

**LUZERNE  
INTERMEDIATE  
UNIT #18**

**SECTION: LUZERNE INTERMEDIATE  
UNIT EMPLOYEES  
TITLE: PROFESSIONAL DEVELOPMENT  
ADOPTED: NOVEMBER 20, 2002  
REVISED: FEBRUARY 24, 2020**

333. PROFESSIONAL DEVELOPMENT	
1. PURPOSE	Continuing professional study and in-service training are prerequisites for professional development, enhanced ability to complete responsibilities, and maintaining certification.
2. AUTHORITY SC 517	The Board encourages all administrators to further their professional and personal advancement through graduate study, in-service training, and professional development activities.
3. GUIDELINES	<p><u>Orientation</u></p> <p>An orientation program shall be provided for new personnel. The Executive Director shall be responsible for the development and implementation of orientation for personnel.</p> <p><u>Graduate/Special Courses</u></p> <p>Only courses of study that are pre-approved shall be eligible for reimbursement by the intermediate unit or a change in compensation.</p> <p>Reimbursement for credits for approved graduate study or special courses shall be made in accordance with terms of the administrative compensation plan or an individual contract.</p> <p>The Executive Director and Finance Committee shall recommend for Board approval tuition reimbursement for credits taken.</p> <p>Documentary evidence of satisfactory completion of all study programs shall be required.</p> <p><u>Professional Organizations</u></p> <p>Personnel shall be encouraged to affiliate with professional organizations. Membership in professional organizations shall not be considered as a condition of employment.</p>

	<p><u>Publishing</u></p> <p>Personnel are encouraged to make contributions to professional journals and books.</p> <p><u>Professional Education Plan</u></p>
<p>SC 1205.1 Title 22 Sec. 4.13, 49.17</p>	<p>The Board shall appoint to the professional education committee parents 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.</p>
<p>SC 1205.1</p>	<p>The Board shall approve a professional education plan that is designed to meet the educational needs of the intermediate unit and its employees; specified approved courses, programs, activities and learning experiences; and identifies approved providers. The Board shall approve the plan prior to submission for approval by the Department of Education.</p>
<p>SC 1205.1</p>	<p>The Board shall ensure an annual review of the intermediate unit’s professional education plan by the professional education committee to determine if the plan continues to meet the needs of the intermediate unit, 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.</p>
<p>SC 1205.2</p>	<p>The Board approves, on a case-by-case basis, specific professional education activities not stated within the intermediate unit’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.</p>
<p>SC 1205.2</p>	<p>If the intermediate unit assumes any 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.</p>
<p>SC 1205.1, 1205.2</p>	<p>In order to continue employment in the intermediate unit, certificated administrative employees are required to meet all obligations necessary to maintain active certification.</p>

Act 18 of 2019  
revised 24 P.S. Sec.  
12-1205.7 of the

PA Public School Code, requiring school entities to include a minimum of one (1) hour of required training in trauma-informed approaches into the school entity's Professional Education Plan. The training must be based on evidence-based or evidence-informed programs and include:

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 intermediate unit's policies regarding trauma-informed approaches.
5. The intermediate unit's policies regarding connecting students with appropriate services.