

Union County Educational Services Commission

District Professional Development Plan (PDP) 2024-2025

Att. 15A

District Name	Superintendent Name	Plan Begin/End Dates
Union County Educational Services Commission	Carrie M. Dattilo	July 1, 2024 -June 30, 2025

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 and supports and Social Emotional Learning Programs.	Certified Staff, Non-Certified Staff, & Administrators	- 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 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	Increase the capacity of all staff to ensure a safe and secure school environment by valuing and promoting students' mental health, as well as identifying, creating, assessing, and delivering intervention strategies to students who demonstrate behaviors of concern and/or pose potential safety risks to themselves or others.	Certified Staff, Non-Certified Staff, & Administrators	- Signed into law in August 2022, N.J.S.A. 18A:17-43.4 requires the establishment of threat assessment teams. - Per NJDOE, the purpose of a threat assessment team is to provide teachers, administrators, and other staff with assistance in identifying students with behaviors of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk. - Per NJDOE, threat assessment teams' purpose is also to prevent targeted violence in the school and to ensure a safe and secure school environment that enhances the learning experience for all school community members. - UCESC seeks to expand the scope of threat assessment teams beyond risks to others, by ensuring students' own mental health and emotional well-being is a priority, and identifying when students and families can be connected to internal and external resources and services when appropriate. - A need to emphasize and promote students' mental health and well-being has been confirmed by district- and school-level survey data via UCESC strategic planning and NJ SCI initiatives.

3	Meet the ever-evolving needs of sending districts, students, and staff by learning from strategic planning initiative data utilizing the Plan-Do-Study-Act process to inform policies and programs that will drive substantive and transformational growth.	Certified Staff, Non-Certified Staff, & Administrators	• UCESC does not have a strategic plan in place, which is necessary to ensure we are achieving our mission. • During the 2022-2023 school year, surveys were created and administered designed to provide stakeholders with opportunities to share their insights on UCESC programs and services. • 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 analyzing data and creating goals. • In an effort to determine strategic plan goals, during the 2023-2024 school year, survey data was reviewed, analyzed and coded by various stakeholder committees. • As the needs of sending districts evolve, so must the services and programs of UCESC.
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	• 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). • The 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	- The Superintendent, Administrators, Social Workers, and 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. - The Superintendent, Administrators, Social Workers, and 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 (Safety Care). - The Superintendent, Director of Curriculum, and Student Assistance Coordinator will review data from the 2022-23 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 (SIPs) will research, identify, and provide staff with professional development related to improving student attendance and decreasing student discipline and HIB infractions. - The Director of Curriculum and 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.	- Administrators, Behavior Analysts, Social Workers, and Social Workers will incorporate crisis intervention strategies into student IEPs and BIPs as applicable. - Behavior Analysts and Registered Behavioral Technicians will support the safe and effective implementation of crisis intervention strategies in all classrooms. - Superintendent and Administrators will ensure compliance with PL 2017, Ch.291 provisions, 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 discipline, HIB, and substance abuse incidents. - The Director of Curriculum and Instruction, Administrators, Student Assistance Coordinator, and 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. - Director of Curriculum and selected high school Administrators, Student Assistance Coordinator, and high school social workers will participate in Rutgers University's School of Health Professions' "Enhancing School Mental Health Services Project" and identify best practices and resources useful for expanding the school of Threat Assessment Teams. - Director of Curriculum and in collaboration with Social Workers and Student Assistance Coordinator, will identify, implement and review the efficacy of research-based strategies that can be integrated into existing curriculum and programs, as well as secondary-level mental health groups.

		• High School Principals, Social Workers, Student Assistance Coordinator will convene regular meetings on students' mental health and substance abuse concerns, as well identify professional development opportunities for Administration and Faculty on these topics.
2	• School and District Threat Assessment Teams will participate in monthly meetings to review threat assessment cases and assess district policies and procedures. • School and District Threat Assessment Teams will convene regularly to implement scenario-based training to promote shared understanding and refine practices. • School and District Threat Assessment Teams will learn how to identify and create, as well as implement and assess the effectiveness of intervention strategies that effectively address student needs. • School Threat Assessment Teams will convene to generate a log of student intervention strategies and case management resources. • Plan and implement threat assessment training sessions for district and school-based team members, staff, students, and parents. • Establish procedures for reporting and documenting referrals, investigations and outcomes of school-based threat assessment teams as required by the State.	• Director of Curriculum and Instruction, in collaboration with Threat Assessment Teams, will create a compendium of student intervention strategies and case management resources to guide school-based threat assessment teams. • The District Threat Assessment Team will research, identify, and provide staff with professional development related to threat assessment, effective intervention strategies, and best practices in improving students' mental health. • All staff, students, and families will have the opportunity to participate in School Climate Surveys.
3	• The Superintendent will provide training to administrators and the DEAC Committee on analyzing data and goal setting. • The Administrative Team and the DEAC Committee will adopt a prototype for the Strategic Planning goals. • 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. • The DEAC Committee will receive training in facilitating goal-setting sessions that will take place in individual schools and programs. • The DEAC Committee will receive training in facilitating the Plan-Do-Study-Act systematic process for gaining knowledge for continual improvement of goals associated with the Strategic Plan.	• The DEAC committee will work with Professional Learning Committees to set school goals, action steps, and timelines. • ScIP committees will work with Professional Learning Committees to set school goals, action steps, and timelines
4	• 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.	• 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

	• 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.	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. • 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
A portion of the budget for the 2024-2025 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 2024-2025 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 2024-2025 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 (SclPs) — 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.

Signature:

Date