

# CARLISLE AREA SCHOOL DISTRICT

SECTION: PROFESSIONAL EMPLOYEES

TITLE: PROFESSIONAL  
DEVELOPMENT

ADOPTED: September 21, 2006

REVISED: February 16, 2012  
September 19, 2013  
September 15, 2022

## 433. PROFESSIONAL DEVELOPMENT

### **Purpose**

Continuing professional study and in-service training are prerequisites for professional development, enhanced ability to complete responsibilities, and maintaining certification.

### **Authority**

The Board encourages all professional employees to further their professional and personal advancement through graduate courses, inservice training, and professional development activities. [1]

In order to continue employment in the district, professional employees are required to meet all obligations necessary to maintain active certification. [2][3]

### **Guidelines**

#### **Graduate/Special Courses**

Only courses of study that are preapproved shall be eligible for reimbursement by the district or movement on the salary schedule by an employee. [4][5]

Reimbursement for credits for approved graduate study or special courses shall be made in accordance with terms of the collective bargaining agreement.

Documentary evidence of satisfactory completion of all study programs shall be required.

#### **Induction Plan**

The district shall comply with Department of Education regulations in developing and maintaining an induction plan for first-year teachers and teachers new to the district. [6][7][8]

#### **Professional Education Plan**

The Board shall appoint to the professional education committee parents/guardians and representatives of

the community and local businesses. Representatives of administrators, teachers and educational specialists on the professional education committee shall be selected by their respective members.

[2][6][7][8][9]

The Board shall approve a professional education plan that is designed to meet the educational needs of the district and its employees; programs, activities and learning experiences, including those designed to improve teachers' knowledge in subject areas covered by academic standards; and identifies approved providers. The Board shall approve the plan prior to submission for approval by the Department of Education. [2]

The Board shall ensure an annual review of the district's professional education plan by the professional education committee to determine if the plan continues to meet the needs of the district, the Strategic Plan, and the employees, students and community. The professional education committee may recommend amendments to the plan, subject to approval by the Board and the Department of Education. [2]

The Board may approve, on a case-by-case basis, specific professional education activities not stated within the district's professional education plan. Board approval is not required for credits or hours required for administrator certification, earned through activities conducted by providers approved by the Department of Education or the Department itself, or related to the area of assignment or certification. [3]

If the district assumes all costs of credits or hours, the Board may disapprove any course, program, activity or learning experience that is inconsistent with the goals of the professional education plan. [3]

Professional education plans associated with the federal requirements of Title I and Title II funding shall be developed by the professional education committee and forwarded to the Board for approval prior to the submission for approval by the Pennsylvania Department of Education. [2][9]

Trauma-Informed Approach Education -

The professional education plan shall include a minimum of one (1) hour of required training in trauma-informed approaches, in accordance with law. [2][10][11]

The district shall provide certificated administrative and professional employees with training on trauma-informed approaches, in accordance with law and the professional education plan. Training shall address, but shall not be limited to: [10][11]

1. Recognition of the signs of trauma in students.
2. Best practices for schools and classrooms regarding trauma-informed approaches, including utilizing multi-tiered systems of support.
3. Recognition of the signs of impact of secondary trauma on school employees and appropriate resources for employees experiencing secondary trauma.

4. The district's policies regarding trauma-informed approaches. [12]

5. The district's policies regarding connecting students with appropriate services. [13][14][15]

Training shall be based on evidence-based or evidence-informed programs that meet the needs of the district's local community and reflect current best practices related to trauma-informed approaches. [11][16]

**Legal References:**

1. 24 P.S. 517

2. 24 P.S. 1205.1

3. 24 P.S. 1205.2

4. 24 P.S. 1144

5. 24 P.S. 1151

6. 22 PA Code 49.16

7. 22 PA Code 4.13

8. Pol. 100

9. 22 PA Code 49.17

10. 24 P.S. 102

11. 24 P.S. 1205.7

12. Pol. 146.1

13. Pol. 146

14. Pol. 209

15. Pol. 236

16. 20 U.S.C. 7801

24 P.S. 1205.6

24 P.S. 1311-B

Pol. 806