

# Allegany-Limestone Central School District Professional Learning Plan

Plan July 1, 2021 - June 30, 2026

(Reviewed Annually for the Life of the Plan)



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## Table of Contents

Vision, Mission, and Introduction .....	3
Membership .....	3
NYSED Regulations and Requirements .....	4-5
Philosophy .....	5
Alignment to New York State Professional Learning Standards .....	5-6
Contracted Professional Entities .....	7-8
Professional Learning Needs Assessment .....	9
Areas of Focus 2021-2026 .....	9-10
Goals, Outcomes and Objectives .....	10
Professional Learning Matrix .....	11-13
Provisions for School Violence Prevention .....	14-15
Provisions for Teachers Certified in Bilingual and ELL Education .....	15
Provisions for Mentoring .....	15-17

## Vision Statement

Allegany-Limestone Central School will create and sustain a safe, nurturing, and rigorous learning environment in which all students are challenged and prepared to accomplish their goals.

## Mission Statement

By instilling a sense of inquiry, adaptability, creativity and character, the ALCS community will prepare students as lifelong learners and problem solvers.

## Introduction

The purpose of the Professional Learning Plan in the Allegany-Limestone Central School District is to improve student achievement and success through a wealth of opportunities and resources that are offered to all district employees and that reflect the varied needs of all district employees. In essence, to improve the quality of teaching and learning by ensuring that teachers and school leaders participate in professional learning to enhance their own professional growth in meeting the needs of the scholars of Allegany-Limestone Central School District.

A diverse team of professionals meets yearly to evaluate the ALCS Professional Learning Plan to ensure that goals and action plans are aligned with BOE goals, rigorous and engaging instruction, technological advancements, and health and safety priorities.

ALCS embraces and supports the practice of lifelong learning, and the Professional Learning Plan is a key component in ensuring that the most important needs of all, **those of our students**, are met.

The Allegany-Limestone Central School District Professional Learning Plan takes into consideration the Consolidated ESSA/Title I Plan, Technology Plan, MTSS Guidance Document and School Improvement Plans to ensure that the needs of all district stakeholders are taken into consideration within the Professional Learning Plan.

## Membership

### 2020-2021 School Improvement Team (formerly known as Comprehensive Planning Team)

The Board of Education will permit the Professional Learning Team (also known as the School Improvement 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.

The team shall submit to the Board of Education a recommended professional learning plan by May 1 each year. The Board of Education may accept or reject the recommendation of the team in part or in whole. Components of the plan not approved by the Board of Education shall be returned to the team for further consideration. Any subsequent modifications in the professional learning plan team's recommendation to the Board of Education shall be presented to the Board of Education on or before June 1<sup>st</sup>, and the Board of Education shall act on the plan by June 30<sup>th</sup>. The final determination on the content of the professional learning plan shall be the determination of the Board of Education.

The professional learning plan shall be adopted or, in the case of multi-year plans, re-adopted by the Board of Education at a public meeting. Each year, the board of education shall evaluate the effectiveness of the plan. The Board of Education may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the plan is reviewed by the team on an annual basis and submitted to the Board of Education recommended revisions, if necessary. The Board of Education shall determine whether to approve the recommended revisions according to the process and timeline described above.

Paige Kinnaird, Director of Instruction/Building Administrator  
Kevin Straub, Director of Technology/Building Administrator  
Alicia Bockmier, ALCS CSE Chair  
Kim Moore, ALMHS Principal  
Meghan Janora, ALES Principal  
Donna Buckley, Kindergarten Teacher (ALTA Member)  
Katherine Buzzard, Pre-Kindergarten Teacher (ALTA Member)  
Sarah Cartmill, Literacy Coach (ALTA Member)  
Rosemarie Grainer, Librarian (ALTA Member)  
Lori Jones, Teacher on Special Assignment (ALTA Member)  
Kara Mascioni, Elementary Teacher (ALTA Member)  
Caroline Miller, Elementary Teacher (ALTA Member)  
Kelly Reisman, Art Teacher (ALTA Member)  
Patricia Saglimben, Teacher Aide (ALESPA Member)  
Marnie Vogtli, Elementary Teacher (ALTA Member)  
Suzanne Charles, World Languages Teacher (ALTA Member)  
Dollene Christopher, Social Studies Teacher (ALTA Member)  
Todd Christopher, Math Teacher (ALTA Member)  
Sarah Flanders, Special Education Teacher (ALTA Member)  
Sheila Green-Callen, World Languages Teacher (ALTA Member)  
Terra LaCroix, Special Education Teacher (ALTA Member)  
Wayde Savidge, Social Studies Teacher (ALTA Member)  
Karol Stayer, Mathematics Teacher (ALTA Member)  
Susan Vossler, Middle-Level Teacher (ALTA Member)  
Dan Waugaman, Science Teacher (ALTA Member)  
Kevin Weiss, English Language Arts Teacher (ALTA Member)

### **New York State Department Regulations and Requirements**

This professional learning plan follows 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.

Allegany-Limestone Central School District and CA BOCES will provide 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, DOB, SSN. The certificate will also include the date of workshop, number of hours, topic, and type of activity or program. Certificates will be transmitted by e-mail in most instances to each participant in the professional learning and training. Participants are also able to access all certificates through the District online professional learning system.

A record of all CTLE activities are maintained by the Director of Instruction.

A record of all CTLE issued certificates are maintained in the District online professional learning system.

ALCS will retain records for CTLE activities for 8 years. Educators will not need to send documentation of their CTLE clock hours to the Department for the re-registration process. However, such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

The Allegany-Limestone Central School district will provide teacher and educational leaders holding a professional certificate and/or level III teaching assistance certificate the opportunity to complete 100 hours of continuing teacher and leader education (CTLE) as required every five years under Part 80. This will be accomplished in a variety of ways including CTLE opportunities during district scheduled Professional Learning Days, providing staff with CTLE opportunities available from local providers and BOCES, as well as trainings provided by organizations specific to a teacher's certification area/area of expertise. The expectation is that teachers and educational leaders will participate in 20 hours of CTLE work each school year (July 1 – June 30).

### **Philosophy**

Professional learning at Allegany-Limestone Central School District is a vital component of our commitment to continuous refinement of instruction and to serving our educators. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our district, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to employees is tailored to the needs of our district and individual buildings, progresses across grade levels, and is ongoing and sustained. Our goal is to provide professional learning that is tailored to the needs of educators that are directly related to student learning needs outcomes as identified by the school district report card and other sources as determined by the district.

### **Professional Learning Plan Alignment**

Improving student learning is the highest priority at Allegany-Limestone Central School District. The district aligns professional learning with New York teaching, leadership, and learning standards with additional decisions based on the New York State Common Core Standards, student needs as identified as a result of assessments and graduation requirements that drive all ALCS student instructional programs. Additionally, the district reviews current research in education in the areas of linguistic, cultural diversity, special needs, and culturally appropriate and responsive practices.

Additional data points are utilized to make informed decisions regarding the professional learning that must be provided in order to help students meet high standards. Because many of our district students are at risk of not

meeting the standards, on-going assessments are critical to help inform decisions regarding changes in instructional delivery as well as curriculum modifications. Professional learning will be provided to aid teachers in learning more about the changing population of students we serve so staff are well-equipped to support student success. It is anticipated that all instructional faculty, including long-term substitutes, will participate fully in scheduled Superintendent Conference Days to engage with district-provided professional learning focused around educator's content area and pedagogy, estimated at a minimum of 20 hours per year.

School counseling information can be found in the ALCS Counseling Plan.

The ALCS ESSA/Title I Plan provides information on how the district strives to meet the needs of all students in moving towards mastery of standards.

The goal is 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 and appropriate for adult learners. The district measures the impact of professional learning on student achievement and teachers' and educational leaders' practices through the review of reflection forms completed at the conclusion of trainings as well as through classroom observations/evaluations. The district also provides for all teachers and educational leaders the opportunity to earn Professional Learning Stipend Points to support their own professional growth.

We strive to provide professional learning in alignment with the New York State Professional Development Standards

<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

<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.

## Contracted Professional Entities

The following entities may be contracted to provide professional learning for the Allegany-Limestone Central School District during the life of the plan:

<b>Independent Consultant/Company Name</b>	<b>Description of Services</b>
Cattaraugus Allegany (CA) BOCES	Professional learning based on regional needs.
New York State United Teachers Education and Learning Team (NYSUT ELT)	The <u>NYSUT Education &amp; Learning Trust (ELT)</u> is the professional learning source for NYSUT members. The ELT offers courses, seminars and educational programs for teachers and School-Related Professionals across the state for professional growth, to meet certification requirements and to obtain new certificate titles or extensions. ELT's courses may also help you earn salary differentials, depending on your district contract.
Erie 1 BOCES	Professional learning based on regional needs.
Cattaraugus-Allegany Teacher Center	Professional learning based on regional needs.
Jamestown Community College	Advanced certifications and courses for teachers.
Utica National Insurance Company	Required health and safety trainings
NY Learns	Curriculum management and standards-based trainings
Regional Special Education Technical Assistance Center (RSE TAC)	Technical assistance and school improvement resources available to directly assist school districts, particularly those school districts with the poorest performance for students with disabilities, in improving results for students with disabilities.
Amplify Education, Inc.	Curriculum training
Response to Intervention Technical Assistance Center (RtI-TAC)	Provide technical assistance and dissemination about proven and promising models for RTI. The Center will work in four areas: knowledge production, implementation supports, information dissemination, and formative evaluation.
AV Rover	Training on portable audio-visual products for use in classrooms
Castle Learning	Trainings for educators on critical review and assessment tools, ensuring students get the most from their education in a measurable way.
PD and Evaluation	Brings professional learning, collaboration and evaluations together for teachers and educational leaders.
Curriculum Associates, LLC	Curriculum Associates (CA), the creators of <i>i-Ready</i> , has been united around one common purpose: to make classrooms better places for teachers and students. For over 50 years, we've remained driven by this mission, introducing and then constantly improving innovative and exciting products that give every student the chance to succeed. We believe teachers are the essential glue between our programs and classroom success, so we strive to empower them with the tools and resources to accelerate student growth. Together with educators we're making equitable learning programs a reality—raising the bar and making it reachable for all.
NYS Police	Safety trainings related to the district Emergency Response Plan
Cattaraugus County Emergency Services	Safety trainings related to the district Emergency Response Plan
Southern Tier Health Care System	Safety trainings related to the district Emergency Response Plan

School Messenger	Information and trainings on use of system in communicating with families.
Harris Beach	Legal guidance for administrators on pertinent issues affecting public education.
Hodgson Russ	Legal guidance for administrators on pertinent issues affecting public education.
LEAF, Inc.	Leadership for Educational Achievement Foundation, Inc. (LEAF, Inc.) is a 501 (c)3 organization that serves as the professional development arm of the New York State Council of School Superintendents. LEAF, Inc. provides high quality professional learning to support the development of superintendents and their leadership teams. LEAF's programs are research-based, aligned to the needs of the field, responsive to changing expectations for school leaders and cost-effective.
SAANYS	The School Administrators Association of New York State (SAANYS) is proud of its long history of supporting New York's public-school leaders and their communities. Our mission is steadfast – to provide direction, service, and support to our membership in their efforts to improve the quality of education and leadership in New York State schools. We continue to accomplish our mission by consistently delivering unequalled service, advocacy, and supporting benefits to nearly 8,000 public school principals, assistant principals, directors, and coordinators in many of New York's public schools and BOCES.
NYSBBA	NYSSBA's programs and services – organized around the Association's goals to provide advocacy, information, leadership development and custom services for school districts
NYSCOSS	See LEAF, Inc. above
Parent Network of Western New York	Parent Network of WNY is a not-for-profit agency that provides education and resources for families of individuals with special needs (birth through adulthood) and for professionals.
Western New York Educational Service Council	The WNYESC assists school districts and educational leaders with professional development workshops that meet CTLE requirements, data analysis, leadership mentoring opportunities, school district research and planning studies, curriculum or staffing audits.
Cattaraugus County Department of Mental Health	Safety trainings related to the district Emergency Response Plan
Cattaraugus County Youth Bureau	Trainings on meeting the needs of the youth in our school community.
ASCD	ASCD empowers educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged.

## Needs Assessment Sources

A Needs Assessment Survey was distributed to ALCS classroom teachers, teacher aides, and administrators in January 2021. A total of 62 responses were received. This responses from this survey along with the following sources of data were used to identify professional learning needs moving forward:

I-Ready Diagnostic Assessment Data

Student Attendance Rates (*COVID-19 school planning since March 2020 – June 2021 impacted this data*)

Graduation and Drop-out rates

Student Performance Results Disaggregated by Ethnicity, Gender, SES, and other Special Needs

State benchmarks for Student Performance (*COVID-19 school planning since March 2020 – June 2021 impacted this data*)

Longitudinal Data

Teacher Proficiency Data

Discipline Data (Referrals, VADIR Reports) (*COVID-19 school planning since March 2020 – June 2021 impacted this data*)

Teacher Observation Process/APPR

## Areas of Focus for 2021-2022 School Year to Include

To ensure alignment with Next Generation Standards NYSED Content Area Timelines –

- Final year before **Full Implementation** of NYS Next Generation English Language Arts Standards Grades 3-8
- Final year before **Full Implementation** of NYS Next Generation Mathematics Standards Grades 3-8
- Grades K-5, full use of CA BOCES Science Kits to meet NYS Next Generation Science Standards
- **Full Implementation** of NYS Next Generation Science Standards for Grades PK-3 and Grade 6
- **Build Capacity** for implementation of NYS Physical Education Learning Standards (2020)
- **Build Capacity** for implementation of Computer Science and Digital Fluency Standards
- **Full Implementation** of 2017 NYS Learning Standards for the Arts

## Areas of Focus for 2022-2023 School Year to Include

- **Full Implementation** of NYS Next Generation English Language Arts Standards Grades PK-8
- **Full Implementation** of NYS Next Generation Mathematics Standards Grades PK-8
- **Full Implementation** of NYS Next Generation Science Standards for Grades PK-4 and Grades 6-7
- **Build Capacity** for implementation of NYS Physical Education Learning Standards (2020)
- **Build Capacity** for implementation of Computer Science and Digital Fluency Standards

## Areas of Focus for 2023-2024 School Year to Include

- **Full Implementation** of NYS Next Generation English Language Arts Standards Grade 9
- **Full Implementation** of NYS Next Generation Mathematics Standards Algebra I
- **Full Implementation** of NYS Next Generation Science Standards for Grades PK-8
- **First year** of administration of NYS Science Test at Grades 5 & 8
- **Full Implementation** of NYS Physical Education Learning Standards (2020)
- **Year 1 Implementation** of credit being Computer Science courses to Computer Science and Digital Fluency Standards

### Areas of Focus for 2024-2025 School Year to Include

- **Full Implementation** of NYS Next Generation English Language Arts Standards Grade 10
- **Full Implementation** of NYS Next Generation Mathematics Standards Geometry
- **Full Implementation** of NYS Next Generation Science Standards for Grades PK-12
- **First year** of administration of Biology Regents & Earth and Space Regents aligned to Next Generation Science Standards
- **Full Implementation** to Computer Science and Digital Fluency Standards for all grade bands K-12

### Areas of Focus for 2025-2026 School Year to Include

- **Full Implementation** of NYS Next Generation English Language Arts Standards Grade 11
- **Full Implementation** of NYS Next Generation Mathematics Standards Algebra II
- **First year** of administration of Chemistry Regents and Physics Regents aligned to Next Generation Science Standards

### Goals, Outcomes, and Objectives

**Goal #1:** Analysis of our curriculum and instructional frameworks with the Next Generation Learning Standards in English Language Arts, Mathematics, Social Studies and Science as well as Physical Education/Health and the Arts.

**Goal #2:** Growth and development in our understanding of and ability to generate valid formative benchmarks and summative assessments.

**Goal #3:** Increased awareness of the impact of technological tools on student learning.

**Goal #4:** Daily implementation of research-based proven strategies within the school district to build relationships with all students, including economically disadvantaged students.

**Goal #5:** Incorporation of instructional materials and curriculum strategies that align to the concepts of diversity, equity and inclusion.

**Goal #6:** Programs and practices within the district to meet the social-emotional needs of students, staff, and the Gator community.

**Goal #7:** Increased collaboration across grade levels to meet the diverse needs of students in moving towards mastery of Next Generation Learning Standards.

**Goal # 8:** Analysis of our current practices within special education and Tier I instruction to meet the diverse needs of our students special learning needs.

Each goal was developed as a result of needs identified as part of NYSED initiatives, staff needs, student achievement data, and district goals. Activities and strategies for each goal are included below in the School Building Leader and School District Leader Professional Learning Matrix and the Educator Professional Learning Matrix and the Support Staff Professional Learning Matrix.

**School Building Leader and School District Leader Professional Learning Matrix**

<b>Professional Learning</b>	<b>Professional Learning Objective</b>	<b>Educational Leadership Standards</b> (PSEL formerly known as ISLLC)	<b>Person(s) Responsible and/or Facilitator</b>	<b>Person(s) Involved</b>	<b>Measure(s)</b>
Training focused on assurance of compliance with APPR	Leaders will work towards a deeper understanding of the evaluation rubric and to ensure inter-rater reliability	Standard 1 Standard 4	CA BOCES	Building Principals  Director of Technology  Director of Instruction  CSE Chair	Determined by CA BOCES
Overview training focused on the Next Generation Standards and updated content standards	Allow administrators to develop a deeper understanding of the Next Generation Standards.	Standard 4 Standard 6	CA BOCES  Administrator State and National Associations	Building Principals  Director of Technology  Director of Instruction  CSE Chair	Training attendance/reflection
Addressing the needs of our economically disadvantaged students and their families.	Administrators will have a greater understanding regarding how poverty affects the school population and have tools to assist staff in meeting the diverse needs of students and their families.	Standard 3 Standard 10	ISS CA BOCES  Restorative Practices Team	Building Principals  Director of Technology  Director of Instruction  CSE Chair	Title I Survey Results  Training attendance/reflection
Restorative Practices and MTSS training	Provide ALCS Staff with a deeper understanding of restorative practices and how those practices impact student learning, achievement, and behaviors within the classroom and beyond.	Standard 3 Standard 5 Standard 7	ISS CA BOCES	Building Principals  Director of Technology  Director of Instruction  CSE Chair	Training attendance/reflection

**Educator Professional Learning Matrix  
Support Staff Professional Learning Matrix**

*(Our goal as a District is to provide the same or similar types of professional learning for our support staff.  
They are a vital component of our District).*

<b>Professional Learning</b>	<b>Professional Learning Objective</b>	<b>ALCS PD Goal</b>	<b>Person(s) Responsible and/or Facilitator</b>	<b>Person(s) Involved</b>	<b>Measure(s)</b>
Training focused on the Next Generation Standards and updated content standards	Staff will develop a deeper understanding of the Next Generation Standards and updated content standards that impact instructional practices and curriculum decisions as well as enhancement of curriculum materials to prepare students for moving towards mastery of standards.	ALCS Goal 1 ALCS Goal 7 ALCS Goal 8	Director of Instruction  CA BOCES  Educational Content Area State Associations	Pre-K- 12 educators	Training attendance/reflection  Modifications to curriculum maps  Team/Department Meeting notes  State Assessment (3-8 and Regents) Results
Content area teachers as well as Special Education Teachers and Interventionists need to understand the construct of the state assessments and the impact on instructional practices and curriculum decisions.	Teachers will engage in collaborative analysis of sample items and related materials (including rubrics) released by SED.	ALCS Goal 1 ALCS Goal 2	Director of Instruction  Principals  ISS CA BOCES	3 – 12 teachers as well as Special Education Faculty and Intervention Specialists	
Addressing the needs of our economically disadvantaged students and their families.	Staff will have a greater understanding regarding how poverty affects student learning within the classroom as well as engagement with the school by both students and families.	ALCS Goal 4 ALCS Goal 5	Director of Instruction  Building Administrators  ISS CA BOCES  Restorative Practices Team	All District Staff and Admin	Title I Survey Results

Continuum of services training	Increase knowledge of RtI process including on & off ramps, data analysis, technological tools and instructional strategies proven to assist students who struggle academically, behaviorally and socially.	ALCS Goal 1 ALCS Goal 3 ALCS Goal 4	Director of Instruction  School Counselors  ISS CA BOCES  MTSS Team  Grade Level Coordinators and Team Leaders	Pre-K – 12 educators  ALCS Teacher Aides	
Cross-disciplinary connections between content areas	Teachers will participate collegial cross-disciplinary events focusing on common language, instructional practices that cross grade levels and content areas.	ALCS Goal 7	Director of Instruction  ISS CA BOCES  Grade Level Coordinators and Team Leaders	Pre-K-12 educators	
Restorative Practices and MTSS training	Provide ALCS Staff with a deeper understanding of restorative practices and how those practices impact student learning, achievement, and behaviors within the classroom and beyond.	ALCS Goal 4 ALCS Goal 5 ALCS Goal 6	Director of Instruction  ISS CA BOCES	Pre-K – 12 educators  ALCS Teacher Aides	

**Additional professional learning activities to address district goals, initiatives, and state mandates will include**

- Participation of all new instructional faculty in the District Mentoring Program (attached), as required by Part 100.2 of the Commissioner’s regulations.
- Participation of all Pre-K-12 instructional faculty and administration in professional learning designed to meet needs that arise from changes in APPR legislation.
- Participation of all Pre-K-12 faculty and staff in professional learning events to meet state mandates, including but not limited to:
  - Bullying and SAVE (Safe Schools Against Violence in Education) Legislation
  - Child Abuse Recognition
  - Needs of students with disabilities, including autism
  - Blood Borne Pathogens
  - Fire Safety and AED Training
  - OSHA Requirements
  - English Language Learners (ELL)
- Participation of all Special Education faculty in professional learning events specific to their discipline including but not limited to the following:
  - IEP Writing
  - NYSAA mandated training, work sessions, and collegial reviews
  - Program reviews
  - Transition workshops
- Participation of all Pre-K-12 faculty in professional learning events that support the implementation of Response to Intervention, including but not limited to:
  - Formative Assessments
  - Computer-based assessment and progress monitoring programs
  - Standards-based reporting
- Participation of all Pre-K-12 faculty in professional learning events designed to strengthen the understanding of the unique needs of our student population and create an atmosphere of safety and tolerance for all members of the Allegany-Limestone Central School District community.

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

Allegany-Limestone Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school 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, Allegany-Limestone Central School District will provide refreshers on school violence prevention and intervention.

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

In instructional settings, Allegany-Limestone Central School District 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.

Professional learning in the areas of child abuse recognition, meeting the needs of children with autism, and Dignity for All Students Act are provided to all staff through Utica National as required trainings each school year. Staff sign off on the trainings and submit paperwork to the Director of Instruction.

### **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.

Allegany-Limestone Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Allegany-Limestone Central School District will apply for an exemption\* from the professional learning requirements in language acquisition for ELLs.

*\*There are fewer than 30 English language learner students enrolled, or English language learners make up less than five percent of the Allegany-Limestone Central School District total student population, as of such date as established by the commissioner.*

**Note: As a District, we maintain a comprehensive spreadsheet of district sponsored Professional Learning to ensure that our offerings are meeting CTLE Requirements. This spreadsheet is in addition to information housed within our Frontline Professional Growth (PD & E) system.**

### **Provisions for Mentoring Program**

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

All new teachers at Allegany-Limestone Central School District **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 in the classroom teaching service and new school leaders to ease the transition from teacher/leader preparation to practice, thereby increasing the retention of teachers/leaders, and to increase the skills of new teachers/leaders in order to improve student achievement.

Additionally, Allegany-Limestone Central School District has put into place a mentoring program to meet the needs of new school leaders who serve as administrators within the district.

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:

Role of school leaders in supporting effective mentoring practices	The Director of Instruction oversees the district mentoring program. School leaders are updated regularly at administrative meetings as to the progression of practices and pertinent topics discussed as part of the mentoring program.
Procedure for Selecting Mentors	Mentors are selected from the ALCS tenured faculty who have a depth of experience working within the school building, knowledge of district/building/department policies and procedures, and the ability and opportunity to work closely with the new teacher or new administrator.
Role of the Mentors	Although each new teacher/new administrator will go through a formal training session prior to beginning their teaching/administrative experience at ALCS, mentors will provide new staff and leaders with a support system to prepare the mentee for upcoming tasks and events; provide further assistance / one-on-one training; and discuss expectations of the position. In addition to regularly scheduled meetings, the mentor will make him/herself readily available to the new teacher/administrator.
Preparation of Mentors	Mentors will receive training prior to beginning the mentoring relationship with new teachers/leaders. The Director of Instruction will be responsible for the scope of the training. Each mentor will receive a binder containing information to be used during the mentorship and forms to document meetings and benchmark items.
Types of Mentoring Activities	The program includes an initial orientation for all new teachers/administrators that introduces staff to the goals, policies, climate, expectations, resources, and procedures of the District. Subsequent meetings are set forth in a schedule to meet in group and one-on-one settings (for administrators all sessions are conducted as one-on-one meetings). At the beginning of the school year, an experienced teacher/administrator is assigned to each new teacher/leader (mentee) with whom to meet on a regular basis and be a readily-available, specific point of contact throughout the school year. Details such as topic, participant, and duration of each session of training/collaboration will be documented by the mentee on a log, which will be turned in to the office of the Director of Instruction from which a training certificate will be issued.

	<p>Effective December 31, 2019, Educators acting as a mentor to a new classroom teacher as part of the district’s mentoring program may, at the discretion of the school district, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.</p> <p>ALCS mentors will be awarded CTLE hours up to 25 CTLE hours during every five-year registration period for completion of their mentoring responsibilities as outlined by ALCS.</p>
<p>Time Allotted for Mentoring</p>	<p>Teachers/administrators who are new to our District will participate in the mentoring program for the first school year of their employment with the District.</p> <p>A formal New Teacher Orientation will be scheduled during the summer preceding the start of the new teachers first school year. Regularly scheduled meetings with mentees, group or individual, will be conducted by the Director of Instruction.</p>
<p>Assessment of Mentoring Program</p>	<p>The mentoring program is assessed in a variety of ways including surveys from new teachers as well as individual conversations with new teachers and with mentors to gauge the effectiveness of the program.</p>