



## Union County Educational Services Commission School Professional Development Plan (PDP) - 2025 – 2026

District Name	School Name	Principal Name	Plan Begin/End Dates
Union County Educational Services Commission	Crossroads School	Matthew Fernandez	September 1, 2025 - June 30, 2026

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Maintain safe, nurturing, and engaging learning environments for students and staff by implementing a comprehensive training and consultation model that effectively guides staff in using the reflective cycle to create and deliver Tier 1 and 2 interventions, which are designed and delivered to target individual student needs and increase student engagement.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> <li>Analysis of data pertaining to student discipline, behavior intervention, sensory integration, and HIB incidents 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.</li> <li>Implementing a comprehensive training and consultation model ensures that expertise is developed and sustained within the district</li> <li>Annual surveys administered to students, staff, and parents/guardians, assessing perceptions of safety, emotional support, engagement, and overall school environment, indicate areas for growth and continued evaluations</li> <li>By focusing on both Tier 1 (universal) and Tier 2 (targeted) behavior supports, the district adopts a proactive and preventative approach. Tier 1 establishes clear expectations and positive reinforcement for all, reducing the likelihood of challenging behaviors. Tier 2 provides early, targeted interventions for students who need more support, preventing issues from escalating to more intensive and disruptive levels. This multi-tiered system ensures that all students receive appropriate support tailored to their needs</li> </ul>
2	By the end of the <b>2025-2026 school year</b> , all certified staff and classroom aides will complete a comprehensive training program to increase their capacity for ensuring a safe school environment. This	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> <li>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.</li> <li>Annual surveys (students, staff, parents) assessing perceptions of safety, orderliness, positive relationships, and overall school environment indicate areas for growth and continued evaluations</li> </ul>



	<p>training will focus on identifying and utilizing best practices in behavioral and mental health interventions, including the strategic use of Tier 3 MTSS supports and restorative practices.</p>		<ul style="list-style-type: none"> <li>• Training staff to recognize and address these sensory triggers can prevent challenging behaviors before they start, moving from a reactive to a proactive approach.</li> </ul>
3	<p>UCESC school and program staff will acquire the knowledge and skills necessary to develop, implement, and utilize standards-based and data-driven professional learning plans that effectively inform and optimize their respective operational and instructional processes</p>	<p>Certified Staff, Non-Certified Staff, &amp; Administrators</p>	<ul style="list-style-type: none"> <li>• There is a need to revise professional learning beyond generic training to a targeted, data-driven approach. Staff will acquire the skills to develop and utilize these plans, and staff will ensure that professional learning directly addresses the most pressing operational challenges and instructional needs unique to their students and programs, leading to relevant and impactful growth.</li> <li>• Effective professional learning directly translates into more efficient and effective day-to-day operations and higher quality instruction. By systematically using data and adhering to established standards (like the 2022 Standards for Professional Learning implicitly), staff will learn to refine processes, implement evidence-based practices, and adapt strategies, ultimately leading to improved service delivery for students and a more effective work environment for staff.</li> </ul>
4	<p>Promote the continuous growth of district staff and ensure compliance with state-mandated professional development requirements through job-embedded, collaborative PLCs.</p>	<p>Certified Staff, Non-Certified Staff, &amp; Administrators</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> </ul>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
-------------	--------------------	---------------------------------------



<p>1</p>	<ul style="list-style-type: none"> <li>● Conduct district-wide professional development sessions for all relevant staff on the reflective cycle and newly developed Tier 1 and 2 interventions.</li> <li>● Establish professional learning communities (PLCs) or ongoing study groups focused on applying the reflective cycle to complex student needs and sharing successful intervention strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior Analysts and Registered Behavioral Technicians will support the safe and effective implementation of safety care crisis intervention strategies in all classrooms.</li> <li>● Registered Behavioral Technicians will provide training and support to school staff to ensure the successful implementation of student BIPs.</li> <li>● Administrators and staff will identify, implement, and review the efficacy of research-based school-wide programs and strategies to decrease discipline, HIB.</li> <li>● Administrators and staff will identify, implement, and review the efficacy of research-based programs and strategies to increase attendance and promote positive behaviors in the classroom.</li> <li>● Supervisor of Mental Health services and Social Workers will implement and review the efficacy of research-based strategies that can be integrated into existing curriculum and programs, as well as for students in need of mental health services.</li> <li>● Administrators, the Behavioral team, and Social Worker will convene regular meetings on students' mental health concerns, as well as identify professional development opportunities for Administration and Faculty on these topics.</li> </ul>
<p>2</p>	<ul style="list-style-type: none"> <li>● Analyze existing behavioral data (e.g., physical restraint incident reports and classroom data collection) to identify baseline trends and specific areas of need across programs.</li> <li>● Based on needs assessment and best practices, review and revise existing (or develop new) district-wide standardized frameworks for Tier 1 (universal positive behavior supports, clear expectations, classroom management strategies) and Tier 2 (common evidence-based interventions, referral processes, progress monitoring protocols). Tier 3 students - review by debriefing and planning meetings.</li> <li>● Conduct an audit of all current behavior data tracking systems in use across programs. Identify inefficiencies, inconsistencies, and gaps in data collection.</li> <li>● Conduct ongoing Safety Care best practices and interventions to ensure SC policies and procedures are consistently maintained.</li> </ul>	<ul style="list-style-type: none"> <li>● Supervisor of Behavioral Services, in collaboration with administrators, will develop clear protocols and definitions for data entry to ensure accuracy and consistency across all staff and programs.</li> <li>● Begin the process of designating or identifying existing staff members for these roles, or initiate recruitment for new hires if internal capacity is insufficient.</li> <li>● Behavior teams will provide ongoing coaching and modeling of Tier 1 strategies in classrooms and programs.</li> <li>● Behavior teams will provide targeted professional development for relevant staff (e.g., special education teachers, behavior specialists, related service providers) on specific Tier 2 and Tier 3 intervention protocols, functional behavior assessment (FBA) basics, and data-driven decision-making for individualized Tier 2 and Tier 3 supports.</li> </ul>



		<ul style="list-style-type: none"> <li>• Develop and implement tools (e.g., observation checklists, fidelity rubrics) to regularly monitor the consistent and accurate implementation of Tier 1, Tier 2, and Tier 3 strategies across all programs.</li> </ul>
3	<ul style="list-style-type: none"> <li>• All schools and programs will utilize the new framework and tools (e.g., planning templates) to develop their own data-driven professional learning plans for the upcoming year, explicitly linking them to identified operational challenges and instructional needs within the Strategic Plan</li> <li>• Based on the developed plans, plan and deliver specific professional learning sessions that directly address the identified operational challenges and instructional needs. These sessions should be varied in format (e.g., workshops, PLCs, coaching, online modules) and incorporate evidence-based practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a systematic process for evaluating the effectiveness of all professional learning initiatives.</li> <li>• Schedule regular (e.g., quarterly) meetings at the school/program and district levels to review data related to professional learning implementation and its impact.</li> <li>• Facilitate discussions using the reflective cycle to analyze what's working, what's not, and what adjustments are needed to PL plans and strategies.</li> <li>• Create a centralized repository for successful data-driven professional learning plans and effective strategies implemented across the district, allowing programs to learn from each other.</li> <li>• Annually review and refine the district's overall framework for data-driven professional learning based on feedback, evaluation results, and evolving district priorities.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Superintendent will provide initial and annual refresher training on AchieveNJ and the Danielson Framework for Teaching to all newly hired and returning administrators.</li> <li>• 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.</li> <li>• The Director of Curriculum and Instruction will oversee the continued implementation of the online professional development platform.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Director of Curriculum and Instruction will evaluate and refine existing practices for providing State-mandated PD to newly-hired and substitute staff.</li> </ul>



PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators, Behavior Analysts, RBTS, Teachers, Related Service Staff, Specials Teachers and Social Workers will incorporate crisis intervention strategies into student IEPs and BIPs as applicable.</li> <li>• Behavior Analysts and Registered Behavioral Technicians will support the safe and effective implementation of crisis intervention strategies in all classrooms.</li> <li>• 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.</li> <li>• Registered Behavioral Technicians will provide training and support to school staff to ensure the successful implementation of student BIPs.</li> <li>• Administrators 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.</li> <li>• The Director of Curriculum and Instruction, Administrators, 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.</li> <li>• 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.</li> </ul>



<p>2</p>	<ul style="list-style-type: none"> <li>• School and District Threat Assessment Teams will participate in monthly meetings to review threat assessment cases and assess district policies and procedures.</li> <li>• School and District Threat Assessment Teams will convene regularly to implement scenario-based training to promote shared understanding and refine practices.</li> <li>• 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.</li> <li>• School Threat Assessment Teams will convene to generate a log of student intervention strategies and case management resources.</li> <li>• Plan and implement threat assessment training sessions for district and school-based team members, staff, students, and parents.</li> <li>• Establish procedures for reporting and documenting referrals, investigations and outcomes of school-based threat assessment teams as required by the State.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• All staff, students, and families will have the opportunity to participate in School Climate Surveys.</li> </ul>
<p>3</p>	<ul style="list-style-type: none"> <li>• The Superintendent will provide training to administrators and the DEAC Committee on analyzing data and goal setting.</li> <li>• The Administrative Team and the DEAC Committee will adopt a prototype for the Strategic Planning goals.</li> <li>• 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.</li> <li>• The DEAC Committee will receive training in facilitating goal-setting sessions that will take place in individual schools and programs.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The DEAC committee will work with Professional Learning Committees to set school goals, action steps, and timelines.</li> <li>• SciP committees will work with Professional Learning Committees to set school goals, action steps, and timelines.</li> </ul>
<p>4</p>	<ul style="list-style-type: none"> <li>• Superintendent will provide initial and annual refresher training on AchieveNJ and the Danielson Framework for Teaching to all newly hired and returning administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Director of Curriculum and Instruction will oversee the continued implementation of the online professional development platform.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The Director of Curriculum and Instruction will evaluate and refine existing practices for providing State-mandated PD to newly-hired and substitute staff.</li> </ul>
--	--

#### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		
4		

Signature: *Matthew Feasom* Date: 9/25/2025  
Principal Signature Date