe, NY will also be reimbursed based on per diem rate as outlined above. New York State sales tax cannot generally be reimbursed. A Sales

(Continued)

Appendix B: Board of Education Policy 6161 (Cont'd.)

Tax-Exempt Form can be obtained from the Business Office prior to travel, for hotel accommodations or other travel expenses.

In extenuating circumstances, exceptions to the amount reimbursed may be granted by the Superintendent.

The Superintendent of Schools shall provide administrative regulations as necessary to define and implement this policy and to provide employees with proper guidance on those expenses that will be considered necessary conference expenses that are eligible for reimbursement by the District.

General Municipal Law §77-b (2)

Note: Refer also to Policy #5323 -- *Reimbursement for Meal Expenses Incurred During Meetings*

Adopted: 12/9/2014

Revised: 8/23/2016, 12/8/2020

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING**Registration**

All employees who are certificate holders must register with the State Education Department (SED) every five years through the TEACH system. An employee is a certificate holder if he or she holds a permanent or professional certificate in the classroom teaching service, a permanent or professional certificate in the educational leadership service (i.e., school building leader, school district leader, or school district business leader), or a Level III Teaching Assistant certificate. Only registered employees may teach or supervise in the District.

Employees who were certificate holders prior to July 1, 2016, had to apply for initial registration during the 2016-2017 school year and each subsequent five-year period thereafter.

Any individual who is issued a new certificate is automatically registered with SED. These certificate holders must renew their registration every five years during their birth month. Any certificate holder who fails to register by the beginning of the appropriate registration period may be subject to late filing penalties.

Certificate holders must notify SED of any change of name or mailing address within 30 days of such change through the TEACH system. Any certificate holder who willfully fails to inform SED of changes to his or her name and/or address within 180 days of such change may be subject to moral character review.

Continuing Teacher and Leader Education (CTLE) Credit Hours

All continuing teacher and leader education certificate holders (CTLE certificate holders) must successfully complete a minimum of 100 hours of acceptable CTLE during each five-year registration period to maintain a valid certificate. An employee is a CLTE certificate holder if he or she holds a professional certificate in the classroom teaching service, a professional certificate in educational leadership service, or a Level III Teaching Assistant certificate. This requirement may be completed at any time over the course of a five-year period. Credit hours cannot carry over to subsequent registration periods.

SED sets high standards for courses, programs, and activities that qualify for CTLE credit, and it must approve all CTLE sponsors. Generally, acceptable CTLE will be in the content area of any certificate title held by an individual or in pedagogy. Further, the CTLE will be aligned with professional learning standards created by the New York Professional Standards and Practices Board for Teaching.

(Continued)

Appendix C: Board of Education Policy 6213 (Cont'd.)

2020	6213
Personnel	2 of 3

The District will describe opportunities for teachers and administrators to engage in CTLE in its Professional Learning Plan. The District will annually certify, in a form and on a time table prescribed by the Commissioner of Education, that the requirements to have a professional learning plan for the succeeding school year have been met and that it has complied with the professional learning plan for the current school year. The District will provide CTLE opportunities that are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, among other things. A peer-review teacher or principal acting as an independent trained evaluator who conducts a classroom observation as part of a teacher evaluation under relevant sections of the Education Law may apply the observation time to fulfilling CTLE requirements. Time spent mentoring may also be counted toward required CTLE credit hours.

Language Acquisition CTLE and Exemption

Employees holding an English to speakers of other languages (all grades) certificate or a bilingual extension are required to complete a minimum of 50 percent of the required CTLE 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 Learner (ELL) students. All other certificate holders must hold a minimum of 15 percent of the required 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. A minimum of 15 percent of the required CTLE hours for employees holding a Level III Teaching Assistant certificate will be dedicated to language acquisition addressing the needs of ELLs and integrating language and content instruction for ELLs.

Employees holding school district business leader certificates are exempt from the language acquisition CTLE requirements for each year that they are employed in the District. Instead, they must complete a minimum of 15 percent of the required CTLE hours dedicated to the needs of ELLs and federal, state, and local mandates for ELLs.

Employees may be eligible for a waiver of language acquisition CTLE requirements. Each school year when there are fewer than 30 ELL students enrolled in the District or ELLs make up less than 5% of the total student population, the District may obtain an exemption. If the District obtains this exemption, employees would be exempt from the language acquisition CTLE requirement for each year that they are employed in the District.

(Continued)

Appendix C: Board of Education Policy 6213 (Cont'd.)

2019	6213
Personnel	3 of 3

CTLE Adjustment

The Commissioner may adjust an employee's number of CTLE hours and/or time to complete them due to poor health, as certified by a health-care provider; extended active duty in the Armed Forces; or other acceptable good cause.

Any employee holding a certificate in the classroom teaching service who obtains certification from the National Board for Professional Teaching Standards will be considered CTLE-compliant for the registration period in which he or she obtains this certification. The employee must still meet any language acquisition requirements, however.

Recordkeeping and Reporting Requirements

Employees must maintain a record of completed CTLE hours for at least three years from the end of the applicable registration period. The record must include the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of ELLs, the sponsor's name, any identifying number, attendance verification, and the date and location of the program.

The District will maintain a record of any professional learning it conducts or provides for at least seven years from the date of completion. The District will submit to SED, in a form and timetable prescribed by SED, information concerning the completion of professional learning for regularly employed certificate holders.

Education Law §§ 3006, 3006-a, 3012-d
8 NYCRR §§ 80-6, 100.2(dd)

NOTE: Refer also to Policy #6160 -- Professional Growth/Staff Development

Adopted: 11/27/2007

Reviewed: 3/25/2011

Revised: 3/26/2019; 8/20/2020 replaced "professional development: with "professional learning"; no content change

Appendix D: Board of Education Regulation 6213R

Registration and Professional Learning

2020

6213R

Personnel

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Continuing Teacher and Leader Education (CTLE) Standards

District teachers and educational leaders must complete 100 hours of CTLE courses, programs, and activities provided by SED-approved sponsors to maintain their professional or Level III teaching assistant certificate. The District is an approved sponsor. Other approved sponsors may include BOCES, Teacher Centers, accredited state institutions of higher learning, professional organizations, and SED-approved education programs. The District's CTLE should follow these standards:

- 1) professional learning design is based on data; 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) professional learning expands content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and to assess student progress.
- 3) professional learning is research-based and provides opportunities to analyze, apply, and engage in research.
- 4) professional learning ensures that personnel have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- 5) professional learning ensures that personnel have the knowledge and skill to meet the diverse needs of all students.
- 6) professional learning assures that personnel have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.
- 7) professional learning ensures that personnel 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) professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- 9) professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10) professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

(Continued)

Appendix D: Board of Education Regulation 6213R (Cont'd.)

2020

6213R

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (CONT'D.)**Continuing Teacher and Leader Education (CTLE) Standards (Cont'd.)**

For credit-bearing university or college courses, each semester-hour of credit will equal 15 clock hours of CTLE credit, and each quarter-hour will equal ten clock hours of CTLE credit. For all other approved CTLE courses, one CTLE credit hour will constitute a minimum of 60 minutes of instruction or education.

Conditional Registration

If an employee does not complete the required CTLE within his or her registration period, he or she will not be registered by SED and cannot practice unless he or she completes the registration or conditionally registers. The SED may issue a conditional registration that allows a candidate up to one year to complete outstanding CTLE hours to remain eligible to teach or supervise in the District. When the certificate holder completes the remaining CTLE, SED will consider him or her registered for the remaining registration period.

If a certificate holder returns to practice in the District, he or she will be required to first register with SED. If the certificate holder is in the middle of a registration period when he or she becomes inactive and is no longer practicing, he or she must complete a minimum of 20 CTLE hours for every year he or she was practicing in an applicable school.

District Recordkeeping Responsibilities

The District must maintain a record of any professional learning it conducts or provides for certificate holders for at least seven years from the completion date. The record will include:

- 1) The name of the professional certificate holder;
- 2) His or her teacher certification identification number;
- 3) The title of the program;
- 4) The number of hours completed; and
- 5) The date and location of the program.

The District will also maintain documents regarding its mentoring program implementation, including the name of each person receiving mentoring, his or her certificate identification number, type of mentoring activity, number of hours completed in the activity, and the name and certificate identification number of the person who provided the mentoring for at least seven years from the mentoring completion date.

(Continued)

Appendix D: Board of Education Regulation 6213R

2020
Personnel

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SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (CONT'D.)

District Reporting Responsibilities

Each year, the Superintendent will certify to the Commissioner that the District has a professional learning plan in place and that it has complied with that plan.

The District will also annually report to SED information about its employed certificate holders' completion of professional learning. Before doing so, the District will verify the accuracy of the information with the certificate holder.

Certificate Holder Responsibilities

Employees must maintain records of all professional learning courses, programs, and activities undertaken for at least three years from the completion date. The records will include:

- 1) The title of the program;
- 2) The total number of hours completed;
- 3) The number of hours completed in language acquisition;
- 4) The sponsor's name and any identifying number;
- 5) Attendance verification; and
- 6) The date and location of the program.

Adopted: 12/11/2007

Revised: 3/26/2019; 8/20/2020 Replaced "professional development" with "professional learning"; no content change

Appendix E: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

X	School Report Card
	New York: The State of Learning (Chapter 655 Report)
	BEDS Data
	The CAR Report
	Special designation schools, SURR, Title 1
X	Student Attendance rates
X	Graduation and drop-out rates
X	Student Performance results disaggregated by ethnicity
X	Gender, SES, and other special needs (students who failed multiple subjects)
X	State benchmarks for student performance
	TIMSS report
	Student aspirations
X	Other student surveys
X	Longitudinal Data
X	Student/Teacher ratios
	Teacher turnover rate
	Number of uncertified teachers
	Number of teachers teaching out-of-field
X	Teacher Proficiency data (APPR)
X	Teacher surveys
	Teacher self-assessment (PPR)

X	Curriculum surveys
	Community employment opportunities
X	Other (specify): Discipline reports, attendance reports
X	Local Results

Appendix F: CR Part 154 School District Waiver

Waiver Pending, August 2024

Appendix G: Sample CTLE Certificate

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of Teaching Initiatives
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I			
First Name:	Last Name:	Middle Initial:	
Date of Birth:	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue: Central Office			
Street Address:	City:	State:	Zip Code:
139 Fairbanks Road	Churchville	NY	14428
CTLE Activity Title: Balanced Literacy (Indicate title/subject/grade level, etc.)			
Select One or More Areas of Activity: ☐ Pedagogy ☐ Content ☐ English Language Learning			
CTLE Date(s): from:		to:	
(mm) (dd) (yyyy)		(mm) (dd) (yyyy)	
		Number of hours awarded	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: Churchville-Chili Central School District			
Print Name of Authorized Certifying Officer:		Carmine Peluso	
Signature of Authorized Certifying Officer:		<i>Carmine Peluso</i>	
Approved Sponsor Identification Number: 1007		Date: 08/22/2024	
Email:		Phone Number:	

(Rev. 06/2020)

Appendix H: Statement of Assurances
Churchville-Chili Central School District
Professional Learning Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation and evaluation of the professional learning plan were conducted by a professional learning advisory 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 learning 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 learning and a 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.

Signature (Superintendent of Schools)

(Date)

