

Belfast Central
Organizational Professional Learning Plan
2025-26

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1. Vision

The mission of Belfast Central School is to provide a safe, comprehensive, challenging, quality education for all students in order to nurture citizens for tomorrow through intentional relationship building among students, staff, and community.

#empathyforachievement

2. Introduction

Professional learning at Belfast Central School is a vital component of student achievement. We are committed to high-quality, research-based professional learning to provide ongoing growth for our teachers, as well as to the assessment of ongoing professional learning initiatives.

3. Professional Learning Committee Membership [REQUIRED ELEMENT FROM PART 100]

Name	Title	Name	Title
Wendy Butler Ed.D.	District Superintendent/ Curriculum Specialist	Mary Paulsen	Designee from Teacher Bargaining Unit
Chelsey Aylor	PK-4 Principal/ Director of Curriculum	Beth Hazelton	Teacher
Rick Bull	5-12 Principal	Carrie Flanagan	Teacher
Mary Guilford	PTO Rep./ Parent	Jessica Romance	Teacher
Martin Coates	Higher Education Representative	Sandy Miller	Teacher

Meeting Dates/Times of the Professional Learning Committee: June 9, 2025

Follow-Up Communications: June 16, 2025

Board Adoption Date: June 17, 2025

4. 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.

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. Individual teachers and leaders are responsible for maintaining records of completed professional learning. BCS teachers and leaders will record completed professional learning on the CTLE individual record form (See Appendix A).

All CTLE activities will be aligned to NYSED standards in content area(s), pedagogy and language acquisition addressing the needs of English language learners, pursuant to Section 80-6.3 of Commissioner's Regulations. Pursuant to Section 80-6 of the Regulations of the Commissioner of Education, the Continuing Teacher and Leader Education (CTLE) to be provided will be presented by faculty or individuals that have been trained and who have demonstrated their competence to offer the coursework or training which, at a minimum;

- will expand educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assesses student progress;
- is research-based and provides educators with opportunities to analyze, apply, and engage in research;
- is designed to ensure that educators (1) have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment; (2) have the knowledge and skill to meet the diverse needs of all students; (3) have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students; (4) have the knowledge, skills, and opportunity to engage and collaborate with parents, families and other community members as active partners in children's education;
- 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;
- promotes technological literacy and facilitates the effective use of all appropriate technology; and
- evaluates effectiveness in improving professional practice and student learning using multiple sources of information.

Belfast Central School will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include (See Appendix B):

- Sponsor name;
- Participant name;
- Participant Date of Birth;
- Last Four Digits of the Participant's Social Security Number;
- Activity Date;
- Activity Title;
- Educational Area;
- Number of CTLE Awarded Hours;
- Sponsor ID Number;
- Sponsor E-Mail Contact;
- Sponsor Phone Contact;
- Certifying Officer and Signature of District Superintendent;
- Printing of Certificate Date.

Belfast Central School, CA BOCES, and Erie I BOCES will provide the majority of professional learning activities for Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

- Professional learning certificates for learning activities sponsored by Belfast Central School will be processed through the District Office.
- All professional learning provided by the CA BOCES Instructional Support Services, past and future, can be accessed at register.caboces.org. All educators that have successfully completed CTLE hours may individually access their awarded CTLE certificates at any time within the CA BOCES electronic registration system.
- All professional learning provided by the Erie I BOCES Instructional Support Services, past and future, can be accessed at <https://www.mylearningplan.com/webreg/catalog.asp?H=1&D=19584>. All educators that have successfully completed CTLE hours are individually awarded CTLE certificates via e-mail through My Learning Plan.
- All professional learning provided by the Cattaraugus-Allegany Teachers' Center can be accessed through the Center's Director.

All teachers and administrators (including those holding professional and level III teaching assistant certificates) employed by Belfast Central School are encouraged to participate in at least 30 hours of professional learning annually to acquire the required 100 hours every five years. Educators are provided information about professional learning available through CA and Erie I BOCES during the school year, summer, and after school hours. All educators are expected to participate in two superintendent's days before school starts and one/two days during the school year.

The following is a list of independent consultants and companies that will provide professional learning services to employees within our district, as well as a brief description of their offerings:

Independent Consultant/Company Name	Description of Services
Susan Rothwell, Education Solutions	Will provide professional learning around math curriculum, spiral review and data tracking.

5. Philosophy

Professional learning at Belfast Central School is a vital component of our commitment to serving our students and educators in our district. 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 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 Learning Standards (<http://www.nysed.gov/educator-quality/professional-learning-and-growth>):

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 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.

- Belfast Central works closely with Cattaraugus-Allegany BOCES to provide professional learning opportunities tailored to the needs of educators in the District. Teachers and administrators utilize data through the WNYRIC Datawarehouse, student program assessment data, and teacher created assessments to identify the needs of students and connect professional learning opportunities to support teachers to address the needs of students. Teachers and administrators work collaboratively to identify supports and programs to support the academic and social/emotional needs of the students in the District.
- On the surface Belfast may appear to have limited diversity; in reality, our students and families have tremendous diversity. BCS professional learning goals for the District were created to help educators continuously develop instructional practices that are responsive to the ever-changing population of students and families with whom we work. Professional learning is purposefully fluid to support students and teachers in the District.
- Professional learning opportunities are focused on the NYS Professional Learning Standards which focus on aligning professional learning with the needs of students and adults. All professional learning activities must address a specific professional learning

standard. The Cattaraugus-Allegany BOCES region is emphasizing the importance of culturally responsive practices for professional learning for the 25-26 school year.

- Belfast Central is a PK-12, one-building school district. All professional learning activities are presented and available to teachers, administrators, and staff across grade levels. Information around professional learning activities is distributed to all staff members via e-mail and conversations with District leaders. BCS also provides teachers with access to professional learning opportunities through CA BOCES, Erie I BOCES, BCS, and the CA Teachers' Center.
- BCS provides teachers with a wide variety of professional learning opportunities in ensure learning is continuous and sustained, including:
 - Face-to-face
 - Zoom
 - In-District
 - Regional events
 - 1:1 and small group
 - Book studies
- The impact of teacher professional learning is measured though student performance results and teacher observations. Effective professional learning will result in increased student performance on teacher-created and NYS assessments.

6. Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, the Needs of Children with Autism, and Dignity for All Students Act [REQUIRED ELEMENT FROM PART 100]

Belfast Central School is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in 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;

effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Belfast Central School will provide refreshers on school violence prevention and intervention.

In instructional settings, Belfast Central School will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Teachers are required to complete training on child abuse and mandated reporting prior to employment. Belfast Central can coordinate the training to be completed through the Cattaraugus-Allegany BOCES if a new teacher has not completed the required training.

Teachers are required to complete training on students with Autism prior to employment. Belfast Central can coordinate the training to be completed through the Cattaraugus-Allegany BOCES if a new teacher has not completed the required training.

Teachers are required to complete the NYS Dignity for All Students training prior to employment. Belfast Central can coordinate the training to be completed through the Cattaraugus-Allegany BOCES if a new teacher has not completed the required training. In addition, BCS provides staff members with annual updates and reviews of District safety protocols and DASA training.

7. Provisions for Mentoring Program [REQUIRED ELEMENT FROM PART 100]

The Belfast Central School Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Belfast Central School holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retain new teachers, and increase skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

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

Procedure for Selecting Mentors	Administrators will select mentors based on subject area and experience.
Role of the Mentors	Mentors will guide new teachers in learning school policies and procedures, navigating CCSS, and managing all obligations. The mentors will also advise new teachers regarding professional development opportunities. Last, the mentors will help new teachers assimilate to the school and community in order to encourage retention.
Preparation of Mentors	Mentors will be briefed regarding their responsibilities by administration. Regular updates regarding the status of the mentorship will be provided to administration by both the mentor and the mentee.
Types of Mentoring Activities	Mentoring activities will include informal exchanges, common planning times if possible, and brief monthly schoolwide mentor/mentee meetings.
Time Allotted for Mentoring	Mentoring will require approximately two hours per month, including both formal and informal obligations.
CTLE Awards	Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of a school district or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period. BCS will allow for up to 30 hours of mentoring activities over the 5-year registration period.

8. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education [REQUIRED ELEMENT FROM PART 100]

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.

Belfast Central School teachers will utilize experience and trainings provided by the Regional Bilingual Education Resource Network to fulfill these requirements.

For all other faculty and staff, Belfast Central meets and will apply for an exemption from the professional development requirements in language acquisition for ELLs. *(There are fewer than 30 ELL students enrolled or English language learners make up less than five percent of the Belfast Central School total student population as of such date as established by the commissioner.)*

9. Organizational Professional Learning Goals

Goal #1- Teachers and administrators will participate in at least 30 hours of professional learning focused on instructional strategies and practices every year to increase student achievement in every grade level and content area.

Goal #2- Teachers and administrators will participate in technology focused professional learning every year to prepare students to be digital citizens.

Action Plan

Goal 1: Teachers and administrators will participate in at least 30 hours of professional learning focused on instructional strategies and practices every year to increase student achievement in every grade level and content area.

Objective: BCS teachers and administrators will participate in social emotional focused professional learning to address students' basic needs to prepare them for academic learning.

Needs Analysis: Student attendance issues have increased throughout COVID. Teachers need to develop strategies to provide instruction and close gaps for students who have had attendance issues.

The Satchel Pulse/DESSA SEL screener administered to students in grades 5-12 has revealed increased numbers of students who are struggling with mental health issues. Teachers, administrators, and staff need additional skills to address student needs in the academic setting because students are not learning while struggling with mental health issues.

Activities and Strategies:

- BCS staff to continue PL on restorative practices
- Strategies to reduce stress in students and staff
- Youth Mental Health First Aid

<ul style="list-style-type: none"> • Crisis Prevention Intervention 			
Inputs	Evidence	Responsibility	Timeline
BCS Social Worker CA BOCES staff specialists	Satchel Pulse/DESSA screener data Completed training/ attendee records	Superintendent/ Principals	July 2025--June 2026
<p>Evaluation: BCS will evaluate the effectiveness of the goal by comparing student co-vitality data from the previous year, professional development records, and student performance data (ex 'D' list, quarterly grades, students' assessments).</p>			

Objective: BCS students, teachers, administrators, and staff will participate in community experiences to create an understanding of the importance of academic and the impact on students' futures.

Needs Analysis: Students are not engaging in instruction and learning because they do not find lessons relevant to or understand requirements for life after graduation.

BCS staff must develop strategies to increase student understanding of the relevance of instruction and learning to increase student academic success.

Activities and Strategies:

- Career fair
 - Share career opportunities (ex. Did you know...) on digital signs, websites, social media
 - Celebrate BCS alumni on the webpage and announcements
- Multiple activities focused on career exploration throughout the school year
 - Coordinate career exploration days with SEL, and technology activities to ease loss of instructional time
- Connect students with recent graduates around what they have learned from their transition to college or the workforce
- Community engagement
- Explicitly connect field trips to career development

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Inputs	Evidence	Responsibility	Timeline
BCS Staff	School calendar of events	Superintendent/ Principals	July 2025--June 2026
BCS students and staff	Digital displays of career information BCS Alumni page on website	Superintendent/ Principals	July 2025--June 2026
Evaluation: BCS will evaluate this goal through attendance records, calendar of events for student career activities, digital displays on various platforms.			

Goal 2: Goal #2- Teachers and administrators will participate in technology focused professional learning every year to prepare students to be digital citizens.

Objective: Students will use technology to be a critical communicator.			
Needs Analysis: Students have struggled to use technology tools and social media correctly.			
BCS professional learning activities will emphasize how to teach students to be productive digital citizens.			
Activities and Strategies: <ul style="list-style-type: none"> • Utilize BOCES Coser 517 to work with students and teachers to enhance technology skills <ul style="list-style-type: none"> ○ Teach students general technology skills ○ Provide students and teachers with training/practice on computer-based testing ○ Provide Internet safety trainings (bi-annually) • Educate families/ help families with technology usage <ul style="list-style-type: none"> ○ Create opportunities for families to occur during previously scheduled events (Open House, Family Literacy Night, Back-to-School picnic) 			
Inputs	Evidence	Responsibility	Timeline
CA BOCES staff specialists	Completed training/ attendee records	Superintendent/ Principals	July 2025--June 2026
Center for Missing and	School calendar of events	Superintendent/ Principals	July 2025--June 2026

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Exploited Children			
BCS Staff	School calendar of events	Superintendent/ Principals	July 2025--June 2026
Evaluation: BCS will evaluate this goal through attendance records and surveys for families around the use of technology to support their students.			

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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 (Appendix B)

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:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title (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:			
Print Name of Authorized Certifying Officer:			
Signature of Authorized Certifying Officer:			
Approved Sponsor Identification Number:		Date:	
Email:		Phone Number:	

(Rev. 06/2020)