

Union County Educational Services Commission

District Professional Development Plan (PDP) 2021-2022

District Name	Superintendent Name	Plan Begin/End Dates
Union County Educational Services Commission	Michael J. Kowalski	July 1, 2021 - June 30, 2022

1: Professional Learning (PL) Goals

Goal	Goals	Identified Group	Rationale/Sources of Evidence
1	Increase the capacity of all UCESC staff to identify academic achievement gaps in students and implement interventions to accelerate learning.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> COVID-19 has created the need to recover ground lost in student academic development. Research points to accelerated learning as a method for improving students' access to and mastery of grade-level standards. Administrators have identified learning acceleration as an area of focus for building Professional Development plans. A review of formative and summative assessments from the 2020-21 school year support the need for adding a robust accelerated learning program in all UCESC schools and programs.
2	Increase the abilities of students to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; increase self-esteem and self-worth; and make responsible decisions by implementing robust Social Emotional Learning programs in all district schools.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> Review of district attendance, HIB, and behavioral data from the 2020-21 school year supports the need to provide additional training and support of curricular and non-curricular Social Emotional Learning strategies in order to address the evolving needs of students enrolled in the district. Administrators have identified Social Emotional Learning as an area of focus for building/departamental Professional Development Plans. Research points to a direct correlation between Social Emotional Learning programs and improved student attendance, performance, outcomes and positive impact on school culture. The disruption resulting from the COVID-19 pandemic over the past 17 months necessitate increased counseling and additional Social and Emotional supports and strategies for students and staff.

3	Maintain safe, nurturing and engaging learning environments for students and staff through continued health protocols and the integration of Positive Behavioral Interventions and Supports.	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. • COVID-19 requires additional training for students and staff in order to meet the needs of the population served in the district. • Research indicates that there will be an increase in HIB incidents due to COVID-19 and a return to full time schooling following 17 months of hybrid and virtual instruction.
4	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)
1	<ul style="list-style-type: none"> • Director of Curriculum & Instruction and Administrators will develop and oversee the implementation of the strategies found in the New Jersey Learning Acceleration Guide in the curriculum and daily instruction. • School Improvement Panels (SciPs) will research, identify, and provide staff with professional development related to Accelerated Learning. • Schools with NJSLA students will administer the Start Strong Assessment to collect baseline data that will be used to evaluate the needs of students. • Schools with DLM students will administer the VBMAPP, AFLS, and/or ABLLS assessments to collect baseline data that will be used to evaluate the needs of students. • Director of Curriculum and Instruction, Administrators & District Test Coordinator will work with teachers to utilize the results from the Start Strong, VBMAPP, AFLS, and ABLLS assessments to inform instruction. 	<ul style="list-style-type: none"> • Administrators and staff will identify, implement and review the efficacy of research-based programs and strategies to bridge any learning gaps developed during COVID-19. • Director of Curriculum and Instruction will support building administrators in the identification and integration of materials to support Accelerated Learning. • Analyze academic data from the 2021-22 school year to develop individual learning plans for the 2022-23 school year.
2	<ul style="list-style-type: none"> • Superintendent will support schools in the purchase of materials and training related to Social Emotional Learning initiatives. • Director of Curriculum & Instruction and Administrators will develop and oversee the implementation of Social Emotional Learning strategies in the curriculum and daily instruction. • Administrators & School Social Workers will develop and oversee the implementation of school-wide Social Emotional Learning programs. • Superintendent will review data from the 2020-21 school year regarding student attendance and behavior with Principals to identify patterns and discuss areas in need of improvement. • School Improvement Panels (SciPs) and Pandemic Response Teams will research, identify, and provide staff with professional development related to Social Emotional Learning in the times of COVID-19. • School Social Workers and Guidance Counselors will hold weekly group counseling sessions and/or Social Emotional Learning lessons in order to reintegrate students into the school setting. • Director of Curriculum and Instruction, Administrators & School Social Workers will develop and oversee the implementation of Social Emotional Learning programs designed for the return to full time in person learning. 	<ul style="list-style-type: none"> • 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. • Director of Curriculum and Instruction will support building administrators in the identification and integration of materials to support Social Emotional Learning initiatives. • School Social Workers and Guidance Counselors will identify, implement and review the efficacy of research-based counseling strategies related to Social Emotional Learning goals.

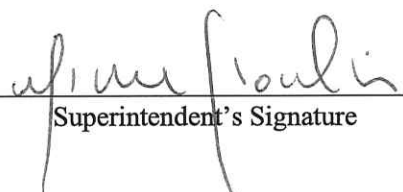
3	<ul style="list-style-type: none"> • Superintendent, Administrators & Behavior Analysts will ensure compliance of policies, regulations and training procedures regarding the use of physical restraints and seclusion of students with disabilities to ensure compliance with Public Law 2017, Chapter 291. • Superintendent, Administrators & Behavior Analysts will oversee 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 will review data from the 2020-21 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. 	<ul style="list-style-type: none"> • Administrators, Behavior Analysts & Social Workers will incorporate crisis intervention strategies into student IEPs and BIPs as applicable. • Behavior Analysts & Registered Behavioral Technicians will support 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 successful implementation of student BIPs. • Administrators and staff will identify, implement and review the efficacy of research-based school-wide programs and strategies to decrease incident 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.
4	<ul style="list-style-type: none"> • Assistant Superintendent & Director of Curriculum and Instruction 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. • Superintendent, Director of Curriculum and Instruction, and Administrators will provide training to all staff in the District Restart Plan and COVID-19 topics. • Director of Curriculum and Instruction will oversee continued implementation of the online professional development platform adopted by the district during the 2017-18 school year. • 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.

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 on June, 2018.

4: Resources and Justification

Resources
<ul style="list-style-type: none">• A portion of the budget for the 2021-2022 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.• The Superintendent will control professional development expenses by relying on in-district expertise to provide many of the specified activities.• The Board-approved district calendar for the 2021-2022 school year includes five full days of professional development.• 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.
Justification
Analysis of data gathered from multiple sources during the 2020-2021 school year - including staff observation scores, administrative team meetings, staff surveys, the District Evaluation Advisory Committee (DEAC), the District Restart Committee, the building-level Pandemic Response Teams, 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, especially in the areas of distance learning. Emphasis will be placed on the meaningful integration of social emotional learning into lesson plans and the school wide culture; utilization of best practices for distance and hybrid instruction; and the implementation of strategies to proactively prevent and address challenging student behaviors.

Signature: 
Superintendent's Signature

Date: 9/30/21

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:

- a. Reading Disabilities
- b. Prevention: Suicide, Substance Abuse, Harassment, Intimidation, and Bullying
- c. School Safety, Security and Code of Student Conduct
- d. Health
- e. Interscholastic Activities
- f. 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
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<p>Reading Disabilities:</p> <p>Instruction on screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia, for certain teaching staff members</p>	<p>N.J.s.A. 18A:6-131</p>	<ul style="list-style-type: none"> • General Education Teachers employed in 1<-3 • Special Education and Basic Skills Teachers • English as a Second Language Teachers • Reading Specialists • Learning Disabilities Teacher Consultants • Speech-Language Specialists 	<p>2 Hours Annually</p>	<p><u>ec in Dyslexia</u></p>
Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes

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
<p>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).</p>	<p>N.J.S.A. 18A:6-112</p>	<p>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.)</p>	<p>2 Hours per 5 Years¹</p>	<p>Instruction must be provided by a licensed health care professional with training and experience in mental health issues.</p>

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	• 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	<u>Keeping Our Kids Safe - HIB</u>
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 shows m toms of substance abuse.	N.J.s.A. 18A:40A-15, N.J.A.C. 6A: 16-3.16) (4)	• 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 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 safe and securit .	N.J.A.C. 6A:16-5.1(d)	District Employees	Within 60 days of employment; Must be reviewed and updated annually	N/A
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 a encies.	N.J.A.C. 6A:16-	• 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. A seminar Of e uivalent	N.J.S.A. 52:17B-4.7	• School Administrators	During first year of employment as an administrator	ee 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-	District Employees	Annually	NJ Regulations - Programs to 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	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
Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
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 discretiona members.	N/A	N/A
School Safety Specialist ² : The superintendent in each school district must designate a school safety specialist. The school safety specialist must acquire certification through participating in the New erse School Safe S ecialist Academ	N.J.S.A. 18A:17-43.2 N.J.S.A. 18A:17-43.3	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	school.security@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.	N.J.S.A. 18A:17-46, N.J.A.C. 6A:16-5.3	• School Staff	Annually	<u>Incident Reporting System on Homeroom</u>
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²The School Safety Specialist requirement was added in June 2018

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.	N.J.S.A. 18A:40-3, N.J.A.C. 6A:16-2.3 (b)(xv)	• Teachers	N/A	see <u>Kids Safe. - Communicable</u>
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.	N.J.S.A. 18A:40-12.86), N.J.A.C. 6A:16-2.3 b 2	• School Nurse	Not specified	<u>NJ Regulations - Programs to u or Student Development</u>
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	N.J.S.A. 18A:40-12.9	Teaching Staff Medical Inspectors; School Physicians;	Education opportunities available annually	Student confidentiality must be maintained.

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
Asthma Coalition produced education videos which support this requirement.				

June 2018

Diabetic Student Health Plan: Training by the school nurse in the care of students with diabetes.	N.J.S.A. 18A:40-12.13(d)	<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 plan and the individualized emergency health care plan. 	N/A	<p>Student confidentiality must be maintained.</p> <p><u>Diabetes Care in NJ Public Schools</u></p>
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.	N.J.S.A. 18A:40-12.14, N.J.A.C. 6A:16-2.3(b)3vii	<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.	N.J.S.A. 18A:40-12.6(c), N.J.A.C. 6A:16-2.3(b)3vii	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.	N.J.S.A. 18A:40-3.3 (a), N.J.A.C. 6A:9B-14.3(d) and 14.4(d)	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	N.J.S.A. 34:6A-25 et seq	School Staff	Annually	N/A

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
exposure due to occupational training ro rams and rovidee uivalent trainin .				
Alcohol, Tobacco, and Other Drug Prevention and Intervention: District boards of education must ensure all education staff members receive in-service training in alcohol, tobacco, and other drug abuse revention and intervention.	N.J.S.A. 18A:40A-3, 15, N.J.A.C. 6A:16-	Educational Staff Members	Annually	N/A
Career and Technical Education: Initial training on safety and health issues prior to working or participating in any career and technical education course or ro ram.	N.J.A.C. 6A:19-6.	All new CTE staff and students	Prior to prior to working or participating in CTE	N/A
CPR/AED Training Required ³ : All public and nonpublic schools must have individuals trained in CPR and AED use.	N.J.S.A. 18A:40-41a through 41c	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	<u>Janet's Law</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.	N.J.S.A. 18A:35-5.3	Teachers of students with Lyme disease	Annually	Student confidentiality must be maintained. <u>Lyme Disease Information 2009</u>

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

e. Interscholastic Athletics

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
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Interscholastic Athletic Head Injury Safety Training Program: School physicians, any person who coaches a public school district or nonpublic school interscholastic sport or cheerleading program, and an athletic trainer involved in a public or nonpublic school interscholastic sports program or	N.J.S.A. 18A:40-41.2	School Physicians <ul style="list-style-type: none"> • Athletic Trainers • Coaches 	Complete an interscholastic athletic head injury safety training program	<u>Model Policy for Concussions</u>
Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
cheerleading program are required to complete training in head injury prevention and management.			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	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	Physicians <ul style="list-style-type: none"> • Advanced Practice Nurses Physician's Assistants 	N/A	<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

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.	N.J.S.A. 18A:6- 123(b)(10), N.J.A.C. 6A:10- 2.2 b 1	Teaching Staff Members	Annually	AchieveNJ

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
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.	N.J.A.C. 6A:10-	Supervisors who conduct observations of teachers, principals, assistant principals or vice-principals for the purpose of evaluation	Before conducting any observations; refreshed annually	AchieveNJ Resources
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.	N.J.S.A. 18A:26-8.2, N.J.A.C. 6A:9C-	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 inservice training for bilingual, ESL, and mainstream teachers; administrators ⁵ who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan must include instructional strategies to help ELLS 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.	N.J.A.C. 6A:15-1.8	Bilingual and ESL teachers • Mainstream teachers Administrators who supervise bilingual/ESL programs Administrators and any personnel who observe and evaluate teachers of ELLS	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 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.	N.J.A.C. 6A:7-1.6	Certified/Non- certified staff	New staff within 1 st year. All staff on a continuing basis (as determined by district)	<u>Equality and Equity in Education Regulations</u>

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
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.J.A.C. 7:30-13.2(c)	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.J.A.C. 7:30-13.2(c)	• 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.J.A.C. 6A:14-	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.J.A.C. 6A:13A-	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 teaching evaluation rubric and practice instrument, Professional Standards for Teachers, CCCS, classroom observation skills, facilitation adult learning, and leading	N.J.A.C. 6A: 9C-5.2(a)7	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
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;	N.J.A.C. 6A:16-	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 user resources.	N.J.A.C 6A:13-	Teachers • School administrators Central office supervisors	Not specified	N/A
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^sAdded to align with the revised Administrative Code. Updated August 2016.