

**CRANFORD PUBLIC SCHOOLS  
CRANFORD, NEW JERSEY**

**POLICY: STAFF DEVELOPMENT: IN-SERVICE EDUCATION, VISITATION, CONFERENCES**

The Cranford Board of Education recognizes its legal obligation to provide in-service activities to further the ability of the teaching staff to progress toward achievement of district goals and objectives.

The Chief School Administrator shall develop a comprehensive management system for staff professional improvement and shall assist staff members in the area of professional improvement by providing relevant information regarding workshops, professional meetings and course offerings.

Staff participation that may require released time and financial reimbursement in excess of \$350 (See 4133.1) will be determined by the Board of Education after recommendation by the Chief School Administrator.

Staff members who participate in out-of-district programs at Board expense shall upon request submit a written report to the Chief School Administrator or designee highlighting the main thrust and ideas observed by the participant.

**Mandated In-service Programs**

The chief school administrator shall arrange development of appropriate in-service presentations, seminars and/or workshops on:

- affirmative action/equity
- special education
- child abuse/neglect
- substance abuse
- possible hazardous substances in the workplace and other topics specifically required by federal or New Jersey law
- staff cooperation with law enforcement authorities in matters relating to substance, weapons and safety
- recognizing and responding to crisis
- procedures and mechanisms for managing crisis
- annual in-service training for all staff (both certificated and non certificated) to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sexual orientation, ancestry, national origin or social or economic status

The district design of the in-service/professional development program should occur in the context of other policies, student safety and well-being, continuity of the instructional program, and budgetary constraints.

Monitored:  
Indicators 1.1, 6.4

Mandated:  
N.J.A.C. 6A:16-6.2 requires policy and procedures on staff cooperation with law enforcement authorities in matters relating to substances, weapons and safety.  
N.J.A.C. 6A:16-6.2(b)11 requires inservice training on these policies and procedures.  
N.J.A.C. 6A:16-10.2 requires board policy and procedures on reporting suspected child abuse/neglect, and delivery of information and inservice training programs to school personnel concerning child abuse/neglect.

Other Reasons:  
N.J.S.A. 18A:40A-3a requires boards to provide time for staff to receive inservice training on substance abuse provided by the state department of education. N.J.A.C. 6A:16-3.1(a)4 reiterates this requirement.  
N.J.S.A. 18A:40A-18c requires inservice training of staff on substance abuse.  
N.J.A.C. 6:11-13.1 et seq. outlines procedures for the fulfillment of state requirements for professional development for teachers.  
N.J.A.C. 6A:16-5.2(c) requires staff training in recognizing and responding to crises, consistent with district plans, procedures and mechanisms for managing crises.

The multi-year equity plan required by the SDOE for 2000-2001 and 2002-2003 requires annual inservice training for all staff (both certificated and noncertificated) to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sexual orientation, ancestry, national origin or social or economic status.

Federal law requires that all districts that receive Title I funds must devote at least 5% of those funds to help teachers become "highly qualified," as that term is defined in the law.

Recommendation:  
A policy statement directing the chief school administrator to develop appropriate inservice programs. It should be clear that inservice/professional development must occur in the context of overall district goals, as well as for the improvement of individual teaching performance. In addressing the state requirement for teacher continuing education,

assert the right of the board to deny application of any inservice program toward fulfillment of this requirement. The policy should also note that the district design of the inservice/professional development program should occur in the context of other policies, student safety and well-being, continuity of the instructional program, and budgetary constraints. Compensation, release time, or other employment terms or conditions may be addressed in negotiated agreements. Support staff training should be addressed as well in a separate policy.

*Abbott districts should be aware of their responsibilities for professional development in the implementation of Whole School Reform in accordance with N.J.A.C. 6A:24-2.2 and other references to professional development in that section of administrative code.*

Legal References:

N.J.S.A. 18A:7A-11 Annual report of local school district; contents; See particularly: annual report of commissioner; report on  
N.J.S.A. 18A:7A-11e improvement of basic skills  
N.J.S.A. 18A:17-46 Act of violence; report by school employee; notice of action taken; annual report  
N.J.S.A. 18A:27-4 Power of boards of education to make rules governing employment of teacher, etc.; employment thereunder  
N.J.S.A. 18A:30-7 Power of boards of education to pay salaries  
N.J.S.A. 18A:31-2 Attendance at conventions of New Jersey Education Association  
N.J.S.A. 18A:40A-3 Initial inservice training programs; curriculum; See particularly: availability  
N.J.S.A. 18A:40A-3a, -18c  
N.J.S.A. 34:5A-10 Workplace surveys and hazardous substance fact sheets; file; update; copies of employee health and exposure records; request for copies  
N.J.S.A. 34:5A-13 Employee education and training program; certification of programs and persons; duration; renewal; fees; rules and regulations; violations; penalties  
N.J.A.C. 6:3-1.6 Reporting and staffing of school districts  
N.J.A.C. 6:3-4.1 Supervision of instruction: observation and evaluation of nontenured teaching staff members  
N.J.A.C. 6:3-4.3 Evaluation of tenured teaching staff members  
N.J.A.C. 6:11-13.1 et seq. Required Professional Development for Teachers  
N.J.A.C. 6A:7-1.6 Professional development  
N.J.A.C. 6A:14-1.2(b)13 District eligibility for assistance under IDEA Part B  
N.J.A.C. 6A:15-1.8 Inservice training  
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development See particularly:  
N.J.A.C. 6A:16-3.1(a)4, -5.2(c), 6.2(b)11  
N.J.A.C. 6A:16-10.1 et seq. Reporting Allegations of Child Abuse and Neglect  
See particularly:  
N.J.A.C. 6A:16-10.2  
N.J.A.C. 6A:24-1.1 et seq. Urban Education Reform in the Abbott Districts  
See particularly:  
N.J.A.C. 6A:24-2.2, -4.1, -4.2, -6.1  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
Manual for the Evaluation of Local School Districts (September 2002)  
No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.  
Multi-year Equity Plan for the Academic Years 2000-2001 through 2002-2003,  
New Jersey State Department of Education Division of Student Services Office of Bilingual Education and Equity Issues

Possible Cross References:

*4115	Supervision
4116	Evaluation
4133	Travel/reimbursement
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141	Health
*5141.4	Child abuse and neglect
*6142.2	English as a second language; bilingual/bicultural
*6171.3	At-risk and Title 1
*6171.4	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

Adopted: April 14, 1997  
Revised: February 28, 2005