

# Trumansburg Central School District



## Professional Development Plan

**August 2019**

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# TRUMANSBURG PROFESSIONAL DEVELOPMENT PLAN

## I. PREFACE

The TCSD Professional Development Plan is a means to provide meaningful educational experiences that ensure continued student academic excellence. The plan is also a means to support the members of our educational community as they continue to build their capacity to improve student learning.

## II. PROFESSIONAL DEVELOPMENT TEAM

### 17 Teachers/ 7 District Leaders

- District Administration: (7)
  - Superintendent
  - Director of Curriculum & Instruction
  - Director of Special Education and Instructional Services
  - Elementary Principal
  - Middle School Principal
  - High School Principal
  - Director of Innovation and Educational Technology
- Program Coordinators Teachers (17)
  - ELA PreK-6 and 7-12
  - Math PreK-6 and 7-12
  - Science PreK-6 and 7-12
  - Social Studies PreK-6 and 7-12
  - Physical Education PreK-12
  - Art PreK-12
  - Music PreK-12
  - World Language 7-12
  - Coordinators of Project Based Learning

**III. NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN**

Student Needs are reviewed annually. The Professional Development planning team utilizes the following components to determine teacher professional development needs:

<ul style="list-style-type: none"> <li>● NYS School Report Cards</li> </ul>	<ul style="list-style-type: none"> <li>● New York State Assessment Results 3-8 ELA/Math</li> </ul>
<ul style="list-style-type: none"> <li>● NYS Regents Exams</li> </ul>	<ul style="list-style-type: none"> <li>● Number of Suspensions – In-School and Out of School</li> </ul>
<ul style="list-style-type: none"> <li>● Leadership Team Input (Superintendent, Principals, Director of Instruction, Program Coordinators)</li> </ul>	<ul style="list-style-type: none"> <li>● Number of students identified by the Committee on Special Education</li> </ul>
<ul style="list-style-type: none"> <li>● Board of Education Goals</li> </ul>	<ul style="list-style-type: none"> <li>● Students in need of 504 Accommodation Plan</li> </ul>
<ul style="list-style-type: none"> <li>● Student Report Cards</li> </ul>	<ul style="list-style-type: none"> <li>● Referrals to Child Study Team or Student Support Team</li> </ul>
<ul style="list-style-type: none"> <li>● Student Failure Rates</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Surveys focused on professional development needs and feedback on professional development offerings</li> </ul>
<ul style="list-style-type: none"> <li>● Student Drop-out Rate</li> </ul>	<ul style="list-style-type: none"> <li>● Program Coordinator Meetings</li> </ul>
<ul style="list-style-type: none"> <li>● Data-Driven Instruction meetings in Elementary and Middle School</li> </ul>	<ul style="list-style-type: none"> <li>● BOCES-wide-identified professional development goals</li> </ul>
<ul style="list-style-type: none"> <li>● Mentor Teacher input</li> </ul>	<ul style="list-style-type: none"> <li>● District-wide APPR data analysis</li> </ul>

**IV. Philosophy**

Professional development at Trumansburg CSD is a vital component of our commitment to serving our staff, community, and component school districts as their Essential Partner. 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 individual district, building, progresses across grade levels 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>):

- a. **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.
- b. **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.
- c. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
- d. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
- e. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
- f. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- g. **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.

- h. **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 help sustain continuous professional growth.
  
- i. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
  
- j. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

## **V. PROFESSIONAL DEVELOPMENT GOALS**

Based upon information gathered from the analysis of staff feedback, student performance, student needs, and reviewing information from a variety of sources, our professional development plan will address the following goals organized in alignment with our Board of Education goals:

### **BOE Goal 1: TCSD will maintain a 100 percent graduation rate with a strong emphasis on college and career readiness.**

- ❖ TCSD BOE will continue to foster and develop programs that engage students in rigorous academic programs and provide responsive interventions when necessary.
- ❖ Maintain a curricular framework that is aligned PK-12 to the Next Generation Standards, the Next Generation Science Standards (NGSS), and School Counseling Comprehensive Plan.

### **BOE Goal 2: All Trumansburg students will achieve proficiency in all assessment areas as demonstrated on locally selected valid/reliable standards aligned benchmarks.**

- ❖ TCSD will continue to address student skill deficits through the Response to Intervention (RTI) Model at all Levels.
- ❖ TCSD will ensure that all students will read at grade level by the end of Grade 3.

### **BOE Goal 3: TCSD will maintain a strong commitment to student learning and safety while ensuring programs and policies reflect the ideals of the community.**

- ❖ The TCSD BOE will maintain a fiscally responsible budget that provides for quality academic (including elective) programs, diverse student experiences, and maintain our facilities in a responsible way.
- ❖ Ensure that all students experience a safe and encouraging learning environment.
- ❖ Maintain an active and open dialogue with the Trumansburg Community.

### **Objective 1: Curriculum Development**

- ❖ Professional Learning and continuing work around the New Next Generation Standards. Unpacking and studying the new standards, Prioritizing and vertically aligning learning targets.
- ❖ Continuing work on District Matrices, Pacing Documents, and new course content planning.
- ❖ Professional Development to utilize teacher leaders to further refine and develop curriculum maps that are standards based and aligned vertically.
- ❖ Building Common Assessments and looking at student work protocols.
- ❖ Implementing and Learning STEM Curriculum; Project Lead the Way, FOSS, and continuing to build Project Based Learning units.
- ❖ Exploring and Learning new CTE requirements and designing new pathways for Middle School students to expand our program implementation.

### **Objective 2: Response to Intervention**

- ❖ Engage Grade level data teams to enhance core instruction based on data information and skill weaknesses.
- ❖ Pre-K-8: To analyze data in order to identify strengths and weaknesses in student performance and inform instruction based on their needs, including students with disabilities (SWD) and English language learners (ELL). To use universal screening tools including iReady, Fountas and Pinnell and other valid/reliable assessments in Reading and Math for every student, a minimum of three times per year.
- ❖ Engage the HS Student Support Team to review student data and provide targeted interventions through the Learning Center to address alignment of data points to be predictive with performance on standards skill deficits, credit recovery, and/or remediation targeted at regents exams.
- ❖ PLATO training for additional staff members.
- ❖ Provide supplemental instruction that is research based and aligned with the curriculum and standards.

- ❖ Professional Learning around flexible grouping and data informed intervention strategies.
- ❖ Professional Learning and development of common assessments, benchmarks, and using multiple data points to inform instructional practice.
- ❖ Identify common benchmarks, protocols, and set time lines to monitor student progress and differentiate instructional strategies, using Student Support Teams (SST), RtI Teams, and Professional Learning Communities (MS)
- ❖ Continuous practice of meaningful data collection and use.
- ❖ Continue professional development to learn new strategies to help students with disabilities access the general curriculum in the classroom, including co-teaching, 15:1, 12:1:1, and 8:1:1 classrooms.

### **Objective 3: Literacy**

- ❖ ES - Professional Learning K-2 with LETRS research based reading practices. Implement Literacy PLC Cohorts monthly to ensure ongoing professional learning around early literacy.
- ❖ Summer Professional Development centered around Literacy practices, Guided Reading, Literacy Assessment and standards.
- ❖ Implement individualized digital curriculum and targeted small group instruction.
- ❖ ES – Continue to implement all Core Knowledge Listening & Learning Strands Grades K-2 with particular attention to CCLS Instructional Shifts for all content areas.
- ❖ ES – Continue to implement Core Knowledge Skills strands K-2.
- ❖ ES - Continue to learn, practice, and adapt Expeditionary Learning Modules Grades 3-4 with particular attention to CCLS Instructional Shifts for all content areas.
- ❖ MS - Continue to learn, practice, and adapt Expeditionary Learning Modules Grades 5-8 with particular attention to CCLS Instructional Shifts for all content areas.
- ❖ Continue to implement Leveled Literacy Intervention and the Souday Phonics System for our students that need extra reading support in grades K-4. Begin training and develop a process for implementation of Leveled Literacy Intervention for grades 5-8 that need extra reading support.
- ❖ HS – Continue learning, practicing, and adapting instruction around the Modules with particular attention to

CCLS Instructional Shifts for all content areas.

- ❖ Trumansburg will prioritize the alignment of writing instruction K-12 with direct and explicit writing instruction and use of common benchmarks and assessments.
- ❖ Lucy Calkins Writer's Workshop for K-4 teachers
- ❖ Instructional strategies to support the teaching of writing, Grade 5-12
- ❖ Implementation of Writing Lab Resource for Grades 9-12

#### **Objective 4: Science and Math**

- ❖ Continue to provide professional development as we implement STEM including Project Lead the Way (PLTW) in our Elementary School and FOSS (Full Option Science System) curriculum Pre-K-8.
- ❖ Explore STEM curriculums and visit STEM schools to influence and learn new ways of implementing STEM in preparation for our capital project STEM wings.
- ❖ ES: Continue to implement the K-4 Math Modules as provided by the state as an essential tool to align curriculum, instruction, and the Common Core standards.
  - Creating and experiencing rigorous math problems
- ❖ MS: Continue to implement the 5-8 Math Modules as provided by the state as an essential tool to align curriculum, instruction, and the Common Core standards.
  - Learn, practice, and implement engaging math instructional practices
- ❖ HS: Continue to implement the HS Math Modules as provided by the state as an essential tool to align curriculum, instruction, and the Common Core standards.
  - Continue to utilize Curriculum Mapping process as a tool to align and implement the standards

#### **Objective 5: Project Based Learning**

- ❖ Trumansburg will continue to implement and increase district capacity to implement Project Based Learning as a tool to improve student engagement and 21st century Learning Skills P-12.

- ❖ Employ 2 PBL Coaches for the district in order to provide on-going and job embedded PBL Professional Learning and Implementation.
- ❖ Implement Project PBL 200 with the support of a local Grant. This is job embedded PBL Professional Learning Cohort with targeted implementation and unit development as well as reflection.

### **Objective 6: Developing Professional Learning Communities**

- ❖ Professional Development on becoming a PLC Model School from Solution Tree.
- ❖ Teacher Leadership embedded continuous coaching on leading PLC teams.
- ❖ Virtual Monthly Coaching from Solution Tree for all District Administration on leading a PLC Culture.
- ❖ Designing job embedded scheduling for PLC work space.

### **Objective 7: Developing a Culturally Responsive and Safe School Culture**

- ❖ Support from local police officials and tabletop drills; FEMA Incident command training and REMs Training.
- ❖ School Culture, PBIS, DASA, and Cultural Sensitivity training for all staff in a continuous pattern.
- ❖ Continue district-wide implementation of the Positive Behavior Intervention and Supports (PBIS) Pre-K-12.
- ❖ To expand and strengthen programs that promote awareness of bullying, tolerance, bias, and understanding of the diverse cultures within our schools, aligning with the Dignity for All Students Act (DASA).
- ❖ Engage all district staff in Mental Health and School Violence training.
- ❖ Create and Maintain a Resilient Schools Team that will write a comprehensive school plan including mental health and counseling planning.
- ❖ Continue to attend all regional diversity training and work with staff to continue to create a culturally dynamic and sensitive culture and climate.

## **VII. Options for Obtaining Professional Development Hours**

- Trumansburg Central School District Teachers Contract provides for reimbursement upon completion of credit hours. This reimbursement can be direct reimbursement per credit or additional pay added to the employee base pay.
- Professional Development Hours will be offered in conjunction with Superintendent Conference Days (full and half days), after school hours, summer courses, and job embedded PLC time regularly scheduled throughout the school year with the Trumansburg Central School District as an approved CTLE provider.
- Teachers are also provided opportunities for On-line learning courses.
- Teachers will be expected to meet the NYS professional development required hours as tracked in Frontline.
- Professional Development Hours will also be offered and documented through other CTLE approved providers including:
  - BOCES (Frontline)
  - by TEACH

### **New Requirements beginning July 1, 2016**

- All employees holding a lifetime certificate in classroom teaching, teaching assistant, or educational leadership service (school building leader, school district leader, or school district business leader) must register with the State Education Department (SED) every five years through the TEACH system. Only registered employees may teach or supervise in the District.
- Teachers and administrators with a permanent, professional, or a Level III teaching assistant certificate issued before July 1, 2016 must apply for initial registration during the 2016-2017 school year during their birth month. These certificate holders must thereafter renew their registration every five years during their birth month.
- Teachers and administrators with a professional or a Level III teaching assistant certificate issued on or after July 1, 2016 will be automatically registered. These certificate holders must thereafter renew their registration every five years during their birth month.

- Certificate holders who do not timely register may not be employed and may be subject to monthly late fees after the first, transitional five-year registration period. Employees who change their name or address must also update SED within 180 days through the TEACH system.

### **Continuing Teacher and Leader Education (CTLE) Credit Hours**

- All District teachers and educational leaders with a professional or Level III teaching assistant certificate must complete 100 hours of acceptable CTLE during each five-year registration period to maintain a valid certificate. This requirement may be completed at any time over the course of a five-year period. Credit hours cannot carry over, however, to subsequent registration periods.
- SED sets high standards for courses, programs, and activities that qualify for CTLE credit, and it must approve all CTLE sponsors. Generally, acceptable CTLE will be in the content area of any certificate title held by an individual or in pedagogy. Further, the CTLE will be aligned with professional development standards created by the New York Professional Standards and Practices Board for Teaching.
- The District will provide CTLE opportunities that improve student performance and the teacher's or administrator's pedagogical or leadership skills, and that promote professionalism. A peer-review teacher or principal acting as an independent trained evaluator who conducts a classroom observation as part of a teacher evaluation under relevant sections of the Education Law may apply the observation time to fulfilling CTLE requirements. Time spent mentoring may also be counted toward required CTLE credit hours.
- Employees must maintain a record of completed CTLE for at least three years from the end of the applicable registration period. The District will maintain a record of any professional development it conducts or provides for at least seven years from the date of completion. The District will also submit all required reports to SED each year.
- Professional Development Hours will also be made available through district financial support for conferences and workshops outside BOCES services offered by TEACH/SED-approved CTLE providers.
- Teachers and Administrators certified after February 2004 are required to acquire 100 hours of Professional Development every 5 years. At the end of each year, these teachers need to meet with their building principal to confirm the professional development hours that have been completed.
- The certificate holder shall maintain a record of completed Professional Development which includes: the title of the program, the number of completed hours, the sponsor's name and any identifying number, attendance verification,

and the date and location of the program. The teacher submits information to the building principal who then passes it on to Central Office Human Resources for submission to Teach On-Line Services.

### **Compliance with 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 leaders 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.

Trumansburg CSD and TST BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits upon request of the teacher. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program and is available in Frontline.

## **VI. Implementation Plan**

- Leadership Team will plan and coordinate professional development offerings on Superintendent Conference Days (whole days or early release ½ days) throughout the school year. All teachers are expected to attend.
- Director of Curriculum and Instruction will meet with Superintendent, Principals, and Program Coordinators to adjust professional development offerings based on staff feedback throughout the year.
- District Summer Curriculum Funds (minimum of \$16,000.00) will be dedicated to project proposals aligned with District Professional Development Goals.
- Additional Summer Professional Learning, Monthly After School Toolboxes, online course work, and job embedded coaching will be offered in line with District Professional Development Goals.
- Title II Funding may also be utilized to support the district Professional Development activities.
- Job Embedded PLC time will be scheduled on a regular basis.

## **VII. Mentoring**

- 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 teacher retention of teachers and increasing the skills of new teachers in order to improve student achievement in accordance with the New York Common Core learning standards.
- The mentoring program is intended for teachers in the classroom teaching service who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate.
- The mentoring program shall be developed and implemented consistent with district collective bargaining agreements.
- The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless

withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.

- Mentoring Program Components:
  - Mentor Applicants must inform the Principal of their desire to serve as a Mentor.
  - Mentors will be selected by the Principals, the Director of Instructional Services, and the Superintendent.
  - Mentor role will include but not be limited to providing guidance and support to the new teacher.
  - Mentor preparation may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology.
  - Mentoring activities will include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture.
  - Time spent mentoring may also be counted toward required CTLE credit hours.

#### **VIII. Professional Development Evaluation Process**

- Principals, Program Coordinators, Teachers, and Mentors/Mentees will provide feedback to the Director of Instruction throughout the year.
- Staff will provide feedback through an online survey as a key component of planning for the next year's professional development plan.
- Leadership Team will work with BOCES and professional development personnel to identify potential professional development areas of growth through analysis of PreK-12 student data.

**IX. Provisions for School Violence Prevention and Intervention Training [REQUIRED ELEMENT FROM PART 100]**

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

In instructional settings, Trumansburg 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.

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

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

- Trumansburg CSD teachers, if appropriate will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network and OCM BOCES to fulfill these requirements.
- For all other faculty and staff, Trumansburg 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 Trumansburg CSD total student population as of such date as established by the commissioner.*

## **XI. Statement of Assurances**

The Superintendent certifies that:

- Planning, implementation and evaluation of professional development plan has been conducted.
- The plan focuses on improving student performance and teacher practice identified through data analysis.
- The plan describes professional development that:
  - Is aligned with state content and student performance standards including implementation of the Next Generation Standards
  - Is articulated within and across grade levels;
  - Is continuous and sustained;
  - Indicates how classroom instruction and teacher practice will be improved and assessed;
  - Indicates how each teacher in the district will participate; and
  - Reflects congruence between student and teacher needs and district goals and objectives.
  - The plan has provisions to evaluate effectiveness, and a mechanism to adjust activities based upon the evaluation.
  - The plan was adopted at a public meeting of the Board of Education.

- The plan will be reviewed and updated on an annual basis.

## **ADDENDUM TO PROFESSIONAL DEVELOPMENT PLAN**

### **Internal/External Providers**

School district personnel will provide some of the professional development for the district. Agendas and curriculum for each in-house PD opportunity will be approved by the Building Principal and/or Superintendent and/or Director of Instructional Services in order to assure appropriate rigor and application. These PD opportunities include: homework best practices, Project Lead the Way, CDOS and Work Based Learning, Best Practices in IEP Writing, Social Studies standards and Science standards.

External providers may include

- TST BOCES
- OCM BOCES
- SUNY Cortland
- Outside conferences – including NYSSMA

**TST BOCES** provides training on DASA information/application , Lead Evaluator , lesson/unit planning aligned to state standards, assessment development , mentoring,co-teaching, special education strategies, building trauma-responsive schools to support resiliency and learning, IEP development and monitoring, co-planning, literacy leadership, Leveled Literacy Interventions, networking with content area colleagues, math strategies, exploring instructional technology including apps/software for classroom use, CPR and 1st Aid , NYSAA Administration , RTI interventions, using assessment in instruction, youth mental health, model classrooms, Common Core Math and ELA , New NYS Science Standards, and other areas of need or interest that occur during the year.

**OCM BOCES** provides training on Project Based Learning, SONDAY Reading Interventions, special education regulations/ best practices, testing accommodations, writing measurable annual goals and progress monitoring, and AIMSWeb AIMSWeb, and other areas of need or interest that come up during the year. **SUNY CORTLAND** professional development and networking day in association with TST BOCES for related areas teachers (Art, Music, PE, Librarians, Technology, Foreign Language) and related services (OT, PT, Speech), and Early Childhood

### **English Language Learners**

The Trumansburg Central School District traditionally has had only a handful of ELL students and has been approved in recent years for a waiver to be exempt from this requirement. If there are years where Trumansburg CSD does not meet

the requirements for a waiver, professional development will be provided by OCM BOCES in this area.