Panama Central School

Professional Development Plan

Where we learn and grow together through shared effort and support.

July 11, 2019
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Introduction

By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis are provided the opportunity to participate in the professional development program of the district.

[8NYCRR 100.2(dd)(1)]

It has been the commitment of Panama Central School to support on-going staff development for all employees. In particular, Panama Central School has consistently allocated resources for the professional development of its instructional staff. As a result, the requirements of the State Education Department for the development of a systematic Professional Development Plan are consistent with the vision and mission of Panama Central School. The Professional Development plan will address the professional needs of the instructional and administrative personnel to assist them in developing their personal and professional capacities as they align with the New York State Professional Development Standards (Appendix C).
Needs Analysis

The professional development plan shall be structured in a format consistent with commissioner’s guidelines and shall include a needs analysis...

[8NYCRR 100.2(dd)(2)(i)]

Needs Analysis

The Professional Development Sub-Committee conducts an ongoing Needs Assessment Analyses using surveys, as well as, student performance data to determine professional development needs for all staff. Student needs, as delineated by the New York State Common Core Learning Standards are determined by data gathered from building and district data analysis of student achievement and performance. The district determines teachers’ professional development needs using program evaluation surveys. The survey affords the staff opportunities to evaluate and reflect on the content and effectiveness of current courses, workshops, and other professional development experiences as they directly relate to teacher understanding of content, pedagogy, and district initiatives. The instrument provides a forum for teachers to indicate preferences for future professional development opportunities.

Student Performance Data

The Professional Development Team reviews multiple sources of data that represents student performance on standardized district assessments; universal screening assessments, and New York State Assessments in order to articulate district professional goals and priorities. Universal screening assessments instruments will consist of common formative assessments as well as curriculum-based assessments created in line with the P-12 common core learning standards. The inquiry data driven process serves to maintain focus on both the professional development initiatives and the effectiveness of instructional strategies on student achievement. The primary goal of the plan is to maximize student performance by empowering teachers to implement current research based practices and enable all students to meet or exceed their potential.
Professional Development Goals

The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include... goals, objectives, strategies, activities and evaluation standards for professional development in the school district.

<table>
<thead>
<tr>
<th>Goal # 1:</th>
<th>To continually improve teacher practice for the purpose of improving student achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>Educate all teachers and administrators on the implementation of current best practices.</td>
</tr>
</tbody>
</table>
| **Strategies & Activities:** | • Continued professional development aligned with NYS Teaching Standards and the Charlotte Danielson Framework Rubric  
• Attending BOCES Integrated Education Services Content/Grade-Level Forums  
• Annual Professional Performance Review (APPR) Process  
• Attending district-provided quality professional development planned for Superintendent Conference Days  
• Provide continuing professional development emphasizing a commitment to understanding student poverty within the district |
| **Performance Measures:** | Increased proficiency rates on NYS Standardized Assessments |

<table>
<thead>
<tr>
<th>Goal # 2:</th>
<th>Improve and update teacher mentor program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>Provide support for any teacher in service to ease the transition from teacher preparation to practice</td>
</tr>
</tbody>
</table>
| **Strategies & Activities:** | • Provide professional development and a peer mentor to increase skills of new teachers  
• Ensure mentors attend updated and relevant training  
  o Provide tools necessary to support a new teacher  
  o Orient new mentors and support-experienced mentors  
  o Emphasize the need of a supportive relationship between the mentor and the new teacher |
| Performance Measures: | Increase in non-tenured teacher’s retention and effectiveness ratings  
Increase in state test scores for all teachers |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal # 3:</strong></td>
<td><strong>Increase and improve data driven instruction</strong></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>Create a systematic approach to improve student learning throughout the year by increasing assessment literacy and data analysis</td>
</tr>
</tbody>
</table>
| **Strategies & Activities:** | - Review and analyze spring state assessment data at the start of the school year by grade-level and content area  
- Continue the development and implementation collaborative data analysis platforms in grades K-12  
- Continue the process of increasing the use of common formative assessments  
- Identify curricular priorities, understand assessment types, and recognize the indicators of a quality assessment |
| **Performance Measures:** | Increase the Mean Student Growth Percentile as determined by the ELA and Math State assessment scores |
| **Goal # 4:**         | **Integrate technology into instruction**                                                          |
| **Objective:**        | Provide professional development for the purpose of implementing new and improved technologies and practices into all content areas and grade levels |
| **Strategies & Activities:** | - Continue the implementation of a 1:1 device initiative  
- Providing in-house and online technology related trainings from Teq  
- Increase in use of Interactive Flat Panels  
- Provide Common Set of Learning Objectives (CSLO)/Technology Integration services through Erie 1 BOCES to all staff members  
- Consider training opportunities and coaching through Erie 2 BOCES Model Schools service  
- Promote attendance at instructional technology workshops  
- Technology Integrator-available on staff to assist teachers |
| | • Design/Develop K-2 STEM room-w/ supported PD  
| | • Development of Collaborative Technology Learning Spaces  
| | • Encourage the usage of instructional tools (ex: ipads, Google classroom, STEM related learning tools, etc.)

**Performance Measures:**

| | • Classroom observation of the use of 1:1 devices and/or other technological tools by teacher and student  
| | • Progress towards paperless classroom  
| | • Usage of the Technology Integrator  
| | • Usage of the Collaborative Learning Spaces |
Professional Development Opportunities

The school district will provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district report card and other sources as determined by the school district. [8NYCRR 100.2(2)(ii)(a)]

The District Plan provides a list of Board Approved Providers (Appendix A) who can implement a variety of training programs. This list ensures that the needs of the students, teachers, and the district are addressed. A large portion of the planned programs are aimed at increasing teacher knowledge and understanding of current initiatives in order to improve student performance. This is consistent with the goals of the district.
School Violence Professional Development Opportunities

Employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in school violence prevention and intervention. Each such employee shall be required to complete at least one training course in school violence prevention and intervention, which 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 of the employee who successfully completes such training course, the school district or board of cooperative educational services shall provide the employee with a certificate of completion attesting to the completion of the two clock hours of training in school violence prevention and intervention.

[8NYCRR 100.2(dd)(2)(iii)]

Panama Central School provides online staff training for compliance using Utica National Insurance Group Safe Schools Training. Courses will be determined annually by administration and Professional Development Sub-Committee.
Additional training will be provided during Safety Week, held in October, annually. Activities include safety drills w/ feedback for improvement and efficiency of the process. Sharing information and resources w/ staff on school safety, as well as, a 30-minute faculty meeting focusing on violence prevention and school safety.
Mentoring Program

For plans covering the time period February 2, 2004 and thereafter, provision for a mentoring program. The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards. [8NYCRR 100.2(dd)(2)(iv)]

In accordance with the Panama Faculty Association Contract, the district will provide a mentoring program in accordance with the regulations. Up and coming mentoring positions will be emailed to faculty members and posted in teacher faculty rooms. Interested teachers must notify the superintendent by the deadline on the posting. The superintendent will notify all teachers who will receive the position for the following year. Mentors will receive a $250.00 stipend in order to provide guidance to support mentee. The mentee will receive $140.00 in order to participate in mentorship activities. Mentors will prepare for their role by attending updated and relevant training as established by regional BOCES. These trainings will provide the tools necessary to support a new teacher, orient new mentors and support-experienced mentors, and emphasize the need of a supportive relationship between the mentor and the new teacher for the purpose of increasing the skill set of all teachers. The type of mentoring activities may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture.
English Language Learner Component

For plans covering the time period July 1, 2015 and thereafter, each school district or BOCES shall describe in its plan how it will provide a holder of a professional certificate in the certificate title of English to speakers of other languages (all grades) and a holder of a bilingual extension under section 80-4.3 of this Title with a minimum of 50 percent of the required professional development clock hours for such certificate title 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 all other holders of professional certificates in the classroom teaching service, a minimum of 15 percent of the required professional development clock hours in 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 a holder of a level III teaching assistant certificate, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners; a school district or board of cooperative educational services may seek permission on an annual basis from the commissioner for an exemption from the professional development requirements in this subparagraph where there are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the district's or board of cooperative educational services' total student population as of such date as established by the commissioner. The process for such exemption can be found in section 154-2.3(k) of this Title.

[8NYCRR 100.2(dd)(2)(v)]

Panama Central School may seek permission using the School District Waiver for CR Part 154 PD Requirements (Appendix D) on an annual basis from the commissioner for an exemption from the professional development requirements due to enrollment of English Language Learners being fewer than 30.
Development and Adoption of the Plan

The plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment...including but not limited to teachers, administrators, curriculum specialists and parents...recommended by the superintendent of the school district for appointment by the board of education. Such team shall submit to the board of education a recommended professional development plan by a date specified by the board of education. The board of education may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education shall be returned to the team for further consideration. The professional development plan shall be adopted by the board of education at a public meeting. Each year, the board of education shall evaluate the effectiveness of the plan.

[8NYCRR 100.2(dd)(3)]

Professional Development Team

The Panama Central School Professional Development Planning Committee, which is a sub-committee of the Comprehensive District Education Planning Committee (CDEP), establishes and promotes workshops based on the comprehensive review of the needs assessment. The committee meets throughout the year to communicate across grade levels and subject areas to ensure that the goals and objectives are effectively met. The team will encourage faculty input and evaluation in order to modify, revise, and update the plan.

Members of the Comprehensive District Education Planning Committee (CDEP)

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Harvey</td>
<td>Director of Instruction/Special Education Director</td>
</tr>
<tr>
<td>Danielle Cook</td>
<td>Secondary Principal</td>
</tr>
<tr>
<td>Lauren Harper</td>
<td>Elementary Principal</td>
</tr>
<tr>
<td>Brynne Hinsdale</td>
<td>Director of Technology</td>
</tr>
<tr>
<td>Lisa Minton</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Pam Warner</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Chad Wakeley</td>
<td>Secondary Social Studies Teacher</td>
</tr>
<tr>
<td>Patti Lundquist</td>
<td>Librarian</td>
</tr>
<tr>
<td>Amanda Stevens</td>
<td>Parent</td>
</tr>
</tbody>
</table>

Board of Education Approval

The CDEP committee will re-visit this plan every six months to determine whether or not the Professional Development Planning Committee should review and revise professional development goals, objectives, strategies, activities and evaluation standards. Upon review and revision of the plan, the committee will present the updated information to The Panama Central School Board of Education for approval. Annually, the Board of Education will adopt the plan at a public meeting of prior to September 1st of each school year. A hard copy of the original signed document will be sent to the New York State Department of Education.
Reporting Requirement

Each year, the superintendent of a school district shall be required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner, that the requirements of this subdivision to have a professional development plan for the succeeding school year have been met and the school district has complied with the professional development plan applicable to the current school year.

[8NYCRR 100.2(dd)(4)]

Upon board approval, The Panama Central School Superintendent will send the original signed document (Appendix B) will be sent to the New York State Department of Education.
Appendix A: Board Approved Professional Development Providers
### Distance Learning

**Reporting**
- Identification and Child Abuse
- School and Societal Perspectives

**SAVE** (516)

**Model** (516)
- ICE 8 and Michigan

### Coordinated School Health

**Council (RCC)**
- Regional Curriculum Management (Cessar 560)
- Data Management (Cessar 565)
- Model Schools (Cessar 566)
- School Improvement (Cessar 566)

**Integrated Education Services**

**ECC BOCES Providers**
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Elizabeth Bradley</td>
<td>Educational Consultant</td>
</tr>
<tr>
<td>Dave Burger Consulting</td>
<td></td>
</tr>
<tr>
<td>Danielle Cook, M.Ed., Ed.S.</td>
<td></td>
</tr>
<tr>
<td>Curriculum Associates</td>
<td></td>
</tr>
<tr>
<td>Renaissance County Sherriffs</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse Council</td>
<td></td>
</tr>
<tr>
<td>Mental Health Technology</td>
<td></td>
</tr>
<tr>
<td>Angela Stackman</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Providers**

- **Office of Instruction**: Endorsement in curriculum design, instructional leadership, and literacy.
- **Office of Technology**: Embedded in the school day to support the implementation of district technology plans and goals.

**Technology Services**

- **5G**: Wireless network
- **CROSS**: Collaborative Resource Utilizing Smart Solutions
- **COE**: Criteria Office of Education
- **COE**: Criteria Office of Education
- **COE**: Criteria Office of Education
- **COE**: Criteria Office of Education
- **COE**: Criteria Office of Education

**Assessment and Reporting**

- **District Support Services**: Assistance in technology across curriculum areas and development of professional development programs and assessment resources.
- **Support Services**: Assistance in technology across curriculum areas.
- **District University**: Support services for technology across curriculum areas.
<table>
<thead>
<tr>
<th>College Board</th>
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</thead>
</table>

### Professional Organizations

The College Board provides extended learning opportunities and resources to high school students through partnerships with professional organizations. These organizations focus on enhancing student learning experiences and supporting educational initiatives.

### Curriculum Vendors

Distance Learning Providers

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voyager Sopris Learning Inc</td>
<td>Provides educational solutions for educational leaders and educators to address the needs of students and educators.</td>
</tr>
<tr>
<td>VocabulSpire.com</td>
<td>Supports the development of vocabulary and reading skills through interactive tools.</td>
</tr>
<tr>
<td>Time Cube</td>
<td>Provides educational tools and resources to enhance learning experiences.</td>
</tr>
<tr>
<td>The Resource Center</td>
<td>Offers educational resources and support to educators and students.</td>
</tr>
<tr>
<td>The Art of Education Online PD</td>
<td>Provides professional development opportunities for educators.</td>
</tr>
<tr>
<td>Silver String &amp; Associates</td>
<td>Offers educational consulting and professional development services to schools and districts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Platform</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNY Parent Network</td>
<td>Provides resources and support for parents and educators.</td>
</tr>
<tr>
<td>WordMoo</td>
<td>Helps students develop vocabulary skills through interactive games.</td>
</tr>
</tbody>
</table>

### Building Awareness and Support

The College Board works with educators and schools to build awareness and support for educational initiatives, ensuring that all students have access to high-quality learning experiences.
<table>
<thead>
<tr>
<th>Study Island</th>
<th>Castle Learning</th>
</tr>
</thead>
</table>

- **Study Island**
  - Educational institutions and to enhance the decision-making process.
  - Our goal is to maximize the quality of instruction and to improve learning efficiency and effectiveness of administrative functions.
  - Provide regional information center and provide educational services to support instructional and educational environments.
  - Within education that meets the needs of the students and productive lives.
  - The Western New York Regional Information Center provides educational and technology services to support instruction and learning.
  - Organize and deliver educational technology using educators, committed to transforming teaching and learning, in order to provide our children a lifetime of learning.

<table>
<thead>
<tr>
<th>Castle Learning</th>
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</thead>
</table>

- **Castle Learning**
Appendix B: Professional Development Plan Statement of Certification
The superintendent certifies to the Commissioner that:

1. The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

2. The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been meet.

3. The school district or BOCES has complied with the professional development plan applicable to the current school year.

4. The plan focuses on improving student performance and teacher practice as identified through data analysis.

5. The plan describes professional development that:
   - is aligned with state content and student performance standards;
   - is articulated within and across grade levels;
   - is continuous and sustained;
   - indicates how classroom instruction and teacher practice will be improved and assessed;
   - indicates how each teacher in the district will participate; and
   - reflects congruence between student and teacher needs and district goals and objectives.

6. The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

7. The plan complies with CR 100.2(dd) to:
   - describe and implement a mentoring program for new teachers;
   - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
   - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities;
   - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
   - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
   - provide staff with training in school violence prevention and intervention; and
   - provide professional development to all professional and supplementary school staff who work with students with disabilities.

8. The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
   (The latest version of CR 100.2(dd) can be found at: http://www.p12.nysed.gov/part100/pages/1002.html.)

9. The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

Date

Adopted by the Board of Education on Date:

Original Signature of President, Board of Education
PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education

The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 320 EB
89 Washington Avenue
Albany, NY 12234
Appendix C: New York State Professional Development Standards

Panama Central School’s Professional Development Plan will empower every teacher, administrator, and staff member to develop the knowledge, skills, and behaviors required to create learning settings that enable all students to demonstrate high levels of achievement. The plan will engage each educator in a collegial and collaborative dialogue with other professionals to enhance student learning toward the mastery of the New York State Common Core Learning Standards and the New York State Teaching Standards and create a supportive and effective environment. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. The professional development needs of other members of the school community, including administrators and support personnel, must also be addressed to ensure focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high professional development planning, design, delivery, and assessment, and should serve as a foundation for all professional development in our schools.

• Standard 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.
• Standard 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.
• Standard 3: Research-Based Professional Learning Professional development is research-based and provides educators with opportunities to analyze apply and engage in research.
• Standard 4: Collaboration Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
• Standard 5: Diverse Learning Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
• Standard 6: Student Learning Environments Professional development ensures that educators are able to create a safe, secure, supportive, and equitable learning environment for all students.
• Standard 7: Parent, Family and Community Engagement Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families and other community members as active partners in children’s education.
• Standard 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.
• Standard 9: Technology Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
• Standard 10: Evaluation Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.
Appendix D: School District Waiver for CR Part 154 PD Requirements
PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education

School District: Panama Central School District
Beds Code: 061601040000

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.

(3) The school district or BOCES has complied with the professional development plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) The plan describes professional development that:
   • is aligned with state content and student performance standards;
   • is articulated within and across grade levels;
   • is continuous and sustained;
   • indicates how classroom instruction and teacher practice will be improved and assessed;
   • indicates how each teacher in the district will participate; and
   • reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:
   • describe and implement a mentoring program for new teachers;
   • provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
   • ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities, state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
   • describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
   • provide staff with training in school violence prevention and intervention; and
   • provide professional development to all professional and supplementary school staff who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2(dd).
   (The latest version of CR 100.2(dd) can be found at: http://www.nysed.gov/part100/pages/1002.html)

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Bert Lictus
Print Name of Superintendent of Schools

[Signature]
Original Signature of Superintendent of Schools

Adopted by the Board of Education on Date: 8/19/19

[Signature]
Original Signature of President, Board of Education

Last updated 03/21/17
School District Waiver
CR Part 154 Professional Development Requirements
Specific to English Language Learners (ELLs)

This form is to be used by New York State school districts that have fewer than thirty (30) ELLs enrolled or in which ELLs make up less than five percent (5%) of the district’s total student population.

According to CR Section 154-2.3(k) such districts may "seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements" and such request must include evidence that:

- "All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district’s or BOCES’ ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs" and that

- "All bilingual and English to Speakers of Other Languages (ESOL) certified teachers receive training, sufficient to meet the needs of the district’s ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs."

Note that this waiver does not exempt districts from providing professional development sufficient to meet the needs of its ELLs. It exempts districts from the minimum number of professional development hours required by CR Part 154 (15% of total required for classroom pedagogues and 50% of total required for those with a certificate in ESOL or who hold a bilingual extension).

<table>
<thead>
<tr>
<th>District Name:</th>
<th>Panama Central School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>061601040000</td>
</tr>
<tr>
<td>Street:</td>
<td>41 North St.</td>
</tr>
<tr>
<td>City:</td>
<td>Panama</td>
</tr>
<tr>
<td>Zip Code:</td>
<td>14767</td>
</tr>
<tr>
<td>School Year:</td>
<td>2019-20</td>
</tr>
<tr>
<td>Contact Person Info:</td>
<td>Name: Emily Harvey</td>
</tr>
<tr>
<td></td>
<td>Phone: 716-782-4421</td>
</tr>
</tbody>
</table>

All Local Education Agencies (LEAs) must develop and maintain a CR Part 154 Comprehensive Plan and have it available for review upon request by NYSED, parents, or any other school or community members. All LEAs must complete and submit a 2019-2020 CR Part 154 Comprehensive ELL Education Plan Update to the New York State Education Department (NYSED). Indicate date submitted:

09-11-19

If you currently do not have any ELLs enrolled in your district, please place "X" in the box and have the superintendent/chief administrative officer sign on page two:

[X]

Indicate the total number of students enrolled in the district in 2018-2019:

456

Indicate the total number of ELLs enrolled in the district in 2018-2019:

3

Indicate the percentage of ELLs in the district's or BOCES' total student population:

.0065

Indicate the total number of pedagogues in the district who hold certifications in ESOL and/or a bilingual extension:

0
Please provide a brief narrative that describes how the district will provide teacher professional development sufficient to meet the needs of its ELLs. This narrative should outline professional development activities applicable to ELLs, which can include, but are not limited to, workshops, seminars, and courses (online or traditional) that focus on:

- language acquisition in alignment with core content area instruction,
- best practices for English as a New Language (ENL), Bilingual Education, cultural responsiveness, and co-teaching strategies, and/or
- integrating language and content instruction for ELLs.

This may include but is not limited to all external professional development such as that offered by the Regional Bilingual Education Resource Networks (RBERNs), Institutions of Higher Education (IHEs), New York State United Teachers (NYSUT), and NYS Teacher Centers. You may include information on activity providers/sponsors and estimated number of professional development hours for each activity, if available. Please use fill-in field and space provided below.

The District is contracted w/ Erie 2 Chautauqua-Cattaragus BOCES to purchase ENL services for 1 day per week. This ENL teacher will provide pull-out as well as embedded services to our 3 ELL students. He will also communicate w/ teachers & support staff so they may provide a better learning environment for our students. Panama CSD is lucky to have multiple bi-lingual staff members to assist in communication with the family.

Sign this form and submit electronically by October 15th, 2019 to:

obewldocssubmit@nysed.gov

Please place the form name and district name in the email subject heading: "PD Waiver, <insert name of LEA>".

Superintendent/Chief Administrative Officer or designee electronic signature.

By entering your name below, you are signing this form electronically. You agree that your electronic signature is the legal equivalent of your manual signature on this form.

Name: Bert Lictus  Title: Superintendent  Date: 9-11-19

Email: blictus@pancent.org

To be completed by the Office of Bilingual Education and World Languages

Waiver Request  □ Approved  □ Not Approved, revisions needed. Please revise and resubmit by:

Comments:

Regulations Governing the Education of ELLs (154-2.3(k)(2)) designate that a school district or Board of Cooperative Educational Services (BOCES) may seek permission on an annual basis from the Commissioner for an exemption from the professional development requirements where there are fewer than thirty (30) ELLs enrolled or ELLs make up less than five percent (5%) of the district's or BOCES' total student population as of such date as established by the Commissioner. A district or BOCES seeking permission for such exemption shall submit to the Commissioner for approval an application in such format and according to such timeline as may be prescribed by the Commissioner, that includes evidence that as a part of the required professional development clock hours prescribed by Part 80 of this Title, all teachers, level III teaching assistants and administrators receive training sufficient to meet the needs of the district’s or BOCES’ ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs and evidence that as a part of the required professional development clock hours prescribed by Part 80 of the Title, all Bilingual and ESOL certified teachers receive training, sufficient to meet the needs of the district’s ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

Updated 8/12/2019