



2025–26

Professional Learning Plan

GCSD Office of Teaching, Learning, & Accountability
Revised September 2025
Board of Education Date: Oct. 14, 2025
Revised Annually

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District Information

The Geneva City School District serves just over 2,000 students in grades PK–12 across four schools, district offices, and central services. Our mission is to **educate and graduate all students with the skills and knowledge to live lives of consequence.**

Priorities & the Profile of a Graduate

Our three priorities—**Support, Achievement, and Opportunity**—are aligned with the **Geneva Profile of a Graduate**, our north star. The Profile defines the dispositions we expect every student to develop: *Critical Thinker, Compassionate Communicator, Resilient Risk-Taker, Innovative Problem-Solver, Passionate Advocate, and Hopeful Human*. These traits guide instruction, planning, and partnerships, ensuring coherence across the district.

Academics

Geneva offers rigorous academic opportunities that prepare students for diverse postsecondary paths. Students may choose from **17 Advanced Placement courses, 25 Gemini courses** through Finger Lakes Community College, and dual-enrollment opportunities with **Hobart and William Smith Colleges**. Our graduates attend selective universities, service academies, and technical programs, demonstrating resilience, innovation, and critical thinking.

Beyond the Classroom

Nearly **100 clubs, 50 athletic teams**, and strong arts and music programs provide rich opportunities for students to build leadership, teamwork, creativity, and perseverance. These experiences reinforce the Graduate Profile traits of advocacy, communication, and problem-solving.

Student Supports

Robust **special education, counseling, and social work services** ensure every child is supported academically, socially, and emotionally. These systems promote belonging and reflect our commitment to cultivating *Compassionate Communicators* and *Hopeful Humans*.

Partnerships & Community

Strong partnerships with **Hobart and William Smith Colleges, Cornell AgriTech, Finger Lakes Community College**, and other academic and industry partners enrich professional learning and create unique opportunities for our students. Geneva's diversity is one of its greatest strengths—over **34 languages** and more than **12 faith traditions** are represented in our community. These partnerships help prepare students to graduate as empathetic, globally minded leaders.

2025-26 Student Enrollment Data (as of Sept. 26, 2025)

Student Enrollment Data*

PK-12 Enrollment	Male	Female
2038	968	1070

English Language Learners	Students With Disabilities	Economically Disadvantaged	
177	345	1396	
Migrant	Homeless	Foster Care	Parent in Armed Forces
7	74	14	7

Black or African American	Hispanic or Latino	Asian/Pacific Islander	White	Multiracial
211	695	24	877	231

2025- 26 Instructional Staff Data (as of Sept. 26, 2025)*

Teachers	Teaching Assistants	Teacher Aides	Psychologists
225.5	39	34	5
Principals	Assistant Principals	School Counselors	Social Workers
4	7	8	8

*Data Sources: SIRS-313.1 (June 30,2025) & SchoolTool

The Teaching and Learning Advisory Council provides districtwide leadership, guidance, and feedback on curriculum, instruction, assessment, and professional learning to ensure alignment with the district’s priorities of Support, Achievement, and Opportunity, as well as the GCSD Profile of a Graduate. District and building administrators, grade level leads, instructional coaches, department chairs and team leaders are members of the council.

Teaching and Learning Advisory Council Professional Learning Plan Development Team 2025–26		
Name	Location	Role
L. Bo Wright	District	Superintendent
Karen Fahy	District	Assistant Superintendent for Teaching, Learning, & Accountability
Erica Ebert	District	SEL/ District Wide PD
Steve Kruger	District	Assistant Superintendent for Administrative Services
Nicole Campbell	District	Director of Technology
Greg Baker	District	Director of School Accountability
Erin Lamborn	District	Director of Student Services
Danusia Klestinec	District	Assistant Director of Student Services
McKenna Carroll	District	Director of Expanded Learning and Community Partnerships
Jill Humphries	Geneva Middle School	ENL Teacher
Karina Connolly	West Street School	Dual Language Teacher

**Teaching and Learning Advisory Council
Professional Learning Plan Development Team 2025–26**

Name	Location	Role
Sarah Marquart	Geneva High School	ELA/SS MTSS 9-12
Jamie Wagner	West Street School	ELA/SS MTSS Coach K-2
Matthew Heath	Geneva High School	Principal
Rachel Gillotte	Geneva High School	Math Teacher
Kathryn Roberts	West Street School	Math/Science MTSS Coach K-2
Dana Cohrs	Geneva Middle School	English Teacher
Kim Case	North Street School	Classroom Teacher
Christine Spina	North Street School	Classroom Teacher
Tricia Maneri	North Street School	Classroom Teacher
Shannon Kelley	Geneva Middle School	Principal
Stacey Baxter	Geneva Middle School	ELA/SS MTSS Coach 6-8
Kirsten Abbott	Geneva High School	Math Science MTSS Coach 9-12
Lorraine Knifely	West Street School	Head Start/ UPK Director
Heather Eysaman	North Street School	Principal
Julie Ricciuto	North Street School	Assistant Principal

**Teaching and Learning Advisory Council
Professional Learning Plan Development Team 2025–26**

Name	Location	Role
Aracelis Ayala	North Street School	Assistant Principal
Jim Nunez	Geneva High School	Assistant Principal
Carrie Hessney-Doran	District	Parent
Berlin Gardiner	District	Parent
Melissa Green	District	Parent
Nicole Christmas	Geneva Middle School	Teacher
Saul Shama	Geneva High School	English Teacher
Lindsay Breese	Geneva High School	Health Teacher
Jonathan Porschet	GMS/GHS	School Librarian
Matthew Craig	Geneva High School	Music Teacher
John Forbes	Geneva Middle School	PE Teacher
Melissa Marquart	Geneva High School	Science Teacher
Ashley Pereira	Geneva High School	Social Studies Teacher
Tonya Luna	North Street School	Special Education Teacher
Jennifer Strojny	Geneva Middle School	Special Education Teacher
Patricia Daucher	Geneva High School	Special Education Teacher
Marni McCarthy	West Street School	Special Education Teacher
Leigh Consolie	Geneva High School	World Language Teacher

**Teaching and Learning Advisory Council
Professional Learning Plan Development Team 2025–26**

Name	Location	Role
Corey Bogart	Geneva High School	Technology Teacher
Jessica O’Neill	West Street School	Gr. 1 Teacher
Mackenzie Brown	West Street School	Gr. 1 Teacher
Carrie Pellikan	West Street School	Gr. 2 Teacher
Sara Powers	West Street School	Gr. 2 Teacher
Morgan Fifield	North Street School	Gr. 3 Teacher
Chrissy D’Amico	North Street School	Gr. 3 Teacher
Sydney Gagliano	North Street School	Gr. 4 Teacher
Courtney Ovenshire	North Street School	Gr. 4 Teacher
Christine Spina	North Street School	Gr. 5 Teacher
Jamie Norcott	North Street School	Kindergarten Teacher
Kaci Sciarabba	North Street School	Kindergarten Teacher
Jill Kaim	North Street School	Pre-K Teacher

Guiding Principles

The purpose of the Geneva City School District’s Professional Learning Plan is to provide all staff with continuous, high-quality growth opportunities that strengthen teaching and learning across Pre-K–12. Guided by the district priorities of **Support, Achievement, and Opportunity**, professional learning is responsive to educator needs, promotes equity, and helps close achievement gaps so every student is prepared for success in college, career, and civic life.

Professional learning is tailored to the needs of the district and individual buildings, designed to progress across grade levels, and sustained over time. Geneva’s plan aligns with the **New York State Professional Learning Standards** and supports the **Geneva Profile of a Graduate**, preparing students to become critical

thinkers, communicators, collaborators, innovators, and lifelong learners who are socially and emotionally competent, culturally responsive, and prepared to achieve their goals.

District Vision Statement

Geneva City School District will prepare all students for the future by providing them with a high quality education that will ensure their success in a diverse and changing world.

District Mission Statement

The mission of the Geneva City School District is to educate and graduate all students with the essential skills and knowledge to live lives of consequence.

Theory of Action For Professional Learning

If we provide meaningful, targeted, and responsive professional learning opportunities to the teachers and staff of the Geneva City School District, then teachers and staff will have the skills and knowledge to increase student achievement.

District Priorities

The three district priorities for the 2025–26 school year were developed with feedback from the Geneva City School District community: Achievement, Support and Opportunity.

Professional development opportunities will be badged based on their alignment to the district priorities.

New York State Professional Learning Standards

[New York State's Professional Learning Standards](#) are based on an analysis and adaptation of the New York State Professional Development Standards (2009), Learning Forward Standards, as well as other national, state, and professional standards. The standards reference the importance of all stakeholders, including PK–12 staff, parents, social workers, counselors, community members, teacher educators, higher education representatives and students.

[NYSED Ten Standards for High Quality Professional Development](#)

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 skill 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 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.

Collective Bargaining Agreements

Language captured in the collective bargaining agreements (CBA) within the various units of the Geneva City School District outline the professional responsibilities and provide guidance on ways the district can meet these responsibilities.

GTA Contract

Agreement between the Geneva Teachers Association and the Superintendent of Schools, effective from July 1, 2023 to June 30, 2027.

Article XIV - Professional Growth of Staff

- A. To encourage attendance at professional conferences and for meetings within the area of the Members' professional assignment, the District will pay the Member up to but not to exceed the estimated amount submitted at the time of approval. Such payment will be made upon submission of an approved voucher. Travel packets containing all necessary forms will be furnished with each approval. Members attending conferences, workshops, and meetings, approved under this provision will suffer no loss of pay and will be entitled to reimbursement of actual and necessary room and meal expenses. The District will also pay transportation costs for commercial carriers or, if the Member's automobile is used, reimbursement at the rate adopted by the District for such travel. The District will pay all conference and/or meeting fees.
- B. The Educational Concerns Committee shall include the members of the Board of Education, the Superintendent of Schools and up to five Members. This group will meet three or more times per year to discuss mutual educational concerns unless the parties agree to waive such meetings. Building Principals and other Administrators may attend meetings of the committee upon mutual agreement between the Superintendent and the President of the Association.

- C. Members shall be encouraged to and may utilize one day, upon the approval of the Superintendent of Schools, per year to visit other schools or classes to observe outstanding or innovative programs.
- D. The District agrees to budget \$12,000 for each year of this contract for the use of members to defray professional conference expenses.
- E. Representatives of the Association shall meet with the Superintendent to discuss and submit their recommendations regarding programs for all Superintendents' Conference Days.

Geneva CSEA Contract

Agreement between the Civil Service Employees Association and the Superintendent of Schools, effective from July 1, 2024 to June 30, 2027.

Article VIII Hours of Work- Overtime- Compensatory Time

- A. Hours of work and the work week shall be determined by the Facilities Manager, Transportation Supervisor, or School Lunch Manager together with the Building Principal according to a prepared schedule which shall not include more than forty (40) hours in any work week, except as required to maintain the normal operations or in the case of any emergency.

Except for emergency needs (such as snow removal and other emergency considerations) the District will provide a two (2) calendar weeks notice with regard to changes in the regular working hours of unit employees. This notice provision will not apply to work during the summer months.

The Facilities Manager, Transportation Supervisor, or School Lunch Manager or the Building Principal must authorize all overtime, preferably in advance of the performance of the work.

- B. The District agrees to pay time and one half of the employees' regular straight time rate for all hours worked in excess of any eight (8) hour day or forty (40) hour workweek. Holidays not worked shall be considered a day of work for the purpose of computing salary.
- C. To the extent permitted by law, in lieu of overtime pay provided in section B above, an employee may elect to take compensatory time off. An employee can accumulate up to no more than a one-time annual total of eighty (80) straight time hours of compensatory time in any fiscal year (also called work year and runs from July 1 to June 30). All such compensatory time off shall also be at a rate of time and one half for each hour of overtime work required by the district.

Compensatory time off shall be taken at times mutually convenient to the District and the employee.

All authorized compensatory time except for one week (one week equals 40 hours) must be used by the end of the fiscal year (i.e. June 30th) in which the compensatory time was earned. If the unit member has more than 40 hours to his/her credit on June 30th, the District will pay out the value of this unused compensatory time as measured on June 30th. The payment for this unused compensatory time will be made by August 1st. Should the unit member have authorized and unused compensatory time consisting of time of up to one week at the conclusion of the fiscal year, the unit member must use this unused time within sixty (60) calendar days after the close of the fiscal year (i.e. by August 29th). If after August 29th there is any compensatory time from the prior

fiscal year to the credit of any unit member this time will be computed at a value as of June 30th of the prior fiscal year and paid out to the unit member. Employees regularly assigned as the sole custodian of the building shall not have the option to elect compensatory time in lieu of overtime pay.

- D. When a regular twelve (12) month unit member is called out to serve in a non-scheduled or emergency situation, the assignment will be for no less than two (2) consecutive hours of duty, unless otherwise stated in this Agreement.

Geneva Administrative Contract

Agreement between the Superintendent and the Geneva City School District and the Instructional Supervision Negotiating Unit, effective from July 1, 2024 to June 30, 2027.

Article XI Professional Growth of Staff

- A. To encourage attendance at professional conferences and for meetings within the area of the Member's professional assignment, the District will pay the Member up to but not to exceed the estimated amount submitted at the time of approval. Such payment will be made upon submission of an approved voucher. Travel packets containing all necessary forms will be furnished with each approval. Members attending conferences, workshops, and meetings approved under this provision will suffer no loss of pay and will be entitled to reimbursement of actual and necessary room and meal expenses. The District will also pay transportation costs for commercial carriers or, if the Member's automobile is used, reimbursement at the rate adopted by the District for such travel. All conference and/or meeting fees will be paid by the District.
- B. The Board of Education shall reimburse members of ISNU for tuition expenses and mileage for graduate credit courses satisfactorily completed at a college or university. All courses will be approved in advance by the Superintendent of Schools as appropriate to the needs of the member and the school district.

Identification, Design, & Evaluation of Professional Learning Opportunities

Professional learning is identified, designed, and evaluated in alignment with the district priorities of Support, Achievement, and Opportunity and the Geneva Profile of a Graduate. Priorities are determined through data and staff input, opportunities are tailored to be rigorous and responsive, and outcomes are evaluated for impact on teaching and learning. This process ensures educators are equipped to help students grow as critical thinkers, communicators, collaborators, and lifelong learners, prepared for college, career, and civic life.

Identification and Design of Professional Learning Opportunities

Sources include, but are not limited to:

- The Geneva City School District Priorities
- The Geneva City School District Profile of a Graduate
- The Geneva City School District Core Values
- The District Comprehensive Improvement Plan

- The School Comprehensive Education Plans
- Geneva City School District Curriculum, including learning outcomes and assessments
- The New York State Next Generation Learning Standards
- Research and Evidence-Based Best Practices
- NYSED professional learning certification requirements and hours
- Classroom Instructional Walkthrough Data
- Formal Observation Data
- Student Achievement Data
- Student and Teacher Feedback
- Needs Assessments
- Disciplinary Data
- Stakeholder Feedback

Evaluation of Professional Learning Opportunities

Strategies for the evaluation of professional learning opportunities might include:

- Reflection/ evaluation of professional development opportunities by GCSD Teaching and Learning Advisory Council
- Self-reflection and progress monitoring based upon personal goal setting
- Participant feedback collection through feedback forms
- Professional Learning tracking guide
- Analysis of student achievement data (state level) and common formative and summative assessments
- Follow up data collection to measure impact on student learning
- Review of commitments and strategies as outlined in the District Comprehensive Improvement Plan and School Comprehensive Education Plans
- Measure professional learning goals and objectives for the district and/or buildings

- Measure professional learning goals and objectives for teachers
- Data from APPR
- Review of staff created resources and artifacts (i.e. exemplar lessons, curriculum maps, assessments) aligned to the NYS Professional Learning Standards

Evidence is collected and analyzed throughout and following each school year. Several teams, including but not limited to the Executive Cabinet, and the Teaching and Learning Advisory Council, district level coaching meetings, and building level Instructional Leadership Teams, will review and analyze the data to recommend adjustments to the Plan in response to identified needs.

Professional Learning Program

Professional learning offered to staff is provided in various ways to meet all learners' needs. When planning professional learning opportunities, we utilize internal, external, community, and fiscal resources.

Professional Learning Opportunities

Potential professional learning opportunities may include, but are not limited to:

- Conference Days
- Faculty Meetings
- Early Release Days
- Curriculum Days
- Teaming/Department/Grade Level Collaboration Time
- District/Building Level Committee Meetings
- Professional Learning Communities (PLCs)
- Instructional Leadership Teams (ILT)
- Instructional Coaching
- In district and out of district learning walks

- New Hires Orientation and Training
- Mentoring Program
- Vendor program training
- Optional after school professional development opportunities
- Summer Professional Learning Opportunities
- New York State Education Department (NYSED) Opportunities
- BOCES Sessions
- State, National and Local Conferences & Workshops
- National Board Certification Program for Teachers
- College Courses and Year-Round Workshops
- On-line and Distance Learning
- Internal and External Consultant Workshops
- Self-Paced Professional Learning opportunities
- Webinars
- Book Club/Study

Frontline

Frontline is the professional learning platform of the Geneva City School District to manage and maintain records pertaining to professional development.

Frontline School-Driven Professional Learning Requirements

Each school is responsible to designate at least one person to submit any building-based professional development into Frontline, ensure attendance is taken, input the attendance into Frontline, and submit the attendance sign-in sheet to the Office of Teaching, Learning, and Accountability for verification.

Frontline District-Driven Professional Learning Requirements

The Office of Teaching, Learning, and Accountability will be responsible for placing any district professional development sessions into Frontline. The school designee is responsible for ensuring attendance is taken, input the attendance into Frontline, and submit the attendance sign-in sheet to the Office of Teaching, Learning, and Accountability for verification.

Professional Learning Resources

The following professional learning resources are available: Potential professional learning providers and resources may include but are not limited to

Internal Providers:

- Superintendent of Schools
- Assistant Superintendent for Administrative Services
- Assistant Superintendent for Teaching, Learning & Accountability
- Assistant Superintendent for Business and Finance
- Director of Technology
- Director of Student Services
- Assistant Director of Student Services
- School Improvement Coordinator
- Director of Athletics, Health, & Activities
- Director of Extended Learning and Community Engagement
- Director of Head Start/Pre-K
- Building Principals and Assistant Principals
- K-5 Grade Level Leads and 6-12 Department Chairs
- Teachers
- Instructional Coaches

- Teacher Mentors

External Providers:

- New York State Education Department (NYSED)
- Institutions of Higher Education
- Board of Cooperative Education Services (BOCES)
- Program Consultants
- Content Specific Organizations (i.e.: American Library Association, NYS Reading Association)
- Wayne Finger Lakes Teacher Resource Center
- Regional Bilingual Education Resource Network (RBERN)
- Academic and Industry District Partners

Fiscal Resources:

- District Budget
- Local, State, Federal, Private Grants

Community Resources:

- Parents
- Students
- Field Experts
- Local Employers/Businesses
- Community Based Organizations
- Higher Education Institutions

District Support Programs

The Geneva City School District’s Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers and administrators at the Geneva City School District holding an initial certificate will complete a mentored teaching/administrative experience. For teachers, this will be within their first year of employment followed by an additional three years of targeted professional learning opportunities. For administrators, a full twelve month mentoring experience will be provided. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new certified employees. 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.

New Teacher Orientation and Training

The Geneva CSD New Hire Orientation and Induction Program will provide high-quality professional learning and support which will ultimately maximize student academic performance and personal growth.

The Geneva CSD believes that:

- Teaching and administration are a career-long developmental process.
- Teaching and administration should be focused on a continuous cycle of planning, teaching, assessment, reflection, and reteaching.
- Teacher and administrative development occurs best with ongoing, job-embedded, collegial support.

The Geneva CSD 4 year New Hire Orientation and Induction Program supports teachers and administrators in a variety of ways including mentoring, coaching, and in-person professional development workshops. Differentiated support based on the teacher’s assignment, level of previous experience, and knowledge of content is part of the purposeful planning throughout the program. In August, prior to the start of the school year, New Hire Orientation consists of five days of orientation.

New Teacher Orientation and Mentoring Plan:

In August, prior to the start of the school year, New Hire Orientation consists of four (4) days of orientation. The following chart outlines the four years of continued support for new teachers.

	Responsibilities for New Hires - Year 1	Responsibilities for New Hires - Year 2	Responsibilities for New Hires - Year 3	Responsibilities for New Hires - Year 4

Required Summer Professional Learning	-Participate in up to five days of New Hire Orientation required for newly hired GTA members	-Participate in up to two full days of professional development during August		
School Year Required Professional Learning Opportunities	<ul style="list-style-type: none"> -Participate in early release day professional development during the school year -Participate in New Hire Monthly Meetings with Instructional Coaches -Identify with mentor and/or instructional coach personal goals and professional learning that aligns and supports goals 	<ul style="list-style-type: none"> -Participate in early release day professional development during the school year -Participate in Year 2 New Hire Meetings with Instructional Coaches -Identify with mentor and/or instructional coach personal goals and professional learning that aligns and supports goals 	<ul style="list-style-type: none"> -Participate in early release day professional development during the school year -Independently identify personal goals and professional learning that aligns and supports goals 	<ul style="list-style-type: none"> -Participate in early release day professional development during the school year -Independently identify personal goals and professional learning that aligns and supports goals
Mentor/Mentee Responsibilities	-Complete required monthly mentor/mentee meetings and responsibilities. A Mentor is required to complete the Mentoring log .			
Coaching	-Complete at least 1 student-centered coaching cycle	-Complete at least 1 student-centered coaching cycle	-Coaching is available if needed	-Coaching is available if needed

Administrator Mentor Program

Rationale

Purpose of the Mentoring Requirement

The purpose of the mentoring requirement is to ensure that administrators new to the district receive the guidance and support necessary to develop their leadership skills and successfully transition into the district's administrative team. This program is aligned with the district's goal of attracting, developing, supporting, and retaining highly effective administrators. Building on existing district initiatives, the program adds a structured mentoring component to provide a comprehensive framework for professional growth and support.

This mentoring framework reflects the district's commitment to cultivating strong, capable leaders who will contribute to a culture of excellence and continuous improvement.

The primary objective is to foster the continuous development of new administrators through a welcoming, organized, and systematic induction process. Key components include:

- Onboarding Support: Immediate guidance to help administrators understand and navigate district policies, procedures, and expectations.
- Leadership Reflection: Structured opportunities for administrators to reflect on their leadership practices and their impact on teaching and learning across schools.
Ongoing Coaching: Continued mentor support throughout the year, including needs assessment, feedback, and coaching on strategies to enhance student learning and school improvement.
- The mentor-mentee relationship does not involve evaluation. This relationship holds the strictest confidentiality around mentor-mentee discussions and visitations.

Administrative Mentors

- The role of the mentor is to provide support to the new administrative team member during transition into a new position. The mentor is not responsible for the evaluation of the new administrative team member.

Mentor Criteria

- Current NYS Administrative Certification required
- Must be Tenured
- *When this criteria can not be met due to certain circumstances, an agreement will be made between the Assistant Superintendent and ISNU.

Mentor Selection Process

- Office of Human Resources posts for administrators interested in being a mentor throughout the upcoming school year. If the initial pool of applications does not have a match for an ISNU member hired after the start of the school year, additional postings might also occur.

- Administrators submit a letter of interest to the office of Human Resources.
- ISNU Contract: Article XI-Professional Growth of Staff (Part C)
 - *C. Each new member of the ISNU unit will be assigned an internal or external mentor based on the recommendation of the Superintendent for their first year of employment. Internal mentors shall be tenured ISNU members and will be compensated at \$2500 annually. Mentor candidates shall be recommended by the ISNU unit and agreed upon by the Superintendent or their designee.*
- To the greatest extent possible, mentees will be matched with mentors that best serve their needs. (ex: Mentor has successfully served in the same/similar role as mentee).

Responsibilities of Administrative Mentors

- Each mentor must attend a mentor training which is scheduled by the Assistant Superintendent for Teaching, Learning and Accountability or their designee.
- Meet with the mentee for at least one hour within the first week of start date. (For the 2025-26 school year, within the first week of assignment due to this article in the ISNU contract being signed in December 2021).
- Meet at least twice a month (scheduled) for at least an hour for each month of the school year to review specific topics, complete additional mentoring activities as specified below, provide guidance in reaching building and professional goals and other topics as needed determined by the mentor or mentee.
- Conduct informal check-ins on a regular basis to cover daily management/leadership topics such as scheduling, evaluation of staff, personnel issues, student discipline, P/T communication and conferences, report cards and any other topic needed.
- Maintain a log of meetings and activities with the mentee that occur before, during, or after school using provided Mentor Log forms. Logs must be signed by mentor, mentee, building principal, and then forwarded by mentor to the Office of Teaching and Learning after each monthly visit.
- The mentor is responsible for scheduling at least two shadowings of other administrators in the same or similar position during the school year. The shadowing can be of the mentor and/or of another administrator in the district who holds the same or similar position. The mentor is responsible for arranging for coverage with the building/district administration. Mentor and mentee will participate in a follow-up conversation after each visitation.
- Complete end of year survey of the mentoring program by June 1.

Responsibilities of the District

- The district will work with ISNU to select mentors.
- The district will recommend the approval of mentors to the Board of Education.

- The district will train selected mentors on the expectations of their role as a mentor.
- The district will review all mentor logs each month.
- The district will hold professional learning sessions at least once a month for all administrative team members. Additional sessions specific to the needs of the new administrator to the district will be scheduled for specific topics.
- The district will provide the Board of Education with a quarterly report of mentor/mentee meetings through the Assistant Superintendent's monthly BOE report.

University of Rochester Leadership Coaching Program

In certain circumstances, the district may elect to utilize the Leadership Coaching Program through the University of Rochester or a combination of an internal ISNU mentor and a leadership coach from the University of Rochester. This service can be requested through the WFL BOCES Staff Development COSER and is aidable up to the district's allowable ratio.

The University of Rochester Leadership Coaching Program focuses on general leadership development, situational leadership and specific leadership for instructional improvement where appropriate. Leadership coaches and the administrator meet, on average, once per month. Additionally coaches are available to meet with leaders on an emergency basis and provide telephone and electronic communication support. Coaches will support leaders in other ways as per the specific requirements of the position. For example, coaches may attend a faculty meeting or a board meeting as an observer, review critical documents or advise on long term planning issues. An integral part of the leadership coaching support is the confidential relationship between the coach and leader. This relationship is not evaluative but supportive in nature.

Geneva CSD Administrative Mentoring Forms available in the Office of Teaching, Learning, and Accountability.

Teacher Mentor Program

Rationale

Purpose of the Mentoring Requirement

The purpose of the mentoring requirement is to provide beginning educators with the support needed to develop their professional skills and successfully transition into their first teaching experience under an Initial certificate.

This mentoring program is aligned with the District's commitment to attract, develop, support, and retain highly effective educators. Building on existing initiatives, it introduces a structured mentoring component to create a clear framework for the support and professional growth of new teachers.

The primary goal of the program is to strengthen instructional practices and improve classroom teaching by fostering the growth of new educators. This will be achieved through a welcoming, organized, and comprehensive induction and mentoring process, which includes the following components:

- Onboarding Support: Guidance to help teachers quickly understand district policies, procedures, and expectations.

- Instructional Development: Opportunities to observe experienced educators, receive classroom visits from mentors, and engage in reflective practice to identify strengths and areas for growth.
- Professional Reflection: Encouragement for new teachers to examine their instructional practices and leadership in the classroom to support student achievement.
- Ongoing Coaching: Continued mentor support throughout the year to assess needs, provide constructive feedback, and model strategies that enhance teaching and learning.

This framework underscores the District's commitment to ensuring that new educators are supported, valued, and positioned for long-term success in their profession.

Teacher Mentors

- The role of the mentor is to provide support to the new staff member during the transition into a new position. The mentor is not responsible for the evaluation of the new staff member.

Mentor Criteria

- Current NYS Teacher Certification required
- Must be Tenured
- When this criteria can not be met due to certain circumstances, an agreement will be made between the Assistant Superintendent and GTA.

Mentor Selection Process

- Office of Human Resources posts for teachers interested in being a mentor throughout the upcoming school year. If the initial pool of applications does not have a match for a GTA member hired after the start of the school year, additional postings might also occur.
- Teachers submit a letter of interest and include their tenure area, certification(s), and building.
- GTA Contract: Per Article XXIV - Mentoring

Parties agree to establish a committee of four persons, two appointed by Superintendent and two appointed by the President of the Association who will meet, review applications for mentors and make recommendations for candidates for mentor to the Superintendent. The Superintendent will select from the candidates and make recommendations to the Board of Education. The pay is to be \$2,000 per year to mentor a new teacher.

- To the greatest extent possible, mentees will be matched with mentors that best serve their needs. (ex: same building, department/grade level, and certification area).

Responsibilities of Mentors

- Each mentor must attend a mentor training which is scheduled in conjunction with the New Teacher Orientation.
- Work with a mentee for a half-day during New Teacher Orientation or when applicable.
- Maintain a log of meetings and activities with the mentee that occur before, during, or after school using provided Mentor Log forms. Logs must be signed by mentor, mentee, building principal, and then forwarded by mentor to the Office of Teaching and Learning.
- The mentor is responsible for 3 visitations of the new teacher, once per month, in the 1st marking period (Sept-Nov), and 3 spread across marking periods 2, 3 and 4 (Nov-June) for a total of 6 visitations. The mentor is responsible for scheduling the observation and arranging for coverage with the administration. Mentor and mentee will participate in a follow-up conversation after each visitation.
- Connect the mentee with the Principal to find coverage for at least 3 class periods during the first marking period once per month (Sept-Nov) and 3 additional class periods during the last 3 marking periods (Nov-June) for a total of 6 class periods. This enables the mentee to observe effective teaching by colleagues. If there is a schedule conflict, work with your building principal to secure a sub for you.
- Complete end of year survey of the mentoring program by June 1.

NYS Continuing Teacher & Leader Education (CTLE) Requirements

Holders of professional certificates in the classroom teaching service, educational leadership service, and Level III teaching assistant certificate holders are required to successfully complete, track and report 100 hours of acceptable Continuing Teacher and Leader Education (CTLE) during the five year registration period if they practice in a NYS school district or BOCES. This requirement includes a minimum percentage dedicated to the needs of English Language Learners (ELLs). It is the responsibility of the certificate holder to log, record, keep accurate records and report their CTLE hours. The district provides support in the logging but the official records come from the certificate holder.

[This professional learning plan is in compliance with Commissioner Regulations 100.2 \(dd\)](#) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers and leaders 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.

Geneva City School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, training, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Geneva City School District's professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

2025–26 Professional Learning Goals

The following focus areas are the basis of the district's Professional Learning Plan and define our **Four Professional Learning Goals: Achievement, Opportunity, Support and Targeted and Personalized Professional Learning.**

GCS D District Priorities

- Achievement
- Opportunity
- Support

GCS D Core Values

- Experience First – students don't just hear about discipline, accountability, or empathy; they live it in real time.
- Intentional Wellness – regulation, counseling, and positive triggers build inner strength.
- Deliberate Kindness – students are met with family-style support and compassion.
- Equitable Access – disengaged students receive the support they need to re-enter community and learning.
- Unwavering Transparency & Genuine Positivity – consistent counseling and group work create spaces of honesty, trust, and encouragement.
- Purposeful Engagement – every interaction, from pushups for accountability to public speaking, is tied to growth and belonging.

GCS D Profile of a Graduate

- Critical Thinkers – identifying triggers, clarifying values, and reflecting on choices.
- Compassionate Communicators – practicing public speaking, honest dialogue, and empathy inside a supportive community.
- Resilient Risk-Takers – embracing accountability, self-discipline, and courage in the face of challenge.
- Innovative Problem-Solvers – applying coping strategies, positive triggers, and relaxation techniques to navigate trauma and conflict.
- Passionate Advocates – internalizing mantras like “Education = Freedom” and learning to use their voices for themselves and others.

- Hopeful Humans – finding chosen family within school when family has been fractured, discovering belonging and renewed faith in the future.

Targeted & Personalized Professional Learning

The four goals listed above were determined based on information gathered from the district’s needs assessments, development of the District Comprehensive Improvement Plan and School Comprehensive Education Plans, current trends in education, student achievement data, teacher input, and NYS regulations.

Each course offering for the 2025-2026 year will support the accompanying goals and objectives in the areas identified. These goals will work together to move our district forward in continuous improvement as we prepare our staff and students to meet the goals set by our building and district priorities.

Achievement

Goal: The district will provide quality learning opportunities and support so that Geneva students demonstrate high levels of academic growth.

Objectives:

1. Facilitate and support effective implementation of research based literacy practices, identified as the Science of Reading.
2. Facilitate and support the use of the Geneva Instructional Framework as a guideline of lesson design and delivery.
3. Facilitate and support the implementation of ELA curriculum units developed and revised during the summer of 2025.
4. Facilitate and support the implementation of instructional delivery that provides opportunity for student voice and choice.
5. Facilitate and support research-based best practice of instructional strategies with a focus on literacy and math instruction across all grade levels and all content areas.
6. Facilitate and support research-based Tier 1 academic instruction.
7. Facilitate and support district-approved instructional technology tools to enhance student engagement and maximize classroom instruction.
8. Facilitate and support professional learning on the use of academic and behavioral data through implementation of a Data Driven Instruction process.

Opportunity

Goal: The district is committed to culturally responsive practices that honor the collective experiences of all families.

Objectives:

1. Facilitate and support professional learning that distinguishes between ELLs and SWDs and provides instructional strategies to meet the needs of all learners in an effort to provide appropriate scaffolds for ELLs and SWDs.
2. Facilitate and support a trauma-sensitive mindset for students and staff.

3. Facilitate and support the ability of all staff to advance equity and access for all students and staff (implicit bias training, Culturally Responsive Education, Equity & Inclusion).
4. Facilitate and support the ability of all staff to integrate social-emotional learning strategies and practices within teaching and learning.
5. Facilitate and support professional learning that clearly outlines a common vision and implementation for co-teaching in the district as well as best practices for co-teaching.
6. Facilitate and support professional learning that outlines instructional practices for providing scaffolds within ENL programming.
7. Facilitate and support professional learning on practices and protocols for MTSS as well as available interventions.

Support

Goal: The district will increase access to mental health services, focus on social-emotional learning, and strengthen safety measures to foster learning environments that promote high standards for behavior, positive relationships, and violence prevention within our school community.

Objectives:

1. Facilitate professional learning focused on providing students with therapeutic crisis intervention.
2. Facilitate professional learning focused on the execution of physical safety for all.
3. Facilitate professional learning providing staff and students with practice around effective emergency response procedures.
4. Facilitate professional learning focused on understanding the implementation of the revised Code of Conduct.
5. Facilitate professional learning that enables all district staff to support students through restorative practices.
6. Facilitate professional learning that provides school based staff with behavior and SEL which reduce the amount of time students spend out of the classroom.

Targeted & Personalized Professional Learning

Goal: The district will provide professional learning that advances Support, Achievement, and Opportunity while ensuring all students grow into the competencies of the Geneva Profile of a Graduate—Critical Thinker, Compassionate Communicator, Resilient Risk-Taker, Innovative Problem-Solver, Passionate Advocate, and Hopeful Human.

Objectives:

1. Facilitate and support professional learning that is responsive to the needs of teachers and staff in order to.
2. Facilitate and support professional learning that is responsive to the needs of individual buildings and the district.

3. Research and implement multi-modal PD opportunities including asynchronous professional learning opportunities.

2025–26 Action Plans

Achievement

Goal: The district will provide engaging learning opportunities and instructional supports that cultivate academic growth and expand pathways for every student.

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
Facilitate and support effective implementation of research based literacy practices, identified as the Science of Reading	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● District Curriculum Days ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning 	<ul style="list-style-type: none"> ● All teachers ● Teaching Assistants and Aides ● Building Administrators 	<ul style="list-style-type: none"> ● Assistant Superintendent for Teaching, Learning, and Accountability. ● Department Chairs/Curriculum Leads ● Instructional Coaches ● BOCES ● Program Professional Developers 	<ul style="list-style-type: none"> ● Self-reflection and progress monitoring based upon personal goal setting ● District feedback form ● Professional Learning tracking guide (MLP) ● Student achievement data (state level) ● Teacher lesson plans ● Follow up data collection to measure impact on student learning ● Professional learning goals and objectives for the district and/or buildings ● Analysis of student data from common formative and summative assessments

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
	<ul style="list-style-type: none"> ● Internal and External Consultant Workshops ● Self-Paced Professional Learning opportunities ● Webinars ● Book Club/Study 			
Facilitate and support the use of the Geneva Instructional Framework as a guideline of lesson design and delivery.	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Curriculum Days ● Summer Professional Learning Opportunities ● Instructional Coaching ● New Hires Orientation and Training ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All teachers ● Teaching Assistants and Aide ● Building Administrators 	<ul style="list-style-type: none"> ● Assistant Superintendent for Teaching, Learning, and Accountability ● Instructional Coaches ● Building Principals and Assistant Principals ● Department Chairs ● Curriculum Leads ● BOCES staff ● Vendors that support lesson planning 	<ul style="list-style-type: none"> ● Self-reflection and progress monitoring based upon personal goal setting ● District feedback form ● Professional Learning tracking guide (MLP) ● Teacher created lesson plans ● Instructional Walkthrough

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support the implementation of ELA curriculum units developed and revised during the summer of 2025.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● Internal and External Consultant Workshops ● Self-Paced Professional Learning opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All teachers ● Teaching Assistants and Aide ● Building Administrators 	<ul style="list-style-type: none"> ● Assistant Superintendent for Teaching, Learning, and Accountability ● Instructional Coaches ● Building Principals and Assistant Principals ● Department Chairs ● Grade Level Leads 	<ul style="list-style-type: none"> ● Self-reflection and progress monitoring based upon personal goal setting ● Professional Learning tracking guide (MLP) ● Teacher created lesson plans. ● Instructional Walkthrough ● Curriculum Units

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support the implementation of instructional delivery that provides opportunity for student voice and choice.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All teachers ● Teaching Assistants and Aide ● Building Administrator 	<ul style="list-style-type: none"> ● Assistant Superintendent for Teaching, Learning, and Accountability ● Instructional Coaches ● Building Principals and Assistant Principals ● Department Chairs ● Grade Level Leads 	<ul style="list-style-type: none"> ● Self-reflection and progress monitoring based upon personal goal setting ● Professional Learning tracking guide (MLP) ● Teacher created lesson plans. ● Instructional Walkthrough

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support research-based best practice of instructional strategies with a focus on literacy, math, and science instruction across all grade levels and all content areas.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All teachers ● Teaching Assistants and Aides ● Building Administrators 	<ul style="list-style-type: none"> ● Assistant Superintendent for Teaching, Learning, and Accountability ● Instructional Coaches ● Building Principals and Assistant Principals ● Department Chairs ● Grade Level Leads 	<ul style="list-style-type: none"> ● Self-reflection and progress monitoring based upon personal goal setting ● Professional Learning tracking guide (MLP) ● Teacher created lesson plans. ● Instructional Walkthrough ● Curriculum Units

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support research-based Tier 1 academic instruction.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All teachers ● Teaching Assistants and Aide ● Building Administrator 	<ul style="list-style-type: none"> ● Assistant Superintendent for Teaching, Learning, & Accountability ● Director of Student Services ● Building Admin ● Instructional Coaches ● Program specific trainers 	<ul style="list-style-type: none"> ● Self-reflection and progress monitoring based upon personal goal setting ● District feedback form -Student achievement data (state level) ● Benchmark assessments ● Follow up data collection to measure impact on student learning ● Instructional Walkthrough

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support district-approved instructional technology tools to enhance student engagement and maximize classroom instruction.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All teachers ● Teaching Assistants and Aide ● Building Administrators 	<ul style="list-style-type: none"> ● Assistant Superintendent for Teaching, Learning, & Accountability ● Director of Technology ● Instructional Coaches ● Vendor trainers 	<ul style="list-style-type: none"> ● Self-reflection and progress monitoring based upon personal goal setting ● Teacher created lessons ● Instructional Walkthrough ● Curriculum Units

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support professional learning on the use of academic and behavioral data through the implementation of a Data Driven Instruction process.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All teachers ● Teaching Assistants and Aide ● Building Administrator 	<ul style="list-style-type: none"> ● Assistant Superintendent for Teaching, Learning, and Accountability ● Instructional Coaches ● Building Principals and Assistant Principals ● Department Chairs ● Grade Level Leads 	<ul style="list-style-type: none"> ● Professional Learning tracking guide (MLP) ● Student achievement data (state level) ● Follow up data collection to measure impact on student learning ● Walk-through checklists ● Staff created resources and artifacts (i.e.exemplar lessons, curriculum maps, assessments) ● Post-Observation discussion questions ● Attendance to weekly grade level/department meetings.

Opportunity

Goal: The district will ensure every student has equitable access to impactful learning experiences.

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support professional learning that distinguishes between ELLs and SWDs and provides instructional strategies to meet the needs of all learners in an effort to provide appropriate scaffolds for ELLs and SWDs.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning Opportunities ● Webinars 	<ul style="list-style-type: none"> ● All instructional staff members ● School building administrators 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Principals and Assistant Principals ● Director of Student Services ● Assistant Director of Student Services ● Instructional Coaches ● BOCES Professional Developers ● RBERN Professional Development Staff 	<ul style="list-style-type: none"> ● Teacher developed lesson plans ● District developed curriculum ● Student achievement on both summative assessment and formative assessments. ● Measure professional learning goals and objectives for the district and/or buildings ● Measure professional learning goals and objectives for teachers

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
	<ul style="list-style-type: none"> ● Book Club/Study 			
<p>Facilitate and support a trauma-sensitive mindset for students and staff.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning Opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All district staff both instructional and non-instructional 	<ul style="list-style-type: none"> ● Director of Student Services ● Assistant Director of Student Services ● Instructional Coaches ● BOCES Professional Developers 	<ul style="list-style-type: none"> ● Attendance to Professional Development ● Observations conducted through Walkthroughs ● Student and staff surveys

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support the ability of all staff to advance equity and access for all students and staff (implicit bias training, Culturally Responsive Education, Equity & Inclusion).</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning Opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All district staff both instructional and non-instructional ● Building administration 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Principals and Assistant Principals ● Director of Student Services ● Assistant Director of Student Services ● Instructional Coaches ● BOCES Professional Developers ● RBERN Professional Development Staff 	<ul style="list-style-type: none"> ● Teacher developed lesson plans ● District developed curriculum ● Student achievement on both summative assessment and formative assessments. ● Measure professional learning goals and objectives for the district and/or buildings ● Measure professional learning goals and objectives for teachers

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support the ability of all staff to integrate social-emotional learning strategies and practices within teaching and learning.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning Opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All instructional staff ● Building administration 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Principals and Assistant Principals ● Director of Student Services ● Assistant Director of Student Services ● Instructional Coaches ● BOCES Professional Developers ● RBERN Professional Development Staff 	<ul style="list-style-type: none"> ● Teacher developed lesson plans ● District developed curriculum ● Student achievement on both summative assessment and formative assessments. ● Measure professional learning goals and objectives for the district and/or buildings ● Measure professional learning goals and objectives for teachers

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support professional learning that clearly outlines a common vision and implementation for co-teaching in the district as well as best practices for co-teaching.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning Opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All instructional staff who co-teach ● Building administration 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Principals and Assistant Principals ● Director of Student Services ● Assistant Director of Student Services ● Instructional Coaches ● BOCES Professional Developers ● RBERN Professional Development Staff 	<ul style="list-style-type: none"> ● Teacher developed lesson plans ● District developed curriculum ● Student achievement on both summative assessment and formative assessments. ● Measure professional learning goals and objectives for the district and/or buildings ● Measure professional learning goals and objectives for teachers

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support professional learning that outlines instructional practices for providing scaffolds within ENL programming.</p>	<ul style="list-style-type: none"> • Conference Days • Department / Grade Level Meetings • Early Release Days • Summer Professional Learning Opportunities • BOCES Sessions • Conferences & Workshops • Instructional Coaching • New Hires Orientation and Training • Differentiated Professional Learning Opportunities • Professional Learning Communities (PLCs) • Building and District Level Learning Walks • After-School Professional Learning Opportunities • On-line and Distance Learning • Internal and External Consultant Workshops • Self-Paced Professional Learning Opportunities • Webinars • Book Club/Study 	<ul style="list-style-type: none"> • All instructional staff 	<ul style="list-style-type: none"> • Assistant Superintendent of Teaching, Learning and Accountability • Principals and Assistant Principals • Director of Student Services • Assistant Director of Student Services • Instructional Coaches • BOCES Professional Developers • RBERN Professional Development Staff 	<ul style="list-style-type: none"> • Teacher developed lesson plans • District developed curriculum • Student achievement on both summative assessment and formative assessments. • Measure professional learning goals and objectives for the district and/or buildings • Measure professional learning goals and objectives for teachers

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
<p>Facilitate and support professional learning on practices and protocols for MTSS as well as available interventions.</p>	<ul style="list-style-type: none"> ● Conference Days ● Department / Grade Level Meetings ● Early Release Days ● Summer Professional Learning Opportunities ● BOCES Sessions ● Conferences & Workshops ● Instructional Coaching ● New Hires Orientation and Training ● Differentiated Professional Learning Opportunities ● Professional Learning Communities (PLCs) ● Building and District Level Learning Walks ● After-School Professional Learning Opportunities ● On-line and Distance Learning ● Internal and External Consultant Workshops ● Self-Paced Professional Learning Opportunities ● Webinars ● Book Club/Study 	<ul style="list-style-type: none"> ● All instructional staff 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Principals and Assistant Principals ● Director of Student Services ● Assistant Director of Student Services ● Instructional Coaches ● BOCES Professional Developers ● RBERN Professional Development Staff 	<ul style="list-style-type: none"> ● Teacher developed lesson plans ● District developed curriculum ● Student achievement on both summative assessment and formative assessments. ● Measure professional learning goals and objectives for the district and/or buildings ● Measure professional learning goals and objectives for teachers

Support

Goal: The district will strengthen access to mental health services and proactively focus on social-emotional learning to foster a positive culture within our schools.

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
Facilitate professional learning focused on providing students with therapeutic crisis intervention.	<ul style="list-style-type: none"> ● Professional Learning Communities ● Department/Grade Level/Subject Area/Common Planning time meetings ● Superintendent Conference Days ● Early Release Days ● Learning Walks 	<ul style="list-style-type: none"> ● Pk-12 instructional and non-instructional staff 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Director of Student Services ● Assistant Director of Student Services ● Principals ● Assistant Principals ● School Crisis Management Teams 	<ul style="list-style-type: none"> ● Review of Office Behavior Referrals. ● Classroom Walkthrough Data ● Formal Observations ● Student Support Team notes
Facilitate professional learning focused on the execution of physical safety for all.	<ul style="list-style-type: none"> ● Professional Learning Communities ● Department/Grade Level/Subject Area/Common Planning time meetings ● Superintendent Conference Days ● Learning Walks 	<ul style="list-style-type: none"> ● All district staff 	<ul style="list-style-type: none"> ● Assistant Superintendent for Administrative Services ● School Resource Officer ● District Safety Team ● Building Administrators ● TIG Team 	<ul style="list-style-type: none"> ● Review of Safety Drill Logs ● Observation of Safety Drills
Facilitate professional learning providing staff and students with practice around effective emergency response procedures.	<ul style="list-style-type: none"> ● Professional Learning Communities ● Department/Grade Level/Subject Area/Common Planning time meetings 	<ul style="list-style-type: none"> ● All district staff 	<ul style="list-style-type: none"> ● Assistant Superintendent for Administrative Services 	<ul style="list-style-type: none"> ● Review of Safety Drill Logs ● Observation of Safety Drills

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
	<ul style="list-style-type: none"> ● Superintendent Conference Days ● Learning Walks 		<ul style="list-style-type: none"> ● School Resource Officer ● District Safety Team ● Building Administrators 	
Facilitate professional learning focused on understanding the implementation of the revised Code of Conduct.	<ul style="list-style-type: none"> ● Professional Learning Communities ● Department/Grade Level/Subject Area/Common Planning time meetings ● Superintendent Conference Days ● Learning Walks ● Instructional Coaching 	<ul style="list-style-type: none"> ● All district staff 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Director of Student Services ● Assistant Director of Student Services ● Principals ● Assistant Principals 	<ul style="list-style-type: none"> ● Review of Office Behavior Referrals. ● Classroom Walkthrough Data ● Formal Observations
Facilitate professional learning that enables all district staff to support students through restorative practices.	<ul style="list-style-type: none"> ● Professional Learning Communities ● Department/Grade Level/Subject Area/Common Planning time meetings ● Superintendent Conference Days ● Learning Walks ● Instructional Coaching 	<ul style="list-style-type: none"> ● All district staff 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Director of Student Services ● Principals ● Assistant Principals 	<ul style="list-style-type: none"> ● Review of Office Behavior Referrals. ● Classroom Walkthrough Data ● Formal Observations
Facilitate professional learning that provides school based staff with behavior and SEL which reduce the amount of time students spend out of the classroom.	<ul style="list-style-type: none"> ● Professional Learning Communities ● Department/Grade Level/Subject Area/Common Planning time meetings ● Superintendent Conference Days ● Learning Walks ● Instructional Coaching 	<ul style="list-style-type: none"> ● All instructional staff 	<ul style="list-style-type: none"> ● Assistant Superintendent of Teaching, Learning and Accountability ● Director of Student Services ● Principals ● Assistant Principals 	<ul style="list-style-type: none"> ● Review of Office Behavior Referrals. ● Classroom Walkthrough Data. ● Formal Observations

Targeted and Personalized Professional Learning

Goal: Create professional learning opportunities that cater to the needs of adult learners and align to both district and building needs.

Objectives	Professional Learning Opportunities	Target Audience	Who Is Responsible	Evaluation Method
Facilitate and support professional learning that is responsive to the needs of teachers and staff.	<ul style="list-style-type: none"> ● Conference days ● Instructional coaching ● Early release days ● PLCs ● Internal and external workshops 	<ul style="list-style-type: none"> ● Pk-12 Teachers ● Pk-12 Support staff ● Food services and transportation staff 	<ul style="list-style-type: none"> ● District and Building leadership ● Professional Learning committee 	<ul style="list-style-type: none"> ● District feedback form ● Data on student achievement ● APPR data ● Staff created resources and artifacts
Facilitate and support professional learning that is responsive to the needs of individual buildings and the district.	<ul style="list-style-type: none"> ● Early release days ● Instructional Leadership Meetings ● Webinars ● Conference days 	<ul style="list-style-type: none"> ● District and Building leadership ● Instructional coaches 	<ul style="list-style-type: none"> ● District and Building leadership 	<ul style="list-style-type: none"> ● Commitments and strategies from SCEP with applicable
Research and implement multi-modal PD opportunities including asynchronous professional learning opportunities.	<ul style="list-style-type: none"> ● Conference days ● Early release days ● Workshops ● Webinars 	<ul style="list-style-type: none"> ● All district staff 	<ul style="list-style-type: none"> ● District and Building leadership ● Instructional Coaches 	<ul style="list-style-type: none"> ● District feedback form ● APPR data ● Staff created resources and artifacts

PROFESSIONAL LEARNING PLAN STATEMENT OF CERTIFICATION

School District: Geneva City School District **BEDS Code:** 430700010000

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional learning 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 learning plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional learning 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 learning 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 professional learning 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 100 hours of professional learning (CTLE) every five years; • ensure that level III teaching assistants and long-term substitute teachers participate in professional learning 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 learning opportunities directly related to student learning needs as identified in the school report card and other sources; • provide staff with training in school violence prevention and intervention; and • provide professional learning 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.emsc.nysed.gov/part100/pages/1002h.html>. (9)

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education. Oct. 14, 2025

Print Name of Superintendent of Schools

Lawrence Bo Wright

Original Signature of Superintendent of Schools

Date: _____