

## **PROFESSIONAL AND STAFF DEVELOPMENT**

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The board believes a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school district. The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The primary purpose of staff development, both for individuals and groups of employees, is to improve the instructional program for all students by assisting teachers and other licensed personnel in improving and gaining even greater competence in their profession.

### **A. STAFF DEVELOPMENT**

The superintendent will provide ongoing professional staff development opportunities. Input from employees will be sought in developing district-wide programs. Local school staff development programs will be planned jointly by the principal and staff members.

Staff development shall include all topics required by law or board policy, including but not limited to: (1) the effective delivery of the required curriculum – as required by G.S. 115C-81.45(d) and - 81.20(f); (2) a program of technology-related professional development as required by policy 3220, Technology in the Educational Program; and (3) a mental health training program, which includes all components, as required by G.S. 115C-375.20, G.S. 115C-376.5(d), 6 and State Board of Education Policy SHLT-003 7 (see policies 4240/7312, Child Abuse and Related Threats to Child Safety, and 6120, Student Health Services).

### **B. SELF-IMPROVEMENT**

Licensed and professional employees are responsible for self-improvement. These employees are encouraged to seek information and training through staff development programs as well as other opportunities in order to meet this responsibility.

### **C. PLANS FOR GROWTH AND IMPROVEMENT**

Supervisors and principals also may require employees to enter into plans for professional growth and to improve performance. To be most effective, the plan should set clear expectations and facilitate clear communication between the evaluator and the evaluatee. A performance improvement plan could involve participation in a staff development program or could encompass a variety of strategies that are related to professional growth or improving performance.

Action plans are required for all licensed employees who receive a “below standard” or “unsatisfactory” rating on a performance evaluation. Board policy 7811, Required Action Plans for Certain Licensed Employees, specifically sets forth the requirements for action plans.

A plan required by a supervisor/principal may be appealed following the grievance procedure in board policy 1750/7220 if the employee contends that (1) the plan is not likely to improve performance; (2) the supervisor/principal abused his or her discretion in developing the plan; or (3) the plan was not developed in conformance with any mandatory procedures.

#### **D. PAYMENT OF COSTS**

The district will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions which an employee is required to attend by the local administration. The employee must seek prior approval for payments.

The district will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

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Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-333, -333.1, -375.20, -376.5(d) State Board of Education Policies EVAL-004, SHLT-003

Cross References: Technology in the Educational Program (policy 3220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Health Services (policy 6120), Plans for Growth and Improvement of Licensed Employees (policy 7811)

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