



## Verona School District Professional Development Plan 2022-23

District Name	Superintendent Name	Plan Begin/End Dates
Verona	Mrs. Diane DiGiuseppe	July 1, 2022 - June 30, 2023

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Elementary, Middle, &amp; High School Math Curriculum Review Team:</p> <ul style="list-style-type: none"><li>Goal is to improve mathematics instruction, curriculum, assessment and most importantly, our teachers' approach to teaching and assessing mathematics using a student-centered, constructivist approach anchored in mathematical modeling.</li><li>Grade K teachers will utilize the <i>Dimensions</i> mathematics program and will meet with a math trainer, Mr. Bill Jackson, STEM Supervisor, and Director of CIA to successfully launch and navigate the program.</li><li>Grades 1, 2, 3, 4, and 5 will continue to implement the Dimensions Mathematics program. Training will shift into a peer observation and feedback model guided by Japanese lesson study principles with STEM Supervisor and Director of CIA..</li><li>Grades 6, 7, 8, and VHS Algebra I teachers will implement the Amplify mathematics program. STEM Supervisor and Director of CIA will meet with teachers to review, explore, and reflect implementation of student-based lessons and on-going assessments to develop conceptual and experiential understanding of mathematics.</li></ul>	Volunteer Elementary Generalists & Special Education Teachers, Middle School Math Teacher, High School Math Teachers Elementary Principals, Middle School Principals, High School Administration, STEM Supervisor, Director of CIA	<p>Lesson plans and unit(s) will be revised to incorporate rich math tasks using a Japanese Lesson Study approach, as appropriate.</p> <p>Walkthroughs and formal observations during mathematics instruction will be focused on teacher design of rich tasks and incorporation of mathematical modeling, as appropriate.</p> <p>Administer common summative assessments and share insights during department/PLC meetings.</p> <p>Teachers track students through the Basic Math Assessments that have been assembled. <a href="#">LINK</a> to example</p> <p>Teachers will fill-in student assessments into shared Google spreadsheets (ie. Math Unit Assessments, etc.)</p> <p>Analyze survey results from teachers administered during spring 2023</p>



	<ul style="list-style-type: none"> <li>High School Math teachers will explore problem based pedagogy and conduct lesson study/peer observations to refine problem based lessons and instructional routines.</li> </ul>		
2	<p>NGSS Science Grades K-12:</p> <ul style="list-style-type: none"> <li>Elementary teachers will continue to implement the STC science kits with NJSLS-Science (formerly NGSS) curriculum with the emphasis on student-driven and self-directed learning for the 2021-22 school year.</li> <li>Middle and high school science teachers will continue to explore and develop 3-Dimensional assessments to measure student learning in regards to the NJSLS (NGSS).</li> <li>Goal is to allow students to learn science by engaging in the science and engineering practices. Teachers will emphasize a “phenomenon first” approach to pique student curiosity and assist students with “making sense” when learning science in the natural world. Key focus on crosscutting concepts supports vertical articulation and broad conceptual understanding.</li> </ul>	Elementary Generalists & Special Education Teachers, Middle School Science Teachers, High School Science Teachers, Elementary, Middle School, and High School Principals, STEM Supervisor, Director of CIA	<p>NJSLS - Science will focus on disciplinary core ideas. Cross-Cutting Concepts and Science and Engineering Practices. All three will be emphasized daily.</p> <p>Emphasis will be on placing investigation of phenomena first in instructional sequences</p> <p>NJSLS - S Standardized Assessments for Grades 5, 8, and 11 will be administered spring 2023.</p> <p>Walkthroughs and formal observations during science instruction will focus on students exploring phenomena, recording observations, and working together collaboratively.</p> <p>Middle and high school science teachers will continue to explore and develop 3-Dimensional assessments to measure student learning in regards to the NJSLS (NGSS).</p> <p>Teachers will fill-in student assessments into shared Google spreadsheets (ie. Unit Assessments, Student Performances, etc.)</p>
3	<p>Balanced Literacy best practices for elementary and middle schools:</p> <ul style="list-style-type: none"> <li>Support differentiated reading &amp; writing for teachers and students grades K-4 with Elementary Principals, Supervisor of Humanities, Supervisor of Special Services, Director of CIA. Emphasis will be placed on phonics / word study, mini-lessons, guided reading, and conferencing with students.</li> <li>Support differentiated reading &amp; writing for teachers and students grades 5-8 with a Balanced Literacy</li> </ul>	Elementary Generalists & Special Education Teachers, Elementary Principals, Middle School ELA Teachers, Middle School Principals, High School ELA Teachers, High School Administration, Humanities Supervisor, Director of CIA	<p>Walkthroughs and formal observations during literacy instruction will focus on strengths and weaknesses of mini-lesson, guided reading, and conferencing.</p> <p>Administer common summative assessments and share insights during department/PLC meetings.</p> <p>Teachers will fill-in student assessments into shared Google spreadsheets (ie. Acadience, DRA2, Foundations, etc.)</p>



	<p>Trainer, Humanities Supervisor, Special Services Supervisor, and Director of CIA using a Lesson Study approach.</p> <ul style="list-style-type: none"> <li>Second cohort of teachers will implement LETRS with their students, work on completing units 1-4, and work with Academic Literacy Coach to complete their LETRS training.</li> <li>Humanities Supervisor will host a book club to study the text, <i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom</i>, with interested K-2 teachers</li> <li>Humanities Supervisor will host a book club to study the text, <i>The Novel Approach</i>, with the high school English Department</li> </ul>		Analyze survey results from teachers administered during spring 2023
4	<p>World Language Acquisition and Instruction</p> <ul style="list-style-type: none"> <li>Continued professional development with TCNJ Professor, <a href="#">Dr. Joseph Goebel</a>, on output theory/strategies; ACTFL Can-Do statements; assessment strategies and Integrated Performance Assessments (IPAs), and the PACE method of teaching grammar with our world language teachers, Humanities Supervisor, and Director of CIA.</li> <li>World language teachers will continue to reflect and refine their teaching and assessment practices to improve student learning with world languages.</li> </ul>	All World Language teachers, Elementary, Middle, and High School Administration, Humanities Supervisor, Director of CIA	<p>Walkthroughs and formal observations will focus on comprehensible input &amp; output strategies</p> <p>Teachers will visit other world language classrooms to support and reflect on delivery of instruction</p> <p>Classroom Push-in/Coaching session with Dr. Goebel</p> <p>Administer common summative assessments and share insights during department/PLC meetings.</p> <p>Analyze survey results from teachers administered during spring 2023</p>
5	<p>Social Studies Programming Implementation / History Education Professional Development</p> <ul style="list-style-type: none"> <li>Elementary teachers will implement a new series from TCI, <i>Social Studies Alive</i>. Staff will receive professional training and support from TCI trainer, Humanities Supervisor, Elementary Principals, and Director of CIA.</li> <li><a href="#">Gilder Lehrman</a> Institute of American History</li> </ul>	All social studies teachers K-12, Supervisor of Humanities, Director of CIA	<p>Walkthroughs &amp; formal observations</p> <p>Administer common summative assessments and share insights during department/PLC meetings.</p> <p>Examining student work in department meetings / PLCs</p> <p>Teachers will fill-in student assessments into shared Google</p>



	<p>Teaching Literacy through History (TLTH).</p> <ul style="list-style-type: none"> <li>Support <a href="#">document-based, inquiry-driven learning</a>.</li> <li>Support the practice of disciplinary thinking skills</li> </ul>		<p>spreadsheets (ie. Unit Assessments, Student Projects, etc.)</p> <p>Analyze survey results from teachers administered during spring 2023</p>
6	<p>Elementary Conflict Resolution and Peer Mediation</p> <ul style="list-style-type: none"> <li>Elementary Schools will continue to implement annual curriculum with students and parent communities</li> </ul>	Elementary teachers, elementary principals, Director of CIA	Increase effective student communication, empower students to solve problems with their peers, and to reduce student conflicts
7	<p>Social Emotional Learning Curriculum K-4</p> <ul style="list-style-type: none"> <li>Elementary counselors, Ms. Lustig and Ms. King, will work with elementary students, teachers, and parents to implement Peekapak (<a href="https://www.peekapak.com/">https://www.peekapak.com/</a>), a social emotional learning curriculum designed to support students through engaging lessons, stories, and personalized learning experiences</li> </ul>	Elementary counselors, Elementary teachers, elementary principals, Director of Special Services, Director of CIA	Ms. Lustig and Ms. King will use the Peekapak ( <a href="https://www.peekapak.com/">https://www.peekapak.com/</a> ) social emotional learning curriculum to teach our students about self-regulation, teamwork, empathy, and more social emotional learning skills that are aligned with the Common Core literacy standards, actively engage students, and promote diversity and inclusion.
8	<p>Professional development focusing on best practices with technology, curriculum, instruction, and assessment /Differentiated Teacher-Professional Development</p> <ul style="list-style-type: none"> <li>Teacher leaders will design and deliver professional development workshops on various strategies and topics.</li> <li>Teachers will choose which professional development topics to pursue and explore with their classroom instruction.</li> <li>Teachers will be empowered and encouraged to work collaboratively and collegially with one another during inservice, professional development days, and other scheduled days throughout the school year.</li> </ul>	All teachers pre-K to grade 12, Supervisors, Administrators, Directors	<p>Teacher leaders will continue to provide professional development of best practices to their colleagues annually.</p> <p>When teachers have a choice of professional development, they will choose a workshop that will pertain to them and will more likely implement strategies from that session with their instruction..</p> <p>Teachers will benefit from planning, meeting, and working with one another in an open environment setting.</p>
9	<p>Formal Observations and Walkthrough Visits will occur in order to:</p> <ul style="list-style-type: none"> <li>On-going goals: <ul style="list-style-type: none"> <li>Support and assist with teacher instruction, assessment, and curriculum</li> <li>Administrative team to continue to nurture</li> </ul> </li> </ul>	Administrative Team: Supervisors, Athletic Director, Principals, Director of Special Services, Director of CIA, Superintendent	Maintain a line of open communication with honest, fair, constructive, and immediate feedback that emphasizes teachers strengths and areas of need in order to improve delivery of instruction to students (walkthrough - learning goal, strengths, and recommendations).



	relationships with staff and have meaningful, constructive conversations focused on student learning.		
10	<p>Write, revise, and update curriculum K-12</p> <ul style="list-style-type: none"> <li>NJSLS revisions continue on an annual basis due to professional learning opportunities and NJDOE implementation goals/curriculum writing for the 2022-23 school year</li> <li>Continue to focus on diversifying the curricula (Amistad, LGBTQ+, AAPI, ...)</li> </ul>	Selected teachers pre-K to grade 12, Supervisors, Administrators, Director of CIA	Update curriculum annually as is evidenced by BOE adoption.
11	<p>Implement Diversity, Equity, and Inclusion Recommendations from Grand River Solutions (GRS)</p> <ul style="list-style-type: none"> <li>DEI Coordinator, Facilitators, and stakeholders will begin implementing recommendations from GRS that will improve (1) Culture &amp; Climate for students and staff, (2) Recruiting, Hiring, and Retaining staff, (3) Curriculum that will be more inclusive to all students, etc.</li> <li>DEI Coordinator, DEI Facilitator, and Superintendent will attend NJCEE and Kean University Diversity Council training/meeting to continue to learn and implement effective strategies and resources to create a positive and respectful learning environment where critical and meaningful conversations can take place.</li> <li>Provide programming that will allow staff to reflect on personal assumptions and learned biases and recognize their impact on classroom practice.</li> <li>Develop skills and confidence for engaging in and facilitating conversations about race and other critical topics.</li> </ul>	Elementary, middle, and high school teachers; Supervisors, Building Administration, District Leadership; Volunteer teachers, Building Administrators, and Community members	<p>Meeting agendas/notes</p> <p>Data gleaned from GRS DEI Review</p> <p>Updates in district practices (i.e. curricula, hiring, etc.)</p> <p>Creation of a workable action plan</p>



## 2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>Grade K teachers will work with math trainer and STEM supervisor on a monthly basis as they implement <i>Dimensions Math</i></li> <li>Grades 1-5, will continue to implement and refine Dimensions Math lessons with the assistance of Ms. Kober, Mr. Jackson, Mr. Stevenson, and Dr. Miller.</li> <li>Grades 6-8, and HS Algebra1, will implement problem based learning lessons with the Amplify Math Curriculum resources. Training will be conducted with Amplify on an as needed basis.</li> <li>HS Teachers will continue to investigate the 5 Practices for Orchestrating Productive Mathematics Discussions and conduct peer observations in a lesson study model with assistance from Mr. Jackson, Mr. Yoshida, Mr. Stevenson, and Dr. Miller. The focus will be on problem based instruction and learning through discussion utilizing CPA principles</li> <li>Continue to update curriculum resources to include student-centered, rich math tasks</li> </ul>	<ul style="list-style-type: none"> <li>Math trainer (Mr. Jackson) will continue to work with elementary and high school teachers using a peer observation/Japanese Lesson Study approach</li> <li>Teachers will share experiences using complex instruction and fluency techniques</li> <li><i>5 Practices for Orchestrating Productive Mathematics Discussion, 2nd Edition NCTM, How the Brain Learns Mathematics (David A. Sousa), Pi of Life: The Hidden Happiness of Mathematics (Sunil Singh)</i> will be the books for various PLCs/department levels</li> </ul>
2	<ul style="list-style-type: none"> <li>Continue to implement STC science kits</li> <li>Adjust and revise STC lessons to place investigation of phenomena first in instructional sequences</li> <li>Explore and develop 3-Dimensional Assessments (HBW/VHS)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement science and engineering practice based science kits (year #6)</li> <li>Work with the STEM supervisor and read research-based articles that include the instruction and assessment of the three-dimensions</li> <li>Department meetings will serve as check-in, material usage, professional development opportunities</li> </ul>
3	<p>Elementary:</p> <ul style="list-style-type: none"> <li>Ms. Clark, Mrs. Stuto, Mrs. Peter, Mrs. Venezia, and Dr. Miller will implement professional learning sessions on selected balanced literacy topics</li> </ul> <p>HBW:</p>	<p>Elementary:</p> <ul style="list-style-type: none"> <li>Ms. Clark, Mrs. Stuto, Mrs. Peter, Mrs. Venezia, and Dr. Miller will support elementary teachers over a total of one - two sessions for the 2022-23 school year.</li> </ul> <p>HBW:</p>



	<ul style="list-style-type: none"> <li>Mrs. Peter, Mrs. Venezia, and Ms. Clark will continue to establish a guiding philosophy of reading and writing workshop/balanced literacy in middle school.</li> </ul> <p>LETRS</p> <ul style="list-style-type: none"> <li>Mrs. Duffy will launch the LETRS cohort in their hybrid study. Teachers will complete units 1 - 4 independently.</li> </ul> <p>VHS</p> <ul style="list-style-type: none"> <li>Teachers will explore the creation of English selective courses for junior and senior students.</li> </ul>	<ul style="list-style-type: none"> <li>Mrs. Peter will schedule 3 - 4 more visits with Ms. Clark; emphasis will be determined by grade level needs and will use a Lesson Study approach to build and empower teacher confidence.</li> </ul> <p>LETRS</p> <ul style="list-style-type: none"> <li>Mrs. Duffy will plan and host four professional learning sessions throughout the school year as teachers move through each of the four units in volume I. Interested teacher may participate in the <i>Shifting the Balance</i> book club, hosted by Mrs. Peter.</li> </ul> <p>VHS</p> <ul style="list-style-type: none"> <li>Teachers will participate in a book club to study the text, <i>The Novel Approach</i>, with Mrs. Peter. Teachers will begin curriculum writing for proposed selective courses utilizing Kate Robert's model.</li> </ul>
4	<ul style="list-style-type: none"> <li>World language teachers will meet with Dr. Goebel, Mrs. Peter, and Dr. Miller to continue their learning of comprehensible input; output; proficiency-based standards; assessment practices and integrated performance assessments (IPAs), and the PACE model of grammar instruction</li> </ul>	<ul style="list-style-type: none"> <li>Additional professional development days with Dr. Goebel will be provided during the 2022-2023 school year for the world language teachers.</li> <li>Classroom visits will be encouraged to promote teacher collaboration and reflection.</li> </ul>
5	<ul style="list-style-type: none"> <li>Humanities Supervisor and Director of Curriculum, Instruction, and Assessment (CIA) will schedule one middle/high school professional development session with <a href="#">Gilder Lehrman</a> Institute of American History Teaching Literacy through History (TLTH).</li> <li>Humanities Supervisor and Director of Curriculum, Instruction, and Assessment will continue to support by scheduling professional development with <a href="#">The DBQ Project</a> with middle and high school social studies teachers.</li> <li>Humanities Supervisor will schedule on-going training to implement the TCI <i>Social Studies Alive!</i> program.</li> </ul>	<ul style="list-style-type: none"> <li>Humanities Supervisor will lead follow-up and reflection sessions/discussions with elementary, middle and high school teachers based upon each workshop opportunity.</li> <li>Humanities Supervisor, Director of CIA, and building principals will provide opportunities and support teachers to turn-key lessons involving learned topics.</li> </ul>
6	<ul style="list-style-type: none"> <li>Elementary Schools will continue to implement conflict resolution curriculum in September with students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Lanzo and FNB teachers will continue to lead elementary schools with professional development and disseminate information to other elementary schools</li> </ul>
7	<ul style="list-style-type: none"> <li>Elementary counselors, Ms. Lustig and Ms. King, will continue to implement Peekapak beginning with one grade level for approximately six weeks before moving to another grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Ms. Lustig and Ms. King will continue to cycle with different grade levels approximately every six weeks.</li> <li>Goal is to teach each grade level at least two social emotional skills each year.</li> </ul>
8	<ul style="list-style-type: none"> <li>Professional learning will be provided for teachers in</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-led workshops will be offered throughout the school based upon feedback</li> </ul>





	September and October 2022 focusing on best practices with technology, curriculum, instruction, and assessment.	<p>from interest surveys; plan for an EdCamp in February during professional development day.</p> <ul style="list-style-type: none"> <li>Teachers will be empowered to create their own PLCs to explore their interests regarding curriculum, instruction, and assessment.</li> </ul>
9	<ul style="list-style-type: none"> <li>Formal observations will begin in September 2022</li> <li>Walkthrough visits will begin in September 2022</li> </ul>	<ul style="list-style-type: none"> <li>Non-tenured teachers will receive at least three formal observations and tenured teachers will receive at least two formal observations</li> <li>Walkthrough visits will focus on meaningful conversations between teachers, staff, supervisors, and administrators</li> </ul>
10	<ul style="list-style-type: none"> <li>Supervisors &amp; Director of CIA will support teachers during the summer of 2022 in the revision/rewriting of curricula</li> </ul>	<ul style="list-style-type: none"> <li>Supervisors will check-in with teachers throughout the summer to give feedback on curricula</li> <li>Supervisors will meet with Director of CIA with completed curriculum</li> <li>Director of CIA will present completed curriculum to the Education Committee before receiving BOE Approval</li> <li>Director of CIA will post curriculum on the <a href="#">Verona Public Schools webpage</a></li> </ul>
11	<ul style="list-style-type: none"> <li>DEI Coordinator, Facilitators, and stakeholders will begin implementing recommendations from GRS that will improve (1) Culture &amp; Climate for students and staff, (2) Recruiting, Hiring, and Retaining staff, (3) Curriculum that will be more inclusive to all students, etc.</li> <li>DEI Coordinator, DEI Facilitator, and Superintendent will attend NJCEE and Kean University Diversity Council training/meeting to continue to learn and implement effective strategies and resources to create a positive and respectful learning environment where critical and meaningful conversations can take place.</li> </ul>	<ul style="list-style-type: none"> <li>Continue reviewing, revising, and reflecting with Diversity, Equity, and Inclusion programming, professional development, etc.</li> </ul>

### 3: PD Required by Statute or Regulation - Verona Public Schools uses Global Compliance Network (GCN) - <http://site.gcntraining.com/>

State-mandated PD Activities				
	MANDATORY TRAINING TOPIC	GCN MODULE TITLE	WHO?	HOW OFTEN?
A.	READING DISABILITIES	This topic will be scheduled annually by the Supervisor and Director of Special Services for appropriate personnel.		
B.	PREVENTION: SUICIDE, SUBSTANCE ABUSE, HARASSMENT, INTIMIDATION, AND BULLYING			
	Suicide Awareness(NJSA 18A: 6-112) BOE Policy & Regulation #5350 Pupil Suicide Prevention	-Suicide Prevention (2 hours)	All Staff	Needs to be completed every 5 years if you are new to the district. For example, if you completed in 2021-22, then you will need to complete again





				in 2026-27.
	Harassment, Intimidation, and Bullying(NJSA 18A: 37-17b and c; NJAC 6A: 16-7.1(c), 7, 7.9(d)) BOE Policies & Regulations: #5512 Harassment, Intimidation, and Bullying	-Bullying (18 mins.) -Cyber Bullying (18 mins.) -Anti-Bullying Bill of Rights-NJ (34 mins.)See General Harassment & Sexual Harassment (section f.)	All Staff	Annually
	Management of Diabetes NJSA 18A: 40-12.13 BOE Policies #5338, #5305 Health Services	-Diabetes Awareness (20 mins.)	All Staff	Annually
	Substance Abuse(NJSA 18A: 40A-15, NJAC 6A: 16-3.1 (a)(4)) BOE Policies & Regulations #5530 Substance Abuse; #5533 Pupil Smoking; #7434 Smoking on School Grounds/Prohibition; #7435 Alcoholic Beverages; #7436 Drug Free WorkPlace	-Alcohol, Tobacco, & Drug Awareness - NJ (12 mins.)	All Staff	Annually
C.	SCHOOL SAFETY, SECURITY, AND CODE OF STUDENT CONDUCT			
	Gang Awareness (NJAC 6A: 16-5, 3, 7, 7.1)	-Gang Awareness (13 mins.)	All Staff	Annually
	Potentially Missing, Abused or Neglected Children(NJAC 6A: 16-11) BOE Policy & Regulation #8462 Reporting Potentially Missing or Abused children	-Child Abuse - NJ (20 mins.)	All Staff	Annually
D.	HEALTH			
	Asthma(NJSA 18A: 40-12.8 & 9) BOE Policy # 5335 Treatment of Asthma and #5305 Health Services Personnel	-Asthma (18 mins.)	All Staff	Annually
	Blood Borne Pathogens(NJSA 34: 6A-25 et seq) BOE Policies & Regulations #7420 Blood Borne Path Exp.	-Bloodborne Pathogens (20 mins.)	All Staff	Annually
	Alcohol, Tobacco, and Other Drug Prevention and Intervention(NJSA 18A: 40A-3, 15; NJAC 6A: 16-3.1 (a) 4)	See Alcohol & Drug Awareness under Substance Abuse (section b.)	All Staff	Annually
	AED/Janet's Law(NJSA 18A: 40-41.a, b) BOE Policy #5300	-AED/Janet's Law-NJ (17 mins.)	All Staff	Annually
	Lyme Disease (NJSA 18A:35-5.3)	-Lyme Disease (10 mins.)	All Staff	Annually
	Paul's Law T.R.U.S.T. Training Seminar (NJSA 18A:40-12.34 through 12.38; specifically 18A:40-12.35(d)1 and 2)	-Paul's Law (23 mins.)	All Staff	Annually
E.	INTERSCHOLASTIC ACTIVITIES			
	This will be scheduled annually by the Director of Athletics for appropriate personnel.			
F.	ADDITIONAL PROFESSIONAL DEVELOPMENT TOPICS			
	Affirmative Action, Non-Discrimination, Equity(NJAC 6A: 16-7-1.6)	-Affirmative Action	All Staff	Annually



	BOE Policies & Regulations: #1510 Policy on Non-Discrimination; #1530 Equal employment Opportunity; #2260 Affirmative Action Program for School and Classroom Practices; #5751 Equal Opportunity/Non-Discrimination/Sexual Harassment – Students; #5755 Equity in Educational Programs and Services	(24 mins.) -Diversity for Employees (14 mins.) -General Harassment (16 mins.) -Sexual Harassment (22 mins.) -Title IX (New 22-23) (19 mins.)		
	Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990(NJAC 6A: 14-1.2 (b) 14) BOE Policy & Regulation #1510 Policy on Non-Discrimination	-Section 504 - Part 1 (20 mins.)	All Staff	Annually
	FERPA(NJAC 6A: 32-7.1) BOE Policies & Regulation #8335 Family Educational Rights and Privacy Act	-Ferpa (19 mins.)	All Staff	Annually



#### 4: Resources and Justification

Resources
<ul style="list-style-type: none"><li>• District Budget</li><li>• School Budgets</li><li>• Title IIA Funds<ul style="list-style-type: none"><li>○ Teacher Differentiated Instruction</li><li>○ Balanced Literacy</li><li>○ Mathematics Professional Development</li><li>○ Professional Development for ELA/SS teachers</li><li>○ World Language Acquisition and Instruction</li></ul></li><li>• Title IV Funds<ul style="list-style-type: none"><li>○ Elementary social, emotional curricula</li><li>○ DEI professional development for staff</li></ul></li></ul>
Justification
<ul style="list-style-type: none"><li>• The professional development that will be utilized in the district has been planned, coordinated, and budgeted with teachers, supervisors, administrators, district leadership, the Superintendent of Schools, and the Board of Education.</li></ul>

*Dr. Charles Miller*

*June 24, 2022*

Signature of Director of Curriculum, Instruction and Assessment

Date

*Dr. Lydia Furnari/Mrs. Diane DiGiuseppe*

*June 24, 2022*

Signature of Superintendent of Schools

Date