Waterloo Central School District

Organizational Professional
Learning Plan 2026-2027

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The Waterloo Central School District is located midway between the northern ends of Cayuga and Seneca Lakes in the Finger Lakes Region of New York State. Agriculture and tourism are major industries. The urban centers of Ithaca, Rochester, and Syracuse are within one hour's drive.

Four schools make up the Waterloo Central School District:

- Skoi-Yase Primary School (UPK-2)
- LaFayette Intermediate School (3-5)
- Waterloo Middle School (6-8)
- Waterloo High School (9-12)

Waterloo Central School District supports approximately 350 staff members and approximately 1,300 students. Many students participate in extra and co-curricular activities. The District is committed to providing a Personalized Learning Environment and integrating technology throughout the District.

The Waterloo Central School District is committed to improving the quality of education students receive through a commitment to a strong professional development program.

The **MISSION** of the Waterloo Central School District is to put kids first every day. We support each student on a personalized journey to realize their goals. Our caring community develops learners and leaders.

Professional Learning Vision: Waterloo CSD is committed to developing a culture of continuous learning and collaboration where all educators are empowered through professional learning to improve instructional practices, close achievement gaps, and accelerate student outcomes in Literacy, MTSS, and Personalized Learning. The Waterloo Central School District is dedicated to providing all staff members with strong, job-enhancing professional development throughout their employment in the district in order to provide knowledge, expectations, and the skills needed to have a positive impact on the lives of students. Professional development opportunities consist of required training days, workshops and in-services; dedicated time to meet during the school week in professional learning communities (PLCs), faculty meetings, optional trainings, and attendance to external trainings including national, state, and out-of-district conferences.

Needs Assessment/Needs Analysis:

Waterloo Central School District's 2026–2027 Professional Learning Plan is informed by multiple sources of quantitative and qualitative data, including the NYSED Community Engagement Survey, District Comprehensive Improvement Plan (DCIP), School Comprehensive Education Plans (SCEPs), district assessment results, instructional walkthroughs, PLC artifacts, attendance and behavior data, and stakeholder feedback. Together, these data sources identify district strengths while highlighting opportunities to strengthen instructional consistency, professional collaboration, student engagement, and equitable outcomes for all learners.

Survey results reflect several areas of strength. Elementary students reported favorable perceptions of curriculum, supportive relationships, and school belonging, while families expressed generally positive perceptions across instructional and school climate domains. School leaders also reported strong confidence in systems that support student well-being and attendance, indicating that many foundational practices are in place to foster positive learning environments.

The needs assessment also identified clear opportunities for improvement. Middle and high school students reported lower levels of favorability across all survey domains, particularly regarding instructional consistency, academic rigor, and attendance practices. Teachers and school leaders identified Teacher Learning as the lowest-rated system, highlighting the need for more coherent, job-embedded professional learning that is collaborative, reflective, and directly connected to classroom practice.

Qualitative evidence gathered through leadership reflection, stakeholder engagement, classroom observations, instructional walkthroughs, and the SCEP development process reinforces these findings. Across all schools, common needs emerged to strengthen High-Quality Tier 1 Instruction, improve curriculum implementation, increase opportunities for student discourse and higher-order thinking, deepen Professional Learning Team (PLT) collaboration, expand instructional coaching and reflective practice, and strengthen Multi-Tiered Systems of Support (MTSS) to better meet students' academic, behavioral, social-emotional, and attendance needs.

Student outcome data further support these priorities, with district and building plans identifying continued opportunities to improve literacy and mathematics achievement, strengthen Tier 1 instruction, reduce chronic absenteeism, improve school climate and behavior, and increase equitable outcomes for all students. These priorities align with the district's vision of ensuring every student experiences rigorous, engaging, relationship-centered instruction supported by collaborative professional learning and continuous improvement.

As a result of this comprehensive needs analysis, Waterloo CSD's 2026–2027 Professional Learning Plan will focus on four interconnected priorities: (1) strengthening High-Quality Tier 1 Instruction; (2) developing coherent, job-embedded professional learning through Professional Learning Teams (PLTs) and instructional coaching; (3) increasing rigorous, standards-aligned instruction that promotes student thinking, academic discourse, and cognitive

engagement; and (4) strengthening Multi-Tiered Systems of Support (MTSS) to improve academic, behavioral, social-emotional, and attendance outcomes for every student. Together, these priorities provide a coherent framework for improving educator practice and student outcomes across the district.

Introduction

- **Educational Excellence:** Learners will be challenged to achieve highest academic standards in order to maximize their potential for life success.
- **Fulfillment and Wellness:** Learners will be challenged to develop their unique talents and abilities in order to maximize their potential for personal fulfillment and overall wellness.
- **Lifelong Inquiry:** Learners will commit themselves to the search for understanding, to inquire responsibly, to evaluate critically, and to respond compassionately throughout their lives.
- **Partnerships in a Global Community:** Learning will extend outside our classrooms and the walls of our schools, utilizing partnerships and cultural resources that reflect an awareness and collaboration with communities, locally and globally.
- **Empowerment to Embrace Change:** Learners will be engendered with a sense of flexibility and adaptability so that they will be empowered to create their own futures, making a difference in their lives and in the communities in which they live.
- **Social Emotional Learning:** Learners will be challenged to develop the habits of thought and actions that help people live and work together as families, friends, neighbors, and communities.

The Waterloo Central School District Professional Development Plan has been developed in coordination with the goals identified by the district administrators and teacher leaders. The teacher leaders and administrators will develop, implement, and evaluate the Professional Development Plan throughout the course of each year. The Assistant Superintendent for Curriculum and Instruction will recommend a revised PD plan to the Board of Education for yearly approval.

Waterloo CSD Board of Education Members

- Ashley Davoli, Stephanie Felice, Chersti Kuhlmann, Coreen Lowry, Michael Passalacqua, Kyle Percey, Pat Tellier, Theresa Turnmyre, Barbara Westerberg

Superintendent of Schools:

- Sarah Cupelli

Professional Development Committee Membership

Name	Title
Amanda DeMaria	Literacy Instructional Coach
Christal Kent	Waterloo Middle School Principal
Karen Burcroff	Parent Representative
Christine Taylor	Assistant Superintendent for Curriculum and Instruction
Tabitha Morris	High School Assistant Principal
Katherine Tucker	Administrator Skoi-Yase
Toby Coleman	IT Coordinator
Molly Lahr	LaFayette Intermediate School Principal
Shelli Tam	Director of Pupil Personnel Services
Ranette Schartel	Library Media Specialist, K-12 Library Chair
Mike Klukojc	Teacher, Secondary Social Studies Department Chair
Heather Buck	Teacher, Reading and Compensatory Education K-12
Bill Walczak	Teacher, Technology Department Chair

Vivian Becker	Teacher, Teacher, K-12 Music Chair
Erica Krenz	Teacher, K-5 Special Education Chair
Ryan Graham	Teacher, 6-12 Special Education Chair
Scott Maloney	Teacher, Secondary Math Chair
Larry Lang	Teacher, K-12 Health and Physical Education Chair

Jean Ritter-Gaylord	Teacher, K-12 Art Department Chair
Linda Horan	Teacher, World Language Chair
Kristin Biccum	Teacher, Grade K Chair
Deborah Hilimire	Teacher, Grade 1 Chair
Angela Grillone-Markel	Teacher, Grade 2 Chair
Kara Laquitara	Teacher, Grade 3 Chair
Joe Christensen	Teacher, Grade 4 Chair
Beth Bruni	Teacher, Grade 5 Chair
Robin Clough	Teacher, UPK
Stephanie Hendrickson	Teacher, ENL
Heather Rockefeller	Teacher, Business Education Chair

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Additional information can be found at: Registration:OTI:NYSED

Waterloo Central School District, Waterloo Teacher Resource Center, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development 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 Waterloo Central School District's professional development plan is supported in part by BOCES, RBERN, RSETASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader ONLY	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader ONLY	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT/PROFESSIONAL Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Teaching Assistant Certificate Holders			
Level III Teaching Assistant	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
Level III Teaching Assistant	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Other Certificate Holders			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional/non-instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality 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, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

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

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning

Waterloo CSD 2026-2027 Professional Learning Plan

Goals, Rationale, Key Actions, Progress Indicators


WATERLOO
TIGERS

Goal 1: Strengthen High-Quality Tier 1 Instruction in Every Classroom

Rationale: Waterloo CSD has established a districtwide vision that high-quality Tier 1 instruction is rigorous, standards-aligned, relationship-centered, responsive to student needs, and grounded in PLC and MTSS processes. Professional learning must ensure every educator consistently implements this vision so that all students experience engaging, equitable, and adaptive instruction regardless of classroom or building.

Key Actions:

- Establish district-wide instructional expectations aligned to High-Quality Tier 1 Instruction.
- Implement district learning cycles focused on: ○ explicit instruction ○ student engagement ○ formative assessment ○ differentiation ○ culturally responsive practices
- Utilize instructional coaching, peer observations, demonstration classrooms, and lesson study.
- Embed reflection protocols into PLCs and faculty meetings.
- Align all professional learning to district curriculum, DCIP priorities, and SCEP instructional goals.

Progress Indicators:

- Walkthrough data demonstrates increased implementation of district instructional expectations.
- Staff survey indicates increased confidence implementing Tier 1 instructional practices.
- PLC artifacts demonstrate instructional reflection and implementation.
- Increased student engagement observed across classrooms.
- Growth in district academic performance measures.

Progress Indicator	Measure of Performance	Evidence/Data Source	Timeline
All instructional staff participate in district Tier 1 professional learning.	100% participation by instructional staff.	PD attendance records and Frontline reports.	June 2027
Classrooms consistently demonstrate the WCSD High-Quality Tier 1 Instructional Expectations.	90% of classrooms demonstrate expected instructional practices during walkthroughs.	District Walkthrough Look-Fors Tool and administrative observations.	Quarterly
Instructional engagement increases across classrooms.	Walkthrough ratings for engagement, checks for understanding, explicit instruction, and lesson closure improve by 20% from Fall to Spring.	Walkthrough trend reports.	Fall, Winter, Spring

Progress Indicator	Measure of Performance	Evidence/Data Source	Timeline
PLCs regularly analyze instructional practice and student learning.	100% of PLCs submit monthly agendas, minutes, and instructional reflection artifacts.	PLC documentation and administrator monitoring logs.	Monthly
Students demonstrate academic growth.	80% of students meet or exceed Typical Growth on iReady Reading and Mathematics Diagnostics.	BOY, MOY, and EOY i-Ready reports.	BOY, MOY, EOY

Goal 2: Build Collaborative Professional Learning Systems that Improve Instruction

Rationale: The DCIP and each SCEP identify collaborative professional learning as the primary vehicle for instructional improvement. Weekly Professional Learning Team meetings, instructional coaching, structured collaboration, and data reflection should become the routine way adults improve practice rather than isolated professional development events.

Key Actions:

- Support a district PLT framework across all buildings.
- Reinforce common meeting protocols for:
  - curriculum implementation
  - student work analysis
  - common formative assessments
  - intervention planning
  - instructional reflection and goal setting
- Expand instructional coaching cycles.
- Increase opportunities for teachers to observe expert instruction.
- Develop district repositories of instructional exemplars and resources.
- Support AI Literacy development for all staff **Progress Indicators:**
- 100% of PLTs meet regularly using common protocols.
- Meeting agendas and minutes reflect instructional focus.
- Increased participation in coaching cycles.

- Staff survey indicates collaboration positively impacts instruction.
- Evidence of consistent instructional practices across buildings.

Progress Indicator	Measure of Performance	Evidence/Data Source	Timeline
Professional Learning Teams consistently meet.	100% of PLTs meet according to the district collaboration calendar.	Building calendars and attendance logs.	Monthly
PLCs utilize district collaboration protocols.	100% implementation of district PLT protocols.	PLC agendas, minutes, administrator reviews.	Monthly
Teachers engage in collaborative learning cycles.	New teachers participate in at least two coaching cycles, peer observations, lesson studies, or demonstration lessons.	Coaching logs and participation records.	June 2027
Instructional leaders facilitate collaborative inquiry.	Quarterly instructional data meetings occur in every building.	Coaching documentation and meeting agendas.	Quarterly

Goal 3: Advance Rigorous, Standards-Aligned Instruction that Promotes Student Thinking

Rationale: Across the district, schools identified strengthening student thinking as a primary instructional priority. Building plans emphasize increasing structured academic discourse, maintaining cognitive demand, avoiding over-scaffolding, and providing opportunities for students to explain, justify, and extend their thinking. Professional learning will focus on strengthening these instructional practices while ensuring consistent implementation of district curriculum and high-quality instructional materials.

Key Actions:

- Provide curriculum-specific professional learning.
- Develop teacher expertise in:
  - academic discourse
  - questioning techniques
  - productive struggle
  - cognitive rigor
  - student reasoning
  - AI Literacy

- Support consistent implementation of district curriculum resources.
- Utilize common instructional look-fors during walkthroughs.
- Analyze student work to evaluate instructional impact. **Progress Indicators:**
- Increased evidence of student discourse and higher-order questioning.
- Walkthrough data reflects increased cognitive rigor.
- Student work demonstrates improved reasoning and explanation.
- Increased curriculum implementation fidelity.
- Improved benchmark and state assessment performance.

Progress Indicator	Measure of Performance	Evidence/Data Source	Timeline
Students regularly engage in rigorous learning experiences.	Walkthrough data show an increase in cognitive demand, productive struggle, and academic discourse from Fall to Spring.	District walkthrough reports.	Quarterly
PLCs analyze student work.	Every PLC completes quarterly student work analysis protocols.	PLC artifacts and student work protocols.	Quarterly
Teachers consistently implement higher-order instructional practices.	Observed lessons demonstrate higher-order questioning and structured academic discourse.	Walkthrough Look-Fors Tool, announced/unannounced observations, etc..	Quarterly
Students demonstrate improved academic achievement.	80% of students meet expected annual growth on district benchmark assessments and i-Ready Diagnostics; Grades 3–8 assessment and Regents performance improve over baseline.	District assessment reports, NYSED assessment data, SCEP monitoring reports.	BOY, MOY, EOY

Goal 4: Strengthen Multi-Tiered Systems of Support (MTSS) to Ensure Every Student Thrives

Rationale: The DCIP and SCEPs emphasize that improving academic achievement requires educators to effectively integrate academic, behavioral, attendance, and social-emotional supports within a comprehensive MTSS framework. Professional learning will strengthen educators' capacity to identify needs, implement interventions, monitor progress, and foster equitable outcomes for every learner. The high school's SCEP also highlights attendance, behavior, and staff capacity as key improvement priorities.

Key Actions:

- Provide districtwide MTSS professional learning.
- Build staff capacity in:
  - intervention planning
  - progress monitoring ○ Panorama data analysis ○ attendance supports ○ restorative practices ○ behavior intervention
- Strengthen collaboration among general education, special education, counseling, and support staff.
- Integrate attendance, behavior, and academic data into PLTs.
- Develop consistent district intervention protocols. **Progress Indicators:**
- Increased MTSS fidelity across buildings.
- Improved attendance rates.
- Reduced office discipline referrals.
- Increased intervention effectiveness.
- Improved student academic and behavioral outcomes.

Progress Indicator	Measure of Performance	Evidence/Data Source	Timeline
Staff develop knowledge and skills to implement the district MTSS framework with fidelity.	100% of instructional and student support staff participate in required MTSS professional learning.	Professional learning attendance records and Frontline reports.	June 2027
Building MTSS teams consistently implement district MTSS protocols.	100% of schools conduct Tier 1, Tier 2, and Tier 3 meetings according to the district MTSS calendar and protocols.	MTSS meeting agendas, intervention logs, and administrator monitoring.	Monthly

Student intervention plans are implemented and monitored consistently.	100% of identified Tier 2 and Tier 3 students have documented intervention plans with progress monitoring completed according to district timelines.	Panorama Education, intervention plans, and progress-monitoring documentation.	Bi-weekly/ Monthly
Educators effectively use academic, attendance, behavior, and SEL data to guide instructional decisions.	100% of PLTs incorporate academic, attendance, behavior, and Panorama data into monthly instructional planning and intervention discussions.	PLC agendas, MTSS documentation, and Panorama reports.	Monthly
Progress Indicator	**Measure of Performance**	**Evidence/Data Source**	**Timeline**
Student attendance improves across the district.	District chronic absenteeism decreases by **5%**, and each building meets its annual attendance improvement target.	Attendance reports, Attendance Performance Index (API), and SCEP monitoring reports.	Quarterly and End of Year
Student behavior improves through consistent implementation of MTSS and restorative practices.	Office discipline referrals decrease by 10% districtwide, with each building meeting its SCEP behavior improvement target.	SchoolTool discipline reports, PBIS/behavior dashboards, and SCEP progress reports.	Quarterly

Goal 5: Operational Systems

Rationale: Provide ongoing and on-demand training in management software.

Key Actions:

- Overview and revisit SchoolTool to faculty and staff (PK-12), Classroom Cloud, etc.
- Use of management system to collect, analyze, and use meaningful data
- Frontline Evaluation System
- iReady and iReady Pro for Universal Benchmarking 3X per year
- Panorama Education and Panorama Pathways
- Safe Schools for Mandated Training

- District database knowledge and understanding of their purpose to effectively enable student-use in their classrooms

Provision #1: Mentoring Program

The Waterloo Central School District's Teacher Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Waterloo Central School District holding an initial certificate and/or any staff that did not receive a certificate of mentorship in another district will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers. The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program for teachers includes:

Procedure for Selecting Mentors	Mentor applications will be available annually at the beginning of May. Mentor applications are filed annually. Required criteria to be a mentor is outlined below: - Demonstrate mastery of pedagogical skills - Demonstrate mastery of content - Demonstrate superior teaching ability - Outstanding interpersonal skills - Positively supports district initiatives - Willing to enhance the quality of the mentoring program - Approval of the building principal
Role of the Mentors	- Assimilating new teachers to the culture of the school, district, and community - Enhancing the knowledge, skills, attitude, and values that are vital to success throughout a teacher's career - Providing instructional and interpersonal support that will further the professional development of newly hired teachers - Increasing collegiality among new teachers and experienced colleagues - Promoting the professional and personal well-being of new teachers

Preparation of Mentors	- Mentor Program responsibilities - Workshops on adult learning and teacher development - Developing interpersonal relationships - Coaching techniques - Time management/organizational strategies
Types of Mentoring Activities	- Discussion on focus questions tied to district initiatives - Mentor/mentee observation and review process - Review of lesson plans- instruction and assessments - Peer observations - Attendance at professional development workshops - Informal meetings
Time Allotted for Mentoring	- 20 Documented Hours • Monthly log of topics discussed; activities participated in and time allotments • Observation forms • Evaluation form - Release time from instructional duties - Superintendent Conference Days - Before or after school hours - Summer training - New Teacher Orientation - Mentor/mentee discussion groups

Mentorship of School Building Leaders: The district is committed to supporting the growth and success of building principals through a comprehensive mentoring process that promotes effective leadership, continuous improvement, and student achievement. Newly appointed and developing principals will receive guidance, support, and professional learning opportunities from experienced administrators and district leaders.

Mentoring will occur through regular coaching conversations, collaborative problem-solving, leadership development activities, school visits, and ongoing feedback aligned with district goals and professional standards. The district will provide access to experienced mentors and additional support as needed to strengthen instructional leadership, operational effectiveness, and the ability to foster positive school climates. Through this mentoring process, the district seeks to develop confident, reflective, and effective building leaders who are well-equipped to meet the needs of their school communities.

Procedure for Selecting Mentors	• The Waterloo CSD works in collaboration with our regional BOCES to identify highly qualified, retired administrators to support our non-tenured administrators.
Role of the Mentors	• Meet regularly with assigned principal(s) to provide confidential coaching and support. • Assist in developing instructional leadership capacity through classroom observations, reflective dialogue, and feedback. • Support implementation of district initiatives, school improvement plans, and professional learning priorities. • Guide the principal in analyzing data and using evidence to inform decisions. • Model effective leadership practices, communication, and problem-solving. • Help the principal navigate operational, personnel, and organizational challenges. • Promote reflective practice, continuous improvement, and professional growth. • Collaborate with district leadership, as appropriate, while maintaining the confidentiality of the mentoring relationship.
Types of Mentoring Activities	• In-person support whenever possible; otherwise, phone, email, virtual, etc. ○ Monthly ▯ One-on-one mentoring meeting (60–90 minutes) ▯ Review current leadership priorities and challenges ▯ Reflect on progress toward leadership goals ○ Quarterly ▯ Joint instructional walkthroughs ▯ Data review and school improvement check-in ▯ Observation and debrief of a leadership team or PLC meeting

	○ Twice Per Year ▯ Shadow the mentor for a half-day or full day ▯ Visit another school to observe effective leadership practices ▯ Mid-year and end-of-year leadership reflection ○ Ongoing ▯ Email/phone support as needed ▯ Resource sharing (articles, books, tools, templates) ▯ Reflection on difficult situations and decision-making ▯ Celebration of successes and growth
Time Allotted for Mentoring	• Minimally, 1 hour monthly • Additional time as requested/needed

The information obtained by a mentor through interaction with the new teacher or building leader while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher or school building leader unless withholding such information poses a danger to the life, health, or safety of an individual; or unless such information indicates that the new teacher or school building leaders has been convicted of a crime, or has committed an act which raises reasonable question as to the new teachers or school building leader's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to article 14 of the Civil Service Law whose teams are in effect, that provides that the information obtained by the mentor through intervention with the new teacher or school building leader while engaged in the mentoring activities of the program may be used for evaluating or discipling the new teacher or school building leader.

Provision #2: School Violence Prevention and Intervention Training

Waterloo Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students.

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

In instructional settings, Waterloo Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Inputs	Timeline	Responsibility
Safety Plan Revision and Procedures	2026-2027	Superintendent, Safety Officer, Leadership Team, District School Resource Officer, WCSD Safety Committee
Required Safety Plan Responses	2026-2027	Superintendent, Safety Officer, Leadership Team, District School Resource Officer, WCSD Safety Committee
Frontline Evaluation System	2025-2027	Administrators

Awareness and Training in School Violence Prevention - MTSS (Multi-Tiered System of Supports) - PBIS (Positive Behavior Interventions and Supports) - Mental Health First Aid - Trauma Informed Schools - TCIS (Therapeutic Crisis Intervention for Schools) - CharacterStrong - Safe Schools - Restorative Practices	2026-2027	Superintendent, Assistant Superintendent for Curriculum and Instruction, Administration, Safety Officer, District School Resource Officer, WCSD Safety Committee, District's Mental Health Staff, Building Level PBIS/MTSS committees, Teachers PK-12

Provision #3: Child Abuse Recognition: The district is committed to providing a safe, supportive, and protective environment for all students. As part of this commitment, the district ensures that all employees receive ongoing professional learning related to child abuse recognition, reporting requirements, and prevention strategies. Training is provided at least annually through the SafeSchools online training platform and is designed to ensure staff understand their legal responsibilities as mandated reporters and are equipped to recognize signs of child abuse and neglect.

In addition to the annual SafeSchools training, the district may provide supplemental professional learning throughout the year as needed. Additional training opportunities may include in-service workshops, staff meetings, presentations, updates on changes in laws or procedures, and targeted training for specific employee groups. Through these ongoing professional learning efforts, the district seeks to maintain staff awareness, strengthen reporting practices, and promote the safety and well-being of all students.

Provision #4: The Needs of Children with Autism: The district is committed to supporting the diverse learning, communication, social, and behavioral needs of students with autism. The district recognizes the importance of equipping all employees with the knowledge and skills necessary to provide inclusive, supportive, and effective educational environments that promote student success and well-being.

To support this commitment, all employees will participate in ongoing professional learning regarding the needs of children with autism. Training will be provided at least annually by the district's Committee on Special Education (CSE) Office and/or its designees and partner organizations. Professional learning will focus on increasing staff understanding of autism spectrum disorder, evidence-based instructional practices, communication strategies, sensory and behavioral supports, and inclusive educational practices.

Provision #5: The Dignity for All Students Act (DASA): The district is committed to fostering a safe, inclusive, and respectful learning environment for all students. In accordance with the Dignity for All Students Act (DASA), the district is dedicated to preventing and addressing harassment, bullying, discrimination, and cyberbullying while promoting a positive school climate that supports student well-being and academic success.

To support this commitment, all employees will participate in professional learning related to DASA requirements, student dignity, bullying prevention, and strategies for creating inclusive and supportive learning environments. Training will be provided at least annually through the SafeSchools online training platform and will reinforce employees' responsibilities for recognizing, reporting, and responding to incidents of harassment, bullying, discrimination, and cyberbullying. The district will provide ongoing professional learning throughout the school year by leveraging in-person DASA Coordinators. These coordinators may facilitate staff meetings and targeted training opportunities to address emerging needs, provide guidance on reporting procedures, and support school-based efforts to foster a positive and respectful culture. Through these ongoing professional learning opportunities, the district seeks to ensure that all staff are equipped to uphold the principles of DASA and support the safety, dignity, and well-being of every student.

Provision #6: Teachers Certified in Bilingual and English Language Learner (ELL) Education ***(and ELL PD Requirements for other certificate holders)***

CTLE Language Acquisition Requirement

The continuing teacher and leader education (CTLE) language acquisition requirement varies by certificate holder.

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for ELLs.
- **Other teachers, school building leaders, and school district leaders.** All other Professional teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

Additional Information: Registration:OTI:NYSED

Exemption

School districts can seek an exemption for the CTLE language acquisition requirement if they have fewer than 30 English Language Learners (ELLs) enrolled, or ELLs comprise less than 5% of the district's total student population, as of a date established by the Office of Bilingual Education and World Languages. For the exemption, the school district would complete and submit the professional development waiver online form.

Educators who are subject to CTLE are exempt from the CTLE language acquisition requirement for each year they practice in an applicable school with an approved exemption for the CTLE language acquisition requirement. The school district, rather than the educator, would obtain the exemption. Educators who are employed by an applicable school with an approved CTLE language acquisition requirement exemption still must complete the CTLE requirement (e.g., 100 clock hours).

Waterloo Central School District typically meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs.

Additional Information: Registration:OTI:NYSED

2026-2027 External Providers of Professional Development include, but not limited to:

Wayne-Finger Lakes BOCES
131 Drumlin Court
Newark, NY 14513
Phone: 315-332-7400

Education Elements
Education Elements

4750 Venture Dr. PMB#20
Ann Arbor, MI 48108

RBERN
Questar III • Capital District Region RBERN
10 Empire State Blvd. • Castleton, NY 12033
Tel: (518) 477-8771 • Fax: (518) 477-1335

Collaborative Classroom
1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
Phone: 510.533.0213

95 Percent Group
95 Percent Group LLC
475 Half Day Road, Suite 350
Lincolnshire, IL 60069

CharacterStrong
1402 Lake Tapps PKWY SE
Ste F104 #128
Auburn, WA 98092
(253) 234-7043

Seed and Sew
Panorama Education
Curriculum Associates
The Art of Education