

GENESEE VALLEY CENTRAL SCHOOL DISTRICT Organizational Professional Development Plan 2022-27

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Genesee Valley Central School District Organizational Professional Development Plan

1. Vision

GVCS will achieve global recognition as a model for innovative learning and excellence.

Beliefs / Values

- All people have value
- People and their positive relationships are critical for our success
- Everyone can learn and experience success
- Effort is necessary for growth
- Our school must change to meet the needs of our students in an ever changing world

2. Introduction

The Genesee Valley Central School District Organizational Professional Development Plan supports the district's vision and mission. The Mission Statement states, "Genesee Valley Central School shall champion education, a healthy lifestyle and community involvement by incorporating resources to inspire and empower all to be success in life.

The goals listed in our Professional Development Plan are based upon the academic and behavioral needs of our students as identified from student academic and behavioral performance results (multiple sets of data evaluated by administrators and teachers annually and throughout the year), and teacher observation, input and feedback. Our goals are measurable and vary from year to year depending on the changing needs of our student population.

3. Professional Development Committee Membership

List must contain membership of 50% teachers.

The board of education or BOCES shall permit the professional learning team a period of at least 180 days to develop its recommended professional learning plan and shall convene such team on or before October 1 of the year preceding the school year for which the plan will be adopted.

Such team shall submit to the board of education or to the BOCES a recommended professional development learning plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional [development] learning team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1st, and the board of education or BOCES shall act on the plan by June 30th. The final determination on the content of the professional development learning plan shall be the determination of the board of education or BOCES.

The professional development learning plan shall be adopted or, in the case of multi-year plans, re-adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional [development] learning team shall be required to review the plan on an annual basis and submit to the board of education or BOCES recommended revisions, if necessary. The board of education or BOCES shall determine whether to approve the recommended revisions according to the process and timeline described in clause (d) of this subparagraph.

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Name	Title
Dr. Brian Schmitt	District Superintendent or Designee
Brian Edmister II	Designee from School Administrator Collective Bargaining Unit (at least one)
Erika Scott	Designee from Teacher Bargaining Unit (at least one)
Miranda Hemphill & Jaci Rizzo	Parents (at least one; appointed by the established parent group or, in their absence, by the superintendent)
Paula Mighells	Curriculum Specialist (one or more)
Sara Donlon	Building Principal
Jeff LaBenne & Lindsay Simpson	Technology Specialists
Megan Retchless	CSE Director
Patricia Kozlowski & Nanette Vossler	Teachers
Brandy Hutchison & Kaitlyn McKeown	Teachers
Karen Romance & Nichole Wesche	Teachers
Erin White & Kim Marciano	Teachers
Chelsea Dunham	Teacher
David Greene	Higher Education Representative (if possible; plan should describe efforts made to include a representative of a higher education institution)

Meeting Dates/Times of the Professional Development Committee: 4/13/21, 9/9/21, 11/17/21, 1/6/22. 6/9/22

Board Adoption Date: June 13, 2022

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4. CTLE 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.

Genesee Valley Central School District and CA BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. All professional development provided by the CA BOCES Instructional Support Services, past and future, can be accessed at register.caboces.org. All educators that have successfully completed CTLE hours may individually access their awarded CTLE certificates at any time within our electronic registration system.

Improving student learning is the highest priority at Genesee Valley Central School District. The New York State Next Generation Learning Standards, assessments and graduation requirements drive all GVCSD student instructional programs. Additionally, teacher and parent/community survey results and other data help make informed decisions regarding the professional development that must be provided in order to help students meet high standards. Because many of our district students are at risk of not meeting the standards, on-going assessments are critical to help inform decisions regarding changes in instructional delivery as well as curriculum modifications. Professional development will be provided to aid teachers in learning more about the changing population of students we serve so staff are well-equipped to support student success. It is anticipated that all instructional faculty, including long-term substitutes, will participate fully in scheduled Superintendent Conference Days and early release days for a minimum of 20 hours of district-provided professional development per year. Additional hours will be earned through participation in district-based workshops, and professional

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development events as well as district-approved conferences, workshops, and action-research in accordance with contractual requirements.

The following is a list of independent consultants and companies that will provide professional development services to employees within our district, as well as a brief description of their offerings:

Independent Consultant/Company Name	Description of Services
New York State United Teachers Education and Learning Team (NYSUT ELT)	NYSUT ELT offers online courses to meet CTLE requirements, state mandated courses (child abuse, SAVE, etc.), as well as courses for college credit.
Alfred State College	Alfred State College offers education courses for continuous learning and professional growth at the college level.
Alfred University	Alfred University offers education courses for continuous learning and professional growth at the college level.
Houghton College	Houghton College offers education courses for continuous learning and professional growth at the college level.
Albany State University	Albany State University offers education courses for continuous learning and professional growth at the college level.
Corning Community College	Corning Community College offers education courses for continuous learning and professional growth at the college level.
Utica National Safe Schools	Utica National offers courses to meet state mandated requirements, as well as online courses for professional development and growth (social emotional learning, mental health, special education, health/safety protocol, FERPA, etc.)
Cattaraugus-Allegany-Erie-Wyoming (CAEW) BOCES	CAEW BOCES offers courses in professional development, state assessments, best practice in classroom management, best instructional practices, etc.
Regional Special Education Technical Assistance Center (RSE TAC)	RSE TAC will provide professional development based upon special education data as required by Special Education regulation.

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GST BOCES	GST BOCES offers courses in professional development, state assessments, best practice in classroom management, best instructional practices, etc.
Regional Bilingual Education Resource Network	Genesee Valley Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to meet state mandated requirements for professional development in the ELL/ESOL areas.
Response to Intervention Technical Assistance Center (RtI-TASC)	RtI-TASC will provide professional development based upon RtI data as required by Response to Intervention (RtI) regulation.
Jason Learning	Jason Learning provides professional development specific to our Jason Learning Project and Science curriculum (STEAM initiative).
Erie 1 BOCES	Erie 1 BOCES offers courses in professional development, state assessments, best practice in classroom management, best instructional practices, etc.
Cattaraugus-Allegany Teacher Center	Cattaraugus-Allegany Teacher Center offers courses in professional development, state assessments, best practice in classroom management, best instructional practices, etc.

The following entities may be contracted to provide professional development for the Genesee Valley CSD during the life of the plan:

New York State United Teachers Education and Learning Team (NYSUT ELT)
 Cattaraugus-Allegany-Erie-Wyoming (CAEW) BOCES
 Cattaraugus-Allegany Teacher Center
 Corning Community College
 Utica National Safe Schools
 Regional Special Education Technical Assistance Center (RSE TAC)
 Regional Bilingual Education Resource Network
 Response to Intervention Technical Assistance Center (RtI-TASC)

Alfred State College
 Erie 1 BOCES
 Houghton College
 Albany State University
 GST BOCES
 Jason Learning
 Alfred University

5. Philosophy

Professional development at Genesee Valley Central School District is a vital component of our commitment to serving our educators in our district and our region as their Essential Partner. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, 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 (<http://www.nysed.gov/educator-quality/professional-learning-and-growth>):

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.

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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.

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Below are the sources of data used to identify student needs as well as professional development needs.

School Report Card- 3-8 Assessment Data and Regents Data

I-Ready and AIMS Web Diagnostic Assessment Data

Student Attendance Rates

Graduation and Drop-out Rates

State Benchmarks for Student Performance

Longitudinal Data

Teacher Proficiency Data

Business and Industry Feedback

Discipline Data (Referrals, VADIR Reports)

Teacher Observation Process/APPR

Student Performance Results Disaggregated by Ethnicity, Gender, SES, and other Special Needs

Faculty, Staff, Parent and Community Surveys

6. Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, the Needs of Children with Autism, and Dignity for All Students Act

Genesee Valley Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention.

The Genesee Valley 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 within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

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Upon request or determination of necessity, Genesee Valley Central School District will provide refreshers on school violence prevention and intervention. Annually, faculty and staff are required to complete online trainings offered by Utica Safe Schools on topics relevant to prevention and intervention.

In instructional settings, Genesee Valley 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.

The district contracts with an outside Board-Certified Behavior Analyst (BCBA) to consult on the needs of students with Autism. In addition, this BCBA assists with professional development as well as implementation of the Autism Curriculum Encyclopedia (ACE). This system allows educators to assess, teach, and evaluate learners, ages 3-21, with Autism Spectrum Disorder (ASD).

A Dignity for All Students Act training is provided annually by our Dignity Act Coordinator at the very beginning of each school year.

7. Provisions for Mentoring Program

The Genesee Valley Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Genesee Valley Central School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers in the classroom teaching service and new school leaders to ease the transition from teacher/leader preparation to practice, thereby increasing retention of teachers/leaders, and to increase the skills of new teachers/leaders in order to improve student achievement.

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Teachers have the option to take a course via one of these venues: NYSUT ELT, RSE TAC, Erie 1 BOCES, or Genesee Valley Board Certified Behavior Analyst and Autism Specialist.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Role of school leaders in supporting effective mentoring practices	<u>Role of the Mentor Coordinator</u> <ul style="list-style-type: none">• Be available to establish goals, feedback, assistance to resolve problems, and/or questions.• Arrange for yearly Mentor training• Schedule Mentor Meetings as needed throughout the year• Arrange for coverage as needed to allow for mentor/mentee observations and follow-up.
Role of the mentors	<u>The Mentoring Process and Time for Mentoring</u> <ul style="list-style-type: none">• Release time will be provided for the Mentor to observe and discuss with the Mentee three times before February 28. The Mentor and Mentee are responsible for scheduling this.• Annually, the mentor agrees to dedicate at least 10 hours of Mentor/Mentee activities such as locating and sharing resources, communicating policy and procedure, feedback on classroom management and instruction and introducing the mentee to school and community culture.

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	<ul style="list-style-type: none"> Mentors are required to review a Mentor/Mentee Topics Timeline document which includes important information the mentee will need to know and a timeline for those discussions to occur throughout the school year.
Preparation of mentors	<p>The District will be responsible for providing formal training for mentors prior to beginning mentor responsibilities. Training on the responsibilities of a mentor will be made available to additional staff as needed.</p> <p>During the Mentor Training, we review and discuss the document “New York State Mentoring Standards: An Overview.”</p> <p>Training topics may include, but are not limited to:</p> <ul style="list-style-type: none"> Confidentiality Communication Coaching process Objective feedback Mentor's Role when problems occur Expectations of the Mentor <p>A GVCS or other applicable Mentor Reference Guide will be available as a resource.</p>
Types of mentoring activities	<ul style="list-style-type: none"> Release time will be provided for the Mentor to observe and discuss with the Mentee three times before February 28. The Mentor and Mentee are responsible for scheduling this. The Mentee will observe two tenured teachers before February 28. One of these must be outside of the Mentee's building level. Ideally, these observations will occur during the first semester. Observations are defined as lasting a minimum of 15 minutes.

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	<ul style="list-style-type: none">• Mentors/Mentees will review a Mentor/Mentee Topics Timeline document which includes important information the mentee will need to know and a timeline for those discussions to occur throughout the school year. <p>In addition to being assigned a Mentor, new teachers are requested to participate in “New Teacher Academy”. “New Teacher Academy” is offered by Cattaraugus-Allegany BOCES and provides professional development support for those new to the classroom in areas such as classroom management, instruction and professional relationships.</p>
Time allotted for mentoring	<ul style="list-style-type: none">• Teachers have common planning time weekly between 2:54-3:25pm.• In addition, the district provides time for mentoring during the New Teacher Orientation, Summer PD, Opening Week PD, and Staff Development Days.• Release time will be provided for the Mentor to observe and discuss with the Mentee three times before February 28.
Assessment of mentoring program	<p><u>Evaluation</u></p> <ul style="list-style-type: none">• The Mentor Coordinator meets with mentors/mentees throughout the school year to discuss and assess the effectiveness of the mentoring program and address the needs of mentors/mentees. Adjustments are made as needed.• An exit survey will be collected annually and used to evaluate this process.

8. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

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

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Genesee Valley Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Genesee Valley Central School District meets and will apply for an exemption from the professional development requirements in language acquisition for ELLs. The district, on an annual basis, has consistently fewer than 30 ELL students enrolled or the ELL population with the district is less than five percent of the total student population.

9. Organizational Professional Development Goals

Goals, Outcomes, and Objectives:

Measurable Goal #1: The number of students in Grades 3-8 achieving Levels 3 and 4 on the NYS ELA and Math assessments will increase 2 percentage points for each year the PDP is in effect.

Measurable Goal #2: The number of students achieving proficiency (defined as 65 and above) on required Regents exams will increase by 2%; the percentage achieving Mastery (defined as a Level 4 for Social Studies and Science; Level 5 for ELA and Math) will increase by 2% for each year the PDP is in effect.

Measurable Goal #3: Each year this document is in effect, curriculum maps will reflect an increased number of opportunities for students to participate in STEAM lessons/activities, coding, and create digital artifacts across content areas.

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10. Action Plan

Goal 1:

Objective:

The number of students in Grades 3-8 achieving Levels 3 and 4 on the NYS ELA and Math assessments will increase by 2 percentage points each year the plan is in effect as compared to the previous year.

Teacher Needs:

- Teachers of ELA and Math need to understand the construct of the state learning standards assessments.
- Teachers of ELA and Math need to identify group weaknesses demonstrated by assessment results, i-Ready diagnostic results and student work samples.
- Teachers of ELA and Math need to be able to identify program weaknesses as evidenced in student work samples and assessment trend reports.
- Teachers of ELA and Math need to be able to use information reflected in the data to inform instruction and make curricular decisions.

Professional Development to Support Need:

- Teachers will engage in collaborative analysis of sample items and related materials (including rubrics) released by SED.
- Teachers will engage in collaborative analysis of assessment results along with student work samples one level above and below their own.
- Teachers will engage in collaborative analysis of student work samples across grade levels as well as assessment trend data at both the state and local levels.
- Teachers will participate in both formal (scheduled) and informal data reviews that foster discussion and decisions around curriculum and instruction.

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Persons Responsible	Persons Involved	Time Frame	Success Measures/Evaluation
<ul style="list-style-type: none"> Curriculum Coordinator Principals CPSE/CSE Chair CA BOCES 	<ul style="list-style-type: none"> All PK-8 Teachers of ELA and Math Special Education Faculty Intervention Specialists 	<ul style="list-style-type: none"> Ongoing as materials are released and through the life of the plan, beginning 7/01/2022 	<ul style="list-style-type: none"> The number of students achieving Level 3 and above will increase 2 percentage points.

Goal 2:

Objective:

The number of students achieving proficiency on required Regents exams will increase by 2%; the percentage achieving Mastery will increase by 2% for each year the PDP is in effect. *(Proficiency equals a score of 65 or better; Mastery is Level 4 or 5, dependent upon exam.)*

Teacher Needs:

- All 9-12 teachers need to be aware of the construct of the Regents exams and changes to standards.
- All 9-12 teachers need to be aware of the cross-disciplinary support required for success on the NYS ELA and Math Regents exams.
- All 8-12 ELA and Math teachers need to be able to identify student weaknesses demonstrated in data results and student work products.
- All 8-12 ELA and Math teachers need to be able to identify program weaknesses as evidenced in student work product and assessment trend results, both state and local.

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Professional Development to Support Need:

- Teachers will engage in collaborative analysis of all materials released by SED.
- Teachers will participate collegial cross-disciplinary events focusing on the Standards.
- Teachers will engage in collaborative analysis of local and state assessment results along with student work.
- Teachers will engage in collaborative analysis of student work samples across grade levels as well as multi-year assessment trend data.

Persons Responsible	Persons Involved	Time Frame	Success Measures/Evaluation
<ul style="list-style-type: none"> • Curriculum Coordinator • 7-12 Principal • CSE Chair 	<ul style="list-style-type: none"> • All 9-12 Teachers of Core Academic Subjects, Special Education Faculty, Teaching Assistants • All 8-12 Math and ELA Teachers, Special Education Faculty, Teaching Assistants 	<ul style="list-style-type: none"> • Ongoing beginning 07/01/2022 and through the life of the plan. 	<ul style="list-style-type: none"> • The number of students achieving proficiency on required Regents exams will increase by 2%; the number achieving Mastery will increase by 2% for each year the PDP is in effect.

Goal 3:

Objective:

Each year this document is in effect, curriculum maps will reflect an increased number of opportunities for students to participate in STEAM lessons/activities, coding, and create digital artifacts across content areas.

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<p>Teacher Needs:</p> <ul style="list-style-type: none"> All K-12 teachers need to implement STEAM and technology into their curriculum. 			
<p>Professional Development to Support Need:</p> <ul style="list-style-type: none"> Collaboration with STEAM and Instructional Technology Specialists/Liaisons in the building. Discovery Education and Jason Learning trainings. Model Schools support and CA BOCES professional development. Professional development in the following: STEAM Kits, MS Lab Aids, EiE Kits, and WozEd. Technology Trainings. 			
Persons Responsible	Persons Involved	Time Frame	Success Measures/Evaluation
<ul style="list-style-type: none"> Curriculum Coordinator Principals STEAM and Instructional Technology Specialists/Liaisons Discovery Education and Jason Learning Trainers CA BOCES 	<ul style="list-style-type: none"> All K-12 Faculty, Staff and Administration 	<ul style="list-style-type: none"> Ongoing beginning 07/01/2021 and through the life of the plan. 	<ul style="list-style-type: none"> Each year, curriculum maps will reflect an increased number of opportunities for students to participate in STEAM lessons/ activities, coding, and create digital artifacts across content areas.

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Additional professional development activities to address district goals, initiatives, and state mandates will include:

- ✓ Participation of all new instructional faculty in the Genesee Valley Central School District Mentoring Program (attached), as required by Part 100.2 of the Commissioner's regulations.
- ✓ Participation of all PK-12 instructional faculty and administration in professional development designed to meet needs that arise from changes in APPR legislation.
- ✓ Participation of all PK-12 faculty and staff in professional development events to meet state mandates, including but not limited to:
 - Bullying and SAVE Legislation
 - Fire Safety and AED Training
 - English Language Learners (ELLs)
 - Family Educational Rights and Privacy Act (FERPA)
 - Blood Borne Pathogens
 - OSHA Requirements
 - Sexual Harassment
- ✓ Participation of all Special Education faculty in professional development events specific to their discipline and in accordance with the District Quality Improvement Plan (QIP), including but not limited to the following:
 - IEP Writing
 - NYSAA mandated training, work sessions, and collegial reviews
 - Program reviews
 - Transition workshops
 - EDI and SDI
- ✓ Participation of all PK-8 faculty in professional development events that support the implementation of Response to Intervention, including but not limited to:
 - Formative assessments
 - Computer-based assessment and progress monitoring programs

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- Standards-based reporting
 - ✓ Participation of all PK-12 faculty in continuing curriculum awareness, design and alignment sessions in order to continue to implement the NYS Learning Standards in Math and Literacy effective July 1, 2021.
 - ✓ Participation of all PK-12 faculty in professional development events designed to strengthen the understanding of the unique needs of our student population and create an atmosphere of safety and tolerance for all members of the Genesee Valley Central School District community.