



## Verona School District Professional Development Plan 2020-21

| District Name | Superintendent Name | Plan Begin/End Dates         |
|---------------|---------------------|------------------------------|
| Verona        | Dr. Rui Dionisio    | July 1, 2020 - June 30, 2021 |

### 1: Professional Learning (PL) Goals

| PL Goal No. | Goals   | Identified Group  | Rationale/Sources of Evidence   |
|-------------|---|---|---|
| 1           | <p>Elementary, Middle School, &amp; High School Math Curriculum Review Team:</p> <ul style="list-style-type: none"> <li>Working with a math trainer, the review team will design and implement rich mathematical ideas that will enrich student learning and teacher pedagogy that will lead to a stronger, student-centered math curriculum and approach for the 2020-21 school year and beyond.</li> <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 3 &amp; 4 teachers will utilize the <i>Dimensions</i> mathematics program and will meet monthly with a trainer, Supervisor of STEM, and Director of CIA..</li> </ul> | <p>Volunteer Elementary Generalists &amp; 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> | <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>Analyze survey results pre-post.</p> |
| 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 2020-21 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</li> </ul>   | <p>Elementary Generalists &amp; Special Education Teachers, Middle School Science Teachers, High School Science Teachers, Elementary, Middle School, and High School Principals, STEM Supervisor, Director of CIA</p>                         | <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>NJSLA - S Standardized Assessments for Grades 5, 8, and 11 will be administered spring 2021.</p> <p>Walkthroughs and formal observations during science instruction will focus on students exploring phenomena,</p>  |



|   |   |   |  |
|---|---|---|--|
|   | <p>to the NJSLs (NGSS).</p> <ul style="list-style-type: none"> <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>   |   | <p>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>   |
| 3 | <p>Reading &amp; Writing Workshop for elementary and Balanced Literacy best practices middle school:</p> <ul style="list-style-type: none"> <li>● Support differentiated reading for teachers and students grades K-4 with Ms. Stuto, Brookdale Principal and Mr. Schels, Supervisor of Humanities. Emphasis will be placed on mini-lesson, guided reading, and conferencing with students.</li> <li>● Support differentiated reading for teachers and students grades 5-8 with Mr. Schels, Mrs. Venezia Director of CIA, and Ms. Clark (Trainer) using a Lesson Study approach.</li> </ul> | <p>Elementary Generalists &amp; 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> | <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>Analyze survey results pre-post.</p> |
| 4 | <p>World Language Acquisition and Instruction</p> <ul style="list-style-type: none"> <li>● Continue 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) 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>                    | <p>All World Language teachers, Elementary, Middle, and High School Administration, Humanities Supervisor, Director of CIA</p>  | <p>Walkthroughs and formal observations will focus on comprehensible input</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>Analyze survey results pre-post</p>             |
| 5 | <p>Social Studies / History Education Professional Development</p> <ul style="list-style-type: none"> <li>● Intro. to Reading Like a Historian program from the Stanford History Education Group (SHEG).</li> <li>● Support document-based, inquiry-driven learning.</li> </ul>   | <p>All social studies teachers 5-12, Supervisor of Humanities, Director of CIA</p>  | <p>Walkthroughs &amp; formal observations</p> <p>Examining student work in department meetings / PLCs</p>  |



|   |   |  |  |
|---|---|--|--|
|   | <ul style="list-style-type: none"> <li>Support the practice of disciplinary thinking skills</li> </ul>  |  |  |
| 6 | <p>Humanities &amp; STEM Department PLCs: Mr. Schels and Mr. Stevenson will focus on selected books for each of their departments for the 2019-20 school year to improve delivery of instruction and assessment.</p> <ul style="list-style-type: none"> <li>Humanities <ul style="list-style-type: none"> <li><i>Text Inspection on the Core</i> (Anthony J Fitzpatrick)</li> <li><i>Why Won't You Just Tell Me The Answer: Teaching Historical Thinking in Grades 7-12</i> (Bruce A. Lesh) *Complete in 2020-2021 due to school closure from COVID-19</li> <li><i>While We're on the Topic: Language, Acquisition, and Classroom Practice</i> (Bill VanPatten)</li> </ul> </li> <li>STEM <ul style="list-style-type: none"> <li><i>5 Practices for Orchestrating Productive Mathematics Discussion, 2nd Edition</i> (NCTM)</li> <li><i>How the Brain Learns Mathematics</i> (David A. Sousa)</li> <li><i>Pi of Life: The Hidden Happiness of Mathematics</i> (Sunil Singh)</li> <li><i>Building Powerful Numeracy for Middle &amp; High School Students</i> (Pam W. Harris)</li> </ul> </li> </ul> | <p>ELA 5-12, SS 5-12, WL K-12, Math K-12 teachers, Humanities Supervisor, STEM Supervisor, Elementary, Middle, and High School Administration, Director of CIA</p> | <p>Teachers, supervisors, building administrators, and Director of CIA reading, discussing, and exploring relevant topics improves classroom instruction and assessment.</p>   |
| 7 | <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>   | <p>Elementary teachers, elementary principals, Director of CIA</p>   | <p>Increase effective student communication, empower students to solve problems with their peers, and to reduce student conflicts</p>  |
| 8 | <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</li> </ul>  | <p>Elementary counselors, Elementary teachers, elementary principals, Director of Special Services, Director of CIA</p>  | <p>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.</p> |



|    | learning experiences   |  |  |
|----|--|--|--|
| 9  | <p>Facilitating Critical Conversations working with <a href="#">Teaching Tolerance</a></p> <ul style="list-style-type: none"> <li>Identify strategies and resources to create a positive and respectful learning environment where critical conversations can take place.</li> <li>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> <li>Facilitating Critical Conversations</li> <li>Social Justice Teaching 101</li> </ul>   | Elementary middle, and high school teachers; Supervisors, Building Administration, District Leadership                     | Working with <a href="#">Teaching Tolerance</a> , teachers and administrators will explore strategies for facilitating critical conversations with students and colleagues. "Participants will engage in personal reflection and examine some common beliefs and biases that can affect their ability to engage in productive conversations. They will learn strategies for creating supportive learning environments that encourage risk-taking during critical conversations. Finally, they'll investigate methods of teaching about implicit bias, race and other critical topics". |
| 10 | <p>AP Potential with VHS Students:</p> <ul style="list-style-type: none"> <li>Use results for AP Potential when developing Master Schedule and placing students more accurately into proper classes</li> <li>Improve the process for students &amp; parents selecting AP courses</li> </ul>  | VHS Teachers, School Counselors, Director of Counseling, VHS Administration, Humanities & STEM Supervisor, Director of CIA | The number of students enrolling in AP courses is at an all-time high, however, some students still do not take on the challenge of an AP level class. School counselors and teachers will continue to meet with students and parents to create awareness and options annually.  |
| 11 | <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>Teachers will continue to refine the infusion of technology with curriculum, instruction, and assessment with traditional and remote learning.</li> <li>Teachers will choose which professional development topic 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</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 planning, meeting, and working with one another in an open environment setting.</p>   |



|                  |   |   |  |
|------------------|---|---|--|
| <p><b>12</b></p> | <p>Formal Observations and Walkthrough Visits will be completed in a timely manner:</p> <ul style="list-style-type: none"> <li>● Support and assist with teacher instruction, assessment, and curriculum</li> <li>● Collect instructional data objectively and encourage monthly contact with teachers</li> </ul>                             | <p>Administrative Team: Supervisors, Athletic Director, Principals, Director of Special Services, Director of CIA</p> | <p>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.</p> |
| <p><b>13</b></p> | <p>Write, revise, and update curriculum K-12</p> <ul style="list-style-type: none"> <li>● NJSLS need to be updated at least once every five years; the district will post curriculum writing in June for the 2020-21 school year</li> <li>● Continue to focus on diversifying the curricula (African American, LGBTQ+, Women, ...)</li> </ul> | <p>Selected teachers pre-K to grade 12, Supervisors, Administrators, Director of CIA</p>                              | <p>Update curriculum annually as is evidenced by BOE adoption.</p>   |
| <p><b>14</b></p> | <p>Introduce new methods of physical fitness across the district PE curriculum.</p> <ul style="list-style-type: none"> <li>● Train PE teachers in Plyoga fitness</li> <li>● Introduce training for PE teachers in CrossFit kids</li> </ul>  | <p>Selected teachers K-12</p>   | <p>Teachers exploring relevant topics improves classroom instruction and assessment.</p> <p>Relevant PD provides opportunities for our teachers to lead their curriculum and colleagues.</p>                       |



## 2: Professional Learning Activities

| PL Goal No | Initial Activities  | Follow-up Activities (as appropriate)   |
|------------|---|---|
| 1          | <ul style="list-style-type: none"> <li>Grades 3&amp;4 teachers will work with math trainer and STEM supervisor on a monthly basis as they implement <i>Dimensions Math</i></li> <li>Grades K-8, HS Algebra, &amp; HS Geometry (with the exception of grade 3&amp;4) will continue to implement Lesson Study techniques with our math trainer and STEM supervisor in order to focus on problem based instruction and learning through discussion or to focus on fluency training 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>Trainer will continue to work with elementary/middle school math review team on rich math tasks using a 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>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 #5)</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 questions</li> </ul>   |
| 3          | <p>Elementary:</p> <ul style="list-style-type: none"> <li>Ms. Stuto &amp; Mr. Schels will implement a selected Reading/Writing Workshop topic in January 2021 with elementary teachers</li> </ul> <p>HBW:</p> <ul style="list-style-type: none"> <li>Mr. Schels, Mrs. Venezia, and Ms. Clark will continue to establish a guiding philosophy of reading and writing workshop/balanced literacy in the middle school..</li> </ul>  | <p>Elementary:</p> <ul style="list-style-type: none"> <li>Mrs. Stuto &amp; Mr. Schels will train elementary teachers in the winter and spring with two more Reading/Writing Workshop techniques (TBD from fall survey)</li> </ul> <p>HBW:</p> <ul style="list-style-type: none"> <li>Mr. Schels will schedule six 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>   |
| 4          | <ul style="list-style-type: none"> <li>World language teachers will meet with Dr. Goebel, Mr. Schels, and Dr. Miller to continue their learning of comprehensible input; output; proficiency-based standards; assessment practices and integrated performance</li> </ul>  | <ul style="list-style-type: none"> <li>Additional professional development days with Dr. Goebel will be provided during the 2020-21 school year for the world language teachers.</li> <li>Classroom visits will be encouraged to promote teacher collaboration and reflection.</li> </ul>   |



|    | assessments (IPAs)  |  |
|----|---|--|
| 5  |   |  |
| 6  | <ul style="list-style-type: none"> <li>Mr. Schels and Mr. Stevenson will distribute select professional books to be read in the September meeting.</li> </ul>   | <ul style="list-style-type: none"> <li>Monthly department meetings, grade level meetings will be designed to share ideas on how to more effectively deliver instruction and formatively assess students.</li> </ul>  |
| 7  | <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>  |
| 8  | <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>   |
| 9  | <ul style="list-style-type: none"> <li>Trainers from Teaching Tolerance will meet with teachers, supervisors, building administration, and district leadership with initial training in the fall of 2020 to explore strategies for facilitating critical conversations with students and colleagues.</li> </ul> | <ul style="list-style-type: none"> <li>Trainers from Teaching Tolerance will meet with teachers, supervisors, building administration, and district leadership in additional workshops to explore strategies for facilitating critical conversations with students and colleagues.</li> </ul>  |
| 10 | <ul style="list-style-type: none"> <li>AP Conference/Meeting with teachers, supervisors, VHS administration, and Director of CIA will occur in the fall of 2020.</li> </ul>   | <ul style="list-style-type: none"> <li>AP teachers will reconvene with VHS administration, Supervisors, and Director of CIA throughout the course of the year (if necessary) to discuss adjustments with the PSAT, scheduling information for the current and following school year</li> <li>Spring AP Conference/Meeting with teacher (if necessary)</li> </ul>   |
| 11 | <ul style="list-style-type: none"> <li>Professional learning will be provided for teachers in September and October 2020 focusing on best practices with technology, curriculum, instruction, and assessment.</li> </ul>  | <ul style="list-style-type: none"> <li>A teacher-differentiated workshop will be offered in February 2021 based upon feedback from interest surveys.</li> <li>Teachers will be empowered to create their own PLCs to explore their interests regarding curriculum, instruction, and assessment.</li> </ul>   |
| 12 | <ul style="list-style-type: none"> <li>Formal observations will begin in September 2020</li> <li>Walkthrough visits will begin in September 2020</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 occur on a monthly basis</li> <li>Supervisors and principals are expected to visit or observe each of their teachers (responsible for the teacher's final evaluation) at least once a month and will use the iObservation form for formal observations and the Walkthrough Google Form as evidence of feedback to teacher</li> </ul> |
| 13 | <ul style="list-style-type: none"> <li>Supervisors will support teachers during the summer of 2020 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>   |



|    |  |  |
|----|--|--|
| 14 | <ul style="list-style-type: none"> <li>Supervisor will support teachers during the summer of 2020 in the revision/rewriting of curricula and the implementation of Plyoga and/or CrossFit kids.</li> </ul> | <ul style="list-style-type: none"> <li>Supervisor will check-in with teachers throughout the summer to give feedback on curricula</li> <li>Supervisor will meet with Director of CIA with completed curriculum</li> <li>Supervisor will monitor implementation and certification of program</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?   |
| <b>A.</b>                    | <b>READING DISABILITIES</b>   |  |           |  |
|                              | This topic will be scheduled annually by the Supervisor and Director of Special Services for appropriate personnel.   |  |           |  |
| <b>B.</b>                    | <b>PREVENTION: SUICIDE, SUBSTANCE ABUSE, HARASSMENT, INTIMIDATION, AND BULLYING</b>   |  |           |  |
|                              | Suicide Awareness(NJSA 18A: 6-112)<br>BOE Policy & Regulation #5350 Pupil Suicide Prevention  | -Suicide Prevention<br>(2 hours)   | All Staff | Needs to be completed every 5 years if you are new to the district. For example, if you completed in 2014-15, then you will need to complete again in 2019-20. |
|                              | Harassment, Intimidation, and Bullying(NJSA 18A: 37-17b and c; NJAC 6A: 16-7.1(c), 7, 7.9(d))<br>BOE Policies & Regulations: #5512 Harassment, Intimidation, and Bullying   | -Bullying (18 mins.)<br>-Cyber Bullying (18 mins.)<br>-Anti-Bullying Bill of Rights-NJ (34 mins.)See General Harassment & Sexual Harassment (section f.) | All Staff | Annually   |
|                              | Management of Diabetes<br>NJSA 18A: 40-12.13<br>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))<br>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   |
| <b>C.</b>                    | <b>SCHOOL SAFETY, SECURITY, AND CODE OF STUDENT CONDUCT</b>   |  |           |  |
|                              | 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)<br>BOE Policy & Regulation #8462 Reporting Potentially Missing or Abused children   | -Child Abuse - NJ (20 mins.)   | All Staff | Annually   |
| <b>D.</b>                    | <b>HEALTH</b>   |  |           |  |



|    |  |  |           |          |
|----|--|--|-----------|----------|
|    | Asthma(NJSA 18A: 40-12.8 & 9)<br>BOE Policy # 5335 Treatment of Asthma and #5305 Health Services Personnel   | -Asthma<br>(18 mins.)  | All Staff | Annually |
|    | Blood Borne Pathogens(NJSA 34: 6A-25 et seq)<br>BOE Policies & Regulations #7420 Blood Borne Path Exp.   | -Bloodborne Pathogens<br>(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)   | <i>See Alcohol &amp; Drug Awareness under Substance Abuse (section b.)</i>   | All Staff | Annually |
|    | AED/Janet's Law(NJSA 18A: 40-41.a, b)<br>BOE Policy #5300  | -AED/Janet's Law-NJ<br>(17 mins.)  | All Staff | Annually |
|    | Lyme Disease (NJSA 18A:35-5.3)   | -Lyme Disease (10 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)<br>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 | -Affirmative Action<br>(24 mins.)<br>-Diversity for Employees<br>(14 mins.)<br>-General Harassment<br>(16 mins.)<br>-Sexual Harassment<br>(22 mins.) | All Staff | Annually |
|    | Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990(NJAC 6A: 14-1.2 (b) 14)<br>BOE Policy & Regulation #1510 Policy on Non-Discrimination  | -Section 504 - Part 1<br>(20 mins.)  | All Staff | Annually |
|    | FERPA(NJAC 6A: 32-7.1)<br>BOE Policies & Regulation #8335 Family Educational Rights and Privacy Act  | -Ferpa<br>(19 mins.)   | All Staff | Annually |



#### 4: Resources and Justification

##### Resources

- District Budget
- School Budgets
- Title IIA Funds
  - Teacher Differentiated Instruction
  - Reading/Writing Workshop, Balanced Literacy
  - Mathematics Professional Development
  - Facing History for ELA/SS teachers
  - World Language Acquisition and Instruction
- Title IV Funds
  - Elementary social, emotional curricula
  - Teaching Tolerance professional development for staff

##### Justification

- 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.

*Dr. Charles Miller*

*June 23, 2020*

Signature of Director of Curriculum, Instruction and Assessment

Date

*Dr. Rui Dionisio*

*June 23, 2020*

Signature of Superintendent of Schools

Date