

Regulations

2100(2460.14)

Board of Education Nutley

2100 (R2460.14) SPECIAL EDUCATION – IN-SERVICE TRAINING

The in-service training needs for professional and paraprofessional staff who provide special education, regular education or related services are identified and that appropriate in-service training is provided. The Director of Special Services shall maintain information to demonstrate the school efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
4. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services and general education personnel. (34C.F.R. 300.380)

Procedures for Identifying and Meeting the Training Needs of Paraprofessionals, Professionals and Parents of Students with Disabilities

1. The Assistant Superintendent is responsible for coordinating all professional development activities in cooperation with the districts Professional Development Committee. A needs assessment is conducted annually to identify the professional development needs of the district with input from the Director of Special Services, PTO Council, The Special Education Parent Support Group (P.A.Ch.E.S.), and representatives from the following groups:
 - Administrators
 - Teaching Staff (includes nurses, counselors, therapists, speech and language specialists, etc.)
 - Aides
 - Secretarial Staff
 - Custodial Staff/Maintenance Personnel

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2. Target populations will be identified by the needs assessment and will include at a minimum special education and regular education professionals, related services personnel, paraprofessionals and parents.
3. The training will serve to prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities, enhance the ability of teachers and others to use strategies such as behavioral learning of students with disabilities and others. The Nutley Board of Education reviews and adopts the Professional Development Plan submitted by the PDC.
 - Textbooks are adopted by Board Resolution through the recommendation of textbook selection committees.
 - The five year curriculum revision schedule for aligning to the Core Curriculum Content Standards is adopted by Board resolution.
 - Technology committees comprised from representatives from all areas (stated above) develops the goals and strategies for the implementation of technology for the District which includes administrative and instructional application.
4. Trainings will be conducted annually
5. The District ensures that the in-service training is integrated to the maximum extent possible with other professional development activities; and
6. Provides for joint training activities of parents and special education, related services and general education personnel.
7. When appropriate, the district will identify, adopt and disseminate promising practices, materials and technology based upon:
 - a. Individual needs of pupils in accordance with their respective IEP.
 - b. Significant knowledge derived from educational research and other reliable sources.

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- c. Collaborative work with institutions of higher learning or other entities that (on a per-service and an in-service basis) prepare personnel who work with children with disabilities to support quality professional development programs that meet identified state and local needs.
 - d. Technical assistance and professional development programs provided through NJDOE sources.
8. The effectiveness of the training will be evaluated/assessed through district and/or commercially developed surveys/forms.
9. Documentation of the needs assessment, training activities and evaluation procedures will be maintained for three years after the activities are completed.