

Silver Creek C.S.D. Organizational Professional Learning Plan
2023-2024

Mission Statement

Silver Creek Central School District builds bridges with students linking today's learning to tomorrow's possibilities.

Belief Statements:

We believe.....

- The community and the school are one.
- Students must come first in our decision making.
- For all students to learn, our school community must learn.
- Instruction must be relevant and challenge diverse learners.
- The school environment must embrace diversity and be a physically and emotionally safe place where everyone can take risks in their learning.
- Values and responsibility must be modeled, taught, expected, and respected.
- Thriving public schools must create shared responsibility with their community.
- Effective communication systems create trust.

Vision

Silver Creek Central School District is a collaborative learning community, sharing the responsibility for student learning and preparing our students for life's journey. Our curriculum is dedicated to the meaningful development of 21st century skills such as critical thinking, decision making, and problem solving - all within a safe and comfortable environment that meets students' needs. The relevance of our curriculum is based on its application to the real world.

In preparing for the global world of tomorrow, Silver Creek C.S.D. is helping students become information seekers in a collaborative work environment that will enable them to think and perform more critically and powerfully. We focus on the importance of comprehensive literacy as we prepare our students for their futures. Responding to the needs of each and every student, we use research-based practices to shape curriculum, assessment and instruction.

We encourage and expect students to take ownership for their learning. In addition to our academic pursuits, we envision a district where all students grow in mutual respect, trust, honesty, tolerance, integrity and honor in becoming model citizens for the 21st century.

Culturally Responsive Practices:

Culturally responsive practice is a student-centered approach that affirms cultural identities, fosters positive academic outcomes, develops students' abilities to connect across lines of difference, elevate historically marginalized voices, empower students as agents of social change, and contribute to individual students' engagement, learning, growth, and achievement through the cultivation of critical thinking.

The Silver Creek Central School District prioritizes a full collaboration with the Seneca Nation of Indians. The district has formed a positive and productive collaboration with the SNI Education Department and our school district representatives participate fully in regional forums: Native Voices (Seneca Nation Education Department, Gowanda, Lakeshore, Salamanca, Niagara Wheatfield and Akron). Silver Creek CSD has staff in our buildings to support all Seneca students academically and culturally (Johnson O'Malley staff, Seneca Nation teachers, and Seneca Language and Culture teachers)

Silver Creek plans to prioritize and deepen understanding of Culturally Responsive Practices by;

- Continuing current initiatives with Trauma Informed/Sensitive teaching with Pete Hall
- Hosting professional development led by Title VI staff and outside consultants to continue understanding of Native American Culture
- Building welcoming and affirming environments in our entrances and Title VI spaces
- Studying Diversity, Equity and Inclusion plans and begin drafting district plan for DEI
- Continuing to review curriculum materials for cultural diversity, representativeness, and sensitivity

Board of Education Goals - To demonstrate continual improvement in the following areas.

1. **CULTURE OF SAFETY: BOE Goal #1** - The Board of Education recognizes the right of all Students and Staff to enjoy a safe, secure, consistent, and predictable learning environment. This environment we define as a “culture of safety.”
2. **ACADEMIC ACHIEVEMENT: BOE Goal #2**- The Board of Education is committed to increasing the percentage of students who demonstrate mastery of grade level content standards, as measured by standardized assessments in core subjects and by graduation rates.
3. **FAMILY ENGAGEMENT: BOE Goal #3**- The Board of Education is committed to improving communication and building relationships through family engagement. We are committed to increasing the percentage of families who participate in school events and activities by 5% within the next school year, as measured by attendance records and surveys.

Comprehensive District Education Plan's Focus Practices (CDEP)

Social Emotional Developmental Health:

- Relationship building (peer to peer, student to teacher)
- Understanding student and family social emotional needs
- Understanding how to respond to student and family social emotional needs
- Provide additional support in implementing district-wide social emotional programming
- Engaging all stakeholders in the school community (students, families, teachers, staff, administration, BOE, community partners)

Curriculum, Instruction and Assessment:

- Vertical Conversations for Teachers and Leaders
- Data conversations with Students and Families
- Collaborative Action Planning based on data analysis
- Collecting Actionable Data (and discussing with all stakeholders what this should look like)

Family and Community Engagement:

- Elicit family and community stakeholder feedback to determine needs and desires regarding school partnership so that family/community strengths and needs are identified and used to augment learning and improve social emotional well-being.

Description of the Plan

This plan was developed from a needs assessment based on a review of local and state assessments and Silver Creek Central School District's goals. Congruence between student performance and instructional needs have been used to determine the priorities. Professional development opportunities focus on improving the quality of teaching and learning.

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development 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.

Silver Creek Central School District and BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development 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.

In addition, per the SCTA contract, teachers are able to receive 35 hours of professional development credit outside the normal school day, pending prior approval by the District's Continuing Education Credits Committee (CEC Committee) and Superintendent.

Continuing Teacher and Leader Education (CTLE) Requirements:

The following information is from the June 1, 2016 memorandum of State law and regulation regarding registration, Continuing Teacher and Leader Education (CTLE) and the approval of those providing CTLE. In March 2016, the Board of Regents advanced for public comment regulations to implement the new State Law (Section 3006 of the Education Law) related to registration, CTLE and the approval of sponsors providing CTLE.

Registration:

The new law requires, commencing with the 2016-2017 school year, that any holder of a:

- permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or
- a Level III Teaching Assistant certificate

to register with the Department every five years. These certificate holders must be registered in order to practice in a New York public school district or BOCES. As defined in the regulations, “practicing” means employed 90 days or more during a school year by a single applicable school in New York in a position requiring certification. A single day of employment shall include a day actually worked in whole or in part, or a day not actually worked but a day paid.

Registration will be completed through the TEACH system. The initial registration process will be staggered in the 2016-2017 school year to allow for future re-registrations to be distributed as equally as possible during the course of the year. The Regulations provide for the following registration periods:

- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued prior to July 1, 2016**, they shall register during the 2016-2017 school year during his/her month of birth, beginning on July 1, 2016 and shall renew his/her registration in the last year of each subsequent five-year period thereafter.
- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued on or after July 1, 2016**, they shall be automatically registered, and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent five-year period.

If a certificate holder is **not practicing**, or for any reason ceases to practice in New York, the certificate holder must notify the Department through the TEACH system that he/she is not practicing in a New York State school district or BOCES.

The law also states that a willful failure to register, or provide notice within 180 days of such change, *may* constitute grounds for moral character review. Since the law allows for discretion, and the Department recognizes that this is a transition period, we have no plans to pursue Part 83 moral character review for anyone who may fail to register or update their name and/or address. In the event that a certificate holder who must register fails to do so, the Department will contact the individual several times to make them aware of their responsibility under the law. In addition, the Department has interpreted a “willful failure to register” to mean a failure to register after being notified of the need to register by the Department at least several times.

Continuing Teacher and Leader Education (CTLE):

Commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing (see definition of practicing above) in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.

Consistent with the previously established professional development requirements, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:

- For those holding 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, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and
- For all other certificate holders, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and
- For those holding a Level III Teaching Assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

There is an exemption for teachers and school leaders employed in districts who possess a waiver from such CTLE requirements pursuant to Part 154 of the Commissioner's Regulations if they have less than 5 percent (or 30) ELL students enrolled in the district. In those districts, teachers and school leaders will not have to meet this requirement. For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit for purposes of this section. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education. (John L. D'Agati, June 1, 2016 , www.highered.nysed.gov/tcert/)

Effective December 31, 2019, educators acting as a mentor to a new classroom teacher as part of a school district or BOCES' mentoring program may earn up 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.

Teachers Expected Participation in Professional Development:

Professional growth and participation in CTLE hours per year is important for teachers to grow and learn. This can be done through a series of district provided, BOCES provided, and teacher discovered learning opportunities for Continuing Teacher and Leader Education that fall into the following categories- Content, Pedagogy, and/or Language Acquisition for ELL.

Teachers are encouraged to participate in a minimum of 20 CTLE hours per year (in order to reach the minimum of 100 CTLE hours in five years).

Continuing Teacher and Leader Education (CTLE) Sponsors:

Sponsor Approval:

The law requires the Department to approve all CTLE sponsors. In order to become an approved sponsor, NYS school districts and BOCES will be required to submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 80-6 for approved CTLE. Professional development plans should include a list of contracted entities or individuals that will provide CTLE on behalf of the school district or BOCES as well.

Recording and Verifying Hours:

The regulations require CTLE certificate holders to maintain a record of completed CTLE hours that includes;

- the title of the program,
- total hours completed,
- number of hours completed to help with ELLs,
- the providing sponsor's name (district, BOCES, teacher center, etc),
- Attendance verification, and
- date/location of program

These records are to be kept for three (3) years after the 5-year cycle in which they were applied. It is the responsibility of the teacher (teaching assistant) to record his/her professional development hours. As an approved CTLE provider, Silver Creek Central School District will also maintain records of CTLE awarded for 8 years. A Continuing Teacher and Leader Education (CTLE) Recordkeeping document will be provided by the district using Frontline Professional Growth and is encouraged to be used and staff will be trained in how to access the digital record keeping.

Silver Creek CSD List of Contracted Entities or Individuals that may provide CTLE (See Appendix A)

Needs Assessment:

As part of the ongoing professional development planning cycle, the Silver Creek Central School District reviews multiple sources. The following documents may be analyzed annually to determine the focus and content of the Professional Development Plan:

- New York State Report Card
- Disaggregated student achievement data
- Student report cards
- VADIR reports
- Student attendance and discipline reports
- Graduation, dropout and attendance rates
- Special education classification rates and annual reviews
- College placement rates
- Academic Intervention Services (AIS) records
- College Board (AP, SAT, ACT)
- RTI universal screening and progress monitoring
- District Diagnostic Assessment data (i.e. iReady data)
- NYS and District Assessments

Additional Data Sources:

- Parent surveys
- BEDS data
- Longitudinal student performance data
- Teacher retention and turnover rates
- Annual Professional Performance Reviews (APPR)
- Program evaluations
- SED regulations
- Mentor program evaluations
- Staff attendance
- Board of Education work sessions
- Shared Decision Making Teams such as Comprehensive School Educational Plan committee (CSEP)
- Health and Wellness Committee
- District, school, department goals/objectives

Professional Development Plan Alignment:

Each year, this plan will be reviewed to reassess the goals and outcomes in alignment with the New York State Learning Standards. The plan focuses on professional development that improves instruction and learning outcomes for all students.

Revisions are determined based on the analysis of the previous year's data sources and input from the following groups:

- Comprehensive District Educational Plan committee (CDEP)
- Board of Education
- Comprehensive School Educational Planning committee (CSEP)
- Professional Development Committee
- Information obtained from consultants, focus groups, parent and student surveys, etc.

Needs Assessment Prioritizing:

Student and teacher needs, along with district goals and objectives, will determine the priorities listed in this plan and help us to guide our students toward College and Career Readiness. Our ongoing analysis from the school district assessments, community forums and workforce, will help shape the priorities established.

Professional Development Committee Membership [REQUIRED ELEMENT FROM PART 100]

Other components of our strategic planning process include a CDEP Committee (Responsible for taking BOE goals, studying data and developing district goals) and CSEP committees at each building will take these goals and develop specific building goals that align. The PD committee works to craft faculty learning targets and the organizational professional development goals.

Name	Title
Michelle Helmer	Director of Curriculum, Instruction & Technology
Megan Cook	Director of Special Education
Carolyn Laurenzi	Teacher
Ann Kempster	Teacher
Stephanie Sauda	Teacher
Janelle Smith	Teacher
Mary Williams	Title 6 Coordinator
Josh Sadler	Technology Integrator

Philosophy

Professional development at Silver Creek C.S.D is a vital component of our educational programming. We are committed to high - quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the district and each building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

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.

Organizational Professional Development Goals & Action Plans:

CDEP Focus Practices:

- Relationship building (peer to peer, student to teacher)
- Understanding student and family social emotional needs
- Understanding how to respond to student and family social emotional needs
- Provide additional support in implementing district-wide social emotional programming
- Engaging all stakeholders in the school community (students, families, teachers, staff, administration, BOE, community partners)

District Learning Targets:

- I can understand the purpose of the #SameHere scale.
- I can respond to student needs based on where they identify on the #SameHere scale.
- I can refer students when appropriate based on social emotional needs. (behaviorally, emotionally)
- I understand the use of regulation tools to support social emotional well-being
- I understand what it means to be an ally.

Inputs	Evidence	Responsibility	Timeline
Workshops from Pete Hall and Dr. Tonemah on Trauma invested practices	Agendas and/or sign in sheets from training sessions.	Administrators, Department Chairs, and Teachers, TIP teams	Ongoing
Professional development on implementation of #samehere SEL curriculum, scale, and STARR exercises	Agendas and/or sign in sheets from training sessions.	Administrators, Department Chairs, and Teachers	Ongoing
Provide training to teachers and staff on chosen SEL curriculum programs (Michigan Model, Second Step, and #SAMEHERE) and how to integrate the development of SEL skills into their curriculum	Agendas from training session, faculty meetings and conference days	Administrators	September 2023-June 2024
Provide time for teachers to collaborate with peers to develop strategies for assisting students with these skills	Agendas from faculty meetings and conference days	Administrators and Teachers	Ongoing

Facilitated Development of Save And Loved Plans with Don Shomette	Action plans and report from Don Shomette. Subsequent action plans by building	Administrators	September 2023 – June 2024
Professional Development on RTI/AIS and MTSS-I as systems of support in all buildings	Agendas and/or sign in sheets from training sessions	Administrators, Department Chairs, and Teachers, WNY Regional Partnership through FISP (Foundational Intervention Support Plan)	Ongoing
Continue to work towards goal of getting all faculty and staff trained in Safety Care	Agendas, attendance sheets, and certificates from training sessions	Administrators, Trained staff, Teachers and Staff	By August 2024
Determine School Climate survey tool and subsequent data that results from administering survey.	Survey results	Administrators, Teachers, Students	By June 2024
Culturally Responsive professional development – Native American Culture	Agendas, sign in sheets	Administrators, Teachers, Native American Education Program staff Outside consultants as appropriate	September 2023 – June 2024

CDEP Focus Practices:

- Assessment Practices
- Data conversations with Students
- Data conversations with Colleagues
- Meeting Student Needs based on assessment

District Faculty Learning Targets:

- I can prepare for and actively participate and/or lead DDI meetings
- I can implement differentiated instruction and Tier 1 interventions based on the targets of my course and my data analysis.
- I can utilize systems within my building to seek additional support for students' academic and/or social emotional needs
- I can effectively use available resources to meet student needs.

Inputs	Evidence	Responsibility	Timeline
Revisiting and Revising shared curriculum documents that include name and description of all units of study, standards, content and skills to be acquired, and assessments used	Shared Curriculum Documents	Administrators, Department Chairs, and Teachers	Annually for all courses offered
Provide RTI/AIS and/or MTSS-I training for new teachers and refresher for veteran teachers.	Agendas and handouts from meetings	Administrators and AIS staff	September/October 2023
Provide training and support for teachers on how to utilize research-based interventions and document progress in the general education classroom	Agendas and handouts from faculty meetings and Department and Grade Level meetings	Administrators, Department Chairs and Teacher Leaders	Ongoing
Implement, develop or continue implementation of Universal Screening tools and/or benchmark assessments and train teachers as necessary on these assessment tools and interpretation of resulting data	Schedules for screening and data that results. Agendas from meetings/trainings	Administrators, AIS staff, Teachers, consultants	Assessments occur on regular basis for use in instructional decision making.

Data analysis and collaborative planning completed during common planning periods and team time meetings as well as time given on in-service days.	Agendas and minutes from meetings	Administrators, Department Chairs, Teachers	Ongoing
Refresher and introductory trainings on data analysis and intervention tools available, such as eDoctrina, IReady, IXL	Agendas from meetings/trainings	Administrators, Department Chairs, Teachers, consultants	Ongoing
Provide teachers with opportunity for continuous support/coaching with Microsoft Teams and other technology tools.	Agendas, recordings, and sign in sheets from sessions	Administrators, Technology Integrators	Ongoing office hours, In-service day sessions and CEC offerings.
Training provided on standards as needed (including any crosswalk documents as appropriate)	Agendas, sign in sheets	Administrators, Department chairs, Teacher leaders, with support from Erie 2 BOCES	Ongoing as needed 23-24 Elementary focus on Science 3-5 including Science Investigations and SS
Workshop sessions to assist teachers in using data to identify focus/priority standards and subsequent instructional decisions that are necessary to support students	Agendas, data reports, sign in sheets, revised instructional documents or implemented interventions	Administrators, Teachers	Elementary focus – Science of Reading (PK-3, AIS, Speech) MS – Focus on Writing Revolution 2023-24
Training and support for development of structures for students pursuing additional credentials that are new to the school	Committee agendas, guiding documents, rubrics, project plan, students meeting requirements	Administrators, Teachers, School Counselors	HS focus on Seal of Biliteracy
Workshops and on-going coaching in Integrated Co-Teach model for Special Education Classrooms	Sign in sheets, reports from consultant (Sue Hentz), surveys of teachers	Administrators, Teachers, with support from Sue Hentz	August 2023-June 2024

Provisions for Mentoring Program [REQUIRED ELEMENT FROM PART 100] The Silver Creek Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Silver Creek CSD 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, retention of teachers, and to increase the 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	<p>All qualified teachers can apply to be mentors. They will be selected, paired with a mentee, trained and remunerated (compensation for training is considered part of the mentor's stipend)</p> <p>Qualifications of a mentor A mentor must...</p> <ul style="list-style-type: none"> • be a tenured teacher in the district • be able to maintain confidentiality • be willing and able to invest time in mentoring activities • apply for the position each spring • complete the district sponsored training • be aware of different teaching styles, pedagogical strategies, and methods. • have knowledge of the professional and community resources in the school/district.
Role of the Mentors	<ul style="list-style-type: none"> • The mentor is to be a non-evaluative resource to the mentee. The ideal ration of mentor to mentee will be 1:1, but circumstances may require 1:2 rations on occasion. • The mentor's role will be advisory, based on the Danielson framework, and directed toward professional growth. • The mentor will review and advise (not dictate) the mentee with respect to teaching style and methods. Content area advice may be provided by content specialists. • Content area specialists may include department chairs and grade level chairpersons. As needed, the mentee may consult with other colleagues on matters of teaching style, methodology and content. • Confidentiality must be maintained between the mentor and mentee at all times. In no way should confidential information be shared from mentee, mentor, or mentor coordinator to administration, In the event that someone's actions put students at risk, information must then be shared with administration. • The responsibilities of a mentor include:

	<ul style="list-style-type: none"> ○ Serving as a resource related to all school and district procedures, guidelines, policies, professional expectations, and educational resources. ○ Helping the mentee develop a network of curricular support. ○ Promoting instructional excellence with respect to classroom management, teaching strategies, lesson planning, and record keeping. ○ Sharing ideas and strategies for interacting positively with parents and documenting all parental contacts. ○ Allowing the mentee to observe the mentor and discussing the lessons afterwards. ○ Promoting opportunities to observe other teachers and classrooms. ○ Observing a minimum of one lesson per semester employing clinical observation practices outlined in the training. ○ Collecting data and student work four times a year and sharing and analyzing it with the mentee to promote understanding of instruction and assessment practices. ○ Submitting confidential checklist and statement of completion to New Teacher Induction Coordinator. ○ Meeting program guidelines for mentoring activities and keeping confidential mutual logs of these activities. A copy of the log initialed by both mentor and mentee, kept by both the mentor and mentee. ○ Assisting the mentee in setting and meeting realistic goals and reevaluating these goals as necessary. ○ Assisting in the evaluation of the mentor program. ○ Support and advise mentee in developing APPR portfolio selections. ○ Administrators may include mentor in any component of a mentee's formal observation with permission of the mentee.
Preparation of Mentors	All mentors complete District Sponsored training
Types of Mentoring Activities	<p>New Teacher orientation meet and greet Weekly informal meetings</p> <p>Monthly formal meetings</p> <p>2 observations of mentee by mentor 1 observation of mentor by mentee</p> <p>1 observation, coordinated by mentor, that is of another teacher in the building</p>
Time Allotted for Mentoring	<ul style="list-style-type: none"> • Mentors and Mentees must find the time within their schedules to fulfil the requirements of the program <p>Additionally, all mentees meet with the New Teacher Induction Coordinator 4 times/year for professional development as a Professional Learning Community outside of the school day.</p>

Provisions for School Violence Prevention and Intervention Training

[REQUIRED ELEMENT FROM PART 100]

Silver Creek CSD 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, Silver Creek CSD will provide refreshers on school violence prevention and intervention.

In instructional settings, Silver Creek CSD 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.

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 804.3 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 coteaching strategies, and integrating language and content instruction for English language learners.

For all other faculty and staff, Silver Creek CSD meets* and will apply for an exemption from the professional development 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 Silver Creek CSD total student population as of such date as established by the commissioner.*

Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2019-2020 school year which will be available across the Silver Creek CSD organization where CTLE credit will be awarded.

Professional Development opportunities

- Superintendent's Conference Days
- Faculty Meetings/Department (HS/MS), PLC meetings
- Early Release days for PD
- New Teacher Induction sessions:
- CEC offerings
- Out of District Workshops
- 565 days BOCES (5)
- 566 Model School Days (3)
- CSLO days (10)

Possible Providers: (We will add to as appropriate throughout the year)

- District Administrators and Teacher Leaders
- Cheryl Dobbertin – Literacy and Instructional support
- Don Shomette
- Pete Hall Education, Hall LLC
- Dr. Darryl Tonemah
- Erie 2 BOCES
- Erie 1 BOCES
- Renaissance House Drug and Alcohol Abuse Awareness
- Prevention Works
- Dr. Mike Jabot – Professor of Science – Science Department Support
- #Samehere Global
- EAB
- Belouga
- Lexia Learning – LETRS
- Susan. Hentz