

Union County Educational Services Commission
District Professional Development Plan (PDP) 2026-2027

District Name	Superintendent Name	Plan Begin/End Dates
Union County Educational Services Commission	Carrie M. Dattilo	July 1, 2026 -June 30, 2027

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 by implementing a comprehensive training and consultation model that effectively guides staff in using the reflective cycle to create and deliver Tier 4 and 5 interventions, which are designed and delivered to target individual student needs and increase student engagement.	Certified Staff, Non-Certified Staff, & Administrators	• 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. • Implementing a comprehensive training and consultation model ensures that expertise is developed and sustained within the district • 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
2	Increase the capacity of all staff to ensure a safe and secure school environment by identifying and utilizing best practices in behavioral interventions, including proficient use of data tracking and analysis, and restorative practices.	Certified Staff, Non-Certified Staff, & Administrators	• 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. • By focusing on both Tier 4 (universal) and Tier 5 (targeted) behavior supports, the district adopts a proactive and preventative approach. Tier 4 establishes clear expectations and positive reinforcement for all, reducing the likelihood of challenging behaviors. Tier 5 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. • Annual surveys (students, staff, parents) assessing perceptions of safety, orderliness, positive relationships, and overall school environment indicate areas for growth and continued evaluations

3	Increase our repertoire of support systems by building on current practices to analyze the impact of restorative circles and integration/reintegration systems for an in-school or out-of-school suspension, or any absence lasting three or more days for Hillcrest Academy North, Hillcrest Academy South, and Lamberts Mill Academy	Certified Staff & Administrators	- UCESC currently has trained staff members on implementing restorative circles and has begun implementing restorative practices at the Hillcrests and Lamberts Mill Academies. - Although UCESC has started the process, more training is needed for administrators and staff in order to ensure universal understanding of restorative practices. - Systems should be examined and refined in order to achieve our goal of 100% successful implementation of integrating and reintegrating students.
4	Increase our understanding of the impact of teacher evaluations by examining if the annual evaluation system for teachers accurately reflects current best practices, aligns with district priorities, and effectively supports the professional growth and development of all teachers. Learn about alternate models and tools to determine if they better suit our unique needs.	Certified Staff & Administrators	- We currently use the Danielson Framework to evaluate certified staff in accordance with AchieveNJ requirements. - The rubric measures best practices across four domains and focuses on areas proven to increase student growth and achievement. - The data collected from educator evaluations has not always been conducive to informing our professional learning. - Closer examination of the framework and data will help us determine whether revisions in the evaluation tool or in our own practices are warranted to ensure continuous staff and student growth and achievement.
5	Analyze the outcome of professional learning by aligning professional learning plans to district goals as documented on the district PDP and Strategic Plan and examining concrete, measurable outcomes through review of multiple data (walkthroughs, evaluations, surveys, etc.) to learn more information about the impact of professional learning on staff and student growth and achievement.	Certified Staff, Non-Certified Staff, Related Service providers, & Administrators	- Timely planning of goals, activities and anticipated measurable outcomes of contractually scheduled district professional learning time followed by a period of analysis and reflection is essential to professional and student growth. - Current practices ensure compliance. A system of backward planning, tracking progress, analyzing data, and measuring impact will elevate our current practices to increase student growth. - Currently implementation of professional learning time has been uneven. Professional learning becomes more meaningful when all activities align to serve a common goal outlined in our Strategic Plan.
6	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	● Conduct district-wide professional development sessions for all relevant staff on the reflective cycle and newly developed Tier 5 interventions. ● Establish professional learning communities (PLCs) or ongoing study groups focused on applying the reflective cycle to complex student needs and sharing successful intervention strategies.	● Behavior Analysts and Registered Behavioral Technicians will support the safe and effective implementation of crisis intervention strategies in all classrooms. ● 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. ● Supervisor of Instruction and Mental Health, 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. ● Supervisor of Instruction and Mental Health 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. ● Supervisor of Instruction and Mental Health 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	- Analyze existing behavioral data (e.g., Office Discipline Referrals, suspension data, major incident reports) to identify baseline trends and specific areas of need across programs. - Based on needs assessment and best practices, review and revise existing (or develop new) district-wide standardized frameworks for Tier 4 (universal positive behavior supports, clear expectations, classroom management strategies) and Tier 5 (common evidence-based interventions, referral processes, progress monitoring protocols). - Conduct an audit of all current behavior data tracking systems in use across programs. Identify inefficiencies, inconsistencies, and gaps in data collection.	- 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. - Begin the process of designating or identifying existing staff members for these roles, or initiate recruitment for new hires if internal capacity is insufficient. - Behavior teams will provide ongoing coaching and modeling of Tier 4 strategies in classrooms and programs. - Behavior teams will provide targeted professional development for relevant staff (e.g., special education teachers, behavior specialists, related service providers) on specific Tier 5 intervention protocols, functional behavior assessment (FBA) basics, and data-driven decision-making for individualized Tier 5 supports. - Develop and implement tools (e.g., observation checklists, fidelity rubrics) to regularly monitor the consistent and accurate implementation of Tier 4 and Tier 5 strategies across all programs.
3	- Establish a committee of certified staff members from various disciplines and schools and school and district administrators to review current systems in place for implementing restorative practices. - Survey staff members to collect structured feedback on current practices, comfort level in implementing restorative practices, and perceived results of current restorative work. - Collect concrete data from prior school years to determine the impact of our current system of implementing restorative practices.	- Plan training for staff and administration in restorative practices. - Develop a system for consistent implementation for integrating and reintegrating students upon enrollment in the program, an in-school or out-of-school suspension, or any absence lasting three or more days. - Develop a structured system for collecting data on use of restorative circles - Explain how that data will be used to evaluate our practices, measure their impact, and inform future practices
4	- Establish a dedicated committee of certified staff members from various disciplines, services, and schools, their evaluators, and district representatives to review all existing evaluation documents, the Daniel rubric, and observation procedures currently utilized. This ensures diverse perspectives and expertise. - Collect structured feedback from participants on the clarity, accuracy, supportiveness, and usability of all areas of evaluation and language. - Identify any ambiguities.	- Committee members will review the most recent AchieveNJ guidelines and flexibilities for educator evaluations. - Depending on the number of participants, the evaluation committee will break into groups to research alternate evaluation tools (more recently published and alternative Danielson rubrics, Marshall, Stronge, Marzano, etc.) and procedures. - Committee members will analyze recent evaluation data and survey data to evaluate whether our current system aligns to our needs.

		• The committee will determine if any revisions to our current tool and systems are necessary to best support educator and student growth taking into careful weighing the impact of any changes.
5	• UCESC District administration will develop and share the professional learning calendar for the school year listing designated time for meetings. The calendar will allow for flexibility based on specific needs of each school. • School administrators will work with the Director of Curriculum and Instruction to fill out a year-long Professional Learning planning document using a backwards design to define short-term and long-term goals and ensure all PL work is aligned with their building and district PDP. • School administrators will finalize their plans, schedules, and building PLCs prior to the start of the school year.	• District administration will meet quarterly with SciPs to collect feedback used to inform professional learning. • Building administrators will submit PL plans and agenda for professional learning to the Director of Curriculum and Instruction one month prior to the scheduled day. • Building administrators will meet regularly with the Director of Curriculum and Instruction to review plans for professional learning and analyze data to evaluate their success. • Buildings will work the district leadership to plan targeted and differentiated professional learning for specific groups (secretaries, central office staff, transportation, social workers/counsellors, security monitors, etc.). This includes topics such as technology, best practices, and new systems. • The Director of Curriculum will work with building administrators, certified staff, and technology department to facilitate training on AI Literacy Curriculum implementation and best practices.
6	• 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.	• 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. • 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 in March 2020.

4: Resources and Justification

Resources

A portion of the budget for the 2026-2027 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 2026-2027 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.

UCESC Strategic plan goals and implementation are evaluated and revised as needed.

Justification

Analysis of data gathered from multiple sources during the 2026-2027 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:

7/28/26

Subtopic	Recipients (As described in law)	Time	Notes	Due Date
Alcohol, Tobacco, and Other Drug Prevention and Intervention	Educational staff members	Annually	N/A	
Asthma	- Teaching staff - Medical inspectors - School physicians	Opportunities available annually	Student confidentiality must be maintained	
Bloodborne Pathogens	School staff	Annually	N/A	
Career and Technical Education (CTE)	All new CTE staff and students	Prior to working or participating in CTE	N/A	
Communicable Diseases	Teachers	N/A	<u>Keeping Our Kids Safe: Communicable Diseases</u>	
CPR/AED Training	- 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. - A designated staff member trained in CPR/AED must be present for athletic events or team practices.	N/A	<u>Janet's Law FAQ</u>	
Diabetic Student Health Plan	Appropriate staff members including staff working with school-sponsored programs outside of the	N/A	<u>Diabetes Care in NJ Public Schools</u> Student confidentiality must be maintained.	

	regular school day, as provided in the individualized health care plan and the individualized emergency health care plan.			
Epilepsy and Seizure Disorders (Paul's Law)	• 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	• <u>Seizure Training for School Personnel</u> • <u>TRUST Seizure Recognition and First Aid</u>	
Epinephrine Administration	Appropriate staff	N/A	<u>Training Protocols for the Administration of Epinephrine</u>	
General Student Needs Recognition	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.	
Glucagon	Appropriate staff: Volunteers designated by the school's assigned nurse to administer glucagon when that nurse is not physically present	N/A	N/A	
Lyme Disease	Teachers of students with Lyme disease	Annually	<u>Lyme Disease Information (2009)</u> Student confidentiality must be maintained.	

Nebulizer Use	School nurse	Not specified	<u>N.J.A.C. 6A:16 Programs to Support Student Development</u>	
Harassment, Intimidation and Bullying	- Contracted service providers - Public school teachers - School employees - Volunteers with student contact	- Annually: training on district policy 2 hours per 5 years: training on prevention	<u>Keeping Our Kids Safe—HIB</u>	
Recognition of Substance Abuse	Public school instructional teachers	- No minimum requirement - Training must be reviewed and updated annually	N/A	
Suicide Prevention	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	Instruction must be provided by a licensed health care professional with training and experience in mental health issues.	
Orthography, Phonological & Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Grades PK–3 - General education teachers - Special education teachers - ESL/bilingual teachers - Reading specialists	Annually	<u>LEARning about Literacy – Professional Learning Series (Synchronous Sessions)</u> <u>LEARning about Literacy Professional</u>	

	• Early reading specialists • Media specialists Speech-language specialists		<u>Learning Series – Video Sessions (Asynchronous)</u>	
Neurobiology of Reading, Advanced Word Study, Fluency, Comprehension	Grades 4–6 • General education teachers • Special education teachers • ESL/bilingual teachers • Reading specialists • Early reading specialists • Media specialists • Speech-language specialists	Annually	• <u>LEARning about Literacy – Professional Learning Series (Synchronous Sessions)</u> • <u>LEARning about Literacy Professional Learning Series – Video Sessions (Asynchronous)</u>	
Design and Implementation of High-Quality Literacy Instruction (PreK–6)	School Administrators supporting preschool through grade 6	Annually	• <u>LEARning about Literacy – Professional Learning Series (Synchronous Sessions)</u> • <u>LEARning about Literacy Professional Learning Series – Video Sessions (Asynchronous)</u>	
Screening, intervention, accommodation, and use of technology for reading disabilities	• ESL teachers • General education teachers (K–3) • Learning disabilities Teacher Consultants • Reading specialists	2 hours	• <u>NJDOE Dyslexia Resources</u> • <u>Decoding Dyslexia</u>	

	• Special education teachers • Basic skills teachers • Speech-language specialists • Media specialists			
Code of student conduct	District employees	Annually	<u>New Jersey Regulations—Programs to Support Student Development</u>	
Gang awareness	School administrators	During first year of employment as an administrator	<u>Keeping Our Kids Safe—Gangs</u>	
Law enforcement operations	School staff	Not specified	N/A	
Potentially missing/abused children reporting	• Employees • Interns • Volunteers	• New employees as part of their orientation • Otherwise as determined by the district board of education	<u>Keeping Our Kids Safe—Child Welfare and Student Supports</u>	
School safety	District employees	Within 60 days of employment; must be reviewed and updated annually	N/A	
School safety specialist	The school administrator designated by the school district superintendent as the School Safety Specialist	Every School Safety Specialist must attain certification once appointed.	school.security@doe.nj.gov	
School safety teams	School Safety Team members (School safety team: school principal or designee, a	N/A	N/A	

	teacher, an anti-bullying specialist, a parent of a current student, and any other discretionary members)			
Violence, vandalism, and alcohol and other drug abuse incident reporting	School staff	Annually	<u>Student Safety Data System (Incident Reporting on Homeroom)</u>	
Bilingual Education	- Academic content teachers whose classroom instruction is in English - All teachers - Administrators who supervise bilingual/ESL programs - Administrators and any personnel who observe and evaluate teachers of MLs - Bilingual and ESL teachers	Not specified	The Office of Supplemental Educational Programs (Updated July 2023)	
Educator evaluation (teaching staff)	Teaching staff members	Annually	<u>Teacher Evaluation</u>	
Educator evaluation (administrators)	Supervisors who conduct observations of teachers, principals, assistant principals or vice-principals for the purpose of evaluation	- Before conducting any observations - Refreshed annually	<u>Educator Evaluation</u>	
Equity and affirmative action	Certified and non-certified staff	All new personnel must receive	<u>Managing for Equity in Education</u>	

		professional development training on educational equity issues within the first 90 days of employment. ● All staff on a continuing basis, as determined by district.		
Ethics, law, governance, harassment, intimidation and bullying	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	
Integrated pest management (IPM)	School staff involved with implementation of IPM plan	Not specified	N/A	
Integrated pest management	● Parents and guardians ● Staff ● Students ● Teachers	Not specified	N/A	
Intervention and Referral Services (I&RS)	Staff members who identify learning, behavior and health difficulties through the I&RS process	N/A	N/A	
NJSLEDS	● Central office supervisors ● School administrators ● Teachers	Not specified	N/A	

Preschool	Early childhood education administrators, teachers and teacher assistants	In accordance with approved preschool education plan	N/A	
Special education	Professional and paraprofessional staff who provide special education, general education or related services	In accordance with approved special education plan	N/A	
Teacher mentor	Mentor teachers assigned to work 1:1 with novice provisional teachers	Before serving as a mentor	N/A	