

Union County Educational Services Commission

District Professional Development Plan (PDP) 2022-2023

District Name	Superintendent Name	Plan Begin/End Dates
Union County Educational Services Commission	Carrie M. Dattilo	July 1, 2022 - June 30, 2023

1: Professional Learning (PL) Goals

Goal	Goals	Identified Group	Rationale/Sources of Evidence
1	Maintain safe, nurturing, and engaging learning environments for students and staff through continued integration of Positive Behavioral Interventions & Supports and Social Emotional Learning Programs.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> The crisis intervention program adopted by the district (Safety Care) requires that staff participate in initial and/or annual refresher training. Analysis of data pertaining to student discipline, behavior intervention, suspension, HIB incidents, and substance abuse referrals reflects a need to provide additional training and support that will enable staff to better address the evolving needs of the population served in the district. Research points to a direct correlation between Social Emotional Learning programs and improved student attendance, performance, outcomes, and positive impact on school culture.
2	Meet the ever-evolving needs of sending districts, students, and staff by acquiring the knowledge and skills necessary to engage in a strategic planning process that leads to substantive and transformational growth.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> UCESC does not have a strategic plan in place which is necessary to ensure we are achieving our mission. Research indicates that involving multiple stakeholders in the strategic planning process increases the relevance and success of the goals that are established. A key element of successful strategic planning is training those participating in the process. As the needs of sending districts evolve, so must the services and programs of UCESC.
3	Promote the continuous growth of district staff and ensure compliance with state-mandated professional development requirements through job-embedded, collaborative PLCs.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> All administrators and teaching staff members are required to participate in initial and annual refresher training in AchieveNJ regulations and in the board-approved teacher evaluation instrument (Danielson Framework). District is responsible for implementing the state-mandated requirements for professional development for groups of educators as specified in N.J.A.C. 6A:9C (Refer to attached chart).

2: Professional Learning Activities

Initial Activities	Follow-up Activities (as appropriate)
<p>1</p> <ul style="list-style-type: none"> • Superintendent, Administrators, Social Workers & Behavior Analysts will ensure compliance with policies, regulations, and training procedures regarding the use of physical restraints and seclusion of students with disabilities to ensure compliance with Public Law 2017, Chapter 291. • Superintendent, Administrators, Social Workers & Behavior Analysts will oversee the ongoing implementation of a multi-year schedule to ensure that identified staff participate in initial and annual refresher training in the Board-approved crisis intervention program (SafetyCare). • Superintendent, Director of Curriculum, and Student Assistance Coordinator will review data from the 2021-22 school year regarding discipline, suspensions, HIB, and substance abuse infractions with Principals to identify areas in need of improvement and intervention strategies for identified students. • School Improvement Panels (ScIPs) will research, identify, and provide staff with professional development related to improving student attendance and decreasing student discipline and HIB infractions. • Director of Curriculum & Instruction and Administrators will develop and oversee the implementation of Social Emotional Learning strategies in the curriculum and daily instruction and oversee the implementation of school-wide Social Emotional Learning programs. 	<ul style="list-style-type: none"> • Administrators, Behavior Analysts, Social Workers & Social Workers will incorporate crisis intervention strategies into student IEPs and BIPs as applicable. • Behavior Analysts & Registered Behavioral Technicians will support the safe and effective implementation of crisis intervention strategies in all classrooms. • Superintendent and Administrators will ensure compliance with provisions of PL 2017, Ch.291, including accurate notification and documentation of physical restraints and seclusion of students with disabilities. • Registered Behavioral Technicians will provide training and support to school staff to ensure the successful implementation of student BIPs. • Administrators, Student Assistance Coordinator, and staff will identify, implement and review the efficacy of research-based school-wide programs and strategies to decrease incidents of discipline, HIB, and substance abuse. • Director of Curriculum and Instruction, Administrators & Health teachers will identify, implement and review the efficacy of research-based substance abuse programs and strategies that can be integrated into the Health curriculum. • Administrators and staff will identify, implement and review the efficacy of research-based programs and strategies to increase attendance, decrease cases of HIB, and promote positive behaviors in the classroom.
<p>2</p> <ul style="list-style-type: none"> • Superintendent will provide training to administrators and the DEAC Committee on the Strategic Planning process. • Administrative Team and the DEAC Committee will research and adopt a prototype for the Strategic Planning process. • Administrators and the DEAC Committee will participate in a book study <i>Moving Beyond Busy</i> to plan the district's Strategic Planning process. • School Improvement Panels (ScIPs) will provide staff with professional development related to the district's Strategic Planning format and engage them in a goal-setting process based on their professional development. • Administrators and School Improvement Panels (ScIPs) will create and administer surveys to all district stakeholders in order to gather information that will assist in ensuring a strategic plan that takes all voices into consideration. 	<ul style="list-style-type: none"> • All staff will identify areas in need of further training based on the establishment of goals and objectives for the district's strategic plan. • The DEAC Committee will receive training in facilitating goal setting sessions that will take place in individual schools and programs. • All staff, students, and families will have the opportunity to participate in School Climate Surveys.

<p>3</p> <ul style="list-style-type: none"> • Superintendent will provide initial and annual refresher training on AchieveNJ and the Danielson Framework for Teaching to all newly hired and returning administrators. • School Improvement Panels (ScIPs) will be given training and an outline in order to conduct refresher training on Achieve NJ and the Danielson Framework for Teaching for all certified staff. • Director of Curriculum and Instruction will oversee the continued implementation of the online professional development platform. • District will maintain a log of all PD activities to ensure annual compliance with "Professional Development Requirements in Statute and Regulations" published by the NJDOE. 	<ul style="list-style-type: none"> • Administrators will ensure compliance with the district calendar of State-mandated professional development and submit agendas and attendance rosters for all other PD activities throughout the year. • School Improvement Panels (ScIPs) will distribute surveys to certified and non-certified staff to determine additional professional development needs and interests and share results with the Superintendent at DEAC Meetings. • School Safety Officer will provide initial and annual refresher training on District Emergency Management policies and regulations for staff, including school custodians and maintenance personnel. • Assistant Superintendent & Director of Curriculum and Instruction will evaluate and refine existing practices for providing State-mandated PD to newly-hired and substitute staff.
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3: PD Required by Statute or Regulation

State-Mandated PD Activities
Refer to the attached "New Jersey Professional Development Requirements" published by the New Jersey Department of Education in March 2020.

4: Resources and Justification

Resources
<p>A portion of the budget for the 2022-2023 school year has been allocated to address the district, school, and individual goals outlined in this plan. Funds will cover costs of external consultants, training materials, online webinars, technology resources, workshop and tuition reimbursements, travel expenses, staff stipends, and online subscriptions.</p> <p>The Superintendent will control professional development expenses by relying on in-district expertise to provide many of the specified activities.</p> <p>The Board-approved district calendar for the 2022-2023 school year includes five full days of professional development.</p> <p>The collective bargaining agreement between the Commission and the Westlake Education Association allocates 90-minutes per week outside of the school day for certificated staff to engage in sustained, job-embedded, and collaborative professional development activities.</p>
Justification
<p>Analysis of data gathered from multiple sources during the 2022-2023 school year - including staff observation scores, statewide assessment results, administrative team meetings, staff surveys, the District Evaluation Advisory Committee (DEAC), and building-level School Improvement Panels (ScIPs) — identified the continued need to provide high-quality professional learning experiences to improve educators' practices in instruction planning and implementation. Emphasis will be placed on a meaningful strategic planning process; the implementation of strategies to proactively prevent and address challenging student behaviors; and mental health concerns of students.</p>

Signature:



Date:

8/18/2022

New Jersey Professional Development Requirements in Statute and Regulations

Mandatory professional development (PD) requirements for particular groups of educators are specified in statute and regulation. These requirements go beyond the core requirements for PD planning and implementation set forth in N.J.A.C. 6A:9C.

The chart below summarizes these targeted PD requirements as well as the authorizing citations, educators who should receive the PD, timelines, and additional information. The requirements are grouped under the following topics:

- Reading Disabilities
- Prevention: Suicide, Substance Abuse, Harassment, Intimidation, and Bullying
- School Safety, Security and Code of Student Conduct
- Health
- Interscholastic Activities
- Additional Professional Development Topics

Please use the chart on this site for the most current information. The requirements will be updated as necessary. Questions on the requirements may be submitted by email to teachPD@doe.state.nj.us.

a. Reading Disabilities

Table 1: PD Requirements - Reading Disabilities

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
Reading Disabilities: Instruction on screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia, for certain teaching staff members	N.J.S.A. 18A:6-131	<ul style="list-style-type: none"> General Education Teachers employed in K-3 Special Education and Basic Skills Teachers English as a Second Language Teachers Reading Specialists Learning Disabilities Teacher Consultants Speech-Language Specialists 	2 Hours Annually	Decoding Dyslexia

b. Prevention: Suicide, Substance Abuse, Harassment, Intimidation and Bullying

Table 2: PD Requirements - Prevention

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
Suicide Prevention: All teaching staff members must attend instruction in suicide prevention as part of an individual's PD requirement. While this is not an annual requirement for all teaching staff members, the district must ensure that it is made available annually to those who have not completed the requirement (e.g., new staff, staff who were absent during the last session).	N.J.S.A. 18A:6-112	<ul style="list-style-type: none"> Teaching Staff Members (Similar to "school staff," a member of the professional staff of any board of education who holds a valid and effective standard, provisional or emergency certificate, including teachers, administrators, school nurse, and school athletic trainer. N.J.S.A. 18A:1-1.) 	2 Hours per 5 Years ¹	Instruction must be provided by a licensed health care professional with training and experience in mental health issues.
Harassment, Intimidation and Bullying: The district board of education is required to review the training needs of district staff for the effective implementation of the HIB policies, procedures, programs, and initiatives and to implement locally determined staff training programs.	N.J.S.A. 18A:37-17b and c, N.J.A.C. 6A:16-7.7	<ul style="list-style-type: none"> Public School Teachers School Employees Volunteers with student contact Contracted service providers 	Training on District Policy: Annually; Training on prevention: 2 Hours per 5 Years ¹	Keeping Our Kids Safe - HIB
Recognition of Substance Abuse: In-service training program instruction for the identification of symptoms and behavioral patterns; appropriate intervention strategies; and the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse.	N.J.S.A. 18A:40A-15, N.J.A.C. 6A:16-3.1(a)(4)	<ul style="list-style-type: none"> Public School Instructional Teachers 	No Min. Req.; training must be reviewed/updated annually	N/A

¹The language of the statute stipulates the required number of hours "per professional development period." The Department currently interprets this "professional development period" to be for five years, as this statute was passed prior to July 2013, when teachers were required to complete 100 hours of professional development every five years. Because the professional development cycle changed to a one-year cycle in July 2013, the Department recommends that, if not prescribed otherwise, teachers receive the required training in their first year of service and then at least every five years thereafter.

c. School Safety, Security and Code of Student Conduct

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
School Safety: In-service training program to enable employees to recognize and	N.J.A.C. 6A:16-5.1(d)	<ul style="list-style-type: none"> District Employees 	Within 60 days of employment;	N/A

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of education's plans procedures and mechanisms for school safety and security.			Must be reviewed and updated annually	
Law Enforcement Operations: In-service training must be provided on policies and procedures established in the subchapter on law enforcement operations for substances, weapons and safety and the exchange of information regarding the practices of the education and law enforcement agencies.	N.J.A.C. 6A:16-6.2(b)12	• School Staff	Not specified	N/A
Mandatory Gang Awareness Training for School Administrators: Administrators in their initial year of employment must attend a seminar developed by the Office of the Attorney General and provided annually in each county on the topic of how to recognize signs of gang involvement or activity, or attend a seminar conducted by a public school district which is substantially equivalent.	N.J.S.A. 52:17B-4.7	• School Administrators	During first year of employment as an administrator	Keeping Our Kids Safe - Gangs
Code of Student Conduct: District boards of education provide all employees training on the code of student conduct, including training on the prevention, intervention, and remediation of student conduct in violation of the board of education's code of student conduct.	N.J.A.C. 6A:16-7.1(a)4	• District Employees	Annually	NI Regulations - Programs to Support Student Development
Potentially Missing/Abused Children Reporting: Training on procedures for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities.	N.J.S.A. 18A:36-25, N.J.A.C. 6A:16-11	<ul style="list-style-type: none"> • Employees • Volunteers • Interns 	New employees as part of their orientation. Otherwise as determined by the district board of education.	Keeping Our Kids Safe - Missing and Abused Children
School Safety Teams: At least one PD opportunity in effective school climate improvement, practices, programs, or approaches.	N.J.S.A. 18A:37-21(b) & (d)	• School Safety Team members (School safety team: school principal or designee, a teacher, an anti-bullying specialist, a parent of a current student, and any other discretionary members.)	N/A	N/A

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Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
School Safety Specialist: The superintendent in each school district must designate a school safety specialist. The school safety specialist must acquire certification through participating in the New Jersey School Safety Specialist Academy.	<i>N.J.S.A. 18A:17-43.2</i> <i>N.J.S.A. 18A:17-43.3</i>	<ul style="list-style-type: none"> The school administrator designated by the school district superintendent as the School Safety Specialist. Every school district must have a designated School Safety Specialist 	Every School Safety Specialist must attain certification once appointed	schoolsecurity@doe.nj.gov
Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse: The chief school administrator must provide for the annual training of staff to prepare them to fulfill the reporting of weapons possession, violence, vandalism, alcohol, and drug abuse.	<i>N.J.S.A. 18A:17-46, N.J.A.C. 6A:16-5.3 (d)2</i>	<ul style="list-style-type: none"> School Staff 	Annually	Incident Reporting System on Homeroom

d. Health

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
Communicable Diseases: A medical inspector or nurse must lecture teachers concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and the prevention of disease.	<i>N.J.S.A. 18A:40-3, N.J.A.C. 6A:16-2.3(b)(xv)</i>	<ul style="list-style-type: none"> Teachers 	N/A	Keeping Our Kids Safe- Communicable Diseases
Use of Nebulizer: Certified school nurses or other persons authorized to administer asthma medication are required to receive training in airway management and on the use of nebulizers and inhalers consistent with nationally recognized standards.	<i>N.J.S.A. 18A:40-12.8(a), N.J.A.C. 6A:16-2.3(b)2</i>	<ul style="list-style-type: none"> School Nurse 	Not specified	NJ Regulations - Programs to Support Student Development
Asthma: The Commissioner must assure that annual asthma education opportunities are made available for school physicians and all teaching staff. The NJ Pediatric and Adult Asthma Coalition produced education videos which support this requirement.	<i>N.J.S.A. 18A:40-12.9</i>	<ul style="list-style-type: none"> Teaching Staff Medical Inspectors; School Physicians; 	Education opportunities available annually	Student confidentiality must be maintained.
Diabetic Student Health Plan: Training by the school nurse in the care of students with diabetes.	<i>N.J.S.A. 18A:40-12.13(d)</i>	<ul style="list-style-type: none"> Appropriate staff members including staff working with school-sponsored programs outside of the regular school day, as provided in the individualized health care 	N/A	Student confidentiality must be maintained.

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
		plan and the individualized emergency health care plan.		<u>Diabetes Care in NJ Public Schools</u>
School Nurse Delegate for Glucagon: The school nurse or other qualified health care professional must train school district employees who volunteer to administer glucagon to a student with diabetes who is experiencing severe hypoglycemia when the school nurse is not physically present.	<i>N.J.S.A. 18A:40-12.14, N.J.A.C. 6A:16-2.3(b)3vii</i>	<ul style="list-style-type: none"> Appropriate staff - Volunteers designated by the school's assigned nurse to administer glucagon when that nurse is not physically present 	N/A	N/A
Training of Delegates for Epinephrine Administration: The certified school nurse in consultation with the board of education, or the chief school administrator of a nonpublic school, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building.	<i>N.J.S.A. 18A:40-12.6(c), N.J.A.C. 6A:16-2.3(b)3vii</i>	<ul style="list-style-type: none"> Appropriate staff - 	N/A	<u>Epinephrine Training Protocols</u>
General Student Needs Recognition: Training in human growth and development; substance abuse and dependency; and human and intercultural relations; and formal inclusion into each endorsement holder's PD plan.	<i>N.J.S.A. 18A:40-3.3(a), N.J.A.C. 6A:9B-14.3(d) and 14.4(d)</i>	<ul style="list-style-type: none"> School nurse endorsement holders 	20 hours during the initial 3 years	The professional development requirements shall be incorporated into each endorsement holder's professional development plan.
Bloodborne Pathogens: Staff designated as at-risk of exposure under the district's Exposure Control Plan require training and schools must also identify students at risk of exposure due to occupational training programs and provide equivalent training.	<i>N.J.S.A. 34:6A-25 et seq</i>	<ul style="list-style-type: none"> School Staff 	Annually	N/A
Alcohol, Tobacco, and Other Drug Prevention and Intervention: District boards of education must ensure all education staff members receive in-service training in	<i>N.J.S.A. 18A:40A-3, 15,</i>	<ul style="list-style-type: none"> Educational Staff Members 	Annually	N/A

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
alcohol, tobacco, and other drug abuse prevention and intervention.	<i>N.J.A.C.</i> 6A:16-3.1(a) ⁴			
Career and Technical Education: Initial training on safety and health issues prior to working or participating in any career and technical education course or program.	<i>N.J.A.C.</i> 6A:19-6.4(d)8	<ul style="list-style-type: none"> All new CTE staff and students 	Prior to prior to working or participating in CTE	N/A
CPR/AED Training Required³: All public and nonpublic schools must have individuals trained in CPR and AED use.	<i>N.J.S.A.</i> 18A:40-41a through 41c	<ul style="list-style-type: none"> A designated staff member trained in CPR/AED must be present for athletic events or team practices Every school must have at least 5 school employees certified in CPR/AED as part of their action plan for responding to a sudden cardiac event 	N/A	<i>Janet's Law</i> <u>FAQ.</u>
Lyme Disease: Training of all teachers who instruct students with Lyme disease which emphasizes the special needs and problems of students with the disease, in order to provide information about how best to teach those students.	<i>N.J.S.A.</i> 18A:35-5.3	<ul style="list-style-type: none"> Teachers of students with Lyme disease 	Annually	Student confidentiality must be maintained. <i>Lyme Disease Information (2009)</i>
Epilepsy and Seizure Disorders (Paul's Law)⁴: Training of all staff in the care of students with epilepsy and seizure disorders, including staff working with school-sponsored programs outside of the regular school day.	<i>N.J.S.A.</i> 18A:40-12.35(d)1, 2	<ul style="list-style-type: none"> All staff Training must include a Department of Health approved on-line or in-person course of instruction provided by a nonprofit national organization 	N/A	Seizure Training for School Personnel: <i>T.R.U.S.T. Seizure Recognition and First Aid</i>

³The requirements of Janet's Law were included in October 2017.

⁴The requirements of Paul's Law were included in March 2021.

e. Interscholastic Athletics

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
Interscholastic Athletic Head Injury Safety Training Program: School physicians, any person who coaches a public school district or	<i>N.J.S.A.</i> 18A:40-41.2	<ul style="list-style-type: none"> School Physicians Athletic Trainers Coaches 	Complete an interscholastic athletic head	<i>Model Policy for Concussions</i>

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Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
nonpublic school interscholastic sport or cheerleading program, and an athletic trainer involved in a public or nonpublic school interscholastic sports program or cheerleading program are required to complete training in head injury prevention and management.			injury safety training program Distribute fact sheet annually to every student-athlete and parent/guardian of student athlete	
School Physician Completion of Cardiac Assessment PD Module: A contract between a school district and a school physician shall include a statement of assurance that the school physician has completed the Student-Athlete Cardiac Screening professional development module. ³	N.J.S.A. 18A:40-1.1	<ul style="list-style-type: none"> • School Physicians 		<u>Keeping Our Kids Safe - Cardiac Assessment</u>
Student-Athlete Cardiac Assessment Professional Development Module: A physician, advanced practice nurse, or physician assistant who performs a student-athlete's annual physical examination prior to the student's participation in a school-sponsored interscholastic or intramural athletic team or squad must complete the Student-Athlete Cardiac Screening professional development module and certify on the Pre-participation Physical Evaluation form attesting to the completion of the module.	N.J.S.A. 18A:40-41d 18A:40-41.7	<ul style="list-style-type: none"> • Physicians • Advanced Practice Nurses • Physician's Assistants 	N/A ⁴	<u>Keeping Our Kids Safe - Cardiac Assessment</u>

⁴Although no timeline is provided in the statutes, it is recommended that the module be completed as necessary and if the module undergoes substantive changes.

f. Additional Professional Development Topics

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Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
Educator Evaluation: Training on the district's evaluation rubrics, policy, and procedures and any relevant educator practice instrument. Teachers new to the district require more thorough training.	<i>N.J.S.A. 18A:6-123(b) (10), N.J.A.C. 6A:10-2.2(b)(1)</i>	<ul style="list-style-type: none"> Teaching Staff Members 	Annually	<u>AchieveNI Resources</u>
Educator Evaluation: Training on the teacher and principal practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals.	<i>N.J.A.C. 6A:10-2.2(b)2,3</i>	<ul style="list-style-type: none"> Supervisors who conduct observations of teachers, principals, assistant principals or vice-principals for the purpose of evaluation 	Before conducting any observations; refreshed annually	<u>AchieveNI Resources</u>
Ethics, Law, Governance, Harassment, Intimidation, and Bullying: A school leader shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required pursuant to State Board of Education regulations. Information on the prevention of harassment, intimidation, and bullying shall also be included in the training.	<i>N.J.S.A. 18A:26-8.2, N.J.A.C. 6A:9C-4.3(a)5</i>	<ul style="list-style-type: none"> Active school leaders serving on a permanent or interim basis whose positions require possession of the supervisor, principal or chief school administrator endorsement 	Specific training needs of each school leader are to be reviewed annually	Met through the individual professional development planning process to ensure school leaders' knowledge of these topics remains up-to-date.
Bilingual Education Inservice Training: District boards of education must develop a plan for in-service training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELs. The plan must include instructional strategies to help ELs meet the CCCS and the WIDA English language development standards. All bilingual and ESL teachers must receive training in the use of the ESL curriculum.	<i>N.J.A.C. 6A:15-1.8</i>	<ul style="list-style-type: none"> Bilingual and ESL teachers Mainstream teachers Administrators who supervise bilingual/ESL programs Administrators and any personnel who observe and evaluate teachers of ELs 	Not specified	Office of Title I's annual Bilingual/ESL Supervisors' Training helps districts fulfill this requirement.
Equity and Affirmative Action: District boards of education must provide training for all school personnel on a continuing basis to identify and resolve problems associated with the student achievement gap and other	<i>N.J.A.C. 6A:7-1.6</i>	<ul style="list-style-type: none"> Certified/Non-certified staff 	New staff within 1 st year. All staff on a continuing basis (as	<u>Equality and Equity in Education Regulations</u>

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.			determined by district)	
Integrated Pest Management (IPM): The IPM coordinator must train school staff involved with the implementation of the school's IPM Policy and Plan on the components pertaining to their school environment.	N/A.C. 7:30-13.2(c)	<ul style="list-style-type: none"> School staff involved with implementation of IPM plan 	Not specified.	N/A
Integrated Pest Management: The school and the Integrated Pest Management coordinator are responsible for educating the school community about potential pest problems and methods used to manage them.	N/A.C.7:30-13.2(c)	<ul style="list-style-type: none"> Teachers Staff Students Parents/Guardians 	Not specified	N/A
Special Education Training: A district receiving IDEA assistance must identify in its special education plan the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services; insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and provide for joint training activities of parents and special education, related services and general education personnel.	N/A.C. 6A:14-1.2(b)14	<ul style="list-style-type: none"> Professional and paraprofessional staff who provide special education, general education or related services 	In accordance with approved special education plan	N/A
Preschool Training: A district receiving Early Childhood Program Aid shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.	N/A.C. 6A:13A-3.1(c)8	<ul style="list-style-type: none"> Early childhood education administrators, teachers and teacher assistants 	In accordance with approved preschool education plan	N/A
Teacher Mentor Training: Mentors working with novice provisional teachers as part of the district mentoring program must complete a comprehensive mentor training program that includes, at a minimum, training program with a curriculum that includes, at a minimum, training on the school district's	N/A.C. 6A:9C-5.2(a)7	<ul style="list-style-type: none"> Mentor teachers assigned to work 1-1 with novice provisional teachers 	Before serving as a mentor	N/A

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
teaching evaluation rubric and practice instrument, Professional Standards for Teachers, CCCS, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice				
I&RS Referral: The function of the system of intervention and referral services in each school building shall be to provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties;	<i>N.J.A.C.</i> 6A:16-8.2(a)4	<ul style="list-style-type: none"> Staff members who identify learning, behavior and health difficulties through the I&RS process 	N/A	N/A
NJ SMART: The school district shall ensure that teachers, school administrators and central office supervisors receive training in NJ SMART and its data query resources.	<i>N.J.A.C.</i> 6A:13-2.1(d)3	<ul style="list-style-type: none"> Teachers School administrators Central office supervisors 	Not specified	N/A

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